

2012/2013 Graduate Catalog

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About Academic Programs

The American Public University System offers several options for graduate study: Master's degrees and graduate certificates. Master's degree programs range from 36 to 48 semester hours (12-15 courses) of study and require either a comprehensive exam, a thesis, or an integrative practicum and a GPA of 3.0 for graduation. Students must have completed a bachelor's degree program from an accredited institution to be admitted to a master's degree program. Certificate programs are available to students who seek a shorter program focused on career development or knowledge of a specific discipline. Certificates range from 18 to 27 semester hours; typically 6-9 courses.

Program Completion Rates, Median Debt, and More

For more about the graduation rates and median debt of students who completed each program, as well as other important information—visit www.APUS.edu/disclosure.

Master's Programs

The Graduate programs require 36 to 48 semester hours of course work. In addition to a required research methodology course, each major consists of core and major or concentration requirements. Core requirements provide the theoretical underpinning for future work. Major and concentration requirements allow students to select special areas of interest depending on their professional and personal goals. Additionally, most degree programs have elective requirements. Lastly, each student completes the final program requirements with a comprehensive exam, a thesis or an integrative practicum; the options may vary according to the degree program.

Master of

- *Business Administration*
- *Public Administration*
- *Public Health*

Master of Arts

- *Criminal Justice*
- *Emergency and Disaster Management*
- *History*
- *Homeland Security*
- *Humanities*
- *Intelligence Studies*
- *International Relations and Conflict Resolution*
- *Legal Studies*
- *Management*
- *Military History*
- *Military Studies*
- *National Security Studies*
- *Political Science*
- *Psychology*
- *Reverse Logistics Management*
- *Security Management*
- *Transportation and Logistics Management*

Master of Education

- *Administration and Supervision*
- *School Counseling*
- *Teaching*
- *Teaching - Concentration in Elementary Education*
- *Teaching - Concentration in Secondary Social Studies*

Master of Science

- *Accounting*
- *Environmental Policy and Management*
- *Information Technology*
- *Space Studies*
- *Sports and Health Sciences*
- *Sports Management*

Graduate Certificates and Endorsements

Students may earn a certificate en route to the master's degree, but it is the student's responsibility to ensure that requirements for both programs are met. Students seeking the Master's degree may not receive a certificate in their Master's degree major or a closely related area because the value of the student's work and the academic credentials are diminished. For example, students pursuing a graduate degree in Military Studies/Naval Warfare may not receive a Naval Warfare Certificate en route to their degree, but a student pursuing a graduate degree in Military Studies/Land Warfare may receive a Naval Warfare Certificate by selecting Naval Warfare courses that are applicable in the Certificate program as his/her elective courses towards the Land Warfare degree. Students who wish to pursue a certificate in an unrelated area en route to the Master's degree will be required to take a minimum of two courses beyond the Master's degree program to receive the certificate and degree (a total of 42 semester hours or more).

Students may earn an endorsement en route to the master's degree, but it is the student's responsibility to ensure that requirements for both programs are met. Students may pursue an endorsement separate from a Master's degree and at a later date apply these credits to their Master's degree. Students may also take the courses in the endorsement program for professional development credits and then apply these toward either the endorsement or the Master's degree. An endorsement is an additional certification and teaching credential.

American History

- *American Revolution*
- *Ancient and Classical History*
- *Athletic Administration*
- *Civil War Studies*
- *Competitive Intelligence*
- *Counterintelligence*
- *Criminal Justice*
- *Cybercrime*
- *Digital Forensics*
- *Emergency and Disaster Management*
- *Environmental Hazard Mitigation and Restoration*
- *Environmental Planning and Design*
- *Environmental Risk Assessment*
- *Environmental Sustainability*
- *European History*
- *Fish and Wildlife Management*
- *Global Environmental Management*
- *Homeland Security*
- *Information Assurance*
- *Information Systems Security*
- *Intelligence Analysis*
- *Intelligence Studies*
- *IT Project Management*
- *Joint Warfare*
- *K-12 Online Teaching Endorsement*
- *Leadership and Logistics*
- *Logistics Management*
- *Middle Eastern Studies*
- *National Security Studies*
- *Nonprofit Management*
- *Object-Oriented Application Development*

- *Organizational Management*
- *Post-Baccalaureate Teacher Preparation Certification*
- *Security Management*
- *Space Studies*
- *Sports Management*
- *Strategic Leadership*
- *Terrorism Studies*
- *World War II Studies*

Graduate Course Descriptions

- [Business](#)
- [Criminal Justice](#)
- [Education](#)
- [Emergency Management](#)
- [Environmental Science](#)
- [Finance and Accounting](#)
- [History](#)
- [Homeland Security](#)
- [Humanities](#)
- [Information Technology](#)
- [Intelligence Studies](#)
- [International Relations](#)
- [Legal Studies](#)
- [Management](#)
- [Marketing](#)
- [Mathematics](#)
- [Military History](#)
- [Military Management](#)
- [Military Studies](#)
- [National Security Studies](#)
- [Political Science](#)
- [Psychology](#)
- [Public Administration](#)
- [Public Health](#)
- [Religion](#)
- [Reverse Logistics Management](#)
- [Security Management](#)
- [Space Studies](#)
- [Sports and Health](#)
- [Transportation and Logistics](#)

Message from the President

Service. Leadership. Relevance in a global society. These values define our mission at American Public University System. They guide how we educate and support more than 90,000 distance learners studying in 50 states and more than 100 countries. They shape the growth of our two institutions, American Public University and American Military University. They are a roadmap for how we provide you with a degree that can prepare you for successful careers.

How do we set ourselves apart from other distance learning and traditional “brick-and-mortar” universities?

Our programs, your career.

Above all, we exist to serve you. Our students quickly discover a tight-knit community of professors, staff, and students. Lessons are creative, always demanding, and up-to-date with what’s happening in the world today.

You’ll engage in one-on-one discussions with professors. You may work on a class project with other students, or join online chats about your course work. Your classmates might live across town or across an ocean. The learning environment becomes fascinating, and lesson planning becomes creative and relevant. In fact, we commit ourselves to providing the best in career-relevant programs. We want to deliver an education that will enable you to make a real difference in today’s world. We offer some of the nation’s best programs in homeland security, intelligence, criminal justice, emergency management, and more. We offer an impressive curriculum with more than 80 undergraduate and graduate degree programs.

The professors teaching these programs are truly “real-world” experts who incorporate knowledge they learn from the field. Many are executives in government, business and non-profit organizations including the State Department, Department of Defense, Department of Homeland Security, CIA, Federal Emergency Management Agency, and the United Nations.

Join us

Since our founding in 1991 as American Military University, we’ve grown to become a leader in distance education. And serving our students has always been our number one priority.

I encourage you to learn more about us. Talk to one of our students. Chat with a professor or department chair. Explore our web site. Find out how American Public University System is helping others - and how we can help you grow, achieve, and succeed.

Dr. Wallace E. Boston

President and Chief Executive Officer

Mission, Vision, and Core Values

Mission Statement

To provide quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible and affordable, and student-focused online programs, which prepare them for service and leadership in a diverse, global society.

Vision

The University System is a respected higher-learning organization known for its distinctive strengths in providing superior and relevant distance learning programs to its learners. In pursuing this vision, the University System:

- Creates interactive, effective learning environments for all constituents.
- Serves its constituents' diverse personal and professional development needs.
- Expands access to affordable programs to underserved learners.

Core Values

The University System is guided in fulfilling its mission by these shared principles and core values:

- **Learning:** The University System fosters an environment that promotes a life of learning for its constituents and uses feedback from its participants and supporters to improve the quality of its teaching, learning, and support.
- **Quality:** The University System holds a strong commitment to high standards in all aspects of its educational activities, learning outcomes, and support services. It seeks to continuously strengthen the overall effectiveness of its operations.
- **Integrity:** The University System conducts its operations and makes its public representations in an ethical manner. It assesses its operations in an open and collaborative manner and practices fairness, honesty, and objectivity in dealing with its constituencies.
- **Accountability:** The University System is accountable to its constituencies and the public for fulfilling its mission in an appropriate manner by openly assessing its operations and by inviting external evaluations by public agencies.
- **Access to Underserved:** The University System seeks to broaden access to its higher education programs by underserved communities who wish to engage the organization in their learning goals.
- **Adaptive and Responsive:** The University System anticipates and adapts to its changing environment and responds to the needs of the organization and its constituencies in manners both appropriate and timely.
- **Innovation:** The University System seeks imaginative and effective solutions to its challenges and innovative ways to fulfill its mission.
- **Collaboration:** The University System seeks and nurtures partnerships with its constituents and the communities it serves in creating effective learning environments for its learners.
- **Freedom of Inquiry and Expression:** The University System supports the rights of its constituents to freely inquire and express their opinions. It engages and encourages an open exchange of ideas and seeks input from all who wish to participate in its learning programs.
- **Diversity:** The University System embraces and promotes diversity in its policies and practices to prepare its learners to live and work successfully in an increasingly diverse society. It strives to create diverse learning environments by welcoming teachers, learners, and staff that bring diverse ideas, values, backgrounds, and beliefs to the learning and work environment.

History

The American Public University System (APUS) traces its history to June 11, 1991 with the establishment of American Military University (AMU) in the Commonwealth of Virginia. AMU was founded by retired Marine Corps Major James P. Etter as a graduate school of military studies for the purpose of providing military officers an opportunity to earn an advanced degree in a discipline associated with their profession of arms.

AMU offered all of its programs exclusively through distance learning. At that time, it was one of the first American degree-granting institutions operating exclusively at a distance. This method was adopted to accommodate the special needs of military students who moved often and served under uncertain conditions associated with training, exercises, and extended deployments. Distance learning allowed them the flexibility and accessibility to continue their studies under these demanding conditions with an institution that followed them through mail, e-mail, phone, and fax around the globe.

The University began operations and accepting students in January 1993 with 18 graduate students registering for 22 courses in Land, Naval, or Air Warfare. AMU's curriculum was gradually expanded to include related disciplines such as Unconventional Warfare, Civil War Studies, Intelligence, Defense Management, and National Security Studies.

In June, 1995, AMU achieved initial accreditation with the Accrediting Commission of the Distance Education and Training Council (DETC). With this national accreditation, AMU students became eligible for Department of Defense Tuition Assistance Programs, the Veterans Administration Entitlement Programs, and federal and corporate tuition reimbursement benefits.

In January, 1996, AMU introduced its undergraduate program with three initial areas of study: Military History, Military Management, and Intelligence Studies. These programs were intended to provide military personnel an opportunity to earn a relevant baccalaureate degree. Later, AMU began offering an Associate of Arts degree in General Studies to fulfill the needs of service members seeking a two-year degree. The University continued to expand its curriculum in response to the needs of its students and the military. Accordingly, programs such as Criminal Justice, Management, International Relations, Homeland Security, Security Management, Transportation and Logistics Management, Sports Management, Emergency and Disaster Management, and, later, a full range of liberal arts programs were introduced to meet the diverse interests and aspirations of the University's growing student body. With these new degree programs, AMU began attracting students from professions outside the military, primarily those in public service with law enforcement, fire and rescue, emergency planning, government, and defense contractors.

In 1998, AMU began transitioning its programs and services from a correspondence format to online to leverage the accessibility of online electronic classrooms, administrative services, and learning support facilities. At this time, AMU also outsourced its bookstore and textbook fulfillment services to an industry leader and began developing its proprietary student information system, Partnership At a Distance, or PAD. This system enabled students to apply for admission, complete an online orientation, register for courses, check degree progress, and apply for graduation from the convenience of their home or office with constant access to these online services.

In 2002, AMU expanded into the American Public University System and established American Public University to serve the educational needs of the public service community. Adopting the slogan of "Educating Those Who Serve", the APUS Mission expanded "to serve the nation's military and public service community with superior, relevant, and affordable distance learning programs which prepare them for leadership and service in a diverse, global society." With this organizational and mission expansion, the University System continued to expand and refine its curriculum to meet the special educational needs of its diverse student body.

In 2007, the APUS Mission evolved into "to educate the nation's military and public service communities by providing respected, relevant, affordable, and student-focused online programs, which prepare them for service and leadership in a diverse, global society" to more accurately define the institution's charge.

APUS was established in West Virginia, located within the region accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA). Accordingly, APUS underwent the process of regional accreditation achieving this status in May 2006. The NCA's Higher Learning Commission is recognized by the U.S. Department of Education and the

Council for Higher Education Accreditation.

Today, APUS and its member institutions, American Military University and American Public University, serve more than 70,000 military and public service professionals with relevant distance learning programs. APUS serves students in all U.S. states and territories and in more than 100 foreign countries. APUS is appropriately a wholly-owned subsidiary of a publicly-owned company, American Public Education, Incorporated (APEI) which issued an initial public offering of its stock in November 2007 and is now trading on the NASDAQ as APEI.

Address and Phone Numbers

APUS has two administrative offices – our headquarters is in Charles Town, WV, and supporting administrative offices are in Manassas, VA. Our university offices are open 9 am to 5 pm Eastern Time, Monday through Friday, all year except for recognized federal holidays.

Please follow this link for contact information to specific departments: http://www.apus.edu/contact_us/ .

All faculty may be reached through the classroom and will respond to a student within 48 hours.

Headquarters

111 West Congress Street
Charles Town, WV 25414
Phone: 304-724-3700
Toll Free: 877-468-6268

Administrative Offices

10110 Battleview Parkway Suite 114
Manassas, VA 20109
Phone: 703-330-5398
Toll Free: 877-468-6268

Accreditation

Accreditation

The U.S. Department of Education formally recognizes accrediting commissions that meet all federal standards. Further, the Council on Higher Education Accreditation (CHEA) extends recognition to accrediting bodies and their institutions that meet established quality standards. Generally, accrediting bodies fall into three major categories: national, regional, and specialized/professional.

Accreditation within higher education is a voluntary, nongovernmental process that gives public recognition to institutions that meet certain published standards of academic and administrative quality. The purpose of accreditation is to assure the public as to the quality of an institution and its commitment to high standards through a system of continuous improvement.

APUS cannot guarantee that its credit will be accepted as transfer credit into another university. Accreditation does not provide automatic acceptance by an institution of credit earned at another institution, as acceptance of credit is always the prerogative of the receiving institution.

Regional Accreditation

American Public University System is accredited by the Higher Learning Commission and a member of the North Central Association (www.ncahlc.org, 312-263-0456). The Higher Learning Commission accredits degree-granting institutions located in a 19-state region, including West Virginia. The Higher Learning Commission is recognized by the U.S. Department of Education and CHEA.

As an accredited institution, APUS is eligible to participate in federal educational entitlement programs such as military tuition assistance, government tuition reimbursement programs, the Department of Veterans Affairs GI Bill, and many corporate education assistance programs.

Credits and degrees earned through APUS are recognized for promotion, assignment, and position qualification standards within the military and federal government. For students transferring to other colleges, APUS credit is considered transfer eligible based on our accreditation, but it is up to each receiving school whether or not they will accept individual transfer credit for courses completed at APUS. APUS cannot guarantee that another school will accept our credit, as all transfer credit decisions are made by the receiving school. In addition, APUS has been granted approval by the Department of Education to participate in Title IV Federal Student Aid Programs.

For questions, please contact Accreditation@apus.edu.

Further information on recognition policies and standards may be found on the following web sites:

- [U.S. Department of Education](#)
- [Council on Higher Education Accreditation \(CHEA\)](#)
One Dupont Circle, NW, Suite 510
Washington, DC 20036
(202) 955-6126
- [The Higher Learning Commission \(HLC\) of the North Central Association of Colleges and Schools](#)
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604
(312) 263-0456
- [Defense Activity for Nontraditional Education Support \(DANTES\)](#)

Licensure

The American Public University System is authorized to operate as an institution of higher education by the West Virginia Higher Education Policy Commission (HEPC). APUS is also permitted to operate as an out-of-state institution in the Commonwealth of Virginia by the State Council of Higher Education for Virginia (SCHEV). These are the states in which the University System maintains a physical presence and conducts its academic and service operations. Additionally, the American Public University System is engaged in a continuous process to certify that it is recognized as an accredited institution of higher learning by all 50 states and the District of Columbia. In this regard, the University is committed to ensuring that its academic programs, business practices, and operational activities remain in compliance with applicable regulations specific to each jurisdiction.

State-specific Details

The American Public University System is approved to operate in most U.S. states, either through licensure, registration, or exemption. Some states require that the University post approval-related statements on the APUS website, and some states list “approved” institutions on their websites.

Alabama: The University has received a Private School License from the State of Alabama Department of Postsecondary Education. The University has received a Certificate of Approval from the Alabama Commission on Higher Education. The ALHE requests that all marketing material describing the degree requirements in the College of Education contain the following disclaimer: “Alabama Students: Contact the Teacher Education and Certification Division of the Alabama State Department of Education at 334-242-0035 or www.alsde.edu to verify that these programs qualify for teacher certification, endorsement, and/or salary benefits.”

Alaska: APUS is exempt from authorization under AS 14.48 and 17.015 because the program is online or distance delivered and does not have a physical presence in the state.

Arizona: The programs of the University are not under the jurisdiction of the Arizona State Board for Private Postsecondary Education. This exemption states the University does not have any physical presence in Arizona.

Arkansas: The Arkansas Department of Higher Education approved initial certification of the Associate of Arts in General Studies, Bachelor of Arts in Business Administration, Bachelor of Arts in Criminal Justice, Bachelor of Arts in Management, Bachelor of Arts in Psychology, Associate of Arts in Management, Bachelor of Arts in General Studies, Bachelor of Arts in Emergency and Disaster Management, Bachelor of Arts in Homeland Security, Bachelor of Arts in Intelligence Studies, Bachelor of Sciences in Sports and Health Science, Master of Arts in Homeland Security, Master of Business Administration, and Bachelor of Arts in Transportation and Logistics Management. Any advertisement or published materials using the name Arkansas Higher Education Coordinating Board or the Arkansas Department of Higher Education must contain the following statement: “Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301. In order to meet Arkansas Department of Higher Education requirements, Arkansas students will be expected to take 35 hours of general education coursework that meets the Arkansas general education requirements including 8 hours of science and one course in U.S. History OR one course in Government.

California: The California Bureau for Private Postsecondary Education regulates through licensure all private colleges and universities that are not formally accredited by an agency recognized by the U.S. Department of Education. Since APUS is regionally accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, the university is not required to be licensed by the Bureau.

Colorado: No regulatory authorization required: the University does not meet the Colorado requirement for physical presence. The University is not required to and cannot be authorized to operate in Colorado. This does not limit the University from enrolling students that happen to live in Colorado.

Connecticut: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Delaware: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Florida: The University maintains a current agent license for Danny Roby and Daniel Allen, Education Coordinators in Florida. The University was required to submit the Orientation and Training Module that was developed to support the university's admissions, marketing and recruiting personnel; and the Florida Agent Training Questionnaire.

Georgia: The University maintains a Certification of Authorization from the Nonpublic Postsecondary Education Commission in Georgia.

Note to Georgia Students: All academic appeals will be handled in accordance with the normal University hearing process. Grievances that are not resolved through normal, APUS administrative processes should be referred to the Georgia Nonpublic Postsecondary Education Commission. Students may contact the Commission at 2082 East Exchange Place, Suite 220, Tucker, GA 30084; (770) 414-3300 (www.gnpec.org).

Hawaii: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Idaho: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground in the state.

Illinois: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Indiana: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Iowa: NOTE TO STUDENTS: A student seeking an Iowa educator license is advised that successful completion of this institution's program(s) of educator preparation does not qualify you for initial educator licensure by the Iowa Board of Educational Examiners. A candidate seeking licensure in the State of Iowa must first be licensed/certified as an educator in the state in which preparation was completed. This institution shall assist a candidate in contacting the appropriate licensing board in the state in which the candidate's preparation was completed. This institution shall assist the candidate in understanding the requirements of the appropriate licensing board prior to the candidate's completion of this institution's program(s) of educator preparation. A candidate seeking subsequent licensure from the Iowa Board of Educational Examiners must contact that Board (515/281-5849; <http://www.boee.iowa.gov/> for licensure requirements in Iowa

Kansas: Certificate of Approval, #2010254.

Kentucky: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Louisiana: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Maine: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Maryland: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Massachusetts: The University has registered as a foreign corporation in the Commonwealth of Massachusetts. No formal application for licensure has been submitted.

Michigan: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Minnesota: The University is approved to offer the Master of Arts in Homeland Security. Catalogs, applications and enrollment material must contain the following language: "The American Public University System is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may or may not transfer to all other institutions."

Mississippi: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Missouri: No formal application for licensure has been submitted.

Montana: The University submitted regional accreditation notification to the Office of Commissioner of Higher Education. This will serve as evidence that the University has complied with all of the laws and regulations concerning out-of-state institutions that come into Montana to offer coursework and programs.

Nebraska: The University submitted to the Coordinating Commission for Postsecondary Education an Affirmation of Intent to offer on-line courses in Nebraska – No physical presence in the state.

Nevada: APUS has been approved by the Nevada Commission on Postsecondary Education to offer educational courses in Nevada.

New Hampshire: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

New Jersey: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

New Mexico: The University is registered as an out-of-state proprietary institution with the New Mexico Higher Education Department (NMHED) to actively recruit students in New Mexico.

NOTE: New Mexico Higher Education Department will receive complaints that were unable to be resolved through the institution's internal complaint process. Generally, in order to file a complaint with NMHED, you must have already filed with and received a response from the institution which you are complaining against. If you have legitimate reasons preventing you from filing a complaint with the institution, you must provide supporting documentation to that regard. Please visit this website for additional information: <http://hed.state.nm.us/Complaint.aspx>.

New York: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

North Carolina: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

North Dakota: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Ohio: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Oklahoma: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Oregon: Oregon does not regulate degree programs offered by regionally accredited institutions.

Pennsylvania: The University has received a Certificate of Authority for the purpose of marketing and recruiting in the state.

NOTE to Pennsylvania students: Teacher education programs, have not been reviewed or approved by Pennsylvania, and candidates will have to apply for certification and meet requirements for certification as out-of-state candidates.

Rhode Island: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

South Carolina: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

South Dakota: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the

ground within the state.

Tennessee: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Texas: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Utah: APUS has received The Accredited Institution Certificate of Exemption. Certificate #8072345-9985.

Vermont: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Virginia: The State Council of Higher Education for Virginia (SCHEV) has certified the school to operate in Virginia. Note to Virginia students: Students have the right to file a grievance with the State Council of Higher Education for Virginia (SCHEV). A representative from SCHEV can be reached at the following: 101 N. 14th Street, James Monroe Building, Richmond, VA 23219; telephone (804) 225-2600. Retaliation against any individual who, in good faith, reports or who participates in the investigation of alleged violations is strictly forbidden.

Washington: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

West Virginia: The University has received Category II status from the West Virginia Higher Education Policy Commission, which represents the final step in achieving full authorization to operate in the state. No further action is required.

Wisconsin: APUS has been approved by the State of Wisconsin Education Approval Board (EAB) as a private school, subject to the provision of Wisconsin Statutes 38.50. A representative for the EAB can be reached at the following: 30 West Mifflin Street, 9th floor, Madison, WI 53708; telephone (608) 266-1996; email eabmail@eab.state.wi.us.

Wyoming: The University maintains a Private School Registration from the Wyoming Department of Education (Certificate number 12-002-30).

The District of Columbia: The University maintains an Agent's License to operate in the District of Columbia.

Employment Disclosure

American Military University and American Public University are part of the American Public University System (APUS). APUS offers academic programs leading to degrees and certificates in a number of fields for which professional practice requires licensure or certification by state, local, or professional boards. In addition, employers consider a range of factors when determining whether a candidate is eligible for a job, including, among other things, work experience, results of criminal background checks and military discharge information. Students and former students are solely responsible for determining and complying with state, local, or professional licensure and certification requirements and with other employment requirements. APUS makes no representation or guarantee that successful completion of a degree or certificate program at APUS will enable a student to obtain professional licensure or certification or particular employment. Prior to enrolling in any program, all students are strongly encouraged to research carefully all licensure, certification and employment requirements related to their desired fields of study. To assist our students and alumni in their career search and in pursuing their career goals, the APUS Office of Career Services provides a variety of tools, resources, guidance, and information. For more information on career services, visit [AMU Career Services](#) or [APU Career Services](#).

Financial Disclosure and Leadership

The American Public University System provides summarized audited financial information to individuals who wish to determine the financial status of the University System and its institutions. The University System's fiscal year runs from January 1 - December 31 each year. Individuals who wish to review published financial information can do so by visiting the American Public Education, Inc. website at <http://www.americanpubliceducation.com/>.

- [Leadership](#)
- [Board of Trustees](#)
- [Directors](#)

Harassment, Discrimination, and Retaliation Policy

American Public University System (the University) is committed to providing an environment that is free of all forms of unlawful harassment and discrimination. In keeping with this commitment, we maintain a strict policy prohibiting all forms of unlawful harassment and discrimination in interactions that take place in the University environment, whether physical or virtual.

Harassment is unwelcome and disrespectful conduct and communication. Discrimination is any treatment – including harassment – on the basis of a protected characteristic. The University does not engage in and will not tolerate harassment or discrimination based on sex, race, color, religion, national origin, age, marital status, veteran status, handicap, disability, or any other characteristics protected by applicable federal, state or local law.

If you experience, observe, or become aware of behavior that you believe to be harassing or discriminatory in nature, or that is inappropriate or offensive, you are strongly encouraged to report the behavior immediately to the appropriate authority.

To report harassment or discrimination, contact Frank Turner, APUS Student Conduct Officer at fturner@apus.edu. You should provide a description of the issue (including factual details about the people involved, names of any witnesses, and dates of incidents of objectionable behavior) and any steps that have been taken to resolve the issue informally. You may also choose to report harassment or discrimination on the basis of sex to the Office for Civil Rights of the U.S. Department of Education.

Persons reporting incidents of harassment, discrimination, or retaliation may be concerned about the confidentiality of information they are sharing. The right to confidentiality, both of the complainant and the accused, will be respected to the extent possible insofar as it does not interfere with the University's legal obligations or ability to investigate or to take corrective action when it is found that misconduct has occurred.

It is our policy to promptly and equitably investigate any report of harassment, discrimination or retaliation. Appropriate action will be taken against any individual who violates this policy. Harassment or discrimination by any student to another student or a University faculty or staff member will result in disciplinary action up to and including expulsion. Harassment or discrimination by a University faculty or staff member to another employee or student will result in disciplinary action up to and including termination. In addition, any individual who engages in conduct prohibited by this policy may be personally liable in legal action brought against him or her.

You will be protected from retaliation for making a report or participating in an investigation under this policy. All complaints of retaliation should be reported in accordance with the procedure outlined above. Any person who retaliates against any individual filing a claim of harassment or discrimination will be considered to have violated this policy; retaliation will result in corrective action up to and including separation or expulsion.

Cyber-Harassment Policy

The University is committed to providing a safe, positive learning environment for students, faculty and administrators. The University believes that preventing cyberstalking and cyber-harassment is critical to creating and maintaining a safe and secure culture, which supports academic achievement. Cyber-harassment can create an atmosphere of fear and intimidation, which may lead to more serious violence. Cyberstalking and cyber-harassment are prohibited at the University.

Cyberstalking is threatening behavior or unwanted advances directed at another using the Internet and other forms of online and computer communications.

Cyber-harassment differs from cyberstalking in that it generally does not involve a credible threat. Cyber harassment is the willful and repeated use of cell phones, computers, and other electronic communication devices to harass and threaten one or more students, faculty or staff members, which occurs in the school setting or through the use of technology with an effect of doing any of the following:

- Substantial interference with a student's education;
- Creation of a threatening environment;
- Substantial disruption of the orderly operation of the university.

Examples of cyber-harassment:

- Using the Internet, cell phone, email or any other form of electronic communication to intimidate someone;
- Online fighting/trash talking;
- Offensive harassing messages;
- Sending unsolicited text messages to another user;
- Publicly disclosing someone's personal information;
- Breaking into an account and sending damaging messages;
- Taking pictures of someone and posting the pictures without their consent;
- Creating a fictitious online account using legitimate personal information and then placing damaging or harassing information in the account.

Cyberstalking and cyber-harassment are prohibited, whether in the classroom, online, through the use of social networking sites, email or any other form of electronic communication. The use of the University email server to send harassing messages to individuals outside of the university is also prohibited. Any harassment not listed above is covered by this policy if the incident results in the disruption of the university's learning environment.

Cyberstalking and cyber-harassment are criminal offenses. Cyberstalking and cyber-harassment based on protected characteristics may also implicate federal, state, and local non-discrimination laws. The University reserves the right to report an incident to the appropriate law enforcement agencies, and it will participate in any investigation by law enforcement of an alleged cyberstalking or cyber-harassment offense. In addition, the University will apply its policies and procedures regarding adverse actions as it deems appropriate. Those policies and procedures are described in the Student Handbook. For example, those policies and procedures provide that students who are perceived to be a possible danger to other students or to themselves may be involuntarily withdrawn from the University. To initiate this process, a University member must contact Frank Turner, APUS Student Conduct Officer at fturner@apus.edu. If a person is convicted of cyber stalking or cyber-harassment, the person may face serious criminal sanctions, and the University may take adverse action against the student in accordance with its policies and procedures.

University General Grievance Procedure

American Public University System (the University) is dedicated to open communication and the exchange of ideas and/or concerns. Recognizing that, at times, a student may wish to voice a concern, the University has this procedure for addressing students' general complaints.

- If a student has a complaint or concern regarding the University, the student should first communicate the complaint or concern directly and informally with the appropriate department or faculty member. If the complaint or concern is not resolved within the department, the student should continue with the process described below. A student who believes informal resolution is not appropriate due to the sensitive nature of the complaint (for example, sexual harassment or sexual violence) may initiate the appropriate process described below without communicating directly to the department or faculty member involved. Complaints should be filed as soon as possible. For academic issues (classroom issues, grades, faculty concerns): Student emails academics@apus.edu, outlining the complaint or concern and what steps have been taken toward resolution. Academic issues can be complex and require multiple steps to be taken before they can be resolved. The time it takes to resolve individual complaints may vary, but students can expect an initial response, outlining next steps and timelines within 3-5 business days.
- For non-academic issues (service complaints, refunds, etc.): Student emails studentservices@apus.edu, outlining the complaint and concern and what steps have been taken toward resolution. The time it takes to resolve individual complaints may vary, but students can expect an initial response, outlining next steps and timelines within 3-5 business days.
- Complaints regarding disability accommodations should go to DSA@apus.edu. The time it takes to resolve individual complaints may vary, but students can expect an initial response, outlining next steps and timelines within 3-5 business days.
- For complaints regarding discrimination or harassment (including sexual harassment and sexual violence), please refer to the Policy against Harassment, Discrimination, and Retaliation outlined in the University's [Student Handbook](#).
- Certain other issues, known as adverse actions, cannot be addressed through the general complaint procedure. These issues include: being placed on academic probation, dismissal, sanctions, and expulsions. Students wishing to challenge an adverse action or request an exception to university policy are required to file a formal appeal. Detailed information about the appeals process can be found in the Student Handbook at http://www.apus.edu/student-handbook/rights-responsibilities/#Adverse_Actions.
- If a student is unsure about the appropriate contact for a particular concern, the student may always email studentservices@apus.edu to share the concern and the concern will be routed to the appropriate University representative.

To complete a thorough investigation, the University may interview, consult, or request information from the student making the complaint or any other individuals believed to have relevant information, including faculty, staff and other students. At the conclusion of the investigation, the University will report its findings and any proposed resolution to the student.

The findings of the University under this grievance procedure are final and are not subject to appeal. If, however, your grievance was handled under another applicable policy and procedure and that policy and procedure includes an appeal process, then you may submit an appeal under that policy and procedure.

The University will consider fairly all complaints and comments and not engage in retaliatory action against any student who has submitted such information. Any person who retaliates against any individual filing a complaint or concern will be considered to have violated this policy and will be subject to disciplinary action.

Third Party General Grievance Procedure

The University is also required to provide its students or prospective students with contact information for filing complaints with its accreditor(s) and with its State approval or licensing entity and any other relevant State official or agency that would appropriately handle a student's complaint.

State of West Virginia: The West Virginia Higher Education Policy Commission attempts to provide an avenue for informal resolution of matters concerning institutions; however, the Commission cannot require an institution to take any specific action

and cannot provide legal advice to students or prospective students. When contacted, Commission staff will refer the complainant to the specific institution for clarification and response. If, after exhausting internal grievance procedures, the institution has not responded to the student's satisfaction, the student can contact the West Virginia Office of the Attorney General, Consumer Protection Division. Instructions for filing a complaint with the West Virginia Office of the Attorney General, Consumer Protection Division can be found at <http://www.wvago.gov/takeaction.cfm>.

Students also are provided with information for filing complaints with other state agencies in the event that they wish to contact an agency in their state of residence. Contact information for agencies handling student complaints in all other states and the District of Columbia can be accessed through the following link: [State Agencies – Higher Education Grievances and Complaints](#).

Higher Learning Commission: The Commission has established a clear distinction between individual grievances and complaints that appear to involve broad institutional practices. Where a complaint raises issues regarding the institution's ongoing ability to meet the Criteria of Accreditation, the Commission forwards the complaint to the institution and requests a formal response. Instructions for filing a complaint with the Higher Learning Commission of the North Central Association of Colleges and Schools can be found at <http://www.ncahlc.org/Information-for-the-Public/complaints.html>.

Catalog Changes

This publication is not a contract between the University System and any party or parties, and should not be regarded as such. At the date of publication, reasonable effort was made to ensure that this publication and its provisions were factually accurate. However, the publication is not a complete statement of all policies, procedures, and program information. American Public University System reserves the right to make changes and additions to the information in this publication without notice. In cases where significant modification or discontinuation of a program occurs, students can expect to be contacted by a University System staff member to discuss and resolve the matter with the students' interests in mind. Addendums may be posted to the Web site.

Technology Requirements

Studying online requires that you use a computer, an internet connection, and desktop productivity software to complete your degree. To access the full functionality of our campus and classrooms, you are expected to meet or exceed the requirements below. Some programs and classes may require additional software.

Basic Requirements

- Internet access
- E-mail client and an e-mail address
- Windows XP or higher or Mac OS X
- Sound card, speakers, and a microphone
- 20 GB of free hard disk space
- Monitor and video card (350 Mhz or better) capable of 1024 x768 resolution
- Inkjet or laser jet printer
- 2 GB of RAM
- CD-ROM

Software Requirements

- Internet Explorer 8.0 or higher or Firefox 3.6.x *
- Microsoft Office 2003 or higher / Open Office / Mac Office 08
- Adobe Flash Player 9 or higher
- Windows Media Player 7 or higher
- Java 1.5.0 or higher
- QuickTime 7 or higher
- Adobe Acrobat Reader 8 or higher
- A current anti-virus software regularly updated according to the software manufacturer
- .docx conversion pack

* Students using adaptive technology are recommended to use one of these screen readers for use with Sakai: JAWS version 10.0 or later; Window-Eyes version 7.0 or later.

Academic Calendar

Fall 2012 Term		
October Sessions	Start	End
Fall A: 16-week courses	October 1, 2012	January 20, 2013
Fall B: 8-week courses	October 1, 2012	November 25, 2012
November Sessions	Start	End
Fall K: 16-week courses	November 5, 2012	February 24, 2013
Fall I: 8-week courses	November 5, 2012	December 30, 2012
December Sessions	Start	End
Fall C: 16-week courses	December 3, 2012	March 24, 2013
Fall D: 8-week courses	December 3, 2012	January 27, 2013
Winter 2013 Term		
January Sessions	Start	End
Winter A: 16-week courses	January 7, 2013	April 28, 2013
Winter B: 8-week courses	January 7, 2013	March 3, 2013
February Sessions	Start	End
Winter K: 16-week courses	February 4, 2013	May 26, 2013
Winter I: 8-week courses	February 4, 2013	March 31, 2013
March Sessions	Start	End
Winter C: 16-week courses	March 4, 2013	June 23, 2013
Winter D: 8-week courses	March 4, 2013	April 28, 2013
Spring 2013 Term		
April Sessions	Start	End
Spring A: 16-week courses	April 1, 2013	July 21, 2013
Spring B: 8-week courses	April 1, 2013	May 26, 2013
May Sessions	Start	End
Spring K: 16-week courses	May 6, 2013	August 25, 2013
Spring I: 8-week courses	May 6, 2013	June 30, 2013
June Sessions	Start	End
Spring C: 16 week courses	June 3, 2013	September 22, 2013
Spring D: 8-week courses	June 3, 2013	July 28, 2013
Summer 2013 Term		

July Sessions	Start	End
Summer A: 16-week courses	July 1, 2013	October 20, 2013
Summer B: 8-week courses	July 1, 2013	August 25, 2013
August Sessions	Start	End
Summer K: 16-week courses	August 5, 2013	November 24, 2013
Summer I: 8-week courses	August 5, 2013	September 29, 2013
September Sessions	Start	End
Summer C: 16-week courses	September 2, 2013	December 22, 2013
Summer D: 8-week courses	September 2, 2013	October 27, 2012

Student Profile

The University System’s graduate programs are open to all qualified students. Students come from areas such as the armed forces, federal, state, and local government, government contracting firms, law enforcement, and many others with abiding interest in the comprehensive curriculum. Our students study from locations in all 50 states as well as from more than 100 foreign countries. Most students are adult learners who hold full-time positions within their profession.

Graduate Admissions Criteria and Status

Graduate Admission Criteria

Prospective students are required to possess a bachelor's degree from a regionally or nationally accredited institution recognized by the U.S. Department of Education.

Graduate Admission Status

Students are admitted to a University System institution after an online application has been submitted and the online New Student Orientation has been completed, but their student admission record is not complete until all required admission documents are submitted. The student may login anytime to view what documents may be required to complete his admission record and which have already been received in his personal Document Log.

Student Identity

Students enrolling in APUS will be identified by the matching of data on the incoming transcripts or military documents. However, students may also be asked to submit a valid Social Security Card, current Driver's License, and/or proof of address to maintain their enrollment.

Equal Opportunity

The University System is committed to equal opportunity in student admissions, financial assistance, and other policies and procedures without regard to age, sex, race, color, religious belief, national origin, status as a qualified person with a disability or handicap, marital status, or sexual orientation. All interested individuals are encouraged to apply. Admissions questions should be emailed to info@apus.edu.

Course Registration

The Course Schedule is posted online and displays a schedule of the courses offered, the professors teaching the courses, and the required course materials. When registration for a particular session opens, students may register online through the student portal by selecting "Register Now" and choosing the appropriate course. Students having difficulty accessing the online registration page should contact the staff at registrar@apus.edu for assistance.

Examinations & Proctors

APUS professors use examinations as one method of evaluating student performance during a course. Examinations may be proctored or unproctored, and professors can set any exam so that a proctor is required. Proctors are individuals who ensure the integrity of the examination process by monitoring student work during the exam and verifying that the student complied with exam instructions regarding the use of outside materials, doing his/her own work, etc. If a proctor is required, the student must locate a suitable proctor who will be able to give the student access to a computer for 3-4 hours and who has an email address. Proctors must meet certain qualifications, as described in the Student Handbook section covering the Online Examination Process.

Prior to exam day, the professor will email a password to your proctor. On the day of your exam, your proctor will provide the password and monitor you as you take your final exam online.

Special Needs

APUS complies with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding students with disabilities. In compliance with federal and state regulations, reasonable accommodations are provided to qualified students with disabilities.

A request for accommodation is deemed reasonable if the request:

- is based on documented individual needs.
- does not compromise essential requirements of a course or program.
- does not impose a financial or administrative burden upon APUS beyond that which is deemed reasonable and customary.

A qualified student can, with or without reasonable accommodations, perform the essential functions of program or course requirements. The essential requirements of an academic course or program need not be modified to accommodate an individual with a disability.

Final responsibility for selection of the most appropriate accommodation rests with the Disability Services Accommodations Office (DSA) and is determined on an individual case-by-case basis, based on the nature of the student's disability. Students are encouraged to e-mail DSA@apus.edu to discuss potential academic accommodations and begin the review process.

It is the student's responsibility to follow the DSA process as published in the Student Handbook.

Tuition and Fees

The University System operates nearly exclusively through tuition revenue and provides affordable education. Tuition for courses taken for academic credit is \$250 per semester hour for undergraduate classes and \$325 per semester hour for graduate classes. The following is the current tuition/fee schedule:

Tuition

8- and 16-Week Sessions	3 semester hours	4 semester hours
Undergraduate Academic Credit	\$750	\$1,000
Graduate Academic Credit	\$975	N/A
Audit	\$300	\$400

Fees

Admission Fee	\$0
Registration Fee	\$0
Late Registration Fee	\$50
Transfer Credit Evaluation - United States Active Duty Military, Guard, or Reserve personnel	\$0
Transfer Credit Evaluation - All other	\$50
Technology Fee - United States Active Duty Military, Guard, or Reserve personnel (per course)	\$0
Technology Fee - All other (per course)	\$50
Average Undergraduate Course Materials (per course)	\$0
Average Graduate Course Materials (per course)	\$125-\$175
Completion Fee: Certificate	\$25
Graduate Comprehensive Exam	\$250
Graduation Completion Fee for most degrees	\$100
Transcripts (each):	
Official electronic	\$10
Official paper	\$20
Unofficial electronic	\$5

Withdrawal, Refund, and Extension Policy

Tuition refunds are given for courses taken for academic credit under the guidelines listed below. Students registered for a course are expected to complete all scheduled requirements (as listed in the classroom's course syllabus) within the allotted time frame: 8 weeks or 16 weeks. Students experiencing difficulties that prevent them from completing their coursework on time should discuss their situation with their instructor. In extreme situations, they may wish to consult the Student Handbook to determine whether they should submit a formal request for a course extension or withdraw from the course entirely. Procedures for both actions are explained in the Student Handbook. Students who elect to submit a request for a course extension forfeit the option to withdraw from the course, but in most cases, a course extension is preferable because it allows time for students to complete the course and advance towards their academic goals. In addition, a course withdrawal will reduce the number of credit hours being taken during the semester and may have a negative impact on students' status as a full-time or part-time student, which in turn may affect eligibility for some forms of financial aid. Required forms are available in the Online Campus.

If a student decides to drop from a course, the online Drop/Withdrawal from Course form must be submitted during the first week of the course. APUS will not consider appeals for a penalty-free drop after the first week of the course has ended because of late book arrival as it is the student's responsibility to drop the course on time.

If a student earning academic credit submits an online Drop/Withdrawal from Course form after the first week of the course, s/he will be withdrawn administratively and will receive a grade of "W" as long as the withdrawal was requested during the allowed timeframe. A "W" grade does not carry a grade point value and has no effect on the student's cumulative APUS GPA. Students taking courses as Audit (not seeking academic credit) will receive a "W" if they withdraw at any time during the course.

Course Withdrawals may be requested after the start of the second week until the beginning of the last week of the course. The date of withdrawal will be the date the request is received. Refunds are processed as follows:

- APUS refunds 100% of tuition for course drops occurring before or during Week 1 of a course taken for academic credit or as an Audit.
- After a course begins, refunds will be based on the weekly course schedule.
- Go Army Ed Students: The withdrawal date in Go Army Ed is considered by the Army to be the withdrawal date of record for refund purposes.

Please find the appropriate semester-length on the Refund Schedule to determine your refund. Students should allow 30 days for the processing of tuition refunds.

8-Week Course -- Tuition Refund Schedule

Withdrawal Request Date	Tuition Refund Percentage
Before or During Week 1	100%
During Week 2	75%
During Weeks 3 and 4	50%
During Weeks 5 through 8	No Refund

16-Week Course-- Tuition Refund Schedule

Withdrawal Request Date	Tuition Refund Percentage
Before or During Weeks 1 or 2	100%
During Weeks 3 and 4	75%
During Weeks 5 through 8	50%

Financial Assistance

APUS offers several educational financing options including Federal Student Aid, grants and loans, alternative loans, and an automatic debit payment plan. Students are encouraged to begin their application process by completing their Statement of Intent Form online and entering the online Financial Aid Office at least 37 days prior to the start of the semester. Additionally, APUS is authorized to accept funds from the U.S. Department of Defense Tuition Assistance (TA) programs as well as the Veterans Administration GI Bill programs (including REAP and Vocational Rehabilitation). Students employed in the private sector should consult with their Human Resources department regarding employer-based tuition assistance programs.

Automatic Debit Plan

The University System offers an Automatic Debit Plan (ADP) to enable students to spread tuition payments over time by having them automatically charged to a credit card on a preset schedule. The amount and number of payments is proportional to the length of the course. Students in 16-week courses make four ADP payments. Students in 8-week courses make two ADP payments. To be eligible for the ADP plan, the student must be registered for credit-bearing courses. Audit students are not eligible for ADP.

ADP Schedules

16-Week ADP Schedule	
Upon Registration	1/4 tuition due
15th of Session's First Month	1/4 of tuition due (i.e., for May 5th course, payment due 5/15/XX)
15th of Session's Second Month	1/4 of tuition due (i.e., for May 5th course, payment due 6/15/XX)
15th of Session's Third Month	1/4 of tuition due (i.e., for May 5th course, payment due 7/15/XX)

8-Week ADP Schedule	
Upon Registration	1/2 tuition due
15th of Session's First Month	1/2 tuition due (i.e., for May 5th course, final 1/2 due 5/15/XX)

ADP Late Payments

If a credit card is declined, the student will be notified to immediately to contact stuaccounts@apus.edu and make the payment. A \$25 fee is charged to the student's account. If payment is not received, the student's account is placed on "balance due hold".

VA Benefits and GI Bill

Students who are not certain if they qualify for VA Benefits should first contact the VA Education Call Center at 888-442-4551 or go online at www.gibill.va.gov. The Veterans Administration will help to determine exactly which benefits students are eligible to receive and which form(s) they will need. The process for each benefit type can also be found at <http://www.apu.apus.edu/> After being accepted as a student, anyone using GI Bill benefits needs to complete the Application for VA Education Benefits (Form 22-1990) from the VA website, and send it to the Veterans Affairs office at APUS. Discharged veterans also will need to send a copy of their DD-214 to our administrative office. Additional questions about VA Benefits, the GI Bill, or the Top-Up program can be found on the APUS websites under Tuition and Financing and Paying for school.

Course Load and Student Status

The following table equates semester hours with student status for Alternative Loans and VA Benefits. Students who are applying for Federal Student Aid will adhere to a different enrollment status. Please see the [Financial Aid Website](#) for more information on financial assistance.

Graduate: 8-Week Courses	Semester Course Load	Student Status
	6 semester hours	Full-time
	3 semester hours	Three-quarter time
Graduate: 16-Week Courses	9 semester hours	Full-time
	6 semester hours	Three-quarter time
	3 semester hours	Half time
Undergraduate: 8-Week Courses	6 semester hours	Full-time
	3 semester hours	Half-time
Undergraduate: 16-Week Courses	12 semester hours	Full-time
	9 semester hours	Three-quarter time
	6 semester hours	Half-time
	3 semester hours	Less than Half-time

Faculty

A most distinguished and diversified faculty of over 1,700 scholars, educators, and authors combine relevant theory with real-world experience. Their academic credentials include such institutions as the University of Chicago, University of Southern California, University of Notre Dame, Stanford University, Cambridge University, and Harvard University. Many are executives in government, business, and non-profit organizations, including the United Nations, the State Department, the Department of Defense, the Department of Homeland Security, the Central Intelligence Agency, the National Security Agency, and the Federal Emergency Management Agency.

Provost

- Karan Powell, PhD, Education with concentration in Organization Development and Organizational Learning, George Mason University, Fairfax, VA

Academic Operations Officer

- Gwendolyn Hall, PhD, National Security Policy Studies, University of Maryland, College Park, MD

Registrar

- Lyn Geer, MA, Law and Diplomacy, Fletcher School, Tufts University, Medford, MA and BA, Comparative Literature, University of Illinois, Champaign, IL

Deans

- **School of Arts and Humanities** – Linda Moynihan, PhD, English, Miami University, Oxford, OH
- **School of Business** – L. A. Chad Patrizi, PhD, Education/Adult Education Leadership, Touro University International, Cypress, CA
- **School of Education** – Conrad Lotze, PhD, Mathematics Education, American University, Washington, DC
- **School of Management** – Shawn Black, PhD, Organizational Management, Capella University, Minneapolis, MN
- **School of Public Service and Health** – Constance St. Germain-Driscoll, JD, University of Baltimore School of Law, Baltimore, MD
- **School of Science and Technology** – Dan Benjamin, MTech, Electronic Instrumentation, Kakatiya University, Warangal, AP, India
- **School of Security and Global Studies** – Elena Mastors, PhD, Political Science, Washington State University, Pullman, WA
- **Dean of Graduate Studies** - Patricia Campbell, PhD, Korbel School of International Studies, University of Denver, Denver, CO
- **Dean of Assessment** – Jennifer Helm, PhD, Educational Psychology, Texas A&M University, College Station, TX
- **Dean of Library and Educational Materials** – Fred Stielow, PhD, History and American Studies, Indiana University, Bloomington, IN
- **Dean of Program Development** – Gary Berry, PhD, Education/Adult Education Leadership, Touro University International, Cypress, CA
- **Dean of the Center for Teaching and Learning** – Chris Reynolds, EdD, Education, Argosy University, Sarasota, FL

Prior Learning Assessment

- Tedi Thompson-Magrini, MS, Management, University of Maryland University College, College Park, MD

Directors

- **Director of Educational Internships & Certification** - Tammy Woody, EdD, Curriculum and Instruction, West Virginia University, Morgantown, WV
- **Director of Faculty Management** - Donna E. Scribner, PhD, Instructional Design, Capella University, Minneapolis,

Minnesota

- **Director of Faculty Scheduling** - Brian Blodgett, PhD, Business Administration, Northcentral University, Prescott Valley, AZ
- **Director of Teaching and Curriculum Quality** - Phylise Banner, MS, Instructional Technology and Distance Education, Nova Southeastern University, Fort Lauderdale, FL

Program Directors

- **Administration and Supervision** – Amy Burkman, EdD, Educational Leadership, Texas Christian University, Fort Worth, TX
- **Business Administration** - Kathleen Irwin, PhD, Organization Management, Capella University, Minneapolis, MN
- **Child and Family Development and Family Studies** - Nancy Heath, PhD, Child Development and Family Studies, Purdue University, Richmond, IN
- **Criminal Justice** – Vincent Giordano, PhD, Criminal Justice, Capella University, Minneapolis, MN
- **Electrical Engineering** – D. Stephen Daniel, PhD, Electrical Engineering, The University of Tennessee, Knoxville, TN
- **Emergency and Disaster Management and Fire Science** - TBD
- **English** - Kim Jacobs, MA, Education, The University of Texas at San Antonio, San Antonio, TX
- **Environmental Studies** - Carol Pollio, PhD, Environmental Science and Public Policy, George Mason University, Fairfax, VA
- **Finance & Accounting** - William Whitley, EdD, Higher Education Administration, The University of Alabama, Tuscaloosa, AL
- **General Education** - Kathryn Broyles, PhD, English Composition, Indiana University Pennsylvania, Indiana, PA
- **Graduate Information Technology** - Novadean Watson-Stone, DBA, Information Systems, Argosy University, Sarasota, FL
- **Guidance and Counseling** - Kimberlee Ratliff, EdD, Counseling Psychology, Argosy University, Sarasota, FL
- **History** - Richard Hines, PhD, History, Washington State University, Spokane, WA
- **Homeland Security** - Patrick Forrest, JD, Syracuse University, College of Law, Syracuse, NY
- **Hospitality Management** - Sheri Hernandez, MBA, Lehigh University, Bethlehem, PA
- **Information Technology Management** - Irena Kageorgis, MS, Computer Information Systems, University of Phoenix, Tempe, AZ
- **Intelligence Studies** - TBD
- **International Relations** - Paula Wylie, PhD, History, University College Cork, National University of Ireland, Corcaigh, Ireland
- **Legal Studies** - TBD
- **Management** - Marie Gould, PhD, Business, Capella University, Minneapolis, MN
- **Marketing & Economics** - Thomas Schaefer, DBA, Management, Argosy University, Sarasota, FL
- **Mathematics** - Bill Owen, MEd, Adult and Higher Education, University of Oklahoma, Norman, OK
- **National Security Studies and Military Studies** - Ed Hagerty, PhD, History, Temple University, Philadelphia, PA
- **Nursing** - Elaine Keavney, MSN, Nursing Education, Saint Joseph's College, Rensselaer, IN
- **Philosophy, Religion, Humanities & Foreign Languages** - Ev Corum, PhD, Theatre and Media Arts, University of Kansas, Lawrence, KS
- **Political Science** - Stephen Schwalbe, PhD, Public Administration and Public Policy, Auburn University, Auburn AL
- **Psychology** - Carol Passman, PhD, Counseling Psychology, University of Akron, Akron, OH
- **Public Health** – Michael Jackson, PhD, Education, Southern Illinois University, Carbondale, IL
- **Retail Management & Real Estate** - Kevin Forehand, MBA, Thomas University, Thomasville, GA
- **Reverse Logistics Management & Defense Management** - Oliver Hedgepeth, PhD, Engineering Management, Old Dominion University, Middletown, VA
- **Science** - Daniel Welsch, PhD, Environmental Sciences, University of Virginia, Charlottesville, VA
- **Security Management and Public Administration** - TBD
- **Sociology** - Victoria Stay, MA, Sociology, Arizona State University, Tempe AZ
- **Space Studies** - Brian Anderson, PhD, Engineering Management, The University of Alabama, Tuscaloosa, AL
- **Sports Sciences and Sports Management** - Brian Freeland, Master of Sports Science, Sport Management, United States Sports Academy, Daphne, AL
- **Teaching** - Kathleen Tate, PhD, Elementary Education, Florida State University, Tallahassee, FL
- **Transportation and Logistics Management** - Jennifer Batchelor, PhD, Management, Colorado Technical University, Colorado Springs, CO

Faculty Directors

- **Arts and Humanities** - Jon Carleton, EdD, Higher Education Administration, George Washington University, Washington, DC
- **Arts and Humanities** - Don Kirk Macon, EdD, Educational Technology and E-Learning, Northcentral University, Prescott Valley, AZ
- **Arts and Humanities** - William Overton, PhD., Education, University of Idaho, Moscow, ID
- **Business** - Brenda Harper, EdD, Organizational Leadership, Nova Southeastern University, Orlando, FL
- **College 100** - Amy Peterson, PhD, Education, Northcentral University, Minneapolis, MN
- **Education** - Joanetta Ellis, PhD, Texas A&M University, Kingsville, TX
- **Management** - Jill Fuson, PhD, Education, Postsecondary and Adult Education, Capella University, Minneapolis, MN
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Melissa	Reed*	Master of Arts	East Carolina University
Hoke	Reed*	Master of Science	Regis University
Richard	Reeder*	Doctor of Education	University of North Texas
Lawrence	Reeves*	Master of Business Administration	University of Phoenix
Dennis	Rehmeier*	Masters in Military Studies- Intelligence	American Military University
Heather	Reid*	Doctor of Ed in Educational Leadership	University of Phoenix
Drenna	Reineck*	Master of Education	University of Central Florida
Raymond	Reinhardt	M.A.	Morgan State College
Joseph	Reish*	Master of Arts	Radford College
Kelly	Reiss	Doctor of Philosophy	University of Florida
Jerome	Reitano*	Masters	Embry-Riddle Aeronautical University
Lesley	Remington*	M.S.	University of North Texas
Todd	Remusat*	M.A. in Homeland Security	American Military University
Cassandra	Renzi*	Master of Criminal Justice	University of South Carolina
Jennifer	Repp	Master of Education	Arizona State University
Caroline	Rerucha	Ph.D.	University of Dublin
Tara	Revell	Doctor of Philosophy	Arizona State University
Kelly	Reynolds*	Master of Arts	University of South Florida
Karen	Rhines	Doctor of Philosophy	Rutgers , The State University of New Jersey
Linda	Rhoades-Swartz	Master of Arts	Norwich University
John	Rhome*	Doctor of Management	University of Phoenix
Rebecca	Riall*	Doctor of Jurisprudence	Indiana University
Mark	Riccardi	Doctor of Philosophy	Colorado State University
Timothy	Rice*	Doctor of Sports Management	United States Sports Academy

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Brian	Rich*	Master of Forensic Sciences	The George Washington University
Lisa	Richard*	Juris Doctor	New York Law School
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Britten	Richards*	J.D.	Indiana University
Randi	Richards*	Master of Arts	Virginia Polytechnic Institute and State University
Natasha	Richardson*	Master of Science	University of Phoenix
Sean	Richey*	Doctor of Philosophy	The City University of New York
Kenda	Rigdon*	Ph.D.	The University of Alabama at Birmingham
Angela	Riggs*	Master of Public Health	Boston University
Melissa	Rigney	Ph.D.	University of Nebraska
Michele	Rigsby	MEd	University of Missouri-Columbia
Ronald	Riker*	Master of Business Administration	University of Phoenix
Grace	Riley	Doctorate of Psychology	Argosy University
Julie	Riley*	Master of Science in Education	Mount Saint Mary College
Thomas	Riley*	Master of Science	State University of New York
Lindsey	Riley*	M.A.	University of Nevada, Las Vegas
Aida	Rivera*	Doctor of Philosophy	Hofstra University
Orlando	Rivero*	D.B.A.	Argosy University, Sarasota
Diane	Roberts	Master of Business Administration	Anna Maria College
Leigh	Roberts*	M.S. in Administration	Saint Michael's College
Kimberly	Roberts*	Master of Business Administration	Strayer University
Erick	Rochette*	Doctor of Philosophy	The Pennsylvania State University
Anissa	Rodriguez*	Doctor of Philosophy	The University of Texas at Austin
Amy	Rofail	MH	Tiffin University
Gary	Rogers*	Doctor of Philosophy	Walden University
Bina	Roginsky*	Doctor of Psychology	University of Hartford
Christine	Rogowski*	Master of Science	Robert Morris University
Laura	Rolen*	Ph.D.	Virginia Polytechnic Institute and State University
Jonah	Romanitch*	Master of Business Administration	The Florida State University
Elizabeth	Romano*	Master of Science	George Mason University

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Norman	Rose*	Ph.D.	North Texas University
Shanna	Rose*	J.D.	Nova Southeastern University
John	Rosen*	Master of Arts	San Francisco State University
Donna	Rosh*	Ph.D.	University of Pittsburgh
Brandy	Ross	Master of Arts	State University of New York at Stony Brook
Raymond	Ross*	M.A.	American Public University System
Jason	Ross*	Master of Arts	Arizona State University
Tara	Ross*	Master of Arts	Ohio University
Garrett	Rossero*	Master Business Administration	Norwich University
Jacques	Roussellier	Master of Arts in Law & Diplomacy	Tufts University
Jean	Rowley*	Master of Science	California State University
Michelle	Royal*	M.B.A.	The George Washington University
Janet	Rozick*	Doctor of Philosophy	The University of Toledo
Theodore	Rueter	Doctor of Philosophy	University of Wisconsin-Madison
Paulina	Ruf*	Doctor of Philosophy	Western Michigan University
Kimberly	Ruff*	Master of Science	George Mason University
Shavonne	Ruffin*	Master's Degree in Education	American InterContinental University
Nicole	Runyon*	Doctor of Philosophy	Walden University
Kimberly	Rush	Master of Arts	Louisiana State University and A & M College
Elizabeth	Russell	Master of Science	Elmira College
Drucilla	Russell	Master of Arts in Education	Western Carolina University
Eric	Russell*	Master of Science	Grand Canyon University
Devin	Russell*	M.A.	The University of Toledo
Brian	Russell*	Master of Science	University of Illinois at Urbana - Champaign
Frank	Russo	Doctor of Philosophy	Kent State University
Charles	Russo	Doctor of Philosophy	University of Central Florida
John	Rutledge*	Ph.D.	University of Virginia
Margaret	Rutter Foltz*	Master of Science	University of Phoenix
Steve	Ryan	M.A.	The City College of New York
Erik	Saar*	Master of Public Policy	George Mason University

Jarrod	Sadulski*	Masters in Criminal Justice	American Military University
Monica	Sainz*	Doctor of Sports Management	United States Sports Academy
Edward	Sakiewicz	Ph.D.	Capella University
William	Salmon*	Master of Education	Jones International University
Liticia	Salter*	Master of Arts	Texas A & M University
Kimberly	Sampson*	Master of Business Administration	East Carolina University
Miguel	Sanchez	Master of Science	West Virginia University
Jennifer	Sanders	Educational Administration MA	University of Missouri-Kansas City
Jonathan	Sanders*	Master of Education	Northern Montana College
Robert	Sanders*	Master of Arts	Webster University
Rodolfo	Santamaria*	Master of Business Administration	American InterContinental University
William	Sas*	Juris Doctorate	The Catholic University of America
Philip	Sauer*	Doctor of Management	University of Maryland University College
Robert	Saunders*	Doctor of Philosophy	Rutgers, The State University of New Jersey
Kristin	Sawicki	Master of Liberal Arts	Converse College
Thomas	Sawicki*	Doctor of Philosophy	Old Dominion University
Lisa	Saye*	Doctor Public Administration	The University of Alabama
Joseph	Scalzo*	Ph.D.	University of Rochester
John	Scarpino*	Doctor of Science	Robert Morris University
Stephen	Schabel*	Master of Science	College of Charleston
Tambria	Schaefer	M.A. in Teaching	Wayne State University
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Alana	Schneider*	Master of Science in Education	Elmira College
Gerard	Schnell*	M.A.	Providence College
Brenda	Schramm*	Master of Social Work	Cincinnati University
Heather	Schrum*	Doctor of Philosophy in Oceanography	University of Rhode Island
Elke	Schwartz*	Master of Arts	East Carolina University
Jeremy	Schwehm*	Ph.D.	The University of Georgia
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Carol	Scott	Master of Arts in Teaching	Bowie State University
Miranda	Scott	Master of Arts	Georgia Southern University
Patrick	Scott*	Doctor of Philosophy	Syracuse University

Robert	Scott*	Master of Science	Texas A & M University
Christina	Scott*	Master of Arts	Western Washington University
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Nicholas	Sedita*	Master of Arts	University of Texas at El Paso
Melissa	Sedita*	Master of Arts	University of Texas at El Paso
Elaine	Sedore*	Doctor of Psychology	Adler School of Professional Psychology
Lisa	Sehannie*	Master of Science	Kennesaw State University
Cecilia	Selbrede*	Juris Doctor	Rutgers , The State University of New Jersey
John	Sellers*	Ph.D.	The University of Tennessee, Knoxville
Shawn	Sessa*	Master of Science	West Virginia University
Trevor	Setvin*	M.S.	Illinois State University
Maureen	Sevigny*	Doctor of Philosophy	University of Maryland
Lawrence	Sexton*	Master of Arts	Michigan State University
Javad	Seyed*	Doctor of Philosophy	North Carolina State University
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Donald	Shaffer*	Doctor of Philosophy	University of Maryland
Fereidoon	Shahrokh	Ph.D.	West Virginia University
Katayoon	Shahrokh*	Doctor of Medicine	University of Maryland, Baltimore
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Soosan	Shahrokh*	Ph.D.	West Virginia University
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Debra	Sheffer*	Doctor of Philosophy	University of Kansas
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Robert	Sherard*	Master of Science	Montana State University

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Joel	Shields	Master of Arts	Southern Illinois University, Carbondale
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Jeffrey	Shirkey*	Doctor of Philosophy	The University of Chicago
Matthew	Shockey*	Master of Arts	Millersville University
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Wyman	Shuler*	Doctor of Philosophy	Old Dominion University
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Cathy	Silverman	MFA	California Institute of the Arts
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Rodney	Simmons*	M.S.	Troy University
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Donald	Sipp*	Master of Business Administration	University of Phoenix
Anna	Sitzman*	Master of Arts	University of Northern Iowa
Dorothy	Slane*	Doctor of Philosophy	Bryn Mawr College
Amy	Sloan*	Master of Arts	The University of Tennessee, Knoxville
George	Slone*	M.A.	Middlebury College
Stephen	Small*	Doctor of Philosophy	The Union Institute
Jamie	Smith	J.D.	The George Washington University
Duane	Smith	Doctor of Management	University of Phoenix
James	Smith	Doctor of Philosophy	Virginia Polytechnic Institute and State University

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Curtis Brandt	Smith*	Doctor of Philosophy	Capella University
Daniel	Smith*	Juris Doctor	Georgetown University
Schanta	Smith*	Master of Business Administration	Keller Graduate School of Management
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Jason	Smith*	Doctor of Philosophy	Texas A & M University
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Jane	Smith*	Master of Divinity	University of Notre Dame
Christopher	Smith*	M.S.E.	University of Texas at Austin
Denise	Snee*	Master of Arts	University of Rhode Island
Kenneth	Snow	M.B.A.	Florida Institute of Technology
Natalya	Snow	J.D.	The University of Alabama
Albert	Socci*	D.B.A.	Nova Southeastern University
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Carlos	Soltero	Master of Science	Troy University
Julie	Song*	Ph.D.	University of California, Irvine
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Janice	Spangenburg*	Ph.D.	Regent University
Delena	Spann	Master of Science	Florida International University
William	Speer*	Master of Arts	American Military University
Jan	Spencer	Doctor of Philosophy	Regent University
Sara	Spivey	Masters in Criminal Justice	American Military University
Dawn	Spring	Doctor of Philosophy	University of Cincinnati
Teresa	Springer*	M. Ed.	The Pennsylvania State University
Kennard	Sproul	Doctor of Medicine	Southern Illinois University, Carbondale
Erica	St Germain	Doctor of Psychology	Widener University
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Rebecca	Stahl*	Doctor of Medicine	University of Wisconsin
Jennifer	Staley*	M.Ed.	Marymount University
Janet	Stallard*	Master of Arts	Appalachian State University

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Marisea	Stanley*	Master of Arts	University of San Diego
Sean	Stanley*	D.B.A.	Walden University
Jerry	Stanphill*	Master of Public Administration	City University
Louise	Stanton*	Doctor of Philosophy	Rutgers , The State University of New Jersey
James	Starcher*	J.D.	Thomas M. Cooley Law School
Neil	Starr*	Doctor of Education	Nova Southeastern University
Tammy	Starzyk*	Master of Arts	Kent State University
Janet	Stebbins*	M.A.	Wayne State University
John	Steele*	J.D.	Cleveland State University
James	Steiner*	Doctor of Philosophy	Georgetown University
Matthew	Steinhelfer*	Master of Science	George Mason University
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Barry	Stentiford*	Doctor of Philosophy	The University of Alabama
Glenn	Stephens*	Doctor of Philosophy	University of California
Brenda	Stewart*	J.D.	Fordham University School of Law
Deidre	Stewart*	M.S.	Howard University
Jonathan	Stewart*	Master of Science	Mountain State University
Christopher	Stickley*	Doctor of Philosophy	University of Hawaii at Manoa
Martha	Stillman	Doctor of Philosophy	Graduate Theological Union
Donald	Stimely*	Master of Arts	Webster University
Robert	Stinchcomb*	M.S.	The Florida State University
Ledrew	Stocks*	Doctor of Philosophy	Kent State University
Kathy	Stolley*	Ph.D.	The George Washington University
Blake	Stone*	Juris Doctor	Northern Illinois University
Ian	Storey*	Master of Arts	Central Michigan University
Matthew	Stork	Master of Science	Embry-Riddle Aeronautical University
Diane	Stottlemyer*	Doctor of Philosophy in Business Administration	Northcentral University
Steven	Stottlemyre*	Master of Arts	The University of Arizona
Donna	Strahan*	Master of Science	The University of North Carolina at Charlotte
Dawn	Strauss Berta*	D.C.	Palmer College of Chiropractic
Gordon	Strong*	Doctor of Education	United States Sports Academy

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Christine	Stuart*	Master of Science Psychology	Walden University
Kent	Studnicka*	Master of Science	Bellevue University
Jennifer	Sturge*	Master of Education	Mansfield University
Beth	Subero*	Master of Arts	University of Utah
Michael	Sullivan*	Master of Arts in Military Studies	American Public University
Greg	Summers*	Doctor of Philosophy	Union Institute & University
Traci	Sumner*	Master of Arts	California State University, Stanislaus
Susan	Sutherland*	Juris Doctor	The University of North Carolina at Chapel Hill
Tamrala	Swafford*	Doctor of Philosophy	Arizona State University
Chalmer	Swanson*	Master of Business Administration	University of Phoenix
Erick	Swartz*	Ph.D.	Boston College
Diana	Swezy*	Doctor of Education	University of Kansas
Karen	Sykes	Master of Education	University of Nebraska
David	Syndergaard*	M.S.	New Mexico State University
Jennifer	Szemborski*	Master of Arts	Shepherd University
Jennifer	Szymanski*	Master of Science	University of Minnesota
Terri	Tallon-Hamill*	Ph.D.	Walden University
Shenita	Talton*	Master of Science	Bowling Green State University
Carlo	Tannoury*	Master of Science	Bellevue University
Emily	Tarr*	Master of Laws	Universiteit Leiden
Christopher	Tatarka*	Doctor of Philosophy	Northcentral University
Corinne	Tatum	Master of Arts	National University
Lillian	Taylor	Master of Fine Arts	National University
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Malcolm	Taylor*	Doctor of Philosophy	Arizona State University
Daniel	Taylor*	Master of Science	Missouri State University
Kevin	Taylor*	M.A. - Security Studies	Naval Postgraduate School
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Felicia	Taylor*	Doctor of Philosophy	University of Florida
Katrena	Taylor-Springs*	Master of Science	Capella University
Kara	Teague*	Master of Science	University of South Florida

Christina	Terenzi*	Master of Nursing	University of Washington
Patricia	Terenzi*	Master of Nursing	University of Washington
Pamela	Terry*	Doctor of Philosophy	Southern Illinois University, Carbondale
Michael	Terry*	M.A.	University of North Dakota
John	Terzynski	MSE	University of Wisconsin Oshkosh
Evelyn	Terzynski*	Master of Science	University of Wisconsin
Debra	Tetting*	Doctor of Philosophy	Capella University
Nicole	Thede*	Master of Science	University of Colorado
John	Theodore	Doctor of Philosophy	University of Kansas
Jeremy	Thiel*	Master of Science in Administration	Central Michigan University
Kenyetta	Thigpen*	Master of Arts	Central Michigan University
Andrew	Thomas*	Master of Science	Bowie State University
Patricia	Thomas*	Master of Public Administration	Long Island University
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Jennifer	Thompson Stone*	M.A.	University of Rochester
Jennifer	Thompson*	Masters in Military Studies	American Military University
Jason	Thompson*	M.A.	Iowa State University
Kathryn	Thompson*	Master of Science	The University of Southern Mississippi
Julie	Thompson*	Doctor of Philosophy	University of Oregon
Benjamin	Thompson*	Ph.D.	Walden University
Michael	Thornal	M.B.A.	Fairleigh Dickinson University
Heather	Thornton	Doctor of Philosophy	Louisiana State University
Tina	Thornton*	Master of Science	Pfeiffer University
Channa	Threat*	Master of Science	George Mason University
Robert	Thrower	Masters in Space Studies	American Military University
Nancy	Thurman*	Master of Arts	Southern Illinois University, Edwardsville
Anne	Thurmer*	Master of Arts	Winona State University
Rudolph	Tinker	Master of Arts	Florida Atlantic University
Lynda	Tinker*	Master of Arts	Georgia Southern University
Curtis	Todd*	Doctorate of Education	Argosy University
Yana	Todorova*	Doctor of Philosophy	Texas Tech University
Edward	Tom*	MS in Aerospace Engineering	Georgia Institute of Technology

Cristina	Tondeur	Master of Arts	University of Massachusetts Amherst
Paul	Toro*	Master of Arts	Vermont College of Norwich University
Nathan	Toronto*	Doctor of Philosophy	The Ohio State University
Karin	Torres	M.B.A.	Baker College
Robert	Tovar*	Master of Arts	The University of Chicago
Michelle	Towne*	Master of Science in Nursing	University of Phoenix
Frank	Trapp*	Doctor of Philosophy	The Florida State University
Letitia	Trent*	Master of Fine Arts	The Ohio State University
Melissa	Trevathan*	Doctor of Philosophy	University of Houston
Jeanne	Trimble*	Doctor of Philosophy	Cornell University
Mitchell	Tropin*	Master of Arts	Johns Hopkins University
Saran	Tucker*	Ph.D.	University of California, Irvine
Rosella	Tucker*	Master of Science	University of Edinburgh
Elvis	Tull*	M.B.A.	William Carey University
Jordan	Turek*	M.S.	Capitol College
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James	Turner*	Master of Arts	Mississippi State University
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Jennifer	Tutor*	Master of Arts	Southeastern Baptist Theological Seminary
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Stephen	Twing*	Doctor of Philosophy	University of South Carolina
Melinda	Tyler*	Master of Science	The Pennsylvania State University
Jennifer	Tyrrell*	Master of Science	College of Charleston
Nicholas	Tzakis*	Master of Education	National University
Daniel	Udo-Akang*	Master of Science	Bellevue University
Cindy	Underhill*	Master of Science in Library Science	The Catholic University of America
Adam	Valencic	A.M. In Comparative Literature	Washington University in St. Louis
Vincent	Van Ness*	Master of Science	University of Central Florida
Riccardo	Vargas*	Master of Public Administration	Golden Gate University
Irvin	Varkonyi*	Master of Business Administration	Thunderbird, The Garvin School of International Management
Theodore	Vassiliadis*	Master of Science	University of Illinois at Chicago

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Stormy	Vehnekamp*	Master of Arts	The University of Utah
Vijay	Venkatesh*	M.S.E.	University of Pennsylvania
Charles	Venuto*	Master of Science	Rensselaer Polytechnic Institute
Anne	Venzon	Ph.D.	Princeton University
Christopher	Verch*	Master of Arts	Bellevue University
Rhonda	Verdegan*	M.S.	Illinois State University
Chapla	Verma	Doctor of Philosophy	Magadh University - India
Fianna	Verret*	Master of Arts	Norwich University
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Josef	Vice*	Master of Arts	Jacksonville State University
Shirley	Vigil	Doctor of Philosophy	The University of Alabama in Huntsville
Marlene	Villeneuve-Lindemann*	Juris Doctor	St. John's University
Joseph	Vollenberg*	Ph.D.	The University of North Carolina
Shannon	Voyles	Master of Education	Indiana Wesleyan University
Nancy	Wack	Ph.D. E.L.	TUI University
Keith	Wade	Doctor of Philosophy	Michigan State University
Donna	Wade*	Master of Business Administration	Northwest Nazarene University
Jennifer	Wagner*	J.D.	University of Pittsburgh
Ray	Walker*	M.A.	Chapman University
Crystal	Walker*	Master Business Administration	Saint Leo University
Vennessa	Walker*	Doctor of Philosophy	West Virginia University
Donna	Wall	Master of Science	University of Texas at Tyler
Lisa	Wallace*	Ph.D.	Loyola University Chicago
Diallo	Wallace*	M.S.	Naval Postgraduate School
Jason	Wallin*	Master of Criminal Justice	Boston University
Barry	Walls	Master of Business Administration	Strayer University
Katrina	Walls*	Master of Arts	The University of Toledo
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William	Wasmundt*	M.A.	University of Illinois at Springfield
Jermel	Watkins*	Doctor of Philosophy	State University of New York at Stony Brook
Robert	Watkins*	Doctor of Philosophy	University of Cincinnati
Shalah	Watkins-Bailey	Doctor of Philosophy	Texas Woman's University
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Kimberly	Weathers*	Doctor of Philosophy	University of Houston
Marlene	Weaver	Master of Business Administration	Marymount University
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Brian	Weber*	Master of Arts	Norwich University
Jesse	Webster*	Masters in Homeland Security	American Public University System
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Sonia	Weeks	Doctor of Philosophy	North Carolina State University
Heidi	Weiman*	Master of Arts	Northeastern Illinois University
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George	Weisgerber*	M.B.A.	American InterContinental University
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John	Welch*	Master of Arts in Military Studies	American Military University
Jeffrey	Wendt*	Master of Business Administration	University of Dallas
Marc	Wenner*	Master of Arts	Old Dominion University
James	Wenzel*	Master of Science	University of Wyoming
Christopher	Weppler*	Master of Science	University of Maryland, College Park
James	Werbaneth	Master of Arts	Duquesne University
Kelly	Werder*	J.D.	Suffolk University Law School
Thomas	Werner*	Master of Arts	Webster University
Mark	Wessner	Doctor of Philosophy	University of Pretoria
Benjamin	West*	Doctor of Philosophy	Indiana University of Pennsylvania
Gregory	West*	M.E.S.	Loyola University Maryland

Philip	West*	Master Business Administration	Saint Leo University
Christine	Weston*	Master of Science	University of Phoenix
Elizabeth	Wharton	M.A.	Holy Names University
Chad	Wheaton*	Doctor of Philosophy	Syracuse University
Amy	Wheeler*	Master of Science	Eastern Kentucky University
Thomas	Wheeler*	Master of Arts	Eastern New Mexico University
Brannon	Wheeler*	Doctor of Philosophy	The University of Chicago
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Jennifer	Williams*	Master of Arts	Bowling Green State University
Julia	Williams*	Doctor of Philosophy	Capella University
Charlie	Williams*	Master of Business Administration	Nova Southeastern University
Stacie	Williams*	Ph.D.	The Florida State University
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David	Williams*	M.S.	University of Virginia
Donald	Williams*	Master of Business Administration	Webster University
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Christopher	Wilson*	Master of Science	Oklahoma State University

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Pamela	Wojnar	Doctor of Education	United States Sports Academy
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Ross	Wolf*	Doctor of Education	University of Central Florida
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Robert	Wolverton*	Doctor of Philosophy	University of New Mexico
Chika	Wonah*	D.M.	University of Phoenix
Jennifer	Wood*	Juris Doctor	Northeastern University
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Keith	Woodman*	Doctor of Philosophy	Old Dominion University
Brett	Woods	Ph.D.	University of Essex, England
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Dale	Wright*	M.S. in Systems Engineering	Air Force Institute of Technology
Pamela	Wright*	Master of Education	Alabama State University
Heath	Wright*	M.B.A.	City University of Seattle
Phillip	Wright*	Master of Military Art & Science	US Army Command and General Staff
Xiaodong	Wu	Ph.D.	Princeton University
Kathryn	Wyatt*	Master of Arts	Northern Arizona University
Louis	Yako*	Master of Arts	Lehigh University
Roy	Yarbrough*	Doctor of Education	The University of North Carolina at Greensboro
Andre	Yefremian*	Master of Arts	California State University
Mark	Yeisley*	Doctor of Philosophy	Duke University
John	Yelvington*	D.B.A.	Nova Southeastern University
Rosalie	Yezbick	Master of Arts	University of Illinois at Springfield
Terence	Yi*	Doctor of Philosophy	Northcentral University
Heather	York*	M.A.	The University of Oklahoma
Robert	Young	Doctor of Philosophy	The Graduate School and University Center The City University
Nicholas	Young*	Master of Arts	Indiana University

Danette	Young*	Doctor of Education	Nova Southeastern University
Yolander	Youngblood*	Doctor of Philosophy	University of Florida
Youngok	Yum*	Doctor of Philosophy	The Pennsylvania State University
Eric	Zacharias*	M. Div.	Concordia Seminary
Caroline	Zapor*	Master of Arts	Simon Fraser University
Carol	Zavarella*	Doctor of Philosophy	University of South Florida
Deborah	Zeringue*	Master of Arts	The University of North Carolina at Greensboro
Christie	Zgourides*	Master of Arts	Portland State University
Maryann	Zihala*	M.A.	The Catholic University of America
Ronald	Zimmerman*	Master of Science	California State University, East Bay
Melinda	Zupon	Masters in Military Studies	American Military University

* = Part Time

Course Materials

The APUS Undergraduate Course Materials Grant provides textbooks and other course reading material for all undergraduate students seeking academic credit. This grant is awarded upon admission with the expectation that students will successfully complete their course(s) each semester. Course materials are ordered from our vendor (MBS), after tuition payment (TA, FSA, check) has been received. Course materials are shipped within the timeframes listed in the [student handbook](#). Military TA students serving overseas who have successfully completed previous courses with APUS will have their course materials ordered at the time of course registration, not at time of payment to ensure that their materials will be released within the 30-day timeframe listed in the student handbook.

APUS provides course materials in a variety of formats. Some courses use electronic textbooks (eBooks) which are available in the APUS Online Library, the electronic classroom, websites, or elsewhere as identified by the course instructor.

Please note that course materials are not provided for students who are auditing courses. Audit students may obtain course materials through [MBS](#) or another bookstore of their choice.

Students are required to keep their mailing address correct at all times to ensure their books are shipped to the proper location. Failure to do so will cause books to be returned to MBS or lost in the mail system.

If a student withdraws from a course, they must re-register for the course within 6 months or they will incur the cost of the course materials.

Students are encouraged to read the Course Materials section in the student handbook for additional course materials policy information.

Students should contact books@apus.edu for questions or additional assistance concerning their course materials.

Online Library

The AMU/APU Online Library provides an award-winning reflection of a new era in information services, as well as friendly human faces for University's students and faculty members. The best of tradition now combines with the newest forms of education on the Information Highway.

Available to students and faculty 24/7, the Library contains millions of pages of books and scholarly articles licensed from the Deep Web. These are joined by our expert-selected "trusted" selections from the free, or Open Web, as well as an array of specialized research tools and tutorial assistance. Moreover, the site is designed for the cutting-edge of Information Literacy--a budding range of skills required for scholarly success and advanced employ of the Web. Such assets are built by arguably the finest group of subject- and Web-specialist librarians in Online Education.

Research Resources

- **Article/Scholarly Journal Databases:** The strength of the Library is an accumulation of multi-year runs of 39,500+ scholarly journals. Such specialized literature sits at the heart of university research, and its use is a vital part of your learning curve as a college student/scholar.
- **Books:** The Library has assembled a growing collection of primarily electronic books. Currently numbering over 132,000, these holdings are focused on the University's educational programs. They include a small collection of land-based holdings with concentration on the School's specializations in Intelligence, Military History, and Military Studies.
- **Departmental Study Portals/Course Guides:** Librarians work with faculty to create innovative Study Portals. These are designed to help launch scholarly and advanced research in our Deep Web holdings and the Open Web. Moreover, the Portals open to hundreds of electronic pathfinders that are tailored to specific courses.
- **InterLibrary Loan (ILL):** If unable able to find needed research materials, Librarians will hunt and request those.

TEXTBOOKS/COURSE MATERIALS: The Online Library works in tandem with Bookstore operations in what is a nationally leading model for Course Materials and an evolving switch to fully electronic classes. This transition is in keeping with other online universities, but carefully orchestrated over several years and with allowances for overseas military students and those with bandwidth problems. It reflects APUS commitment and struggle to continue to maintain low tuition costs and grant free course materials for its undergraduates--even in the face of extreme textbooks inflation.

TUTORIAL CENTER/STUDY HELP: Students are also provided a portal to an array of self-help tools, career center, and tutorials--including access to individual tutors. The Tutorial Center provides Style Manual pages along with examples of syllabuses, other student papers and masters' theses--as well as links to the campus radio station, Web 2.0, Second Life, and other advanced applications.

Student Learning Outcomes Assessment

There are three levels of student learning outcomes used to describe the knowledge, skills, and values expected of students who complete academic programs at the University System: institutional (which are outlined in this catalog); degree program (which are identified in the degree program descriptions on the AMU/APU websites); and classroom level (which are identified in the syllabi for each graduate or undergraduate course).

Institutional Level Student Learning Outcomes

The University System's institutional student learning outcomes are reflected in its published mission document, vision statement, and core values. Student learning at the institutional level is assessed through required participation in periodic surveys and interviews that evaluate the effectiveness of students achieving desired learning outcomes at the university level.

AMU and APU students are expected to achieve each of the five outcomes listed below upon completion of any academic program in any academic discipline.

Academic Skill

Graduates of APUS will possess academic skill related to their specific discipline. The graduate will master the generally accepted theories, concepts, principles, and/or practices associated with their discipline enabling them to live and work productively in a global, diverse, and technological society.

Communication

Graduates of APUS will be able to clearly communicate ideas in written form.

Critical Thinking

Graduates of APUS will be able to analytically identify issues with the ability to evaluate problems, formulate solutions, and evaluate the consequences. Graduates will be able to express a variety of other viewpoints and methods of inquiry.

Information Literacy

Graduates of APUS will be technologically proficient in accessing and using information. The graduate will be able to gather information from a variety of sources, use information in an appropriate manner to address issues, and take action.

Lifelong Learning

Graduates of APUS will have the ability to identify, pursue and acquire specific and new knowledge after the end of formal schooling. They will be able to apply this knowledge in real world settings.

Degree Program Level Student Learning Outcomes

The University System's student learning outcomes at the **degree program level** are skills, values, and knowledge that students are expected to have upon graduation from a particular degree program.

Student learning at the degree program level is assessed through participation in senior seminar and comprehensive examination courses to ensure that the student has proficient knowledge of the substantive content expected of a professional in the respective field. Subject-specific standardized national testing is used to measure student learning at the degree program level. National testing assessment results are used only to inform the University System and the student of the student's performance in a given subject area; their results are not calculated in the student's grade point average or considered as part of the student's academic performance. Students will be informed in advance if they are required to participate in these assessment exams. Writing rubrics are also used to evaluate the effectiveness of students achieving desired learning outcomes at the degree program level.

Course Level Student Learning Outcomes

The University System's student learning outcomes at the **classroom level** are skills, values, and knowledge that students are expected to have upon completion of a course.

Student learning at the classroom level is assessed through faculty members' summarization of assessment results for the entire class, rather than for individual students. Classroom level summary results are used to continually improve courses and teaching effectiveness. Course developed tests, student participation in discussion boards, student research projects/papers, and writing

assignments are some of the requirements used to evaluate the effectiveness of APUS students achieving desired learning outcomes at classroom level. Student satisfaction results are also used to monitor and develop teaching effectiveness as well as to maintain and improve the overall quality and soundness of programs and courses.

Assessment of Student Learning Outcomes

APUS is committed to student learning assessment and its impact on the quality of teaching and learning. The learning outcomes assessment program at APUS:

- provides students with useful information about their current skills, values, and knowledge
- enables the University System to evaluate the effectiveness of its academic programs in terms of achieving the desired learning outcomes for its students
- is used for continuous improvement at all levels of the institution

The University System uses a variety of direct and indirect assessment measures to document student learning at the undergraduate and graduate level. Periodic surveys, standardized national testing, comprehensive examinations, capstone courses, and other assessment measures are used to improve the quality of teaching and learning at APUS. The assessment of student learning at APUS is guided by the student learning outcomes posted in the catalog, AMU/APU websites, and course syllabi. Learning outcomes assessment for students is conducted at the institutional, degree program, and classroom level. Each level is designed to complement each other, providing a comprehensive view of the effectiveness of the University System's academic programs.

Students are required to participate in learning outcomes assessment activities at APUS and will be given adequate notice of any course and/or non-course related assessment activities they are responsible for completing. APUS is committed to protecting the privacy of its students including ensuring the confidentiality of student work submitted for assessment as well as the feedback resulting from assessment activities. For more information, the APUS [Learning Outcomes Assessment website](#) establishes the framework for the conduct of student assessment across the institution.

Grading Policies

The APUS grading system is provided in the following chart. Additional information regarding the posting of grades and the petitioning of grades is available in the Student Handbook.

Grade	Quality Points	Description
A	4.0	All: Very high quality, clearly above average work
A-	3.67	
B+	3.33	
B	3.0	Undergraduate: Above average Graduate: Expected performance level
B-	2.67	
C+	2.33	
C	2.0	
C-	1.67	Undergraduate: Below Average Graduate: Failing
D+	1.33	Undergraduate: Unsatisfactory Graduate: Failing
D	1.0	Undergraduate: Unsatisfactory Graduate: Failing
D-	.67	Undergraduate: Unsatisfactory Graduate: Failing
F	0.0	Undergraduate: Failing Graduate: Failing
P	NONE	Undergraduate: Pass Graduate: Pass
PD	NONE	Graduate Comprehensive Exam Only: Pass with Distinction
FAIL	NONE	Graduate Comprehensive Exam Only: Failed the Exam
I	NONE	All: Incomplete
DP	NONE	Dropped
W	NONE	All: Withdrawn
WF	NONE	A Withdrawal that was allowed but instructor requested a failing notation
X	NONE	Audit grade: No Academic Credit awarded
R	NONE	Previously failed course that was retaken
S	NONE	Satisfactory: No Academic Credit awarded
U	NONE	Unsatisfactory No Academic Credit awarded
RW	NONE	A retroactive withdrawal from a course
PLA	NONE	Credit awards for prior learning

Repeat Coursework

Students may only repeat courses for which a failing grade was earned. If the course start for the retaken course was prior to August 1, 2008, the original failing grade remains on the student's record. Both grades will be displayed on the transcript and both will be incorporated into the GPA.

Courses that are retaken with course start dates after August 1, 2008, may be used to forgive a previous failing grade from calculation in the student's current program GPA if:

- The failed course was not part of a program that has already been completed. If a student has started a new program, the failing grade in a previous program cannot be forgiven.
- The course retaken must be the same course as the failed course.

Once a student has retaken and passed a previously failed course, if the course retaken has a course start date after August 1, 2008, the failed course will show on the student's transcript with a grade of "R" and the new course will show the final earned grade. The failing grade will still be displayed on the student's academic plan and on individual grade reports for the course and will still be used to calculate SAP for Financial Aid students.

Satisfactory Academic Progress (SAP)

Students must maintain Satisfactory Academic Progress (SAP) to receive Federal Student Aid.

- According to Federal Regulations, students who fail to make satisfactory progress towards their degree or certificate will lose their ability to receive Federal Student Aid.
- This regulation applies to all students, including those that have not previously received financial aid.
- Students who lose their aid may appeal the loss provided there are mitigating circumstances that inhibited their academic progress.
- If mitigating circumstances do not exist, you may take classes at your own expense to demonstrate improvement for a future appeal.
- To otherwise restore eligibility students, must achieve the GPA and hours target as defined in the policy.

Our university system evaluates SAP at the beginning of each semester, defined as a 16-week period of academic study, and prior to the student receiving FSA for the first time at our university.

- APUS may grant administrative waivers or probationary terms (i.e., grades are not posted before the start of the next term in consecutive terms).
- The requirements of each criterion must be met and are described in detail below: There are three criteria used to measure Satisfactory Academic Progress:
 - Cumulative grade point average (qualitative)
 - Credit hour completion (quantitative)
 - Program deadline

Cumulative Grade Point Average (CGPA):

- Cumulative GPA is the qualitative measure of SAP, meaning that it looks at the quality of the grades that each student earns in their courses.
- Cumulative GPA is calculated after 6 undergraduate credits or 6 graduate credits are completed at APUS.
- Evaluation thereafter occurs in the segments listed in the table below. Only credits completed at APUS with a final grade of A through F are included in the Cumulative GPA calculation.
- To meet SAP requirements, students must maintain a Cumulative GPA that meets or exceeds our minimum as shown in the chart below.
- Students who fail to meet CGPA requirements also fail to meet SAP requirements and will be denied Federal Student Aid (Information on Loss of FSA Eligibility is located under Policies and Procedures for Award of FSA.).

SAP Criteria Based on Cumulative GPA and Credits Completed

	Total Credits Completed (including transferred credits*)	Minimum CGPA Required for Financial Aid
Undergraduate Students	6-12	1.00
	13-24	1.25
	25-36	1.50
	37-96	1.75
	97+	2.00
Graduate Students	6-9	2.00
	10-18	2.50
	19-27	2.75

- *Credits transferred in from another college or university via an official Transfer Credit Evaluation are factored into the calculation of how many credits a student has completed in determining the minimum Cumulative GPA threshold from the chart.
- For example, an undergraduate student with no transfer credits must have a minimum Cumulative GPA of 1.00 once they have completed (with a passing grade) their first 6 credits at APUS.
- However, a student who transferred in 15 credits and then earned his/her first 6 credits at APUS must have a minimum Cumulative GPA of 1.25 (15 transfer credits plus 6 credits completed equals 21 completed credits which falls into the 13-24 total credits completed range in the chart above).

Credit Hour Completion:

- Credit hour completion is the quantitative measure of SAP, meaning that you must complete a certain percentage of your courses to maintain eligibility for Federal Student Aid.
- Each academic program within our university system has a defined number of credit hours required for completion.
- A student must complete his/her program within 150% of the published credits.
 - For example, if your program requirements are 120 credits, you must satisfy all requirements of your program without having to attempt more than 180 credits.
 - For example, if your program requirements are 18 credits, you must satisfy all requirements of your program without having to attempt more than 27 credits.
- Courses with a final undergraduate grade of A through D- or a final graduate grade of A through C will be counted towards credits completed.
- Final grades that fall below the minimums (D- for undergraduates and C for graduates) are not counted as credits completed but will be used to determine credits attempted.
- Students who withdraw from a course are considered as having attempted the course. Students who drop a course are considered as having not attempted the course.
- Courses with grades of incomplete ("I") will not be counted as attempted until a final grade is earned by the student or the Registrar or instructor converts the "I" grade to an "F."
- Courses that are dropped prior to the course start date or during the add/drop period in Week One will not count towards attempted credits. **Please note:** All students are required to log into each of their courses during Week One and to submit a class discussion board post of at least 250 words. Students who do not submit this assignment during the first week of class will be automatically dropped from any courses in which this assignment has not been completed. Detailed information on classroom attendance is available at [Initial Contact - First Week of the Course](#).
- Remedial courses do not count towards attempted credits.
- Any course in which the student remains beyond Week One will count towards attempted courses regardless of the grade received.
- Repeated courses will count as attempted courses.
- To maintain SAP, students must achieve a minimum percentage of credits earned versus credits attempted.

SAP Criteria Based on Credits Attempted versus Credits Completed

	Credits Attempted	Credits Completed %
Undergraduate Students	6-12	50%
	13-24	60%
	25-36	65%
	37+	67%

Graduate Students	6-9	50%
	10-18	60%
	19+	67%

- Credits transferred from another college or university are included in determining the credits completed percentage for the quantitative measure - completed hours divided by attempted hours. Likewise, the total of APUS and transfer credits that a student has from another college or university will be added to determine where they fall on the chart above.

Example 1: A student registers for 12 credits as an undergraduate student at APUS. The student also has **12 transfer credits** from College A. At the end of the semester, here are the grades for the student:

Courses Attempted	Grades
Course 1 (3 credits)	W
Course 2 (3 credits)	F
Course 3 (3 credits)	B
Course 4 (3 credits)	C

- This student has attempted **12** credits at APUS but has only successfully completed **6** of those credits (Course 3 and Course 4).
- The credits completed at APUS would be added to the credits transferred (6 credits plus 12 credits), and the credits attempted at APUS would be added to the credits transferred (12 credits plus 12 credits).
- The credits completed percentage would be 75% (18 completed hours divided by 24 attempted hours).
- The next step is to look at the chart above and determine what percentage is needed to make SAP.
- You then find where 24 credits attempted falls on the chart above, and you will see that the student needs to have completed 60% of their courses to make SAP.
- In this example, the student is making SAP and will be eligible for their Federal Student Aid.

Example 2: A student registers for 15 credits as a graduate student at APUS and has 3 transfer credits. The student drops 3 credits during add/drop week of the semester. Here are the grades for the student at the end of the semester:

Courses Attempted	Grades
Course 1 (3 credits)	W
Course 2 (3 credits)	DP
Course 3 (3 credits)	B
Course 4 (3 credits)	F
Course 5 (3 credits)	F

- This student has attempted 12 credits at APUS but has only successfully completed 3 of those credits (Course 3).
- Dropped courses do not count toward attempted courses.
- The credits completed at APUS would be added to the credits transferred (3 credits plus 3 credits), and the credits attempted at APUS would be added to the credits transferred (12 credits plus 3 credits).
- The credits completed percentage would be 40% (6 completed hours divided by 15 attempted hours).
- Again, look at the chart above and determine what percentage is needed to make SAP.
- You then find where 15 credits falls on the chart, and you will see that the graduate student needs to have completed 60% of their APUS courses to make SAP.

So this student is not making SAP and will no longer be eligible for their Federal Student Aid.

Program Deadline:

Program deadline start dates are determined when the student completes Week One of their initial course(s). Students must complete their program within the timeframe allowed as follows:

Associate Degree: 7 years from start date

Bachelor's Degree: 10 years from start date

Master's Degree: 7 years from start date

Certificate Program: 3 years from start date

Student Rights and Responsibilities

An academic community is based on personal integrity and respect for others. APUS follows the letter and spirit of applicable federal and state laws pertaining to the administration of an institution of higher education (e.g., laws governing student records, equal opportunity, etc.) and adheres to the guidelines published by appropriate professional groups with respect to admissions procedures, required credentials of faculty, and business ethics. Information regarding student right and responsibilities, including appeals processes, can be found in the Student Handbook at: <http://www.apus.edu/student-handbook/rights-responsibilities/> .

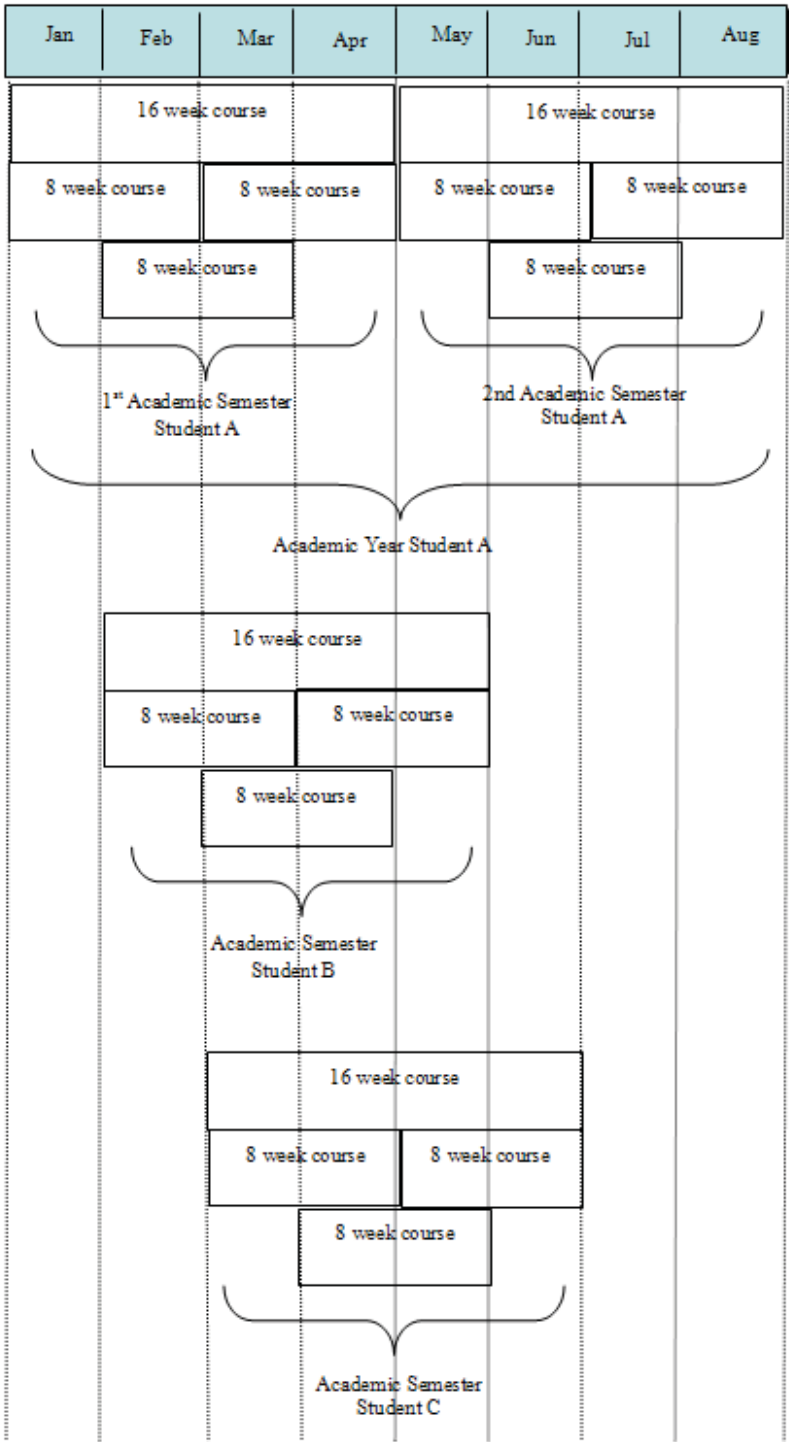
Academic Semesters and Years

APUS has a rolling academic year that is different from traditional institutions which typically operate on an academic year normally defined by fall and spring semesters. At APUS, courses start each month and are offered in 8- and 16-week formats. Students may take a combination of 8- and 16-week classes and may overlap class starts to fit their individual schedules.

To comply with the rules established by the Department of Education for disbursement of Federal Student Aid under the provisions of Title IV of the Higher Education Act, students receiving Federal Student Aid must take classes on a defined 16-week academic semester schedule. Two consecutive 16-week academic semesters (32 weeks) comprise the student's academic year, and students receiving FSA may not take classes that overlap semesters. When students first start their studies at APUS, the start date of their first class defines the start date of their individual 16-week academic semester, during which they must take a prescribed number of classes (semester hours) to be eligible for FSA. Counseling for students receiving FSA will be conducted by the APUS financial aid staff and other appropriate staff during the registration process to ensure that they understand the rules for number of semester hours attempted, academic semester restrictions, etc.

The diagram on the right depicts an example of student-defined APUS academic semesters and years:

- Each student defines his/her own academic semesters based on start date of their first course
- Semesters are 16 weeks long; the academic year is 2 successive semesters
- Students receiving Federal Student Aid may not take courses that overlap semesters
- Students may take a combination of 8- and 16-week courses during a semester, so long as each course starts and ends within the semester



Master of Business Administration

The Master of Business Administration (MBA) degree is sought by those who seek graduate level understanding, research and analytical capability, and practical application in the corporate world of the theory and practice of business marketing, management, finance, law, information systems, and strategy. Developed to provide advanced business knowledge and know-how as a foundation for the corporate executive or entrepreneur, the MBA also dovetails with several University specialties so students can specifically concentrate in areas of professional or personal interest including entrepreneurship, global business management, information technology management, accounting, finance, nonprofit management, and national security resource allocation.

Statement of Mission - School of Business

APUS' School of Business mission is to prepare students to be principled leaders in the global business community through a flexible learning environment that leverages technology and best practices focused on the practical application of knowledge.

- Priorities:**
- Curriculum: Provide a well-rounded curriculum that blends practical, real-world application and theoretical aspects of business and economics in a global context.
 - Teaching: Foster understanding through strategic goals, quality instruction and continuous evaluation by faculty who are real-world practitioners and scholars.
 - Student Interaction: Encourage students to reach their highest potential through collaborative relationships that motivate and sustain growth individually and organizationally.
 - Learning Outcomes: Build competencies in effective communication, critical thinking, quantitative experience, knowledge-based decision making, and ethical behavior.

Degree Program Objectives

In addition to the institutional and degree level learning outcomes objectives, this degree also seeks the following specific learning outcomes of its graduates. Graduates in this degree program will be able to:

- Conduct advanced business analysis by incorporating the use of various data tools in the discovery of possible solutions for implementation.
- Compare and contrast various organizational managerial approaches to analyze their effect on the individual, group, and organization.
- Analyze the legal, regulatory, and compliance issues affecting managers in today's market place and emphasize the importance of continuing education for managers for future legal changes.
- Evaluate and analyze advanced analysis methods and techniques to determine their interdisciplinary applicability to meet current and business needs and evaluate the need for changes in policies and procedures.
- Distinguish and implement analytical financial tools to conduct business analysis and to communicate possible solutions and implementation plans for business decisions.
- Focus on business strategies and approaches used by organizations in their mission to sustain and obtain various marketing segments to increase their growth potential and integrate business functions into a coherent business strategy.
- Compare and contrast market-driven strategies used by organizations to effectively plan for current and future needs of customers.

Degree Program Requirements

Core Requirements (27 semester hours)
<ul style="list-style-type: none">• BUSN601 - Global Management Perspective• BUSN602 - Managerial Analysis

- [BUSN603 - Quantitative Analysis](#)
- [BUSN620 - Strategic Management](#)
- [BUSN623 - Legal and Ethical Issues in Management](#)
- [BUSN625 - Applied Decision Making](#)
- [ECON600 - Managerial Economics](#)
- [FINC600 - Corporate Finance](#)
- [MKTG600 - Marketing Management](#)

Students are required to take BUSN601 as the first course and then should take BUSN602 and BUSN603 as the first three Core Requirements.

Students who hold a degree from a School of Business accredited by ACBSP/AACSB (the Accreditation Council for Business Schools & Programs, ACBSP, or the Association to Advance Collegiate Schools of Business, AACSB) may request a waiver review of these three courses through their Admissions representative.

Students must choose a concentration for this degree program and may select from a General Concentration, Accounting, Entrepreneurship, Finance, Global Business Management, Homeland Security Resource Allocation, Information Technology Management, Marketing or the Nonprofit Management Concentrations.

General Concentration Requirements (9 semester hours)

Select 3 courses from the following:

- [ACCT600 - Intermediate Accounting I](#)
- [ACCT601 - Intermediate Accounting II](#)
- [ACCT605 - Cost Accounting](#)
- [ACCT610 - Advanced Accounting](#)
- [ACCT615 - Individual Tax Research and Planning](#)
- [ACCT620 - Forensic Accounting](#)
- [BUSN500 - Quantitative Methods for Decision Making](#)
- [BUSN621 - Entrepreneurship](#)
- [BUSN624 - Principles of E Commerce](#)
- [BUSN630 - Virtual Organizations](#)
- [BUSN631 - Technology and Innovation](#)
- [BUSN635 - Business Plan Development](#)
- [BUSN640 - Nonprofit Law, Governance, and Ethics](#)
- [BUSN641 - The Nonprofit Organization and Executive Leadership](#)
- [BUSN642 - Financial Management in Nonprofit Organizations](#)
- [BUSN643 - Nonprofit Fundraising Planning and Implementation](#)
- [ECON610 - Global Economics](#)
- [FINC605 - Financial Accounting](#)
- [FINC610 - Financial Institutions](#)
- [FINC615 - Investment Management](#)
- [FINC620 - International Finance](#)
- [FINC625 - Entrepreneurship Finance](#)
- [HRMT605 - Strategic Human Resource Management Practices](#)
- [ITMG624 - Information Technology Project Management](#)
- [MGMT600 - Organizational Management](#)
- [MGMT601 - Organizational Behavior](#)
- [MGMT605 - Leadership](#)
- [MGMT610 - Cross-Cultural Management](#)

- [MKTG601 - Strategic Internet Marketing](#)
- [MKTG602 - Global Marketing Strategy](#)

Concentration in Accounting (9 semester hours)

Objectives

Students who successfully complete this program will be able to:

- Apply accounting knowledge into any branch of the accounting profession including public, corporate, governmental, and not-for-profit accounting.
- Identify accounting concepts, standards, and regulations in preparing, auditing, and analyzing financial statements.
- Analyze financial planning, budgeting, and interpretation of financial results.
- Apply accounting principles for non-accounting careers and personal life.

Concentration Requirements (9 semester hours)

- [ACCT600 - Intermediate Accounting I](#)

And select 2 courses from the following:

- [ACCT601 - Intermediate Accounting II](#)
- [ACCT605 - Cost Accounting](#)
- [ACCT610 - Advanced Accounting](#)
- [ACCT615 - Individual Tax Research and Planning](#)
- [ACCT620 - Forensic Accounting](#)
- [FINC605 - Financial Accounting](#)

Concentration in Entrepreneurship (9 semester hours)

Objectives

Students who successfully complete this program will be able to:

- Analyze business opportunities and formulate business strategies.
- Analyze marketing strategies and develop product and pricing strategies.
- Develop business plans for successful entry to business areas.
- Formulate, execute, and manage business budgets and finances.

Concentration Requirements (9 semester hours)

- [BUSN621 - Entrepreneurship](#)
- [BUSN635 - Business Plan Development](#)
- [FINC625 - Entrepreneurship Finance](#)

Concentration in Finance (9 semester hours)

Objectives

Students who successfully complete this program will be able to:

- Apply both finance theory and analytical tools to make effective judgments in resolution of financial problems.
- Differentiate financial topics including business finance, security markets, commercial bank management, investment valuations, portfolio management, and capital budgets.
- Develop skills for careers in business financial management, commercial and investment banking, investments, and government finance.

Concentration Requirements (9 semester hours)

- [FINC610 - Financial Institutions](#)
- [FINC615 - Investment Management](#)
- [FINC620 - International Finance](#)

Concentration in Global Business Management (9 semester hours)

Objectives

Students who successfully complete this program will be able to:

- Examine the policies, practices, communications, and conflict resolution in the context of a cross-cultural, international workforce.
- Analyze the interactions and trends between the world economies.
- Assess the tools and techniques used to mitigate financial risk in conducting international business.
- Evaluate the challenges of virtual organizations; also appraise the business models and tools used to manage virtual teams distributed in time and space.

Concentration Requirements (9 semester hours)

Select 3 courses from the following:

- [BUSN630 - Virtual Organizations](#)
- [ECON610 - Global Economics](#)
- [FINC620 - International Finance](#)
- [MGMT610 - Cross-Cultural Management](#)

Concentration in Homeland Security Resource Allocation (9 semester hours)

Objectives

Students who successfully complete this program will be able to:

- Analyze and conduct research on the direct and indirect economic losses associated with disaster.
- Apply pre-emergency functions that are critical in emergency management and disaster relief systems including mitigation, risk management, planning, and process.
- Assess current policy and plans associated with interagency cooperation, shortfalls in interagency and intergovernmental efforts, principles for effective inter-organizational behavior, and concepts for closer inter-organizational action.

Concentration Requirements (9 semester hours)

- [EDMG503 - Emergency and Disaster Planning and Management](#)
- [EDMG509 - Interagency Disaster Management](#)
- [EDMG530 - Economics of Disaster](#)

Concentration in Information Technology Management (9 semester hours)

Objectives

Students who successfully complete this program will be able to:

- Evaluate various System Development Life Cycle (SDLC) models.
- Examine strategies to apply technology to enhance productivity in organizations.
- Assess and mitigate risk in Information Technology initiatives.
- Appraise technologies, policies, and practices to assure security in information systems.

Concentration Requirements (9 semester hours)

- [ITMG624 - Information Technology Project Management](#)

And select 2 courses from the following:

- [BUSN631 - Technology and Innovation](#)
- [HRMT605 - Strategic Human Resource Management Practices](#)
- [ISSC621 - Computer Forensics](#)
- [ISSC640 - Computer Networks and Data Systems](#)
- [ISSC641 - Telecommunications and Network Security](#)
- [ISSC642 - Intrusion Detection and Incident Handling](#)
- [ISSC660 - Information Assurance](#)
- [ISSC680 - Information Security Management](#)

Concentration in Marketing (9 semester hours)

Objectives

Students who successfully complete this program will be able to:

- Analyze e-commerce business opportunities and formulate business strategies.
- Analyze global and electronic marketing strategies.
- Develop product and pricing strategies.
- Analyze supply chain management.
- Develop business plans for successful entry to business areas.
- Formulate, execute, and manage global business plans.

Concentration Requirements (9 semester hours)

- [BUSN624 - Principles of E Commerce](#)
- [MKTG601 - Strategic Internet Marketing](#)
- [MKTG602 - Global Marketing Strategy](#)

Concentration in Nonprofit Management (9 semester hours)

Objectives

Students who successfully complete this program will be able to:

- Demonstrate knowledge of nonprofit organizations' legal, financing, and governance structures and the key management

issues nonprofit organizations encounter.

- Analyze the context in which nonprofits deliver services, raise money, and promote their missions.
- Apply management skills to the operations of nonprofits and achieve success in leadership roles within their nonprofit organizations and the nonprofit sector.

Concentration Requirements (9 semester hours)

Select 3 courses from the following:

- [BUSN640 - Nonprofit Law, Governance, and Ethics](#)
- [BUSN641 - The Nonprofit Organization and Executive Leadership](#)
- [BUSN642 - Financial Management in Nonprofit Organizations](#)
- [BUSN643 - Nonprofit Fundraising Planning and Implementation](#)

Elective Requirements (0 or 3 semester hours)

Select from other graduate courses not taken to meet core or concentration requirements.

Final Program Requirements (0 or 3 semester hours)

- [BUSN698 - Separate Comprehensive Examination](#) (0 semester hours) - Taken once all other requirements have been met.
- [BUSN699 - Business Administration Practicum and Integration Project](#) (3 semester hours) - Taken once all other requirements have been met. The Practicum Version Option will satisfy 3 semester hours of an elective requirement.

Total = 39 semester hours

Master of Public Administration

This degree program provides a unique program of study in administrative theory, the program and policy development process, and specific case studies in public policy. The degree program is designed to offer graduates of various undergraduate programs an opportunity to obtain high levels of proficiency of technical and managerial skills to enhance public service work. It aims at broad-level understanding of the goals and challenges of public administration and the relationship of these to more specialized aspects of planning, organization, management, and analysis in the public sector at the national, state, and local levels. The degree program is designed to provide advanced study and prepare current and future government employees for management positions in government at all levels. Because of its focus on management and the expanding role of the private sector in providing traditional government services, the degree program is also applicable to industry and the non-profit sector.

Degree Program Objectives

In addition to the institutional and degree level learning outcomes objectives, this degree also seeks the following specific learning outcomes of its graduates:

- Apply leading theories and approaches to managing public organizations and administering federal, state, and local levels.
- Test the concepts, theories, and methodologies to conduct research in the public sector.
- Evaluate the philosophical and practical issues related to ethical decision-making in the public sector.
- Formulate and articulate positions and issues that intersect the dynamics of politics, policy, economics, administration, and management in the public sector.
- Compare and contrast the government and private sector budgeting process and the funding of specific government programs and activities.
- Analyze the role of federal administrative organizations including Congress, the president, the courts, and interest groups in public policy development and implementation.
- Assess the emerging trend and implications of the private and not-for-profit sectors providing government services.
- Formulate a strategy for developing a needs assessment, outcome expectations, program outcome evaluations, and impact assessments.

Degree Program Requirements

Core Requirements (18 semester hours)
<ul style="list-style-type: none">• PADM510 - Administration Theory• PADM520 - Public Administration in Society• PADM530 - Public Policy• PADM610 - Public Management• PADM611 - Law and Public Policy• POLS500 - Research Methods in Social Science (Required as the first course in this program.)
Major Requirements (6 semester hours)
<p>Select 2 courses from the following:</p> <ul style="list-style-type: none">• PADM612 - Public Finance• PADM615 - Program Appraisal• PADM620 - Local Political Administration• POLS510 - The U.S. Presidency, Congress, and Bureaucracy

- [POLS620 - Legislatures and Legislative Behavior](#)

Students must choose a concentration for this degree program and may select from a Concentration in Disaster Management, Environmental Policy, Health Policy, Human Resources, National Security, Organizational Management, or Security Management.

Disaster Management Concentration Requirements (9 semester hours)

Select 3 courses from the following:

- [EDMG502 - Emergency and Disaster Theory](#)
- [EDMG503 - Emergency and Disaster Planning and Management](#)
- [EDMG509 - Interagency Disaster Management](#)
- [EDMG530 - Economics of Disaster](#)

Environmental Policy Concentration Requirements (9 semester hours)

Select 3 courses from the following:

- [EVSP501 - Environmental Management](#)
- [EVSP502 - Environmental Economics](#)
- [EVSP503 - Environmental Policy, Regulation, and Law](#)
- [EVSP628 - Global Environmental Change](#)

Health Policy Concentration Requirements (9 semester hours)

- [PBHE501 - Public Health in America](#)
- [PBHE502 - Health Policy](#)
- [PBHE601 - Health Care Administration](#)

Human Resources Concentration Requirements (9 semester hours)

Select 3 courses from the following:

- [HRMT600 - Human Resource Management](#)
- [HRMT602 - Employment Law and Labor Relations](#)
- [HRMT603 - Human Resource Policy](#)
- [HRMT605 - Strategic Human Resource Management Practices](#)

National Security Concentration Requirements (9 semester hours)

Select 3 courses from the following:

- [NSEC501 - Institutions of National Security](#)
- [NSEC503 - U.S. National Security](#)
- [NSEC610 - National Security and Globalization](#)
- [NSEC613 - Current and Emerging Threats to U.S. National Security](#)
- [NSEC620 - Foundations in Military Strategy and National Security Policy](#)

Organizational Management Concentration Requirements (9 semester hours)

Select 3 courses from the following:

- [MGMT600 - Organizational Management](#)
- [MGMT601 - Organizational Behavior](#)
- [MGMT603 - Organizational Development](#)
- [MGMT604 - Organizational Crisis Management](#)

Security Management Concentration Requirements (9 semester hours)

Select 3 courses from the following:

- [SCMT507 - Assets Protection and Loss Prevention Management](#)
- [SCMT508 - Evaluation of Security Programs](#)
- [SCMT509 - Contemporary Issues in Security Management](#)
- [SCMT553 - Security Program Administration](#)

Elective Requirements (0 semester hours)

There are no elective requirements for this program.

Final Program Requirements (3 semester hours)

- [PADM699 - Master's Capstone Seminar in Public Administration](#) - Taken once all other degree requirements have been met.

Total = 36 semester hours

Master of Public Health

The mission of the Master of Public Health Degree Program is to enhance the health of the public through educational and leadership development of the public health work force, and through academic-community partnerships dedicated to both community-based research and service that will enhance human health. This program provides a professionally focused understanding of public health issues in America and abroad including the science, psychology, and sociology associated with public health issues. Students will study public health law, policy, and administration associated with the effective and efficient administration of public health. They will learn the health system, its management, finances, and structure. Students in the program are typically interested in some aspect of the health system, concerned about the public health situation in the United States and/or abroad, or are generally interested scholars who seek a public-minded degree. Inclusion of the concentration courses will create skilled public health professionals who could provide service to the public health community in these vital areas.

Program Values

The MPH faculty, students, and staff are committed to the over-arching principles of respect for the dignity and worth of people regardless of gender, race, religious or ethnic affiliations, or social standing. Program values are reflected in:

- Advancing community-based learning, community-based research, and community-based service.
- Strengthening academic-community partnerships.
- Infusing core competencies into courses and other learning experiences.
- Providing the knowledge and skills necessary to develop and foster leaders that will promote the health of the public.
- Fostering professional diversity to meet the changing public health needs of a diverse and dynamic public.
- Emphasizing moral and ethical precepts that underlie goals of the public health profession.

Degree Program Objectives

MPH Program graduates will be able to:

- Evaluate the role they play in a global community and how the health of one nation or community affects the planet as a whole.
- Evaluate the profession of public health as dynamic, political, and controversial. To face public health issues, the professional must define the public as diverse, with many views, beliefs, values and concerns.
- Possess the training and competence in the use of technologies to deliver health care services to their community.
- Choose and use the appropriate policies, educational programs, and incentives to develop and maintain individual and community lifestyles which promote optimal health.
- Develop a continuum of supportive public health and health care services appropriate for their community.
- Resolve conflicts over public health and health care issues.
- Ensure that the results of current public health research are communicated to their communities in an appropriate manner.
- Assure their communities of the right to receive sufficient information from suppliers of health care technologies, health care providers, and relevant governmental and non-governmental agencies.
- Explain and assist in the development of a safe community environment.
- Maintain involvement with their communities to assure appropriate education regarding public health matters.
- Maintain the utmost ethical standards in their personal and professional conduct.

Degree Program Requirements

Core Requirements (24 semester hours)
<ul style="list-style-type: none">• PBHE501 - Public Health in America (Required as the first course in this program.)• PBHE525 - Statistics for Public Health• PBHE526 - Public Health and Environment

PBHE527 - Social and Behavioral Aspects of Health

- PBHE531 - Public Health Program Planning and Evaluation
- PBHE550 - Research Methods in Public Health [Prerequisite: PBHE525 - Statistics for Public Health]
- PBHE601 - Health Care Administration
- PBHE607 - Epidemiology [Prerequisite: PBHE550 - Research Methods in Public Health]

Major Requirements (15 semester hours)

Select 5 courses from the following:

- EVSP501 - Environmental Management
- EVSP502 - Environmental Economics
- EVSP503 - Environmental Policy, Regulation, and Law
- EVSP508 - Environmental Ethics
- EVSP594 - Environmental Toxicology
- EVSP628 - Global Environmental Change
- MGMT603 - Organizational Development
- PADM510 - Administrative Theory
- PADM520 - Public Administration in Society
- PADM530 - Public Policy
- PADM610 - Public Management
- PADM615 - Program Appraisal
- PBHE502 - Health Policy
- PBHE532 - Ethical Issues in Public Health
- PBHE533 - Public Health Seminar
- PBHE540 - Emergency Management Health and Medical Issues
- PBHE605 - Quarantine
- PBHE606 - Disaster Health Management
- PBHE690 - Independent Study: Public Health

Elective Requirements (3 semester hours)

Select from other graduate courses not taken to meet core, major, or concentration requirements.

Final Program Requirements (3 semester hours)

- PBHE528 - Public Health Practicum (3 semester hours) - Taken once all other degree requirements have been met. The Practicum option version will satisfy 3 semester hours of an elective requirement.

Total = 45 semester hours

Master of Arts in Criminal Justice

This program focuses on developing the professional skills necessary for students to assume leadership positions within the criminal justice field. The degree program's interdisciplinary approach provides students with academically rigorous and empirically-oriented methodologies and builds on the multidisciplinary strength and practical experience of the faculty. Students are provided with a comprehensive understanding of crime and the justice system, administration, and public policy. The curriculum also provides the background and educational experience necessary for those who may wish to later pursue doctoral work in criminal justice or related fields.

Degree Program Objectives

In addition to the institutional and degree level learning outcomes objectives, this degree also seeks the following specific learning outcomes of its graduates. Graduates in this degree program will be able to:

- Distinguish between the major systems of Criminal Justice and how the functions of police, prosecution, courts, and corrections interface.
- Analyze biological and psychological theories and philosophies of criminal behavior as they influence modern developments in punishment, sentencing, and corrections.
- Evaluate definitions, objectives, and issues of new or emergent criminal threats such as terrorism and how they compare and contrast with traditional criminal behavior theories.
- Assess the rule of law and changes to it as it pertains to direct and indirect influence and impact on social reactions to crime, corrections, and victims of crime.
- Critically examine landmark criminal justice cases from the Supreme Court down to local levels, and determine their cultural, social, and economic impact.
- Apply the concepts of professional and ethical behavior within the criminal justice system.

Degree Program Requirements

Core Requirements (18 semester hours)
<ul style="list-style-type: none">• CMRJ500 - Criminal Justice Ethics• CMRJ501 - Criminology• CMRJ505 - Research Methods in Criminal Justice and Security• CMRJ512 - Police Administration• LSTD502 - Criminal Law• LSTD503 - Criminal Justice Process
Major Requirements (15 semester hours)
<p>Select 5 courses from the following:</p> <ul style="list-style-type: none">• ACCT620 - Forensic Accounting• CMRJ504 - Drugs, Justice, and Society• CMRJ506 - International Crime• CMRJ515 - Sexual Exploitation/Children• CMRJ518 - Deviant Behavior• CMRJ522 - Forensics• CMRJ524 - Organized Crime• CMRJ525 - Negotiations: Crisis and Hostage• CMRJ526 - Drug Cartels and the Narcotics Threat

- [CMRJ531 - Criminal Profiling](#)
- [CMRJ601 - Cases in Executive Decision Making](#)
- [CMRJ690 - Independent Study: Criminal Justice](#)
- [EDMG541 - Mass Casualty Incident Management](#)
- [INTL623 - Human Intelligence](#)
- [INTL631 - Criminal Intelligence Analysis](#)
- [INTL650 - Counterterrorism](#)
- [LSTD510 - Constitutional Law](#)
- [LSTD513 - Media Law](#)
- [MATH530 - Applied Statistics](#)
- [MGMT600 - Organizational Management](#)
- [MGMT605 - Leadership](#)
- [PADM530 - Public Policy](#)
- [PADM612 - Public Finance](#)
- [SCMT529 - International Terrorism](#)
- [SCMT537 - Computer Crime](#)

Elective Requirements (0 or 3 semester hours)

Select from other graduate courses not taken to meet core or major requirements.

Final Program Requirements (0 or 3 semester hours)

Select 1 course from the following:

- [CMRJ698 - Separate Comprehensive Examination](#) (0 semester hours) - Taken once all other requirements have been met.
- [CMRJ699 - Master's Capstone Seminar in Criminal Justice](#) (3 semester hours) - Taken once all other requirements have been met. The Capstone Seminar will satisfy 3 semester hours of an elective requirement.

Total = 36 semester hours

Master of Arts in Emergency and Disaster Management

This degree provides students with graduate level knowledge and associated critical thinking/decision making involved in planning, management, relief, and recovery for, in, and from public crises. As a core of study, students will be exposed to the history, theory, planning, management, response, relief, recovery, economics, and specific cases associated with public emergencies, disasters, and catastrophes. Included in the curriculum are natural, technical, and human-induced crises.

Degree Program Objectives

In addition to the institutional and degree level learning outcomes objectives, this degree also seeks the following specific learning outcomes of its graduates. Graduates in this degree program will be able to:

- Develop a research proposal for emergency and disaster management and report the findings including an estimation of economic impacts.
- Select, evaluate, and prioritize research projects and proposals in community preparedness and emergency response.
- Organize emergency management functions and activities using contemporary emergency and disaster management concepts and federal guidelines.
- Formulate plans that clearly differentiate disaster response actions including recovery operations and their funding from routine emergency operations.
- Design and promote inter-disciplinary training to assure integration between all aspects of an Emergency Operations function including: planning and pre-event preparedness; threat and vulnerability assessments; capability and capacity evaluation; public policy issues; mitigation strategies; exercises and training; program evaluation.
- Develop plans and policies that ensure the strong organizational and personal relationships necessary to be able to work with the key federal agencies to ensure interagency cooperation at all levels during any large scale incident.
- Formulate policies procedures and protocols to allow seamless agency integration in both small and large Emergency Operations Centers (EOCs) assuring compliance with the National Response Plan and National Incident Management System.
- Perform economic and social analyses necessary to provide funding recommendations to appropriate fiscal authorities; develop and manage budgets.

Degree Program Requirements

Core Requirements (15 semester hours)
<ul style="list-style-type: none">• EDMG502 - Emergency and Disaster Theory• EDMG503 - Emergency and Disaster Planning and Management• EDMG509 - Interagency Disaster Management• EDMG540 - Research Methods in Emergency and Disaster Management• EDMG560 - Crisis Action Planning
Major Requirements (15 semester hours)
<p>Select 5 courses from the following:</p> <ul style="list-style-type: none">• EDMG501 - Emergency Management and Public Law• EDMG515 - Hazard Mitigation and Resilient Communities• EDMG530 - Economics of Disaster• EDMG541 - Mass Casualty Incident Management• EDMG548 - Disaster: Human Services and Administration• EDMG565 - Consequence Management: Terrorism Preparation & Response

- [EDMG611 - Case Analysis: Crisis and Disaster](#)
- [EDMG612 - Risk Communications](#)
- [HLSS522 - Weapons of Mass Destruction and the New Terrorism](#)
- [MATH530 - Applied Statistics](#)
- [MGMT604 - Organizational Crisis Management](#)
- [PADM610 - Public Management](#)
- [PADM620 - Local Political Administration](#)
- [PBHE540 - Emergency Management Health and Medical Issues](#)
- [PBHE606 - Disaster Health Management](#)
- [PBHE607 - Epidemiology](#)

Elective Requirements (3 or 6 semester hours)

Select from other graduate courses not taken to meet core or major requirements.

Final Program Requirements (0 or 3 semester hours)

Select 1 course from the following:

- [EDMG698 - Separate Comprehensive Examination](#) (0 semester hours) - Taken once all other degree requirements have been met.
- [EDMG699 - Master's Capstone Seminar in Emergency and Disaster Management](#) (3 semester hours) - The Capstone Seminar will satisfy 3 semester hours of an elective requirement.

Total Hours: 36 semester hours

Master of Arts in History

The Master of Arts in History provides its students with an exhaustive array of opportunities to pursue the world’s great personalities, events, nations, trends, periods, conflicts, and markings of progress. The degree program ensures that students will learn about the "big picture" through exposure to four historical perspectives or concentrations in Ancient and Classical, American, European, and Global History, while allowing options to tailor the major to individual needs during graduate study.

Degree Program Objectives

In addition to the institutional and degree level learning outcomes objectives, this degree also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of history, graduates in this degree program will be able to:

- Appraise different approaches to history and historical method to evaluate and propose a specific methodology for a particular research project or examination.
- Define, classify, and articulate in oral or written form the major trends, events, and people that have shaped world history and evaluate them in context by comparison and contrast.
- Define, classify, and articulate in oral or written form the major trends, events, and people that have shaped ancient, European, American, and global history and evaluate them in context by comparison or contrast.
- Examine, analyze, and evaluate at least one specialized historical sub-discipline.
- Synthesize historical issues into a coherent and comprehensive paradigm of the human condition.
- Analyze data, information, and concepts pertinent to various methodologies of historical research.
- Create a historical research proposal in which data, information, and concepts can be evaluated and synthesized.

Degree Program Requirements

Core Requirements (6 semester hours)
<ul style="list-style-type: none">• HIST500 - Historical Research Methods• HIST501 - Historiography <p>Students must choose a concentration for this degree program and may select from American History, Ancient and Classical History, European History, or the Global History concentrations. Students who choose the Masters program - Practicum Version Option may also select from a Concentration in Public History.</p>

Concentration in American History (21 semester hours)
<p>Objectives</p> <p>Upon successful completion of this concentration, the student will be able to:</p> <ul style="list-style-type: none">• Compare and contrast historical context of 18th century British and colonial American political and constitutional philosophies, social norms and societal structure, economics, religious concepts, and foreign and diplomatic policy.• Discern and assess the political, economic, cultural, and social aspects of the Civil War including the causes and the conflict's aftermath.• Explain changes in American society such as industrialization, immigration, and urbanization; isolationism and collective security; World War I; changing values; stock market crash; the Great Depression, and the cultural, social, political, military, and economic growth to the present.• Critique the history of expressive and material culture; historical contexts of various artistic movements; cultural imperialism; cultural appropriation, creativity, and identity; and expressions of social difference and deviance in the

United States.

- Discern the origins, content, and judicial interpretations of the U.S. Constitution and the Supreme Court's evolving decisions on issues such as States' rights, civil rights, the Commerce Clause, due process in criminal and other proceedings, and protected freedoms.

Concentration Requirements (21 semester hours)

- HIST520 - Graduate Seminar in U.S. History
- HIST551 - The American Revolution in Context
- HIST552 - Civil War: Seminal Event in American History
- HIST555 - The United States in the 20th Century
- HIST556 - U.S. Constitutional History
- HIST557 - History and Popular Culture

And select 1 course from the following:

- HIST651 - America's Indian Wars
- HIST652 - African-American History
- HIST653 - History of American Women
- HIST680 - Special Topic: History - Students will need permission from the Department Chair to take this course.
- HIST681 - Special Topic: Teaching New American History
- HIST690 - Independent Study - Students will need permission from the Department Chair to take this course.
- HIST691 - Independent Study: Writing a Thesis Proposal - Students will need permission from the Department Chair to take this course.

Concentration in Ancient and Classical History (21 semester hours)

Objectives

Upon successful completion of this concentration, the student will be able to:

- Explain and critique Ancient Greece's political, economic, social, and intellectual movements.
- Explain and critique Roman history from its beginnings until the Age of Constantine including the political and social developments in the Republic and the early empire.
- Examine and appraise great Byzantium leaders, the spread of Christianity throughout the Roman Empire, the recapture of Constantinople from the crusaders, and the impact of Byzantium culture on Western intellect.
- Explain and assess European social, political, economic, and religious institutions and cultural and intellectual phenomena in the light of the changing historical environment from the end of the Ancient World to the Renaissance.
- Explain and assess the medieval church and rise of the Renaissance papacy; growth of humanism, including painters, architects, and sculptors; city-states and monarchies of the Holy Roman Empire; religious upheavals of Protestantism; Anabaptists; the Catholic Reformation.

Concentration Requirements (21 semester hours)

- HIST510 - Graduate Seminar in World History
- HIST531 - The Greek Civilization
- HIST532 - The Roman Republic and Empire
- HIST533 - Late Antiquity and Byzantium
- HIST534 - Medieval Europe
- HIST535 - Renaissance and Reformation

And select 1 course from the following:

- [HIST611 - Ancient Warfare](#)
- [HIST612 - The Wars of Ancient Greece and Macedonia](#)
- [HIST613 - The Wars of Ancient Rome](#)
- [HIST680 - Special Topic: History](#) - Students will need permission from the Department Chair to take this course.
- [HIST690 - Independent Study](#) - Students will need permission from the Department Chair to take this course.
- [HIST691 - Independent Study: Writing a Thesis Proposal](#) - Students will need permission from the Department Chair to take this course.

Concentration in European History (21 semester hours)

Objectives

Upon successful completion of this concentration, the student will be able to:

- Distinguish the major social, political, and cultural changes of the Enlightenment in Europe from the death of Louis XIV to the fall of Napoleon.
- Investigate the intellectual, social, and economic history including the industrial revolutions, the age of ideologies, the new imperialism, and the coming of the Great War.
- Discern the origins of World War I in Europe and assess the combatants, strategy and tactics, technological innovation; war in France; war at sea; the peace settlement; and the occupation.
- Compare and contrast the economies, industry, society, and culture of the United States, Great Britain, Japan, and Germany during World War II.
- Assess modern European history since the Congress of Vienna including social, economic, cultural and political experiences common to Europe and how developments differentiated from those in most other parts of the world.

Concentration Requirements (21 semester hours)

- [HIST510 - Graduate Seminar in World History](#)
- [HIST536 - History of the Enlightenment](#)
- [HIST543 - 18th and 19th Century Europe](#)
- [HIST558 - The Great War](#)
- [HIST560 - World War II in Context](#)
- [HIST570 - Modern European History](#)

And select 1 course from the following:

- [HIST642 - Nazi Germany and the Holocaust](#)
- [HIST645 - Russia and the Soviet Union](#)
- [HIST680 - Special Topic: History](#) - Students will need permission from the Department Chair to take this course.
- [HIST690 - Independent Study](#) - Students will need permission from the Department Chair to take this course.
- [HIST691 - Independent Study: Writing a Thesis Proposal](#) - Students will need permission from the Department Chair to take this course.

Concentration in Global History (21 semester hours)

Objectives

Upon successful completion of this concentration, the student will be able to:

- Contrast and compare the history, scope, and consequences of the American, French, Mexican, Russian, Chinese, Cuban,

Vietnamese, and Iranian revolutions.

- Analyze the relationships among technology, culture, and politics in a variety of social and historical settings ranging from 19th century factories to 21st century techno dance floors.
- Explore the recent historiographical approaches within the history of science from the 17th through the 20th centuries from the physical sciences to natural history and medicine.
- Examine the practice of piracy in ancient times in the 18th century and the rise of modern piracy with high-speed boats and automatic weapons in the 21st century.
- Distinguish the historical development, central beliefs, and practices of each of the major world religions.

Concentration Requirements (21 semester hours)

- [HIST510 - Graduate Seminar in World History](#)
- [HIST581 - The Great Revolutions](#)
- [HIST585 - Cultural History of Technology](#)
- [HIST586 - History of Science](#)
- [HIST587 - Global History of Piracy](#)
- [HIST588 - History of Religion](#)

And select 1 course from the following:

- [HIST670 - History and Culture of Latin America](#)
- [HIST671 - History and Culture of Central Asia](#)
- [HIST672 - History and Culture of Southeast Asia](#)
- [HIST680 - Special Topic: History](#) - Students will need permission from the Department Chair to take this course.
- [HIST690 - Independent Study](#) - Students will need permission from the Department Chair to take this course.
- [HIST691 - Independent Study: Writing a Thesis Proposal](#) - Students will need permission from the Department Chair to take this course.

Concentration in Public History (18 semester hours)

Whether in archives, museums, cultural resources, historical editing, or heritage tourism, public history is the presentation and interpretation of the past to the public. Public historians should not merely learn the technical aspects of a given field; they should also be versed in the historiography and methodologies of contemporary scholarship so that they can apply skills and knowledge in the public realm. In that regard, even if they work in a variety of professional venues usually outside the academy, public historians share roles as researchers and interpreters of history with their academy colleagues. Public historians find employment in archives, museums, historic preservation agencies, historic sites, cultural resource firms, national parks and forests, editorial positions, and historical agencies.

Objectives

Upon successful completion of this concentration, the student will be able to:

- Categorize and assess important historical developments in public history and identify the intellectual, ethical, and professional issues that public historians confront.
- Evaluate and verify current institutional collection policy and practices based on standard archival and records practice.
- Establish and reconstruct the processing of a collection: arrangement and description, preservation and digitization, and develop the skills necessary to successfully undertake applied research.
- Test and apply the use of oral history techniques and methodology to demonstrate how oral history supports a diverse resource base and audience across interdisciplinary fields.
- Distinguish and prioritize issues such as the relationship of collections and landscapes to identify the intersection of commerce and culture; and the influence of museums and exhibitions in preserving a view of the past and developing an

image of progress.

- Prescribe and test the selection criteria for strategies for preservation, metadata to support digital preservation, maintaining the integrity and authenticity of digital materials, management of digitization and digital preservation programs, risk management, and disaster recovery.
- Manage and improve field experience and practicum in applied public history.

Concentration Requirements (18 semester hours)

- [HIST521 - Seminar in Public History](#)
- [HIST522 - Archives and Manuscript Management](#)
- [HIST523 - Theory and Practice of Oral History](#)
- [HIST634 - History, Theories, and Contemporary Issues in Historic Preservation](#)
- [HIST635 - Museum and Exhibition Culture](#)
- [HIST636 - History and Digital Preservation](#)

Elective Requirements (6 or 9 semester hours)

Select from other graduate courses not taken to meet core or concentration requirements. It is recommended that students choose courses from Military Studies, Military History, or History courses to fulfill elective requirements.

Final Program Requirements (3 semester hours)

Select 1 course from the following:

- [HIST696 - Practicum in Applied History](#) (3 semester hours) - Taken once all other degree requirements have been met. Students who select a concentration in Public History are required to take this course as their final program requirement.
- [HIST699 - Master of Arts in History - Thesis](#) (3 semester hours) - Taken once all other degree requirements have been met.

Total = 36 semester hours

Master of Arts in Homeland Security

This degree is designed to provide broad coverage of the major homeland security threats, organization, and challenges through course study in homeland defense, intelligence and homeland security, terrorism, consequence management, and interagency government issues. Students may select courses based on their professional, personal, or research interests including weapons of mass destruction, crisis management, narcotics as a homeland security issue, international homeland security, general national security, terrorism, security management, intelligence methods, transportation security, information security, emergency management, and public health.

Degree Program Objectives

In addition to the institutional and degree level outcomes objectives, this degree seeks the following specific learning outcomes of its graduates. Graduates in this degree program will be able to:

- Evaluate specific domestic security challenges for the 21st Century that face the United States and other industrialized nations.
- Evaluate and propose changes at federal, state, and/or local levels, to reflect the evolving strategic policy issues associated with a statutory and presidential direction for homeland security.
- Recognize terrorist groups' proclivities in order to forecast the risks, types, and orders of magnitude of terrorist threats most likely to confront the nation-state.
- Define and describe by example the statutory, policy, strategy and legal differences between homeland security and homeland defense. Describe the roles/missions of USNORTHCOM, and the DSCA mission, compare and contrast these with the DHS mission.
- Predict the likelihood of a Chemical, Biological, Radiological, Nuclear, and High-Explosive (CBRNE) incident, and their consequences using existing research and resources. Analyze/defend your position.
- Recognize the interdisciplinary nature of Homeland Security functions and be able to assess and integrate various functional areas.
- Evaluate existing policies, procedures and protocols by DHS and inter-agency community to allow seamless agency integration through prevention, protection, incident response and recovery scenarios. Validate literal and procedural alignment/compliance with the National Response Framework, National Incident Management System, and Homeland Security Presidential Directives (HSPDs).

Degree Program Requirements

Core Requirements (15 semester hours)
<ul style="list-style-type: none">• HLSS500 - Research Methods in Homeland Security (Required as the first course in this program.)• HLSS501 - Homeland Defense• INTL613 - Intelligence and Homeland Security• NSEC613 - Current and Emerging Threats to U.S. National Security• POLS524 - Homeland Security Policy
Major Requirements (Select 15 semester hours)
<p>Select 5 courses from the following:</p> <ul style="list-style-type: none">• EDMG509 - Interagency Disaster Management• EDMG565 - Consequence Management: Terrorism Preparation and Response• EDMG612 - Risk Communications

- [HLSS522 - Weapons of Mass Destruction and the New Terrorism](#)
- [HLSS523 - Domestic Terrorism and Extremist Groups](#)
- [HLSS645 - Port Security](#)
- [INTL652 - Terrorism: Assessing the Past to Forecast the Future](#)
- [INTL655 - Intelligence and Weapons of Mass Destruction](#)
- [ISSC631 - Cyber Ethics: Privacy and Intellectual Property](#)
- [ISSC642 - Intrusion Detection and Incident Handling](#)
- [LSTD512 - Immigration Law](#)
- [PADM530 - Public Policy](#)
- [PBHE605 - Quarantine](#)
- [PBHE606 - Disaster Health Management](#)
- [SCMT537 - Computer Crime](#)
- [SCMT544 - Security Architecture](#)
- [SCMT545 - Airport Security Design](#)
- [TLMT605 - Cargo Security Management](#)

Elective Requirements (3 semester hours)

Select from other graduate courses not taken to meet core or major requirements.

Final Program Requirements (3 semester hours)

- [HLSS699 - Master's Capstone Seminar in Homeland Security](#) (3 semester hours) - Taken once all other degree requirements have been met.

Total: 36 semester hours

Master of Arts in Humanities

The Master of Arts in Humanities is based on the great ideas, works, and thinkers that have defined civilization as embodied in the “great books” tradition established at the University of Chicago and now in use at other leading institutions such as the University of Notre Dame, Boston University, and Columbia University. The curriculum addresses humankind’s fundamental topics through study of courses in humanities, social sciences, and natural sciences. Students who pursue this degree will find it excellent preparation for careers in writing, presenting ideas, and creative problem solving, or they may use it as a classical foundation for the doctoral degree. ALL students in this degree program MUST take HUMN699 as their final course, after all other coursework has been completed.

Degree Program Objectives

In addition to the institutional and degree level learning outcomes objectives, this degree also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of humanities, graduates in this degree program will be able to:

Research, Thinking, and Writing

- Critically analyze literary works for their contribution to the body of human knowledge.
- Articulate written positions on ideas that stem from the great works of human thought.
- Apply classical logic to historical and contemporary issues of human behavior, society, and civilization.

Advanced Knowledge of the Great Works

- Examine the human experience from multidimensional perspectives from antiquity to modern times through examining leading authors and works of each age.
- Analyze the origins and implications of the concept of individualism as it applies in concepts of tradition, power, society, and culture.
- Use advanced science and social science knowledge, methods, and logic to inform and influence scientific and/or social processes and structures.

Degree Program Requirements

Core Requirements (21 semester hours)
<ul style="list-style-type: none">• HUMN500 - Humanities: Research, Study, and Use (Required as the first course in this program)• HUMN510 - The Ancient World• HUMN520 - Antiquity and Medieval World• HUMN530 - The Renaissance• HUMN541 - Enlightenment and the Modern World• HUMN551 - Evolution of Life and Intelligence• HUMN555 - The 19th Century: Romantic and Industrial Revolutions
Major Requirements (12 semester hours)
<p>Select 4 courses from the following:</p> <ul style="list-style-type: none">• HIST557 - History and Popular Culture• HIST585 - Cultural History of Technology

HIST586 - History of Science

- HIST588 - History of Religion
- HUMN550 - Evolution of Earth and Universe
- HUMN561 - Society, Class and Wealth
- HUMN571 - Individuals, Societies, and the Spirit
- RELS531 - Buddhism
- RELS532 - Hinduism

Final Program Requirements (3 semester hours)

- HUMN699 - Master's Capstone Seminar in Humanities - Taken once all other degree requirements have been met.

Total = 36 semester hours

Master of Arts in Intelligence Studies

The Master of Arts in Intelligence Studies provides professional, graduate-level academic education in the interdisciplinary field of intelligence studies. The program's core courses impart substantive knowledge and analytic skills required by all professionals in the Intelligence Community. Students may also pursue concentrated study in functional areas, regional studies/intelligence sub-fields. Student learning is greatly enhanced by the diversity of program professors with strong professional and academic backgrounds in intelligence studies, many who currently work in the U.S. Intelligence Community.

Degree Program Objectives

In addition to the institutional and degree level outcome objectives, this degree also seeks the following specific learning outcomes of its graduates. Graduates in this degree program will be able to:

- Examine the evolution, structures, functions, capabilities, and activities of the national intelligence community, both from the pre-and post September 11, 2001, perspectives.
- Explain the structures, functions, capabilities, and contributions of national intelligence consumers to include the national command authority, executive departments, Congress, military services, joint/unified commands, and law enforcement agencies.
- Appraise the intelligence cycle, including intelligence planning, data collection, data exploitation, analysis, production, and dissemination phases.
Investigate the fundamental capabilities, limitations, and means of tasking human, geographic/imagery, signals, measurement, and technical and open intelligence data sources.
- Assess and predict traditional and non-traditional threats to national and international security.
- Conduct advanced research and compose professional and academic analyses on issues critical to intelligence consumers.
- Evaluate the latest techniques and procedures for improving interagency cooperation and intelligence sharing.

Degree Program Requirements

Core Requirements (18 semester hours)

- [INTL500 - Research Methods in Security and Intelligence Studies-Intelligence Majors](#) (Required as the first course in this program.)
- [INTL501 - Strategic Intelligence](#)
- [INTL502 - Collection](#)
- [INTL506 - Analytics II](#)
- [INTL507 - Intelligence Operations](#)
- [INTL634 - Threat Analysis](#)

Students must choose a concentration for this degree program and may select from a General Concentration, Criminal Intelligence, Homeland Security, Intelligence Analysis, Intelligence Collection, Intelligence Operations, or the Terrorism Studies Concentrations.

General Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- [CMRJ524 - Organized Crime](#)
- [CMRJ526 - Drug Cartels and the Narcotics Threat](#)
- [HLSS522 - Weapons of Mass Destruction and the New Terrorism](#)
- [HLSS523 - Domestic Terrorism and Extremist Groups](#)
- [HLSS645 - Port Security](#)

- [INTL604 - Interagency Operations](#)
- [INTL610 - Counterintelligence](#)
- [INTL613 - Intelligence and Homeland Security](#)
- [INTL614 - Assassination: History, Theory, and Practice](#)
- [INTL621 - Signals Intelligence \(SIGINT\)](#)
- [INTL623 - Human Intelligence \(HUMINT\)](#)
- [INTL624 - Geographic Information Systems and Spatial Analysis](#)
- [INTL625 - Imagery Intelligence](#)
- [INTL635 - Indications and Warnings](#)
- [INTL637 - Intelligence Profiling](#)
- [INTL640 - Intelligence and National Security](#)
- [INTL641 - Intelligence in Low Intensity Operations](#)
- [INTL643 - Information Operations](#)
- [INTL646 - Transnational Crime and Narcotics](#)
- [INTL650 - Counterterrorism](#)
- [INTL652 - Terrorism: Assessing the Past to Forecast the Future](#)
- [INTL653 - Deception, Propaganda, Disinformation](#)
- [INTL655 - Intelligence and Weapons of Mass Destruction](#)
- [ISSC630 - Advanced Cybercrime Analysis](#)
- [MILS671 - The Non-State Soldier](#)
- [NSEC611 - Covert Action and National Security](#)
- [NSEC614 - Political Psychology of Terror and Extremist Groups](#)
- [POLS524 - Homeland Security Policy](#)

Concentration in Criminal Intelligence (12 semester hours)

Objectives

Upon successful completion of this concentration, the student will be able to apply intelligence processes and procedures in the criminal justice community.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- [CMRJ524 - Organized Crime](#)
- [CMRJ526 - Drug Cartels and the Narcotics Threat](#)
- [INTL610 - Counterintelligence](#)
- [INTL631 - Criminal Intelligence Analysis](#)
- [INTL646 - Transnational Crime and Narcotics](#)

Concentration in Homeland Security (12 semester hours)

Objectives

Upon successful completion of this concentration, the student will be able to apply intelligence processes and procedures in the defense of the United States.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- [HLSS522 - Weapons of Mass Destruction and the New Terrorism](#)
- [HLSS523 - Domestic Terrorism and Extremist Groups](#)
- [HLSS645 - Port Security](#)
- [INTL613 - Intelligence and Homeland Security](#)
- [NSEC614 - Political Psychology of Terror Groups](#)
- [POLS524 - Homeland Security Policy](#)

Concentration in Intelligence Analysis (12 semester hours)

Objectives

Upon successful completion of this concentration, the student will be able to apply advanced intelligence analysis methods in composing professional and academic analyses on issues critical to intelligence community consumers.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- [INTL635 - Indications and Warning](#)
- [INTL637 - Intelligence Profiling](#)
- [INTL646 - Transnational Crime and Narcotics](#)
- [INTL652 - Terrorism: Assessing the Past to Forecast the Future](#)
- [INTL653 - Deception, Propaganda and Disinformation](#)
- [INTL655 - Intelligence and Weapons of Mass Destruction](#)
- [NSEC614 - Political Psychology of Terror Groups](#)

Concentration in Intelligence Collection (12 semester hours)

Objectives

Upon successful completion of this concentration, the student will be able to apply advanced intelligence data collection methods in supporting analyses on issues critical to intelligence community consumers.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- [INTL610 - Counterintelligence](#)
- [INTL621 - Signals Intelligence \(SIGINT\)](#)
- [INTL623 - Human Intelligence \(HUMINT\)](#)
- [INTL624 - Geographic Information Systems and Spatial Analysis](#)
- [INTL625 - Imagery Intelligence](#)
- [ISSC630 - Advanced Cybercrime Analysis](#)

Concentration in Intelligence Operations (12 semester hours)

Objectives

Upon successful completion of this concentration, the student will be able to employ intelligence management skills required by planning and management positions in the intelligence community.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- [INTL604 - Interagency Operations](#)

- [INTL610 - Counterintelligence](#)
- [INTL614 - Assassination: History, Theory, and Practice](#)
- [INTL616 - Ethical Challenges in the Intelligence Community](#)
- [INTL637 - Intelligence Profiling](#)
- [INTL641 - Intelligence in Low Intensity Operations](#)
- [INTL643 - Information Operations](#)
- [INTL653 - Deception, Propaganda, Disinformation](#)
- [NSEC611 - Covert Action and National Security](#)

Concentration in Terrorism Studies (12 semester hours)

Objectives

Upon successful completion of this concentration the student will be able to appraise the causes of and threats from U.S domestic and international terrorism.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- [HLSS522 - Weapons of Mass Destruction and the New Terrorism](#)
- [HLSS523 - Domestic Terrorism and Extremist Groups](#)
- [INTL650 - Counterterrorism](#)
- [INTL652 - Terrorism: Assessing the Past to Forecast the Future](#)
- [MILS671 - The Non-State Soldier](#)
- [NSEC614 - Political Psychology of Terror Groups](#)

Elective Requirements (3 semester hours)

Select from other graduate courses not taken to meet core or concentration requirements.

Final Program Requirements (3 semester hours)

- [INTL699 - The Master's Capstone in Strategic Intelligence](#) - Taken once all other requirements have been met.

Total = 36 semester hours

Master of Arts in International Relations and Conflict Resolutions

Students in this program will research, study, and write in the field of international relations and conflict resolution. The approach to International Relations is firmly embedded in the Social Sciences as a whole. The rapid pace of globalization is blurring the boundaries of the state. Traditionally, state borders used to regulate the flows of things foreign into the state. Today, borders are becoming ever more permeable to the transnational flows of goods, finance, ideas, communications, images, and crime and terrorism. Traditional thinking is also that state borders define the boundaries of a political community implying that domestic politics is qualitatively different than international politics. The fact is that individuals increasingly participate in growing networks of international civil society where political activities take place transnationally. Consequently, both the external and internal political functions of borders are dissolving. The rapid changes taking place in global society make it difficult to comprehend International Relations by focusing only on the state as the principal unit of analysis and therefore the discipline of International Relations is increasingly connected with insights from sociology, political economy, psychology, anthropology, and international law.

This program offers:

- Inter-cultural understanding, cooperation, and cosmopolitanism reflected in the staff and student body.
- An insight into the dynamics of international relations across a number of issue areas and the different ways of approaching them to prepare students for a number of career paths.
- An insight into the nature of change as an endemic feature of politics on a national, regional, and global scale.
- An understanding of the causes of change and mechanisms to manage change.
- An insight into the role of various international actors - state and non-state - as participants on the international scene.
- Training in research methods in the social sciences.
- A solid foundation in the philosophical aspects of the study of international relations.
- Insights into the complex relationship between the concerns of domestic and international politics.

Degree Program Objectives

In addition to the institutional and degree level learning outcomes objectives, this degree also seeks the following specific learning outcomes of its graduates. Graduates in this degree program will be able to:

- Construct and criticize the theory and politics of conflict, war, diplomatic relations, and the evolving nature of the international system.
- Provide students with a research-active teaching environment to provide a grounding in the study of international relations including its political, social, and economic aspects.
- Assess how state, non-state, and supra-national actors behave and interact through a dynamic appreciation of different levels of analysis.
- Critique the theories of international relations, the heritage and development of the discipline, its major debates, its inherent nature as an interdisciplinary study, and a critical appreciation of the essentially contested nature of politics in general, and international relations in particular.
- Evaluate the nature and distribution of power in the international systems, the problems of political order and the social economic, historical and cultural context within which international actors operate.
- Assess the current challenges to international order, cooperation, identity, social formations, and global issues, and possible strategies to address them.
- Evaluate the changing role of the state in the context of globalization and regional integration and the implications for international peace and security.
- Conceptualize the different kinds of actors on the international scene, their respective interests, and their influence across a range of issues.

In addition to the program objectives, this Masters Degree in International Relations will provide the student with transferable skills that include:

- **Communication:** You will be encouraged to communicate effectively and fluently in speech and writing; to organize information clearly and coherently; and to use communication and information technology for the retrieval and presentation of information.
- **Information technology:** You will be required to produce written documents and undertake online research.
- **Working with others:** You will be encouraged to define and review the work of others; to work cooperatively on group tasks; to understand how groups function; and to collaborate with others and contribute effectively to the achievement of common goals.
- **Improving own learning:** You will develop autonomy in learning, be expected to work independently, and demonstrate initiative and self organization. You will enhance your research skills toward presenting a clear statement of the purposes and expected results of the research and develop appropriate means of estimating and monitoring resources and use of time.
- **Problem Solving:** The courses and classroom exercise will emphasize the need to identify and define problems and help you to explore alternative solutions.

Degree Program Requirements

Core Requirements (18 semester hours)

- [IRLS500 - International Relations Theory](#)
- [IRLS501 - Comparative Political Systems](#)
- [IRLS502 - International Political Systems](#)
- [IRLS503 - International Organizations](#)
- [IRLS504 - International Political Economy](#)
- [NSEC500 - Research Methods in Security and Intelligence Studies-Nat Sec Majors](#) (Required as the first course in this program.)

Students must choose a concentration for this degree program and may select from the Concentration in Comparative and Security Issues, Conflict Resolution, International and Transnational Security Issues, or the Peacekeeping Concentrations.

Concentration in Comparative and Security Issues (12 semester hours)

Objectives

Students in this concentration undertake an in-depth review of regional issues and actors which allows the student to determine the significant political, economic, security, diplomatic, and social challenges facing a selected region - individually as separate nations and collectively as a region.

Upon successful completion of this concentration the student will be able to:

- Evaluate the potential for conflict in a specific region based on existing theories of causation.
- Apply the approaches to peace through coercive power, nonviolence, world order, personal and community transformation in a specific geographic region.
- Understand the concepts and theories of comparative analysis of different political regimes.
- Determine the significant political, economic, security, diplomatic, and social challenges facing a selected region - individually as separate nations and collectively as a region.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- [IRLS507 - Selected Topics in International Relations](#)
- [IRLS600 - Strategic Geography and Geopolitics](#)

- [IRLS605 - Comparative Defense Policies](#)
- [IRLS631 - Government and Security in Korea](#)
- [IRLS655 - Latin American Security Issues](#)
- [IRLS660 - Seminar in Middle East Politics and Security](#)
- [IRLS661 - Politics and Security in the Persian Gulf](#)
- [IRLS662 - Middle Eastern Culture](#)
- [IRLS663 - Islam](#)
- [LSTD507 - International Law](#)
- [NSEC620 - Foundations in Military Strategy and National Security Policy](#)

Concentration in Conflict Resolution (12 semester hours)

Objectives

Students in this concentration undertake an in-depth analysis of the principles and foundations of peace, conflict theory, conflict analysis and resolution, negotiation strategies and concepts, and the factors necessary to build a lasting peace.

Upon successful completion of this concentration the student will be able to:

- Evaluate the potential for conflict in a society/state/region based on theories of causation.
- Assess the approaches to peace through coercive power, nonviolence, and world order constructs.
- Reconstruct the phenomenon of peace through examples and case studies.
- Synthesize the rationale for negotiation versus historical tendencies toward coercion.
- Evaluate the development of multiparty mediation and assess the value of such an approach.
- Analyze the complexity and limitations of negotiating across cultures and historical divides.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- [IRLS507 - Selected Topics in International Relations](#)
- [IRLS610 - Foundations of Peace](#)
- [IRLS611 - Conflict Analysis and Resolution: Theory and Practice](#)
- [IRLS613 - International Negotiation](#)
- [IRLS614 - International Civil Order](#)
- [LSTD507 - International Law](#)

Concentration in International and Transnational Security Issues (12 semester hours)

Objectives

Students in this concentration undertake an in-depth examination of international and transnational issues that affect the global community as a whole and nation-states as individual entities.

Upon successful completion of this concentration the student will be able to:

- Construct a theory about the distinct nature of conflict in the post-Cold War era.
- Assess the norms and purposes of international structures and regimes.
- Critique the various manifestations of globalization and the impact on various political, economic and social systems.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- [IRLS507 - Selected Topics in International Relations](#)
- [IRLS603 - Politics and War](#)
- [INTL646 - Transnational Crime and Narcotics](#)
- [LSTD507 - International Law](#)
- [NSEC504 - International Security](#)
- [NSEC608 - Regional Security Cooperation](#)
- [NSEC609 - National Security and Foreign Assistance](#)
- [NSEC610 - National Security and Globalization](#)
- [NSEC614 - Political Psychology of Terror Groups](#)

Concentration in Peacekeeping (12 semester hours)

Objectives

Students in this concentration undertake an in-depth study of the principles and foundations of peace operations within the context of international and regional mechanisms. The student gains valuable insight into the skills necessary to step into international incidents between countries and among peacemakers to assist in the resolution of difficult problems.

Upon successful completion of this concentration the student will be able to:

- Assess the evolving theory and practices of United Nations Peacekeeping operations.
- Evaluate the role of UN and regional peacekeeping initiatives in specific peace-building, peace-making, and peace-keeping operations in conflict areas.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- [IRLS507 - Selected Topics in International Relations](#)
- [IRLS614 - International Civil Order](#)
- [IRLS615 - Peacekeeping: Structure and Process](#)
- [LSTD507 - International Law](#)
- [MILH564 - History of Peacekeeping: 1945 - 1987](#)
- [MILH565 - History of Peacekeeping: 1988 - Present](#)

Elective Requirements (3 semester hours)

Select from other graduate courses not taken to meet core or concentration requirements.

Final Program Requirements (3 semester hours)

- [IRLS699 - Capstone in International Relations](#) (3 semester hours) - Taken once all other requirements have been met.

Total = 36 semester hours

Master of Arts in Legal Studies

The Master of Arts in Legal Studies degree program seeks to expand students’ academic and professional development by providing a solid foundation in legal doctrine and concepts, while expounding on students’ ability to identify and analyze legal issues within the workplace environment. It is designed for students who are not interested in practicing law, but who wish to develop a better understanding of the law as it affects their legal and non-legal careers, interdisciplinary research, or other areas of interest. The program prepares its graduates to pursue career opportunities in law and law-related fields, government, business, or as a background for further graduate study.

****NOTE:** This program does not prepare students for the practice of law. Graduates of this program are not eligible for admission to the Bar of any state based solely on their completion of this program, although some states do not require a Juris Doctor degree for Bar entry.

Degree Program Objectives

In addition to the institutional and degree level learning outcomes objectives, the Master of Arts in Legal Studies seeks the following specific learning outcomes of its graduates. Graduates in this degree program will be able to:

- Analyze the constitutional, juridical, philosophical, and ethical perspectives of the law.
- Generate analytical and critical thinking in legal writing.
- Evaluate and identify areas and issues needing study and analysis using legal research.
- Assess the relationship between the social organization of legal institutions and the legal profession in society.
- Evaluate the complex relation between the law and justice as dictated and mediated by societal conditions and forces.

Degree Program Requirements

Core Requirements (24 semester hours)
<ul style="list-style-type: none">• LSTD502 - Criminal Law• LSTD503 - Criminal Justice Process• LSTD504 - Methods of Legal Research and Writing I• LSTD505 - Methods of Legal Research and Writing II [Prerequisite: LSTD504 – Methods of Legal Research and Writing I]• LSTD506 - Property Law• LSTD508 - Contract Law• LSTD509 - Tort Law• LSTD510 - Constitutional Law
Major Requirements (9 semester hours)
<p>Select 3 courses from the following:</p> <ul style="list-style-type: none">• BUSN623 - Legal and Ethical Issues in Management• BUSN640 - Nonprofit Law, Governance, and Ethics• EDMG501 - Emergency Management and Public Law• EDUC670 - Education Law, Ethics, and Politics• EVSP503 - Environmental Policy, Regulation, and Law• HRMT602 - Employment Law and Labor Relations• LSTD507 - International Law• LSTD511 - Independent Study in Legal Studies• LSTD512 - Immigration Law

- [LSTD513 - Media Law](#)
- [LSTD539 - Federal Rules of Evidence](#)
- [LSTD601 - Sports Law](#)
- [PADM611 - Law and Public Policy](#)
- [POLS640 - Judicial Politics, Process, and Policy Making](#)
- [SPST671 - Space Law](#)

Elective Requirements (0 semester hours)

There are no electives for this program.

Final Program Requirements (3 semester hours)

- [LSTD520 - Master's Capstone in Legal Studies](#) (3 semester hours) - Taken once all other requirements have been met.

Total = 36 semester hours

Master of Arts in Management

The Master of Arts degree in Management is for students who seek an understanding of the principles, theory, and cutting-edge practices of management in the 21st century. This program is versatile with the knowledge gained applicable in the military, government, or corporate world. Graduates of this program typically go on to executive employment with the military, government, or corporate environments.

Degree Program Objectives

In addition to the institutional and degree level learning outcomes objectives, this degree also seeks the following specific learning outcomes of its graduates. Graduates in this degree program will be able to:

- Conduct business problem-focused management research including collection and analysis of data and communication of findings by using qualitative and quantitative research methods.
- Develop a strategic business plan applying the theories and practices of management and planning for a particular organizational setting.
- Develop an analytical framework using a variety of approaches to apply leadership and management theory and practice to address the challenges of organizations in this century.
- Examine complex organizations from an analysis perspective including the individual, interpersonal, group, and organizational level perspectives.
- Evaluate management issues in the context of technological, structural, cultural, human, and environmental factors.

Degree Program Requirements

Core Requirements (21 semester hours)

- [HRMT600 - Human Resource Management](#)
- [MGMT501 - Research Methods in Management Sciences](#) (Required as the first course in this program.)
- [MGMT600 - Organizational Management](#)
- [MGMT601 - Organizational Behavior](#)
- [MGMT610 - Cross-Cultural Management](#)
- [MGMT615 - Strategic Planning](#) (to be taken after completion of other core courses)
- [MGMT618 - Ethics in Leadership](#)

Students must choose a concentration for this degree program and may select from the General Concentration, Defense Management, Human Resource Management, Organizational Leadership, Public Administration, or Strategic Consulting Concentrations.

General Concentration (12 semester hours)

Objectives

Upon completion of this concentration, the student will be able to:

- Evaluate and articulate models of organization and business consulting.
- Use a variety of concepts, skills, and practices required for effective consulting.
- Develop a consulting practice using a variety of concepts, skills, and practices.
- Build an effective business plan for a consulting practice.
- Apply the concepts and theory to assess and or build a strategic consulting practice.

Concentration Requirements (12 semester hours):

Select 4 courses from the following:

- [BUSN621 - Entrepreneurship](#)
- [BUSN624 - Principles of E-Commerce](#)
- [DEFM510 - Strategic Planning in the Military and Governmental Agencies](#)
- [HRMT610 - Workforce Planning](#)
- [INFO531 - Management Information Systems](#)
- [MGMT500 - Quality Management in Contemporary Organizations](#)
- [MGMT603 - Organizational Development](#)
- [MGMT604 - Organizational Crisis Management](#)
- [MGMT605 - Leadership](#)
- [MGMT608 - Independent Study: Management Department](#)
- [MGMT617 - Leading Teams](#)
- [MGMT620 - Project Management](#)
- [MKTG600 - Marketing Management](#)
- [SCMT507 - Assets Protection and Loss Prevention Management](#)
- [SCMT553 - Security Program Administration](#)

Concentration in Defense Management (12 semester hours)

Objectives

Upon completion of this concentration, the student will be able to:

- Assess how military organizations conduct research in the field and use this data to assist with military operations.
- Define and evaluate the economics of defense operations using model analysis tools.
- Construct and criticize the theory and concepts of military operational research.

Concentration Requirements (12 semester hours):

Select 4 courses from the following:

- [DEFM510 - Strategic Planning in the Military and Governmental Agencies](#)
- [DEFM511 - Research and Technology in the Military](#)
- [DEFM530 - Defense Economics](#)
- [DEFM600 - Military Operations Research I](#)
- [DEFM601 - Military Operations Research II](#)

Concentration in Human Resource Management (12 semester hours)

Objectives

Upon completion of this concentration, the student will be able to:

- Compare and contrast various managerial approaches to employment law as well as defend or criticize the application of various rules, regulations, and laws applied to labor-related situations and work settings.
- Analyze and evaluate the strategic factors influencing the various levels of rewards systems in the marketplace.
- Assess methods used to measure performance and determine pay level and associated compensation packages.
- Identify and analyze the role and function of the Human Resource Professional in the development and implementation of policy and procedures encompassing legislative, regulatory, and organizational issues affecting the management of human resources in today's workforce.

Concentration Requirements (12 semester hours):

- [HRMT602 - Employment Law and Labor Relations](#)
- [HRMT603 - Human Resource Policy](#)
- [HRMT605 - Strategic Human Resource Management Practices](#)

And select 1 course from the following:

- [HRMT601 - Compensation and Benefits](#)
- [HRMT604 - Employment Relations](#)
- [MGMT603 - Organization Development](#)
- [MGMT605 - Leadership](#)

Concentration in Organizational Leadership (12 semester hours)**Objectives**

Upon completion of this concentration, the student will be able to:

- Analyze and evaluate various leadership theories and models used by contemporary leaders in the field of management to develop and nurture followership.
- Compare and contrast various leadership approaches to diversity in the workplace, ethics, motivation, and knowledge management.
- Distinguish and critique the various roles and functions of an effective leader in today's workplace in the areas of decision making, conflict resolution, motivation, and risk taking.

Concentration Requirements (12 semester hours):

- [MGMT603 - Organizational Development](#)
- [MGMT605 - Leadership](#)
- [MGMT617 - Leading Teams](#)

And select 1 course from the following:

- [BUSN621 - Entrepreneurship](#)
- [DEFM500 - Military Leadership](#)
- [MGMT500 - Quality Management in Contemporary Organizations](#)

Concentration in Public Administration (12 semester hours)**Objectives**

Upon completion of this concentration, the student will be able to:

- Apply theories and approaches to managing public organizations and administering federal, state, and local levels and evaluate the interpersonal relationships among these levels of government.
- Formulate and articulate positions and issues that intersect the dynamics of politics, policy, economics, administration and management in the public sector.
- Analyze public policy initiatives from political and administrative aspects as to their intentions, achievable aims and outcomes.

Concentration Requirements (12 semester hours):

- [PADM510 - Administrative Theory](#)
- [PADM520 - Public Administration in Society](#)

- [PADM530 - Public Policy](#)

And select 1 course from the following:

- [EVSP503 - Environmental Policy, Regulation, and Law](#)
- [HRMT603 - Human Resource Policy](#)
- [MGMT605 - Leadership](#)
- [PADM611 - Law and Public Policy](#)
- [PBHE501 - Public Health in America](#)

Concentration in Strategic Consulting (12 semester hours)

Objectives

Upon completion of this concentration, the student will be able to:

- Evaluate and articulate models of organization and business consulting.
- Use a variety of concepts, skill and practices required for effective consulting.
- Develop a consulting practice using a variety of concepts, skills, and practices.
- Build an effective business plan for a consulting practice.
- Apply the concepts and theory to assess and or build a strategic consulting practice.

Concentration Requirements (12 semester hours):

- [MGMT603 - Organizational Development](#)
- [MGMT630 - Consulting Skills](#)
- [MGMT631 - The Practice of Consulting: Creating and Managing The Business](#)

And select 1 course from the following:

- [MGMT605 - Leadership](#)
- [MGMT617 - Leading Teams](#)

Elective Requirements (0 semester hours)

There are no elective requirements for this program.

Final Program Requirements (3 semester hours)

- [MGMT699 - Management Practicum and Integration Project](#) - Taken once all other requirements have been met.

Total = 36 semester hours

Master of Arts in Military History

The Master of Arts in Military History ensures that students will learn historical research methods, historiography, and historical perspectives before concentrating in American Military History, the American Revolution, the Civil War, Military and Diplomatic History, World War II, or War since 1945. The curriculum not only focuses on diplomacy, statecraft, strategy, command, leadership, battles, tactics, and weapons systems, but also on social structures, military attitudes, relationships between officers and the rank-and-file, and on the interrelations between military and civil society. The degree emphasizes reading, discussion, writing, and research and prepares students for advanced graduate study.

Degree Program Objectives

In addition to the institutional and degree level learning outcomes objectives, this degree also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of military studies, graduates in this degree program will be able to:

- Appraise different approaches to history and historical method to evaluate and propose a specific methodology for a particular project.
- Define, classify, and articulate in oral or written form the major trends, events, and people that have shaped military history, and evaluate them in context by comparison and contrast.
- Define, classify, and articulate in oral or written form the major trends, events, and people that have shaped U.S. military history, and evaluate them in context by comparison or contrast.
- Examine, analyze, and evaluate at least one specialized historical sub-discipline such as American Military History, the American Revolution, the Civil War, Military and Diplomatic History, World War II, and War since 1945.
- Synthesize historical issues into a coherent and comprehensive paradigm of the human condition.
- Analyze data, information, and concepts pertinent to various methodologies of historical research.
- Create an historical research proposal in which data, information, and concepts can be evaluated and synthesized.

Degree Program Requirements

Core Requirements (12 semester hours)

- [HIST500 - Historical Research Methods](#)
- [HIST501 - Historiography](#)
- [MILH510 - Studies in U.S. Military History](#)
- [MILH511 - Great Military Philosophers](#)

Students must choose a concentration for this degree program and may select from the Concentrations in American Military History, the American Revolution, the Civil War, Military and Diplomatic History, World War II, or War Since 1945.

Concentration in American Military History (18 semester hours)

This Concentration in American Military History focuses on the major conflicts from the Revolution to the Cold War period. The course selection includes the methodology and historiography of the military periods under study and an examination of theoretical concepts including the nature of warfare, strategy, and leadership as well as civil-military relations and foreign relations. The courses offer students a clear understanding of key historical events and human behavior in relation to the history of American warfare including the economics, politics, and social issues.

Objectives

Upon completion of this program students will be able to:

- Analyze the characteristics of leadership common to great military leaders and decision-making skills that are inbred and/or learned by the great leaders throughout military history.
- Dissect and critique the American Revolution from its antecedents to its legacy including events leading to the revolt, Declaration of Independence, strategy and tactics, campaigns, and the aftermath of war on the new nation.
- Discern and assess the political, economic, cultural, social, and military aspects of the Civil War specifically including their impact on causative factors, conduct of the war, and post-war aftermath.
- Compare and contrast all theaters of World War II and events in Europe, Africa, the Middle East, Southeast and Southwest Asia, the Pacific, and Latin America as well as the role of diplomacy and strategy, the impact of war upon society, and the fighting on land, at sea, and in the air.
- Examine the Cold War between the Soviet Union and the United States with emphasis on the actual scene of superpower conflict in the Third World and an analysis of the varied levels of power and their interrelationships that made the Cold War unique.

Concentration Requirements (18 semester hours)

- [HIST551 - The American Revolution in Context](#)
- [HIST552 - Civil War: Seminal Event in American History](#)
- [HIST560 - World War II in Context](#)
- [MILH620 - War Since 1945](#)
- [MILS512 - Great Military Leaders](#)

And select 1 course from the following:

- [MILH571 - Diplomatic Strategy and Military Doctrine](#)
- [MILH572 - Dynamics of Wartime Diplomacy](#)
- [MILH670 - Case Studies in Territorial Expansion and Conflict](#)
- [MILH680 - Special Topic: Military History](#) - Students will need permission from the Department Chair to take this course.
- [MILH690 - Independent Study: Military History](#) – Students will need permission from the Department Chair to take this course.
- [MILH691 - Independent Study: Writing a Thesis Proposal](#) - Students will need permission from the Department Chair to take this course.

Concentration in the American Revolution (18 semester hours)

APUS offers one of the nation's only graduate concentrations on the American Revolution. Students study the philosophies, personalities, strategies, leadership, and other factors that led to, influenced, and resulted from the United States of America's foundation and permanent break from Great Britain. As a major event in the larger sweep of the Enlightenment, the following aspects of the American Revolution are analyzed: principles of colonialism, monarchy, democracy, republic, and nation-building; military leadership, strategies and individual soldiers on each side; international diplomacy; economics; and American culture.

Objectives

Upon completion of this program students will be able to:

- Dissect and critique the American Revolution from its antecedents to its legacy including events leading to the revolt, Declaration of Independence, strategy and tactics, campaigns, and the aftermath of war on the new nation.
- Analyze the American Revolution in reference to the operational contributions of American and British military leadership using selected land battles as examples of the strategies and tactics involved.
- Evaluate an early and pivotal campaign in the American Revolution by critiquing the strategy, tactics, and results of campaign on the subsequent course of the Revolution and post-war Anglo-American relations.
- Explain the perspective of the American Revolution from the British viewpoint in relation to colonial policies, diplomacy,

military leadership, and other influences in Great Britain during and after the war.

- Assess and critique the conclusive military strategy of the American Revolution and why the strategy was distinctive from other military theatres of operation.

Concentration Requirements (18 semester hours):

- [HIST551 - The American Revolution in Context](#)
- [MILH531 - Strategy, Tactics, and Leadership of the American Revolution](#)
- [MILH532 - The British Perspective of the American Revolution](#)
- [MILH533 - The American Revolution Canadian Campaign](#)
- [MILH534 - The American Revolution Southern Campaign](#)

And select 1 course from the following:

- [MILH637 - The Seven Years War](#)
- [MILH639 - America's Early Conflicts \(Post-Revolution\)](#)
- [MILH680 - Special Topic: Military History](#) - Students will need permission from the Department Chair to take this course.
- [MILH690 - Independent Study: Military History](#) – Students will need permission from the Department Chair to take this course.
- [MILH691 - Independent Study: Writing a Thesis Proposal](#) - Students will need permission from the Department Chair to take this course.

Concentration in the Civil War (18 semester hours)

Often referred to as the "seminal event" in American history, this program studies the political, cultural, economic, and military issues related to the War Between the States. The degree covers (1) major figures, such as Abraham Lincoln and Jefferson Davis, Robert E. Lee and Ulysses S. Grant, (2) obscure figures unknown to the casual observer yet critical to how one understands of the war, and (3) minor figures that are rarely provided the coverage deserved of history such as the common soldier on each side of the conflict. The major campaigns are analyzed using cutting edge texts and professors' expert analyses. The war itself is viewed in context; the issues leading up to it and resulting from it are critically analyzed. Graduates of the program can expect to be on their way to becoming "experts" in the Civil War; several graduates of this program have published books and/or articles related to the war.

Objectives

Upon completion of this program students will be able to:

- Place events of the Antebellum period, the Civil War, and Reconstruction into the broader scope of American History by assessing the similarities and differences in social, cultural, economic, and political developments in North and South.
- Discern and assess the political, economic, cultural, social, and military aspects of the Civil War to specifically include their impact on causative factors, conduct of the war, and post-war aftermath.
- Examine the operational contributions of Union and Confederate military leaders by critiquing selected land battles of the war as examples of the strategies and tactics involved.
- Compare and contrast the national, theater, and operational command structures of the Union and Confederacy in relation to leadership styles of key military leaders on both sides and the evolution of command and control during the war.
- Identify, assess, and explain the diverse historical assessments and interpretations of the Antebellum, Civil War, and Reconstruction eras as presented in the writings of prominent and influential historians.

Concentration Requirements (18 semester hours):

- [HIST552 - The Civil War: Seminal Event in American History](#)
- [HIST657 - Antebellum America: Prelude to the Civil War](#)

- HIST658 - Reconstruction and Post-Civil War America
- MILH541 - Civil War Strategy, and Tactics
- MILH542 - Civil War Command and Leadership

And select 1 course from the following:

- MILH647 - Intelligence Operations in the Civil War
- MILH648 - Civil War Cavalry: Theory Practice and Operations
- MILH649 - The Mexican–American War: 1846-1848
- MILH680 - Special Topic: Military History - Students will need permission from the Department Chair to take this course.
- MILH690 - Independent Study: Military History – Students will need permission from the Department Chair to take this course.
- MILH691 - Independent Study: Writing a Thesis Proposal - Students will need permission from the Department Chair to take this course.

Concentration in Military and Diplomatic History (18 semester hours)

The concentration in Military and Diplomatic History examines pivotal moments in diplomacy and wartime that have directed the use of force in behalf of American national interests. Key themes include the making of strategy by those who are directly involved with the causes and conduct of war and in particular, analyzing how statecraft and military planning are inescapably intertwined. Students focus on the levels and types of diplomatic and military actions in past and present events across the continental and international scene. Special emphasis in how expansion and territorial conflicts are defined and their historical dimensions.

Objectives

Upon completion of this program students will be able to:

- Examine the historical context and various interpretations of American diplomatic relations from the entry of the United States onto the world scene to the present time.
- Evaluate the application of strategy and process of making of strategy, both of which deal with the preparation and use of military power to serve the ends of politics.
- Assess how doctrine provides the military an authoritative body of statements on how military forces conduct operations and provides the framework for use by military planners and leaders.
- Compare and contrast the how diplomacy has affected the nature and conduct of war in total and limited war scenarios.
- Analyze expansion and territorial conflicts on the continent and insular territories using case study methodologies.

Concentration Requirements (18 semester hours):

- MILH570 - American Military and Diplomatic History
- MILH571 - Diplomatic Strategy and Military Doctrine
- MILH572 - Dynamics of Wartime Diplomacy
- MILS514 - The Making of Strategy

And select 2 courses from the following:

- MILH667 - The Balkans: Conflict and Peace
- MILH669 - Arab-Israeli Conflict: Contemporary Politics and Diplomacy
- MILH670 - Case Studies in Territorial Expansion and Conflict
- MILH680 - Special Topic: Military History - Students will need permission from the Department Chair to take this course.
- MILH690 - Independent Study: Military History – Students will need permission from the Department Chair to take this course.

- [MILH691 - Independent Study: Writing a Thesis Proposal](#) - Students will need permission from the Department Chair to take this course.

Concentration in World War II (18 semester hours)

Students in the World War II concentration study the history, politics, leaders, strategies, and campaigns under which the 20th century's history, (and some would argue, the modern world's), seminal events unfolded. The World War II student takes a course of study that includes study of the major political and military leaders of both Allied and Axis powers as well as study of the war's major theaters. Students then have the opportunity to study of major and lesser campaigns and battles, military strategy and leadership, and World War II political and military institutions.

Objectives

Upon completion of this program students will be able to:

- Discern and critique the strategies, tactics, leaders and lessons learned during the fighting in the China-Burma-India Theater, New Guinea, the Solomon Islands, the Aleutians, and in the Philippines.
- Explain and assess the strategy, tactics and leadership from the blitzkriegs into France, the Balkans, and the Soviet Union to the campaigns in North Africa and Italy.
- Explain and assess the Allied victory in Europe to include the generalship and decisions concerning the amphibious invasions, airdrops, and the crossing of the Rhine.
- Distinguish the politics, political leadership, and diplomacy in Germany, Japan, and Italy that enabled the rise of the respective countries' Axis leadership that ruled during World War II.
- Distinguish the political leadership that defined the Allied powers of the United States, Great Britain, and Russia before, during, and after World War II.

Concentration Requirements (18 semester hours)

- [HIST560 - World War II in Context](#)
- [MILH551 - World War II in Europe](#)
- [MILH552 - World War II in the Pacific](#)
- [MILH553 - Axis Powers: Politics, Political Leadership, and Diplomacy](#)
- [MILH554 - Allied Powers: Politics, Political Leadership, and Diplomacy](#)

And select 1 course from the following:

- [HIST642 - Nazi Germany and the Holocaust](#)
- [MILH659 - Red Storm over the Third Reich](#)
- [MILH680 - Special Topic: Military History](#) - Students will need permission from the Department Chair to take this course.
- [MILH690 - Independent Study: Military History](#) – Students will need permission from the Department Chair to take this course.
- [MILH691 - Independent Study: Writing a Thesis Proposal](#) - Students will need permission from the Department Chair to take this course.

Concentration in War Since 1945 (18 semester hours)

Students will focus on the American culture of war from World War II to the present. It traces the history and evolution of American strategic, operational, and tactical doctrine during the Cold War as well as United Nations peace-keeping operations in this time period. Topics cover national security interests including foreign policy and military operations and their relation to domestic political, economic, and social components as well as the major foreign wars and the emergence of the United States

as a world power. In addition, students have the opportunity to examine our response to selected regional issues in the Balkans, Middle East, and other threat situations in the world.

Objectives

Upon completion of this program, students will be able to:

- Examine the Cold War between the Soviet Union and the United States with emphasis on the actual scene of superpower conflict in the Third World and an analysis of the varied levels of power and their interrelationships that made the Cold War unique.
- Contrast the evolution and functioning of United Nations peacekeeping operations during the Cold War period to include comparative assessments of each peacekeeping operation as a tool of conflict management.
- Analyze of the origins and structures of insurgency and revolution to include the actual history of specific groups of insurgents and revolutionaries such as the Chinese Communists, the Viet Minh/Viet Cong, and the militant Islamist insurgents.
- Assess great and middle power military interventions into civil wars during the 1990s and extraordinary security enjoyed by the great and middle powers of the Western world in the Cold War's aftermath.
- Evaluate turbulent areas in the history of the world with emphasis on modern political and military issues including the Balkans, Israel, Iraq, Afghanistan, and other regions.

Concentration Requirements (18 semester hours)

- [MILH564 - History of Peacekeeping: 1945-1987](#)
- [MILH565 - History of Peacekeeping: 1988-Present](#)
- [MILH620 - War Since 1945](#)
- [MILH621 - The Cold War Era and Aftermath](#)
- [MILH622 - Great Power Military Interventions](#)

And select 1 course from the following:

- [MILH667 - The Balkans: Conflict and Peace](#)
- [MILH668 - The War in Vietnam](#)
- [MILH669 - Arab-Israeli Conflict: Contemporary Politics & Diplomacy](#)
- [MILH680 - Special Topic: Military History](#) - Students will need permission from the Department Chair to take this course.
- [MILH690 - Independent Study: Military History](#) – Students will need permission from the Department Chair to take this course.
- [MILH691 - Independent Study: Writing a Thesis Proposal](#) - Students will need permission from the Department Chair to take this course.

Elective Requirements (3 semester hours)

Select from other graduate courses not taken to meet core or concentration requirements. It is recommended that students select courses from Military Studies, Military History, or History courses to fulfill elective requirements.

Final Program Requirements (3 semester hours)

- [MILH699 - Master's Capstone Seminar in Military History](#) (3 semester hours)

Total = 36 semester hours

Master of Arts in Military Studies

This program ensures that students will learn about the "big picture" through exposure to strategic and operational perspectives while allowing students to tailor graduate study to individual needs by choosing from concentrations in Joint Warfare or Strategic Leadership. Graduates of this program typically go on to serve in government or military occupations, write articles and/or books, and/or pursue the doctorate in a related field.

Degree Program Objectives

In addition to the institutional and degree level learning outcomes objectives, this degree also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of military studies, graduates in this degree program will be able to:

- Define, classify, and articulate the major trends, events, and people that have shaped military studies and evaluate them in context by comparison and contrast.
- Examine, analyze, and evaluate at least one specialized operational sub-discipline.
- Synthesize operational issues into a coherent and comprehensive paradigm of the human condition.
- Analyze data, information, and concepts pertinent to various methodologies of historical research.
- Create a research proposal in which data, information, and concepts can be evaluated and synthesized.
- Appraise different approaches to military studies in order to evaluate and propose a specific methodology for a particular project.
- Create a publication-quality presentation for reporting current analysis and synthesis.

Degree Program Requirements

Core Requirements (15 semester hours)

- MILS512 - Great Military Leaders
- MILS514 - The Making of Strategy
- MILS521 - Strategy, Tactics, and the Operational Art
- MILS560 - Joint Warfare Theory and Practice
- NSEC500 - Research Methods in Security and Intelligence Studies-National Security Majors (Required as the first course in this program.)

Students must choose a concentration for this degree program and may select from the Joint Warfare or the Strategic Leadership Concentrations.

Concentration in Joint Warfare (15 semester hours)

This concentration studies modern joint warfare operations, leadership, and management. Students will learn of the theory, practice, planning, implementation, command and control, and overarching military philosophy that pervades today's joint military environment. Going beyond the specific joint military community, students will also study coalition warfare and future war. The application of air, land, and sea power in joint operations can be analyzed as well as seen through past joint operations. Most popular among students from all military services and inter-governmental agencies, this major is open to any interested military or civilian student who seeks to know more of military philosophy, strategy, tactics, history, and contemporary issues.

Objectives

Upon completion of this concentration, the student will be able to:

- Examine the theory and practice of joint warfare in every major conflict since the mid-19th century with special emphasis on American joint warfare from the 1980s through the present.
- Discern and assess the contemporary factors influencing planning for combined and joint operations at the strategic and operational levels of war.
- Evaluate the doctrinal and technical aspects of Joint Warfare command and control as well as operational differences among the services.
- Debate the varied dimensions of coalition warfare and combined operations in both a historical and contemporary perspective.
- Assess the conventional and unconventional joint warfare of the future in light of technological change and the information age, non-state military threats, rogue regimes, and clashes of culture between regions.

Concentration Requirements (15 semester hours)

- [MILS561 - Joint Warfare Planning and Implementation](#)
- [MILS562 - Joint Warfare Command and Control](#)
- [MILS563 - Case Studies in Joint Warfare](#)
- [MILS620 - Studies in Future War](#)

And select 1 course from the following:

- [MILS533 - Air Warfare in the 21st Century](#)
- [MILS542 - Contemporary Tactical Thought](#)
- [MILS570 - Seminar in Asymmetrical Warfare](#)
- [MILS571 - Special Operations and National Policy](#)
- [MILS572 - Special Operations Forces Applications](#)
- [MILS583 - Insurgency and Revolution](#)
- [MILS635 - Air Power in Joint Warfare](#)
- [MILS637 - Special Operations: Air](#)
- [MILS645 - Land Power in Joint Warfare](#)
- [MILS655 - Naval Power in Joint Warfare](#)
- [MILS657 - Special Operations: Naval/Shore](#)
- [MILS671 - The Non-State Soldier](#)
- [MILS680 - Special Topic: Military Studies](#) - Students will need permission from the Department Chair to take this course.
- [MILS690 - Independent Study: Military Studies](#) - Students will need permission from the Department Chair to take this course.

Concentration in Strategic Leadership (15 semester hours)

This concentration is for students who seek an understanding of the principles, theory, and practices of strategy and leadership from historical and contemporary perspectives. This program provides students with the opportunity to focus on strategic leadership lessons learned under military, civil-military, and government settings and conditions. With critical analytical thinking skills, students can apply the classic strategies, tactics, and teachings of the great military philosophers and leaders to key national strategic issues and international concerns that are relevant in modern times.

Objectives

Upon completion of this concentration, the student will be able to:

- Discern and assess the domestic and international contexts that shape the behavior of state and non-state actors, and affect the formulation of national security policies.
- Explain the history of strategic developments and geopolitical concerns that are influencing military planning and execution from the mid-20th Century through the modern era.

- Compare and contrast the defense policies of nations in Europe and Asia that have had to deal with enormous changes following the Eastern bloc's collapse.
- Compose an analysis of the characteristics of leadership common to great military leaders and appraise the decision-making skills that are inbred and/or learned by the great leaders.
- Assess the conventional and unconventional joint warfare of the future in light of technological change and the information age, non-state military threats, rogue regimes, and clashes of culture between regions.

Concentration Requirements (15 semester hours)

- [IRLS600 - Strategic Geography and Geopolitics](#)
- [IRLS605 - Comparative Defense Policies](#)
- [MILS562 - Joint Warfare Command and Control](#)
- [MILS620 - Studies in Future War](#)

And select 1 course from the following:

- [MILS571 - Special Operations and National Policy](#)
- [MILS583 - Insurgency and Revolution](#)
- [MILS671 - The Non-State Soldier](#)
- [MILS680 - Special Topic: Military Studies](#) - Students will need permission from the Department Chair to take this course.
- [MILS690 - Independent Study: Military Studies](#) - Students will need permission from the Department Chair to take this course.
- [NSEC501 - Institutions of National Security](#)

Electives Requirements (3 hours)

Select from other graduate courses not taken to meet core or concentration requirements.

Final Program Requirements (3 semester hours)

- [MILS699 - Master's Capstone Seminar in Military Studies](#) (3 semester hours) - Taken once all other requirements have been met.

Total = 36 semester hours

Master of Arts in National Security Studies

This program prepares students for mid- and senior-level positions in national and international security policy, security and intelligence analysis, and related fields. Graduates of the program can be found across the national and international security community as civilian and military policy-makers, action-officers, analysts, instructors, and consultants. The degree program is an excellent substitute for military or civilian personnel unable to attend a staff or war college, but who require a strong background in the substantive knowledge and analytic skills required of security specialists. It is also excellent preparation for those who will eventually attend a staff or war college as it incorporates instruction in advanced security analysis not normally taught in senior military schools.

Degree Program Objectives

In addition to the institutional and degree level outcome objectives, this degree seeks the following specific learning outcomes of its graduates. Graduates in this degree program will be able to:

- Appraise classic and contemporary theories, strategies, doctrines, and procedures related to the causes, conduct, and termination of armed conflict and the maintenance of peace.
- Assess and predict traditional and non-traditional threats to national and international security.
- Compare the structures, functions, capabilities, and activities of national and international security community members.
- Conduct advanced research and compose professional and academic analyses on issues critical to national and international security.

Degree Program Requirements

Core Requirements (18 semester hours)

- [NSEC500 - Research Methods in Security and Intelligence Studies-For National Security Majors](#) (Required as the first course in this program.)
- [NSEC501 - Institutions of National Security](#)
- [NSEC503 - U.S. National Security](#)
- [NSEC504 - International Security](#)
- [NSEC610 - National Security and Globalization](#)
- [NSEC613 - Current and Emerging Threats to U.S. National Security](#)

Students must choose a concentration for this degree program and may select from the General Concentration, Homeland Security, Regional Security Studies, Security and Intelligence Analysis, or the Terrorism Studies Concentrations.

General Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- [CMRJ526 - Drug Cartels and the Narcotics Threat](#)
- [DEFM530 - Defense Economics](#)
- [HLSS501 - Homeland Defense](#)
- [HLSS522 - Weapons of Mass Destruction and the New Terrorism](#)
- [HLSS523 - Domestic Terrorism and Extremist Groups](#)
- [HLSS645 - Port Security](#)
- [INTL501 - Strategic Intelligence](#)
- [INTL502 - Collection](#)
- [INTL506 - Analytics II](#)

- INTL507 - Intelligence Operations
- INTL613 - Intelligence and Homeland Security
- INTL640 - Intelligence and National Security
- INTL646 - Transnational Crime and Narcotics
- INTL652 - Terrorism: Assessing the Past to Forecast the Future
- IRLS600 - Strategic Geography and Geopolitics
- IRLS603 - Politics and War
- IRLS605 - Comparative Defense Policies
- IRLS613 - International Negotiation
- IRLS631 - Government and Security in Korea
- IRLS655 - Latin American Security Issues
- IRLS660 - Seminar in Middle East Politics and Security
- IRLS661 - Politics and Security in the Persian Gulf
- MILS671 - The Non-State Soldier
- NSEC502 - Concepts of U.S. National Security
- NSEC608 - Regional Security Cooperation
- NSEC609 - National Security and Foreign Assistance
- NSEC611 - Covert Action and National Security
- NSEC612 - National Security and Diplomacy
- NSEC614 - Political Psychology of Terror Groups
- NSEC620 - Foundations in Military Strategy and National Security Policy

Concentration in Homeland Security (12 semester hours)

Objective

Upon successful completion of this concentration, the student will be able to appraise the contemporary threats to the United States; and the organizations, capabilities, and activities of the national defense community.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- CMRJ526 - Drug Cartels and the Narcotics Threat
- HLSS501 - Homeland Defense
- HLSS522 - Weapons of Mass Destruction and the New Terrorism
- HLSS523 - Domestic Terrorism and Extremist Groups
- HLSS645 - Port Security
- INTL613 - Intelligence and Homeland Security

Concentration in Regional Security Studies (12 semester hours)

Concentration Requirements (12 semester hours)

- NSEC608 - Regional Security Cooperation

And select 3 courses from the following:

- HIST670 - History and Culture of Latin America
- HIST671 - History and Culture of Central Asia
- HIST672 - History and Culture of South-East Asia
- IRLS605 - Comparative Defense Politics

- [IRLS613 - International Negotiation](#)
- [IRLS615 - Peacekeeping: Structure and Process](#)
- [IRLS631 - Government and Security in Korea](#)
- [IRLS655 - Latin American Security Issues](#)
- [IRLS660 - Seminar in Middle East Politics and Security](#)
- [IRLS661 - Politics and Security in the Persian Gulf](#)
- [IRLS662 - Middle Eastern Culture](#)
- [IRLS663 - Islam](#)
- [MILH669 - Arab-Israeli Conflict: Contemporary Politics and Democracy](#)
- [NSEC502 - Concepts of National Security](#)
- [NSEC609 - National Security and Foreign Assistance](#)
- [NSEC612 - National Security and Diplomacy](#)

Concentration in Security and Intelligence Analysis (12 semester hours)

Objective

Upon successful completion of this concentration, the student will be able to apply advanced security and intelligence analysis methods in composing professional and academic analyses on issues critical to national and international security.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- [INTL501 - Strategic Intelligence](#)
- [INTL502 - Collection](#)
- [INTL506 - Analytics II](#)
- [INTL507 - Intelligence Operations](#)
- [IRLS600 - Strategic Geography and Geopolitics](#)
- [NSEC608 - Regional Security Cooperation](#)
- [NSEC609 - National Security and Foreign Assistance](#)

Concentration in Terrorism Studies (12 semester hours)

Objective

Upon successful completion of this concentration, the student will be able to appraise the causes of and threats from domestic and international terrorism and the organizations, capabilities, and activities of the international security community in the Global War on Terrorism.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- [HLSS522 - Weapons of Mass Destruction and the New Terrorism](#)
- [HLSS523 - Domestic Terrorism and Extremist Groups](#)
- [INTL650 - Counterterrorism](#)
- [INTL652 - Terrorism: Assessing the Past to Forecast the Future](#)
- [MILS671 - The Non-State Soldier](#)
- [NSEC614 - Political Psychology of Terror Groups](#)

Elective Requirements (3 semester hours)

Select from other graduate courses not taken to meet core or concentration requirements.

Final Program Requirement (3 semester hours)

- [NSEC699 - Master's Capstone Seminar in Security](#) (3 semester hours) - Taken once all other requirements have been met. The Capstone Seminar will satisfy 3 semester hours of an elective requirement.

Total = 36 semester hours

Master of Arts in Political Science

This degree program offers students an opportunity to obtain proficiency in traditional fields of study within political science. Topics include: American government theory and process, comparative politics, contemporary political institutions, defense and security policy, foreign policy analysis, international law, international organizations, legislative behavior, policy analysis, political philosophy, and regional and transnational organizations.

Degree Program Objectives

In addition to the institutional and degree level learning outcomes objectives, this degree seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of security management, graduates in this degree program will be able to:

- Analyze the fundamental theories and philosophies of government, governance, economy, and civil society and apply them to contemporary political systems.
- Evaluate the political elements of representative democracy and compare and contrast those elements with other political systems.
- Assemble and evaluate the appropriate information and data used in the social, economic, foreign affairs, and security policy-making realm.
- Assess the actors and processes involved in policymaking and evaluate policy implementation outcomes in various sectors to include the social, economic, foreign policy, and security policy domains.

Degree Program Requirements

Core Requirements (18 semester hours)
<ul style="list-style-type: none">• IRLS502 - International Political Systems• PADM530 - Public Policy• PADM611 - Law and Public Policy• POLS500 - Research Methods in Social Science (Required as the first course in this program.)• POLS501 - Political Philosophy• POLS510 - The U.S Presidency, Congress, and Bureaucracy <p>Students must choose a concentration for this degree program and may select from the General Concentration, American Politics and Government, Comparative Government and Development, International Relations, or the Public Policy Concentrations.</p>
General Concentration (12 semester hours)
<p>Select 4 courses from the following:</p> <ul style="list-style-type: none">• HIST556 - U.S. Constitutional History• IRLS500 - International Relations Theory• IRLS503 - International Organizations• IRLS506 - History of American Foreign Policy• IRLS600 - Strategic Geography and Geopolitics• IRLS631 - Government and Security in Korea• IRLS655 - Latin American Security Issues• IRLS660 - Seminar in Middle East Politics and Security• LSTD507 - International Law• NSEC501 - Institutions of National Security• PADM615 - Program Appraisal

- [POLS511 - Political Parties and Interest Group Behavior](#)
- [POLS514 - Gender and American Politics](#)
- [POLS524 - Homeland Security Policy](#)
- [POLS620 - Legislatures and Legislative Behavior](#)
- [POLS630 - The Presidency: Institution and Performance](#)
- [POLS640 - Judicial Politics, Process, and Policy Making](#)
- [POLS650 - Federalism: The American Governance Process](#)

Concentration in American Politics and Government (12 semester hours)

Objectives

Upon successful completion of this concentration the student will be able to:

- Interpret the philosophical theories of constitutional democracy and federalist principles that form the basis of the U.S. political structure.
- Analyze the three institutions of government that create and implement federal policy.
- Assess why the American system of local, state, and federal government and their intergovernmental relations is an invitation to struggle.
- Evaluate the evolution of interest groups in the United States and their various roles assumed in both historical and modern democratic processes.
- Analyze the perspectives of political parties and their impact on federal, state, and local government.
- Judge the emerging impact of gender, race, language, ethnic traditions, sexual orientation, and moral principles on federal, state, and local government.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- [HIST556 - U.S. Constitutional History](#)
- [POLS511 - Political Parties and Interest Group Behavior](#)
- [POLS514 - Gender and American Politics](#)
- [POLS620 - Legislatures and Legislative Behavior](#)
- [POLS630 - The Presidency: Institution and Performance](#)
- [POLS640 - Judicial Politics, Process, and Policy Making](#)
- [POLS650 - Federalism: The American Governance Process](#)

Concentration in Comparative Government and Development (12 semester hours)

Objectives

Upon successful completion of this concentration the student will be able to:

- Evaluate the "national interest" and how it is formulated through a comparative studies approach.
- Assess the role of culture, politics, economics, the defense establishment, and domestic constraints in decision making and policy making in various political regimes.
- Analyze the impact of foreign policy on domestic decisions as well as domestic considerations on foreign policy.
- Critically assess the unique principles, structure, and organization of the major international organizations.
- Evaluate the role of international organizations in addressing issues of economic development, free and unrestricted trade, capital investment, conflict resolution, threats to international order, terrorism, and war crimes.
- Assess the economic and political processes in international development; diagnose social issues in international development; appraise the need for sustainable international development.

- Examine the prospects of governance by international organizations.
- Evaluate the multidimensional effects of globalization.
- Assess alternatives to current policies in the post-Cold War era and examine their impact on the United States, its allies, regional powers, and the international system.

Concentration Requirements (12 semester hours)

- [IRLS501 - Comparative Political Systems](#)

And select 3 courses from the following:

- [HUMN561 - Society, Class and Wealth](#)
- [IRLS603 - Politics and War](#)
- [IRLS613 - International Negotiation](#)
- [NSEC608 - Regional Security Cooperation](#)
- [SCMT529 - International Terrorism](#)

Concentration in International Relations (12 semester hours)

Objectives

Upon successful completion of this concentration the student will be able to:

- Construct a theory about the distinct nature of conflict in the post-Cold War era.
- Assess the norms and purposes of international structures and regimes.
- Critique the political, economic, military, and cultural differences between the Northeast Asian, Latin American, and Middle Eastern regions.
- Analyze global military developments since the mid-twentieth century.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- [IRLS500 - International Relations Theory](#)
- [IRLS503 - International Organizations](#)
- [IRLS600 - Strategic Geography and Geopolitics](#)
- [IRLS631 - Government and Security in Korea](#)
- [IRLS655 - Latin American Security Issues](#)
- [IRLS660 - Seminar in Middle East Politics and Security](#)
- [LSTD507 - International Law](#)

Concentration in Public Policy (12 semester hours)

Objectives

Upon successful completion of this concentration the student will be able to:

- Assess the prioritization of American domestic, economic, and foreign policy issues.
- Evaluate the policy-making environment and the role of economic, political, cultural, and organizational factors that affect decision making in the United States.
- Analyze the role of the Executive Branch, Congress, the Department of Defense, appropriate Cabinet Departments and the separated armed services in the formulation of security and domestic policy.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- [HLSS501 - Homeland Defense](#)
- [PADM510 - Administrative Theory](#)
- [PADM520 - Public Administration in Society](#)
- [PADM610 - Public Management](#)
- [PADM612 - Public Finance](#)
- [PADM615 - Program Appraisal](#)
- [PADM620 - Local Political Administration](#)

Elective Requirements (3 semester hours)

Select from other graduate courses not taken to meet core or concentration requirements.

Final Program Requirements (3 semester hours)

- [POLS699 - Master's Capstone in Political Science](#) (3 semester hours) - Taken once all other requirements have been met.

Total = 36 semester hours

Master of Arts in Psychology

The Master of Arts in Psychology program guides students through in-depth exploration of the discipline. At the core of the program is the “generalist model”, a conceptual framework that emphasizes foundational study of theories and research methods, and factors related to human behavior including lifespan development, social and cultural diversity, assessment, personality and psychopathology. It is not considered a terminal degree in the field, but rather prepares graduates to enter doctoral and other graduate studies and supports the development of knowledge and skills that may promote the graduate’s career advancement.

This program has specific admission requirements.

Degree Program Objectives

In addition to the institutional and degree-level learning outcomes objectives, the M.A. in Psychology requires the following specific learning outcomes of its graduates. Graduates in this degree program will be able to:

- Examine and critique historical and contemporary trends occurring across multiple domains of the degree discipline.
- Apply concepts of psychology to normal and abnormal individual, social, cultural, and organizational functioning.
- Demonstrate knowledge of how to develop discipline related research models and analyze statistical data.
- Access and evaluate scholarly resources pertinent to the discipline.
- Write competently according to the standards of the American Psychological Association.
- Acquire knowledge of professional and career opportunities in the discipline.
- Develop knowledge of and adhere to the American Psychological Association’s *Ethical Principles*.

Degree Program Requirements

Core Requirements (33 semester hours)
<ul style="list-style-type: none">• PSYC500 - Orientation to Graduate Learning in Psychology (must be taken as the first course but may be taken concurrently with other courses)• PSYC501 - Research and Statistical Methods• PSYC502 - Tests and Measurements [Prerequisite: PSYC501]• PSYC510 - Lifespan Development• PSYC511 - Learning and Cognition• PSYC515 - Social Psychology• PSYC520 - Personality and Counseling Theories• PSYC525 - Physiological Psychology• PSYC526 – Psychopathology [Prerequisite: PSYC525]• PSYC550 - Professional Ethics and Standards• PSYC590 - Contemporary Issues in Psychology
Major Requirements (3 semester hours)
<p>Select 1 course from the following:</p> <ul style="list-style-type: none">• PSYC610 - Multicultural Issues in Human Behavior• PSYC620 - Substance Abuse and Addiction• PSYC630 - Crisis and Emergency Intervention

Elective Requirements (0 semester hours)

Final Program Requirements (3 semester hours)

- [PSYC699 - Master's Capstone with Integrative Project in Psychology](#) - Taken once all other requirements have been met.

Total = 39 semester hours

Master of Arts in Reverse Logistics Management

The Master of Arts in Reverse Logistics Management provides an industry-based group of courses designed to educate professionals in advanced subjects in reverse logistics as a key component in logistics management. Students will analyze how reverse logistics is being used in their military or civilian logistics organization. It will provide students with advanced knowledge of current applications of reverse logistics use and opportunities to study practical applications in domestic and international transportation and logistics scenarios. In today's competitive global transportation and logistics business climate, organizations are always under pressure to adapt to new procedural and technological trends to improve the visibility of product and cargo flows through an ever-widening and complex supply chain. Within the next three to five years, there will be an increase in reverse logistics as a separate organizational component reporting directly to the CEO or CFO.

Degree Program Objectives

In addition to the institutional and general education level learning objectives, this degree also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of reverse logistics management, graduates in this degree program will be able to:

- Analyze and present the best practices of a reverse logistics operation.
- Classify and explain the differences between forward and reverse logistics.
- Compare and contrast different historical case studies of when a reverse logistics operation was a success and when it was a failure.
- Explain the military and commercial industry history of reverse logistics compared to its current uses.
- Conduct an informal survey of military or manufacturing or retail decision makers and explain how to appraise qualitative as well as quantitative data and reports in the use of reverse logistics processes.
- Differentiate the financial impact of reverse logistics from financial components within a business environment.
- Examine and compare how a real-world application of reverse logistics is improving logistics visibility in a military, manufacturing and retail environment.
- Design and write an implementation plan to use reverse technology processes and technology within a manufacturing, retail or military organization.

Degree Program Requirements

Core Requirements (15 semester hours)
<ul style="list-style-type: none">• RLMT500 - Reverse Logistics Management• RLMT501 - Practical Applications in Economics Analysis• RLMT502 - Decision Making Strategies in Reverse Logistics Management• RLMT503 - Reverse Logistics Policies and Regulations• RLMT525 - Research Methods in Reverse Logistics Management
Major Requirements (18 semester hours)
<p>Select 4 courses from the following:</p> <ul style="list-style-type: none">• RLMT600 - Global Reverse Logistics Management• RLMT610 - Technology in Reverse Logistics Operations• RLMT620 - Resource Commitment and Performance in Reverse Logistics• RLMT630 - Recalls and Returns Management• RLMT640 - Network Design in Reverse Logistics

And select 2 courses from the following:

- [RLMT645 - Advanced Green Logistics](#)
- [RLMT650 - Reverse Logistics in the Retail Industry](#)
- [RLMT655 - Reverse Logistics and Hazardous Materials](#)

Elective Requirements (0 semester hours)

There are no elective requirements for this program.

Final Program Requirements (3 semester hours)

- [RLMT699 - Reverse Logistics Theory Capstone](#) - Taken once all other requirements have been met.

Total = 36 semester hours

Master of Arts in Security Management

In this degree program, students examine and analyze the principles, theories, and application of security including international to informational security. Graduates of this program typically pursue careers in federal or local government civil service, general public or private management, military service, law enforcement, or private security.

Degree Program Objectives

In addition to the institutional and degree level learning outcomes objectives, this degree also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of security management, graduates in this degree program will be able to:

- Recognize and critically analyze the various forms of liability associated with the security management industry.
- Provide cost-effective measures for architectural security design for facilities, airport security, and critical infrastructures.
- Integrate and adapt security concepts and services from traditional approaches to address vulnerabilities to new technologies.
- Evaluate the technologies of security systems, information security, and asset protection methodologies, and construct a reasonable view through critical thinking to draw logical conclusions towards objective perspectives.
- Assess the security function as it pertains to complex specializations in safety, safeguarding sensitive assets, and conducting vulnerability assessments.
- Relate and associate historical, economic, equity and social perspectives of security measures and associate them to contemporary needs of protection and loss prevention.
- Apply the principles of scientific management to security management as a unique discipline.
- Apply the concepts of professional and ethical behavior to security programs and organizations.

Degree Program Requirements

Core Requirements (18 semester hours)
<ul style="list-style-type: none">• CMRJ505 - Research Methods in Criminal Justice and Security• SCMT507 - Assets Protection and Loss Prevention Management• SCMT508 - Evaluation of Security Programs• SCMT509 - Contemporary Issues in Security Management• SCMT510 - Security Management Ethics• SCMT553 - Security Program Administration
Major Requirements (15 semester hours)
<p>Select 5 courses from the following:</p> <ul style="list-style-type: none">• CMRJ601 - Cases in Executive Decision Making• CMRJ690 - Independent Study: Criminal Justice• HLSS501 - Homeland Defense• SCMT529 - International Terrorism• SCMT531 - International Security Management• SCMT536 - Protective Services• SCMT537 - Computer Crime• SCMT538 - Industrial Espionage• SCMT544 - Security Architecture• SCMT545 - Airport Security Design

- [SCMT552 - Physical Security Systems Design](#)

Elective Requirements (0 or 3 semester hours)

Select from other graduate courses not taken to meet core or major requirements.

Final Program Requirements (0 or 3 semester hours)

Select 1 course from the following:

- [SCMT698 - Separate Comprehensive Exam](#) (0 semester hours) - Taken once all other requirements have been met.
- [SCMT699 - Master's Capstone Seminar in Security Management](#) (3 semester hours) - Taken once all other requirements have been met. The Capstone Seminar will satisfy 3 semester hours of an elective requirement.

Total = 36 semester hours

Master of Arts in Transportation and Logistics Management

This graduate degree program is designed for (1) serving military transportation logisticians, transportation personnel, or related specialists; (2) government or corporate civilians involved in the transportation industry on a local, regional, national, or global scale, and; (3) students interested in joining the transportation industry but lack professional expertise in the field. Portions of this program have been developed in partnership with the United States Merchant Marine Academy - Global Maritime and Transportation School (USMMA-GMATS).

Degree Program Objectives

In addition to the institutional and degree level learning outcomes objectives, this degree also seeks the following specific learning outcomes of its graduates. Graduates in this degree program will be able to:

- Apply economic principles to evaluate the performance of a transportation system.
- Analyze the history, pattern, and impact of laws and regulation on the various modes of transportation in the United States.
- Evaluate the importance of transportation at the organizational and national levels.
- Examine global transportation issues including systems, documentation, providers, and challenges in international transportation.
- Contrast and compare buyer/seller relationships, third-party relationships, negotiations, bidding, contracts, and the challenges of relationship management in transportation.

Degree Program Requirements

Core Requirements (15 semester hours)

- [TLMT500 - History of Transportation](#)
- [TLMT525 - Research Methods in Transportation and Logistics Management](#)
- [TLMT601 - Transportation Economics](#)
- [TLMT603 - Strategic Inter-modal Transportation](#)
- [TLMT611 - Global Logistics Management](#)

Students must choose a concentration for this degree program and may select from the General Concentration, Concentration in Maritime Engineering Management, or the Concentration in Reverse Logistics Management.

General Concentration Requirements (15 semester hours)

Select 5 courses from the following:

- [HLSS645 - Port Security](#)
- [SCMT545 - Airport Security Design](#)
- [TLMT501 - Transportation Policy and Planning](#)
- [TLMT502 - Comparative Transportation Systems](#)
- [TLMT600 - National Transportation Management](#)
- [TLMT605 - Cargo Security Management](#)
- [TLMT607 - Port and Terminal Operations](#)

Concentration in Maritime Engineering Management Requirements (15 semester hours)

Select 5 courses from the following:

- [HLSS645 - Port Security](#)
- [INFO531 - Management Information Systems](#)
- [MGMT500 - Quality Management in Contemporary Organizations](#)

OR

- [MGMT605 - Leadership](#)
- [MGMT603 - Organizational Development](#)
- [TLMT607 - Port and Terminal Operations](#)
- [TLMT650 - Maritime Engineering Management I: GMATS Shipyard Process Management](#) [Not Available at AMU]
- [TLMT651 - Maritime Engineering Management II: GMATS Senior Vessel Management](#) [Not Available at AMU]

Concentration in Reverse Logistics Management (15 semester hours)

This concentration is designed to educate professionals in advanced subjects in reverse logistics as a key component in logistics management. Students will analyze how reverse logistics is being used in their military or civilian logistics organization. It will provide students with advanced knowledge of current applications of reverse logistics use and opportunities to study practical applications in domestic and international transportation and logistics scenarios. In today's competitive global transportation and logistics business climate, organizations are always under pressure to adapt to new procedural and technological trends to improve the visibility of product and cargo flows through an ever-widening and complex supply chain. Within the next three to five years, one will see an increase in reverse logistics as a separate organizational component reporting directly to the CEO or CFO.

Objectives

Upon completion of this concentration, students will be able to:

- Analyze and present the best practices of a reverse logistics operation.
- Classify and explain the differences between forward and reverse logistics.
- Compare and contrast different historical case studies of when a reverse logistics operation was a success and when it was a failure.
- Explain the military and commercial industry history of reverse logistics compared to its current uses.
- Conduct an informal survey of military or manufacturing or retail decision makers, and explain how to appraise qualitative as well as quantitative data and reports in the use of reverse logistics processes.
- Differentiate the financial impact of reverse logistics from financial components within a business environment.
- Examine and compare how a real-world application of reverse logistics is improving logistics visibility in a military, manufacturing and retail environment.
- Design and write an implementation plan to use reverse technology processes and technology within a manufacturing, retail or military organization.

Concentration Requirements (15 semester hours)

Select 5 courses from the following:

- [RLMT500 - Reverse Logistics Management](#)
- [RLMT610 - Technology in Reverse Logistics Operations](#)
- [RLMT620 - Resource Commitment and Performance in Reverse Logistics](#)
- [RLMT630 - Recalls and Returns Management](#)
- [RLMT640 - Network Design in Reverse Logistics](#)
- [RLMT645 - Advanced Green Logistics](#)
- [RLMR650 - Reverse Logistics in the Retail Industry](#)
- [RLMT655 - Reverse Logistics and Hazardous Materials](#)

Elective Requirements (3 or 6 semester hours)

Select from other graduate courses not taken to fulfill core or concentration requirements.

Final Program Requirements (0 or 3 semester hours)

- [TLMT698 - Separate Comprehensive Examination](#) - (0 semester hours) - Taken once all other requirements have been met.
- [TLMT699 - Master's Capstone Seminar in Transportation and Logistics Management](#) (3 semester hours) - Taken once all other requirements have been met. The Capstone Seminar will satisfy 3 semester hours of an elective requirement.

Total = 36 semester hours

Master of Education: Administration and Supervision

The Master of Education: Administration and Supervision program is designed for educational leaders who wish to specialize in educational administration and supervision in PreK-12 settings. This program provides practical applications in educational administration and supervision settings that will help participants acquire the knowledge, skills, and dispositions that can lead to state certification or licensure. Coursework is designed to prepare successful graduates for a variety of leadership roles to include:

- Principal, Assistant Principal, or other school-site administrative and supervisory positions in public schools.
- Federal and state positions in educational administration and supervision.
- Other areas of educational administration.

This West Virginia state-approved program is guided by the Praxis II, Educational Leadership Constituent Council (ELCC), International Society for Technology in Education (ISTE), and West Virginia Professional Teaching (WVPT) standards. The course of study is comprised of 11 three-semester hour online courses, 30 hours of observation during coursework, and a three-semester hour internship (150 field hours) for a total of 36 semester hours. All courses in this program are 16 weeks in length.

Degree Program Objectives

This program seeks the following specific learning outcomes of its graduates. Upon completion of this program, students will be able to:

- Manage a school setting with awareness of historical, social, political, legal, and economic influences on education, show effective leadership, and also recognize the importance of community and collaboration.
- Demonstrate effective interpersonal communication skills to work well with school personnel, pupils, and parents and to acknowledge and appreciate diversity in its many forms to assess and instruct without influence of bias.
- Use educational technology as an effective tool to promote student learning as well as a means to improve communication among colleagues, staff, parents, students, and the larger community.
- Develop school policy, implement strategic plans and new programs, exhibit problem-solving skills, analyze and respond to emerging issues and trends in education, and put into practice the accepted norms and principles of educational research.
- Manage daily school operations including record keeping, finances, and reports, and show effective leadership in the areas of supervision, evaluation, professional development, legal issues, and school reform.
- Evaluate and effectively use performance-based assessments, and implement assessment, instruction, evaluation, and intervention plans as appropriate for diverse learner needs.

Students in this program must be physically located in proximity to a school district where the right to conduct on-site observations and an internship is approved.

Background check requirements, including fees, for the selected school placement(s) are the student's responsibility.

Degree Program Requirements

Core Requirements (33 semester hours)
<p>Students receiving financial aid may be required to enroll in six (6) semester hours to maintain full-time status.</p> <p>EDUC504 - Curriculum, Instruction, and Assessment [Prerequisite - or take concurrently with EDUC509 - The Professional School Leader - Certification Track]</p> <p>EDUC509 - The Professional School Leader - Certification Track (Required as the FIRST COURSE in the program but may be taken concurrently with another course.)</p> <p>EDUC514 - Critical Perspectives on Diversity and Culture - Certification Track [Prerequisite or take concurrently with EDUC509 - The Professional School Leader - Certification Track]</p>

[EDUC520 - The Principalship](#) [Prerequisite - or take concurrently with EDUC509 - The Professional School Leader - Certification Track]

[EDUC523 - Supervision of Instruction - Certification Track](#) [Prerequisite - or take concurrently with EDUC509 - The Professional School Leader - Certification Track]

[EDUC570 - Personnel and Human Resource Management](#)

[EDUC580 - School Finance and Facilities](#) [Prerequisite - or take concurrently with EDUC509 - The Professional School Leader - Certification Track]

[EDUC641 - Research Methods in Education - Certification Track](#) [Prerequisite - or take concurrently with EDUC509 - The Professional School Leader - Certification Track]

[EDUC651 - Technology Leadership in Education](#) [Prerequisite - or take concurrently with EDUC509 - The Professional School Leader - Certification Track]

[EDUC664 - Emerging Issues and Trends in Education Leadership - Certification Track](#) [Prerequisite - or take concurrently with EDUC509 - The Professional School Leader - Certification Track]

[EDUC669 - Education, Law, Ethics, and Politics - Certification Track](#) [Prerequisite - or take concurrently with EDUC509 - The Professional School Leader - Certification Track]

Final Program Requirements (3 semester hours)

Must take the following in this section

- [EDUC680 - Principal Internship](#) (3 semester hours) [Prerequisite: successful completion of all courses in the program, but may be taken concurrently with EDUC523 - Supervision of Instruction - Certification Track]

Total = 36 semester hours

Master of Education: School Counseling

The Master of Education: School Counseling program prepares individuals to advise and meet students’ needs in collaboration with parents, teachers, and other school and community personnel in K-12 school settings. Graduates of the program are prepared to promote the academic achievement, career planning, personal, and social development of school-aged youth. The program features a strong research and theoretical base in human development while involving the APUS student in practical, real-life, school-based experiences. In addition, the degree plan follows the American School Counselor Association national model which advocates comprehensive, data-driven school counseling programs. The degree adheres to the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards and is comprised of 12 online three semester hour core courses followed by a six semester hour practicum (100 field hours) and a 6 semester hour internship (600 field hours), both onsite, for a total of 48 semester hours. Courses in this program are a combination of 8 and 16 weeks in length.

Degree Program Objectives

This program seeks the following specific learning outcomes of its graduates. Upon completion of this program, candidates will be able to:

- Plan, design, implement, and evaluate a comprehensive school counseling program that is responsive to all students.
- Understand the roles, functions, and professional identity of school counselors as an integral part of the educational system.
- Develop professional dispositions in accordance with the ethical and legal foundations of the counseling profession as it relates to practice in a K-12 setting.
- Demonstrate the use of developmentally appropriate individual and group counseling theories and techniques to address the academic, career, and personal/social needs of K-12 students.
- Develop an ability to review and apply research to evaluate school counseling program effectiveness.
- Demonstrate an understanding of assessment and evaluation to address the academic, career, and personal/social needs of students.
- Develop skills in leadership, advocacy, consultation, and collaboration to promote student success and effect systemic change.
- Develop self-awareness, knowledge, and skills in working with diverse populations in a K-12 setting.
- Develop an understanding of human growth, development, and wellness across the life span.

Candidates in this program must be physically located in proximity to a school district where the right to conduct on site observations will be allowed.

Any background check requirements, including fees, for the selected school district(s) are the candidate’s responsibility.

Degree Program Requirements

Core Requirements (36 semester hours)
<p>Students receiving financial aid may be required to enroll in six (6) semester hours to maintain full-time status.</p> <ul style="list-style-type: none">• EDUC501 - Human Growth and Development [Prerequisite: EDUC505 - The Professional School Counselor]• EDUC505 - The Professional School Counselor (Required as the FIRST COURSE in the program but may be taken concurrently with another course.)• EDUC507 - Professional Orientation and Ethical Practice [Prerequisite: EDUC505 - The Professional School Counselor and recommended as second course in degree program but may be taken concurrently with another course]• EDUC515 - Helping Relationships [Prerequisite: EDUC505 - The Professional School Counselor and EDUC507 - Professional Orientation and Ethical Practice]• EDUC530 - Assessment, Evaluation, and Testing I [Prerequisite: EDUC505 - The Professional School Counselor and recommended that students must have completed a statistics course]

- [EDUC533 - Assessment, Evaluation, and Testing II](#) [Prerequisite: EDUC505 - The Professional School Counselor and recommended that students must have completed an introduction to psychology course]
- [EDUC535 - Theories of Counseling](#) [Prerequisite: EDUC505 - The Professional School Counselor and EDUC507 - Professional Orientation and Ethical Practice]
- [EDUC627 - Group Counseling - Theory and Practice](#) [Prerequisite: EDUC505 - The Professional School Counselor and EDUC515 - Helping Relationships]
- [EDUC628 - Social and Cultural Diversity Counseling](#) [Prerequisite: EDUC505 - The Professional School Counselor and EDUC515 - Helping Relationships]
- [EDUC640 - Research Methods in Education](#) [Prerequisite: EDUC503 - The Professional Educator, EDUC505 - The Professional School Counselor, and EDUC506 - The Professional School Leader]
- [EDUC645 - Career Counseling and Development](#) [Prerequisite: EDUC505 - The Professional School Counselor and EDUC507 - Professional Orientation and Ethical Practice]
- [EDUC655 - Counseling Children, Adolescents, and Teens](#) [Prerequisite: EDUC505 - The Professional School Counselor and EDUC507 - Professional Orientation and Ethical Practice]

Final Program Requirements (12 semester hours)

Must take the following in this section

- [EDUC696 - Practicum](#) (6 semester hours) - Taken once all other requirements have been met.
- [EDUC699 - Internship](#) (6 semester hours) - Taken after EDUC696 - Practicum and once all other requirements have been met.

Total = 48 semester hours

Master of Education in Teaching

The Master of Education in Teaching (with multiple concentrations) has been developed to meet the needs of licensed classroom practitioners by linking what has been learned about effective teaching to best practices in the classroom. Coursework is structured within the context of three essential areas that affect today's classroom teachers: instruction, curriculum, and professional development. Through interaction with faculty members who are committed to the collaborative and integrative investigation of problems in practice, students will experience a comprehensive study of current educational research and critical analysis of classroom teaching and learning. Graduates of the program will earn a Master of Education: Teaching degree. The Master of Education (M.Ed.): Teaching program is not designed to lead to certification or licensure. See instead the M.Ed.: Teaching - Elementary Education, the M.Ed.: Teaching - Secondary Social Studies, and the Post-Baccalaureate Teacher Preparation Certification Program (Graduate Certificate.)

Degree Program Objectives

In addition to the institutional and degree level outcome objectives, this degree also seeks the following specific learning outcomes of its graduates. Graduates in this degree program will be able to:

- Demonstrate commitment to students and their learning.
- Evaluate the subjects they teach and how to teach those subjects to students.
- Manage and monitor student learning.
- Systematically assess their practice and learn from experience.
- Engage as members of learning communities.
- Integrate problem-based inquiry in course experiences.
- Interact with program mentors, academic specialists, colleagues, parents, and community stakeholders.
- Integrate the use of action research to enhance student achievement and address problems in practice.

Students must choose a concentration for this degree program and may select from concentrations in Curriculum and Instruction for Elementary Teachers, Elementary Reading, English Language Learners, Instructional Leadership, Online Learning, or Special Education.

Degree Program Requirements

Core Requirements (24 semester hours)
<p>Students receiving financial aid may be required to enroll in six (6) semester hours to maintain full time status.</p> <ul style="list-style-type: none">• EDUC503 - The Professional Educator• EDUC513 - Critical Perspectives on Diversity and Culture• EDUC524 - The Exceptional Classroom Manager [Prerequisite: EDUC503 - The Professional Educator]• EDUC531 - Maximizing Student Achievement through Effective Assessment [Prerequisite: EDUC503 - The Professional Educator]• EDUC637 - Meaningful Inclusive Instruction and Co-Teaching [Prerequisite: EDUC503 - The Professional Educator]• EDUC640 - Research Methods in Education [Prerequisite: EDUC503 - The Professional Educator, EDUC505 - The Professional School Counselor, and EDUC506 - The Professional School Leader]• EDUC652 - Powerful Technology Applications for Active Learning Environments [Prerequisite: EDUC503 - The Professional Educator]• EDUC670 - Education Law, Ethics, and Politics [Prerequisite: EDUC503 - The Professional Educator]
Concentration in Curriculum and Instruction for Elementary Teachers (9 semester hours)

This concentration is for K-12 teachers who wish to further their studies with an advanced degree focused on elementary education curriculum and instruction for grades K-6. Upon successful completion of this concentration, the student will be able to demonstrate an understanding of the issues that continue to influence professional practice in the field. Candidates will use research, experience, and professional judgment to collaborate and work with others in the planning, implementation, and evaluation of effective instruction and services for elementary students. Candidates will have an advanced understanding of the developmental characteristics, culture, and background of elementary aged, special needs learners and how the differences among them influence the learning condition. The program meets the needs of students with interests within the traditional public and private school arenas and includes an emphasis on the National Board for Professional Teaching Standards (NBPTS), research-based teacher leadership skills, and 21st Century professional practices in instruction. Completion of the concentration does not lead to state certification or licensure. The program includes a total of 36 semester hours and is comprised of 12 online courses including a capstone action research project conducted on a school or other pre-approved professional site.

Concentration Requirements (9 semester hours)

- [EDUC561 - Issues and Ideas in Special Education](#)
- [EDUC671 - Integrated Elementary Mathematics and Science](#)
- [EDUC672 - Integrated Elementary Language Arts and Social Studies](#)

Concentration in Elementary Reading (9 semester hours)

This concentration is designed for K-12 teachers who wish to further their studies by achieving an advanced degree with a focus on working with students to promote elementary level reading and literacy development in grades K-6. Upon successful completion of this concentration, the student will be able to demonstrate knowledge of the foundations of best practices in elementary reading curriculum and instruction, use a range of research-based practices, methods, and materials to support curriculum development, and will use a variety of assessment practices and tools to diagnose, plan, implement, and evaluate effective literacy instruction. The program meets the needs of candidates with interests within the traditional public and private school arena and includes an emphasis on the National Board for Professional Teaching Standards (NBPTS), International Reading Association (IRA) standards, research-based teacher leadership skills, and 21st Century professional practices in instruction. Completion of the concentration does not lead to state certification or licensure. The program includes a total of 36 semester hours and is comprised of 12 online courses including a capstone action research project conducted on a school or other pre-approved professional site.

Concentration Requirements (9 semester hours)

- [EDUC596 - Literacy Instruction for Struggling and Challenging Students](#) [Prerequisite: EDUC503 - The Professional Educator]
- [EDUC611 - Identifying and Diagnosing Reading Difficulties](#)
- [EDUC612 - Issues and Models of Language Arts Education](#)

Concentration in English Language Learners (9 semester hours)

This concentration is for K-12 teachers who wish to further their studies with an advanced degree focused on working with students whose primary language is not English. Upon successful completion of this concentration, the candidate will be able to use the knowledge of major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that foster English Language Learners (ELL) language development and content area learning. The candidate will demonstrate and use knowledge of culture and identity to cultivate learning environments that support ELL language development and content area learning. Candidates will also use research-based practices to plan, manage, and implement instruction in supportive environments for ELL students, act as English language models, and incorporate standards-based ELL and content curriculum in mixed-ability classrooms. The program meets the needs of students with interests within the traditional public and private school arenas and includes an emphasis on the National Board for Professional Teaching

Standards (NBPTS), Teachers of English for Speakers of Other Languages (TESOL) standards, research-based teacher leadership skills, and 21st Century professional practices in instruction. Completion of the concentration does not lead to state certification or licensure. The program includes a total of 36 semester hours and is comprised of 12 online courses including a capstone action research project conducted on a school or other pre-approved professional site.

Concentration Requirements (9 semester hours)

- [EDUC600 - Diversity and Cultural Issues in TESOL Education](#)
- [EDUC601- Methods and Materials in TESOL Education](#)
- [EDUC603 - Applied Linguistics in TESOL Education](#)

Concentration in Instructional Leadership (9 semester hours)

This concentration is designed for individuals who want to broaden their knowledge of instructional leadership in K-12 settings and includes an emphasis on research-based teacher leadership skills and 21st century professional practices in instruction. Upon successful completion of this concentration, the student will be able to evaluate and effectively use performance-based assessments and implement assessment, instruction, evaluation, and intervention plans as appropriate for diverse learner needs. Successful candidates will demonstrate effective interpersonal communication skills to work well with school personnel, pupils, and parents, acknowledging and appreciating diversity in its many forms and being able to assess and instruct without influence of bias. Candidates will also use educational technology as an effective tool to promote student learning as well as a means to improve communication among colleagues, staff, parents, students, and the larger community. The program meets the needs of students with interests within the traditional public and private school arenas and includes an emphasis on the National Board for Professional Teaching Standards (NBPTS) and research-based teacher leadership skills. Completion of the concentration does not lead to state certification or licensure. The program includes a total of 36 semester hours and is comprised of 12 online courses including a capstone action research project conducted on a school or other pre-approved professional site.

Concentration Requirements (9 semester hours)

- [EDUC522 - Supervision of Instruction](#)
- [EDUC561 - Issues and Ideas in Special Education](#)
- [EDUC665 - Emerging Issues and Trends in Education Leadership](#)

Concentration in Online Learning (9 semester hours)

This concentration will provide a learning framework for potential students who wish to teach online at either the K-12 or higher education levels. The demand for teachers with in-depth knowledge of how to use technology together with curriculum design and teaching methods is growing dramatically. The online learning environment continues to expand and there is a need for experienced and knowledgeable instructors to deliver instruction in a distance learning or web-based environment. In this program, comprehensive aspects of online learning will be explored so that the graduating student will have a firm knowledge base with which to function in the online-learning instructional setting. The concentration will present students with an overarching philosophy that raising student achievement is best achieved in instructional environments where the software, web-based, or online instruction is interactive and individualized or personalized.

This concentration will provide students with course work that addresses online learning with the following instructional strands:

- Ethics and Legal Issues
- Student Achievement
- Social Communities in Online Learning
- Assessment
- Instructional Design

Developmental Characteristics of Learners

- Personalized Learning and Self Directed Learning

Concentration Requirements (9 semester hours):

Select 3 courses from the following:

- [EDUC621 - Online Learning for the Adult and the K-16 Learner](#)
- [EDUC622 - Ethics and Legal Issues in Online Learning](#)
- [EDUC623 - Online Learning and Student Achievement](#)
- [EDUC624 - Assessment of Online Learning](#)
- [EDUC625 - Instructional Design in Online Learning](#)
- [EDUC626 - Web 2.0-Technology Integration](#)
- [EDUC629 - Personalized and Individualized Online Learning](#)

Concentration in Special Education (9 semester hours)

This concentration is for K-12 teachers who wish to further their studies with an advanced degree focused on working with students with special needs. The program provides a strong, research-based background in professional teaching practices and provides development for teachers who are knowledgeable of the foundations and theoretical basis for special education, the developmental characteristics of special needs learners, and the instructional practices that best serve them. Upon successful completion of this concentration, the candidate will be able to demonstrate an understanding of the foundations of special education including the philosophy, history, legislation, and theory that continue to influence professional practice in the field. Candidates will be able to use research, experience, and professional judgment to collaborate and work with others in the planning, implementation, and evaluation of effective instruction and services for students with disabilities. Candidates will demonstrate knowledge of the developmental characteristics, culture, and background of special needs learners and how these differences influence the learning condition. The program meets the needs of students with interests within the traditional public and private school arenas and includes an emphasis on the National Board for Professional Teaching Standards (NBPTS), the Counsel for Exceptional Children (CEC) standards, research-based teacher leadership skills, and 21st Century professional practices in instruction. Completion of the concentration does not lead to state certification or licensure. The program includes a total of 36 semester hours and is comprised of 12 online courses including a capstone action research project conducted on a school or other pre-approved professional site.

Concentration Requirements (9 semester hours)

- [EDUC614 - Living and Learning with Exceptional Students](#)
- [EDUC616 - Foundations in Special Education and the Individuals with Disabilities Education Act](#)
- [EDUC618 - Classroom Accommodations and Modifications for Special Needs Learners](#)

Elective Requirements (0 semester hours)

Final Program Requirements (3 semester hours)

- [EDUC698 - Capstone: Action Research](#) - Taken once all other requirements have been met.

Total = 36 semester hours

Master of Education: Teaching - Concentration in Elementary Education

The Master of Education: Teaching - Concentration in Elementary Education program is designed for post-baccalaureate students who wish to teach a comprehensive curriculum to students in grades K-6 that prepares students for the 21st Century and ensures that equal education opportunities exist for all students. Candidates complete both a master's degree and are prepared to receive certification through the state of West Virginia in Elementary Education.

Students found deficient in required content areas will need to complete undergraduate content area courses in addition to the coursework required in the M.Ed. Elementary Education program. All content area deficits must be completed prior to student teaching. Applicants are required to submit official undergraduate transcripts for admission to this program. The transcripts will be reviewed by the School of Education for content area coursework requirements as part of the admission process and the applicant will be notified of all content area deficits at the time of admission to the program. The Elementary Education program requires 125 hours of field experience and student teaching on an approved school site. All courses other than the student teaching are offered online. This West Virginia State approved program is aligned with West Virginia Professional Teaching Standards (WVPTS), national content standards for elementary education, and International Society for Technology in Education (ISTE) standards.

Please be advised, effective September 1, 2010, only applicants residing in the following states are eligible to enroll in School of Education programs that lead to teacher certification: West Virginia, Virginia, Ohio, Maryland, New Jersey, Texas, Florida, and South Carolina. We regret any inconvenience this may cause and encourage you to revisit frequently for updates on this policy.

Degree Program Objectives

The Master of Education: Teaching - Concentration in Elementary Education program seeks the following specific learning outcomes of its graduates. Upon completion of this program, students will be able to:

- Apply the central concepts, tools of inquiry, structures, contemporary theories, and paradigms in education that develop a classroom climate to enhance the social, emotional, physical, and psychological aspects of students.
- Create and deliver lesson segments that reflect theory and practice.
- Demonstrate effective interpersonal communication skills of speaking, listening, reading, and writing when interacting with pupils, parents, teachers, and other school personnel.
- Design performance-based assessments and implement assessment, instruction, evaluation, and intervention plans.
- Use media and technology as tools for professional development and to promote student learning.
- Adjust teaching style and strategies without influence of bias to meet the needs of students regardless of cultural background, ethnicity, gender, learning style, at-risk condition and/or disability.
- Model professionalism and high ethical standards in the classroom and develop appropriate strategies for self-evaluation as a means of assessing one's own professionalism and teaching effectiveness.
- Follow guidelines established by school board policies, negotiated agreements, and school law.
- Demonstrate knowledge and skill in classroom management and discipline using effective means to develop and maintain a positive classroom climate.

Students in this program must be physically located in proximity to a school district where the right to conduct on site observations will be allowed.

Any background check requirements, including fees, for the selected schools district are the student's responsibility.

Degree Program Requirements

Core Requirements (15 semester hours)
<p>Students receiving financial aid may be required to enroll in six (6) semester hours to maintain full time status.</p> <ul style="list-style-type: none">• EDUC502 - Foundations of Curriculum and Instruction (Required as the FIRST COURSE in the program but may be taken

concurrently with another course.)

- [EDUC518 - Educational Psychology](#)
- [EDUC560 - Special Education Topics](#)
- [EDUC636 - Effective Instruction for the Inclusive Classroom](#) [Prerequisite or take concurrently with: EDUC502 - Foundations of Curriculum and Instruction]
- [EDUC650 - 21st Century Teaching and Learning](#) [Prerequisite or take concurrently with: EDUC502 - Foundations of Curriculum and Instruction]

Major Requirements (24 semester hours)

Must take the following in this section

- [EDUC512 - Diversity and Communication in Education](#) [Prerequisite - or take concurrently with: EDUC502 - Foundations of Curriculum and Learning]
- [EDUC525 - Classroom Management](#)
- [EDUC541 - Elementary School Mathematics](#)
- [EDUC542 - Elementary School Science](#)
- [EDUC544 - Literature for Elementary School Children](#)
- [EDUC545 - Reading and Writing in the Elementary School](#)
- [EDUC547 - Elementary School Social Studies](#)
- [EDUC552 - Inclusive Literacy Strategies](#)

Final Program Requirements (9 semester hours)

Must take the following in this section

- [EDUC690 - Student Teaching](#) (9 semester hours) - Taken once all other requirements have been met.

Total = 48 semester hours

Master of Education: Teaching - Concentration in Secondary Social Studies

The Master of Education: Teaching - Concentration in Secondary Social Studies program, in alignment with the West Virginia 21st Century standards for teaching social studies, is for post-baccalaureate students who wish to teach students to understand the political, geographic, economic, and social world. The program encourages the development of teachers who can assist students to work independently and collaboratively using critical thinking and problem-solving skills necessary to develop civic responsibility for the 21st Century. Candidates will complete both a master's degree and be prepared to receive certification through the state of West Virginia in Secondary Social Studies.

Secondary Social Studies candidates need to have completed the equivalent of a history or social studies major (48 hours.) Gaps may be satisfied through undergraduate coursework (preferably 300-400 level courses) to meet the equivalent credit hours to equal the major. Specific history courses are not required (except WV history for licensure in the state); however, state certification tests do reflect a broad range of social studies content. Candidates must have completed the equivalent of a content major in Social Studies (48 semester hours) prior to student teaching. Those seeking West Virginia certification must also have taken a West Virginia studies/history course as part of the 48 semester hour requirement. Candidates may not complete the Master of Education: Teaching - Concentration in Secondary Social Studies degree if they are lacking content area coursework. Applicants are encouraged to submit their official undergraduate transcripts for review prior to starting courses. The Secondary Social Studies program requires 125 hours of field experience and student teaching on an approved school site. All courses other than the student teaching are offered online. This West Virginia state approved program is aligned with West Virginia Professional Teaching Standards (WVPTS), National Council for the Social Studies (NCSS) standards, and International Society for Technology in Education (ISTE) standards.

Please be advised, effective September 1, 2010, only applicants residing in the following states are eligible to enroll in School of Education programs that lead to teacher certification: West Virginia, Virginia, Ohio, Maryland, New Jersey, Texas, Florida, and South Carolina. We regret any inconvenience this may cause and encourage you to revisit frequently for updates on this policy.

Degree Program Objectives

This program seeks the following specific learning outcomes of its graduates. Upon completion of the program, students will be able to:

- Apply the central concepts, tools of inquiry, structures, contemporary theories, and paradigms in education that develop a classroom climate to enhance the social, emotional, physical, and psychological aspects of students.
- Create and deliver lesson segments that reflect theory and practice.
- Demonstrate effective interpersonal communication skills of speaking, listening, reading, and writing when interacting with pupils, parents, teachers, and other school personnel.
- Design performance-based assessments and implement assessment, instruction, evaluation, and intervention plans.
- Use media and technology as tools for professional development and to promote student learning.
- Adjust teaching style and strategies without influence of bias to meet the needs of students regardless of cultural background, ethnicity, gender, learning style, at-risk condition, and/or disability.
- Model professionalism and high ethical standards in the classroom and develop appropriate strategies for self-evaluation as a means of assessing one's own professionalism and teaching effectiveness.
- Demonstrate knowledge and skill in classroom management and discipline using effective means to develop and maintain a positive classroom climate.

Students in this program must be physically located in proximity to a school district where the right to conduct on site observations will be allowed.

Any background check requirements, including fees, for the selected schools district are the student's responsibility.

Degree Program Requirements

Core Requirements (15 semester hours)

Students receiving financial aid may be required to enroll in six (6) semester hours to maintain full time status.

- [EDUC502 - Foundations of Curriculum and Instruction](#) (Required as the FIRST COURSE in the program but may be taken concurrently with another course.)
- [EDUC518 - Educational Psychology](#)
- [EDUC560 - Special Education Topics](#)
- [EDUC636 - Effective Instruction for the Inclusive Classroom](#) [Prerequisite - or taken concurrently with: EDUC502 - Foundations of Curriculum and Instruction]
- [EDUC650 - 21st Century Teaching and Learning](#) [Prerequisite - or taken concurrently with: EDUC502 - Foundations of Curriculum and Instruction]

Major Requirements (24 semester hours)

- [EDUC500 - Philosophy of Education](#) [Prerequisite - or taken concurrently with: EDUC502 - Foundations of Curriculum and Instruction]
- [EDUC512 - Diversity and Communication in Education](#) [Prerequisite - or taken concurrently with: EDUC502 - Foundations of Curriculum and Instruction]
- [EDUC525 - Classroom Management](#)
- [EDUC526 - Secondary Teaching Strategies](#)
- [EDUC543 - Issues, Methods, and Materials in Teaching Social Studies](#)
- [EDUC546 - Social Studies Curriculum Development](#) [Prerequisite: EDUC543 - Issues, Methods, and Materials in Teaching Social Studies]
- [EDUC548 - Content Area Literacy](#)

And select 1 course from the following:

- [HIST525 - West Virginia History and Culture](#)
- [HIST535 - Renaissance and Reformation](#)
- [HIST536 - History of the Enlightenment](#)
- [HIST551 - The American Revolution in Context](#)
- [HIST552 - The Civil War: Seminal Event in American History](#)
- [HIST555 - The United States in the 20th Century](#)
- [HIST556 - U.S. Constitutional History](#)
- [HIST557 - History and Popular Culture](#)
- [HIST581 - The Great Revolutions](#)
- [HIST585 - Cultural History of Technology](#)
- [HIST586 - History of Science](#)
- [HIST651 - America's Indian Wars](#)
- [HIST652 - African-American History](#)
- [HIST653 - History of American Women](#)
- [HIST681 - Special Topic: Teaching New American History](#)
- [HUMN530 - The Renaissance](#)
- [IRLS501 - Comparative Political Systems](#)

Final Program Requirements (9 semester hours)

- [EDUC690 - Student Teaching](#) (9 semester hours) - Taken once all other requirements have been met.

Total = 48 semester hours

Master of Science in Accounting

The Master of Science in Accounting emphasizes the theoretical knowledge, practical skills, and research skills needed to address the complex accounting issues found in private corporations, governmental entities, public accounting and various types of not-for-profit organizations. This program extends the knowledge gained in an undergraduate accounting program to enhance skills in written communication, research, and complex problem solving. The successful completion of this program may satisfy the educational requirements for the Certified Public Accountant (CPA) exam. Educational requirements for the CPA exam vary by state. Students are responsible for checking on the requirements with the state board of accountancy where they expect to sit for the CPA exam.

This program has specific admission requirements.

Degree Program Objectives

- Prepare students to enter the workforce as professional accountants.
- Provide the additional hours needed to sit for the CMA, CPA or other exams.
- Develop a more in-depth understanding of accounting theory.
- Provide students with the skills needed to research and solve complex accounting problems.
- Prepare students to work in international and global accounting situations.

Degree Program Requirements

Core Requirements (24 semester hours)
<ul style="list-style-type: none">• ACCT600 - Intermediate Accounting I• ACCT601 - Intermediate Accounting II• ACCT602 - Financial Statement Analysis• ACCT605 - Cost Accounting• ACCT610 - Advanced Accounting• ACCT612 - International Accounting• ACCT615 - Individual Tax Research and Planning• ACCT620 - Forensic Accounting
Elective Requirements (9 semester hours)
Select from other graduate courses not taken to meet core requirements.
Final Program Requirements (3 semester hours)
<ul style="list-style-type: none">• ACCT630 - Financial Accounting Theory Capstone - Taken once all other requirements have been met.

Total = 36 semester hours

Master of Science in Environmental Policy and Management

This degree provides the student with curriculum and research opportunities in one of the world’s most significant science and policy issues: the environment. Students will study environmental ecosystems, the impact of industrialization, economics, regulation, ethics, law, and management issues. Students also have the opportunity to focus their study in directions of environmental administration, emergency management, and waste management/pollution control. This degree is applicable for government and industry environmentally related professions. It also can serve as a foundation degree for study at the doctorate level in related fields.

Degree Program Objectives

In addition to the institutional and degree level learning outcomes objectives, the Master of Science in Environmental Policy and Management also seeks the following specific learning outcomes of its graduates. Graduates in this degree program will be able to:

- Develop management strategies that incorporate environmental compliance standards and achieve organizational missions.
- Analyze and assess the interconnections among subfields of environmental systems to comprehend treatment, remediation, and disposal systems.
- Assess the direct and indirect costs of environmental regulation, problems, and corrective actions.
- Use the theory and practice of environmental policy and management to develop and evaluate global and local environmental strategies and policies including analysis of environmental issues, industrial-environmental relations, public and private environmental issues, and global environmental issues.
- Quantitatively and qualitatively evaluate the consequences of ecological destruction on public health, productivity, and social and economic welfare.

Degree Program Requirements

Core Requirements (18 semester hours)

- [EVSP500 - Research Methods for Environmental Science and Policy](#)
- [EVSP501 - Environmental Management](#)
- [EVSP502 - Environmental Economics](#)
- [EVSP503 - Environmental Policy, Regulation, and Law](#)
- [EVSP508 - Environmental Ethics](#)
- [EVSP594 - Environmental Toxicology](#)

Students must choose a concentration for this degree and may select from the General Concentration, Environmental Planning, Environmental Sustainability, Fish and Wildlife Management, or the Global Environmental Management Concentrations.

General Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- [EDMG530 - Economics of Disaster](#)
- [EDMG611 - Case Analysis: Crisis and Disaster](#)
- [EVSP558 - Watershed Management](#)
- [EVSP561 - Elements of Sustainable Design](#)
- [EVSP605 - Energy Policy and Sustainability](#)
- [EVSP610 - Fundamentals of Environmental Systems](#)
- [EVSP620 - Political Ecology](#)
- [EVSP627 - Landscape Ecology and Planning](#)

- EVSP628 - Global Environmental Change
- EVSP629 - Environmental Impact Analysis
- EVSP630 - Waste Management and Pollution Control
- PADM520 - Public Administration in Society
- PADM530 - Public Policy
- PADM610 - Public Management
- PADM615 - Program Appraisal

Concentration in Environmental Planning Requirements (12 semester hours)

Objectives

- Detail the elements necessary to design, implement, and evaluate sustainable developments, landscapes, and environments.
- Analyze the complex and dynamic interactions between humans and their environment.
- Explain the role of government policy at municipal, regional, national, and global levels to achieve sustainable development.
- Apply theoretical concepts to practical applications in order to design and implement sustainable environmental planning.
- Apply principles of environmental policymaking and environmental legislation, as well as socio-political influences to the field of environmental planning.
- Critically analyze complex, and often competing development plans for adherence to professional environmental planning and sustainability principles.

Select 4 courses from the following:

- EDMG515 - Hazard Mitigation and Resilient Communities
- EVSP558 - Watershed Management
- EVSP561 - Elements of Sustainable Design
- EVSP627 - Landscape Ecology and Planning
- EVSP629 - Environmental Impact Analysis
- INTL624 - Geographic Information Systems and Spatial Analysis I

Concentration in Environmental Sustainability Requirements (12 semester hours)

Objectives

- Detail the principles of sustainability and the roles of multiple disciplines in their effective implementation.
- Analyze the complex and dynamic interactions between humans and their environment.
- Assess the role of government policy at municipal, regional, national, and global levels in achieving sustainable development.
- Analyze the political, regulatory, and economic barriers that prevent full implementation of sustainable products, goods and services.
- Apply the principles of sustainability to complex environmental problems.
- Analyze the role of sustainability in meeting critical resource needs, such as renewable energy and water quality and quantity, on the local, regional, national, and global scale.

Select 4 courses from the following:

- EVSP558 - Watershed Management
- EVSP561 - Elements of Sustainable Design

- [EVSP605 - Energy Policy and Sustainability](#)
- [EVSP620 - Political Ecology](#)
- [EVSP627 - Landscape Ecology and Planning](#)
- [EVSP628 - Global Environmental Change](#)
- [EVSP629 - Environmental Impact Analysis](#)

Concentration in Fish and Wildlife Management (12 semester hours)

Objectives

- Describe the fundamental concepts and principles of the management of fish and wildlife resources.
- Assess the impact of human activities on the survival and management of fish and wildlife populations.
- Analyze the regulations, policies, and politics that influence the management of fish and wildlife in the U.S.
- Analyze the complex and dynamic interactions between fish and wildlife resources and their environment.
- Assess the political, regulatory, and economic barriers that prevent the preservation and restoration of species and populations.
- Analyze the role of collaboration and partnerships in meeting critical fish and wildlife resource needs, such as species restoration, threatened and endangered species management, and landscape level conservation, both on the national and global scale.

Select 4 courses from the following:

- [EVSP504 - Fisheries Management](#)
- [EVSP505 - Wildlife Management](#)
- [EVSP506 - Restoration Ecology](#)
- [EVSP507 - Conservation Biology](#)
- [EVSP558 - Watershed Management](#)
- [EVSP627 - Landscape Ecology and Planning](#)
- [EVSP629 - Environmental Impact Analysis](#)
- [EVSP697 - Fish and Wildlife Seminar](#)

Concentration in Global Environmental Management Requirements (12 semester hours)

Select 4 courses from the following:

- [EDMG503 - Emergency and Disaster Planning and Management](#)
- [EVSP558 - Watershed Management](#)
- [EVSP620 - Political Ecology](#)
- [EVSP627 - Landscape Ecology and Planning](#)
- [EVSP628 - Global Environmental Change](#)
- [MGMT615 - Strategic Planning](#)

Elective Requirements (3 semester hours)

Select from other graduate courses not taken to meet core or concentration requirements.

Final Program Requirements (3 semester hours)

- [EVSP699 - Master's Capstone Seminar in Environmental Policy](#) - Taken once all other requirements have been met.

Total = 36 semester hours

Master of Science in Information Technology

The explosive growth of the Internet has enabled Information Technology (IT) to become the core business driver in organizations; it gives organizations the competitive edge in developing and delivering products and services to the marketplace. Information Technology has been identified as a National Critical Infrastructure by the Department of Homeland Security and, according to the Bureau of Labor Statistics, three of the top ten fastest growing occupations are IT related. This rapid growth in IT has generated a significant demand for credentialed Information Technology, Information Technology Management, Information Assurance, Information Systems Security, and Digital Forensics Professionals to be productive difference makers in our global Ecommerce-based economy. The Master of Science in Information Technology was designed to meet the educational component of this market need for credentialed IT professionals. This degree program focuses on the theory, principles, best industry practices, methodologies, tools, and technologies associated with the Information Technology Marketplace. It uses scholarly research methods to develop analytic, problem-solving, and research skills that are required to solve real world business problems.

This degree program is market driven and prepares learners to exploit the high demand for IT professionals in various market sectors. It focuses on the development and implementation of information systems and includes topics such as database systems, object-oriented analysis and design, IS architectures, IT project management, security, and computer forensics. Students completing this IT program can apply for a broad range of IT-related positions, such as Systems Analyst, Business Systems Analyst, Enterprise Systems Analyst, Infrastructure Architect, Systems Analyst, Database Analyst, Application Development Manager, IT Project Manager, IT Security Manager, IT Security Analyst, Disaster Recovery Manager, Forensics Analyst, and E-Discovery Specialist.

This program has specific admission requirements.

Degree Program Objectives

In addition to the institutional and general education level learning objectives, the Master of Science in Information Technology also seeks the following specific learning outcomes of its graduates:

- Appraise the processes, phases, domains, and measures for effectively managing complex IT projects.
- Examine the methodologies, tools, technologies, and practices to analyze, design, and develop object-oriented applications.
- Design, normalize, and optimize enterprise database systems; and assess the impact of Information Technology on global ecommerce.
- Examine the principles and assess the challenges in incorporating emerging network architectures, technologies, and protocols into information technology systems.
- Examine the legal, social, ethical, and technical issues related to Information Systems and to securing information systems.
- Appraise the vulnerabilities of information systems with respect to security and examine the methodologies to mitigate this risk.

Degree Program Requirements
<p>Core Requirements (18 semester hours)</p> <ul style="list-style-type: none">• INFO531 - Management Information Systems• INFO620 - Enterprise Database Systems• ISSC640 - Computer Networks and Data Systems• ISSC680 - Information Security Management• ITCC500 - Research Methods in Information Systems and Technology (must be taken as the first core course)• ITMG624 - Information Technology Project Management <p>Students must choose a concentration for this degree program and may select from the Concentration in Enterprise Software Development, Concentration in Digital Forensics, Concentration in Information Assurance and Security, or Concentration in IT Project Management.</p>

Concentration in Enterprise Software Development (15 semester hours)

The lifeblood of an organization is Information Technology; it is a key business driver. This concentration examines the principles, practices, and methodologies of object-oriented analysis and design (OOAD), object-oriented programming (OOP), and object-oriented application delivery. It also assesses enterprise software development methodologies and appraises the principles of multidimensional databases for data warehousing and business intelligence.

Objective

Upon successful completion of this concentration, the student will be able to:

- Appraise the principles and practices of object-oriented analysis and design (OOAD).
- Examine the methodologies for developing enterprise applications.
- Inspect the steps, techniques, and procedures to design develop object-oriented applications.
- Profile and analyze the various data warehousing models.

Concentration Requirements (15 semester hours)

- [ENTD600 - Object-Oriented Analysis and Design \(OOAD\)](#)
- [ENTD610 - Object-Oriented Applications: Design and Development](#)
- [ENTD620 - Object-Oriented Applications: Integration, Quality Assurance, and Deployment](#)
- [ENTD640 - Enterprise Software Development Methodologies](#)
- [INFO640 - Data Warehousing and Decision Support Systems](#)

Concentration in Digital Forensics (15 semester hours)

The societal impact of cybercrime has become commonplace; it is broadcast on the evening news and is a favorite playing field for television shows and moviemakers. Technology is a boon to society, but, in malicious hands, it becomes a valuable instrument in a dark and sinister underworld; and, unfortunately, cyber legislation and forensics have been lagging way behind when it comes to cybercrime. The process of forensics investigation can destroy the very evidence it is seeking to assimilate. The window of opportunity for collecting evidence can be a few seconds or minutes depending on the sophistication of the perpetrator. This concentration pertains to the study of various forensics models to identify, preserve, collect, examine, analyze, prepare, and present evidence for prosecuting cybercrime.

Objective

Upon successful completion of this concentration, the student will be able to:

- Evaluate data security, integrity, exposure from multifunctional devices, tracking techniques, and forensics models for analysis and examine the inherent challenges in the processes for seizing electronic evidence.
- Evaluate the principles, practices, and inherent challenges of the e-discovery process and assess the tools, techniques, and procedures to legally seize and forensically evaluate digital crime scenes.
- Analyze concealment and cloaking techniques and technologies such as cryptography, steganography, and data hiding and investigate corresponding legislation and mitigation techniques.
- Assess and mitigate potential exposures and the risks of the chain of custody and examine the methodologies to mitigate the potentially narrow window of opportunity for collecting digital evidence.
- Investigate models to examine the financial and societal impact of technology-related crime.
- Appraise the legal and regulatory compliance requirements in investigating and prosecuting technology-related crimes.

Concentration Requirements (15 semester hours)

- [ISSC621 - Computer Forensics](#)
- [ISSC630 - Advanced Cybercrime Analysis](#)
- [ISSC631 - Cyber Ethics: Privacy and Intellectual Property](#)
- [ISSC650 - Advanced Digital Forensics](#) [Prerequisite: ISSC621 - Computer Forensics]
- [ISSC651 - Advanced e-Discovery](#) [Prerequisite: ISSC621 - Computer Forensics]

Concentration in Information Assurance and Security (15 semester hours)

The primary challenge for ecommerce is assuring the security and integrity of information systems. We are bombarded daily by news of viruses, worms, malware, breaches, infiltrations, denial-of-service attacks, and the like. The ability of an organization to secure and assure its information technology assets is essential to conducting global commerce and to establishing a robust economy; this is a particular challenge given the rapidly changing face and assets of the virtual intruder. The ability to compromise an organization's information assets is a direct threat to their competitive advantage; and the ability to protect the information assets of an organization is essential to maintaining clientele, trust, revenue streams, credibility, and the survival of the organization. This concentration focuses on securing the information technology assets of an organization. Areas include network security, telecommunications security, computer forensics, legal and ethical issues, cybercrime, computer forensics, information assurance, security risk mitigation, information systems audit and certification, intrusion detection, and incident handling.

Objective

Upon successful completion of this concentration, the student will be able to:

- Profile the emerging security threats and trends, and analyze the information systems vulnerabilities that they exploit.
- Assess the methods and techniques for recognizing and profiling attack patterns.
- Categorize and analyze the different types of cryptography, encryption keys, malicious software, and types of attacks.
- Analyze the methodologies for investigating computer-related crime and for incident handling.
- Appraise the legal and regulatory compliance requirements related to Information Assurance and Information Systems Security and assess the social, ethical, economic, and technical impact of information systems security.
- Analyze the challenges encountered in establishing information systems security, information assurance, and business continuity.
- Examine the models and methodologies for performing security vulnerability assessment and risk mitigation; also analyze the principles and practices for appraising and certifying systems security.

Concentration Requirements (15 semester hours)

- [ISSC641 - Telecommunications and Network Security](#)
- [ISSC642 - Intrusion Detection and Incident Handling](#)
- [ISSC660 - Information Assurance](#)
- [ISSC661 - Information Assurance: Assessment and Evaluation](#) [Prerequisite: ISSC660 - Information Assurance]
- [ISSC662 - Information Assurance: Capability Maturity and Appraisal](#) [Prerequisite: ISSC660 - Information Assurance]

Concentration in IT Project Management (15 semester hours)

The world of Information Technology is replete with projects that were abandoned because of runaway scope and cost. On the other hand, the trend in the world economy is shrinking budgets and shorter deadline, all this while projects are getting more complex. This concentration focuses on meeting industry needs for IT Managers that can manage cost, time, scope, quality, risk, and people to ensure that projects come in on time and under budget. It also addresses strategic planning and business systems analysis.

Objective

Upon successful completion of this concentration, the student will be able to:

- Appraise the principles and practices for organizing, allocating, and managing project resources.
- Analyze the project management framework, including the stakeholders, domains, phases, processes, integration, and lifecycle.
- Examine the potential complexities and pitfalls in initiating and closing projects; and assess methods to mitigate this risk.
- Appraise the unique challenges in managing the scope, time, and cost of Information Technology projects.
- Examine various project cost models; also analyze the principles of earned value management (EVM).
- Assess the principles, strategies, challenges, and measures for managing quality and risk on IT projects. Analyze the phases, procedures, deliverables, and best practices for business systems analysis.

Concentration Requirements (15 semester hours)

- [ITMG625 - IT Project Management: Integration, Scope, and Time](#) [Prerequisite: ITMG624 - Information Technology Project Management]
- [ITMG626 - IT Project Management: Cost and Communications](#) [Prerequisite: ITMG624 - Information Technology Project Management]
- [ITMG627 - IT Project Management: HR and Procurement](#) [Prerequisite: ITMG624 - Information Technology Project Management]
- [ITMG628 - IT Project Management: Quality and Risk](#) [Prerequisite: ITMG624 - Information Technology Project Management]
- [ITMG630 - Project Management for e-Business](#)

Elective Requirements (0 semester hours)

Final Program Requirements (3 semester hours)

- [ITCC698 - Information Technology: Capstone](#) (3 semester hours) - Taken once all other requirements have been met.

Total = 36 semester hours

Master of Science in Space Studies

The Master of Science in Space Studies program is devoted to the study of the political, economic, commercial, scientific and operational issues associated with the exploration and commercial/military use of space. The program develops well-rounded scholars ready to face both the current and future challenges associated with humankind's exploration and use of the space environment.

Degree Program Objectives

In addition to the institutional and degree level learning outcomes objectives, this degree also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of space studies, graduates in this degree program will be able to:

Advanced Research and Analysis

- Conduct quantitative and qualitative research and statistical analysis of data related to the support of space exploration and sustained flight.
- Analyze the concepts for placing manned and unmanned vehicles in space.
- Assess scientific principles and calculate problems related to space science and exploration.

Scientific Investigations

- Using the laws of planetary motion and gravitation, calculate and illustrate the effects that gravity has on two-body mechanics including spacecraft maneuvers such as transfer orbits and rendezvous.
- Examine liquid and solid rocket performance fundamentals including propellants, combustion principles, components, and general turbo-pump, and motor design.

National and International Security

- Assess the institutions of space law and determine how these institutions affect applications such as remote sensing, communications, navigation, launch services, satellite exports, and arms control.
- Distinguish organizations that are critical to the success of the technological advance of space infrastructure in the United States.
- Evaluate the political and commercial significance of major national and international space missions, projects, and operations.
- Articulate the dynamics that influenced the development of nuclear policies and strategies and how those forces evolved over time.
- Compare and contrast the advantages and disadvantages of a space control versus a space denial strategy and how each fits into the national strategy of an ally or adversary.
- Estimate the evolving capabilities and vulnerabilities of space command and control systems related to strategic nuclear weapons employment and how those capabilities and vulnerabilities influence strategy and targeting.

Degree Program Requirements

Core Requirements (21 semester hours)
<ul style="list-style-type: none">• SPST500 - Research Methods in Space Studies [Prerequisite: SPST501 or may be taken concurrently with SPST501]• SPST501 - Introduction to Space Studies (must be taken as the first core course)• SPST502 - Introduction to Orbital Mechanics [Prerequisites: SPST500 and SPST501]• SPST504 - Remote Sensing Satellites [Prerequisites: SPST500 and SPST501]• SPST613 - Satellite Communications [Prerequisites: SPST500 and SPST501]• SPST619 - The Psychology and Physiology of Space [Prerequisites: SPST500 and SPST501]

- [SPST671 - Space Law](#) [Prerequisites: SPST500 and SPST501]

Students must choose a concentration for this degree program and may select from the General Concentration, Aerospace Science Concentration, or Planetary Science Concentration.

General Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- [SPST503 - Chronology of Space](#)
- [SPST505 - Space Warfare](#)
- [SPST611 - Aircraft Propulsion Systems](#)
- [SPST612 - Rocket Propulsion](#)
- [SPST615 - Aerodynamics](#)
- [SPST616 - Aircraft Design](#)
- [SPST620 - National Missile Defense](#)
- [SPST621 - Current and Emerging Space Powers](#)
- [SPST622 - Space Policy](#)
- [SPST623 - National Space Organization](#)
- [SPST628 - Space Operations Structure and Design](#)
- [SPST629 - Sacred Space](#)
- [SPST690 - Independent Study: Space Studies](#)

Concentration in Aerospace Science (12 semester hours)

Objective

Upon successful completion of this concentration, the student will be able to:

- Analyze aircraft and rocket propulsion systems and determine their propulsion capabilities.
- Apply aerodynamic theory and concepts to solve real-world airfoil design problems.
- Integrate aircraft systems and sub-systems in order to meet specific design requirements.

Concentration Requirements (12 semester hours)

- [SPST611 - Aircraft Propulsion Systems](#)
- [SPST612 - Rocket Propulsion](#)
- [SPST615 - Aerodynamics](#)
- [SPST616 - Aircraft Design](#)

Concentration in Planetary Science (12 semester hours)

Objective

Upon successful completion of this concentration, the student will possess a well grounded, interdisciplinary approach to the scientific study of the planets and the Solar System.

Concentration Requirements (12 semester hours)

- [SPST630 - Planetary and Solar System Studies](#)
- [SPST631 - Astrophysical Studies](#)
- [SPST632 - Lunar Geology](#)

- [SPST633 - Astronomical Instrumentation](#)

Elective Requirements (0 semester hours)

Final Program Requirements (3 semester hours)

- [SPST699 - Master's Capstone Seminar in Space Studies](#) (3 semester hours) - Taken once all other requirements have been met.

Total = 36 semester hours

Master of Science in Sports and Health Sciences

The Master of Science in Sports and Health Sciences focuses on the study of physical, physiological, psychological and functional adaptations to humans. Students develop an understanding of how to design effective movement programs for varied populations to reach athletics, fitness, and general health goals. Students will also learn to critically think and apply their knowledge as it relates to human bioenergetics, nutrition, movement and learning. These students will gain a greater understanding of the scientific principles needed to optimize sports performance and improve functionality and quality of life in humans.

Degree Program Objectives

In addition to the institutional and degree level learning outcomes objectives, this degree also seeks the following specific learning outcomes of its graduates. Graduates in this degree program will be able to:

- Apply qualitative and quantitative research practices to relevant issues and problems in sports and health sciences through the development and assessment of research proposals and concluding with the analysis and communication of data.
- Dissect the relationships between psychological behaviors such as personality, motivation, stress, and aggression on sport performance.
- Examine physical activities and lifestyle behaviors designed to promote positive health and quality of life.
- Analyze sport movements and design movement-oriented exercise prescriptions.
- Illustrate the potential for enhancement of muscle strength, muscular endurance, power, flexibility, and motor performance during anaerobic training.
- Assemble protein, carbohydrate, and fat recommendations for athletes, and discern between dietary recommendations for disease prevention and recommendations for performance.
- Evaluate best practices to measure selected parameters related to athletic performance, and explain how to administer field tests appropriately.

Degree Program Requirements

Core Requirements (21 semester hours)
<ul style="list-style-type: none">• SPHS500 - Statistics for Sports and Health Sciences• SPHS501 - Advanced Exercise and Sport Physiology• SPHS502 - Motor Learning• SPHS503 - Nutrition for Sports Performance• SPHS504 - Advanced Methods of Strength and Conditioning• SPHS505 - Sport Psychology• SPMT600 - Research Methods in Sports and Health Sciences
General Concentration Requirements (12 semester hours)
<ul style="list-style-type: none">• SPHS506 - Essentials of Human Performance and Exercise Science• SPHS507 - Advanced Biomechanics• SPHS508 - Current Topics in Exercise Science and Human Performance• SPHS509 - Optimal Sports Performance
Elective Requirements (0 or 3 semester hours)
Final Program Requirements (0 or 3 semester hours)

Select 1 course from the following:

- [SPHS698 - Separate Comprehensive Exam for Sports and Health Sciences](#) (0 semester hours) - Taken once all other requirements have been met.
- [SPHS699 - Sports and Health Sciences Practicum and Integration Project](#) (3 semester hours) - Taken once all other requirements have been met. The Practicum option will satisfy 3 semester hours of an elective requirement.

Total = 36 semester hours

Master of Science in Sports Management

This degree is for those interested in sports management, coaching, and administration. The core curriculum includes the social contexts of sport in historical and modern society, fundamentals of the sports industry, and specific focuses in sports law, marketing, promotion, public relations, finance, and economics. Students can select a concentration in three areas of specific interest including sports administration for the aspiring collegiate, community, or high school athletic official; coaching theory and strategy for leading and coaching teams; or the general concentration program for sports management and business administration.

Degree Program Objectives

In addition to the institutional and degree level learning outcomes objectives, this degree also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of sports management, graduates in this degree program will be able to:

- Discuss the context of sports in contemporary society and business through an analysis of the historical and cultural evolution of the sports industry and enterprise.
- Analyze and apply relevant business, legal, and ethical issues such as models of ethical analysis, codes of professional ethics, and situational analysis to the sports industry and enterprise.
- Evaluate cultural and economic dynamics that have affected the emergence and development of sports and the sports industry in contemporary society.
- Analyze economic decision making and apply advanced finance theory and concepts to sports and sports-related enterprises as related to sports in contemporary society.
- Identify and apply concepts and theories of marketing to sports-related enterprises to include internal and external sources of marketing information, marketing theory, industry segmentation, marketing mix, sport sponsorship, licensing, venue and event marketing, and image enhancement.
- Apply qualitative and quantitative research practices to sports management issues and problems through developing and assessing research proposals and concluding with the analysis and communication of data.

Degree Program Requirements

Core Requirements (21 semester hours)
<ul style="list-style-type: none">• LSTD601 - Sports Law• SPMT600 - Research Methods in Sports and Health Sciences• SPMT601 - History, Culture, and Social Contexts of Sport• SPMT607 - The Sports Industry• SPMT609 - Sports Marketing, Promotion, and Public Relations• SPMT610 - Sports Finance• SPMT620 - Leadership and Management in Sports
Students must choose a concentration for this degree program and may select from the General Concentration, Coaching Theory and Strategy or the Sports Administration Concentrations.
General Concentration Requirements (12 semester hours)
<i>Select 4 courses from the following:</i> <ul style="list-style-type: none">• SPMT500 - Sports Broadcasting• SPMT602 - Collegiate Sports Administration• SPMT603 - High School Athletic Administration

- [SPMT605 - Coaching Leadership](#)
- [SPMT606 - Techniques in Coaching Strategy](#)
- [SPMT611 - Economics of Sport](#)
- [SPMT612 - Sports Event Management](#)
- [SPMT613 - Sports Entrepreneurship](#)
- [SPMT614 - Coaching Theory, Methods, and Issues](#)
- [SPMT630 - Sales and Promotions in Sports](#)
- [SPMT640 - Sport Governance and Policy Development](#)

Concentration in Sports Administration (12 semester hours)

Objectives

Upon successful completion of this concentration, the student will be able to:

- Analyze and discuss the complexities and issues of academic sports administration from either a collegiate, interscholastic, or recreational context.
- Assess and develop your leadership and management styles as a sports administrator.
- Assess and discuss the role of stakeholders in the sports industry including associations, the community, and recreation administration and discuss all related regulations and guidelines.
- Develop, design, and assess a comprehensive sports event management plan to include functional plans, training plans, legal, financial, accounting, public relationships, human resources, promotions and leadership.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- [SPMT602 - Collegiate Sports Administration](#)
- [SPMT603 - High School Athletic Administration](#)
- [SPMT612 - Sports Event Management](#)
- [SPMT613 - Sports Entrepreneurship](#)
- [SPMT630 - Sales and Promotions in Sport](#)
- [SPMT640 - Sport Governance and Policy Development](#)

Concentration in Coaching Theory and Strategy (12 semester hours)

Objectives

Upon successful completion of this concentration, the student will be able to:

- Analyze and discuss the complexities and issues of academic sports administration from a collegiate or interscholastic context.
- Assess the strengths, qualities and weaknesses of a successful coach, including an analysis of the leadership style and multiple roles required of coaches in contemporary sports.
- Select, predict, and evaluate current ethical, management, and controversial issues in coaching today.
- Compare and contrast the roles and responsibilities of a coach and assistant coaches and discuss the levels of coaching relevant to these roles.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- [SPMT602 - Collegiate Sports Administration](#)

SPMT603 - High School Athletic Administration

- SPMT605 - Coaching Leadership
- SPMT606 - Techniques in Coaching Strategy
- SPMT614 - Coaching Theory, Methods, and Issues

Elective Requirements (0 or 3 semester hours)

Select from other graduate courses not taken to meet core or concentration requirements.

Final Program Requirements (0 or 3 semester hours)

Select 1 course from the following:

- [SPMT698 - Separate Comprehensive Examination](#) - (0 semester hours) - Taken once all other requirements have been met.
- [SPMT699 - Sports Management Practicum and Integration Project](#) (3 semester hours) - Taken once all other requirements have been met. The Practicum option will satisfy 3 semester hours of an elective requirement.

Total = 36 semester hours

Graduate Certificate - American History

Not open to students who select this as a concentration in the MA - Military Studies or the MA - History.

Upon completion of this certificate, the student will be able to:

- Compare and contrast historical context of 18th century British and colonial American political and constitutional philosophies, social norms and societal structure, economics, religious concepts, and foreign and diplomatic policy.
- Discern and assess the political, economic, cultural, and social aspects of the Civil War including the causes and the conflict's aftermath.
- Explain changes in American society such as industrialization, immigration, and urbanization; isolationism and collective security; World War I; changing values; stock market crash; the Great Depression, and the cultural, social, political, military, and economic growth to the present.
- Critique the history of expressive and material culture; historical contexts of various artistic movements; cultural imperialism; cultural appropriation, creativity, and identity; and expressions of social difference and deviance in the United States.
- Discern the origins, content, and judicial interpretations of the U.S. Constitution and the Supreme Court's evolving decisions on issues as states' rights, civil rights, the Commerce Clause, due process in criminal and other proceedings, and protected freedoms.

Certificate Requirements (18 semester hours)
<ul style="list-style-type: none">• HIST520 - Graduate Seminar in U.S. History• HIST551 - The American Revolution in Context• HIST552 - The Civil War: Seminal Event in American History• HIST555 - The United States in the 20th Century• HIST556 - U.S. Constitutional History• HIST557 - History and Popular Culture

Total = 18 semester hours

Graduate Certificate - American Revolution

Not open to students who select this as a concentration in the MA - Military Studies or the MA - Military History.

Certificate Objectives:

Upon completion of this certificate, the student will be able to:

- Dissect and critique the American Revolution from its antecedents to its legacy to include events leading to the revolt, Declaration of Independence, strategy and tactics, campaigns, and the aftermath of war on the new nation.
- Analyze the American Revolution in reference to the operational contributions of American and British military leadership using selected land battles as examples of the strategies and tactics involved.
- Evaluate an early and pivotal campaign in the American Revolution by critiquing the strategy, tactics, and results of campaign on the subsequent course of the Revolution and post-war Anglo-American relations.
- Explain the perspective of the American Revolution from the British viewpoint in relation to colonial policies, diplomacy, military leadership, and other influences in Great Britain during and after the war.
- Assess and critique the conclusive military strategy of the American Revolution and why the strategy was distinctive from other military theatres of operation.

Certificate Requirements (18 semester hours)
<ul style="list-style-type: none">• HIST551 - The American Revolution in Context• MILH510 - Studies in U.S. Military History• MILH531 - Strategy, Tactics, and Leadership of the American Revolution• MILH532 - The British Perspective of the American Revolution• MILH533 - The American Revolution Canadian Campaign• MILH534 - The American Revolution Southern Campaign

Total = 18 semester hours

Graduate Certificate - Ancient and Classical History

Not open to students who select this as a concentration in the MA - History.

Certificate Objectives:

Upon completion of this certificate, the student will be able to:

- Explain and critique Ancient Greece’s political, economic, social, and intellectual movements.
- Explain and critique Roman history from its beginnings until the Age of Constantine including the political and social developments in the Republic and the early empire.
- Examine and appraise great Byzantium leaders, the spread of Christianity throughout the Roman Empire, the recapture of Constantinople from the crusaders, and the impact of Byzantium culture on Western intellect.
- Explain and assess European social, political, economic and religious institutions and cultural and intellectual phenomena in the light of the changing historical environment from the end of the Ancient World to the Renaissance.
- Explain and assess the medieval church and rise of the Renaissance papacy; growth of humanism, including painters, architects, and sculptors; city-states and monarchies of the Holy Roman Empire; religious upheavals of Protestantism; Anabaptists; the Catholic Reformation.

Certificate Requirements (18 semester hours)
<ul style="list-style-type: none">• HIST510 - Graduate Seminar in World History• HIST531 - The Greek Civilization• HIST532 - The Roman Republic and Empire• HIST533 - Late Antiquity and Byzantium• HIST534 - Medieval Europe• HIST535 - Renaissance and Reformation

Total = 18 semester hours

Graduate Certificate - Athletic Administration

Not open to students who select Sports Administration as a concentration in the MS - Sports Management.

Certificate Objectives:

Upon completion of this certificate, the student will be able to:

- To compare and contrast various approaches to the administration of sports programs in a variety of sports settings.
- To recognize the various roles and functions of internal and external stakeholders in the administration and management of sports programs.

Certificate Requirements (18 semester hours)
<ul style="list-style-type: none">• LSTD601 - Sports Law• SPMT602 - Collegiate Sports Administration• SPMT603 - High School Athletic Administration• SPMT612 - Sports Event Management• SPMT613 - Sports Entrepreneurship• SPMT620 - Leadership and Management in Sport

Total = 18 semester hours

Graduate Certificate - Civil War Studies

Not open to students who select this as a concentration in the MA - Military History.

Certificate Objectives:

Upon completion of this certificate, the student will be able to:

- Place events of the Antebellum period, the Civil War, and Reconstruction into the broader scope of American History by assessing the similarities and differences in social, cultural, economic, and political developments in North and South.
- Discern and assess the political, economic, cultural, social, and military aspects of the Civil War to specifically include their impact on causative factors, conduct of the war, and post-war aftermath.
- Examine the operational contributions of Union and Confederate military leaders by critiquing selected land battles of the war as examples of the strategies and tactics involved.
- Compare and contrast the national, theater, and operational command structures of the Union and Confederacy in relation to leadership styles of key military leaders on both sides and the evolution of command and control during the war.
- Identify, assess, and explain the diverse historical assessments and interpretations of the Antebellum, Civil War, and Reconstruction eras as presented in the writings of prominent and influential historians.

Certificate Requirements (18 semester hours)

- [HIST552 - The Civil War: Seminal Event in American History](#)
- [HIST657 - Antebellum America: Prelude to the Civil War](#)
- [HIST658 - Reconstruction and Post-Civil War America](#)
- [MILH510 - Studies in U.S. Military History](#)
- [MILH541 - Civil War Strategy and Tactics](#)
- [MILH542 - Civil War Command and Leadership](#)

Total = 18 semester hours

Graduate Certificate - Competitive Intelligence

Not open to students who select this as a concentration in the MA - Intelligence Studies.

Certificate Objectives:

Upon completion of this certificate, the student will be able to:

- Synthesize the salient themes of competitive intelligence.
- Assess the application of intelligence studies processes and procedures to the commercial business environment.
- Develop an original analysis of a competitive intelligence issue using current open source data and information.

Certificate Requirements (18 semester hours)
<ul style="list-style-type: none">• INTL506 - Analytics II• INTL610 - Counterintelligence• INTL634 - Threat Analysis <p><i>And select 3 courses from the following:</i></p> <ul style="list-style-type: none">• BUSN623 - Legal and Ethical Issues in Management• FINC600 - Corporate Finance• INTL631 - Criminal Intelligence Analysis• INTL637 - Intelligence Profiling• SCMT537 - Computer Crime• SCMT538 - Industrial Espionage

Total = 18 semester hours

Graduate Certificate - Counterintelligence

Certificate Objectives:

Upon completion of this certificate, the student will be able to:

- Acquire in-depth knowledge of general counterintelligence work
- Assess U.S. counterintelligence successes in the form of debated case studies.
- Analyze threats in the counterintelligence environment.
- Demonstrate proficiency in the use of selected research methods and tools.

Certificate Requirements (18 semester hours)

- [INTL500 - Research Methods in Security and Intelligence Studies-Intelligence Studies Focus](#)
- [INTL610 - Counterintelligence](#)
- [INTL634 - Threat Analysis](#)
- [INTL653 - Deception, Propaganda, Disinformation](#)

And select 2 courses from the following:

- [INTL604 - Interagency Operations](#)
- [INTL621 - Signals Intelligence](#)
- [INTL623 - Human Intelligence](#)
- [INTL637 - Intelligence Profiling](#)

Total = 18 semester hours

Graduate Certificate - Criminal Justice

Certificate Objectives:

Upon completion of this certificate, the student will be able to:

- Evaluate the functions of the Criminal Justice systems including the organizational aspects as they relate to the interrelationships of the executive, judicial, and legislative branches.
- Assess the criminal behavior theories and distinguish between biological, psychological, and sociological approaches.
- Distinguish between criminal law and civil law including the aspects of procedural law, substantive law, punishment philosophies, and constitutional issues.
- Evaluate the roles of the police, prosecution, courts, and corrections including the functions and interrelationships.
- Determine the magnitude and application of legal issues regarding criminal profiling and its application in law enforcement.

Certificate Requirements (18 semester hours)
<ul style="list-style-type: none">• CMRJ501 - Criminology• CMRJ512 - Police Administration• CMRJ531 - Criminal Profiling• CMRJ601 - Cases in Executive Decision Making• LSTD502 - Criminal Law• LSTD503 - Criminal Justice Process

Total = 18 semester hours

Graduate Certificate - Cybercrime

Cybercrime is on the rise! The global reach of the Internet, the low cost of online activity, and the relative anonymity of users has led to an increase in computer-related crimes. This certificate focuses on cybercrime investigation and prevention. It appraises the legal issues related to online criminal conduct, the collection of electronic evidence, and the onslaught of new technology for cybercrime investigations with a careful examination of the technical, legal, and social issues relating to the search and seizure of digital evidence and computer forensics.

This certificate prepares the student to seek mid-level career positions such as Cyber Investigations Manager, Computer/Digital Forensics Analyst, Security Analyst, Security Investigation Specialist, Investigative Specialist for the Justice Department, Evidence Analyst, Forensics Systems Analyst, IT Forensics Manager, Multi-media Exploitation Specialist, Information Systems Analyst, Information Systems Operations Analyst, Computer Forensics Analyst, Cyber Ninja, Cyber Athlete, and Cyber Gladiator. Program graduates will have been exposed to the selection and use of various tools, techniques, and methods to detect, recognize, document, certify, and verify cybercrime, cyber terrorism, cyber war, cyber stalking, and cyber bullying.

This program has specific admission requirements.

Certificate Objectives:

Upon completion of this certificate, students will be able to:

- Analyze the domains of knowledge, strategies, countermeasures, and challenges in the areas of cyber terrorism, cyber war, cyber stalking, and cyber bullying.
- Examine the phases, processes, and challenges of cybercrime investigations.
- Appraise the technical, legal, economic, and societal issues related to cybercrime.
- Evaluate the principles, practices, tools, techniques, and procedures to process cybercrime scenes.
- Appraise the legal and regulatory compliance requirements in investigating and prosecuting cybercrime.

Certificate Requirements (18 semester hours)
<ul style="list-style-type: none">• ISSC621 - Computer Forensics• ISSC630 - Advanced Cybercrime Analysis• ISSC631 - Cyber Ethics: Privacy and Intellectual Property• ISSC642 - Intrusion Detection and Incident Handling• ISSC650 - Advanced Digital Forensics [Prerequisite: ISSC621 - Computer Forensics]• ISSC651 - Advanced e-Discovery [Prerequisite: ISSC621 - Computer Forensics]

Total = 18 semester hours

Graduate Certificate - Digital Forensics

This certificate pertains to the study of various forensics models to identify, collect, examine, analyze, prepare, and present evidence for prosecuting cybercrime. The societal impact of cybercrime has become commonplace; it is broadcast on the evening news and is a favorite playing field for popular television shows (such as CSI) and moviemakers. Technology is a boon to society, but in malicious hands, it becomes a valuable instrument in a dark and sinister underworld. And, unfortunately, cyber legislation and forensics have been lagging behind. The process of forensics investigation can destroy the very evidence it is seeking to assimilate. The window of opportunity for collecting evidence can be a few seconds or minutes depending on the sophistication of the perpetrator.

This certificate prepares the student to seek mid-level career positions such as Computer/Digital Forensics Examiner, Forensics Systems Analyst, Forensics System Engineer, IT Forensics Manager, Multi-media Exploitation Specialist, Information Systems Analyst, Information Systems Operations Analyst, Information Assurance Engineer, Computer Forensics Analyst, Cyber Ninja, Cyber Athlete, and Cyber Gladiator. Through various tools, techniques, and methods, program graduates will know how to properly acquire and collect evidence for use in legal proceedings for criminal or civil forensics requirements, present rules of evidence, and maintain integrity of the chain of custody.

This program has specific admission requirements.

Certificate Objectives:

Upon completion of this certificate, students will be able to:

- Evaluate data security, integrity, and exposure from multifunctional devices.
- Analyze various digital forensics models and examine the inherent challenges in the processes for seizing electronic evidence.
- Analyze concealment and cloaking techniques and technologies such as cryptography, steganography, and data hiding and investigate corresponding legislation and mitigation techniques.
- Assess and mitigate potential exposures and the risks of the chain of custody and examine the methodologies to mitigate the potentially narrow window of opportunity for collecting digital evidence.
- Investigate models to examine the financial and societal impact of technology related crime.
- Appraise the principles, practices, and inherent challenges of the e-discovery process and assess the tools, techniques, and procedures to legally seize and forensically evaluate digital crime scenes.

Certificate Requirements (18 semester hours)
<ul style="list-style-type: none">• ISSC621 - Computer Forensics• ISSC630 - Advanced Cybercrime Analysis• ISSC641 - Telecommunications and Network Security• ISSC650 - Advanced Digital Forensics [Prerequisite: ISSC621 - Computer Forensics]• ISSC651 - Advanced e-Discovery [Prerequisite: ISSC621 - Computer Forensics]• ISSC680 - Information Security Management

Total = 18 semester hours

Graduate Certificate - Emergency and Disaster Management

Certificate Objectives:

Upon completion of this certificate, the student will be able to:

- Assess the impact of federal national security legislation and regulation and the placement of FEMA within the Department of Homeland Security on FEMA’s ability to perform in its traditional emergency and disaster role.
- Develop budgetary guidance for emergency management functions.
- Assess the threats to the community that derive from actual and potential "mass casualty--high impact" incidents and judge the effectiveness of the National Incident Management system (NIMS) upon the results of such incidents.

Certificate Requirements (18 semester hours)
<ul style="list-style-type: none">• EDMG501 - Emergency Management and Public Law• EDMG502 - Emergency and Disaster Theory• EDMG503 - Emergency and Disaster Planning and Management• EDMG509 - Interagency Disaster Management• EDMG530 - Economics of Disaster• EDMG611 - Case Analyses: Crisis and Disaster

Total = 18 semester hours

Graduate Certificate - Environmental Hazard Mitigation and Restoration

Certificate Objectives:

Upon completion of this certificate, the student will be able to:

- Define the principles of ecological restoration and hazard mitigation.
- Analyze the complex and dynamic interactions between humans and their environment.
- Explain the role of government policy at municipal, regional, national, and global levels to achieve sustainable natural disaster response and environmental mitigation.
- Apply theoretical concepts of emergency and disaster management planning to complex environmental problems and issues.
- Apply principles of ecological restoration in the post-disaster environment.
- Critically analyze complex and often competing social, environmental, and economic interests in developing hazard mitigation and restoration plans.

Certificate Requirements (18 semester hours)

- EDMG502 - Emergency and Disaster Theory
- EDMG503 - Emergency and Disaster Planning and Management
- EVSP503 - Environmental Regulations, Policy and Law
- EVSP628 - Global Environmental Change

Select 2 courses from the following:

- EDMG515 - Hazard Mitigation and Resilient Communities
- EVSP506 - Restoration Ecology
- EVSP594 - Environmental Toxicology

Total = 18 semester hours

Graduate Certificate - Environmental Planning and Design

Certificate Objectives:

Upon completion of this certificate, the student will be able to:

- Detail the elements necessary to design, implement, and evaluate sustainable developments, landscapes, and environments.
- Analyze the complex and dynamic interactions between humans and their environment.
- Explain the role of government policy at municipal, regional, national, and global levels to achieve sustainable development.
- Apply theoretical concepts to practical applications in order to design and implement sustainable environmental planning.
- Apply principles of environmental policymaking and environmental legislation, as well as socio-political influences to the field of environmental planning.
- Critically analyze complex, and often competing development plans for adherence to professional environmental planning and sustainability principles.

Certificate Requirements (18 semester hours)
<ul style="list-style-type: none">• EDMG515 - Hazard Mitigation and Resilient Communities• EVSP558 - Watershed Management• EVSP561 - Elements of Sustainable Design• EVSP627 - Landscape Ecology and Planning• EVSP629 - Environmental Impact Analysis• INTL624 - Geographic Information Systems and Spatial Analysis

Total = 18 semester hours

Graduate Certificate - Environmental Risk Assessment

Certificate Objectives:

Upon completion of this certificate, the student will be able to:

- Define the principles of environmental risk assessment, including detailing the steps in the risk assessment process.
- Determine the toxicity of a compound through literature research and explain in terms of human health and ecosystem impacts.
- Explain the role of government policy to address environmental risk assessment and management.
- Analyze scientific data to identify and characterize risk for both humans and ecosystems.
- Critically assess the effectiveness of site remediation plans.

Certificate Requirements (18 semester hours)

- EVSP503 - Environmental Policy, Regulation, and Law
- EVSP560 - Environmental Risk Assessment
- EVSP594 - Environmental Toxicology
- EVSP610 - Fundamentals of Environmental Systems
- EVSP630 - Waste Management and Pollution Control
- PBHE607 - Epidemiology

Total = 18 semester hours

Graduate Certificate - Environmental Sustainability

Certificate Objectives:

Upon completion of this certificate, the student will be able to:

- Detail the principles of sustainability and the roles of multiple disciplines in their effective implementation.
- Analyze the complex and dynamic interactions between humans and their environment.
- Assess the role of government policy at municipal, regional, national, and global levels in achieving sustainable development.
- Analyze the political, regulatory, and economic barriers that prevent full implementation of sustainable products, goods and services.
- Apply the principles of sustainability to complex environmental problems.
- Analyze the role of sustainability in meeting critical resource needs, such as renewable energy and water quality and quantity, on the local, regional, national, and global scale.

Certificate Requirements (18 semester hours)

- EVSP502 - Environmental Economics
- EVSP503 - Environmental Policy, Regulation, and Law
- EVSP561 - Elements of Sustainable Design
- EVSP605 - Energy Policy and Sustainability
- EVSP620 - Political Ecology
- EVSP628 - Global Environmental Change

Total = 18 semester hours

Graduate Certificate - European History

Not open to students who select this as a concentration in the MA - History.

Certificate Objectives:

Upon completion of this certificate, the student will be able to:

- Explain and assess the medieval church and rise of the Renaissance papacy; growth of humanism, city-states, and monarchies of the Holy Roman Empire; religious upheavals; and the Catholic Reformation.
- Distinguish the major social, political, and cultural changes of the Enlightenment in Europe from the death of Louis XIV to the fall of Napoleon.
- Discern the origins of World War I in Europe and assess the combatants, strategies and tactics, technological innovation; war in France; war at sea; the peace settlement; and the occupation.
- Compare and contrast the economies, industry, society, and culture of the United States, Great Britain, Japan, and Germany during World War II.
- Assess modern European history since the Congress of Vienna to include social, economic, cultural, and political experiences common to Europe; developments sharply differentiated from those in most other parts of the world.

Certificate Requirements (18 semester hours)

- HIST510 - Graduate Seminar in World History
- HIST536 - History of the Enlightenment
- HIST543 - 18th and 19th Century Europe
- HIST558 - The Great War
- HIST560 - World War II in Context
- HIST570 - Modern European History

Total = 18 semester hours

Graduate Certificate - Fish and Wildlife Management

Certificate Objectives:

Upon completion of this certificate, the student will be able to:

- Describe the fundamental concepts and principles of the management of fish and wildlife resources.
- Assess the impact of human activities on the survival and management of fish and wildlife populations.
- Analyze the regulations, policies, and politics that influence the management of fish and wildlife in the U.S.
- Analyze the complex and dynamic interactions between fish and wildlife resources and their environment.
- Assess the political, regulatory, and economic barriers that prevent the preservation and restoration of species and populations.
- Analyze the role of collaboration and partnerships in meeting critical fish and wildlife resource needs, such as species restoration, threatened and endangered species management, and landscape level conservation, both on the national and global scale.

Certificate Requirements (18 semester hours)
<ul style="list-style-type: none">• EVSP502 - Environmental Economics• EVSP503 - Environmental Policy, Regulation, and Law• EVSP504 - Fisheries Management• EVSP505 - Wildlife Management• EVSP506 - Restoration Ecology• EVSP507 - Conservation Biology

Total = 18 semester hours

Graduate Certificate - Global Environmental Management

Certificate Objectives:

Upon completion of this certificate, the student will be able to:

- Describe the social, economic, and political impacts of global environmental change and explain these influences on the practice of sustainability.
- Describe the temporal and spatial scales of global environmental change.
- Integrate complex interdisciplinary concepts affecting global change and influencing sustainability with traditional disciplinary boundaries in the natural and social sciences.
- Determine the factors that are directly or indirectly contributing to global environmental change.
- Critically analyze data presented in the debate on global environmental change and assess public policy implications.
- Critique community or government sustainability projects based upon currently available and emerging sustainable development practices and technology.

Certificate Requirements (18 semester hours)
<ul style="list-style-type: none">• EDMG503 - Emergency and Disaster Planning and Management• EVSP501 - Environmental Management• EVSP503 - Environmental Policy, Regulation, and Law• EVSP605 - Energy Policy and Sustainability• EVSP620 - Political Ecology• EVSP628 - Global Environmental Change

Total = 18 semester hours

Graduate Certificate - Homeland Security

Not open to students who select this as a concentration in the MA - National Security Studies.

Certificate Objectives:

Upon completion of this certificate, the student will be able to:

- Predict the need to conduct and/or contract for research related to high probability chemical, biological, radiological, nuclear or energetic (CBRNE) events and their consequences in any community of interest.
- Design and modify plans and programs at federal, state, and/or local levels to reflect the evolving strategic policy issues associated with a statutory and presidential direction for homeland security.
- Evaluate the strengths and weaknesses of public, private and military efforts to reduce patterned and non-patterned "warfare" by overt and covert means of both nation states and transnational terrorist groups.

Certificate Requirements (18 semester hours)

- [HLSS500 - Research Methods in Homeland Security](#)
- [HLSS501 - Homeland Defense](#)
- [HLSS522 - Weapons of Mass Destruction and the New Terrorism](#)
- [HLSS523 - Domestic Terrorism and Extremist Groups](#)
- [INTL613 - Intelligence and Homeland Security](#)
- [POLS524 - Homeland Security Policy](#)

Total = 18 semester hours

Graduate Certificate - Information Assurance

Information Assurance (IA) focuses on protecting and securing sensitive information at organizational, governmental, national, and federal levels. The Federal Information Security Management Act (FISMA) and NSA's Security Directive 42 requires servicing employee and military personnel to achieve the recommended IA guidance levels. This certificate assesses and demonstrates that the student has established credibility in vulnerability and threat analysis, IA security solutions, tiered security assessments, specific solutions for specialized needs, network security solutions that enable assured information sharing across security domains or between communities of interest, continuous monitoring, activity analysis, threat detection, threat warnings, attack alerts, security awareness training and support, cryptography, and infrastructure security engineering.

This certificate prepares an IT professional to seek higher level career positions such as Information Systems Security Engineer, Intelligence Analyst, Information Assurance Manager, Information Systems Manager, Security Policy Analyst, Security Planner, Security Auditor, and Chief Security or Technology Officer. Program graduates will master skills to contribute vital recommendations to the security of any organization through the protection and defense of the organization's networks, systems, and information.

This program has specific admission requirements.

Certificate Objectives:

Upon completion of this certificate, students will be able to:

- Analyze the components of an information assurance and certification plan.
- Assess security governance objectives and risk management objectives.
- Examine the phases, processes, standards, the levels, and the process areas of the INFOSEC Assessment Capability Maturity Model (IA-CMM).
- Appraise and conduct a complete threat, vulnerability, impact, and risk assessment; and synthesize risk mitigation strategies based on the analysis of this data.
- Evaluate the processes and deliverables of the INFOSEC assessment methodology (IAM).
- Design relevant information security management metrics by analyzing incident management and response data.

Certificate Requirements (18 semester hours)
<ul style="list-style-type: none">• ISSC640 - Computer Networks and Data Systems• ISSC641 - Telecommunications and Network Security• ISSC660 - Information Assurance• ISSC661 - Information Assurance: Assessment and Evaluation [Prerequisite: ISSC660 - Information Assurance]• ISSC662 - Information Assurance: Capability Maturity and Appraisals [Prerequisite: ISSC660 - Information Assurance]• ISSC680 - Information Security Management

Total = 18 semester hours

Graduate Certificate - Information Systems Security

This certificate assesses and demonstrates competence in 10 information security domains: Access Control, Application Security, Business Continuity and Disaster Recovery Planning, Cryptography, Information Security and Risk Management, Legal, Regulations, Compliance and Investigations, Operations Security, Physical (Environmental) Security, Security Architecture and Design, and Telecommunications and Network Security based on the principles of proven and universally-accepted information security models. These domains are the common knowledge areas for testing for the international information security gold standard certification: Certified Information Systems Security Professional (CISSP).

This certificate prepares an IT professional to seek higher level career positions such as Information Systems Analyst, Information Systems Manager, Security Policy Analyst, Security Planner, Security Auditor, and Chief Security or Technology Officer. Program graduates will know how to design secure networks, develop security policies, use cryptography, and create business continuity and information security plans.

This program has specific admission requirements.

Certificate Objectives:

Upon completion of this certificate, students will be able to:

- Compare and contrast the differences between the various network topologies (both physical and logical) and appraise the various types of Security Architecture and Design models.
- Examine the seven-layer OSI networking model and its relation to common protocol stacks and inspect the components of a packet (header, body, CRC, etc.).
- Examine the principles of network security and assess cellular architecture.
- Evaluate the process for securing current and next generation telecommunications networks.
- Examine the principles of intrusion detection and intrusion prevention.
- Differentiate between the different types of cryptographic algorithms.

Certificate Requirements (18 semester hours)
<ul style="list-style-type: none">• ISSC621 - Computer Forensics• ISSC640 - Computer Networks and Data Systems• ISSC641 - Telecommunications and Network Security• ISSC642 - Intrusion Detection and Incident Handling• ISSC660 - Information Assurance• ISSC680 - Information Security Management

Total = 18 semester hours

Graduate Certificate - Intelligence Analysis

Not open to students who select this as a concentration in the MA - Intelligence Studies.

Intelligence analysis is fundamental to understanding the issues, problems and threats faced by the intelligence community. The intelligence discipline of analysis requires critical thinking. Analysts focus on a wide variety of domestic, regional and transnational issues. Fundamental knowledge of the threat environment that the intelligence community faces is also of importance.

Certificate Objectives:

Upon completion of this certificate, the student will be able to:

- Analyze the foundation and application of psychological concepts to the study of intelligence analyses.
- Apply critical thinking skills to the analyses of case studies on intelligence issues.
- Produce advanced analyses in areas important to intelligence consumers.
- Demonstrate proficiency in the use of selected research methods and tools.

Certificate Requirements (18 semester hours)
<ul style="list-style-type: none">• INTL500 - Research Methods in Security and Intelligence Studies - for Intelligence Studies Majors• INTL506 - Analytics II• INTL634 - Threat Analysis <p><i>And select 3 courses from the following:</i></p> <ul style="list-style-type: none">• INTL631 - Criminal Intelligence Analysis• INTL635 - Indications and Warnings• INTL637 - Intelligence Profiling• INTL653 - Deception, Propaganda and Disinformation

Total = 18 semester hours

Graduate Certificate - Intelligence Studies

Intelligence studies encompasses many different aspects to include how the intelligence community evolved and continue to evolves, how it is structured and functions, and the nature of intelligence collection, and analysis. Understanding the threat environment is also fundamentally important to addressing key issues in intelligence.

Certificate Objectives:

Upon completion of this certificate, the student will be able to:

- Assess the evolution, structures, functions, capabilities, and activities of the national intelligence community.
- Evaluate the fundamental capabilities and limitations of intelligence collection.
- Analyze the foundation and application of psychological concepts to the study of intelligence analyses.
- Demonstrate proficiency in the use of selected research methods and tools.

Certificate Requirements (18 semester hours)
<ul style="list-style-type: none">• INTL500 - Research Methods in Security and Intelligence Studies-Intelligence Studies Focus• INTL501 - Strategic Intelligence• INTL502 - Collection• INTL506 - Analytics II• INTL634 - Threat Analysis <p>And select 1 course from the following:</p> <ul style="list-style-type: none">• INTL507 - Intelligence Operations• INTL610 - Counterintelligence• INTL637 - Intelligence Profiling• INTL641 - Intelligence in Low Intensity Operations• INTL643 - Information Operations• INTL646 - Transnational Crime and Narcotics

Total = 18 semester hours

Graduate Certificate - IT Project Management

The world of Information Technology is replete with projects abandoned because of runaway scope and cost. On the other hand, the trend in the world economy is shrinking budgets and shorter deadlines; all this while, projects become more complex. This certificate focuses on meeting industry needs for IT Managers that can manage cost, time, scope, quality, risk, and people to ensure that projects come in on time and under budget. It also addresses strategic planning and business systems analysis.

This certificate prepares an IT professional to seek higher level career positions such as IT Project Manager, IT Manager, e-Business Project Manager, Web Content Manager, SEO Analyst, IT Cost Analyst, and IT Planner.

This program has specific admission requirements.

Certificate Objectives:

Upon completion of this certificate, students will be able to:

- Analyze the project management framework, including the stakeholders, domains, phases, processes, integration, and lifecycle.
- Examine the potential complexities and pitfalls in initiating and closing projects and assess methods to mitigate this risk.
- Appraise the unique challenges in managing the scope, time, and cost of Information Technology projects.
- Appraise the principles, practices, and models for organizing, allocating, and managing project resources.
- Examine the models, methods, principles, practices, and challenges pertaining to project cost management and analyze the principles of earned value management (EVM).
- Apply the qualitative and quantitative approaches of risk analysis to risk assessment and management.
- Examine the various tools, techniques, principles, and practices of quality control and quality assurance (QA/QC) programs.
- Examine the phases, methodologies, and processes in the e-Business project lifecycle.

Certificate Requirements (18 semester hours)
<ul style="list-style-type: none">• ITMG624 - Information Technology Project Management• ITMG625 - IT Project Management: Integration, Scope and Time [Prerequisite: ITMG624 - Information Technology Project Management]• ITMG626 - IT Project Management: Cost and Communications [Prerequisite: ITMG624 - Information Technology Project Management]• ITMG627 - IT Project Management: HR and Procurement [Prerequisite: ITMG624 - Information Technology Project Management]• ITMG628 - IT Project Management: Quality and Risk [Prerequisite: ITMG624 - Information Technology Project Management]• ITMG630 - Project Management for e-Business

Total = 18 semester hours

Graduate Certificate - Joint Warfare

Not open to students who select this as a concentration in the MA - Military Studies.

Certificate Objectives:

Upon completion of this certificate, the student will be able to:

- Examine the theory and practice of joint warfare in every major conflict since the mid-19th century with special emphasis on American joint warfare in the 1980s and 90s.
- Discern and assess the contemporary factors influencing the planning for combined and joint operations at the strategic and operational levels of war.
- Evaluate the doctrinal and technical aspects of Joint Warfare command and control as well as operational differences among the services.
- Debate the varied dimensions of coalition warfare and combined operations in both a historical and contemporary perspective.
- Assess the conventional and unconventional joint warfare of the future in light of technological change and the information age, non-state military threats, rogue regimes, and clashes of culture between regions.

Certificate Requirements (18 semester hours)
<ul style="list-style-type: none">• MILS514 - The Making of Strategy• MILS560 - Joint Warfare Theory and Practice• MILS561 - Joint Warfare Planning and Implementation• MILS562 - Joint Warfare Command and Control• MILS563 - Case Studies in Joint Warfare• MILS620 - Studies in Future War

Total = 18 semester hours

K-12 Online Teaching Endorsement

Today’s educators must provide a learning environment that takes students beyond the walls of their classrooms and into a world of endless opportunities, real-world learning. Technology standards promote this classroom transformation by ensuring that digital-age students are empowered to learn, live, and work successfully today and tomorrow.

As technology dramatically changes our society, educators need to demonstrate the skills and behaviors of digital-age professionals. Competence with technology is the foundation. Societies are changing, expectations are changing, teaching is changing, and educators must lead using new paradigms of teaching and learning integrating technology. You will learn best practices for integrating technology into your K-12 classrooms, using totally online web-based methods or a combination of technology with traditional methods, or hybrid environment.

The K-12 Online Teaching Endorsement program and courses will examine the current best practices for personalization for each individual student in our K-12 classrooms. Personalization is closely related to two additionally important terms; individualization and differentiation. All three terms require a shift in focus from a teacher centered approach to an authentic, student-centered approach. A true student-centered focus requires that we tailor our lessons to the abilities, interests, preferences, future life dreams, self-esteem, socio-emotional attributes, and other needs of the individual student.

The K-12 Online Teaching Endorsement program will allow teachers to earn an additional certification or endorsement. Students can take the K-12 Online Teaching Endorsement program as a stand-alone option, add it to any School of Education program (certification or non-certification), add it to other APUS degree programs, or take courses from the endorsement program for professional development or recertification.

Endorsement Objectives:

Upon completion of this endorsement, the student will be able to:

- Use the knowledge of major concepts, theories, and research related to online learning and course development to design and construct online coursework.
- Demonstrate and use knowledge of online learning instructional formats to assess both the formats and their impact on student achievement.
- Evaluate and synthesize K-12 personalization best practices and their potential effect on learning. Examples include differentiated instruction, Response to Intervention (RTI), etc. Incorporate assessment instruments to help customize and personalize instruction; examples include Rosenberg’s Self-Esteem Scale, Success Predictor, Personal Growth Initiative Scale, Emotional Intelligence Quotient, etc.
- Develop the ability to evaluate instructional technology and its value with regard to the improvement of student achievement including the application of SMART (Specific, Measurable, Achievable, Realistic, Timely) goals.
- Exhibit problem solving skills and the ability to analyze and respond to emerging trends and issues in education especially as they relate to technology instruction.
- Develop the depth of understanding required to discern student learning styles, whole child needs and their effect on online instruction required to effectively individualize or personalize online instruction for each student.
- Develop, identify, and evaluate the legal and ethical tests for fair use of copyrighted materials on the internet as well as development of ethical frameworks for use of computers and learning objects in educational settings.
- Successful integration of technology best practices into daily instruction in traditional classroom settings.

Endorsement Requirements (15 semester hours)
<ul style="list-style-type: none">• EDUC621 - Online Learning for the Adult and the K-16 Learner• EDUC623 - Online Learning and Student Achievement• EDUC625 - Instructional Design in Online Learning

- EDUC626 - Web 2.0 - Technology Integration
- EDUC629 - Personalized and Individualized Online Learning

Total = 15 semester hours

Graduate Certificate - Leadership and Logistics

This certificate is designed to provide students with a solid foundation with regard to leaders, the leadership process, and motivation as they explore the basic principles of business logistics. Topics include the theories of leadership and motivation, leadership power, leadership behavior, and leadership characteristics. Today's logistics leader operates not in a vacuum, but within an organization, a team, a department, a social system, and an intricate network of policies, communications, and procedures.

Certificate Objectives:

Upon completion of the certificate, the student will be able to:

- Define and compare the different concepts relating to supply chain management, logistics, and transportation and its usage in industry today.
- Conduct analysis of the different leadership styles in business today, with a focus on the logistics business in the public and private sector.
- Compare and contrast different leadership traits and strategies at all levels of a logistics and supply chain organization in the public and private sector.
- Demonstrate how to determine the necessary assessment techniques to quantify successful supply chain management.
- Analyze and explain different methods for establishing and reaching personal and professional goals.
- Define and demonstrate how to resolve management controversies, problems, and conflicts.
- Analyze different modes and models of management interactions and impacts as compared to public and private logistics organizations.
- Define and discuss the various facets and concepts in business logistics today.
- Evaluate possible solutions to issues from various business logistics problems, situations, and controversies.
- Demonstrate knowledge of how to evaluate the economic and international situations will influence management's assessment of logistics.
- Define how to leverage Internet and e-business capabilities for conducting logistics business in today's global marketplace.

Certificate Requirements (18 semester hours)
<ul style="list-style-type: none">• MGMT600 - Organizational Management• MGMT605 - Leadership• MGMT615 - Strategic Planning• TLMT600 - National Transportation Management• TLMT603 - Strategic Intermodal Transportation• TLMT611 - Global Logistics Management

Total = 18 semester hours

Graduate Certificate - Logistics Management

Certificate Objectives:

Upon completion of this certificate, the student will be able to:

- Evaluate the importance of the maritime industry to the global economy.
- Evaluate the role of the maritime industry as part of the U.S. national defense.
- Measure the ways in which logistics processes contribute to meeting the financial goals of businesses.
- Evaluate customer service requirements and their relationships to the goal of driving logistics.
- Assess the role of logistics in optimizing supply chain management.

Certificate Requirements (18 semester hours)

- [TLMT501 - Transportation Policy and Planning](#)
- [TLMT600 - National Transportation Management](#)
- [TLMT601 - Transportation Economics](#)
- [TLMT603 - Strategic Intermodal Transportation](#)
- [TLMT607 - Port and Terminal Operations](#)
- [TLMT611 - Global Logistics Management](#)

Total = 18 semester hours

Graduate Certificate - Middle Eastern Studies

This certificate will provide students seeking employment or career advancement in the area of Middle Eastern Studies the opportunity to gain a deeper understanding of the Middle East. With particular focus on culture, religion, and security, the certificate provides the student with a comprehensive understanding and appreciation of the region’s complexity and uniqueness.

Certificate Objectives:

Upon completion of this certificate, the student will be able to:

- Explain the role of religion in the political, economic, and cultural life of the area.
- Assess the security issues of the region.
- Evaluate the impact of the Arab-Israeli conflict on the region.
- Examine the impact of U.S. policy on the region.

Certificate Requirements (18 semester hours)
<ul style="list-style-type: none">• IRLS660 - Seminar in Middle East Politics and Security• IRLS661 - Politics and Security in the Persian Gulf• IRLS662 - Middle Eastern Culture• IRLS663 - Islam• IRLS664 - Politics and Culture in Central Asia• MILH669 - Arab-Israeli Conflict: Contemporary Politics & Diplomacy

Total = 18 semester hours

Graduate Certificate - National Security Studies

Certificate Objectives:

Upon completion of this certificate, the student will be able to:

- Appraise classic and contemporary theories, strategies, doctrines, and procedures related to the causes, conduct, and termination of armed conflict and the maintenance of peace.
- Compare the structures, functions, capabilities, and activities of national and international security community members.
- Assess and predict traditional and non-traditional threats to national and international security.

Certificate Requirements (18 semester hours)
<ul style="list-style-type: none">• NSEC501 - Institutions of National Security• NSEC502 - Concepts of National Security• NSEC503 - U.S. National Security• NSEC504 - International Security <p><i>And select 2 courses from the following:</i></p> <ul style="list-style-type: none">• HLSS501 - Homeland Defense• INTL604 - Interagency Operations• INTL652 - Terrorism: Assessing the Past to Forecast the Future• MILS560 - Joint Warfare Theory and Practice• MILS561 - Joint Warfare Planning and Implementation• NSEC610 - National Security and Globalization• NSEC611 - Covert Action and National Security• NSEC612 - National Security and Diplomacy

Total = 18 semester hours

Graduate Certificate - Nonprofit Management

Certificate Objectives:

Upon completion of this certificate, the student will be able to:

- Know the role nonprofit organizations play in strengthening democratic and capitalistic societies.
- Understand the legal and moral responsibilities of executive and governance positions within nonprofit corporations.
- Appreciate the implications of tax-exempt status and its relationship to public service obligations under the law.
- Analyze the financing of nonprofit enterprise and obtain an appropriate mix of funding from the variety of funding streams available to nonprofit corporations.
- Achieve proficiency in designing and implementing a fundraising plan for a charitable nonprofit to augment other funding.
- Analyze the structure of the nonprofit enterprise to maximize the work of the organization through paid and volunteer staff and board members.
- Advocate for a nonprofit organization's mission including for changes in public policy to further the nonprofit's mission.
- Manage the human resources needed to staff charitable organizations.
- Craft policies for the governance and operation of nonprofit corporations.
- Analyze the performance of the governing body of the organization and attend to recruiting practices to build future capacity to fulfill the charitable mission.

Certificate Requirements (18 semester hours)
<ul style="list-style-type: none">• BUSN640 - Nonprofit Law, Governance, and Ethics• BUSN641 - The Nonprofit Organization and Executive Leadership• BUSN642 - Financial Management in Nonprofit Organizations• BUSN643 - Nonprofit Fundraising, Planning and Implementation• BUSN644 - Nonprofit Advocacy and Government Relations• BUSN645 - Nonprofit Communications and Marketing

Total = 18 semester hours

Graduate Certificate - Object-Oriented Application Development

The lifeblood of an organization is Information Technology; it is a key business driver. This certificate examines the principles, practices, and methodologies of object-oriented analysis and design (OOAD), object-oriented programming (OOP), and object-oriented application delivery. It also assesses enterprise software development methodologies and appraises the principles of multidimensional databases for data warehousing and business intelligence.

This certificate prepares an IT professional to seek higher level career positions such as Systems Analyst, Senior Systems Analyst, Programmer Analyst, Senior Programmer Analyst, Application Designer, Application Developer, Software Designer, Software Developer, Data Warehousing Analyst, and Configuration Manager.

This program has specific admission requirements.

Certificate Objectives:

Upon completion of this certificate, students will be able to:

- Examine the phases, processes, deliverables, workflows, and methodologies used in object-oriented software development.
- Assess design processes using UML diagrams to perform object-oriented application design and development.
- Appraise the principles of design patterns and categorize the various application models into standard design patterns.
- Appraise the procedures, practices, and challenges in collaborative development of enterprise software applications.
- Analyze the principles of data modeling as applicable to multi-dimensional databases.
- Assess the principles and practices of software configuration management and version control.

Certificate Requirements (18 semester hours)
<ul style="list-style-type: none">• ENTD600 - Object-Oriented Analysis and Design (OOAD)• ENTD610 - Object-Oriented Applications: Design and Development• ENTD620 - Object-Oriented Applications: Integration, Quality Assurance, and Deployment• ENTD640 - Enterprise Software Development Methodologies• INFO640 - Data Warehousing and Decision Support Systems• ITMG624 - Information Technology Project Management

Total = 18 semester hours

Graduate Certificate - Organizational Management

Certificate Objectives:

Upon completion of this certificate, the student will be able to:

- Examine complex organizations from the individual, interpersonal, group, and organizational level perspectives.
- Evaluate management issues in the context of technological, structural, cultural, human, and environmental factors.
- Manage organization change by assessing an organization and planning for and intervening in the organization for change.
- Engage in strategic planning in a meaningful and or leadership capacity.

Certificate Requirements (18 semester hours)
<ul style="list-style-type: none">• MGMT500 - Quality Management in Contemporary Organizations• MGMT600 - Organizational Management• MGMT603 - Organizational Development• MGMT615 - Strategic Planning <p><i>And select 2 courses from the following:</i></p> <ul style="list-style-type: none">• HRMT600 - Human Resource Management• INFO531 - Management Information Systems• MGMT604 - Organizational Crisis Management• MGMT605 - Leadership• PADM610 - Public Management

Total = 18 semester hours

Graduate Certificate - Post–Baccalaureate Teacher Preparation Certification

The Post-Baccalaureate Teacher Preparation Certification program is for secondary teacher candidates interested in preparing students for the future by improving the quality of teaching and learning in the public schools and ensuring that equal education opportunities exist for all K-12 learners. This is **not a degree program**, but rather meets the pedagogical requirements for teacher certification and is supplemented by teaching experience and/or testing, as per West Virginia state certification requirements. Twenty-four hours (24) of coursework are required at the graduate level.

Students found deficient in a particular content area may need to complete additional undergraduate courses in order to meet program requirements and to pass state certification tests. This West Virginia state-approved program is aligned with West Virginia Professional Teaching Standards (WVPTS) and International Society for Technology in Education (ISTE) standards. Candidates seeking certification in teaching are required to complete 125 hours of field experience prior to student teaching.

Certificate Objectives:

The Post-Baccalaureate Teacher Preparation Certification program seeks the following specific learning outcomes of its graduates. Upon completion of this certificate, the student will be able to:

- Apply the central concepts, tools of inquiry, structures, contemporary theories, and paradigms in education that develop a classroom climate to enhance the social, emotional, physical, and psychological aspects of students.
- Create and deliver lesson segments that reflect theory and practice.
- Demonstrate effective interpersonal communication skills of speaking, listening, reading, and writing when interacting with pupils, parents, teachers, and other school personnel.
- Design performance-based assessments and implement assessment, instruction, evaluation, and intervention plans.
- Use media and technology as tools for professional development and to promote student learning.
- Adjust teaching style and strategies without influence of bias to meet the needs of students regardless of cultural background, ethnicity, gender, learning style, at-risk condition and/or disability.
- Model professionalism and high ethical standards in the classroom, and develop appropriate strategies for self-evaluation as a means of assessing one's own professionalism and teaching effectiveness.
- Demonstrate knowledge and skill in classroom management and discipline using effective means to develop and maintain a positive classroom climate.

Students in this program must be physically located in proximity to a school district where the right to conduct on site observations will be allowed.

Any background check requirements, including fees, for the selected schools district are the student's responsibility.

Certificate Requirements (24 semester hours)
<ul style="list-style-type: none">• EDUC502 - Foundations of Curriculum and Instruction (required first course but may be taken concurrently with another course)• EDUC518 - Educational Psychology• EDUC526 - Secondary Teaching Strategies• EDUC548 - Content Area Literacy• EDUC560 - Special Education Topics• EDUC636 - Effective Instruction for the Inclusive Classroom• EDUC650 - 21st Century Teaching and Learning• EDUC697 - Clinical Supervision (must be completed as final course)

Total = 24 semester hours

Graduate Certificate - Security Management

Certificate Objectives:

Upon completion of this certificate, the student will be able to:

- Ascertain and evaluate the aspects of vulnerabilities, threats, and countermeasures, as they pertain to assets protection.
- Analyze the security concepts in various programs including personnel security, information security, and physical security.
- Assess the methodologies of resource allocation as it pertains to applying appropriate security through the use of protective services.
- Conduct risk assessment analysis of computer facilities including identifying types of threats and probabilities of occurrences.
- Describe and apply various security management plans and principles appropriate to crisis situations and distinguish the management approaches to threats.
- Distinguish between industrial and economic espionage that present threats to either business or government organizations.

Certificate Requirements (18 semester hours)

Select 6 courses from the following:

- [CMRJ601 - Cases in Executive Decision Making](#)
- [SCMT507 - Assets Protection and Loss Prevention Management](#)
- [SCMT508 - Evaluation of Security Programs](#)
- [SCMT509 - Contemporary Issues in Security Management](#)
- [SCMT536 - Protective Services](#)
- [SCMT537 - Computer Crime](#)
- [SCMT538 - Industrial Espionage](#)
- [SCMT544 - Security Architecture](#)

Total = 18 semester hours

Graduate Certificate - Space Studies

Certificate Objectives:

Upon completion of this certificate, the student will be able to:

- Assess the laws of planetary motion and gravitation illustrating the effects that gravity has on two-body mechanics and analyze spacecraft maneuvers including transfer orbits and rendezvous.
- Distinguish organizations that are critical to the success of the technological advance of space infrastructure in the United States.
- Evaluate the political and commercial significance of major national and international space missions, projects, and operations.

Certificate Requirements (18 semester hours)

- [SPST500 - Research Methods in Space Studies](#)
- [SPST501 - Introduction to Space Studies](#)
- [SPST502 - Introduction to Orbital Mechanics](#)
- [SPST503 - Chronology of Space](#)
- [SPST504 - Remote Sensing Satellites](#)
- [SPST505 - Space Warfare](#)

Total = 18 semester hours

Graduate Certificate - Sports Management

Certificate Objectives:

Upon completion of this certificate, the student will be able to:

- Recognize the impact of laws, rules, and regulations on the sports industry.
- Distinguish and interpret how the sports industry is influenced by economic and financial pressures.
- Compare and contrast how marketing professionals use the media to capture the attention of the public in terms of increasing the visibility of sports in today's marketplace.

Certificate Requirements (18 semester hours)
<ul style="list-style-type: none">• LSTD601 - Sports Law• SPMT607 - The Sports Industry• SPMT609 - Sports Marketing, Promotion, and Public Relations• SPMT610 - Sports Finance• SPMT611 - Economics of Sport• SPMT613 - Sports Entrepreneurship

Total = 18 semester hours

Graduate Certificate - Strategic Leadership

Not open to students who select this as a concentration in the MA - Military Studies.

Certificate Objectives:

Upon completion of this certificate, the student will be able to:

- Discern and assess the domestic and international contexts that shape the behavior of state and non-state actors and affect the formulation of national security policies.
- Explain the history of strategic developments and geopolitical concerns that influence military planning and execution from the mid-20th century through the modern era.
- Compare and contrast the defense policies of nations in Europe and Asia that have had to deal with enormous changes following the Eastern Bloc's collapse.
- Compose an analysis of the characteristics of leadership common to great military leaders and appraise the decision-making skills that are inbred and/or learned by the great leaders.
- Assess the conventional and unconventional joint warfare of the future in light of technological change and the information age, non-state military threats, rogue regimes, and clashes of culture between regions.

Certificate Requirements (18 semester hours)
<ul style="list-style-type: none">• IRLS506 - History of American Foreign Policy• IRLS600 - Strategic Geography and Geopolitics• IRLS605 - Comparative Defense Policies• MILS512 - Great Military Leaders• MILS514 - The Making of Strategy• MILS620 - Studies in Future War

Total = 18 semester hours

Graduate Certificate - Terrorism Studies

Not open to students who select this as a concentration in the MA - National Security Studies or the MA - Intelligence Studies.

In the aftermath of September 11, 2001, attacks on the United States, political and military leaders are still grappling with strategies to combat terrorism. Terrorist groups and their strategies and tactics continue to evolve and mature in their capabilities posing ongoing challenges to counterterrorism community.

Certificate Objectives:

Upon completion of this certificate, the student will be able to:

- Assess the terrorist threat to U.S. National Security.
- Analyze the likelihood of future terrorist attacks.
- Assess the role of the U.S. intelligence community in addressing the terrorist threat.
- Demonstrate proficiency in the use of selected research methods and tools.

Certificate Requirements (18 semester hours)
<ul style="list-style-type: none">• INTL500 - Research Methods in Security and Intelligence Studies - Intel Majors• INTL650 - Counterterrorism• INTL652 - Terrorism: Assessing the Past to Forecast the Future <p><i>And select 3 courses from the following:</i></p> <ul style="list-style-type: none">• EDMG565 - Consequence Management: Terrorism Preparation and Response• HLSS522 - Weapons of Mass Destruction and the New Terrorism• HLSS523 - Domestic Terrorism and Extremist Groups• INTL614 - Assassination: History, Theory, and Practice• INTL634 - Threat Analysis• NSEC614 - Political Psychology of Terror Groups

Total = 18 semester hours

Graduate Certificate - World War II Studies

Not open to students who select this as a concentration in the MA - Military History.

Certificate Objectives:

Upon completion of this certificate, the student will be able to:

- Discern and critique the strategies, tactics, leaders, and lessons learned during the fighting in the China-Burma-India Theater, New Guinea, the Solomon Islands, the Aleutians, and in the Philippines.
- Explain and assess the strategy, tactics, and leadership from the blitzkriegs into France, the Balkans, and the Soviet Union to the campaigns in North Africa and Italy.
- Explain and assess the Allied victory in Europe to include the generalship and decisions concerning the amphibious invasions, airdrops, and the crossing of the Rhine.
- Distinguish the politics, political leadership, and diplomacy in Germany, Japan, and Italy that enabled the rise of the respective countries' Axis leadership that ruled during World War II.
- Distinguish the political leadership that defined the Allied powers of the United States, Great Britain, and Russia before, during, and post-World War II.

Certificate Requirements (18 semester hours)

- HIST560 - World War II in Context
- MILH510 - Studies in U.S. Military History
- MILH551 - World War II in Europe
- MILH552 - World War II in the Pacific
- MILH553 - Axis Powers: Politics, Political Leadership, & Diplomacy
- MILH554 - Allied Powers: Politics, Political Leadership, & Diplomacy

Total = 18 semester hours

Graduate Course Descriptions

Business

BUSN500 Quantitative Methods for Decision Making (3 hours)

This course prepares the graduate student for quantitative and qualitative methods used in business administration. BUSN500 is a methodological foundation from which the student can apply proven statistical and scientific methods in the remainder of the graduate program.

BUSN601 Global Management Perspective (3 hours)

This course examines issues and functions that business managers face within the context of day-to-day operations and long-term planning of the organization. Topics include strategic management, legal issues, marketing, law and ethics, and global dimensions of businesses.

BUSN602 Managerial Analysis (3 hours)

This course introduces fundamental concepts of accounting principles, financial tools, and economic analysis for effective managerial decision-making. Topics include the role of the financial manager in the organization, concepts, and principles underlying financial accounting practices, financial statement analysis, budgeting, and economic analysis for decision makers.

BUSN603 Quantitative Analysis (3 hours)

This course explores management problems and the role of decision-making models and tools in resolving business problems. The application and use of information systems in decision-making is assessed. Students apply system and quantitative analysis to an integrated case study.

BUSN620 Strategic Management (3 hours)

THIS COURSE WILL REQUIRE A PROCTORED EXAM. This course is a culmination of the business functions to incorporate them into a coherent, profitable, sustainable business strategy. This course includes strategy information, decisions, and techniques of industry leaders.

BUSN621 Entrepreneurship (3 hours)

This course will provide an experiential introduction to the creation of a new business enterprise. Topics will include the traits of successful entrepreneurs, generating business opportunities, screening opportunities, "the window of opportunity," the venture team, family businesses, management/marketing/financial skills needed, "entrepreneurship," etc.

BUSN622 Small Business Strategy (3 hours)

This course focuses on problems and opportunities encountered by small business owner-managers as they seek to accomplish growth in their enterprises. Approaches to selecting growth opportunities, acquiring and allocating resources, motivating employees, and maintaining control while not stifling the entrepreneurial spirit are emphasized. Topics covered include models of growth, the manager's propensity for and ability to manage growth, organizational life cycles, professionalizing family and life-style businesses, financial planning, control and accountability, market analysis, and the changing role of the board of directors. Students will develop a business plan emphasizing growth of an existing business.

BUSN623 Legal & Ethical Issues in Management (3 hours)

This course examines the area of business law and applies it to the business environment. Traditional topics covered include: the legal environment of business, contract law, property, sales contracts, commercial paper, agency law, ethics and the regulatory environment. The course also examines the issue of the global economy from the view that the largest companies dominate in the creation of jobs and technological innovation.

BUSN624 Principles of E Commerce (3 hours)

This course introduces the student to the concepts and terminology of modern e-commerce approaches. It includes topics on marketing, web technologies, security, legal issues, imaging, search engines. The emphasis will be to develop an understanding of the underlying principles of e-business.

BUSN625 Applied Decision Making (3 hours)

This is a course in business analysis. This course investigates the advanced analysis methods and techniques used to solve modern business problems. The course emphasizes the most successful methods from business statistics, production and operations management, management science, and operations research fields of study. Students will be required to synthesize material from several major fields of study in order to apply it in this course. The capabilities of Microsoft Office will be used extensively throughout the course to illustrate the application of these methods and techniques to the analysis and solution of modern business problems. The course will first investigate the types of problems faced by businesses in the both the production and service areas. Methods of analysis will be investigated to solve these type problems including probability concepts and their applications, statistical quality control, process design, forecasting, inventory control, waiting line models, transportation and assignment methods, decision analysis, and simulation modeling.

BUSN630 Virtual Organizations (3 hours)

This course focuses upon the problems and challenges of managing individuals, groups, and organizations in a virtual or distributed environment. Virtual means that work is accomplished by interdependent people performing at different time or places, or across organizations. This course addresses current topics associated with the new forms of organizing that new technology and accompanying strategic changes promote. The student will examine online business models, sources of competitive advantage in e-commerce, and techniques for evaluating opportunities. In this context, the student will also discuss ways in which e-commerce organizations differ from conventional organizations and how to create e-commerce alliances. Issues include a focus on social interactions; the social, political, economic, and technological contexts of virtual communities and the limits for their sustenance.

BUSN631 Technology and Innovation (3 hours)

This course will investigate and demonstrate the planning and implementation of strategies that help organizations improve productivity, satisfaction, and responsiveness to the environment. The course views management from the perspective of human systems and organizational development, technological innovation, and strategic management.

BUSN635 Business Plan Development (3 hours)

This course is designed to provide the student the skills necessary for developing a comprehensive effective written implementation plan for a new business venture. The key to this class is that a "business plan is more than a strategic plan". The key differences are both implementation and possible review by "outsiders." This course deals with the critical decisions and action steps that entrepreneurs must make in both planning and executing a new venture. The course focuses on "doing" rather than on mere "facts about business development and plan writing." It will concentrate on creative solutions to resource generation and utilization. The business plan is often a selling document to those who may be interested in the business venture for a variety of reasons. Therefore it must reflect the concept's viability and business model, the environment in which the firm operates, and the expertise of the management team to execute the plan.

BUSN640 Nonprofit Law, Governance, and Ethics (3 hours)

A survey of the legal structure that defines and regulates the nonprofit sector and an examination of fundamental governance issues in nonprofit corporations. The focus of the course is on the board of directors (trustees) and the executive director and their fiduciary responsibilities established both by law and by the moral imperatives from actions on behalf of the public interest.

BUSN643 Nonprofit Fundraising Planning and Implementation (3 hours)

A comprehensive analysis of the dimensions of philanthropy in the United States, the structure of effective fundraising programs, and the competencies needed by successful fundraisers. The course also examines the motivations of donors, impact of tax policy on giving, and resources available for nonprofit fundraisers.

BUSN644 Nonprofit Advocacy and Government Relations (3 hours)

This course is a specialized course for nonprofit managers and those involved in advocacy and lobbying activities on behalf of a nonprofit organization. A pervasive myth claims that charitable nonprofits, 501(c)(3)s are not permitted to engage in lobbying activities. In fact, the Internal Revenue Code allows generous provisions for lobbying. In addition, advocacy has been recognized as an important function for nonprofit managers to further their charitable missions. As with other functions of the nonprofit organization, advocacy and government relations activities must be planned, budgeted for, and managed.

BUSN645 Nonprofit Communications and Marketing (3 hours)

Nonprofit organizations advance their missions through marketing and communications strategies. This course presents the basics of marketing principles that nonprofit managers need to develop and implement a marketing plan. This overview demonstrates various reasons for marketing, either for a specific fundraising goal, such as a capital campaign, or communicating a position on a policy issue. Students learn specific steps needed to craft a marketing plan. Steps include a context analysis, an analysis of strengths and weaknesses, creation of core message development, and audience identification. The course provides tools for identifying the objectives, goals, strategies, and tactics needed to implement a marketing plan. Students work with case exercises throughout in order to shed light on trends and best practices in nonprofit communications and marketing, including social media, crisis management, and working with the press.

BUSN698 Separate Comprehensive Examination (0 hours)

Comprehensive final examination for students in the Master of Business Administration program. The "Comprehensive Final Exam" is tailored specifically to each program and must be taken after students have completed 36 or 39 hours of study, depending upon the student's catalog requirements (i.e. during the semester following the final course) and successfully completed before the award of a degree.

BUSN699 Business Administration Practicum and Integration Project (3 hours)

The Master of Business Administration is a multi-faceted degree that allows a student to select one of several areas of specialization within business including entrepreneurship, global business management, organization behavior, and information technology management. At its core the MBA program seeks to develop an advanced understanding of organizational theory to the complex business enterprise's operations, to leverage technology to enhance business capabilities and apply the knowledge of financial theory and strategy to achieve management objectives. The ability to apply learning to practice is a key requirement for demonstrated success in learning. To achieve and demonstrate learning, a practicum and integration seminar is offered to students in this degree as an alternative to the comprehensive exam. This option can be undertaken by any student seriously interested in the integration and application of theory and practice. Students selecting this option are exempt from comprehensive exams. The course requires that the student:

- Identify and obtain approval for an organization or project of interest
- Select and obtain an approval for a workplace mentor
- Complete a 120 hour practicum in the approved organization under the guidance of the mentor
- Keep a log of work completed to be signed by the mentor
- Submit a 25 page integrative applied research paper using Kolb's experiential learning cycle as the basis for reflection on that experience.

The experiential or practical component of the class aims to apply learning in an aspect of interest related to the degree and concentrations of the student's areas of specialization. It is understood to be a supervised practicum that requires approval by APUS before entering into the relationship with the organization. The selection of an organization or site for the practicum must relate to the content of the student's course work and/or concentration. Goals of the applied practicum and integration seminar will be submitted by the student for approval using an application for approval to the Faculty member, Program Director and Dean of Graduate Studies. The organization will serve as an opportunity to experience the practice of an area of management related to the focus of the student's degree. This option will act as a capstone of the student's program and is to be completed in the student's final semester.

Graduate Course Descriptions

Criminal Justice

CMRJ500 Criminal Justice Ethics (3 hours)

This course is an examination of issues of professional and ethical behavior within the criminal justice system. Key issues examined include professional behavior of the individual and the agency. Current topics such as sexual harassment, accreditation and maintenance standards, and community relations are discussed.

CMRJ501 Criminology (3 hours)

This course will review and describe the various theories and implications of criminal acts in relation to behavior discipline, causative and scientific aspects. Analysis of criminal and non-criminal behavior is addressed regarding certain causes, controls, and legal aspects. Crime is analyzed from an interdisciplinary study of social problems and social responsibility perspectives. Distinctions are addressed regarding criminal behavior of perpetrators of serious criminal acts and the concept of social relativity to the study of criminality.

CMRJ504 Drugs, Justice, and Society (3 hours)

This course will discuss the role in establishing alcohol and other drug policies and the development of regulations for the implementation of federal policy. In addition, this course will focus on federal, state, and local agencies effects on addressing the drug problem and examine the impact of federal policy at the local level.

CMRJ505 Research Methods in Criminal Justice & Security (3 hours)

This course focuses on research design for criminological studies or security principles depending on the major selected. There is an emphasis on data collection methods and measurements of validity and reliability. The successful student will be able to gather and develop criminal justice/security research material into analytic data that can be easily interpreted. Students will learn the appropriate methods of assessing quantitative and qualitative data. Additionally students will learn the proper citation methods in APA. This course should be taken as one of the student's first three courses.

CMRJ506 International Crime (3 hours)

This graduate course examines and compares the legal and criminal justice systems of different nations. It focuses on historical, political and social factors, and explains their influence on legal institutions and systems of justice with a particular focus on the nations of Europe, South America, Asia and the Middle East. The course will place particular emphasis on law enforcement, courts and corrections across the globe. Students will focus on criminal justice systems across the globe in order to help enhance the understanding of how the criminal justice system of the United States functions within the community of nations.

CMRJ507 Principles and Theory of Security Management (3 hours)

The course focuses on advanced administration and management issues related to corporate security functions, including strategic and operational management, risk management, contract security services, management of emergencies and loss prevention. Students will assess vulnerabilities and recommendations of the 9/11 Commission Report on terrorist attacks upon the United States. Facility protection standards are used to determine appropriate courses of action, from a security management perspective, using threat models and risk assessment concepts. Research is required and application of critical thinking is applied to address external threats and countermeasures. Practical exercises are conducted to apply research findings.

CMRJ512 Police Administration (3 hours)

The student will develop and evaluate policies and procedures in all phases of police administration. These include judicial decisions, which impact the legal status of the operation of police agencies. Additionally, administrative issues inherent in both large and small police organizations are assessed including: the history and context of police administration, police organizational tasks, leadership in the police organization, the role of the police manager, and the role of citizen oversight. Oversight committees addressing police accountability for community enforcement services are analyzed.

CMRJ515 Sexual Exploitation/Children (3 hours)

This course will discuss the social and legal problems involved with sexual exploitation of children. Major issues that will be examined in this course will be child pornography, prostitution, pedophiles, law enforcement sexual offender databases, and

victimization.

CMRJ518 Deviant Behavior (3 hours)

This course addresses the definitions of deviant behavior and the causes and roots of violent behavior. It identifies what social deviance is and who is considered to be deviant in today's society. The sociological and psychological issues are reviewed as they pertain to the methods of sentencing and the criminal justice system's approach to violence. In addition, the theory of prevention and treatment methods are studied as they relate to the criminal justice system.

CMRJ522 Forensics (3 hours)

Students will examine the role of forensic science in the investigation of crime by introducing the non-scientific student to the field. Through applications to criminal investigations, clear explanations of the techniques, and the abilities and limitations of modern crime labs, the course covers the realm of forensics. The various types of physical evidence normally encountered in criminal investigations will be studied with regard to collection and packaging techniques. Combining case stories with applicable technology, this course serves as an introduction to the field of forensic science investigations.

CMRJ524 Organized Crime (3 hours)

This course examines the historical roots of organized criminality. Structural models are compared for understanding emerging groups. Special attention is paid to dependencies and cooperation among ethnicities. Additionally, there will be a review of the activities associated with organized strategic aspects (i.e. profit-oriented ventures such as extortion, credit card fraud, counterfeiting, prostitution, drug trafficking, smuggling) and tactical issues (i.e. activities that support the criminal organization such as money laundering, violence, corruption, recruitment).

CMRJ525 Negotiations: Crisis and Hostage (3 hours)

An examination of how to effectively manage critical incidents and hostage situations in law enforcement and corrections. Combining principles and applications from criminal justice, psychology, sociology, communications, business and other disciplines, this course presents an effective conceptual framework students can apply in high-pressure situations.

CMRJ526 Drug Cartels and the Narcotics Threat (3 hours)

This course covers the development of the cartels and their organization, production, and distribution networks. It also provides an overview of U.S. counter-drug efforts and basic information on illicit drugs.

CMRJ531 Criminal Profiling (3 hours)

This course will examine in detail crimes such as murder, serial killing, rape, and related crimes of violence from a sociopsychological profiling perspective. Topics covered will include the foundations of criminal profiling, the elements and goals of criminal profiling, multidisciplinary theory, victimology, geographic profiling, the scientific method as applied to behavioral theories, and ethical considerations. Modus Operandi and Signature behaviors will be analyzed, and inductive and deductive profiling methods will be assessed.

CMRJ601 Cases in Executive Decision Making (3 hours)

This course is a study in the major decisions made by law enforcement executives from a variety of levels and locales. These decisions include issues in crisis management as well as inter-relationships among community leaders with police executives. Management styles are addressed to determine the most effective methods of implementing solutions to macro social community problems. Additionally, strategic decision-making processes are assessed to evaluate fairness and the aspects of voluntary cooperation and attitudes of all parties. The intent of the course is to provide a thorough analysis of executive decision making from which the student can appreciate the strengths and weaknesses executive decisions while reflecting on the student's own style and approach to decision making.

CMRJ690 Independent Study: Criminal Justice (3 hours)

This Independent Study is an opportunity for Criminal Justice or Security Management graduate students to pursue an independent research project under the mentorship of a single professor. Students must complete 24 credits of study before taking this course. Participation is at the discretion of the faculty member. The course requires a major research paper; there will be no examination. Students will submit a request to take the independent study to the Registrar and will include the name of a faculty with whom they have coordinated. Prior to registering, students should first contact the professor with whom they wish to mentor their

independent study, coordinate an agreement on the grading requirements, and then NOTIFY their academic advisor with the name of their professor. The final approval to take the independent study will be made by the Program Director.

CMRJ698 Separate Comprehensive Examination (0 hours)

THIS COURSE WILL REQUIRE A PROCTORED EXAM. Comprehensive final examination for students in the Master of Arts in Criminal Justice program. The "Comprehensive Final Exam" is tailored specifically to each program and must be taken after students have completed 36 hours of study (i.e. during the semester following the final course) and successfully completed before the award of a degree.

CMRJ699 Master's Capstone Seminar in Criminal Justice (3 hours)

Preparation for the Criminal Justice research seminar begins on day one of a student's graduate program of study. The theories, research methods and analytical skills, and substantive knowledge obtained through their master's curriculum provide the basis for the research seminar project. Students will support the thesis effort, including gathering bibliographic and reference materials on the research seminar topic including developing individual course research papers that may become sections of the final research seminar. Students will address the requirements as described in the syllabus and classroom assignments. The research seminar proposal shall be prepared in accordance with the standards of the academic discipline. The research seminar proposal must provide a clear and lucid description of a question or problem and a proposed method of answering the question or solving the problem. Guidance on the format of the research seminar proposal and a sample proposal are contained in the APUS Thesis Manual. Students may take the research seminar after all other course completions. It is an option in lieu of the Comprehensive Exam.

Graduate Course Descriptions

Education

EDUC500 Philosophy of Education (3 hours)

This course explores the underlying principles and philosophical foundations of teaching and education and examines how teachers function on the basis of a set of assumptions and beliefs regarding what they teach, how they teach, and to what end they teach. Candidates will consider the origin, tensions and arguments surrounding the character of American education. They will also explore their own assumptions and gain a critical understanding of the philosophical foundations by entering into conversation with others that have also engaged in a deep exploration of the perennial human questions as they pertain to the conceptualization and practice of education. Prominent philosophies that underlie current educational thought and practice of education/teaching are also examined.

EDUC501 Human Growth and Development (3 hours)

This course examines theories of child, adolescent, and young adult development and learning. It introduces a comprehensive view of human development across the lifespan, drawing on the application of major theoretical positions - both historical and current. Developmental themes are discussed in terms of their application to typical and atypical human development in children, adolescents, and young adults. Concepts related to the significant role that transitions play in development throughout the lifespan will be integrated throughout the course. Application of theory to the school setting in the areas of learner development, learner styles/differences, the nature of the learner, and learner motivation are discussed. Topics also include the impact of culture and diversity on learning. PREREQ: EDUC505

EDUC502 Foundations of Curriculum and Instruction (3 hours)

The Foundations of Curriculum and Instruction course focuses on applying curricular theory to best practices to the 21st century classroom setting. Planning for instruction and evaluation of learning are the two focal points of this experience. This course is designed as an introduction to the systematic process of planning for effective classroom instruction and assessment, as these tasks relate to contemporary curricular concepts. The skills needed for writing learning objectives and instructional plans for various domains of learning will be taught by placing an emphasis on setting goals and objectives for instruction; planning activities and assessments based on cognitive, social, affective, and psychomotor factors; and designing appropriate means of assessing those learning objectives. Special attention will be given to the related use of technology in the development of effective and systematic learning environments in the 21st Century classroom. This will include a basic recognition of computer hardware and software, capabilities and limitations of technology, evaluating programs and technological resources, and the effective use of various technologies in the classroom.

EDUC503 The Professional Educator (3 hours)

This course is intended to provide individuals with the knowledge and skills needed to succeed in the Master of Education program. Students will explore what it means to develop as a professional educator and how this impacts teaching and learning. The course examines the significance of various educational theories, historical developments, philosophies, pedagogical approaches, basic research designs, and educational paradigms. Students will discover how different social, emotional, physical, and ethical issues impact various aspects of K-12 classrooms, and other instructional settings. Effective use of technology as a tool in educational situations will be emphasized, as well as how educational research can alter classroom practice.

EDUC504 Curriculum, Instruction, and Assessment (3 hours)

This course examines curriculum, instruction, and assessment in the context of various standards and accountability and their relationships to improvement in student learning, based on sound pedagogical approaches. It explores theories, methods, and procedures underlying the development and design of instruction and also the interrelationships among curriculum, instruction, and assessment. The methodology for developing curriculum which will meet the needs of a heterogeneous student body, including the special needs of exceptional students, is presented. The importance of alignment to learning outcomes and the necessity for valid assessments are discussed. Methods of record keeping, grading, and reporting; use of assessment data; and test preparation are presented; and implementation issues related to accountability, planning, and collaboration are addressed. The use of technology to assist with accurate assessments is presented.

EDUC505 The Professional School Counselor (3 hours)

The Professional School Counselor is an introductory course that sets the stage for future in-depth study in the School Counseling program. This course covers the history of the School Counseling profession and its integration into the total educational program. The roles and functions of professional school counselors presented are in alignment with the American School Counselor Association (ASCA) National Model and the standards established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Candidates are required to conduct interviews with practicing school counselors during this course. While observation hours are not required they are strongly encouraged for a full course experience. Candidates are therefore advised to verify that they will have access to a practicing school counselor and preferably also to classroom settings prior to scheduling the course during summer months.

EDUC506 The Professional School Leader (3 hours)

This course is intended to provide the requisite skills one needs to become an effective school leader. Course activities involve having the potential leader examine the qualities of effective leadership. Definitions of leadership, effective approaches to leading change, the importance of transitions when one is attempting to lead change, and the need for effective communication are key course topics. Students will be expected to construct an administrative philosophy that will function as a hybrid between an evaluation of the school community and the administrative approach they would wish to take if given the opportunity to lead.

EDUC507 Professional Orientation and Ethical Practice (3 hours)

Professional Orientation and Ethical Practice covers the development of professional dispositions and ethical and legal foundations of the counseling profession especially as it relates to practice in the public schools. This course examines critical issues in the practice of the profession of school counseling, providing information relating to ethical standards and codes, legal responsibilities, counselor responsibilities and professional identity, and related professional organizations. Overall, candidates are prepared to provide fundamental school counseling services to diverse populations in an ethical and professional manner

EDUC508 The Professional Educator Certification Track (3 hours)

This course is intended to provide certified teachers with the knowledge and skills needed to succeed in the Master of Education program. Students will explore what it means to develop as a professional educator and how this impacts teaching and learning. The course examines the significance of various educational theories, historical developments, philosophies, pedagogical approaches, basic research designs, and educational paradigms. Students will discover how different social, emotional, physical, and ethical issues impact various aspects of K-12 classrooms. Effective use of technology as a tool in educational situations will be emphasized, as well as how educational research can alter classroom practice.

EDUC509 The Professional School Leader-Certification Track (3 hours)

This course is intended to provide the requisite skills one needs to become an effective school leader. Course activities involve having the potential leader examine the qualities of effective leadership. Definitions of leadership, effective approaches to leading change, the importance of transitions when one is attempting to lead change, and the need for effective communication are key course topics. Students will be expected to construct an administrative philosophy that will function as a hybrid between an evaluation of the school community and the administrative approach they would wish to take if given the opportunity to lead.

EDUC512 Diversity and Communication in Education (3 hours)

This course examines issues relating to the skills that promote equal learning opportunities in the classroom, including effective approaches to working with colleagues, staff, parents, and students who are culturally, ethnically and socio- economically diverse. Interpersonal communication skills – to include speaking, listening, reading, and writing - and their effect on individuals, organizations, and communities will be discussed. Topics examined include ethnic, cultural, gender, class, religious, and linguistic diversity, as well as human exceptionality. The use of technology as an aid to effective communication will be presented. Laws and issues that have a bearing on curriculum and instruction for exceptional students will be examined.

EDUC513 Critical Perspectives on Diversity and Culture (3 hours)

This course, designed for educators, examines issues related to promoting equitable learning opportunities in the classroom, including effective approaches to encourage collaboration among colleagues, staff, parents, and students who are culturally, ethnically and socio-economically diverse. Interpersonal communication skills – to include speaking, listening, reading, and writing - and their effect on individuals, organizations, and communities will be discussed. Topics examined include ethnic, cultural,

gender, class, religious, and linguistic diversity.

EDUC514 Critical Perspectives on Diversity and Culture Certification Track (3 hours)

This course, designed for practicing educators, examines issues related to promoting equal learning opportunities in the classroom, including effective approaches to encouraging collaboration among colleagues, staff, parents, and students who are culturally, ethnically and socio-economically diverse. Interpersonal communication skills – to include speaking, listening, reading, and writing - and their effect on individuals, organizations, and communities will be discussed. Topics examined include ethnic, cultural, gender, class, religious, and linguistic diversity.

EDUC515 Helping Relationships (3 hours)

Helping Relationships provides an understanding of the counseling process especially as it relates to practice in school settings. Special attention is given to the counselor qualities and skills that influence helping. Candidates develop fundamental counseling and consultation skills including listening, relationship building, interviewing, and assessment. Discussions also include the effects of social and cultural diversity on the helping relationship. Candidates learn how to incorporate skills into a comprehensive school counseling program that helps facilitate the development of children, adolescents, and teens. Professional issues as they relate to ethics, legal considerations and diversity concerns also are examined. PREREQ: EDUC505 and EDUC507

EDUC518 Educational Psychology (3 hours)

This course examines the theoretical and applied aspects of learning, motivation, human development, personality, assessment, and evaluation in the educational setting. Content includes the study of learning theories as well as cognitive, emotional, and social learning processes that underlie education and human development to include affective processes and socialization. Emphasis is placed on developing skills to better understand learners to foster improved learning, influence and manage classroom learning, and recognize and consider individual differences.

EDUC520 The Principalship (3 hours)

This course examines the role of the principal as an instructional leader and how the principal can manage educational programs, personnel, and facilitate professional development among staff. Particular emphasis will be given to the role of the principal as the facilitator of learning and school improvement, as well as supervising and evaluating teachers for the improvement of instruction. Emphasis will also be given to the organization and structure of schools, and the necessary skills for effective district and building management. Students will learn how to organize tasks and projects. The administrative skills required for practice teacher supervision and observation techniques, model, theories, and systems will be presented. System and continuous-improvement processes as they apply to school improvement will be discussed. Students explore community attitudes, cultures, communication strategies, and resources to evaluate and improve internal and external home-school-community relations and adjust local policy to state and federal requirements, and use technology to obtain information on policy and political influences. Students will demonstrate an understanding of the role of technology in improving learning for all students and promoting professional development activities for faculty and staff.

EDUC522 Supervision of Instruction (3 hours)

This course will study the ways in which teachers and educational professionals incorporate instructional leadership into their organizational behavior and create instructional practices that raise levels of teaching and learning. The course focuses on teachers as leaders, the importance of teacher leadership to improve outcomes in educational settings, and Professional Learning Communities (PLCs). Prereq: EDUC503

EDUC523 Supervision of Instruction Certification Track (3 hours)

This course will study the ways in which school personnel can incorporate instructional leadership into their organizational behavior and work with teachers to create instructional practices that raise the level of teaching and learning in the classroom. Candidates will learn how to use aspects of effective teaching strategies when working with teachers during the observation/walk-through process. Strategies for coaching and mentoring teachers for improved student achievement will be presented. Candidates will apply new communication concepts and tools and practice coaching and feedback strategies. Attention will also be given to analyzing and interpreting assessment results and other instructional data and how to deliver effective professional development to improve teaching and learning. Prereq: EDUC509

EDUC524 The Exceptional Classroom Manager (3 hours)

This course is designed for the education professional and focuses on positive classroom management approaches and strategies. This course reviews models of classroom management as well as the fundamentals of behavioral change. Students will explore the impact of legislation such as No Child Left Behind (NCLB) and the Individuals with Disabilities Education Act of 2004 (IDEA) including Positive Behavioral Interventions and Supports (PBIS). In this course, students will focus on implementing strategies for class-wide, small group, and individual intervention as well as methods for monitoring student progress. (Prerequisite: EDUC 503)

EDUC525 Classroom Management (3 hours)

This course examines classroom-management models and theoretical and empirical approaches to classroom management. The course helps candidates develop appropriate classroom-management decision making and problem solving skills, explores the merits and limitations of each classroom-management model, and examines the rationale when each approach to classroom management could be most appropriately implemented. The course also presents concepts of extrinsic and intrinsic motivation; the concept of self-motivation; assertive, positive, and cooperative discipline; and examines the relationships among classroom environment, classroom behavior, and learning. In this course s will focus on implementing interventions for preventing and managing routine and disruptive discipline problems in a practical manner to include establishing effective classroom rules and procedures, relationships, role of parents, and helping students contribute to a positive learning environment that is relevant to their lives. Information provided in this course is directly linked to the Interstate New Teacher Assessment and Support Consortium (INTASC) standards.

EDUC526 Secondary Teaching Strategies (3 hours)

This course introduces candidates to a variety of pedagogical approaches from the objectivist, constructivist and social family of learning models. Through case study analysis, candidates will critically assess the syntax of instructional models that can be applied across a variety of content areas. Candidates will demonstrate their understanding of various teaching models and integrated model constructs through the development of lesson plans in their content area. As part of this process it is expected that cross-modal approaches to content exploration will be developed, which in turn can be transitioned into classroom application. In addition, candidates will become engaged in critical analysis and evaluation of these lesson plans in order to develop a self-reflective approach to praxis.

EDUC530 Assessment, Evaluation, and Testing I (3 hours)

This course examines individual and group approaches to assessment, evaluation, and the basic concepts of standardized and non-standardized educational and psychological testing. Candidates learn the appropriate methods for selection, administration, and interpretation of tests. Research and statistical concepts such as reliability, validity, and standard error of measurement are reviewed. Candidates also become familiar with the most frequently used personality, educational, clinical, intelligence, and special population instruments. Discussions include historical perspectives regarding assessment, testing ethics, and use of instruments with diverse populations. Prereq: EDUC505

EDUC531 Maximizing Student Achievement Through Effective Assessment (3 hours)

Educators learn the appropriate methods for selection, administration, and interpretation of assessments in K12 education, and other instructional settings. Research and statistical concepts such as reliability, validity, and standard error of measurement are reviewed. Educators also become familiar with the most frequently used personality, educational, intelligence, formative, and summative assessments. Discussions include historical perspectives regarding assessment, testing ethics, and use of instruments with diverse populations. (Prerequisite: EDUC 503)

EDUC532 Assessment, Evaluation, and Testing I Certification Track (3 hours)

This course examines individual and group approaches to assessment, evaluation, and the basic concepts of standardized and non-standardized educational and psychological testing. Candidates learn the appropriate methods for selection, administration, and interpretation of tests. Research and statistical concepts such as reliability, validity, and standard error of measurement are reviewed. Candidates also become familiar with the most frequently used personality, educational, clinical, intelligence, and special population instruments. Discussions include historical perspectives regarding assessment, testing ethics, and use of instruments with diverse populations.

EDUC533 Assessment, Evaluation, and Testing II (3 hours)

Assessment, Evaluation, and Testing II addresses the various factors that may affect personal, social, and academic functioning of

K-12 students. Some of the topics include understanding of mental health diagnoses, suicide assessment, peer relationships, stress, substance abuse, child abuse, eating disorders, self-esteem, and systemic problems. Candidates will design developmentally and culturally appropriate prevention and intervention plans based on objective and comprehensive assessment of student needs. This course also covers Response to Intervention, Individuals with Disabilities Education Act (IDEA), Section 504, and initiating referrals to appropriate school and community resources. PREREQ: EDUC505

EDUC534 Assessment, Evaluation, and Testing II -Certification Track (3 hours)

Assessment, Evaluation, and Psycho-educational Testing II: Special Topics Related to Diagnosis of Children and Adolescents spans a comprehensive study of abnormal behavior in modern times, with special attention to the mental health challenges faced by elementary and secondary students. Topics include peer relationships, stress, anxiety disorders, eating disorders, adjustment disorders, drug abuse, anger, self-esteem, family problems, attention deficit hyperactivity disorder (ADHD) and other psychological disorders. Causes and treatments are discussed. This course makes use of the current American Psychiatric Association's (DSM-IV-TR) classification system of mental disorders.

EDUC535 Theories of Counseling (3 hours)

Introduces the fundamental counseling theories with special emphasis on how they would be applied in educational settings. Candidates develop an appreciation of the relationship between theories, issues affecting students, and the utilization of key helping strategies. Theories covered range from psychoanalytic, humanistic, existential, behavioral, cognitive, gestalt, and postmodern approaches. Ethical and multicultural considerations are also discussed. PREREQ: EDUC505 & EDUC507

EDUC541 Elementary School Mathematics (3 hours)

This course explores mathematics in the elementary school setting. The class is approached from the following four sections: 1) Higher level mathematical content or educational theory; 2) Math content practice or reflection on educational theories; 3) Connection between elementary math and the higher level content; and 4) Best practices for teaching mathematics at the elementary level. Throughout the course, candidates will be asked to make connections between higher level mathematics and how that relates to the depth and complexity of the content. Candidates will then explore those connections through creating practical methods to be used in a class setting. The use of instructional technology and resources as an enhancement to their understanding and teaching of math will also be explored.

EDUC542 Elementary School Science (3 hours)

The course explores the objectives, methods, and instructional emphasis of elementary school science. It examines research related to elementary school science instruction with emphasis on innovative science programs. It includes an analysis of teaching science to elementary school children with emphasis on current science education trends, science curricular materials, and techniques applicable in the teaching of science in the elementary school. Objectives, philosophy, selection, and organization of science materials and methods are also addressed. Please be aware that candidates in the M.ED Teaching Elementary Education program will need to purchase a classroom science lab pack for EDUC 542: Elementary School Science. The set contains items that can be used in your elementary classrooms and is an investment for you and your future students. The lab materials will be ordered from a company called "LabPaq" will need to be ordered 1 – 3 months prior to the anticipated start of the course, EDUC 542. You can order the lab materials from www.LabPaq.com. The item is # SM-1 and costs \$289. You must have purchased and received the LabPaq prior to the start of EDUC 542 in order to successfully complete the course assignments. Therefore, please plan accordingly.

EDUC543 Issues, Methods, and Materials in Teaching Social Studies (3 hours)

This course examines the purposes, significant issues, and current trends which affect social science and history subject matter in the elementary and secondary schools. It includes an exploration of the materials and techniques for effective teaching of the social studies with an emphasis on the selection and organization of classroom methods and materials to accelerate the preadolescent and adolescent child's understanding of their social and global environment; the criteria to select appropriate social studies content, skills, and attitudinal objectives; teaching strategies; the inclusion of instructional technology in the classroom setting; and the evaluation procedures that facilitate the social learning of young children and adolescents. It also addresses the cultural, economic, political, and social development of students living in a multicultural and global environment, as well as the scope and sequencing of history and social studies courses in the school curriculum.

EDUC544 Literature for Elementary School Children (3 hours)

This course examines the building blocks of teaching children to read. It focuses on the stages of literacy acquisition. It provides an overview of the core components of literacy instruction, which are phonemic awareness, phonics, fluency, vocabulary, and text comprehension. The course includes an exploration of instructional strategies to implement a coordinated literature program and plan an appropriate curriculum in literacy development.

EDUC545 Reading and Writing in the Elementary School (3 hours)

This course examines the methods and materials for teaching reading and writing in the elementary school classroom. It includes a review of the research and literature pertaining to the basic concepts underlying reading and writing methods; an introduction to emergent literacy in the elementary classroom, the psychological and linguistic factors that influence the reading and writing process; reading comprehension strategies, vocabulary development, phonemic awareness, and the use of technology in teaching reading and writing. The course also explores the relationship between reading and writing; strategies for developing listening and speaking skills; reading materials and methods for students with special needs; expository writing; integrating the language arts across all areas of the elementary school curriculum and the effect of current reading process theory on teaching practices.

EDUC546 Social Studies Curriculum Development (3 hours)

This course examines the development of behavioral objectives, materials, classroom instructional procedures, subject matter, diagnosis and remediation, and evaluation procedures consistent with the 10 national themes for social studies. In this course candidates develop necessary knowledge and skills to design, plan, and implement a secondary level social studies program. This course includes an overview of the social science disciplines and their concepts and generalizations; the methodology of historical study; strategies for teaching which include a variety of media and both teacher-centered and student-centered activities; and a discussion of the diverse settings in which social studies are taught. Current issues and topics in social studies education are also examined.

EDUC547 Elementary School Social Studies (3 hours)

This course includes an exploration of the materials and techniques for effective teaching of the social studies, with an emphasis on the selection and organization of classroom methods and materials to accelerate the preadolescent and adolescent child's understanding of their social and global environment. Topics covered include developing and using criteria to select appropriate social studies content, skills, and attitudinal objectives; teaching strategies; the inclusion of 21st Century tools in the classroom setting; and the evaluation procedures that facilitate the social learning of young children and adolescents. It also addresses the cultural, economic, political, and social development of students living in a multicultural and global environment. Current issues and topics in social studies education are also examined.

EDUC548 Content Area Literacy (3 hours)

This course presents essential literacy skills and examines ways in which they may be developed in K-12 subject area classrooms. The course will provide an overview of the reading process based on current theory and scientifically based research as well as best practices for promoting content area reading and learning. A variety of instructional strategies for reading and writing will be presented for use in all content areas and grade levels. The use of technology to expand students' literacies will also be investigated.

EDUC552 Inclusive Literacy Strategies (3 hours)

This course examines best practices in literacy instruction. The course exposes candidates to research-based strategies that can be used with a variety of diverse learners at all levels of text acquisition. It focuses on planning appropriate curriculum before, during, and after students are engaged in a text. The course is designed to give candidates a sound understanding of the most important factors affecting student learning today.

EDUC560 Special Education Topics (3 hours)

This course provides pre-service and in-service teachers with an examination of the characteristics of exceptional students to include gifted, developmentally disabled, learning disabled, and emotionally/behaviorally disordered. The course includes identification and implications for planning instruction for these exceptional students as well as exploring legislation, philosophy, least restrictive approaches, parent involvement, and due process safeguards. Federal legislation including Individuals with Disabilities Education Improvement Act, IDEA, ADA, and Section 504 are discussed. Finally, major contemporary issues related to

field of special education to include legal, curricular, and instructional procedures appropriate for students at the elementary, middle, and secondary school levels are examined.

EDUC561 Issues and Ideas in Special Education (3 hours)

This course provides educators with an opportunity to critically examine major contemporary issues related to field of special education to include legal, curricular, and instructional procedures appropriate for students at the elementary, middle, and secondary school levels, or in other instructional settings. (Prerequisite: EDUC 503)

EDUC570 Personnel and Human Resource Management (3 hours)

This course will focus on the skills necessary for principals to effectively work with faculty and staff. Concepts and approaches for planning and implementing activities for effective human resource management will be explored. Current theories and practices relating to recruitment, development, and appraisal of personnel will be covered. The course will examine specific personnel functions such as recruitment, selection, retention, and evaluation. Additional topics include conflict resolution, effective communication skills, managing the change process, and creating and maintaining a positive school environment. Special attention will be given to evaluation strategies, measuring results, and designing training and development programs for faculty and staff. Evaluation of personnel for the purpose of meeting school objectives and for professional development will receive emphasis.

EDUC580 School Finance and Facilities (3 hours)

This course explores the principles of public school financing and the roles of federal, state and local governments and agencies in financing public education. The content will incorporate forces of economic change, development of new societal and educational infrastructures, and implications for social spending. Techniques and methods of estimating local, state, and federal revenues; alternative methods of school budget planning and control; managing human resources, and cost analysis will be covered. Taxation for school purposes, the economics of education, equity and disparity issues, budgetary concerns, strategic planning, and procedures for school-site management are included. An analysis of federal and state legal issues pertaining to the provision of funds for public education is covered. Other topics include facilities management, purchasing, budgeting, accounting, payroll management, auditing, financial reporting, insurance, and administration of teaching and non-teaching personnel and services.

EDUC590 Differentiation for Learners in Mixed Ability Classrooms (3 hours)

This course is designed to give regular education teachers strategies to use in academically and culturally diverse classrooms. Using case studies as a launching point, course participants will examine the complexities of balancing the needs of gifted education, general education, special education, and culturally diverse students in a standards-driven climate. Use of tiered assignments, alternative assessments targeting different intelligences, and other modifications will be evaluated, implemented, and refined. Course participants will collaborate to address beliefs, best practices, challenges, current research, and ways to apply them to their own teaching practice.

EDUC591 Differentiating Instruction for Academically and Intellectually Gifted Learners (3 hours)

Course participants will examine rationales for differentiating instruction to meet the needs of gifted learners. They will investigate and apply strategies for differentiating the content, process, products, and learning environment in response to varying learner readiness, interests, and learning profiles. In addition, the instructional and leadership skills needed to support and encourage differentiation in today's schools will be explored. Using the cases as a launching point, teachers will be given the opportunity to participate in on-line collaboration regarding beliefs, best practices, challenges, current research, and ways to apply them to their own teaching practice.

EDUC592 Socio-Emotional Needs of Academically and Intellectually Gifted Learners (3 hours)

Course participants will develop an understanding of the unique socio-emotional needs of gifted students and the instructional implications of this framework. Participants will explore characteristics of the gifted, developmental traits, vulnerabilities, and subsequent guidance and counseling needs, such as grade acceleration. Participants will apply current research on best practices for working with this unique group to their own teaching situation and explore ways to share this information with their colleagues.

EDUC593 Special Populations of Academically and Intellectually Gifted Learners (3 hours)

This course will focus on traditionally underserved learners who possess unique characteristics and needs. Participants will explore issues related to the identification and development of appropriate educational services for gifted learners. Educators will analyze and apply research on best practices for differentiating instructional content, processes, and products. Participants will reflect on

beliefs and challenges involved in meeting the needs of students with advanced learning capabilities while providing the effective implementation of gifted and talented education curriculum.

EDUC594 Emergent Reading and Phonemic Awareness (3 hours)

Phonemic awareness and phonics skills are critically linked to reading achievement. This course focuses on the developmental continuum of these skills, as well as recommended assessment procedures and instructional strategies associated with both. The characteristics of phonemic awareness and phonics instruction for second language learners are also explored. Last, course participants learn to evaluate phonemic awareness and phonics curricula for elements critical for student success.

EDUC595 Research in Vocabulary Development (3 hours)

Vocabulary instruction plays an important role in reading proficiency and in an effective literacy program. Course participants learn about the different types of vocabulary, fostering word consciousness, modeling robust vocabulary, vocabulary assessment, and creating environments that encourage vocabulary growth. Educators will explore and practice a variety of strategies to provide repetition and multiple exposures to interesting words.

EDUC596 Literacy Instruction for Struggling and Challenging Students (3 hours)

This course is designed for the education professional and focuses on positive classroom management approaches and strategies. This course reviews models of classroom management as well as the fundamentals of behavior change. Students will explore the impact of legislation such as No Child Left Behind (NCLB) and the Individuals with Disabilities Education Act of 2004 (IDEA) with emphasis on systematic approaches including Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS). In this course, students will focus on implementing strategies for class-wide, small group, and individual intervention as well as methods for monitoring student progress. (Prerequisite: EDUC 503)

EDUC600 Diversity and Cultural Issues in TESOL Education (3 hours)

This course provides an in depth discussion of the concept of culture and helps educators and other instructional personnel recognize the influence of culture on learning, communication, belief systems and value orientations, and patterns of thinking and behaving. Opportunities for instructional application, including creating an appropriate learning environment and/or curriculum and materials for culturally diverse students, will be provided.

EDUC601 Methods and Materials in TESOL Education (3 hours)

This course is intended for both regular education and English Language Learners teachers and will focus on developing instructional strategies for supporting ELL students in content area learning. Course participants will develop instructional and leadership skills needed for teaching ELL. Participants will reflect upon using proven assessment and instructional practices to enhance learning in today's challenging classroom environments. Cases will be used to facilitate online discussions regarding beliefs, best practices, challenges, current research, and applications to individuals' own teaching practice.

EDUC603 Applied Linguistics in TESOL Education (3 hours)

Through this course, participants will become knowledgeable about the nature and structure of language and how first and second languages develop. Participants will explore language teaching strategies consistent with the current understanding of the nature, structure and development of language. By developing a repertoire of effective strategies, participants will become more proficient at supporting students' second language development. Educators will investigate best practices and current research and consider how to adapt and integrate these principles into their own educational practice.

EDUC605 Foundations of Education for the Academically and Intellectually Gifted (3 hours)

This core course provides a basic understanding of the characteristics and needs of gifted and talented children. Emphasis is placed upon current issues in the study of gifted and talented students and the programs designed to meet their needs.

EDUC606 Curriculum for the Academically and Intellectually Gifted (3 hours)

The course explores how appropriate curricula for the gifted is a response to the cognitive and affective needs which may be unique to gifted learners as well as those they share with their peers. Participants will examine modifications in the content, process, product, affect, and learning environment of classroom and curricula as they relate to gifted learners. They will gain experience in developing concept-based, open-ended, flexibly paced curriculum that can be implemented in the classroom immediately.

EDUC607 Assessment of Academically and Intellectually Gifted Learners (3 hours)

Course participants will develop instructional strategies and leadership skills needed to support the identification and teaching of gifted students. Examination of assessment options, gifted services, and student creativity will help inform instructional practices suitable for today's challenging classroom environment. Case studies will serve as a launching point and teachers will be given the opportunity to collaborate and explore beliefs, best practices, challenges, current research, and ways to apply these to their own teaching practice.

EDUC608 Models and Strategies for Teaching the Academically and Intellectually Gifted (3 hours)

Course participants will examine and apply educational models and instructional strategies currently advocated for use with gifted learners. Course participants should develop an understanding of both theoretical and practical implications of the methods and strategies and learn how appropriate instructional approaches can contribute to developing learning environments that promote academic challenge and learner independence.

EDUC610 Foundations of Reading and Literacy Instruction (3 hours)

This survey course addresses reading using a developmental stage approach. Participants learn about reading development (characteristics, assessment, and instruction) from the most emergent stage through adulthood. In addition, course participants learn about literacy from a multitude of perspectives— historical perspectives, second language learners, and students with reading disabilities. Educators will gain practical knowledge to help them understand the literacy level of all students.

EDUC611 Identifying and Diagnosing Reading Difficulties (3 hours)

This course is designed for general education classroom teachers and focuses on classroom reading assessment. Participants will learn how to administer formal and informal measures of reading assessment, including screening, diagnostic, and progress monitoring measures. The assessment to instruction link will be emphasized during each session. Educators will use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

EDUC612 Issues and Models of Language Arts Education (3 hours)

This course is designed to assist educators in the teaching of reading and language arts. The focus will be on reading, writing, listening, and speaking. The emphasis will be on creating environments conducive to developing all students' skills in the four language arts using research-based instructional strategies. The course also focuses on differentiating instruction for students of varying literacy levels.

EDUC613 Teaching Reading and Writing across the Content Areas (3 hours)

This course concentrates on interdisciplinary teaching and learning in elementary, middle, and high schools. Witnessing and discussing a range of cross-curricular activities, participants will develop an understanding of the benefits, challenges, and essential components of effective integrated instruction.

EDUC614 Living and Learning with Exceptional Students (3 hours)

Course participants will develop instructional and leadership skills required for teaching students with special learning needs, as well as students at-risk for academic and social failure. The concepts of educator collaboration, least restrictive environment, accommodations and modifications, confidentiality, behavior management, identification, and giftedness will be reviewed using authentic case studies. Participants will reflect upon how these concepts drive instructional practices in today's challenging classroom environment. Case studies will be used to facilitate online discussions regarding beliefs, best practices, challenges, current research, and applications to individuals' own teaching practice. The cases in this course depict problems and opportunities related to classroom management, individual behavior management strategies and systems, functional behavioral assessments, developmentally appropriate behavior management goals, and zero tolerance policies. (Prerequisite: EDUC 503)

EDUC615 Understanding and Diagnosing the Needs of the Special Learner (3 hours)

Course participants will develop instructional and leadership skills needed for teaching students with special learning needs, as well as students at-risk for academic and social failure. The concepts of teacher collaboration, least restrictive environment, accommodations and modifications, confidentiality, behavior management, identification, and giftedness will be reviewed using authentic case studies. Participants will reflect upon how these concepts drive instructional practices in today's challenging classroom environment. Using the cases as a launching point, teachers will be given the opportunity to participate in on-line

discussions regarding beliefs, best practices, challenges, and current research.

EDUC616 Foundations in Special Education and the Individuals with Disabilities Education (3 hours)

This course addresses legal trends and issues related to the Individuals with Disabilities Education Act (IDEA), including the identification process that schools must follow: child study, assessment, eligibility, IEP development, and placement. Educators will analyze the legal requirements as defined in IDEA, specifically, the requirements for Free and Appropriate Education (FAPE), the Least Restrictive Environment (LRE), and the development of Individualized Education Plans (IEPs). Cases will be used to facilitate online discussions regarding beliefs, best practices, challenges, current research, and applications to individuals' own teaching practice.

EDUC617 Issues and Strategies for Working with Children with Challenging Behaviors (3 hours)

This course examines behavior management practices within general and special education classrooms. Cases focus on behavior management strategies for special learners with a range of disabilities from learning disabilities to emotional behavioral disorder (EBD) to autism. Individuals with Disabilities Education Act (IDEA) regulations, state and district policies, and ethical principles regarding behavior management practices will be introduced. The cases in this course depict problems and opportunities related to classroom management, individual behavior management strategies and systems, functional behavioral assessments, developmentally appropriate behavior management goals, and zero tolerance policies. Course participants will develop instructional and leadership skills needed for teaching students with special learning needs, as well as students at-risk for academic and social failure.

EDUC618 Classroom Accommodations and Modifications for Special Needs Learners (3 hours)

This course explores accommodations and modifications for special learners within the Least Restrictive Environment (LRE) and enhances regular and special educators' understanding of how best to address the individual needs of special learners. Cases and readings focus on the creation of appropriate accommodations, the integration of accommodations into a general education classroom, the legal requirement for accommodations, and the roles of the general and special education educators within the LRE. Course participants will contribute to online discussions regarding beliefs, best practices, challenges, current research, and ways these affect their own teaching practice.

EDUC620 Curriculum Issues in Teaching English to Speakers of Other Languages (3 hours)

This course is ideal for ESOL educators and classroom teachers working with students for whom English is a second or other language. Course participants will explore the relationship of culture to language learning as well as ways to support learners' adaptations to new schools and settings. Increased knowledge of language acquisition and function will help course participants refine curriculum structures and instructional strategies that support effective language learning. Finally, key issues surrounding the legal implications of working with second language learners will be addressed.

EDUC621 Online Learning for the Adult and the K-16 Learner (3 hours)

This course will examine the differences between the learning needs and abilities of the adult and the younger learner. The course will highlight the importance of differentiating instruction and course development between adult learners and K-12 learners. The adult learner may be viewed as a student who is a mature worker and approaching the achievement of a degree after they are more self-guided in their learning. The adult learner seeks learning to make sense and will rarely perform an activity that is not related or aligned. These adult learning attributes differ from the younger learner, who may need guidance in how to be self-directed and apply new information toward an important purpose and future direction.

EDUC622 Ethics and Legal Issues in Online Learning (3 hours)

The course will focus on the issue of ownership of certain types of intellectual property on the Internet, which has become a critical issue especially with emerging Web 2.0 technologies becoming so prevalent in our schools and culture. In this course the future online and hybrid educator will learn about the different types of potential copyright infringement and its implication for course development. There will be an attempt to dispel the common notion that since material is readily available on the Internet, it is now public domain and is free from copyright concerns.

EDUC623 Online Learning and Student Achievement (3 hours)

In this course students will develop an understanding of the structure of the different types of software/genres (application, drill and practice, tutorial and simulation), and their effect on raising student achievement. Future instructors (degree students) will

gain an appreciation for the types of online learning experiences that will enhance the online student experience. Scholarly literature that addresses student achievement gains via technology will be examined. Students will be introduced to a typology for software and interactive web experiences that predicts the effect of student achievement based on the unique features of interactive product.

EDUC624 Assessment of Online Learning (3 hours)

In this course students will examine various approaches to the assessment of online learning. The assessment will be focused toward a specific singular online offering in that students will learn to evaluate whether the online course achieved its goals and that effective instruction has actually occurred. Comprehensive models of assessment such as Stufflebeam's CIPP model will be applied to the evaluation of an entire program. This model will look at all aspects of instruction, such as frequent evaluation of textbooks and curriculum frameworks.

EDUC625 Instructional Design in Online Learning (3 hours)

In this course students will explore and evaluate the different types of online learning platforms, as well study the different components of asynchronous and synchronous instructional delivery. Students will demonstrate an ability to develop a complete online course for delivery in the Blackboard, Sakai, eCollege, Moodle, or other LMS environment.

EDUC626 Web 2.0 Technology Integration (3 hours)

This course will examine the different technology applications that have emerged as a result of the development of Web 2.0. Students will learn about the potential for using social networking sites as vehicles for effective communication that can promote as well as inform. Students will be introduced to the new world of writing applications for Apple proprietary products such as iPhone and iPad and other smart phones and tablet devices. In addition students will be exposed to cloud computing and GoogleDocs, and WebQuest applications for blended learning in traditional K-16 content curricula and delivery.

EDUC627 Group Counseling - Theory and Practice (3 hours)

Explores the theories and techniques associated with group counseling especially as they apply to school settings. The role of group counseling is discussed in relation to the effectiveness of the overall comprehensive counseling program. Candidates discuss the types, stages, and methods of organizing and facilitating groups. Consideration of issues involved in group work with persons from different cultural, religious, racial, and ethnic backgrounds is included. Ten hours of participation in a growth group is required during the eight week course. Students experience group counseling from a participant's perspective and reflect on group counseling skills. PREREQ: EDUC515

EDUC628 Social and Cultural Diversity Counseling (3 hours)

Examines the influence of cultural and ethnic differences and the delivery of counseling services. Candidates explore a variety of topics including culture, ethnicity, race, nationality, age, gender, sexual orientation, mental and physical characteristics, education, values, and socioeconomic status. Candidates discuss how cultural variables affect the counseling relationship. Topics include theories, strategies for effective multicultural counseling, ethical delivery of services, and culturally responsive assessments. This course is designed to develop self-awareness, knowledge, and skills in working with diverse populations. PREREQ: EDUC515

EDUC629 Personalized and Individualized Online Learning (3 hours)

This course will examine the current best practices for personalization for each individual student in our K-16 classrooms. Personalization is closely related to two additionally important terms; individualization and differentiation. All three terms require a shift in focus from a teacher centered approach to an authentic, student-centered approach. A true student centered focus requires that we tailor our lessons to the abilities, interests, preferences, future life dreams, socio-emotional attributes, and other needs of the individual student

EDUC636 Effective Instruction for the Inclusive Classroom (3 hours)

This course examines the particular role of the classroom educator in understanding a systematic approach to planning curriculum and instruction for academically diverse learners. This approach to effective instruction will focus on the classroom factors relating to the nature of the student and the essential meaning of the curriculum. Particular emphasis will be placed on classroom elements that the educator can differentiate – or modify – to increase the likelihood that each student will learn as much as possible, as efficiently as possible. This would include the areas of content, process, products, affect and learning environment. Additionally, there are three core student characteristics that educator must consider when creating curriculum and instruction: readiness,

interest, and learning profile. The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education.

EDUC637 Meaningful Inclusive Instruction and Co-Teaching (3 hours)

This course examines the role of the educator working collaboratively with other school and instructional personnel in an inclusion model. This approach to effective instruction will focus on the classroom factors relating to the nature of the student and the essential meaning of the curriculum. Particular emphasis will be placed on classroom elements that educators can differentiate – or modify – to increase the likelihood that each student will learn as much as possible, as efficiently as possible. This would include the areas of content, process, products, affect and learning environment. The idea of differentiating instruction to accommodate the different ways that students learn often involves working with others to reach this goal. (Prerequisite: EDUC 503)

EDUC640 Research Methods in Education (3 hours)

This course provides an overview of approaches to research; rationales for methodological choices; uses and abuses of research processes and findings; tools and techniques for finding or generating data; tools and techniques for analyzing data; decision-making and interpretation; making conclusions public; and ensuring that research participants are respected and valued throughout the process. Thorough coverage of these topics is designed to equip practitioners with the knowledge and skills necessary to select, evaluate, and apply findings from extant research related to issues at the individual, classroom, school, or district levels. Additionally, the course is designed to prepare practitioners to conduct high quality action research projects aimed at the individual, classroom, school, or district levels, or additional educational environments. PREREQUISITE COURSE: EDUC503, EDUC505, OR EDUC506.

EDUC641 Research Methods in Education Certification Track (3 hours)

This course provides an overview of approaches to research; rationales for methodological choices; uses and abuses of research processes and findings; tools and techniques for finding or generating data; tools and techniques for analyzing data; decision-making and interpretation; making conclusions public; and ensuring that research participants are respected and valued throughout the process. Thorough coverage of these topics is designed to equip practitioners with the knowledge and skills necessary to select, evaluate, and apply findings from extant research related to issues at the individual, classroom, school, or district levels. Additionally, the course is designed to prepare practitioners to conduct high quality action research projects aimed at the individual, classroom, school, or district levels. PREREQUISITE COURSE: EDUC502, EDUC503, EDUC505, OR EDUC506.

EDUC645 Career Counseling and Development (3 hours)

Career Counseling and Development explores career development theories and the career decision making process. Special emphasis is placed on strategies used by school counselors to assist children, adolescents, and teens in making career and educational decisions. Candidates learn how to encourage motivation by connecting personal values and interests with academics. Topics include multicultural considerations, the relationship between careers and other life roles, and assessment instruments relevant to career planning. The process of career development will be covered as well as the implications for students with disabilities. PREREQ: EDUC505 & EDUC507

EDUC650 21st Century Teaching and Learning (3 hours)

This course explores how technology may be used as a tool in the 21st Century classroom to facilitate changes in the ways teachers teach and students learn, and ultimately to stimulate positive changes in education. It also examines how educators can increase their own productivity by using technology for communication and collaboration among colleagues, staff, parents, students, and the larger community. Candidates will examine the benefits and possible drawbacks of technology use in their classrooms and learn how to integrate technology effectively into their teaching as a means to promote student learning. Candidates will discover how technology can be an engaging and effective tool in the classroom. Candidates will also have the opportunity to learn how to incorporate the latest technology and software into the curriculum to support learning. This course addresses the standards developed by the International Society for Technology in Education (ISTE). It also incorporates 21st Century Learning Skills. The importance of ICT (information and communication technologies) literacy is emphasized.

EDUC651 Technology Leadership in Education (3 hours)

The course is designed to help school administrators develop an understanding of how to create and support technological change through a systems approach. Topics include sources of resistance to change, tools for planning, decision-making and change,

creating and supporting a culture for learning and change, and managing and institutionalizing change systems. Administrators will learn the essential 21st century skills for success in today's world, such as critical thinking, problem solving, communication, creativity and collaboration, as well as skills and strategies for leading their school or district into the ongoing process of technology integration. (Prerequisite: EDUC503, EDUC506 or EDUC509)

EDUC652 Powerful Technology Applications for the Active Learning Environments (3 hours)

This course explores how technology may be used as a tool to facilitate changes in the ways teachers teach and students learn, and ultimately to examine how teachers can use technology more efficiently and effectively to improve student achievement. The course also examines how educators can increase their productivity by using technology for communication and collaboration among colleagues, staff, parents, students, and the larger community. This course addresses the National Educational Technology Standards for Teachers (NETS•T), developed by the International Society for Technology in Education (ISTE). (Prerequisite: EDUC 503)

EDUC655 Counseling Children, Adolescents, and Teens (3 hours)

Expands on the Counseling Theories (EDUC 535) course by providing a further evaluation of the theories, techniques, and strategies especially helpful when working with school age populations and their families in the context of a comprehensive school counseling program. The course explores counseling issues and provides specific techniques and strategies that are developmentally appropriate and applicable to the school setting. Discussions include methods for designing and evaluating intervention strategies and the application of ethical standards and legal requirements with this population. PREREQ: EDUC505 & EDUC507

EDUC664 Emerging Issues and Trends in Education Leadership Certification Track (3 hours)

This course examines a framework to address the emerging issues and trends in administration and supervision that have the potential to significantly influence the future direction of education. It describes how the educational leader can address emerging issues and trends, build the necessary leadership competence to respond to these issues and trends, and develop into a more accountable leader who can deal effectively with the need for school reform. Time will be spent studying the effects of media on student learning, taking into account that the K-12 students of the 21st Century are "digital learners" whose learning styles are likely to be quite different from those of K-12 teachers. Research, study, discussion, and writing assignments will enable candidates in this course to systematically analyze various issues and trends such as accountability, privatization, national standards, voucher plans, organizational change, the diverse school community, community resources and partnerships, marketing strategies and process, and other topics. Prereq: EDUC509

EDUC665 Emerging Issues and Trends in Education Leadership (3 hours)

This course examines a framework to address the emerging issues and trends in administration and supervision that have the potential to significantly influence the future direction of education. It describes how the educational leader can address emerging issues and trends, build the necessary leadership competence to respond to these issues and trends, and develop into a more accountable leader who can deal effectively with the need for school reform. Time will be spent studying the effects of media on student learning, taking into account that the K-12 and adult students of the 21st Century are "digital learners" whose learning styles are likely to be quite different from those of K-12 teachers and adult instructors. Research, study, discussion, and writing assignments will enable candidates in this course to systematically analyze various issues and trends such as accountability, privatization, national standards, voucher plans, organizational change, the diverse educational community, community resources and partnerships, marketing strategies and process, and other topics. Prereq: EDUC503

EDUC669 Education, Law, Ethics, and Politics Certification Track (3 hours)

This course explores legal, ethical and politics issues governing K-12 education in America and the legal responsibilities and powers of state and local governing bodies and individuals that arise in elementary and secondary schools. Topics include confidentiality, testing, liability for student injury, due process, search and seizure, staff appraisal, employment discrimination, church/state conflicts, control over the curriculum, the expression of controversial views, issues related to the financing and adequacy of state school finance plans, and the schools' authority to make rules governing student and teacher conduct. Issues surrounding in-school and in-district politics will also be discussed. Contracts, dismissals, tenure, retirement, liability of personnel and district, school district boundary changes, and bonding are also explored. Emphasis is given to federal and state statutes and case law affecting due process, liability, equal protection, and the rights of teachers and students in order to better understand

the risks in education management and possible strategies to reduce those risks. Prereq: EDUC509

EDUC670 Education Law, Ethics, and Politics (3 hours)

This course explores legal, ethical, and political issues governing K-16 education in America and the legal responsibilities, powers of state, and local governing bodies that arise in elementary and secondary schools. Topics include confidentiality, testing, liability for student injury, due process, search and seizure, staff appraisal, employment discrimination, church/state conflicts, control over the curriculum, the expression of controversial views, issues related to the financing and adequacy of state school finance plans, and the schools' authority to make rules governing student and teacher conduct. Issues surrounding in-school and in-district politics will also be discussed. Contracts, dismissals, tenure, retirement, liability of personnel and district, school district boundary changes, and bonding are also explored. Emphasis is given to federal and state statutes and case law affecting due process, liability, equal protection, and the rights of teachers and students in order to better understand the risks in education management and possible strategies to reduce those risks. Prereq: EDUC503

EDUC671 Integrated Elementary Mathematics and Sciences (3 hours)

This course is intended to allow the educator to examine the objectives, methods, instructional emphasis, and integration of elementary school mathematics and science. Educators are given the opportunity to examine research related to elementary school mathematics and science instruction with an emphasis on innovative programs. The course also includes an analysis of teaching mathematics and science to elementary school children with emphasis on current educational trends, curricular materials, and techniques. The use of instructional technology and resources as an enhancement to understanding the teaching of math and science will also be explored.

EDUC672 Integrated Elementary Language Arts and Social Studies (3 hours)

This course explores the keys to successful integration of language arts into the elementary social studies curriculum. It will enhance understanding and appreciation of social studies content and processes and language arts skills that promote progress toward social education goals. Social studies is integrative by nature (National Council for the Social Studies, 2009). Powerful and purposeful social studies incorporates language arts skills to help young learners use context clues to suggest meaning, decipher maps and charts, and interpret primary and secondary source documents. Knowing innovative ways to integrate language arts into the social studies curriculum is extremely important. A high quality integrative social studies and language arts curriculum brings forth carefully chosen Big Ideas and Essential Understandings with authentic action to promote social understanding and civic efficacy. This course will delineate the integrative nature of elementary social studies and explore the ways in which literature adds depth and breadth. (Prerequisite: EDUC 503)

EDUC680 Principal Internship (3 hours)

This is an experiential course where candidates intern as school principals in K-12 schools under the direct supervision of qualified professionals. The intern candidate will work in either an elementary or secondary school setting to develop professional skills related to supervision and demonstrate mastery of the essential skills required by school principals. Interns are placed under the supervision and coaching of an APUS faculty member and an onsite certified school principal.

EDUC690 Student Teaching (9 hours)

This course, the required semester of student teaching, provides the teacher candidate classroom experiences under the direction of a fully licensed teacher. At least half of the classroom time must be spent in supervised direct teaching activities in the concentration area sought. Candidates are expected to participate in school opening sessions if the student teaching is conducted in the fall semester; or school closing activities if the student teaching is conducted during the winter semester. In addition, candidates are expected to fully participate in the life of the school community. EDUC 690 will only be offered during the months when classes are in regular session in order to ensure that candidates have an authentic experience. Candidates must coordinate start dates with the Coordinator of Field Experience.

EDUC696 Practicum (6 hours)

This course will offer the candidate an opportunity to observe and experience 100 hours of counseling activities in the school setting under direct supervision of an experienced school counselor. Candidates are required to complete specialized assignments that enhance their understanding of the role of the counselor in the school environment. Candidates observe and engage in activities with experienced school counselors which may include classroom guidance, group counseling, and individual counseling in

addition to other school counseling related activities. Candidates are required to participate in group supervision sessions and complete weekly journals that document their on-site experiences and theoretical knowledge. Discussions include ethics, working with different populations, and practical issues in delivering a comprehensive school counseling program. All other degree requirements must be completed prior to registration. Prior permission is required in order to take one other course concurrent with the Counseling Practicum.

EDUC697 Clinical Supervision (3 hours)

Clinical supervision is a professional candidate teaching experience that is a result oriented, performance based experience requiring the demonstration of a satisfactory level of teaching performance. The clinical requires demonstration of teaching competencies in a school setting under the direction of cooperating teachers and university supervisors. The clinical experience provides the candidate teacher with the opportunity to learn, in depth, the full role and meaning of teaching in a supervised school setting. Experiences include planning and organizing for instruction, developing classroom teaching competencies and skills, evaluating student progress, participating in extra-curricular activities, working with special school personnel, and utilizing 21st Century Learning Resources in the instructional program. The candidate teacher is placed in the clinical for a minimum of 12 weeks. Throughout the course, candidate teachers are required to keep logs and journals of their experiences and to review the teaching/learning process with their supervisors.

EDUC698 Capstone: Action Research (3 hours)

Accomplished teachers have a rich understanding of the subject(s) they teach and associated content area pedagogical practices. In this course, candidates will assess their teaching practice in the context of previous coursework, observational experiences, and teaching. They will apply content area knowledge to contemporary theory through the development of artifacts and reflective pieces related to praxis. Candidates will also engage in discourse related to emerging social and philosophical issues in teaching to prepare them to be informed practitioners. This course will focus on action research in a classroom situation. Its purpose is to inform candidates with respect to ongoing pedagogical practices.

EDUC699 Internship (6 hours)

During this 600-hour internship course the counselor candidate will work in either an elementary and/or secondary school setting (K-12) to develop professional skills related to counseling and demonstrate mastery of the essential skills required by school counselors as identified by CACREP standards. This experience will provide an opportunity for candidates to apply knowledge and skills while working under the supervision of an approved, experienced, and certified/licensed school counselor. Candidates are also required to meet weekly with their university supervisor for group supervision and engage in weekly individual/triadic supervision. Candidates are placed in settings which align with career goals and interests and provide services in alignment with the ASCA National Model including individual counseling, group counseling, consultation, collaboration, advocacy, and other activities typical in that setting. This course is offered when school is in active session in order to ensure that candidates have an authentic experience. PREREQ: EDUC696. Successful completion of Practicum must be completed before candidates are approved to register for this course.

HIST681 Special Topic: Teaching New American History (3 hours)

This course prepares teachers to offer a professional development workshop based on the principles of Powerful and Authentic Social Studies (PASS), a program developed by the National Council for the Social Studies. Teachers will learn the three criteria of PASS and how these are applied to standards for developing curriculum, creating assessments, and providing effective instruction. Using content from "new" American history that reflects a change in perspective or interpretation, teachers will learn how to critique and create their own curriculum units, assessment tasks, and instructional video-recordings. Teachers will consider a variety of factors in providing PASS workshops to others.

Graduate Course Descriptions

Emergency Management

EDMG501 Emergency Management and Public Law (3 hours)

This course identifies the public law, regulation, and associated policy that facilitates and in some cases restricts emergency management planning, recovery, and relief. Topics include national, state, and local issues and examples of public law. The course also covers issues associated with intergovernmental (fire, police, EMS, emergency management, military, etc.) action in emergencies as such action relates to regulation or public law.

EDMG502 Emergency and Disaster Theory (3 hours)

This course addresses the fundamental principles and theory of emergency and disaster. It covers the conceptual necessities for effective preparation, response, and recovery. It identifies specific examples of effective theory in practice in different systems.

EDMG503 Emergency and Disaster Planning and Management (3 hours)

This is a survey course that is designed to introduce students to the concepts of emergency management. Topics covered include the history of the field, hazard analysis, mitigation, planning, communication, response, recovery, and terrorism. Students conduct interview research with an emergency manager and conduct a site visit of an emergency operations center.

EDMG509 Interagency Disaster Management (3 hours)

This course deals with the interaction, coordination, and facilitation between federal, state, and local AND the different functions associated with emergency and disaster management (fire, police, emergency medical, military, public health, etc.) during public crises. Included in the course is in-depth study of current policy and plans associated with interagency cooperation, shortfalls in interagency and intergovernmental efforts, principles for effective interorganizational behavior, and concepts for closer interorganizational action.

EDMG515 Hazard Mitigation and Resilient Communities (3 hours)

This course provides an overview of what is known about natural hazards, disasters, recovery, and mitigation, how research findings have been translated into policies and programs; and a sustainable hazard mitigation research agenda. The course also provides an examination of past disaster losses and hazards management over the past 50 years, including factors--demographic, climate, social--that influence loss.

EDMG530 Economics of Disaster (3 hours)

This course is a study of the economics associated with international, national, state, or local level disaster. Students will study, analyze, and conduct research on the direct and indirect economic losses associated with disaster. The course will cover the economics associated with both public and private institutions.

EDMG540 Research Methods in Emergency and Disaster Management (3 hours)

This course in research methods will prepare the emergency and disaster management graduate student to understand material and issues associated with but not limited to the logic of the scientific method, research design, and qualitative and statistical analysis of data. Students will be afforded to opportunity to begin to conduct research on topics within the field of emergency and disaster management. This course is intended to provide a foundation from which the student may use the knowledge and practices gained in this course throughout the rest of their graduate program.

EDMG541 Mass Casualty Incident Management (3 hours)

This course deals with the casualty consequences of large scale emergency, disaster, and/or destruction. Public health, emergency casualty services, mortuary, and other issues are addressed using case examples, theory, and principles that have been researched, studied, and documented in international, national, and local settings.

EDMG548 Disaster: Human Services and Administration (3 hours)

This course examines the emergency and disaster management role in caring for people. The roles of the Department of Health and Human Services are examined, along with those of other federal agencies. The course then evaluates the range of threats that could endanger people and society, including war and terrorism. Services supporting physical protection, psychological

recovery, and considerations of special populations are analyzed. Crisis interventions are discussed, as well as the concepts of stress management and resiliency.

EDMG560 Crisis Action Planning (3 hours)

This course is a survey of the capabilities and limitations of the systems and procedures that affect joint planning in time-sensitive situations, and the criteria for the use of force and the need for Crisis Action Planning (CAP).

EDMG565 Consequence Management: Terrorism Preparation & Response (3 hours)

This course addresses the potential results from nuclear, biological, and chemical incidents or uses. Topics include public health consequences of such incidents, emergency planning and response measures in place among U.S. agencies, and emerging detection and management technologies. Existing vulnerabilities to these types of incidents and attacks will also be discussed.

EDMG611 Case Analysis: Crisis and Disaster (3 hours)

This course is an in-depth look at specific public crises to examine preparation, response, and recovery from them. Included in the course are issues of leadership and decision making, organizational structure, and training, among many other issues that are brought to bear when a crisis strikes a nation, state, locality, or community.

EDMG612 Risk Communications (3 hours)

This course gives the student an arsenal of usable tools and techniques that are universally prescriptive and can be implemented in nearly every risk-associated situation, from public health to accidents to terrorist attacks and even to challenges to corporate reputation management. Students who complete this course will be prepared to make the best possible decisions during a crisis emergency about the effected population's well being, and communicate those decisions, within nearly impossible time constraints, and ultimately, to accept the imperfect nature of choices as the situation evolves.

EDMG698 Separate Comprehensive Exam (0 hours)

THIS COURSE WILL REQUIRE A PROCTORED EXAM. Comprehensive final examination for students in the Master of Arts in Emergency Management program. The "Comprehensive Final Exam" is tailored specifically to each program and must be taken after students have completed 36 hours of study (i.e. during the semester following the final course) and successfully completed before the award of a degree.

EDMG699 Master's Capstone Sem. In Emerg. and Dis. Mgmt (3 hours)

This course is available to graduate students majoring in emergency and disaster management. Students may enroll in this course or take the comprehensive examination option. This course will involve a major research paper or thesis option that demonstrates understanding of the program objectives. The research paper and thesis option will demonstrate understanding of social science research methodology. A Research Manual with explicit guidance for the research paper and thesis option will be available. Students electing this option must use this as one of the graduate electives. The student shall select their research paper or thesis option professor from designated APUS faculty. Students should confer with the professor overseeing the research paper or thesis option to determine which exit option is the best for the student's needs.

Graduate Course Descriptions

Environmental Science

EVSP500 Research Methods for Environmental Science and Policy (3 hours)

RECOMMENDED AS FIRST PROGRAM COURSE. REQUIRED AS ONE OF FIRST THREE PROGRAM COURSES. This course presents the research methods commonly used by environmental scientists and professionals. The course will prepare the student to understand the scientific method, the principles of research design, and the statistical analysis of data. The course is intended to provide the student with a foundation in research methods that will be employed throughout the their graduate program

EVSP501 Environmental Management (3 hours)

This course focuses on the analysis and resolution of complex environmental management issues. Environmental Management investigates the use of management tools and strategies to resolve complex environmental problems and controversies, including application of adaptive management, structured decision-making, and negotiation principles, and incorporating stakeholders, economic drivers, and the human element. Environmental leadership, collaboration, and conflict resolution will be emphasized, with due consideration to the use of sound scientific data in environmental decision making. Students will be expected to use critical thought, innovation, and creativity to formulate an adaptive management plan for a highly controversial environmental issue or policy as their course final project.

EVSP502 Environmental Economics (3 hours)

This course is a qualitative and quantitative study of the public and private economic costs and effects of environmental programs, industrialization, regulation, and international and national environmental policies, among other issues.

EVSP503 Environmental Policy, Regulation, and Law (3 hours)

This course is a study of the major legal, regulatory, and policy framework that encompasses environmental programs and projects in the United States and with international political, commercial, and non-governmental institutions. The primary learning approach used in this course will be case studies.

EVSP504 Fisheries Management (3 hours)

This course examines the principles and theory of fisheries management with major emphasis on the human dimension in fisheries management, fishery assessment, population dynamics, and common management practices. Course Objectives: • Apply ecological concepts and principles to problems in fisheries management. • Select and apply the quantitative methods of fisheries assessment. • Assess the habitat requirements of both common and threatened and endangered fisheries resources. • Apply a variety of methods and techniques used to manage fish populations and their habitats. • Apply the concept of ecosystem management to fisheries management activities. • Analyze the regulations and issues (social, economic, ethical, and ecological) in the management and conservation of fisheries resources.

EVSP505 Wildlife Management (3 hours)

This course examines the principles of managing wildlife resources with emphasis on the history of wildlife resources in the United States, population ecology, wildlife values, and the administration of wildlife resources and resources agencies. Course Objectives: • Apply ecological concepts and principles to problems in wildlife management and conservation. • Discriminate between the various methods of estimating population abundance, growth, and survivorship. • Assess the habitat requirements of both common and threatened and endangered species. • Assess the role of collaborative efforts in the management of wildlife populations. • Apply the concept of ecosystem management to wildlife conservation and management activities. • Analyze regulations and issues (social, economic, ethical, and ecological) in the management and conservation of wildlife populations.

EVSP506 Restoration Ecology (3 hours)

This course will examine the concept of restoration ecology, which employs science, applied techniques, and environmental design principles to restore ecological processes and biological communities on disturbed, degraded, or altered landscapes. Students will conduct scientific study and explore techniques used in restoring endangered species, native prairie, rare plants, riparian areas, streams, rivers, lakes, wetlands, watersheds, woodlands, and wildlife habitat. Course Objectives: • Explain the philosophy, scientific foundation, and challenges of restoration ecology. • Apply the principles of restoration ecology through the development

of a detailed restoration plan. • Analyze habitat requirements, ecosystem function, and anthropocentric influences to determine the restoration approach for a species or population. • Assess the various scales of restoration (organism to landscape) to develop a holistic approach to ecosystem restoration and management. • Analyze the impacts and threat of climate change on ecosystems.

EVSP507 Conservation Biology (3 hours)

This course examines the development of major areas in conservation-oriented research that include patterns of biodiversity, extinction, conservation genetics, conservation of populations, communities and landscapes, and ecological sustainability. Course Objectives: • Describe the processes of extinction, species conservation, and biodiversity. • Analyze the regulations, policies, and treaties that support biological conservation. • Assess the role of conservation genetics theory in the preservation of biodiversity. • Select and apply quantitative methods to conduct for population viability analyses. • Identify potential management strategies that incorporate the human dimensions in conserving species. • Develop defensible strategies for conservation of a species or a system of concern.

EVSP508 Environmental Ethics (3 hours)

This course is an advanced study of environmental issues from a moral and philosophical approach. Issues raised in the course and through student research and writing will include: the moral obligation or lack thereof, to preserve and protect the environment; the ethical presumptions that underlie environmental policy; the traditional theories of moral philosophy applicable to contemporary environmental problems; and the potential for a new concept of the relationship between humanity and nature.

EVSP558 Watershed Management (3 hours)

In recent years, water resource management in the United States has begun a shift away from top-down, government agency-directed decision processes toward a collaborative approach of negotiation and problem solving. Rather than focusing on specific pollution sources or specific areas within a watershed, this course will present this new process, considering the watershed as a whole, and seeking solutions to an interrelated set of social, economic, and environmental problems. Through readings, discussions, and current and historical case studies, students will explore a wide range of threats to the productivity and health of watersheds and explore new, collaborative approaches to watershed management.

EVSP560 Environmental Risk Assessment (3 hours)

An overview of the concepts of risk assessment. Topics include the four core parts of a risk assessment, as denoted by the National Academy of Sciences: hazard assessment, dose-response assessment, exposure assessment and risk characterization. Methods of measurement and modeling are discussed, along with key questions concerning uncertainty. Differences in the risk characterizations of substances under different use conditions and legal requirements are studied. Case studies will serve to illustrate the risk assessment and site remediation processes.

EVSP561 Elements of Sustainable Design (3 hours)

This course is an introduction to the philosophical and practical principles of green and sustainable design through the exploration of environmental issues, sustainable materials and methods, and public policy and decision making. Sustainability principles, policies, and programs that encourage and guide current initiatives are analyzed. Innovative strategies for implementing sustainable projects, programs, and practices are investigated through the review of case studies and completion of a final course project.

EVSP594 Environmental Toxicology (3 hours)

This course presents an introduction to the dynamics of ecosystems and the effects of toxic substances on its living and nonliving components, and incorporating human health issues and concerns. Students will examine the regulatory framework for environmental contaminants issues and detail the federal regulations, policies, and guidelines under which current environmental remediation is done. A key aspect of the course will be the application of risk assessment principles through case studies to gain an understanding of how to develop remediation plans and restoration alternatives that meet or exceed established regulatory guidelines.

EVSP605 Energy Policy and Sustainability (3 hours)

This course is an introduction to energy policy and decision making, primarily in the United States. Students will examine the nature and scope of environmental, energy, and resource problems, analyze the goals and strategies of the renewable energy movement, investigate ideological, political, and institutional forces that shape policymaking and implementation, and conduct in-

depth analyses of the various approaches to U.S. energy needs. An exploration of renewable energy technology, feasibility, and implementation is incorporated through the analysis of case studies and current events.

EVSP610 Fundamentals of Environmental Systems (3 hours)

This course focuses on the major human, technological, and natural dynamics that factor into environmental systems. The course includes the study of natural systems, change, and the life-cycle of environmental systems.

EVSP620 Political Ecology (3 hours)

Political ecology is an interdisciplinary field of research that integrates the methods and materials of anthropology, economics, geography, history, political theory, and sociology. This course will present political ecological perspectives in the context of the study of the history and politics of American and global environmentalism. Political ecology examines the historical role of economic systems, science, language and discourse, ideology, gender, property systems, and the everyday politics and culture of the community and the household in shaping human relationships with nature.

EVSP627 Landscape Ecology and Planning (3 hours)

Landscape planning and ecology is a rapidly developing area of study that explicitly examines the effects of spatial pattern and scale on ecological processes that unfold over areas of several square miles or larger. Thus, landscape ecology and planning provides many concepts, tools, and approaches that will enhance the effectiveness of endeavors such as watershed management, ecosystem management, design of conservation reserves and green infrastructure, and smart growth. The goal of this course is to give students a firm grasp of the concepts of landscape ecology and planning and how they can be applied to enhance the effectiveness of environmental policy, management, regulation, and assessment.

EVSP628 Global Environmental Change (3 hours)

The study and consideration of global environmental and climate change are of increasing significance to society. In this course, students will examine the evidence for and causes of global environmental change and will analyze potential impacts on environmental policy and society. Emphasis will be on the implications of environmental change for environmental managers, including management decision-making, the adequacy of the current regulatory framework in addressing these problems, and the effect on future policy and legislation.

EVSP629 Environmental Impact Analysis (3 hours)

This course focuses on the study and review of the National Environmental Policy Act of 1969 (NEPA) and related environmental legislation. Emphasis will be on the practical, rather than the theoretical, application of NEPA requirements. Students will conduct detailed analyses of the environmental assessment process, and assess the environmental, societal, and economic impacts of large-scale federal projects and programs. Course assignments will require students to write and review environmental impact documents, formal letters of comment, and procedural documents.

EVSP630 Waste Management and Pollution Control (3 hours)

This course addresses the history, contemporary situation, and future outlook for waste management and pollution control. Topics covered in the course include the major waste management and pollution legislation and public law at international, national, and local levels; major private companies and non-profit organizations involved in waste management and pollution control; leaders in the industries from both public and private sides; societal costs and benefits for the waste management and pollution control industry, among other issues.

EVSP697 Fish and Wildlife Seminar (3 hours)

This course will consist of an internship or practicum at a park, refuge, or other land managed for fish and wildlife or at an approved non-profit organization that allows the student to gain field experience in the discipline. The experiential or practical component of the class aims to apply learning in an aspect of interest related to the field of fish and wildlife management. It is understood to be a supervised practicum that requires approval by APUS before entering into a relationship with the organization. The selection of an organization or site for the practicum must relate to the content of the student's course. Goals of the applied practicum seminar will be submitted by the student for approval to the Instructor and Program Director. The practicum will serve as an opportunity to experience the practice of an area of fish and wildlife management related to the focus of the student's degree. This seminar should be completed in one of the student's last few semesters. Course Objectives: • Apply ecological concepts of fish and wildlife management in applied situations. • Collaborate with professional fish and wildlife managers to

implement a project or program. • Demonstrate scientific writing and professional speaking skills. • Analyze contemporary fish and wildlife management problems and develop appropriate approaches to conservation of species and habitats. • Critique fish and wildlife management techniques and methods in a field context. • Exhibits professionalism in the field of fish and wildlife management.

EVSP698 Separate Comprehensive Exam (0 hours)

Comprehensive final examination for students in the Master of Science in Environmental Policy and Management program. The "Comprehensive Final Exam" is tailored specifically to each program and must be taken after students have completed 36 hours of study (i.e, during the semester following the final course) and successfully completed before the award of a degree.

EVSP699 Master's Capstone Seminar in Environmental Policy and Management (3 hours)

The Master's Capstone Seminar option includes a thesis, or a major research project or paper in lieu of the final comprehensive examination, which has no credit hours. Those who elect this option may reduce their electives by three semester hours to accommodate the seminar option credit. This option is desirable for those students who wish to focus on specific subject matter of an interdisciplinary nature or who would like to continue their education at a higher level. Students electing this option must use this as one of the graduate electives.

Graduate Course Descriptions

Finance and Accounting

ACCT600 Intermediate Accounting I (3 hours)

A comprehensive study of the financial statements, with special emphasis on valuation of each class of asset. Also reviewed are the concepts and principles underlying accounting and their application in the accounting process. Students must have access to Microsoft Word and Microsoft Excel software.

ACCT601 Intermediate Accounting II (3 hours)

A continuation of Intermediate Accounting I, emphasizing liability and stockholders' equity accounts, revenue recognition, inflation accounting, statement of cash flows and financial analysis are included. Students must have access to Microsoft Word and Microsoft Excel software. (Prerequisite: ACCT600).

ACCT602 Financial Statement Analysis (3 hours)

A study of the techniques used to interpret and analyze financial statements effectively. Managers, accountants, investors and analysts often perform analytical procedure to learn more about what is being reported by public corporations. The viewpoint is that of the user of financial statements. This course is designed primarily for students who expect to be intensive users of financial statements as part of their professional responsibilities. Students must have access to Microsoft Word and Microsoft Excel software. Prerequisite: ACCT 695 or an equivalent graduate level course in Principles of Accounting.

ACCT605 Cost Accounting (3 hours)

A basic analysis of accumulating and reporting of costs of operations, budgets and other tools of management for measuring profitability of a business enterprise are studied. Emphasis is given to the various cost systems —job order, process cost, standard cost and variable costing. Students must have access to Microsoft Word and Microsoft Excel software. (Prerequisite: ACCT601).

ACCT610 Advanced Accounting (3 hours)

An advanced analysis of accounting theory and practice designed to prepare the accounting major for complex problems that arise from partnerships, consolidations and mergers, receiverships, and governmental units. Also a study of the theoretical and practical approach of accounting, budgeting, reporting and auditing for governmental units, colleges and universities, hospitals and other not-for-profit organizations. Students must have access to Microsoft Word and Microsoft Excel software. (Prerequisite: ACCT601).

ACCT612 International Accounting (3 hours)

A study of financial reporting for international firms who operate in the global environment. Course topics include International Financial Reporting Standards (IFRS), auditing the global firm, financial reporting outside of the United States, international financial disclosure issues, accounting harmonization, ethics, foreign exchange, and cultural issues. Students must have access to Microsoft Word and Microsoft Excel software. Prerequisite: ACCT600

ACCT615 Individual Tax Research and Planning (3 hours)

A study of income determination and concepts for individuals with emphasis of the impact of taxation on personal and/or business decisions, elementary research techniques, and an understanding of the IRS tax code. Students must have access to Microsoft Word and Microsoft Excel software.

ACCT616 Advanced Federal Taxation (3 hours)

This course is a continuation of ACCT615 Individual Tax Research and Planning for students with an interest in continuing their study of Federal Taxation. The course will consider tax reporting issues for regular C Corporations, S Corporations, and Partnerships. A brief introduction to International Tax transactions and Federal Estate and Gift Taxes is included. Students must have access to Microsoft Word and Microsoft Excel software. (Prerequisite: ACCT615)

ACCT620 Forensic Accounting (3 hours)

A survey of the rapidly developing and increasingly relevant discipline of forensic accounting with emphasis on such topics as identifying fraudulent financial statements, skimming, cash larceny, check tampering, billing schemes, payroll and expense reimbursement irregularities, non-cash misappropriations, corruption, and interviewing witnesses; emphasis on the techniques for

detecting, measuring and preventing fraud from an analysis of organizations such as WorldCom, Enron, Cendant, Adelphia, Freddie Mac, Fanny Mae and others. Students must have access to Microsoft Word and Microsoft Excel software. (Prerequisite: ACCT610).

ACCT630 Financial Accounting Theory Capstone (3 hours)

A study of the accounting function, its role in society, and the theory that provides the underpinning for modern financial reporting. The course will provide an understanding of Generally Accepted Accounting Principles and how these principles affect financial accounting and reporting for business entities. Topics covered include revenue recognition principles, accounting for leases, accounting changes, error corrections, and other related topics. All core courses must be taken prior to the capstone course. Students must have access to Microsoft Word and Microsoft Excel software.

ACCT695 Accounting Theory and Concepts (3 hours)

A study of how organizations process and report accounting information. Topics include the accounting cycle, adjusting and closing entries, financial reporting, and analyzing financial reports. Students must have access to Microsoft Word and Microsoft Excel software.

ECON600 Managerial Economics (3 hours)

This course is designed to use economic analysis to enhance business decision-making within private businesses, not-for-profit institutions, and public agencies. Economic concepts covered include demand analysis, production and cost analysis, linear programming applications, pricing policies and regulation.

ECON610 Global Economics (3 hours)

This course is a study of theory and concepts fundamental to understanding the global economy. Students learn to analyze the global business environment of industrialized developing countries, and to think strategically, using micro and macroeconomics principles.

FINC600 Corporate Finance (3 hours)

This course is a study of the major corporate finance and financial management theory, strategy, processes, functions, and other issues. Topics include the finance function, concepts of sources and uses of funds, analysis and estimation of need for funds (short- and long-term), short-term sources, working capital management policy, long-term sources, capital structure policy and implementation, capital budgeting and the cost of capital. Students must have access to Microsoft Word and Microsoft Excel software.

FINC605 Financial Accounting (3 hours)

This course examines the nature of accounting theory and practice, procedures, and preparation and interpretation of financial statements. The various uses of accounting information in decision-making, accounting issues concerning income and cash flows, economic resources and capital will be discussed. Students must have access to Microsoft Word and Microsoft Excel software.

FINC610 Financial Institutions (3 hours)

This course provides students with an overview of the basic contributions in the modern theory of corporate finance and financial institutions. The course is methodology oriented in that students are required to master necessary technical tools for each topic. The topics covered may include capital structure, distribution policy, financial intermediation, incomplete financial contracting, initial and seasoned public offerings, market for corporate control, product market corporate finance interactions, corporate reorganization and bankruptcy, financing in imperfect markets, security design under adverse selection and moral hazard, and some selected topics. In-depth analysis of the financial system in which banks, other intermediaries, and non-financial organizations function. Students must have access to Microsoft Word and Microsoft Excel software.

FINC615 Investment Management (3 hours)

The Investment Management course is designed to provide students with rigorous preparation in the areas of portfolio management and investment analysis. The course will focus on topics including risk, return and the institutional structure of stock and bond markets, theory of portfolio analysis and performance evaluation. Methods employed in managing portfolio choices and asset allocation will also be presented. Students must have access to Microsoft Word and Microsoft Excel software.

FINC620 International Finance (3 hours)

This course provides an understanding of current academic research in the areas of international finance and international

macroeconomics. Students will learn the tools for conducting research in this field. A comprehensive overview of currency, equity, and international bond markets around the world. Institutional, theoretical issues, and current trends will be analyzed. A strong emphasis will be placed on the hedging techniques and tools used to reduce the risks associated with those financial markets. Students must have access to Microsoft Word and Microsoft Excel software.

FINC625 Entrepreneurship Finance (3 hours)

This course is designed to provide the student with the ability to analyze the various processes and sources of seed and venture capital for funding a new enterprise – debt and equity. Planning for the funding aspect of a new venture is critical and this course will address the alternative sources of funds for carrying out the mission of the venture. Students must have access to Microsoft Word and Microsoft Excel software.

Graduate Course Descriptions

History

HIST500 Historical Research Methods (3 hours)

The course addresses the development of core research skills for advanced historical study. Through case studies analyses, the evaluation of different types of historical evidence, and the consideration of how valid research questions are formulated and applied, it is designed to refine the critical thinking, research, and writing skills that are fundamental to valid historical scholarship.

HIST501 Historiography (3 hours)

This course is the study of historical thought from its emergence in the classical world to the present. Students concentrate on how history has been interpreted, rather the facts of history themselves as well as contemplate the fundamental questions about the nature of history, and investigate the relationships between theory and evidence in historical writing. Emphasis is on the narratives historians have used to reconstruct the past, and the major historiographical schools of thought that have developed over time.

HIST510 Graduate Seminar in World History (3 hours)

This course is a comprehensive seminar in world history designed to provide a foundation in historical theory, trends, and concepts for further study of topical history at the graduate level. Students examine the broad sweep of world history, major interpretive questions in world historiography, and major periods of interaction between civilizations. This course is not designed as a refresher of undergraduate history survey courses; rather, it is a concentrated study of world history for serious history students and professionals.

HIST520 Graduate Seminar in U.S. History (3 hours)

This course is a comprehensive seminar in U.S. history designed to provide a foundation in U.S. historical theory, trends, and concepts for the further study of specialized and topical history at the graduate level. Students should be expected to read and write intensely on both broadly and narrowly addressed topics of history. This course is not designed as a refresher of undergraduate history survey courses; rather, it is a concentrated study of U.S. history for serious history students and professionals.

HIST521 Seminar in Public History (3 hours)

The Seminar in Public History examines the varied and interdisciplinary "field" of Public History--such as community/local history, historic preservation, archives, historical archaeology, museum studies, business and policy history, documentary editing and publishing, and documentary films--through readings, class discussions, occasional guest speakers, and occasional field trips. The central theme explores some of the many ways people create and convey history, some of the major themes in community and social history, and the problems and possibilities of working as historians in public settings.

HIST522 Archives and Manuscript Management (3 hours)

This course examines the theory and practice of managing archival documents, such as personal papers, institutional records, photographs, electronic records, and other unpublished materials. Topics include: manuscript and records acquisition and appraisal, arrangement and description, conservation and preservation, reference, and access. The course provides in-depth study of current issues and practices in archives, addressing fundamental problems, theoretical principles, techniques, and practical administration of archives and manuscripts; the importance of records in the modern information age; discussion of the types and varieties of archival repositories and the value of historical records beyond traditional research use.

HIST523 Theory and Practice of Oral History (3 hours)

This course explores oral history as a research methodology and studies the current "historiography of oral history." The topics examine how oral history projects are initiated, how projects are administered, how interviews are conducted, and how oral history interviews are preserved and made available to researchers. Special emphasis is on the use of technology in making oral histories available to researchers on the Web. Students will gain practical experience in oral history interviewing and related aspects of oral history, such as transcribing, editing, and publishing oral histories.

HIST525 West Virginia History and Culture (3 hours)

This course is an historical survey of West Virginia and the Central Appalachian's development from prehistoric times to the

present time. Areas stressed include Native American settlements, colonial migrations, revolutionary activities, Civil War and statehood, industrialization, and the region's assimilation into the national economy.

HIST531 The Greek Civilization (3 hours)

This course is a study of Greek civilization from its beginnings to the collapse of the independent city-states in the 4th century BC. Emphasis is on ancient Greece's constitutional, political, economic, social, diplomatic, military, artistic, philosophical and intellectual dynamics. Key topics include the Greek way of land and naval warfare, maritime trade and the economy, Peloponnesian and Persian Wars, the "Age of Pericles" and the Classical Age of Athens, the rise and fall of Spartan power, the rise of Athenian democracy, and the impact of Ancient Greece on the evolving Western Civilization.

HIST532 The Roman Republic and Empire (3 hours)

This course is a study of Roman civilization from its beginnings to the collapse of the Western Roman Empire in the 5th century AD. The course emphasizes ancient Rome's constitutional, political, economic, social, diplomatic, military, naval, maritime, artistic, architectural, engineering, legal, philosophical and intellectual dynamics. Key topics include the Roman way of land and naval warfare, maritime trade and the economy, Punic and Gallic Wars, imperial expansion, transition from Republic to Empire, the Imperial system, Republic and Imperial constitutions, and the impact of Ancient Rome on the evolving Western Civilization.

HIST533 Late Antiquity and Byzantium (3 hours)

This course covers the period from the eighth century B.C. colonization of the Mediterranean and the founding of the Byzantium seaport in 667 B.C. through the First and Second Golden Ages, to the fall of Constantinople in 1453 to the Ottoman Turks. The roles of great Byzantium leaders such as Constantine the Great, the spread of Christianity throughout the Roman Empire, the recapture of Constantinople from the crusaders, and the impact of Byzantium culture on Western intellect are studied.

HIST534 Medieval Europe (3 hours)

This course is a study of European social, political, economic and religious institutions and cultural and intellectual phenomena in the light of the changing historical environment from the end of the Ancient World to the Renaissance. Students examine major milestones from roughly 300 to 1500 AD. Special emphasis includes the importance of the Crusades, development of the Mediterranean as an important venue for the exchange of goods and ideas, and changes in medieval military organization, strategy and technology.

HIST535 Renaissance and Reformation (3 hours)

This course examines the history of the Renaissance as a European wide movement emanating from the Italian peninsula; the crisis of the church medieval and the rise of the Renaissance papacy; Humanism, with special emphasis on the great painters, architects, and sculptors; the Renaissance city-states, Machiavelli, and the Renaissance monarchies of France, England, Spain, and the Holy Roman Empire; the continuing crisis of the church medieval and the religious upheavals of Protestantism; the work of Luther, Calvin, Zwingli, and the Anabaptists; the Catholic Reformation; the age of civil and religious wars.

HIST536 History of the Enlightenment (3 hours)

This course is a study of the major social, political and cultural changes in Europe from the death of Louis XIV to the fall of Napoleon. Topics include the intellectual history of the Enlightenment, the causes of the Revolution, the development of radical ideologies, social and political instability, the French impact on Europe, and the achievements of Napoleon as civil administrator, military strategist, and commander.

HIST543 18th and 19th Century Europe (3 hours)

This course investigates the intellectual, social, and economic history of Europe from the Glorious Revolution of 1688 to the onset of the Great War in 1914. The major focus is on the Enlightenment, the Industrial Revolution, the Age of Ideologies, and the new imperialism prior to the World War I. While emphasizing the intellectual history of Europe, the course also investigates the social and economic structure of 18th and 19th century Europe.

HIST551 The American Revolution in Context (3 hours)

This course is a comparative study to demonstrate the importance of the historical context of any great military event. Context includes all aspects of a society or culture and in this case, 18th century British and colonial American political and constitutional philosophies, social norms and societal structure, economics, religious concepts, and foreign and diplomatic policy. Students

examine issues such as divergent historiographical opinions on the degree of American constitutional conservatism versus political and social radicalism, and the nature of the soldiery of the continental Army.

HIST552 The Civil War: Seminal Event in American History (3 hours)

This course is a study of the political, economic, cultural, and social aspects of the Civil War as a seminal event in our nation's history. Students explore the causes of the war, how a nation coped with the struggle across multiple dimensions, and how we dealt with the conflict's aftermath. Special emphasis is on the continuing debate that the impact of the Civil War had on both the North and the South.

HIST555 The United States in the 20th Century (3 hours)

This course examines the changes in American society at the end of the 19th century as it confronted the issues of industrialization, immigration, and urbanization. It explores the open conflict between the advocates of isolationism and collective security and studies the impact of World War I. It also studies the changing values of the 1920s, the stock market crash of 1929, the Great Depression, and the cultural, social, political, military, and economic growth of the United States from World War II to the present.

HIST556 U.S. Constitutional History (3 hours)

This course examines the origins, content, and judicial interpretations of the U.S. Constitution. The course involves study of the Supreme Court's evolving decisions on such issues as States' rights, civil rights, the Commerce Clause, Due Process in criminal and other proceedings, and protected freedoms (speech, religion, assembly, etc.) under the Constitution.

HIST557 History and Popular Culture (3 hours)

This course explores the history of expressive and material cultures around the world, with emphasis on industrialized nations. Topics include aesthetics, social identification, and production, consumption, and reception of cultural forms. Using literature, films, pictures, and music, students study theories of popular culture and aesthetic hierarchy; explicate historical contexts of artistic movements; discuss cultural imperialism; address problems of cultural appropriation, creativity, and identity; and examine cultural expressions of social difference and deviance. Topics also include the social history of culture in the age of mass society, including popular arts and the culture of consumption.

HIST558 The Great War (3 hours)

This course examines the origins of World War I; the combatants, strategy and tactics, technological innovation vs. conservatism; the war in France; the war at sea; America's role; the peace settlement; and the occupation. While military aspects of the conflict are studied, the primary focus places the Great War in the context of European and World history, and specific areas include political and diplomatic developments, new developments in weapons technology, economic aspects of the war, and the impact of the war on the culture and social order of the nations involved in the struggle.

HIST560 World War II in Context (3 hours)

This course is a global history of the Second World War. Emphasis is on the theaters of war and related events in Europe, Africa, the Middle East, Southeast and Southwest Asia, the Pacific, and Latin America in relation to their impact on the national and military objectives. In this context, students compare and contrast the economies, industry, society, and culture of the United States, Great Britain, Japan, and Germany as major participants during the war. The role of diplomacy and strategy, the impact of war upon society, and the fighting on land, at sea, and in the air are also examined in terms of modern warfare.

HIST570 Modern European History (3 hours)

This course analyzes modern European history since the 1815 Congress of Vienna with emphasis upon national security within the region. Special emphasis is on the great mass movements which have provided the main themes of the history of the past century—liberalism, imperialism, fascism, socialism, communism—as described in their historical context.

HIST581 The Great Revolutions (3 hours)

This course compares and contrasts revolutions recognized as monumental in scope and/or consequences they are labeled "great"; specifically, the American, French, Mexican, Russian, Chinese, Cuban, Vietnamese, and Iranian. Students examine their causes and consequences, to include the transformation of economic, social, and political systems of social stratification. Of particular interest is the relationship among the structural and intentional elements, the impact of revolutionary crisis in a society, and various

insurgent challenges to the ancient regime.

HIST585 Cultural History of Technology (3 hours)

This course examines the relationships among technology, culture, and politics in a variety of social and historical settings ranging from 19th century factories to 21st century techno dance floors. Students focus on three questions: What cultural effects and risks follow from treating biology as technology? How have computers and information technologies changed the ways we think about ourselves? How are politics built into the infrastructures within which we live? The cross-cutting themes address whether or not technologies facilitate and undermine inequality, and if resulting changes in technology produce a better world.

HIST586 History of Science (3 hours)

This seminar explores past and recent historiographical approaches within the history of science. Students examine a wide variety of topics primarily from the 17th through the 21st centuries, to include the fields of physical sciences, natural history, and medicine. Emphasis is placed on deciphering various theoretical approaches; the pros and cons of different research questions, subjects, and sources of evidence; and what makes the history of science valuable to our understanding of global change.

HIST587 Global History of Piracy (3 hours)

This course examines the far-ranging exploits of pirates, including the practice of piracy in ancient times and the rise of modern piracy with high-speed boats and automatic weapons. Topics emphasize the relationship between piracy and sea power as well as the evolution of organizations and practices of piracy and efforts to combat it. Lessons of past events -- successful and unsuccessful -- show how challenges related to piracy have existed consistently throughout our global history.

HIST588 History of Religion (3 hours)

This course explores the historical development and central beliefs and practices of each of the major world religions. Students employ a multi-disciplinary approach to religious study (e.g., the use of literary criticism, anthropology, psychology, phenomenology and other tools) to examine the importance of religious thought and expression within each religion. The scope of the course is international, and each religious movement is approached from both a chronological and geographical perspective.

HIST611 Ancient Warfare (3 hours)

This course is a study of warfare in the ancient world with emphasis on the great empires of the Near East and the Mediterranean, particularly the Greeks and Romans. Student examine the origins of warfare in the Neolithic period to the decline and fall of the Western Roman Empire in the fifth century. Special emphasis will be placed on the military history of Mesopotamia and the Near East (Sumerian, Akkadian, Babylonian, Hittite, Assyrian and Persian), Egypt (Old, Middle and New Kingdom), Greece (Mycenaean, Archaic, Hellenic and Hellenistic) and Rome (Republican and Imperial). The phalanx, the legion, Greek Fire and the importance of roads are discussed in detail.

HIST612 The Wars of Ancient Greece and Macedonia (3 hours)

This course examines the major conflicts and campaigns of the Greeks and Macedonians, to include coverage of the three major historical works that have formed the Western understanding of warfare. Course topics include the linkage of the nature of war and its conduct in the ancient Mediterranean, the rise of Macedonia, and the campaigns and leadership of Alexander the Great.

HIST613 The Wars of Ancient Rome (3 hours)

This course charts the course of the rise and fall of history's greatest imperial power. Special attention is devoted to the Punic Wars against Carthage, Rome's subjugation of the eastern Mediterranean, Julius Caesar's campaigns, the transformation from republic to empire, and the debate over how and why the Empire collapsed. Attention is also directed to some of history's greatest soldiers: Hannibal, Scipio Africanus, and Julius Caesar.

HIST634 History, Theories, and Contemporary Issues in Historic Preservation (3 hours)

This course examines the history, theory, and current issues of preservation practices in the United States. and beyond. The themes center on the historical roots of preservation, rather narrowly focused on repairing old buildings, and the modern, broad field of preservation in terms of individuals, societies, and cultures and their relationships to the built environment and cultural landscape. Special emphasis is on the multidisciplinary nature of the preservation field and the public nature of its practice.

HIST635 Museum and Exhibition Culture (3 hours)

This course is a study of objects, buildings, and landscapes and how to evaluate their contexts of display through three-

dimensional stories over the course of two centuries, drawing mainly on examples in the United States. Students examine issues such as the relationship of collections and landscapes to identity; the intersection of commerce and culture; and the influence of museums on intellectual culture. Key themes focus on the role of museums and exhibitions in preserving a view of the past and developing an image of progress; and how they change in response to the various contexts in which and for which they exist.

HIST636 History and Digital Preservation (3 hours)

This advanced course explores the nature of the Web for historical research. Students will be exposed to techniques for evaluating and discovering “trusted” resources, as well as participation in related scholarly communities. In addition, the class provides theoretical underpinnings for the digitization of analog materials and controls for “born-digital” resources as part of a preservation program. Topics to be explored include: selection for preservation, copyright issues, digital longevity, formats and strategies for preservation, metadata to support digital preservation, maintaining the integrity and authenticity of digital materials, management of digitization and digital preservation programs, risk management, and disaster recovery

HIST642 Nazi Germany and the Holocaust (3 hours)

This course offers a study of the origins and history of the Holocaust within National Socialist Germany and throughout Eastern Europe. Students examine the organizations involved at the grass roots level as well as the escalation of events from open murder to the implementation of concentration and death camps. Topics include the birth of National Socialism through the final days of the Holocaust, including the political, social, economic and scientific contributions during the Third Reich.

HIST643 The Ottoman Empire (3 hours)

This course investigates the roots of the Ottoman people, the development of their empire, the spread of their culture and their impact on early modern Europe. Students examine the reasons why the Ottoman Empire was one of the most successful empires in the history of the world. Starting in a corner of Anatolia with Byzantine and Seljuk lands in the 13th century, the emphasis is on how the Ottomans managed to expand their authority until they controlled territory on three continents: Asia, Europe and Africa until its demise after World War I. (Prerequisite: All degree requirements except HIST699)

HIST645 Russia and the Soviet Union (3 hours)

This course investigates the political, economic, diplomatic, and cultural history of Russia and the Social Union from the reign of Tsar Nicholas II to the present. Topics include the causes of the Russian Revolution; the rise of the Soviet system under Stalin; the development of Soviet bureaucracy; and the significant shifts in the political and social climate under Khrushchev, Brezhnev and Gorbachev. The course will conclude with an analysis of the collapse of the Soviet Union and the current “new Cold War” agenda under Vladimir Putin.

HIST650 Economic History of the United States (3 hours)

This seminar focuses on the evolution of modern economic thought and growth in the United States from colonization to present day with emphasis on institutional change. While chronological in design, thematic topics provide a detailed perspective of the watershed developments in the American economy from colonization to the present economic turmoil. Additionally, students weigh the watershed events and developments in America’s economic history to the present day financial “crisis,” market turmoil, and economic approach in an attempt to understand how monetary and fiscal policy impact the lives of America’s citizens.

HIST651 America's Indian Wars (3 hours)

This course is an in-depth study of the westward expansion of Europeans and the United States from colonial times to the 1890s as it resulted in military conflict with the Native American Indian tribes living between the Atlantic and the Pacific oceans. Students focus on the military strategy and tactics, leaders and groups, economic conditions, diplomatic efforts, and cultural conflicts.

HIST652 African-American History (3 hours)

This course is a study in the history of African-Americans in the United States, with emphasis on the social forces underlying transitions from West Africa to the New World, from slavery to freedom, and from rural to urban life. Topics include the Atlantic slave trade, American slave societies, maroon communities, free blacks in the antebellum United States, Reconstruction and free labor, colonization, emigration, and urban migrations.

HIST653 History of American Women (3 hours)

This course is a study of the historical experience of women in America from the colonial period through modern times. Topics

include the evolution of women's work, education, legal and political status, religious experience and sex roles as well as age, class, race, sexual preference and region as significant variables in women's experience.

HIST657 Antebellum America: Prelude to the Civil War (3 hours)

This course is an analysis of the conditions existing in the United States in the first half of the 19th century. The course focuses on the political, cultural/social, economic, security, leadership, and other issues that played roles in starting and shaping the Civil War. Students will analyze the issues in the context of war and peace to determine whether or not such conflicts as civil wars can be avoided prior to their inception.

HIST658 Reconstruction and Post-Civil War America (3 hours)

This course is designed to examine the interrelationship between the Presidents Abraham Lincoln and Andrew Johnson and the U.S. Congress, compare/contrast the Reconstruction plans developed by both, and determine why the Reconstruction Period played out in the manner that it did.

HIST670 History and Culture of Latin America (3 hours)

This course examines the heritage of Latin America from pre-Columbian civilizations (Aztec, Maya, and Inca) and Iberian colonial patterns, through the independence movements of the early 19th century, and the global relationships that oriented the region toward Europe and the United States. Purpose is to distinguish early Latin American history, from the arrival of the first peoples on the American continents through the 19th century, and Latin American culture, economics, and politics.

HIST671 History and Culture of Central Asia (3 hours)

This course is a study of central Asia's history, culture, and ways of thinking. The focus is on the political and social organization of central Asia, cultural changes as expressed in art and literature, and formal and informal interactions with China, India and the Middle East. Students examine the sweep of Central Asian history and culture from the earliest times to the present time, and distinguish cultural, religious, social, military-security, political, and economic developments in the region, with special focus on the impact of Islam, as well as Soviet and Russian influences, concluding with the post-9/11 era.

HIST672 History and Culture of South-East Asia (3 hours)

This course examines Southeast Asia as an historical and cultural area through the 20th century. Students compare and contrast Vietnam, Laos, Cambodia, Myanmar, Thailand, Indonesia, Malaysia, the Philippines, Singapore, and Brunei and distinguish different socio-political systems and development levels, geographical conditions, cultural origins, values, and interests in national independence. Special emphasis is on the cultural patterns in the formation of Southeast Asia nations, including traditional notions of authority, political and cultural identity, state-society relations, and regionalism.

HIST680 Special Topic: History (3 hours)

HIST680: This course, when offered, is a one-time offering on an area of special interest that will vary each term. These are open to graduate students as an elective, or to fulfill concentration requirements. A student may appeal to take this course twice, if the subject matter is different enough to merit separate credit.

HIST690 Independent Study: History (3 hours)

This course is an opportunity for History students to pursue an independent research project or examine a specific area of history under the mentorship of a single professor. Students must complete 24 credits of study before taking this course. The course will typically involve a major research paper; there will be no examination. Students will submit a proposal prior to the start of the project, and a rough draft of the paper, both of which will count toward the final grade. Prerequisite: University approval and Upper Level standing. Prior to registering, students should first contact the professor with whom they wish to mentor their independent study, coordinate an agreement on the grading requirements, and then NOTIFY their academic advisor with the name of their professor.

HIST691 Writing a Thesis Proposal (3 hours)

This course is an opportunity for students to write a research proposal in their field of interest under the mentorship of a single professor who is an expert in the field. Students must contact their Academic Adviser at least thirty (30) days prior to registering for this course and must have completed all degree requirements excluding HIST699 – Master of Arts - Thesis. The Program Director will approve the statement of the topic so that the concept can be implemented into a complete syllabus with readings

and activities to warrant academic credit. The selection of the professor depends upon the choice of topic and content area.

HIST696 Practicum in Applied History (3 hours)

The experiential or practical component of the course aims to apply learning in an aspect of interest related to the degree and concentration in Public History. It is understood to be a supervised practicum that requires approval by APUS before entering into the relationship with the organization. The selection of an organization or site for the practicum must relate to the content of the student's course work and/or concentration. Goals of the applied practicum and integration seminar will be submitted by the student for approval using an application for approval to the Faculty member, Program Director and Dean of the School, Arts and Humanities. The organization will serve as an opportunity to experience the practice of an area of management related to the focus of the student's degree.

HIST698 Separate Comprehensive Exam - History (0 hours)

This course prepares graduate students for the Comprehensive Examination in the Master of Arts in History program. The purpose of this course is to provide a structured weekly review of key concepts, theories, and knowledge skill sets in their degree and particular concentration. Students are required to submit responses to a number of assignments over the 8-week course prior to taking the exam. Students apply historical methodology in preparation for the exam and consult texts, journal articles, print & media reports, and documentaries, as well as collaborate with other students enrolled in the course to help them prepare for the exam. Assignments serve as a means of final preparation for the student and calibration with the course instructor, who will grade the exam. The exam requires an approved proctor and is scheduled prior to the last week of the course. Students may not schedule the exam early and will not receive a grade until the end of the course. The "Comprehensive Final Exam" is tailored specifically to each student's program. This option requires a minimum of 36 hours of coursework. A minimum of 21 hours must be taken within the concentrations and 6 credits in electives. A non-thesis student receives the MA degree upon successful completion of the required coursework and passing.

HIST699 Master of Arts in History - Thesis (3 hours)

Preparation for the Master of Arts in History Capstone (Thesis) seminar begins on day one of a student's graduate program of study. The theories, research methods and analytical skills, and substantive knowledge obtained through their master's curriculum provide the basis for the thesis project. Students are required to develop primary and secondary source materials on their research topic and address the writing requirements as described in the syllabus and classroom assignments. The thesis proposal must provide a clear description of a question or problem and a proposed method of answering the question or solving the problem. Guidance on the format of the research proposal and a sample proposal are contained in the APUS Thesis Manual. Students may not take the thesis seminar until all other courses are successfully completed.

MILH510 Studies in U.S Military History (3 hours)

This course examines the military heritage of the United States from the colonial period to the present time. Through an in-depth study of the extensive literature in American military history, students assess the key individuals, military policies, postures, organizations, strategies, campaigns, tactics, and battles that define the American military experience.

MILH532 British Perspective of the American Revolution (3 hours)

This course details the British view of the Revolution and the long hidden perspective of the American Revolution. Topics include British colonial politics, diplomacy, political and military leadership, factors of influence in Great Britain during the Revolution, and post-war views of America.

MILH551 World War II in Europe (3 hours)

This course examines the Allied victory in Europe in World War II. Students assess how the American Army, trained for speed and mobility, performed during campaigns in Italy, France and Germany. The focus is on Eisenhower's generals and their decisions concerning amphibious invasions (e.g., Sicily, Salerno, Anzio and Omaha Beach), airdrops (e.g., Italy and Holland), the race across France and slogging through Italy (e.g., the Gothic siege line and the Huertgen Forest), as well as counter strokes such as Monte Cassino and the Ardennes Bulge.

MILH552 World War II in the Pacific (3 hours)

This course is a comprehensive analysis of the fighting during World War II in the China-Burma-India Theater, New Guinea, the Solomon Islands, the Aleutians, and the Philippines. Students assess the amphibious campaigns in the central Pacific theatre and

evaluate the impact of one of the most massive movements of men and arms in history. Primary focus is on land warfare, its strategies, tactics, leaders and lessons learned.

MILH553 Axis Powers: Politics, Political Leadership & Diplomacy (3 hours)

This course is an in-depth study of the politics, political leadership, and diplomacy in Germany, Japan, and Italy during World War II. Topics address the factors that facilitated their rise to power; the key political structures, relations, and personalities; the inter-Axis relations among political elites versus the Allied powers; and the diplomatic efforts employed by the Axis powers as they postured against the Allies and the rest of the world during the war.

MILH554 Allied Powers: Politics, Political Leadership & Diplomacy (3 hours)

This course is an in-depth study of the politics, political leadership, and diplomacy that defined the Allied Powers of the United States, Great Britain, and Russia before, during, and after World War II. Students compare and contrast key political leaders in relation to the enormity of the war effort, including “lesser” political leaders at the time of Churchill, Stalin, and Roosevelt. Special emphasis includes political situations within occupied countries in light of the Allied Power contributions during the post war period.

MILH564 History of Peacekeeping: 1945 - 1987 (3 hours)

This course is a comprehensive survey of the overall evolution and functioning of United Nations peacekeeping operations during the Cold War period. The focus of this course is the detailed analysis and comparative assessment of each peacekeeping operation as a tool of conflict management within the unique parameters in which it was established and conducted.

MILH565 History of Peacekeeping: 1988 - Present (3 hours)

This course is a comprehensive survey of the overall evolution and functioning of United Nations peacekeeping operations from the end of the Cold War to the present. The focus of this course is the detailed analysis and comparative assessment of each peacekeeping operation as a tool of conflict management within the unique parameters in which it was established and conducted, and future trends for similar types of intervention and conflict resolution.

MILH621 The Cold War Era and Aftermath (3 hours)

This course is a seminar on the US-USSR Cold War period, which dominated geopolitics and military affairs from the end of World War II to the fall of the Berlin Wall, as well as the first decade of the post-Cold War era culminating with the events of 9/11. Students assess military conflicts and confrontations between the United States, Soviet Union, and their respective allies in the years since 1945. Focus is on the proxy wars of the US and USSR to include wars of national liberation in Africa, Asia, and Latin America; the Arab-Israeli conflict; the Indo-Pakistani conflict; and post-Cold War conflicts in Africa, Asia, and Latin America.

MILH622 Great Power Military Interventions (3 hours)

This course is an in-depth seminar on the military interventions of the United States and Soviet Union/Russia since the end of World War II. Students examine the military interventions of the United States and Soviet Union/Russia. Special emphasis includes the analysis of military interventions in Greece, Korea, Suez, Vietnam, Afghanistan, Somalia, Chechnya, and Iraq.

MILH637 The Seven Years War (3 hours)

This course is a comprehensive study of the “first global war” as events unfolded in Europe, North America, the Indian sub-continent, and on the seas during the 18th century. Students discern, as a prelude to the American Revolution, how the practice of warfare among the eighteenth century nations was firmly established among European nations. In the distrust and distaste among the French, British, and Americans, the Seven Years War set a pattern that has remained central to the American way of understanding our colonial history.

MILH649 The Mexican - American War: 1846-1848 (3 hours)

This course covers the military history of the 1846-1848 war with Mexico to include the major battles and campaigns, the experience of the common soldier, the role of the major leaders, the war's causes and consequences, and the key social, economic, and political factors. Students also evaluate the technical innovations achieved during the war, its impact upon the military science, and the legacy of the war with other American wars of the 19th century.

MILH657 BARBAROSSA: Blitzkrieg into Russia (3 hours)

This course is an analysis of the first major period of the German-Soviet war campaign. Students examine how the Wehrmacht

invades Russia as the Nazis try to take over the Soviet Union in a matter of months. And why the thrust falls just barely short of Moscow when the snows put an end to the German attack in 1941. Students will develop an alternative history to include an interactive online war game simulating tactics and strategy on the Russian Front.

MILH667 The Balkans: Conflict and Peace (3 hours)

This course examines the military history of the region known as the Balkans and explores the turbulence behind long standing political, religious, and economic issues. Students assess the post World War II era from 1945 to the present, by focusing on past and present conflicts and confrontations, UN and NATO interventions, transitions in government, and the pursuit of stability within the European community. Special emphasis is on further research into the rise and fall of Yugoslavia and emerging new states.

MILH668 The War in Vietnam (3 hours)

This seminar examines the origins, evolution and impact of the Vietnam War. In addition to reviewing the history of U.S. involvement in Vietnam, students explore the political, cultural and social forces and military developments that shaped the behavior of the various Vietnamese and American parties. Purpose is to develop a coherent perspective on what became one of the costliest and most divisive wars in American history.

MILS550 History of Sea Power (3 hours)

This course is an in-depth study of the art of war at sea from Salamis to the naval operations in Desert Shield/Desert Storm, and examines the expanding role of sea power in supporting operations in combating terrorism. Students evaluate the development of the classical theories of naval warfare, as reflected by Mahan, in light of today's world conditions, threats, and roles.

MILS647 The War in Afghanistan (3 hours)

This course presents a cross-disciplinary examination and analysis of the recent experiences of war in Afghanistan. The chronology includes the "Soviet Vietnam" with the Communist Coup in 1978 through the fall of the Najibullah regime in 1992 to the post 9/11 U.S. invasion, the overthrow of the Taliban and the present situation, including Afghanistan's place in the war against terrorism. Students evaluate the military and political aspects of the wars in relation to the cultural and religious issues in Afghanistan.

Graduate Course Descriptions

Homeland Security

HLSS500 Research Methods in Homeland Security (3 hours)

The course introduces the philosophy of social science and detailed procedures for designing a social science research project. Emphasis is placed on research ethics and the collection of empirical data using a number of social science procedures. Students are also introduced to the latest homeland security intelligence methods for the analysis of competing hypotheses and predictive analysis techniques. Establishing a grant management system for hypothesis-based and need-based projects and preparation of winning grant proposals are also covered.

HLSS501 Homeland Defense (3 hours)

This course explores the boundaries of this 21st century national security mission by examining the threats, the actors, and the organizational structures and resources required to defend the American homeland. It examines how we have shifted the emphasis to protect the US homeland from the defensive measures taken during the Cold War to both reactive and proactive actions against the wide variety of asymmetric threats posed by Global Terrorism.

HLSS522 Weapons of Mass Destruction and the New Terrorism (3 hours)

This course explores the threat of weapons of mass destruction (WMD) as a new phenomenon. WMD, possibly wielded by terrorists, is the ultimate nightmare of a world society which likes to think of itself as having moved to a new plane of conduct. The U.S. government takes the matter seriously and it is presently devoting tens of millions of dollars to prepare for an incident. This course explores this new potential threat and the various responses to prevent, prepare, and respond to its use.

HLSS523 Domestic Terrorism and Extremist Groups (3 hours)

This course traces the history, emergence, and growth of paramilitary and terrorist groups within the United States. Students will assess various groups' intentions, capabilities, and activities within contexts of and ramifications on political, national security, and legal paradigms.

HLSS645 Port Security (3 hours)

This course will survey the critical importance of ports to trade, their vulnerability to disruption and attack, and defensive measures to mitigate risk focusing on international cooperation and legislation. Special emphasis will be placed on defensive measures to protect ports from disruption or asymmetric attack, international cooperation, and national legislation.

HLSS698 Separate Comprehensive Examination (0 hours)

Comprehensive final examination for students in the Master of Arts in Homeland Security program. The "Comprehensive Final Examination" is tailored specifically to each program and must be taken after students have completed 36 hours of study (i.e. during the semester following the final course) and successfully completed before the award of a degree.

HLSS699 Master's Capstone in Homeland Security (3 hours)

The Master's Capstone Seminar option in Homeland Security is a 16 week course that must be taken after all other courses in your program are complete and it cannot be taken concurrently with other courses.

Graduate Course Descriptions

Humanities

ENGL600 Effective Writing (3 hours)

This is a graduate level course designed to improve the student's rhetorical skills in writing. The course examines syntax, grammar, and rhetorical problems and develops effective choices for the writer who seeks clarity, effectiveness, and specific results for specific types of readers. The course involves a variety of reading and writing assignments, culminating in a complex research paper. This course can be applied to elective credit requirements in graduate programs where such an option exists.

HUMN500 Humanities: Research, Study and Use (3 hours)

This is the first course in the graduate humanities program. It is designed to introduce the student to the theory, concept, and general approach to a program of study centered on civilization's great works, authors, and ideas. Course topics include how to approach study of the great works, authors, and ideas; a philosophy grounded in the classical/liberal tradition; and the university and curricular concepts centered on the great ideas. Students are expected to use this course to orient themselves for the remainder of the graduate humanities curriculum, prepare for a life of focused and purposeful study based on fundamental concepts and a particular modus of thought and reflection, and apply themselves within a general framework of knowledge acquisition and application. Readings for this course include Adler and Van Doren's *How to Read a Book: The Classic Guide to Intelligent Reading*.

HUMN510 The Ancient World (3 hours)

This course acquaints students with the Hebrew Scriptures and the world of the ancient Greeks. The Egyptians, Babylonians, Assyrians, and other peoples to whom the Hebrews and Greeks are indebted are also considered. Among the topics to which the course attends are the human experience of the divine, man's struggle with human and natural forces, warfare and the meaning of justice, the development of logos as human reason or cognition, and the emergence of science, technology, and artistic experience. Readings for this course include *The Epic of Gilgamesh*; *The Bible*; *Homer's Odyssey*; *Thucydides' The Peloponnesian War*; *Aeschylus' The Oresteia*; and *Plato's The Republic*.

HUMN520 Antiquity and Medieval World (3 hours)

This course addresses the possibility of the existence of a proper way or path through life. The course topics address works from history's most esteemed authors. Included among the topics are Aristotle, seminal works of art and literature from the Far and Middle East, the Hellenistic world, and the Roman Empire. Religious issues of Hinduism, Buddhism, and Christianity are covered in depth. Readings for this course include: *Aristotle's Nicomachean Ethics*; *Confucius' Analects*; *Lao Tzu's Tao Te Ching*; *The Bhagavad Gita*; *Epictetus' The Encheridion*; *Virgil's Aeneid*; *The Bible*; and *Dante's Inferno, Purgatorio and Paradiso*.

HUMN530 The Renaissance (3 hours)

This course provides an overview of works of the Renaissance, and offers a detailed study of its major thinkers. Issues include the birth of rationalism, individualism, skepticism, and secularism. Questions address the problem of what the knower knows, the war between intellectual tradition and change, and the dominance of the sphere of science. Readings for this course include: *Petrarch's Selections from the Canzoniere and Other Works*; *Machiavelli's The Prince*; *Francois Rabelais' Gargantua and Pantagruel*; *Miguel de Cervantes Saavedra's Don Quixote*; *Shakespeare's King Lear*; *Michael de Montaigne's Selections from the Essays*; *John Donne's Selected Poems*; *Rene Descartes' Discourse on Method, and his Meditations*; and *John Milton's Paradise Lost*.

HUMN540 Beginnings of the Enlightenment (3 hours)

This course provides philosophical, artistic, and literary views of the human condition as it has been viewed in recent history, beginning with the Enlightenment. There will be an examination of the lyric poetry and the novel of the era, an assessment of the philosophic tradition and its opponents, and a closer look at the modern condition developed into the twentieth century. Readings for this course include: *Jonathan Swift's Gulliver's Travels*; *Jean Jacques Rousseau's The Confessions*; *Immanuel Kant's Groundwork of the Metaphysic of Morals*; and *Jane Austen's Pride and Prejudice*.

HUMN541 Enlightenment and the Modern World (3 hours)

This course focuses on the culmination of Enlightenment principles as they develop in the New World and into the 19th Century.

Readings for this course include Walt Whitman's *Leaves of Grass*, *Song of Myself*, and *There Was a Child Went Forth*; Friedrich Nietzsche's *Beyond Good and Evil*; Fyodor Dostoevsky's *Crime and Punishment*; and Edward Gibbon's *The History of the Decline and Fall of the Roman Empire*.

HUMN550 Evolution of Earth and Universe (3 hours)

This course provides study of the logic and methods of science in relation to the development of the universe. It addresses the path by which scientific description of the universe has been made possible. It covers the origin of the universe, the nature of reality, and the relationship between observer and nature. Course topics include cosmology and the future of the human race. Readings for this course include Stephen Hawking's *A Brief History of Time* and other emerging relevant contemporary documents.

HUMN551 Evolution of Life and Intelligence (3 hours)

This course is a study of issues related to genetics, the human nervous system, and artificial intelligence. Course topics include computers, computation, and its limitations; natural and machine intelligence; and the ethical responsibility of the scientist, the politician, the philosopher, and the artist as they relate to emerging issues. Philosophical, ethical, and scientific points of view will be discussed. Readings for this course include selected works of Mary Shelley, Charles Darwin, Richard Dawkins, Paul Churchland, and Edwin O. Wilson, among others.

HUMN555 The 19th Century: Romantic and Industrial Revolutions (3 hours)

In this course students will explore diverse representations of nineteenth century literature. Students will seek to critically identify and analyze literary meanings from interdisciplinary perspectives. They will question how the works discussed reflect and impact a range of cultural issues in the nineteenth century-- a time of radical social change. Through the lens of literature students will look at social upheaval in terms of national identities, urbanization, science, music, class, popular culture, gender, industry and, in the U.S, slavery.

HUMN560 Society and the World I (3 hours)

This course provides a study of distinctive perspectives of the social sciences. Course topics include the development of modern political and social understanding. Seminar discussions revolve around key issues in knowledge of societies—the state of nature, the social contract, the invisible hand, class conflict, and self-denial. Readings for this course include: Ibn Khaldun, *The Muqaddimah*; Thomas Hobbes, *The Leviathan*; John Locke, *Second Treatise on Government*; Adam Smith, *Theory of Moral Sentiments*; Alexis de Tocqueville, *Democracy in America*; Emile Durkeim, *Suicide*.

HUMN561 Society, Class and Wealth (3 hours)

This course builds upon the study of distinctive perspectives of the social sciences. Course topics include the development of modern political and social understanding as it relates to the impact of economic issues on societies. Readings for this course include: Jean-Jacques Rousseau, *Discourse on the Origin of Inequality*; Max Weber, *The Protestant Work Ethic and the Spirit of Capitalism*; Adam Smith, *Wealth of Nations*; Karl Marx and Friedrich Engels, *Selected Works*.

HUMN570 The Individual in Society (3 hours)

This course presents a study of the modern individual in relation to, and as a product of, social environment. It addresses the forces of family, sex, economy, and others that shape the psyche. Course topics include the concept of the self, the history and role of the family, and the individual in free and totalitarian societies. American cultural traditions are studied against the backdrop of other societies in this contemporary-minded course. Readings for this course include: Gerth, *From Max Weber*; Sigmund Freud, *Autobiographical Study*; Erving Goffman, *The Presentation of Self in Everyday Life*; Margaret Mead, *Sex and Temperament in Three Primitive Societies*; Frantz Fanon, *Black Skin, White Masks*; Robert Bellah, et. al., *Habits of the Heart: Individualism and Commitment in American Life*.

HUMN571 Individuals, Societies, and the Spirit (3 hours)

This course continues the study of the development of the individual in modern society. Readings for this course include: William James, *Varieties of Religious Experience*; Emile Durkheim, *Elementary Forms of Religious Life*; Ernest Gellner, *Nations and Nationalism*; Sigmund Freud, *Civilization and Its Discontents*; Erik Erikson, *Childhood and Society*; Thomas Kuhn, *The Structure of Scientific Revolutions*.

HUMN573 A Cultural History of Gardens (3 hours)

Human engagement with nature has a very rich and complex history, and gardening (or landscaping) is the only art that at once links us to our natural surroundings and to our human past. Nature and culture meet and coexist in spaces created through landscaping, and this course wishes to explore the rich heritage of this complex relationship through exploration of gardens, art history and written (often literary) accounts. Special focus is given to the interrelations of gardening and visual arts, and how this relationship is interpreted through theoretical accounts. The course will focus on two great gardening traditions, that of the British Isles and that of Japan, and will develop an understanding of the background, history and aesthetics of landscape art in an interdisciplinary setting.

HUMN698 Comprehensive Examination: Humanities (0 hours)

This will be a comprehensive final examination for students in the Master of Arts in Humanities program. The Comprehensive Examination: Humanities is tailored specifically to each student and must be taken after students have completed 36 hours of study (i.e. during the semester following the final course) and successfully completed before the award of a degree.

HUMN699 Master's Capstone Seminar in Humanities (3 hours)

This course provides the framework for students to write a thesis, a major research paper, or develop a creative project in lieu of the comprehensive examination. Those students who elect this course may reduce their electives by three hours.

Graduate Course Descriptions

Information Technology

ENTD511 Systems Analysis and Design (3 hours)

This course is a study of the principles involved in designing and evaluating information management systems. Topics covered include the concept of the system life cycle, the iterative nature of the processes of analysis and design, data modeling, network modeling, and process modeling. Additional topics to be covered are object oriented design and analysis as well as the spiral method for analysis and design. Students must have access to MS Visio 2000 or higher.

ENTD600 Object Oriented Analysis and Design (OOAD) (3 hours)

Object oriented analysis and design is an essential precursor to developing the new generation of information systems. This course uses sound academic principles coupled with a pragmatic methodology to perform object-oriented analysis and design (OOAD). This course appraises and applies the widely adapted Unified Process framework, the Unified Modeling Language (UML), and various analysis and design methodologies subscribed to by acknowledged modeling experts. This course examines various OOAD technologies, performance analysis techniques to optimize performance, and methods to correct performance deficiencies. The course also assesses the principles and processes for gathering, defining, and analyzing the requirements (including the stakeholders' interviews), system architecture, and software design.

ENTD610 Object Oriented Applications: Design and Development (3 hours)

This course appraises the object-oriented approach to application design and development of information systems. The course examines software development and design methodologies; it also assesses the principles, benefits, techniques and practical applications to measure the quality of object-oriented design and development. It also applies object-oriented application design and development techniques such as Unified Modeling Language (UML), Unified Process, use case analysis, problem domain analysis, activity diagramming, interaction diagramming, design heuristics, and design patterns to improve system adaptability and component reuse.

ENTD620 Object Oriented Applications: Integration, Quality Assurance, and Deployment (3 hours)

The course examines the use of unified modeling language (UML) across various object-oriented application implementation technologies; it specifically addresses implementation factors, such as: components, composite structure, and deployment diagrams. It appraises the processes and the potential pitfalls related to application delivery. This course also assesses relevant, real-world approaches to distributed, object-oriented application development delivery and operations. This course also analyzes component testing, application testing, integration planning, incremental builds, test plans, build testing, staging, and configuration management. This course also appraises the principles of communicating with users and performing strategic, just-in-time training to effectively utilize the applications.

ENTD640 Enterprise Software Development Methodologies (3 hours)

The course is an advanced study of enterprise software and its role in meeting the needs of an organization and solving business problems. The course also examines the phases, processes, and deliverables in various enterprise software development methodologies; it also assesses related concepts such as enterprise resource planning, customer relationship management, operational risk management, enterprise content management, and enterprise architectures. The course also appraises the procedures, practices, and challenges in collaborative development of enterprise software applications.

INFO531 Management Information Systems (3 hours)

This course addresses information systems, to include their nature and role as key management resources. This course covers the information systems infrastructure, to include databases, knowledge management systems, enterprise information portals, telecommunications, the Internet, and wireless technology. It examines the topics of e-commerce, information systems in the global economy, managing global systems, securing information systems, and ethical and social issues in information systems.

INFO620 Enterprise Database Systems (3 hours)

This course examines the principles, practices, and methodologies of enterprise database systems from conceptual design to implementation; this includes architectures, models, design, management, implementation, and security. Included is a total life-

cycle database design and implementation project that entails conceptual design, data modeling, normalization, optimization, and implementation. This course appraises object-relational and relational databases, examines Entity-Relationship (ER), Extended Entity-Relationship (EER), and Unified Modeling Language (UML) data models, and investigates relational algebra, calculus, dependencies, keys, relationships, cardinality, and referential integrity. It also evaluates query processing, performance tuning, transaction processing, concurrency, data integrity, database recovery, data security, data warehousing, data mining, and emerging technologies. Prior knowledge in a procedural database language such as PL/SQL or T/SQL using Oracle or MSSQL respectively is highly recommended.

INFO640 Data Warehousing and Decision Support Systems (3 hours)

This course appraises emerging data warehousing technologies that play a strategic role in giving business organizations the competitive edge. This course assesses phases, processes, strategies, deliverables, and challenges of the extract, transform, and load (ETL) process to populate data warehouses to enable data analysis. It analyzes the principles of data modeling for multi-dimensional databases and it assesses the processes, practices, and tools of Master Data Management (MDM) to aggregate, assure quality, persist and distribute data. It examines data mining techniques and the process used to facilitate decisions and to find patterns and relationships in data. The course analyzes the principles of decision sciences, decision support systems and architectures, decision process models, computer-supported decision making, decision tables, and decision trees, and applies these principles to improve organizational performance

ISSC621 Computer Forensics (3 hours)

This course examines information concealment techniques, technologies, hardware, software, and relevant legislation for cyber forensics to reveal and track legal and illegal activity. The course examines the process for investigation and introduces the tools and procedures required to legally seize and forensically evaluate a suspect machine. Also covered are the rules of evidence, chain of custody, standard operating procedures, and the manipulation of technology to conceal illegal activities, and revealing concealed information using cyber forensics.

ISSC630 Advanced Cybercrime Analysis (3 hours)

The global reach of the Internet, the low cost of online activity, and the relative anonymity of users has led to an increase in computer related crimes. This course focuses on cybercrime investigation and prevention; it appraises the legal issues related to on-line criminal conduct, the collection of electronic evidence, and the onslaught of new technology. This course also analyzes the phases, processes, and challenges of cybercrime investigations, and it examines technical, legal, and social issues relating to the search and seizure of digital evidence and computer forensics. Students will encounter the challenges of the latency between technology and the law.

ISSC631 Cyber Ethics: Privacy and Intellectual Property (3 hours)

This course is an advanced study of information ethics, cyber privacy, and intellectual property. It examines the ethical, economic, and societal issues that face today's information-entrenched society; this includes intellectual property rights, privacy, accessibility and censorship. The explosive growth of information technology, the increased competition in the global marketplace, and the surge in the use of information to protect society from terrorism has led to the unintended erosion of fundamental rights and values. This course appraises the current state of information ethics, the dangers and opportunities presented by information technology, and the potential solutions to the inherent risks in today's information-bound society.

ISSC640 Computer Networks and Data Systems (3 hours)

This course is a study of computer networks and the evolution of modern communication systems. It examines the various layers of the basic reference models such as the five-layer IP model or the seven-layer OSI model, by scale, connection method, network architecture, or topology. This course also includes an in-depth analysis of transmission protocols, communications systems, and networks. A prior knowledge of networks and networking is recommended.

ISSC641 Telecommunications and Network Security (3 hours)

Telecommunications networks are a critical component of the global economic and social infrastructures. Securing critical infrastructure is an established priority within Information Security Management. This course examines the field of secure telecommunications networks, including emerging threats, system vulnerability, network evolution, and network defense mechanisms.

ISSC642 Intrusion Detection and Incident Handling (3 hours)

This course examines the tenets of Intrusion Detection, Intrusion Prevention, and Incident Handling. Intrusion Detection focuses on the methods to detect attempts (attacks or intrusions) to compromise the confidentiality, integrity or availability of an information system. Also included is an analysis of the principles and practices of intrusion detection, intrusion prevention, and incident handling; network-based, host-based, and hybrid intrusion detection; identifying attack patterns; deployment of resources and responses to handle the incident, surveillance, damage assessment, risk assessment, data forensics, data mining, attack tracing, system recovery, and continuity of operation.

ISSC650 Advanced Digital Forensics (3 hours)

This course is an advanced study of the models of investigative methods for finding evidence in a wide scope of disparate digital devices such as computers, networks, mobile phones, PDAs, MP3 players, and any device or appliance that carries an electronic circuit board which could potentially store data or information. It also examines the science, the evidence, and the law related to digital forensics, the validation of findings, and determination of acceptable and irrefutable evidence in a court of law. It also evaluates various digital forensics models for data identification, preservation, collection, examination, analysis, preparation, and presentation. Prerequisite: ISSC621 or equivalent. Prerequisite: ISSC621

ISSC651 Advanced eDiscovery (3 hours)

This course is an advanced study of the principles and methodologies of the e-discovery process and the increasing importance of digital evidence in litigation. Topics include contemporary investigative methods, legal issues, cost containment, collecting and prioritizing data sets, preservation of digital evidence, document review, metadata and spoliation considerations, comparative assessments, and forensic investigations Prerequisite: ISSC621

ISSC660 Information Assurance (3 hours)

The course analyzes computer and systems security measures by examining a model for information assurance; it also examines the components of a comprehensive Information Assurance plan. Topics included are: asset identification, human factors, compliance with regulations, personnel security, risk assessment and ethical considerations, IA policy, as well as computer and network security tools.

ISSC661 Information Assurance: Assessment and Evaluation (3 hours)

This course is an advanced study of the principles, practices, procedures, and methodologies to assure the protection and availability of vital digital information systems assets. It examines information assurance, incident management and response, and security standards; and it appraises the convergence between information security, information systems security, and information warfare. This course appraises organizational, legal, technical, and ethical issues related to securing vital digital assets. Topics include: the role of the corporate security officer, corporate cybercrime, electronic commerce, cryptography, and international standards, policies, and security acts. Prerequisite: ISSC660

ISSC662 Information Assurance: Capability Maturity and Appraisals (3 hours)

This course examines the phases, processes, standards, the levels, and the process areas of the INFOSEC Assessment Capability Maturity Model (IA-CMM). The IA-CMM minimizes false indications of quality and maturity by relating the IA-CMM process areas to the INFOSEC Assessment Methodology (IAM). This course appraises the principles and methodologies of the IA-CMM; and applies it to develop an organizational ratings profile to provide a measure of maturity. The ratings profile is used to develop strategies to mature the organizational processes Prerequisite: ISSC660

ISSC680 Information Security Management (3 hours)

Information Security includes an evaluation of the techniques, policies and strategies to ensure that data stored in an organization's computers cannot be accessed or processed without the consent of the organization. Also included, is an analysis of Information Security & Risk Management, Access Control, Physical Security, Security Architecture & Design, Business Continuity & Disaster Recovery Planning, Telecommunications & Network Security, Application Security, Operations Security, Law, Compliance & Investigations. This course also reviews the building blocks of information systems and cryptography is provided to reinforce the scope of security management.

ITCC500 Research Methods in Information Systems and Technology (3 hours)

REQUIRED AS FIRST PROGRAM COURSE; MAY TAKE ANOTHER COURSE WITH IT. This course focuses on the research methods,

tools, instruments, and devices used in Information Sciences and Information Technology; it appraises the logic of the scientific method, research design, qualitative and quantitative analysis of data for the purpose of conducting and reporting basic research in a scholarly and academic setting. Through concentration-based case studies, it investigates current trends, legal and ethical issues, global and societal impact, policies, and applications in the fields of information technology, information security, cyberlaw, digital forensics, and media management. This course evaluates methods to collect, classify, categorize, evaluate, assess, and report research data, to formulate valid research questions, and to derive logical conclusions. The principles, practices, tools, and methodologies presented in this course are applicable throughout the program of graduate studies.

ITCC698 Information Technology: Capstone (3 hours)

Capstone course of studies completed toward the graduate degree in Information Technology. This course will only be offered in 16 week sessions. The student will complete a research thesis or creative project that demonstrates mastery and application of advanced research and analytic skills related to the learning outcomes of this degree program. The student must submit a research proposal, preferably two months prior to enrolling in the course, and obtain approval from the Director of Graduate Information Technology Programs.

ITMG624 Information Technology Project Management (3 hours)

This course explores successful project management for information technology projects. The System Development Life Cycle (SDLC) models are defined including the waterfall, spiral, incremental release, and prototyping models. Students will differentiate between these models and apply corresponding project management methods to identify critical checkpoints and reviews. Risk management, as applied to technology projects, is examined. Key project indicators are discussed, and students will explore defining measurement criteria for determining critical success factors on a project. The course defines the application of knowledge, skills, tools, and techniques to project activities and includes a tutorial for Microsoft Project. Emphasis is placed on the three dimensions of the information technology project constraints: scope, time, and cost. Students are recommended to have access to Microsoft Project. Course software requirements with the appropriate versions are listed under the course materials site.

ITMG625 IT Project Management: Integration, Scope and Time (3 hours)

The course is an advanced study of project management; it takes a systems approach to project management and examines project integration, project management knowledge areas (domains), project lifecycle, software development lifecycles, phases, and process groups, such as project initiation, planning, executing, controlling, and closing. This course also appraises the challenges and the techniques for managing scope on IT projects. This course also assesses methods, tools, and techniques to perform time management. Students must have access to Microsoft Project. Course software requirements with the appropriate versions are listed under the course materials site. Prerequisite: ITMG624

ITMG626 IT Project Management: Cost and Communications (3 hours)

This course is an advanced study of the models, methods, principles, practices, and challenges pertaining to project lifecycle cost management, including earned value management (EVM). This course also examines the process for developing project communications plans, and it analyzes various communications and technology tools to enhance project communications. Students must have access to Microsoft Project. Course software requirements with the appropriate versions are listed under the course materials site. Prerequisite: ITMG624

ITMG627 IT Project Management: HR and Procurement (3 hours)

This course is an advanced study of Human Resource Planning and Development; it also analyzes various human resource organizational structures for project success. It appraises various theories of human motivation and applies these theories to develop effective project teams. This course also appraises the inherent risk in various kinds of contracts and examines the principles of effective contract creation and administration. Students must have access to Microsoft Project. Course software requirements with the appropriate versions are listed under the course materials site. . Prerequisite: ITMG624

ITMG628 IT Project Management: Quality and Risk (3 hours)

This course is an advanced study of engineering high quality on IT projects. Quality does not happen; it must be planned, promoted, and practiced intentionally and deliberately. This course also examines the various models and methods for assessing and managing project risk. This course also applies both qualitative and quantitative risk analysis to minimize project risk. Students must have access to Microsoft Project. Course software requirements with the appropriate versions are listed under the

course materials site. Prerequisite: ITMG624

ITMG630 Project Management for e-Business (3 hours)

E-Business projects have become even more commonplace than the neighborhood bowling alley; e-Business development timelines have shrunk dramatically while costs have increased significantly. While traditional IT project managers have filled the gap, it should be recognized that e-Business introduces challenges over and above that of traditional IT project management. This course is a study of the project management framework related to e-Business, it includes: strategic planning, risk management, web content management, customer relationship management, security and privacy management, web usability, agile application development, application deployment, search engine optimization (SEO), internet marketing, and vendor management.

Graduate Course Descriptions

Intelligence Studies

INTL500 Research Methods in Security and Intelligence Studies-Intel Majors (3 hours)

Learn basic research methods skills for addressing security and intelligence studies problems and issues. You focus on the detailed procedures for conducting qualitative case studies, which is the foundation for most basic security and intelligence research conducted in academic, government, and business circles. You become well versed in research planning, secondary data collection, and qualitative data analysis methods and how these methods relate to the larger field of social science research. You will also learn the analysis of competing hypotheses approach to research design. You are also introduced to basic social theory which supports security and intelligence research. The course prepares you for later learning intermediate and advanced security and intelligence methods.

INTL501 Strategic Intelligence (3 hours)

RECOMMENDED AS SECOND PROGRAM COURSE. Strategic Intelligence is an examination of the current structure, function, capabilities, and contributions of individual U.S. national intelligence community members. Students appraise the intelligence cycle, including an overview of the intelligence planning, collection, exploitation, analysis, production, and dissemination phases. A review is also made of intelligence oversight structures and restrictions on U.S. national intelligence community activities as prescribed by federal law, executive and agency directives, and the intelligence oversight system.

INTL502 Collection (3 hours)

This course is a study of intelligence collection and information gathering. It focuses on a variety of aspects related to how both the United States and foreign nations gather and process intelligence. The student will develop a comprehensive understanding of the role collection plays in the intelligence community, how various policies affect collection, and how different intelligence agencies monitor and collect intelligence.

INTL506 Analytics II (3 hours)

This course provides an overview of intelligence analysis. This course first explores the nature of human thought processes: why we think the way we do, and the many analytical, perceptual, and cognitive errors we frequently make in conducting our own analysis. The course also provides the student a foundation from which to understand and conduct critical analysis. Once these are understood, students are then given a series of historical case studies to examine and analyze (INTL504 - Analytics I is NOT a prerequisite for this course.)

INTL507 Intelligence Operations (3 hours)

This course provides an introduction to the theory and practice of intelligence operations. The course will focus on the intelligence resources necessary to carry out the full range of intelligence operations using the tools, techniques, and resources available to intelligence agencies.

INTL604 Interagency Operations (3 hours)

Learn how to improve interagency relationships among security, defense, and intelligence agencies. This course introduces the student to theoretical and practical material for understanding the behavior of individual organizations and what can be done to make organizations work more closely together at the federal, state, and local levels. Students are introduced to theoretical material on organizational cultures; bureaucracy; social trust; individual, group, and organizational decision-making; and interagency collaboration. Emphasis is placed on explaining why organizations act the way they do and how to improve interagency coordination. Prerequisite: INTL500 Research Methods in Security and Intelligence Studies or other APUS 500-level graduate research methods course.

INTL610 Counterintelligence (3 hours)

The course focuses on both U.S. and foreign aspects of counterintelligence, including the history and evolution of counterintelligence, the differences between passive and active CI measures, principles and processes of counterintelligence and its relationship to covert action, the ethics of counterintelligence, and the evaluation of CI successes and an estimate of the damage caused by failures. The student will develop a comprehensive knowledge of the use and practices of counterintelligence,

especially in protecting homeland security and national security interests against foreign adversaries. Additionally, the collection process and the changes for the future in the infusion of CI technology will be discussed.

INTL613 Intelligence and Homeland Security (3 hours)

Examines intelligence community responses to threats to the U.S. homeland from transnational and domestic terrorists, including the employment of Weapons of Mass Destruction. Threats to the U.S. borders, including illegal immigration, narcotics smuggling, money laundering, commercial smuggling, and other organized crime activities are also covered.

INTL614 Assassination: History, Theory, and Practice (3 hours)

This course is a study of the historical, theoretical, political, moral, and legal dynamics and implications associated with assassination, targeted killing, and related topics in modern warfare and intelligence operations. Through case studies, public law, and historical example, students will explore the reasons behind, the objectives sought, and implications of assassination, targeted killing, and other ethical dilemmas in intelligence and modern warfare.

INTL616 Ethical Challenges in the Intelligence Community (3 hours)

This course examines issues of ethics and morality in the context of Intelligence. It begins with an in-depth critical analysis of the functioning and capability of contemporary U.S. Intelligence from the viewpoint of professional ethics. It then goes on to address the potential for shortcomings and gaps, and discusses firm, coherent solutions. Students will research the moral, psychological and legal issues pertaining to military decision-making in counter-terrorism, homeland security, asymmetric warfare and conventional military campaigns. Following an examination of administrative evil in different contexts and on several historical scales, the course concludes with an evaluation of prevarication and related ethical-moral choices faced in Intelligence, military and civilian life.

INTL621 Signals Intelligence (SIGINT) (3 hours)

This course examines Signals Intelligence focusing on the underlying technology of SIGINT and its application to various military and civilian intelligence questions at both the tactical and strategic level primarily through the use of the case study approach. Focusing primarily on communications intelligence (COMINT) and electronic intelligence (ELINT) this course will also address the lesser-known disciplines of MASINT, FISINT, etc. Collection platforms will be studied in relation to their inherent capabilities and application against various intelligence targets. The peculiar constraints on intelligence analysis in the SIGINT environment will be explored with the purpose of understanding the limitations of SIGINT and SIGINT's role in the broader all-source intelligence analysis process. The course is held at the unclassified, open-source level.

INTL623 Human Intelligence (HUMINT) (3 hours)

This course provides an overview of HUMINT operations include mission-target analysis, operational planning, execution and evaluation, cover, security and communications, collection and reporting, and financial management. Students will be expected to demonstrate the ability to assess, articulate and defend the soundness of operational concepts, plans and budgets.

INTL624 Geographic Information Systems and Spatial Analysis (3 hours)

This course will provide the student with a solid foundation in Geographic Information Systems (GIS), powerful tools used for the collection, analysis and display of spatial data. The true link between GIS and intelligence studies is the ability to make informed decisions based on the data available, by assigning weight in terms of importance to the various datasets, and finally creating associative analyses to determine a course of action pertaining to a person, group, nation or region. This course will help the student to achieve this important objective. (Prerequisite: INTL500). Note: The ESRI course software will not run on computers using Macintosh [3 Semester Hours]

INTL625 Imagery Intelligence (3 hours)

Students explore the contribution of imagery intelligence to the all-source effort, the advantages and disadvantages of imagery intelligence, the collection sensors' capabilities and limitations, and the interpretation process of the imaged subject.

INTL631 Criminal Intelligence Analysis (3 hours)

This course provides the student with an introduction to the methods and techniques of criminal intelligence analysis and strategic organized crime. The rapid increase in multinational analysis and transnational organized crime, corporate drug trafficking organizations, and the impact of crime on national and international policy has created a critical need for law enforcement

intelligence experts in the relatively new field of criminal intelligence. The course shows how to use criminal intelligence analysis to predict trends, weaknesses, capabilities, intentions, changes, and warnings needed to dismantle criminal organizations. This course provides knowledge needed by law enforcement professionals at the federal, state, and local level, by criminal intelligence analysts working in private industry, and by military intelligence personnel making a transition from a military to a law enforcement career. The course provides a background of the use of intelligence to dismantle criminal organizations and businesses. This course emphasizes criminal/law enforcement intelligence, as opposed to criminal investigation.

INTL634 Threat Analysis (3 hours)

This course is a study and analysis of international threats to security. It focuses on a variety of aspects related to both U.S. and foreign threat analysis and action, including the evolution of responses to threats, perspectives on threat action since World War II, principles of threat analysis and response, and assessments of successes and failures of such actions. The student will develop a comprehensive knowledge of threat analysis, how intelligence agencies in the U.S. assess and counter international threats in order to guard U.S. global interests and protect U.S. national security from adversaries, and how various threats affect national security policy and decision-making.

INTL635 Indications and Warnings (3 hours)

The purpose of this course is to teach the student how the current I&W system is organized, how it is supposed to work in theory, and how it has actually worked in practice. In addition, students will examine the traditional and alternative approaches to the I&W process. Students will learn about the various types of intelligence indicators and how they fit into the process of intelligence prediction, which is an implied function of I&W. Students will also examine various historical case studies to learn about the four basic "sources of error" in I&W.

INTL637 Intelligence Profiling (3 hours)

This course provides an overview of the analysis of political leaders. It explores various political psychological approaches to studying leaders to include biographies, psychoanalysis, traits, characteristics and motivations. Examples of specific political leaders are discussed throughout the course to offer the student a broad knowledge of world leaders. The course also provides students with a solid foundation from which to conduct their independent analysis of political leaders.

INTL640 Intelligence and National Security (3 hours)

Students review the relationships between intelligence and national security strategy using an historical case study approach, analyzing both past and contemporary national security issues from an intelligence perspective. Students also analyze the evolving relationship between intelligence and national security strategy from the beginning of World War I to the present. THIS COURSE NOT OFFERED AT APUS, BUT MAY BE FULFILLED THROUGH TRANSFER AGREEMENTS OR A SUBSTITUTION COURSE. PLEASE CONTACT YOUR ACADEMIC ADVISOR FOR DETAILS.

INTL641 Intelligence in Low Intensity Operations (3 hours)

This course covers the role of intelligence in counterinsurgency, short-term interventions, and peace operations. Particular attention is given to how well the intelligence system has succeeded in using human intelligence in low intensity operations.

INTL642 Information Warfare (3 hours)

Students in this course synthesize the elements of information warfare or what is more commonly called today, Information Operations (IO). The course will cover actions taken to deny, degrade, disrupt, destroy or influence an adversary, while protecting/defending own force information with extensive coverage of Cyber Warfare. Students will be introduced to Computer Network Operations (CNO), Electronic Warfare (EW), Psychological Operations (PSYOP), Military Deception (MILDEC), and Operations Security (OPSEC).

INTL643 Information Operations (3 hours)

This course addresses the core elements of Information Operations (IO). Students will be introduced to the core IO disciplines referred to as Electronic Warfare (EW), Computer Network Operations (CNO), Psychological Operations (PSYOP), Military Deception (MILDEC), and Operations Security (OPSEC). Students will also be introduced to supporting IO disciplines of Information Assurance (IA), support to Civil-Military Operations (CMO), support to Public Affairs (PAO) and support to Public Diplomacy (PD).

INTL646 Transnational Crime and Narcotics (3 hours)

This course will provide an overview of transnational crime and narcotics and its effects on national security, political, social, and economic development of countries around the world. The focus of this class will be the proliferation and expanding influence of organized crime groups, the increasing links among crime groups, corruption, and links to terrorism from transnational crime and narcotics. This class will examine the diverse dimensions of transnational crime and narcotics in the context of increasing globalization and the exponential impact of technology advances. Recent developments in narco-trafficking, illicit finance, corruption, the rule of law in conflict areas, the use of technology to facilitate crime, and terrorist ties to crime and narcotics will be discussed.

INTL648 Electronic Warfare I (3 hours)

EW plays a key role in today's ever changing information driven battle space. This course provides a thorough introduction to EW, including basic radar theory, electronic attack (EA), electronic warfare support (ES), and electronic protect (EP) terms and concepts. IT IS HIGHLY RECOMMENDED THAT YOU HAVE SUCCESSFULLY COMPLETED COLLEGE ALGEBRA BEFORE TAKING THIS COURSE

INTL650 Counterterrorism (3 hours)

This course is a study of the evolution of intelligence and counterterrorism while analyzing U.S. and international policies for combating terrorism, terrorist tactics worldwide, and the scope of terrorism in the twenty-first century. The course focuses on the problems presented by terrorism to U.S. national security, suggested political solutions, and alternatives to the current counterterrorism policy.

INTL652 Terrorism: Assessing the Past to Forecast the Future (3 hours)

This course will expose the students to a variety of counter-terrorism intelligence methodologies and analytic tools, and extensive academic, government, policy literature on the challenges, opportunities, and assumptions related to forecasting terrorism. The course will provide students with the analytic capability to understand the types of terrorist threats that are most likely to confront the U.S. and its allies, in addition to challenging students to evaluate the efficacy and impact of prediction-based efforts in counter-terrorism intelligence.

INTL653 Deception, Propaganda and Disinformation (3 hours)

This course provides an overview of deceptive techniques. These techniques are often referred to as deception, propaganda, disinformation and dirty tricks. Throughout the course, students will be exposed and will analyze the use of deception in various contexts. These deceptive techniques are illustrated with a series of historical and current case studies.

INTL655 Intelligence and Weapons of Mass Destruction (3 hours)

Students in this course examine a top national intelligence priority, weapons of mass destruction, and some of the intelligence techniques used against them. Topics include scientific and technical intelligence and its emergence since World War II, sessions on each of the four dominant WMD (chemical warfare, biological warfare, nuclear weapons and radiological dispersal devices) and important issues related to potential terrorist usage of these weapons. The course ends with a discussion on US response capabilities to a WMD attack within our borders and the role US Northern Command plays in this response.

INTL687 Electronic Warfare II (3 hours)

EW-2 is an advanced course in EW, focusing on the physics/engineering concepts and theory that form the foundation for the development and operation of modern electronic attack (EA) systems.

INTL690 Independent Study: Intelligence (3 hours)

An opportunity for Intelligence students to pursue an independent research project or examine a specific area of Intelligence and its history under the mentorship of a single professor. Students must complete 24 credits of study before taking this course. Participation is at the discretion of the faculty member. Students will typically produce a major research paper (50+ pages); there will be no examination. Prior to registering, students should first contact the professor with whom they wish to mentor their independent study, coordinate an agreement on the grading requirements, and then NOTIFY their academic advisor with the name of their professor.

INTL698 Separate Comprehensive Examination (0 hours)

THIS COURSE WILL REQUIRE A PROCTORED EXAM. Comprehensive final examination for students in the Master of Strategic

Intelligence program. The comprehensive examination is only an option for students that started their degree program prior to 1 January 2009. The "Comprehensive Final Exam" is tailored specifically to each program and must be taken after students have completed 36 hours of study (i.e. during the semester following the final course) and successfully completed before the award of a degree.

INTL699 Master's Capstone in Strategic Intelligence (3 hours)

This is a 16 week course that must be taken after all other courses in your program are complete.

Graduate Course Descriptions

International Relations

IRLS500 International Relations Theory (3 hours)

This course provides an analysis of the three important theoretical debates of international relations: Idealism vs. Realism, Traditionalism vs. Behavioralism, and Realism vs. Neo-realism. The course also addresses the level of analysis problem, as well as the central assumptions and key concepts of various theories of international relations, with special emphasis on the basic concepts, propositions, and current critique of realism and neo-realism.

IRLS501 Comparative Political Systems (3 hours)

This course examines a broad range of governments utilizing the comparative method of analysis. Students will study democracies, monarchies, dictatorships and authoritarian forms of government. Students will participate in various class projects emphasizing contemporary problems of the various forms of governments of nation states today. This will take into consideration cultural differences and similarities, human nature, and the approaches of individual governments different from that of the American norm in carrying out their basic responsibility to maintain and strengthen society by equal justice for all of its citizens.

IRLS502 International Political Systems (3 hours)

This course examines how the international political system---the patterns of interaction among world political actors---has changed and how some of its fundamental characteristics have resisted change. Students will investigate how the global system works and how the process of globalization is remaking the political and economic world.

IRLS503 International Organizations (3 hours)

This course introduces issues surrounding the two major categories of international institutions: intergovernmental organizations (IGOs) such as the United Nations, and nongovernmental organizations (NGOs) such as the International Committee of the Red Cross. The course studies the theories, origins, principles, organization, activities, legal authority and performance of major international organizations as world actors in areas of economic development, international security, trade, and humanitarian assistance. IGOs serve as forums for communications, as regulators, as distributors, as organs of military security, and as peacekeepers. A few IGOs, such as the European Union (EU), have taken on supra-national political functions; they have power to make decisions that bind member-states, and their failures are not inherent, but are often caused by the reluctance of states to surrender sovereignty.

IRLS504 International Political Economy (3 hours)

This seminar allows the student to research some of the primary theoretical perspectives and analytical approaches for studying international political economy. The course includes a survey of contemporary literature, with special emphasis on theory, the phenomenon of globalization, an exploration of the market economy, the role of international and transnational actors, and relations between the Global North and the Global South with the international economic system, as well as instructions in how to critically evaluate research and set up a research project.

IRLS506 History of American Foreign Policy (3 hours)

The purpose of this course is to provide students with the analytical tools and knowledge skill sets to assess American foreign policy and America's role in a changing world. Specifically, this course attempts to make sense of the change dynamics by exploring the policy process and the core values that have defined America's role in the world.

IRLS507 Selected Topics in International Relations (3 hours)

This course allows the students to examine emergent issues and/or events in International Relations. The course will be taught in a structured seminar format.

IRLS600 Strategic Geography and Geopolitics (3 hours)

This course of study examines the history of political, tactical and strategic developments and concepts regarding geopolitical concerns regarding political and military planning and execution from the mid-20th Century through the modern era. The comparative analysis of these concepts from the applicable secondary literature will provide a stepping stone to understanding the nature of modern combined arms and joint forces warfare.

IRLS603 Politics and War (3 hours)

This course examines the relationship between military affairs and statecraft, ranging from how war is a logical consequence of political behavior. Case studies in the great powers' use of force and military issues clarify the connection between politics and the use of force, including war in its international context, attitudes toward war and its causes, the notion of "vital interests," WHY humans fight, and aspects of past areas of conflict that appear relevant to the future.

IRLS605 Comparative Defense Policies (3 hours)

This course examines the defense policies of a number of nations in Europe and Asia that had to deal with enormous changes following the East bloc's collapse. It concentrates on the effect of post-Cold War induced changes on these nations.

IRLS610 Foundations of Peace (3 hours)

This course is a history, development, and future outlook for the approaches to peace, with particular emphasis on peace through coercive power, peace through nonviolence, peace through world order, and peace through personal and community transformation. The course will study the phenomenon of peace through examples and cases from the international/strategic level down to the local/tactical levels.

IRLS611 Conflict Analysis and Resolution: Theory and Practice (3 hours)

The course will consider the rationalist approach to conflict analysis, along with other theoretical approaches to international relations theory. It will examine the generic nature of conflict, whether between individuals or nations. It also directly addresses international conflict, its origins, discernible patterns, routine components, range of outcomes, and modes of conflict prevention or amelioration. Conflict resolution theory will be applied to various cases of contemporary conflict among nations. Students will develop a thorough awareness of the origins of conflict, various approaches to conflict analysis and resolution, as well as strategies for conflict prevention.

IRLS613 International Negotiation (3 hours)

This course is a study of the theory and literature on the history and practice of international negotiations for purposes of peace; mediation between opposing factions, groups, or states; settlement of hostilities; preemption; among other issues. The course includes contending approaches to international negotiations, their basic assumptions and methodologies, and their application to current conflict situations. The role of culture and cross-cultural communication in international negotiation is explored. Also included in the course is discussion and study of skills development in international negotiation.

IRLS614 International Civil Order (3 hours)

This course will explore the role of international civilian police in peacekeeping operations in establishing a rule of law sufficient to support an emerging democratic society and a sustainable peace. Emphasis will be placed on exploring civilian police relationships with other actors in theater and on understanding public order maintenance through the lenses of peace building, justice and reconciliation.

IRLS615 Peacekeeping: Structure and Process (3 hours)

An examination of the strategic, operational, and tactical elements required for conducting both UN and non-UN sponsored peace operations. Special emphasis is placed on understanding the reasons for success or failure of previous and ongoing peacekeeping missions.

IRLS631 Government and Security in Korea (3 hours)

An examination of the governments and the militaries of the two Koreas. This course will closely examine the reasons behind the Korean peninsula playing such a pivotal role in overall Northeast Asian security. The course will examine domestic political, economic and social problems and prospects of North Korea and South Korea; the prospects for reunification; the military balance and the changing strategic environment; and the relations of Pyongyang and Seoul with their key allies. Includes an examination of U.S. relations with Korea.

IRLS655 Latin American Security Issues (3 hours)

Latin America continues as one of the most important areas to the United States -- even as it remains one of the least understood. In particular, the internal dimension of security has not yet been resolved in many Latin American nations to the

extent that domestic stability can be taken for granted, a reality which could have profound consequences for the United States.

IRLS660 Seminar in Middle East Politics and Security (3 hours)

This course examines evolution of the contemporary Middle East politics. It studies political, social, and cultural, interactions both within and among the countries located in the Eastern Mediterranean basin, the Persian Gulf region, and the North Africa. The course aims to present detailed and multidimensional analysis of the political attitudes and behaviors of prominent players biased through religious motives, regimes, patterns of patrimonial leadership, and diverse aspirations and goals of traditional social groups rooted in the Middle East. In this framework, focusing, first, on the birth and rise of Islam and religious motives in social life, the course sets the stage for historic developments which brought about structural dilemmas of today. Emphasizing on the period starting with the industrial revolution early in the nineteenth century, it also draws attention to the political economic motives of the region shaped by petroleum as well as the rise of mass politics. Correspondingly, involvement of the great powers into the politics of region is, in the final analysis, another topic that adds up flavor to the discussions and perspectives related to the Middle East politics. Finally, it takes up the analysis of current developments, like the U.S. led Middle East Partnership Initiative (MEPI) and democratization efforts in the Broader Middle East area in the context of U.S. war on terror.

IRLS661 Politics and Security in the Persian Gulf (3 hours)

This course examines the political, economic and security forces that impact on the government and politics of countries in the Middle East, specifically the Persian Gulf, as well as U.S. foreign policy toward this important region. It will touch on the historic, religious, social and cultural aspects that have helped shape the political dynamics of the Persian Gulf as well as the strategic factors which have tied the region to the West generally and to the U.S. in particular. The first part of the course will focus on the historical background of the region, the role of religion, and the emergence of nation-states after centuries of foreign domination. The latter part will concentrate on contemporary issues and problems -- The issue of terrorism and the recent Gulf conflict caused by Iraq's invasion of Kuwait. The course will examine the political systems and the political elites of the major players in the Middle East including Iraq, Iran, Saudi Arabia, and Kuwait. The course will conclude with an overview of current U.S. involvement in the region.

IRLS662 Middle Eastern Culture (3 hours)

This course covers the geography, culture, society, economy, and religions of the major ethnic and linguistic groups in the Middle East. The course will introduce students to important events and developments, such as the changing concepts of politics in Islam; the evolving sociological bases of states and societies in the Middle East; and the early impact of Europe on the Middle East, first through trade and then through colonialism.

IRLS663 Islam (3 hours)

This course will enable students to put the contemporary Islamist challenge to the West into historical, political, and cultural context and to understand Islam and the Islamic world more broadly. It does not focus on Islamism specifically, but does include it. The breadth of the course content reflects the inconsistent and uncertain usage of the term Islam. Strictly defined, Islam refers only to the religion founded by Muhammad. It is not a political, ethnic, geographic or cultural term any more (or less) than Christianity is. The central theme of the course will be to address the question of whether the relationship of theology to polity within Islamic societies is unique to that religious tradition.

IRLS664 Politics and Culture in Central Asia (3 hours)

The region of Central Asia—located between Russia, China, India, and Europe—has emerged from obscurity in recent decades to become a key front in the war against international terrorism and radical Islam. This course explores the political and cultural history of Central Asia, as well as religious and social issues that impact the region's governmental structures, foreign relations, and security. Students will explore the impact of Russian conquest and Soviet domination of Kazakhstan, Uzbekistan, Turkmenistan, Kyrgyzstan, and Tajikistan, as well as the Soviet- Afghan War (1979-1989), before moving on to an analysis of contemporary issues in government and politics in the region. Emphasis will be on the rise of Islamism, great power politics, U.S. involvement in the region after 9/11, "managed democracy," corruption and economic development, and petropolitics.

IRLS698 Separate Comprehensive Examination (0 hours)

THIS COURSE WILL REQUIRE A PROCTORED EXAM. Comprehensive final examination required of students in the Master of Arts in International Relations and Conflict Resolution program. The "Comprehensive Final Exam" is tailored specifically to each program

and must be taken after students have completed 36 hours of study (i.e., during the semester following the final course) and successfully completed before the award of a degree.

IRLS699 Capstone in International Relations (3 hours)

The Master's Capstone Seminar option in International Relations and Conflict Resolution is a 16 week course that must be taken after all other courses in your program are complete and it cannot be taken concurrently with other courses

Graduate Course Descriptions

Legal Studies

LSTD502 Criminal Law (3 hours)

This course focuses on the fundamental principals, concepts, and development of criminal law and the constitutional provisions which govern it. The course further discusses the relationship of the individual to the state and includes an examination of the general framework of criminal law as a means of social control.

LSTD503 Criminal Justice Process (3 hours)

This course addresses the specific constitutional rights, including the fourth, fifth and sixth amendments as those that have a direct impact on the defendant and prosecution in the judicial process. The course will review issues of the pre-arrest stage to post conviction remedies, as well as the procedural laws in the criminal justice process and their limits. The parameters of these limits will be analyzed by studying various court decisions.

LSTD504 Methods of Legal Research and Writing I (3 hours)

Part one of this graduate level two-part intensive legal writing program is designed to develop students' research and writing skills. Students will learn and practice the skills necessary for identifying, locating, and using legal resources, including primary sources of administrative, statutory, and case law; secondary authority; and research reference tools, to include computer research tools, commonly used in the practice of law. Students will also explore the process of legal analysis, incorporating the results of their legal research into correspondence, case briefs, legal memoranda, and motions.

LSTD505 Methods of Legal Research and Writing II (3 hours)

Part two of a two-part graduate level intensive legal writing program is designed to develop students' research and writing skills. Students will further develop their research, legal analytical, and writing, with emphasis on logical reasoning and clear, concise, and convincing writing. Students will complete several legal writing assignments, which will synthesize research, analytical, and technical writing skills. PREREQUISITE: Methods of Legal Research and Writing I.

LSTD506 Property Law (3 hours)

This graduate course is an introduction to real property concepts. The course surveys present and future estates in land, ownership, and concurrent ownership. Leasehold interests, gifts and bequests, covenants and servitudes, conveyancing, various land use restrictions, and eminent domain are also considered.

LSTD507 International Law (3 hours)

The course is designed to introduce students to the concepts and sources of international law that evaluate the various components, processes, and functions of the international legal process and consider how international law impacts the laws within the United States. Additionally, the current state of the international legal order is reviewed with legal opinions regarding major philosophies, components and current practices and problems of the field of international law.

LSTD508 Contract Law (3 hours)

This graduate course is designed to introduce students to the concepts and sources of contract law. This course evaluates the various components of a legally binding agreement or promise and surveys the major issues affecting such enforceable agreements. Students will examine what constitutes breach of contract and the remedies available. The role of contracts in the commercial arena and in society will also be analyzed.

LSTD509 Tort Law (3 hours)

This graduate course will focus on the fundamental principles, concepts, and development of tort and personal injury law, while combining theoretical and practical applications of such principles and concepts. The course presents an overview of the substantive law governing compensation for injuries to property and to the person. Specific areas of study include negligence and defenses to negligence; products liability and strict liability; negligent infliction of emotional distress; injury to property; tort immunities and tort investigations. Students will examine the analytical process used both to understand court opinions and hypothetical problems in this area of the law. The course highlights the public policy objectives and social forces behind the development of tort and personal injury legislation.

LSTD510 Constitutional Law (3 hours)

This graduate course will explore advanced principles, doctrines and controversies regarding the structure of and division of powers in American government. Specific topics include judicial review, jurisdiction, standing to sue, federalism, federal and state powers and immunities, the separation of powers among the branches of the federal government, the First Amendment, and the Equal Protection Clause.

LSTD511 Independent Study in Legal Studies (3 hours)

This Independent Study is an opportunity for Legal Studies graduate students to pursue an independent research project under the mentorship and discretion of a faculty member. The course requires a major research paper; there will be no examination.

Students will submit a request to take the independent study to the Registrar and will include the name of a faculty with whom they have coordinated. Prior to registering, students should first contact the professor with whom they wish to mentor their independent study, coordinate an agreement on the grading requirements, and then NOTIFY their academic advisor with the name of their professor. The final approval to take the independent study will be made by the Program Director.

LSTD512 Immigration Law (3 hours)

This graduate course focuses on the procedural and substantive law surrounding immigration. Emphasis is given to legal changes enacted in the field since September 11, 2001, as well as current events. It provides students with the background, processes, and tools necessary for a working knowledge of immigration issues. Important topics such as immigrant status, citizenship, refugees, and asylum seekers will be explored. Students will analyze immigration law and policy.

LSTD513 Media Law (3 hours)

This graduate course focuses on the procedural and substantive law that influences the media field. Recent developments in this area will be addressed. Emphasis is given to constitutional issues such as privacy and freedom of speech, as well as regulation of the industry and intellectual property rights. It provides students with an overview of problems affecting speech across the print, broadcast, cable and Internet media. Important topics such as defamation, invasion of privacy, copyright and the Freedom of Information act will also be explored.

LSTD520 Master's Capstone in Legal Studies (3 hours)

Preparation for the Legal Studies research seminar begins on day one of a student's graduate program of study. The theories, research methods and analytical skills, and substantive knowledge obtained through their master's curriculum provide the basis for the research seminar project. Students will support the thesis effort, including gathering bibliographic and reference materials on the research seminar topic including developing individual course research papers that may become sections of the final research seminar. Students will address the requirements as described in the syllabus and classroom assignments. The research seminar proposal shall be prepared in accordance with the standards of the academic discipline. The research seminar proposal must provide a clear and lucid description of a legal issue and a proposed method of analysis of the problem. Guidance on the format of the research seminar proposal and a sample proposal are contained in the APUS Thesis Manual. PREREQUISITE: Students may take the research seminar after all other course completions.

LSTD539 The Federal Rules of Evidence (3 hours)

This graduate course will examine the rules governing the admission, exclusion, and presentation of evidence in judicial proceedings. The law of evidence governs the proof of facts and the inferences flowing from such facts during the trial of civil and criminal lawsuits. Topics to be covered in this course include relevance; authentication; categorical rules of exclusion; character and habit evidence; witness qualification, competency, and examination; privileges; the "Best Evidence" rule; the hearsay rule and its exceptions; judicial notice; burdens of proof and presumptions; impeachment and rehabilitation of witnesses; and appellate review of evidentiary rulings.

LSTD601 Sports Law (3 hours)

This course is an introduction to sports-related legal issues and concepts. Its focus is on providing an overview of the major legal issues associated with sports, sports management, and the sports industry. Students will conduct research, read, and write on issues associated with the sports legal industry. Topics include but are not limited to discrimination, legislation, regulation and rights, competition, contract, labor, tort and trademark law, and administrative, antitrust and constitutional law.

Graduate Course Descriptions

Management

BUSN641 The Nonprofit Organization and Executive Leadership (3 hours)

A comparative analysis of the various theories, principles, and styles of leadership and how they apply to the management and governance challenges in nonprofits; complex organizations with a wide range of stakeholders and often fragile and fragmented financing.

BUSN642 Financial Management in Nonprofit Organizations (3 hours)

A comprehensive study of the key financial statements to help monitor the organization's financial health. An analysis of fund accounting, the importance of quality financial reporting and financial controls to protect and sustain nonprofit organizations, and the budget as a tool to direct the organization are included in this course.

HRMT600 Human Resource Management (3 hours)

This course serves as an advanced course in human resource management with particular emphasis on the strategic planning process for each of the functions. Students will explore the historical evolution and philosophical foundation of the field as well as examine the current practices that are being used to support Human Resources in the workplace. Future human resource management challenges will be examined and the emerging concept of strategic Human Resource professionals as business partners will be highlighted.

HRMT601 Compensation and Benefits (3 hours)

This course serves as an advanced course in compensation and benefits with particular emphasis on global compensation and benefit issues. Students will explore strategic, operational and tactical approaches to global compensation and benefits as they relate to an overall corporate multinational strategy. There will be an examination of expatriate and local staff compensation and benefit practices as students prepare effective compensation and benefits strategies through case studies, class discussions and other assignments.

HRMT602 Employment Law and Labor Relations (3 hours)

This course is a conceptual and functional analysis of the legal framework and principles of employment law, with emphasis on discrimination in the workplace. Primary topics include the employment relationship; discrimination based on race, gender, age, national origin, religion, and disability; sexual harassment; affinity orientation; testing and performance appraisal; labor/management issues; privacy; health, safety, worker's compensation, and employee benefits. Issues are addressed from a management perspective so that students understand how to manage efficiently with a full understanding of the legal ramifications of their decisions. Students are shown how to analyze employment law facts so that they can arrive at good management decisions based on relevant legal considerations.

HRMT603 Human Resource Policy (3 hours)

This course is a comprehensive view of human resource policy development with emphasis on the interdependence of human resource and operating functions. Students will have the opportunity to analyze human resource functions of recruitment, development, training, compensation, integration into the workforce, and maintenance of Human resource for the purpose of contributing to organizational, societal, and individual goals. Special emphasis will be placed on human resource policy and strategy as government, corporate, small business, and other entities fashion their human resources to meet the needs of a 21st Century workforce.

HRMT604 Employment Relations (3 hours)

This course is designed to familiarize the student with a basic understanding of the roles and responsibilities of the Human resource manager with regard to employee assistance, safety, occupational health and security in the workplace. It examines the elements that go into guaranteeing a safe environment in the workplace, "soft-landing," organization and evaluation of safety training and policies, occupational health education as well as compliance with the Occupational Health and Safety Administration (OSHA) rules and regulations. It examines the basics of network security, industrial espionage and the relationship of the Human Resource Manager with experts in the safety, health and security fields within the organization.

HRMT605 Strategic Human Resource Management Practices (3 hours)

The course examines the techniques, policies, processes, strategies, and practices used by companies and managers to effectively and efficiently leverage their human capital. Students will learn how the various “core” areas of human resource management including staffing, performance management, work and job design, training, and compensation are aligned to accomplish business objectives. Additionally, because HRM is becoming less of a functional responsibility and more of manager’s responsibility, the theories and techniques taught in the course are applicable for many positions in a wide variety of organizations. The goal is that by the end of the course, students will have a greater appreciation for the importance of human capital for achieving an organization’s goals.

HRMT610 Workforce Planning (3 hours)

Students in this class will master the basic concepts, theories, and skills of workforce planning. Workforce planning is a critical human resource function and practice about winning the “war for talent” in today’s workplace. This course will address issues of attracting, staffing, and retaining a high valued and productive workforce. Succession planning is a key concept to be examined as well. Other topics to be addressed in this course include aligning business and staffing needs; assessing diversity, retirement and turnover; and developing competency models and the use of these models for staff development. Case studies, scenarios, and problem resolution in addition to readings and research in areas of interest are the focus of this course experience.

MGMT500 Quality Management in Contemporary Organizations (3 hours)

A comprehensive analysis of the theory and practice of Total Quality Management, including the use of Statistical Process Control, as developed and espoused by Juan and Deming, through extensive readings of books by and about these two management pioneers, and use of up-to-date TQM “how-to” handbooks used by businesses and the Federal Government.

MGMT501 Research Methods in Management Science (3 hours)

This course aims at providing students with an in-depth understanding of the various methodological approaches to the study of management. The course provides a deep insight into various scientific and methodological approaches as well as practical training in the design and implementation of research projects. This includes data collection methods, sampling techniques, survey design, interview techniques, observation methods, analysis, interpretation and how to write scientific reports. This course is required as the first course in the M.A. in Management.

MGMT600 Organizational Management (3 hours)

This is an introductory course that focuses on the concepts and methods of managing an organization. The overall course objective is to identify, apply, and evaluate techniques for structuring and resolving managerial problems in public and private organizations. The main educational tool used in the course is the analysis and class discussion of case studies. Readings and lectures are used to supplement the case analyses. Topics include: culture and change; managing globally and ethically; strategic planning and implementation; organization structure; human resource management; groups, teams and motivation; leadership; and operational management.

MGMT601 Organizational Behavior (3 hours)

This course will provide a framework for understanding individual and group behaviors within dynamic organizations. Topics to be covered will be human behavior principles in individual, groups/teams, and organizational settings. The main emphasis of this course will be on developing effective administrative/managerial skills in improving employee performance.

MGMT602 Quantitative Methods (3 hours)

Quantitative Methods introduces the students to the fundamentals of quantitative methods and analysis for operations management and business management. This course is designed to help students achieve a greater understanding of the methods and models available to analyze and solve business management problems. The skills, tools and methodologies needed to quantitatively analyze systems and to make decisions are provided. State of the art analytical tools and quantitative methods, including computer-based solutions are discussed. Topics covered include operations management, forecasting, systems design, quality and supply chain management.

MGMT603 Organizational Development (3 hours)

This course consists of a collection of classic and contemporary readings in Organizational Development covering a broad range of

topics including interpersonal relations, motivation, decision making and group behavior in organizations. Included are experiential exercises that give students an opportunity to practice their skills and cases that allow students to draw on their own experiences to apply the concepts and theories in managerial situations. Special emphasis will be placed on the role of the leader.

MGMT604 Organizational Crisis Management (3 hours)

This course examines the variables involved in crisis planning, communication and management. To do so, we must consider the organization's vulnerabilities, the environment in which it thrives, the stakeholders who can influence its operation and the strategies best suited to maintaining or enhancing its reputation. The media plays a crucial role in crisis management and we will discuss this factor throughout the course. We will consider how the media acts as a catalyst as well as intermediary in this process. Some of the questions that will arise will be: Is the relationship inherently antagonistic? Should it be? By the conclusion of the course, participants should have developed a deeper understanding of the range of crises facing organizations, an enhanced appreciation of communication tactics that can be brought to bear in such situations and a greater familiarity with the historical antecedents of current crises.

MGMT605 Leadership (3 hours)

This course covers the elements of contemporary leadership and delineates the principles that are important in the development of a leader for the 21st century. Discussion of the role and function of leadership will include an in-depth analysis and study of needs impacting individuals, organizations and society. The course provides students with a set of leadership skills and competencies on which to build an individual model for effective leadership that can be tested over time.

MGMT608 Independent Study: Management Department (3 hours)

An opportunity for Department of Management students to pursue an independent research project or examine a specific area of Management under the mentorship of a single professor. Students must complete 24 credits of study before taking this course. Participation is at the discretion of the faculty member. The course will typically involve six or more telephone calls and produce a major research paper (50+ pages); there will be no examination. Students will submit a proposal prior to the start of the project, and a rough draft of the paper at week 10, both of which will count toward the final grade. Prior to registering, students should first contact the professor with whom they wish to mentor their independent study, coordinate an agreement on the grading requirements, and then NOTIFY their academic advisor with the name of their professor.

MGMT610 Cross-Cultural Management (3 hours)

This course is an examination of individual dimensions of global executive leadership, organizational behavior, inter-group relations, and strategies for internal corporate communication. Course topics include management and global trade, special aspects of operating successfully in the global environment, the executive's role in solving conflicts and creating corporations in the world marketplace, cultural aspects of international operations management and ethical corporate strategies in an international context.

MGMT615 Strategic Planning (3 hours)

This course outlines successful Strategic Management and Planning techniques. Students taking this course will gain an understanding of Strategic Planning techniques that have been successful in the industrial base companies. This course has been designed and developed to provide management teams and leaders with state of the art practices and theories, strategies and techniques relative to the Strategic Management and Planning Process.

MGMT617 Leading Teams (3 hours)

This course utilizes an experiential format to focus on a variety of concepts and practices associated with developing and managing an effective team. The course addresses different approaches to management, motivation, and performance, along with some barriers to effective team efforts. Case studies and problem resolution are the focus of this experience. Expected student outcomes include mastering the basic concepts, theories, and fundamental techniques in team management, identifying current challenges and issues confronting managers in human service organizations, and identifying positive team management strategies and their application to human services.

MGMT618 Ethics in Leadership (3 hours)

This course addresses the ethical dimensions of management with a special focus on the processes managers may use to raise and resolve ethical dilemmas and conflicts in organizational settings. Policies pertaining to treatment of those raising ethical issues will

be considered. The legal and regulatory requirements of ethical conduct will be examined. Policies and codes of conduct established by various organizations and industry groups will be critically examined. The course will feature case studies involving alleged breaches of ethical conduct among publicly held corporations.

MGMT620 Project Management (3 hours)

This course examines the organization, planning, and controlling of projects and provides practical knowledge on planning, managing project scope, scheduling resources, and dealing with risk management. Topics include project life cycle, project initiation, work breakdown structure and Gantt charts, network diagrams, scheduling techniques, contracts, and resource allocation decisions. Project execution including selecting and managing teams will also be analyzed and discussed. Students will be required to use software packages (Crystal Ball and MS Project) and to already have working knowledge of these packages in order to complete some of the assignments for the course. The software will be included with the textbook.

MGMT630 Consulting Skills (3 hours)

This course utilizes an experiential format to focus on a variety of concepts, skills and practices required for effective consulting. Students will be asked to experiment with consulting skills and submit papers which critically reflect on that experience in light of the concepts and theories discussed in class. The course addresses different approaches to consulting including management consulting, coaching, and strategic business consulting. Students will explore, analyze and practice consulting skills of entry and contracting, assessment, feedback, implementation and change plan development and execution, managing resistance, and working with executive and management teams to execute change effectively. Consulting will be discussed from both an internal and external consultant perspective. Case studies and problem resolution are the focus of this experience. Expected student outcomes include mastering the basic concepts, theories, and fundamental skills in consulting, identifying challenges, steps, and plans for developing an effective consulting practice (either internal or external to an organization) and identifying consulting strategies and their application to both human services and for profit organizations.

MGMT631 The Practice of Consulting: Creating and Managing The Business (3 hours)

This course will focus on a variety of concepts, skills and practices required for understanding, developing and managing an effective consulting business. When thinking about consulting most individuals focus on the practice of consulting and the offerings of the consulting practice to clients. This course focuses on the business of the consulting practice as a professional service business. The course addresses different approaches to establishing and managing a consulting practice including starting up, financing the business, building a business plan, staffing the business, marketing etc. Case studies and problem resolution are the focus of this experience. Expected student outcomes include mastering the basic concepts, theories, and fundamental skills in establishing a consulting practice, identifying challenges, steps, and plans for developing an effective consulting business.

MGMT698 Separate Comprehensive Examination (0 hours)

Comprehensive final examination for students in the Master of Arts in Management program. The "Comprehensive Final Exam" is tailored specifically to each program and must be taken after students have completed 36 hours of study (i.e. during the semester following the final course) and successfully completed before the award of a degree.

MGMT699 Management Practicum and Integration Project (3 hours)

The APUS Master of Arts in Management examines complex organizations from a level of analysis perspective developing competence in organization analysis, management theory and practice, strategy formulation and execution, leadership, human resources management, technology and global issues related to management, and other related areas. Specializations in this degree include: general management, leadership, and human resource management. This program aims to educate professionals for management and business practice in global military, government and business environments. The ability to apply learning to practice is a key requirement for demonstrated success in learning. To achieve and demonstrate learning a practicum and integration seminar is offered to students in this degree as an alternative to the comprehensive exam. This option can be undertaken by any student seriously interested in the integration and application of theory and practice. Students selecting this option are exempt from comprehensive exams. The course requires that the student:

- Identify and obtain approval for an organization or project of interest
- Select and obtain an approval for a workplace mentor
- Complete a 120 hour practicum in the approved organization under the guidance of the mentor
- Keep a log of work completed to be signed by the mentor
- Submit a 25 page integrative applied research paper using Kolb's experiential learning cycle as the basis for reflection on that experience.

The experiential or practical component of the class aims to apply learning in an aspect of interest related to the degree and

concentrations of the student's areas of specialization. It is understood to be a supervised practicum that requires approval by APUS before entering into the relationship with the organization. The selection of an organization or site for the practicum must relate to the content of the student's course work and/or concentration. Goals of the applied practicum and integration seminar will be submitted by the student for approval using an application for approval to the Faculty member, Program Director and Dean of Graduate Studies. The organization will serve as an opportunity to experience the practice of an area of management related to the focus of the student's degree. This option will act as a capstone of the student's program and is to be completed in the student's final semester.

Graduate Course Descriptions

Marketing

MKTG600 Marketing Management (3 hours)

This course is designed to illustrate development, implementation, and reformulation of business strategy, with both domestic and international implications. Emphasis is placed on the need for, awareness of, and accommodation to changes in an organization's internal and external environments. Generic types of business strategies and techniques for analyzing strategies are also covered.

MKTG601 Strategic Internet Marketing (3 hours)

This course investigates today's global environment of electronic commerce and that influence on today's business enterprises. The learning's in Strategic E-Commerce Marketing spotlight E-Commerce opportunities, issues, options and techniques necessary to create an appropriate ECommerce marketing plan for an enterprise. The course also provides the students with the real world experience of developing a pseudo working website in coincidence and in support of the Marketing plan. Other issues examined include channel structures given an electronic environment and the impact on supply chain management, e-tools, and ECommerce marketing as viewed through the traditional marketing mix. Critical evaluations of web sites, web tools, promotions, advertising, selling and communications are also explored.

MKTG602 Global Marketing Strategy (3 hours)

This course is a study of the elements involved in such key global marketing functions as product, price, place and promotional activities. Students will evaluate global marketing opportunities, develop strategy, and simulate implementation of it as it relates to total organizational strategy.

Graduate Course Descriptions

Mathematics

MATH530 Applied Statistics (3 hours)

This course is an interactive course designed to help students achieve a greater understanding of the statistical methods and models available to analyze and solve business management problems. The course is designed for students majoring in a business administration or management course of study. Topics covered include inferential statistics, averages, measures of variation, the Normal distribution and its uses, sampling distributions, hypothesis testing for large and small samples, regression and correlation, and Chi-Square distributions. The skills, tools and methodologies needed to analyze systems and to make decisions are provided. State of the art analytical tools and quantitative methods, including computer-based solutions are discussed. The emphasis of the course will be on the proper use of statistical techniques and their implementation rather than on mathematical proofs. However, some mathematics is necessary in order to understand the proper application of the techniques. This course will use Microsoft Excel for some of the work. Students should have a basic familiarity with Excel and have access to this software application.

Graduate Course Descriptions

Military History

MILH510 Studies in U.S Military History (3 hours)

This course examines the military heritage of the United States from the colonial period to the present time. Through an in-depth study of the extensive literature in American military history, students assess the key individuals, military policies, postures, organizations, strategies, campaigns, tactics, and battles that define the American military experience.

MILH511 Great Military Philosophers (3 hours)

This course examines the origin and development of military concepts and ideas by studying the wisdom of the great military thinkers of the past. Among the philosophers are Sun Tzu and Machiavelli, Clausewitz and Jomini, Mahan and Corbett, Douhet and Mitchell, T.E. Lawrence, and the counterinsurgency theorist and practitioner David Galula. Students compare and contrast these great thinkers to gain an understanding of the nature and conduct of war at the strategic, operational, and tactical levels.

MILH531 Strategy, Tactics & Leadership of the American Revolution (3 hours)

This course is an examination of the American Revolution with emphasis on the operational contributions of American and British military leadership. Students assess the basic concepts and principles of the war's strategic and operational levels, the tactical employment of forces, and the element of leadership to the planning and execution of the war by both sides. Special emphasis is on comparing and contrasting American and British peer-level commanders.

MILH532 British Perspective of the American Revolution (3 hours)

This course details the British view of the Revolution and the long hidden perspective of the American Revolution. Topics include British colonial politics, diplomacy, political and military leadership, factors of influence in Great Britain during the Revolution, and post-war views of America.

MILH533 The American Revolution Canadian Campaign (3 hours)

This course is a focused examination of an early and pivotal campaigns in the American Revolution. Students assess the strategy, tactics and effect of this ultimately unsuccessful campaign on the subsequent course of the Revolution and post-war Anglo-American relations in detail.

MILH534 The American Revolution Southern Campaign (3 hours)

The course analyzes historical episodes during this period of the American Revolution. Students chronologically move through antecedents to colonial controversy with Britain, relations between American Southern colonies and Britain, the strategy followed by both sides in the South, armed hostilities between American and British military forces in the Southern theatre, and the aftermath of the American rebellion in the southern colonies.

MILH535 American Revolution in the Northern and Middle Colonies (3 hours)

This course addresses the War for American Independence in the Northern and Middle colonies from the outset in April 1775 with the events at Concord and Lexington, Massachusetts, through the return of the British main force to New York in the summer of 1778 and the Battle of Monmouth Court House, leading up to the British decision to shift the main theatre of war to the Southern Colonies. The course analyzes not only the specific events - battles, campaigns, and engagements - but also addresses the nature of strategic decision-making, political issues, leadership, and nature of the opposing forces as well as the context of the War for American Independence in general. (Prerequisite: All degree requirements except MILH699)

MILH541 Civil War Strategy and Tactics (3 hours)

This course is a study of the American Civil War with emphasis on operational contributions of Union and Confederate military leadership. Students examine Civil War battles on two levels: the strategic doctrine as formed by the major commanders and tactical developments that affected the conduct of battle at a lower echelon of command. Special emphasis is on the interplay between these levels in order to gain a comprehensive view of strategy and tactics in both armies from 1861-1865.

MILH542 Civil War Command and Leadership (3 hours)

This course is a study of national, theater, and operational command structures of the Union and Confederacy, the leadership

styles of key military leaders on both sides, and the evolution of command and control in the war. Major themes include the relationship between the commanders in chief and the generals who led the armies in the field, the relationships between the generals themselves, and the ways in which the relationships described above either served to facilitate or debilitate the causes those commanders served.

MILH551 World War II in Europe (3 hours)

This course examines the Allied victory in Europe in World War II. Students assess how the American Army, trained for speed and mobility, performed during campaigns in Italy, France and Germany. The focus is on Eisenhower's generals and their decisions concerning amphibious invasions (e.g., Sicily, Salerno, Anzio and Omaha Beach), airdrops (e.g., Italy and Holland), the race across France and slogging through Italy (e.g., the Gothic siege line and the Huertgen Forest), as well as counter strokes such as Monte Cassino and the Ardennes Bulge.

MILH552 World War II in the Pacific (3 hours)

This course is a comprehensive analysis of the fighting during World War II in the China-Burma-India Theater, New Guinea, the Solomon Islands, the Aleutians, and the Philippines. Students assess the amphibious campaigns in the central Pacific theatre and evaluate the impact of one of the most massive movements of men and arms in history. Primary focus is on land warfare, its strategies, tactics, leaders and lessons learned.

MILH553 Axis Powers: Politics, Political Leadership & Diplomacy (3 hours)

This course is an in-depth study of the politics, political leadership, and diplomacy in Germany, Japan, and Italy during World War II. Topics address the factors that facilitated their rise to power; the key political structures, relations, and personalities; the inter-Axis relations among political elites versus the Allied powers; and the diplomatic efforts employed by the Axis powers as they postured against the Allies and the rest of the world during the war.

MILH554 Allied Powers: Politics, Political Leadership & Diplomacy (3 hours)

This course is an in-depth study of the politics, political leadership, and diplomacy that defined the Allied Powers of the United States, Great Britain, and Russia before, during, and after World War II. Students compare and contrast key political leaders in relation to the enormity of the war effort, including "lesser" political leaders at the time of Churchill, Stalin, and Roosevelt. Special emphasis includes political situations within occupied countries in light of the Allied Power contributions during the post war period.

MILH564 History of Peacekeeping: 1945 - 1987 (3 hours)

This course is a comprehensive survey of the overall evolution and functioning of United Nations peacekeeping operations during the Cold War period. The focus of this course is the detailed analysis and comparative assessment of each peacekeeping operation as a tool of conflict management within the unique parameters in which it was established and conducted.

MILH565 History of Peacekeeping: 1988 - Present (3 hours)

This course is a comprehensive survey of the overall evolution and functioning of United Nations peacekeeping operations from the end of the Cold War to the present. The focus of this course is the detailed analysis and comparative assessment of each peacekeeping operation as a tool of conflict management within the unique parameters in which it was established and conducted, and future trends for similar types of intervention and conflict resolution.

MILH570 American Military and Diplomatic History (3 hours)

The course is a seminar in the history of American Military and Diplomatic history from the Revolutionary War through the First Gulf War. It examines both major and minor conflicts as well as insular operations. Special emphasis includes the many ways that military action has been used by civilian leaders to implement aspects of American foreign policy and the many instances when soldiers have been de facto diplomats. It also considers the ways that diplomatic necessity has driven the development of military capabilities and institutions, and instances in which military capabilities have limited diplomatic options.

MILH571 Diplomatic Strategy and Military Doctrine (3 hours)

This course is a study of the key elements of grand strategy, including consideration of the diplomatic, informational, military, and economic instruments of power. Students focus extensively on the diplomatic component of grand strategy, and how this diplomacy interrelates with development and application of military doctrine. Both diplomatic strategy and military doctrine are inherently dependent on a country's grand strategy, and are products of a given time and place.

MILH572 Dynamics of Wartime Diplomacy (3 hours)

The course examines how a state's wartime diplomacy relates to its behavior, and the behavior of its adversaries, during both wartime and the ensuing post-war period. Although frequently presumed that diplomacy takes a back seat to combat operations during wartime, students are asked to study how wartime diplomacy can influence the development of post-war aims, which, in turn, helps shape the conduct of war and the peace that follows.

MILH620 War Since 1945 (3 hours)

This course is a seminar in global conflict and confrontations since the end of World War II. Students assess specific military conflicts since 1945 to include limited wars by the United States and Soviet Union; counterinsurgencies and wars of national liberation; the Arab-Israeli conflict; post-Cold War conflicts; and conflict post-9/11. Recommended prior to enrolling in MILH 621, The Cold War and Its Aftermath, and MILH 622, Great Power Military Interventions, which cover the Cold War period in greater detail.

MILH621 The Cold War Era and Aftermath (3 hours)

This course is a seminar on the US-USSR Cold War period, which dominated geopolitics and military affairs from the end of World War II to the fall of the Berlin Wall, as well as the first decade of the post-Cold War era culminating with the events of 9/11. Students assess military conflicts and confrontations between the United States, Soviet Union, and their respective allies in the years since 1945. Focus is on the proxy wars of the US and USSR to include wars of national liberation in Africa, Asia, and Latin America; the Arab-Israeli conflict; the Indo-Pakistani conflict; and post-Cold War conflicts in Africa, Asia, and Latin America.

MILH622 Great Power Military Interventions (3 hours)

This course is an in-depth seminar on the military interventions of the United States and Soviet Union/Russia since the end of World War II. Students examine the military interventions of the United States and Soviet Union/Russia. Special emphasis includes the analysis of military interventions in Greece, Korea, Suez, Vietnam, Afghanistan, Somalia, Chechnya, and Iraq.

MILH637 The Seven Years War (3 hours)

This course is a comprehensive study of the "first global war" as events unfolded in Europe, North America, the Indian sub-continent, and on the seas during the 18th century. Students discern, as a prelude to the American Revolution, how the practice of warfare among the eighteenth century nations was firmly established among European nations. In the distrust and distaste among the French, British, and Americans, the Seven Years War set a pattern that has remained central to the American way of understanding our colonial history.

MILH639 America's Early Conflicts (Post-Revolution) (3 hours)

This course is a military history of the United States between 1789 and 1815 to include the social, economic, political, diplomatic, and operational aspects of the Quasi War, the Barbary States conflict, and the War of 1812. Topics include battles and campaigns, contemporary strategies and tactics, weapons and technology of the day, and the experiences of soldiers and civilians. Special emphasis is placed upon the land campaigns of the War of 1812.

MILH647 Intelligence Operations in the Civil War (3 hours)

This course examines the gathering and analysis of military intelligence on both sides during the Civil War. Areas investigated include espionage, Bureau of Military Information, secret services, cavalry forays, covert activities, and secret missions (including the Lincoln assassination plot). Focus of the course will be to compare and contrast the efforts of both the Union and Confederacy to stay ahead in the game of "knowing the enemy."

MILH648 Civil War Cavalry: Theory, Practice & Operations (3 hours)

This is a four part course covering the theory, practice and operations of Civil War cavalry. The first part will cover the development of the mounted arm and its traditional role. The theory of cavalry tactics taught by West Point will provide a knowledge base for the ideas and developed tactics by Civil War officers. The second part will address personalities, to include Nathan Bedford Forrest, Jeb Stuart, Wade Hampton, John Buford, George Custer, and others. The third part will address John Singleton Mosby and his use of guerrilla warfare. Finally, the fourth part will address cavalry combat situations.

MILH649 The Mexican - American War: 1846-1848 (3 hours)

This course covers the military history of the 1846-1848 war with Mexico to include the major battles and campaigns, the

experience of the common soldier, the role of the major leaders, the war's causes and consequences, and the key social, economic, and political factors. Students also evaluate the technical innovations achieved during the war, its impact upon the military science, and the legacy of the war with other American wars of the 19th century.

MILH657 BARBAROSSA: Blitzkrieg into Russia (3 hours)

This course is an analysis of the first major period of the German-Soviet war campaign. Students examine how the Wehrmacht invades Russia as the Nazis try to take over the Soviet Union in a matter of months. And why the thrust falls just barely short of Moscow when the snows put an end to the German attack in 1941. Students will develop an alternative history to include an interactive online war game simulating tactics and strategy on the Russian Front.

MILH658 Stalingrad to Kursk (3 hours)

This course is an analysis of the second major period of the German-Soviet war, from Stalingrad's urban warfare beginning in the fall of 1942 to history's largest tank battle in the summer of 1943. Students will develop an alternative history to include an interactive online war game simulating tactics and strategy on the Russian Front.

MILH659 Red Storm over the Third Reich (3 hours)

This course is an analysis of the third major period of the German-Soviet war which began after the summer 1943 tank battle at Prokhorovka, swept across the Vistula and the Oder Rivers and finally ended with die gotterdammerung in Berlin. Students will develop an alternative history to include an interactive online war game simulating tactics and strategy on the Russian Front.

MILH667 The Balkans: Conflict and Peace (3 hours)

This course examines the military history of the region known as the Balkans and explores the turbulence behind long standing political, religious, and economic issues. Students assess the post World War II era from 1945 to the present, by focusing on past and present conflicts and confrontations, UN and NATO interventions, transitions in government, and the pursuit of stability within the European community. Special emphasis is on further research into the rise and fall of Yugoslavia and emerging new states.

MILH668 The War in Vietnam (3 hours)

This seminar examines the origins, evolution and impact of the Vietnam War. In addition to reviewing the history of U.S. involvement in Vietnam, students explore the political, cultural and social forces and military developments that shaped the behavior of the various Vietnamese and American parties. Purpose is to develop a coherent perspective on what became one of the costliest and most divisive wars in American history.

MILH669 Arab-Israeli Conflict:Contemporary Politics & Diplomacy (3 hours)

This course examines the Middle East peace process surrounding the Arab-Israeli conflict and focuses on the historical perspectives, the roles of the various Middle Eastern countries in the process, Western intervention efforts, and the inherent successes and failures over the years. Purpose is to develop a comprehensive understanding of the background and history of conflict resolution, the hope for peace in the future, and the ability of the various nations to coexist.

MILH670 Case Studies in Territorial Expansion and Conflict (3 hours)

This course focuses on the interaction between civil and military authorities as they worked in concert to implement policies of expansion into specific territories. Students focus on specific cases of American expansion and conflict, including the Louisiana Purchase, the Mexican War, the Pacific Northwest, the Indian Wars, the Spanish American War, the Philippine Insurrection, the Panama Canal and the Interventions in Cuba, Haiti, Nicaragua, and the Dominican Republic.

MILH680 Special Topic: Military History (3 hours)

This course, when offered, is a one-time offering on an area of special interest that will vary each term. These are open to graduate students as an elective, or to fulfill concentration requirements. A student may appeal to take this course twice, if the subject matter is different enough to merit separate credit.

MILH690 Independent Study: Military History (3 hours)

This course is an opportunity for Military History students to pursue an independent research project or examine a specific area of history under the mentorship of a single professor. Students must complete 24 credits of study before taking this course. The course will typically involve a major research paper; there will be no examination. Students will submit a proposal prior to the start of the project, and a rough draft of the paper, both of which will count toward the final grade. Prerequisite: University approval

and Upper Level standing. Prior to registering, students should first contact the professor with whom they wish to mentor their independent study, coordinate an agreement on the grading requirements, and then NOTIFY their academic advisor with the name of their professor.

MILH691 Writing a Thesis Proposal (3 hours)

This course is an opportunity for students to write a research proposal in their field of interest under the mentorship of a single professor who is an expert in the field. Students must contact their Academic Adviser at least thirty (30) days prior to registering for this course and must have completed all degree requirements excluding MILH699 – Master of Arts - Thesis. The Program Director will approve the statement of the topic so that the concept can be implemented into a complete syllabus with readings and activities to warrant academic credit. The selection of the professor depends upon the choice of topic and content area.

MILH698 Separate Comprehensive Exam - Military History (0 hours)

This course prepares graduate students for the Comprehensive Examination in the Master of Arts in Military History program. The purpose of this course is to provide a structured weekly review of key concepts, theories, and knowledge skill sets in their degree and particular concentration. Students are required to submit responses to a number of assignments over the 8-week course prior to taking the exam. Students apply historical methodology in preparation for the exam and consult texts, journal articles, print & media reports, and documentaries, as well as collaborate with other students enrolled in the course to help them prepare for the exam. Assignments serve as a means of final preparation for the student and calibration with the course instructor, who will grade the exam. The exam requires an approved proctor and is scheduled prior to the last week of the course. Students may not schedule the exam early and will not receive a grade until the end of the course. The "Comprehensive Final Exam" is tailored specifically to each student's program. This option requires a minimum of 36 hours of coursework. A minimum of 21 hours must be taken within the concentrations and 6 credits in electives. A non-thesis student receives the MA degree upon successful completion of the required coursework and passing.

MILH699 Master's Capstone Seminar in Military History (3 hours)

Preparation for the Master of Arts in Military History Capstone (Thesis) seminar begins on day one of a student's graduate program of study. The theories, research methods and analytical skills, and substantive knowledge obtained through their master's curriculum provide the basis for the thesis project. Students are required to develop primary and secondary source materials on the research topic and address the writing requirements as described in the syllabus and classroom assignments. The thesis proposal must provide a clear description of a question or problem and a proposed method of answering the question or solving the problem. Guidance on the format of the research seminar proposal and a sample proposal are contained in the APUS Thesis Manual. Students take the research seminar after all other course completions.

Graduate Course Descriptions

Military Management

DEFM500 Military Leadership (3 hours)

A study of military leadership based upon the careers of selected military officers. The topics examined include: strategic and tactical vision, battlefield competence, force utilization, morale building, and post-war reconstruction.

DEFM510 Strategic Planning in the Military and Governmental Agencies (3 hours)

This course is designed for the participant who wants to understand staff/leadership positions within large complex organizations. The core of the course is found at the intersection of strategic leadership, strategic planning, and strategic decision making. The course has a national strategic perspective, with an emphasis on military and United States government planning, leadership and decision-making, but the essential elements to be discussed are also applicable to non-military, non-governmental activities.

DEFM511 Research and Technology in the Military (3 hours)

This course is a study of the relationship between the military and the fields of research and technology with particular emphasis on the "pull - push" theory of that relationship.

DEFM530 Defense Economics (3 hours)

This course is an application of modern politico-economic insights to improve general understanding of the resource dimensions of a range of national security issues -- from alliances, defense spending and budgeting, the defense industry, arms control and disarmament, and unconventional warfare to the effects of defense on economic growth and development.

DEFM540 Program and Acquisition Management (3 hours)

This course is a detailed and practical examination of DOD acquisition regulations and procedures. Duties and responsibilities of the Program Manager at each point in the systems acquisition process continuum will be stressed.

DEFM541 Defense Management Ethics (3 hours)

This course focuses on studies in the ethical dimension of military and defense leadership and command, while examining the development of character for today's leader. Selected readings and assignments will guide the student in assessing the appropriate management of both civilians and troops in peacetime and combat situations.

DEFM600 Military Operations Research I (3 hours)

This course covers the history of Operations Research, techniques of cost and operational effectiveness analysis, test and evaluation (T&E), quantification of logistics and transportation systems. This course is a prerequisite for DEFM601.

DEFM601 Military Operations Research II (3 hours)

Following on the concepts explored in DEFM600, the student undertakes the study and application of various war-gaming and simulation models as essential elements of defense management. (Prerequisite: DEFM600).

DEFM698 Separate Comprehensive Examination (0 hours)

THIS COURSE WILL REQUIRE A PROCTORED EXAM. Comprehensive final examination for students in the Master of Arts in Military Studies with a Major in Defense Management program. The "Comprehensive Final Exam" is tailored specifically to each program and must be taken after students have completed 36 hours of study (i.e. during the semester following the final course) and successfully completed before the award of a degree.

Graduate Course Descriptions

Military Studies

MILS512 Great Military Leaders (3 hours)

This course is an in-depth analysis of the characteristics of leadership common to great military leaders. It focuses on those personalities and decision making skills that are inbred and/or learned by the great leaders. Students compare and contrast the characteristics of great military leaders and choose a specific leader to assess the persona of that individual. Special emphasis is on investigating the biographical literature and what sources reveal about personality and leadership style.

MILS514 The Making of Strategy (3 hours)

This course addresses the application of strategy and process of the making of strategy, both of which deal with the preparation and use of military power to serve the ends of politics. The treatment is chronological, as determined by the various case studies, and two themes run throughout: the relationship of strategy and the strategic level of war to other levels of war, especially policy and the political level of war; and the difficulty inherent in the process of the making of strategy. Note: Not available for students who have previously taken MILS520.

MILS521 Strategy, Tactics, & the Operational Art (3 hours)

This course is a comprehensive study that explores the strategic, operational, and tactical dimensions of war through an examination of military theory in the context of historical experience. Purpose is to promote critical thinking about war based on the clash of ideas and critical inquiry and analysis. Toward that end, students examine some of the masters in the art of war in terms of their ideas and influence regarding strategy, tactics, and especially operational art.

MILS530 Air Power (3 hours)

This course is a study of the advent of air power and the changes it has wrought on the nature and conduct of war in the modern age. Topics include aviation's role in revolutionizing the battlefield by expanding the scale and scope of conflict from two to three dimensions. Special emphasis is on air power methods and strategy and geopolitical implications of air power's destructive capacity vis-a-vis civilian populations, economies, and collateral damage.

MILS531 Strategic Air Power Theory (3 hours)

This course explores the strategic theories of airpower in terms of their origin, development, and future potential. Airpower concepts are considered against the backdrop of its history during the last century and the current scenarios in the 21st century. Students evaluate the advantages and disadvantages of strategic airpower as the appropriate support for surface forces or the independent key to victory in war.

MILS532 Tactical Air Power Theory (3 hours)

This course seeks to explore the theory of tactical airpower beginning with an examination of the formative experience in North Africa during World War II, followed by an examination of how tactical airpower has been employed in the present, and concluding with an exploration of possible future uses of tactical airpower based upon analyses conducted during the course.

MILS533 Air Warfare in the 21st Century (3 hours)

This course seeks to explore the future of airpower by examining its past as a means to assess how airpower might manifest itself in the 21st century. As we enter into the 21st century, pre-Cold War and Cold War paradigms that served to shape the evolution and character of airpower and air warfare are giving way to as yet to be clearly defined post-Cold War modalities.

MILS541 Campaign and Battle Analysis (3 hours)

This course enables students to visualize the principles of war based upon the study of actual campaigns from various historical periods. Students "re-fight" selected campaigns using knowledge of war-fighting principles from course readings. Designed for students who need analytical tools to sharpen their military analysis of how campaigns are fought and won.

MILS542 Contemporary Tactical Thought (3 hours)

This course is a study of the contemporary tactical thought applicable to today's exigencies of conflict (i.e., conflicts requiring immediate attention or remedy). Students distinguish and analyze the conduct of warfare and practices of fighting believed to

have the strongest potential against contemporary military and paramilitary forces.

MILS543 Urban Warfare (3 hours)

This course uses the case study approach to compare and contrast modern urban warfare in different settings. Students study three urban conflicts [Stalingrad (1942/43), Hue City (1968), and Mogadishu (1992)] along with additional readings to gain an appreciation of urban warfare and its potential in the 21st century.

MILS550 History of Sea Power (3 hours)

This course is an in-depth study of the art of war at sea from Salamis to the naval operations in Desert Shield/Desert Storm, and examines the expanding role of sea power in supporting operations in combating terrorism. Students evaluate the development of the classical theories of naval warfare, as reflected by Mahan, in light of today's world conditions, threats, and roles.

MILS551 Great Naval Philosophers and Strategists (3 hours)

This course focuses on great naval military philosophers and strategists by examining writings that have influenced the use of sea power and the conduct of naval warfare between nation states. Special emphasis is on selected historical examples of how these individuals impacted or failed to impact their world (or nation state).

MILS560 Joint Warfare Theory and Practice (3 hours)

This course covers the theory and practice of joint warfare, by examining major conflicts since the mid-19th and joint warfare in the 1980s and 1990s. Students assess, through case studies, the impact of the Goldwater-Nichols Act of 1986 on the Department of Defense and U.S. national security strategy.

MILS561 Joint Warfare Planning and Implementation (3 hours)

This course is a study of the contemporary factors essential and necessary to function effectively in joint or coalition warfare exercises at joint or combined headquarters. Students learn steps, techniques and concepts for effective joint operations planning and implementation appropriate to the operational or strategic levels of war.

MILS562 Joint Warfare Command and Control (3 hours)

This course examines doctrinal aspects of command and control through a study of joint warfare theory in the current Joint Professional Military Education (JPME) curriculum. Emphasis is on Joint Vision, Joint Expeditionary Task Forces, Joint Air Support, and Accelerated Cumulative Warfare. Students use the Joint Military Operations Historical Collection series to explore antecedents to modern applications from the Battle of Vicksburg to Operation Uphold Democracy.

MILS563 Case Studies in Joint Warfare (3 hours)

This course offers a series of case studies in joint warfare from World War II to the present. Students examine the U.S. military experience with joint operations, combined operations, and coalition warfare and assess the changing nature of joint warfare in the Cold War, post-Cold War, and post-9/11 global environments in light of specific operations against nation-states and non-state/transnational actors, such as terrorist networks. Special emphasis is on analysis of how joint and combined doctrine has evolved and influenced the American way of war.

MILS570 Seminar in Asymmetrical Warfare (3 hours)

This course is an in-depth seminar in asymmetrical warfare in relation to the U.S. military history and operational experience. Students explore the changing nature of asymmetrical warfare in terms of current theory, conjecture, and definition. Key issues of asymmetry and adaptation are assessed in relation to insurgency, counterinsurgency force doctrine, and action-reaction-counteraction cycle. Special emphasis is on the value of approaches that employ innovative tactics, weapons, or technologies across the spectrum of military operations.

MILS571 Special Operations and National Policy (3 hours)

This course explores the advantages and disadvantages of special operations as an instrument of national policy by examining authorities in the field. Students explore the "theory" of special operations to critically examine the utility of special operations in national strategy. Key topics include determining whether Special Forces are critical to strategic levels of engagement in the post-Cold War security environment.

MILS572 Special Operations Forces Application (3 hours)

This course examines the history and mission of United States special operations forces and roles within operational and tactical environments. Students explore special operations doctrine and tactics from past to present in the global war on terror. Students compare and contrast the use of special operations forces for pre-conflict, operations, and post-conflict scenarios in Afghanistan, Iraq, and the Philippines.

MILS580 Seminar in Unconventional Warfare (3 hours)

This course is a seminar in the operational art of unconventional warfare through a broad spectrum of military and paramilitary operations. Students examine operations of long duration, predominately conducted by indigenous or surrogate forces, organized, trained, equipped, and supported by external sources. Attention is given to insurgency, guerrilla warfare, low-visibility, covert, or clandestine operations as well as the indirect influencers of subversion, sabotage, and intelligence activities.

MILS583 Insurgency and Revolution (3 hours)

This course is a critical analysis of the origins and structures of insurgency and revolution. Various theories and analyses are presented and tested against the historical record. Students assess how these ideas have assisted or hindered the study of and interaction with specific groups of insurgents and revolutionaries. Special emphasis is on revolutionary movements as represented by the Bolsheviks, the Chinese Communists, the Viet Minh/Viet Cong, and militant Islamist insurgents.

MILS620 Studies in Future War (3 hours)

This course considers the nature of future military conflict, the history of future war doctrine, and the impact of current conflict on the conceptualization of the "next war." Students examine current, past, and future low-intensity as well as high-intensity conflicts, and the appropriate use of military force in the power projection role to influence a diplomatic resolution to a conflict. Rogue nations, and related cultural clashes, and religious factors are related to planning for future war.

MILS635 Air Power in Joint Warfare (3 hours)

This course is a study of the air component of joint warfare in the modern age. Students address the air component strengths and weaknesses in working in interagency, inter-service environments as seen through analysis of several modern military operations.

MILS637 Special Operations: Air (3 hours)

This course examines the origins, development, and nature of special air operations beginning in World War II and tracing the evolution of this mission through the Korean War, Vietnam, the Gulf War, as well as some lesser known conflicts during the Cold War, and concluding with an examination of its continuing viability.

MILS645 Land Power in Joint Warfare (3 hours)

This course examines the evolution of tactical as well as strategic developments and concepts related to combined arms operations and joint forces planning and execution from WW I through the modern era. The comparative analysis of these concepts from the secondary literature offers a stepping stone to understanding the nature of modern combined arms and joint forces warfare.

MILS647 The War in Afghanistan (3 hours)

This course presents a cross-disciplinary examination and analysis of the recent experiences of war in Afghanistan. The chronology includes the "Soviet Vietnam" with the Communist Coup in 1978 through the fall of the Najibullah regime in 1992 to the post 9/11 U.S. invasion, the overthrow of the Taliban and the present situation, including Afghanistan's place in the war against terrorism. Students evaluate the military and political aspects of the wars in relation to the cultural and religious issues in Afghanistan.

MILS655 Naval Power in Joint Warfare (3 hours)

This course is a comprehensive study of the naval doctrines, strategies, and force components involved in joint warfare in the modern age. Students address the naval component strengths and weaknesses in working in interagency, interservice environments as seen through analysis of several modern military operations.

MILS657 Special Operations: Naval/Shore (3 hours)

This course examines the critical importance of naval/shore special operations in the recent past and present. It introduces professional knowledge in the uses of shore operations and analyzes the historical development of operations from first use in World War II through its role in Korea, Vietnam, and other conflicts.

MILS671 The Non-State Soldier (3 hours)

This course is a study of militant foreign ethnic/religious groups not outwardly affiliated with a sovereign state. Students address specific individuals and groups as case studies in order to draw out the implications and principles associated with actual non-state military, terrorist, events and actions. Focus is on the individuals and cells that carry out the military and terrorist plans to further insurgencies and revolutions.

MILS680 Special Topic: Military Studies (3 hours)

This course, when offered, is a one-time offering on an area of special interest that will vary. NOTE: Open to graduate students as an elective. Any substitution as a Concentration or Major course must have Dean Approval through your academic advisor.

MILS690 Independent Study: Military Studies (3 hours)

This course is an opportunity for Military Studies students to pursue an independent research project or examine a specific area of history under the mentorship of a single professor. Students must complete 24 credits of study before taking this course. The course will typically involve a major research paper; there will be no examination. Students will submit a proposal prior to the start of the project, and a rough draft of the paper, both of which will count toward the final grade. Prerequisite: University approval and Upper Level standing. Prior to registering, students should first contact the professor with whom they wish to mentor their independent study, coordinate an agreement on the grading requirements, and then NOTIFY their academic advisor with the name of their professor.

MILS698 Separate Comprehensive Exam- Military Studies (0 hours)

THIS COURSE WILL REQUIRE A PROCTORED EXAM. This course prepares graduate students for the Comprehensive Examination in the Master of Arts in Military Studies program. The purpose of this course is to provide a structured weekly review of key concepts, theories, and knowledge skill sets in their degree and particular concentration. Students are required to submit responses to a number of assignments over the 8-week course prior to taking the exam. Students apply historical methodology in preparation for the exam and consult texts, journal articles, print & media reports, and documentaries, as well as collaborate with other students enrolled in the course to help them prepare for the exam. Assignments serve as a means of final preparation for the student and calibration with the course instructor, who will grade the exam. The exam requires an approved proctor and is scheduled prior to the last week of the course. Students may not schedule the exam early and will not receive a grade until the end of the course. The "Comprehensive Final Exam" is tailored specifically to each student's program. This option requires a minimum of 36 hours of coursework. A minimum of 21 hours must be taken within the concentrations and 6 credits in electives. A non-thesis student receives the MA degree upon successful completion of the required coursework and passing.

MILS699 Master's Capstone Seminar in Military Studies (3 hours)

This is a 16 week course that must be taken after all other courses in your program are complete. Preparation for the Master of Arts in Military Studies Capstone (Thesis) seminar begins on day one of a student's graduate program of study. The theories, research methods and analytical skills, and substantive knowledge obtained through their master's curriculum provide the basis for the thesis project. Students are required to develop primary and secondary source materials on the research topic and address the writing requirements as described in the syllabus and classroom assignments. The thesis proposal must provide a clear description of a question or problem and a proposed method of answering the question or solving the problem. Guidance on the format of the research seminar proposal and a sample proposal are contained in the APUS Thesis Manual. Students take the research seminar after all other course completions.

Graduate Course Descriptions

National Security Studies

NSEC500 Research Methods in Security and Intelligence Studies-Nat Sec Majors (3 hours)

Learn basic research methods skills for addressing security and intelligence studies problems and issues. You focus on the detailed procedures for conducting qualitative case studies, which is the foundation for most basic security and intelligence research conducted in academic, government, and business circles. You become well versed in research planning, secondary data collection, and qualitative data analysis methods and how these methods relate to the larger field of social science research. You will also learn the analysis of competing hypotheses approach to research design. You are also introduced to basic social theory which supports security and intelligence research. The course prepares you for later learning intermediate and advanced security and intelligence methods.

NSEC501 Institutions of National Security (3 hours)

HIGHLY RECOMMENDED AS YOUR SECOND CLASS in National Security Studies. The course will cover the roles, missions, organization, capabilities, unique cultures and strategic purposes of the President, the Departments of State and Defense, Congress, National Security Council, Armed Forces, intelligence community, and NGOs, as well as how these actors interact to formulate national security strategy. Students will examine some of the successes and failures of the interagency process and will gain an appreciation of the capabilities, limitations and organizational cultures of the players in the national security community, as well as providing an overview of legal and ethical issues that impact on the development of national security policy.

NSEC502 Concepts of National Security (3 hours)

Students will appraise the contributions of classic philosophers to security strategy and assess the theoretical explanations for the causes of war and peace. In addition, they will compare differing strategies for the conduct and termination of war and appraise just and unjust war doctrines in light of international law. Students will also assess deterrence strategy and its use in the nuclear age; compare differing doctrines for guerrilla war, revolution, and terrorism; and assess strategies for peacekeeping and peacemaking. The student will complete a number of small writing assignments and a final research paper that develops contemporary strategy and operational art for some aspect of national security.

NSEC503 U.S. National Security (3 hours)

This course assesses the major concepts of strategic thinking that underpin the national security decision making process in the U.S. Students analyze the fundamental nature of power in the international arena, how national security objectives are determined, grand strategies available to attain national security objectives and the ways in which the elements of national power are applied to achieve desired objectives. The course surveys national security policies since the end of the Cold War, examines regional security concerns to the U.S., covers the concept and principal components of national security strategy and evaluates the most important theories that explain how states and non-state actors interact in the international arena. The student examines current challenges to U.S. national security interests, especially terrorism and the proliferation of Weapons of Mass Destruction, and evaluates future national security policies and challenges.

NSEC504 International Security (3 hours)

During this course, the student analyzes the domestic and international contexts that shape the behavior of state and non-state actors, and which affect the formulation of national security policies. The course provides an assessment of major social, cultural, political, military, economic, technological, and historical issues that influence the international context; the roles and influence of international organizations and non-state actors; and the key transitional challenges to national security such as weapons proliferation and terrorism. The student will examine the issues and national security interests of the U.S. in regions of the world, how the U.S. has carried out its foreign policy in those regions to protect its national security, and the security interests of the nations in those regions. This course will prepare the student to conduct strategic assessments of selected organizations, regions, states, and other actors on the international stage.

NSEC522 American Defense Policy (3 hours)

This course examines the theory and practices associated with American Defense policy. The course will include investigations of contemporary issues such as force structure and force planning, use-of-force theories, threat analysis, and alliance relations. The

roles of the President and the Congress, Department of Defense, Joint Staff, and the military Services are analyzed.

NSEC608 Regional Security Cooperation (3 hours)

This course examines the forces reshaping world politics and analyzes the institutions that are fostering new forms of global governance. The course will allow the student to analyze models of international cooperation and identify the states that have most actively challenged the existing order. There will be a focus on the examination of leading and emergent international institutions such as the G-20, the nascent regime for sovereign wealth funds, the International Atomic Energy Agency, and the forums organized to foster cooperation in the war on terror.

NSEC609 National Security and Foreign Assistance (3 hours)

This course provides an analysis of the complex relationship between a nation's national security and its involvement with foreign assistance programs, both economic and military, in furtherance of its national security. The course will examine definitions of national security, and analyze and compare the kinds of foreign assistance provided by various nations in recent decades. It will provide the foundation for understand the linkages implicit between foreign assistance and national security objectives. Finally, the course will cause the student to assess the effectiveness and implications of such assistance for a nation's national security strategy, both donor and recipient nations.

NSEC610 National Security and Globalization (3 hours)

This course will examine the implications of rising world-wide economic interdependence upon relevant aspects of U.S. national security policy. The phenomenon of globalization will be analyzed from an economic standpoint and related security issues, such as the effectiveness of sanctions, the ability to regulate commerce in weapons and technology, and the changing global balance in military capabilities will be considered in this context.

NSEC611 Covert Action and National Security (3 hours)

This course examines Covert Action in the context of National Security. The syllabus includes a spectrum of activities concerning related Intelligence, Counterintelligence, unconventional warfare and assassination issues. Students go on to assess related espionage spycraft, technology and agent activity, and conclude the course by weighing the political and executive aspects of the Presidential powers exercised in Covert Action, with their attendant moral, national security and historical burdens. Students engage in group discussions, written assignments and exams on syllabus topics

NSEC612 National Security and Diplomacy (3 hours)

This course examines the role of diplomacy in national security policy development and implementation. It investigates diplomacy as an element of national power and how diplomacy is used by senior diplomats and military officials who regularly engage in the international sphere. The course provides an overview of the history, development and trends in diplomacy, including methods of building relationships and cross-cultural norms and challenges of communication in the international environment, as well as the integration of traditional and public diplomacy with the other elements of national power. The basic organization and staffing of US Missions and Combatant Commands who are engaged in day-to-day diplomatic activities, the interplay between diplomacy and security, cross-cultural management and diplomatic signals and bilateral summitry are also investigated.

NSEC613 Current and Emerging Threats to U.S. National Security (3 hours)

This course examines contemporary globalization, its links to emergent threats, and potential U.S. responses. To familiarize students with the types and effects of emergent threats, the course considers several topics including the history and future of: cyber conflict, bioterrorism and public health, climate change, radicalization of U.S. citizens, transnational organized crime, terrorism WMD, state failure and civil war, and emerging technologies. The relationship between globalization and emergent threats is explored with a focus on U.S. national security strategy. The course is about the politics of emergent threats and does not require any specialized technical background.

NSEC614 Political Psychology of Terror Groups (3 hours)

This course focuses on analyzing terror groups from a political psychological perspective. In particular, the course approaches terror groups from two different political psychological perspectives, individual and group processes. Together these two perspectives provide a solid foundation from which to understand terror groups.

NSEC620 Foundations in Military Strategy and National Security Policy (3 hours)

This course examines some of the major concepts of strategic thinking that underpin the national security strategy of the U.S. Students will analyze the primary inputs in the development of national security policy and investigate strategy components that are necessary in the post-Cold War. They will also explore and debate the major issues affecting strategy, to include the impact of rapid technological change and special operations. This course is especially suited to students in the Defense Senior Leadership Development Program.

NSEC690 Independent Study: National Security Studies (3 hours)

An opportunity for National Security Studies students to pursue an independent research project or examine a specific area of national security under the mentorship of a single professor. Students must complete 24 credits of study before taking this course. Participation is at the discretion of the faculty member. The course typically involves six or more telephone calls and production of a major research paper; there will be no examination. Students will submit a proposal prior to the start of the project, and a rough draft of the paper at week 10, both of which will count toward final grade. Prior to registering, students should first contact the professor with whom they wish to mentor their independent study, coordinate an agreement on the grading requirements, and then NOTIFY their academic advisor with the name of their professor.

NSEC698 Separate Comprehensive Examination (0 hours)

THIS COURSE WILL REQUIRE A PROCTORED EXAM. Comprehensive final examination for students in the Master of Arts in National Security Studies program. The "Comprehensive Final Exam" is tailored specifically to each program and must be taken after students have completed 36 hours of study (i.e. during the semester following the final course) and successfully completed before the award of a degree. The course number for the exam will be the Area of Study or Major, followed by (i.e. for Strategic Intelligence, the Comprehensive Exam course number is INTL698, for Management, the Comprehensive Exam course number is MGMT698).

NSEC699 Master's Capstone Seminar in Security (3 hours)

The Master's Capstone Seminar option in National Security Studies is a 16 week course that must be taken after all other courses in your program are complete and it cannot be taken concurrently with other courses

Graduate Course Descriptions

Political Science

POLS500 Research Methods in Social Science (3 hours)

This course presents the research methods commonly used by all social scientists. Consequently, the course will prepare the student to understand material and issues associated with but not limited to the logic of the scientific method, research design, and statistical analysis of data. The course is intended to provide a foundation from which the student may use the knowledge and practices acquired throughout the rest of their graduate program in their selected field of study. This course is required as the first course in the M.A. in Political Science.

POLS501 Political Philosophy (3 hours)

This course takes the student into the exciting world of ideas that have always captivated mankind and inspired the great advances in Western civilization. The course examines some eternal questions: On what philosophical precepts does the rule of law depend? What are the philosophical justifications for respect for the individual? What legal and moral implications arise from these precepts? How should we behave? How should we govern ourselves and each other? Through reading, studying, and reflecting upon the works of the great philosophers ranging from Socrates to Marx and beyond, the class will enter into these "great conversations" and examine how political philosophers throughout time have relevance to the modern world.

POLS510 The U.S. Presidency, Congress, & Bureaucracy (3 hours)

The course covers a combination of theories and applications that will provide the student with basic tools required to understand, navigate, and communicate with the three administrative elements of the federal government. The emphasis of the course is based on a study of composing, legislating, implementing, and enforcing public policy set against a background of both historical and current elements.

POLS511 Political Parties and Interest Group Behavior (3 hours)

This course examines the organization and behavior of political parties and interest groups within the American political system. The course emphasizes the extent to which these organizations operate differently across the national, state, and local levels of government.

POLS514 Gender and American Politics (3 hours)

This course will study women as political players in society--their history as outsiders, strategies for gaining political power, the evolution of public policies that affect the lives and opportunities of women, and the present political status of women in the U.S. (and globally). The course begins with a historical analysis of the gendering of American politics and addresses the cultural changes in women's lives, the forces behind those changes and their reflection in public policies in education, health care, reproductive rights, employment, the economy, family law, childcare, and criminal justice. The course will review the history of women's political participation and the challenges and opportunities for women as candidates and officeholders.

POLS524 Homeland Security Policy (3 hours)

Explores the theory, practice, challenges and prospects for securing America against terrorist attack and protecting citizens and resources from the consequences of natural disaster, with special emphasis on how policy makers are resolving this dilemma. The primary focus is on fundamental challenges to the American political order and the strategic issues raised by the prospect of a long war against terrorism, and the dedication of significant resources for responding to catastrophic disasters which may come into conflict with the resources needed to fight a long-term War on Terrorism. The course draws heavily on current events and emerging policy solutions.

POLS620 Legislatures and Legislative Behavior (3 hours)

This course focuses on legislative structure and decision-making. Through reading, studying, and reflecting upon legislatures, legislators, and legislative processes, students will examine the U.S. legislative structure and conduct an analysis of comparative legislative behavior.

POLS630 The Presidency: Institution and Performance (3 hours)

This course offers a perspective on the U.S. presidency that examines the institutional development while assessing the leadership

behavior of office holders from George Washington through the present. Through reading, studying, and reflecting upon Presidential administrations and Presidential leadership styles, students will examine the development of the presidency and the role of the President in U.S. government and abroad.

POLS640 Judicial Politics, Process, and Policy Making (3 hours)

This course introduces students to the role of the judiciary in American politics and policymaking and explores the questions asked and the methods employed by political scientists studying courts and the legal system. An equally important objective of this course is to familiarize students with the seminal works in judicial research, with particular emphasis on Supreme Court cases. Students will study the judicial process in the United States from a variety of perspectives in order to examine the role of law and courts in the larger political arena and social environment.

POLS650 Federalism: The American Governance Process (3 hours)

This course focuses on the political, legal, financial, and administrative relationships among national, state, and local governmental units. Topics include the nature of federal and other political systems and the issues presented in each system at all levels; the evolution of the American federal system from its origins through present day; intergovernmental cooperation and conflict; and the various theory and concepts associated with a breakdown of responsibilities among federal, state, and local governments.

POLS690 Independent Study: Political Science (3 hours)

An opportunity for political science and international peace and conflict resolution students to pursue an independent research project or examine a specific area of their academic discipline under the mentorship of a single professor. Students must complete 24 credits of study before taking this course. Participation is at the discretion of the faculty member. Students will typically produce a major research paper (50+ pages); there will be no examination. Prerequisite: University approval and Upper Level standing. Prior to registering, students should first contact the professor with whom they wish to mentor their independent study, coordinate an agreement on the grading requirements, and then NOTIFY their academic advisor with the name of their professor.

POLS698 Separate Comprehensive Examination (0 hours)

Comprehensive final examination for students in the Master of Arts in Political Science program. The "Comprehensive Final Exam" is tailored specifically to each program and must be taken after students have completed 36 hours of study (i.e., during the semester following the final course) and successfully completed before the award of a degree.

POLS699 Masters Capstone Seminar in Political Science (3 hours)

The Master's Capstone Seminar option includes a thesis, or a major research project or paper in lieu of the final comprehensive examination, which has no credit hours. Those who elect this option may reduce their electives by three semester hours to accommodate the seminar option credit. This option is desirable for those students who wish to focus on specific subject matter of an interdisciplinary nature or who would like to continue their education at a higher level. Students electing this option must use this as one of the graduate electives.

Graduate Course Descriptions

Psychology

PSYC500 Orientation to Graduate Learning in Psychology (3 hours)

This course orients and prepares students for entry into advanced level study of psychology. It provides an overview of the field and guides students in the development, honing and application of critical thinking, research and writing skills necessary for successful completion of the Master of Arts in Psychology graduate degree. This course must be taken during the student's first term.

PSYC501 Research and Statistical Methods (3 hours)

This course provides an overview of quantitative and qualitative methodology and design and examines ethical and legal considerations for research practices relevant to the field of psychology. Skills needed to evaluate published research reports are also emphasized.

PSYC502 Tests and Measurements (3 hours)

This course serves to introduce students to the topic of psychological testing. In addition to describing the various types of psychological testing, it will also provide information about test design and construction, administration and scoring, and reliability and validity. Pre-requisite: PSYC 501 Research and Statistical Methods

PSYC510 Lifespan Development (3 hours)

This course reviews social, emotional, cultural, cognitive, biological, and learning theories and research related to human development. Emphasis is on both healthy development and challenges experienced by individuals and groups across the human life cycle. Cultural differences and commonality noted in the developmental process are examined.

PSYC511 Learning and Cognition (3 hours)

This course guides students through advanced level, in-depth and detailed study of classic and contemporary models of human cognition and learning through the lenses of the principle schools of psychology. Specific theories addressed include: functionalistic, associationistic, and cognitive.

PSYC515 Social Psychology (3 hours)

This course is a graduate level study of cultural issues and social influences on human functioning. Classic foundations combine with new research, recent methodological and up-to-date theoretical innovations to form the basis of a study that integrates scholarship and applied social psychology for everyday living.

PSYC520 Personality and Counseling Theories (3 hours)

This course explores the processes of normal and abnormal personality development and models of counseling and psychotherapy including psychoanalytic, behavioral, cognitive, and existential approaches.

PSYC525 Physiological Psychology (3 hours)

This advanced level course focuses on the physiological processes underlying normal and pathological behavior. Neurological features of disorders such as schizophrenia and depression are examined.

PSYC526 Psychopathology (3 hours)

This course guides graduate level learners in in-depth study of classic and contemporary theories and treatment of abnormal human functioning. Students will undertake extensive investigation of cultural factors related to the expression and effective assessment of pathology. Pre-requisite: PSYC 525 Physiological Psychology

PSYC550 Professional Ethics and Standards (3 hours)

This course is an advanced level study of the ethical, legal and professional issues relevant to the practice of professional psychology. Topics include APA ethical standards and codes related to confidentiality, competence, and duty to warn, ethical decision-making guidelines, as well as federal and state laws pertinent to psychology. Application of ethics to professional psychology activity is emphasized.

PSYC590 Contemporary Issues in Psychology (3 hours)

This course requires students to critically and creatively examine psychological topics that are currently relevant in the field of psychology within contemporary society. Some of the topics covered include: media influence and how the discipline of psychology is represented through media; the application of technology in treatment (e.g. online counseling), new issues in childhood/adolescence, the increasing incidence of specific disorders (i.e., autism spectrum disorders), and teen issues (e.g., eating disorders, pregnancy, self-injury), post-traumatic stress disorder (PTSD), and war and the emerging psychological needs of today's military.

PSYC610 Multicultural Issues in Human Behavior (3 hours)

This graduate level course covers the historical, research and theoretical underpinnings of multicultural psychology. It guides students in a comprehensive examination of diverse cultural groups and in-depth analysis of contemporary multicultural trends and issues related to ethnicity, race, gender, sexual orientation, socioeconomic status, disability, age and religion. Students will research issues in cultural psychology through the development and design of their own empirical study.

PSYC620 Substance Abuse and Addiction (3 hours)

This course guides graduate learners in advanced level study of addictive disorders, including the historical and social context of the addictive process and the neurobiology of substance dependence. Course foci include the assessment of addiction, the substances of abuse, issues experienced by special populations, and available treatments for substance abuse and addiction.

PSYC630 Crisis and Emergency Intervention (3 hours)

This course offers an in-depth analysis of crisis and trauma events, survivor responses and needs, and competent strategic interventions. A theoretical approach draws on systems and developmental constructs to provide an assessment and intervention model that is both holistic and integrated within particular environments. Unique crisis events are addressed, including sexual assault, domestic violence, disasters (both natural and man-made), service provider stress, complicated bereavement, child abuse and neglect, and school crises.

PSYC699 Master's Capstone with Integrative Project in Psychology (3 hours)

This course is designed to guide students through a review of the content domains covered along the degree path of the Master of Arts in Psychology degree. It affords an opportunity to synthesize and articulate knowledge obtained during degree progression via the selection of multiple threads of inquiry and analysis of peer-reviewed, scholarly literature related to successfully completed coursework. The course requires informed library research and concise exposition. Students completing this phase of their degree will receive substantial guidance and support from their instructor and classmates throughout the course. Pre-requisite: Successful completion of all program coursework.

Graduate Course Descriptions

Public Administration

PADM510 Administrative Theory (3 hours)

This course covers the major administrative theories that drive macro-level public behavior. It will begin with a consideration of the broad significance of the study of public organizations for individuals in modern society. It will then examine how theorists and practitioners have sought to develop more formal perspectives on public management. It will examine those ideas that are of greatest relevance to the construction of an integrated theory of public organizations. The progression of the course follows the evolution of administrative theory from the pioneering work of Weber, Taylor and Woodrow Wilson to current theories regarding the "New Public Management."

PADM520 Public Administration in Society (3 hours)

The study and practice of public administration is explored in its political context. The student is introduced to the environment within which public administration functions and the dynamics of behavior within large organizations. How choices are made among competing policies, factors affecting the implementation of policy, and the role of policy evaluation in shaping policy choices are examined. Managing large scale bureaucratic organizations is analyzed including the role of leadership, the management of personnel and finances, and the role of communication in inter- and intra-organizational relations.

PADM530 Public Policy (3 hours)

This course examines the way government policies emerge from the political process and are implemented through participating institutions. In this class students will investigate how good analysis can contribute to informed policy-making and review the factors that go into developing effective implementation strategies. In addition, today's need for enhanced public accountability and the challenging problems of measuring program performance are examined.

PADM610 Public Management (3 hours)

This course examines a range of management issues and strategies within the context of managing public organizations. The core focus is on an enhanced understanding of the theoretical and practical approaches to public management, an examination of enduring and day-to-day dilemmas faced by competent public managers, and the application of relevant theories to public management within the United States.

PADM611 Law and Public Policy (3 hours)

This course critically examines the complex and ongoing role of courts in the public policy process. With renewed emphasis on economic stability, financial and non-financial regulation, decentralization, downsizing and re-engineering, there is an increasing awareness that public policy, and the administrative law system that manages it, are subject to intense political and cultural pressures. The attempt to address social concerns with new laws and regulations has created increased pressure on the administrative law process in the courts and legislative chambers. This course examines the sources, influences, operation and consequences of law and public policy formation, and analyzes public policy initiatives from political and legal aspects as to their intentions, achievable aims, and intended and unintended outcomes.

PADM612 Public Finance (3 hours)

This course focuses on financial issues in the public sector. It is designed as an overview of key elements in public budgeting, public finance, and public financial management. Various government activities with respect to government spending and taxation are analyzed by applying basic principles and quantitative models of finance. Decisions about public spending, raising revenue, borrowing, and managing public debt are studied extensively in this course.

PADM615 Program Appraisal (3 hours)

This course is designed to develop fundamental skills essential for students to evaluate public programs. Knowledge of the policy process and research methods is brought together in the ethical assessment of program needs, processes, and outcomes.

PADM620 Local Political Administration (3 hours)

This course is an analysis and provides research on legislatures, legislators, and the legislative process at national, state, and local levels. It focuses on legislative structures, decision making, and behavior among nations, U.S. states, and local governments.

PADM698 Separate Comprehensive Examination (0 hours)

THIS COURSE WILL REQUIRE A PROCTORED EXAM. Comprehensive final examination for students in the Master of Public Administration program. The "Comprehensive Final Exam" is tailored specifically to each program and must be taken after students have completed 36 hours of study (i.e. during the semester following the final course) and successfully completed before the award of a degree.

PADM699 Master's Capstone Seminar in Public Administration (3 hours)

The capstone seminar option includes a thesis, or a major research project or paper in lieu of the final comprehensive examination, which has no credit hours. Those who elect this option may reduce their electives by three semester hours to accommodate the seminar option credit. This option is desirable for those students who wish to focus on specific subject matter of an interdisciplinary nature or who would like to continue their education at a higher level. Students electing this option must use this as one of the graduate electives.

Graduate Course Descriptions

Public Health

PBHE501 Public Health in America (3 hours)

This course introduces students to the role of public health systems in America. The function of federal, state, and local public health agencies will be examined, as well as current political, environmental, epidemiologic, legal and ethical issues impacting the field public health. Students will also explore future challenges facing public health professionals in the 21st century.

PBHE502 Health Policy (3 hours)

This course is designed to give the student an in-depth understanding of the roles that government and the consumer (the patient) can, and do, play in the ever-evolving health care industry. This course places special emphasis on politics and ethics and the results when they clash, as well as how politics and ethics form the mental attitudes of decision makers. This course is rich in information on the various political and ethical dilemmas facing the patients in the new millennium.

PBHE525 Statistics for Public Health (3 hours)

This course is an introduction to basic concepts of statistics as applied to public health. Major topics to be covered include statistical models, distributions, probability, measures of central tendency, measures of variability, percentiles, sampling, correlation, standard scores, and tests of significance.

PBHE526 Public Health and Environment (3 hours)

The study and analysis of a variety of environmental problems, issues, and exposures emphasizing the interrelationship between humans and the myriad environmental concerns.

PBHE527 Social and Behavioral Aspects of Health (3 hours)

This course reviews the conceptual, empirical, and theoretical contributions of the Social and Behavioral Sciences as they contribute to an understanding of health and illness.

PBHE528 Public Health Practicum (3 hours)

This course is intended to give the student practical experience in public health. This practicum is spent in an appropriate program, under the guidance of an administrator qualified by education and/or experience. Development and utilization of original activities is stressed, and periodic progress reports are required. Students may take the practicum after all other courses are completed. Students must secure a place of internship prior to beginning this course. Students are encouraged to consult with their academic advisor with any questions, prior to registration.

PBHE531 Public Health Program Planning and Evaluation (3 hours)

This course is an analysis of public health program planning, implementation and evaluation, with examination of consumer participation, data collection, consultation, negotiation, training, budgeting, and writing program reports.

PBHE532 Ethical Issues in Public Health (3 hours)

This course will investigate ethical issues in public health through discussion of case studies and applicable ethical theories.

PBHE533 Public Health Seminar (3 hours)

This course is intended to serve as the capstone experience for the Master of Public Health student. A variety of topics will be covered relating to the practice of the public health professional. Topics such as leadership, systems thinking, public health competencies, professionalism, and continuing education will be covered in this class. Students may take the seminar after all other courses and the Public Health Practicum are completed.

PBHE540 Emergency Management Health and Medical Issues (3 hours)

This course is a fascinating study of the concepts of medical and healthcare issues in emergency management in mass-casualty and high-impact incidents. The student will learn about the planning and coordination--from the national to the local levels--necessary to respond to disasters that are natural (such as earthquakes, floods, tornadoes and heat waves); industrial, technological and transportation (such as hazardous materials, air crashes and mass gatherings); conflict-related (such as terrorist

attacks and mass shootings); as well as the education, training and research done before, during and after these events.

PBHE550 Research Methods in Public Health (3 hours)

This course teaches the student to design their own empirical research, and evaluate the research of others, in any of the sub-fields of public health. The course begins with an introduction to the field of public health. It introduces the philosophy of social science and several theoretical approaches used in public health. The course then concentrates on teaching the details of public health research design. The course takes the student step-by-step through qualitative, comparative, and quantitative research design and analysis methods. Prerequisite: PBHE525

PBHE601 Health Care Administration (3 hours)

This course is a study of the forces that now shape, and will shape, health care in the new millennium. The emphasis is on administration. It also provides the student with a summary of the skills necessary to be an effective administrator in this evolving industry. Additionally, it details the various elements that exist in the current system, so as to provide the departure point for new ideas, proposals and restructuring under both voluntary and involuntary (legislated) provisions.

PBHE605 Quarantine (3 hours)

This course is a study of the theoretical, historical, and contemporary issues associated with quarantine as a public health and safety measure. Students will learn of quarantine strategy, implementation, effectiveness, and debate. The course topics will include consideration of quarantine as a health and safety measure in the modern homeland security strategy.

PBHE606 Disaster Health Management (3 hours)

This course focuses on the principles, types, and forms of health management systems that exist to serve public needs during society's most threatening crises. Topics range from international and national political and policy views of disaster health management down to local levels where leading hospitals and emergency managers must respond to public health disasters on a daily basis.

PBHE607 Epidemiology (3 hours)

This course provides a graduate level study of epidemiologic concepts and approaches to population problems in public health. It covers a wide spectrum of topics, to include outbreak investigation, test properties, and study design. The course will provide understanding of disease and disease transmission, rates and proportions associated with different forms of outbreak, and epidemiological risk management methods and measures. Prerequisite: PBHE550

PBHE690 Independent Study: Public Health (3 hours)

Graduate level independent study of an approved topic. Prerequisites: Graduate Public Health Program major, or permission of the instructor. Requires a minimum of 150 hours of graduate level work for class credit.

PBHE698 Separate Comprehensive Exam (0 hours)

This course is available as the last step in the pursuit of an Masters in Public Health degree. Students must successfully pass this exam in order to graduate. The examination ensures that the student has mastered the research skills and substantive content expected of a professional in the Public Health field. This course includes an intensive review of the textbooks, lesson handouts, other readings, course notes, etc., from the student's required, core, major, and elective courses. The questions answered in the comprehensive examination will be tailored for each student based on their MPH program and concentration.

PBHE699 Masters Capstone Seminar in Public Health (3 hours)

This course is available to graduate students majoring in public health. Students may enroll in this course or take the comprehensive examination option. Students should confer with the professor overseeing the research paper or thesis option to determine which exit option is the best for the student's needs. This course will involve a major research paper or thesis option that demonstrates understanding of the program objectives. The research paper and thesis option will demonstrate understanding of social science research methodology. A Research Manual with explicit guidance for the research paper and thesis option will be available. Students electing this option must use this as one of the graduate electives. The student shall select their research paper or thesis option professor from designated APUS faculty. Students should confer with the professor overseeing the research paper or thesis option to determine which exit option is the best for the student's needs.

Graduate Course Descriptions

Religion

RELS531 Buddhism (3 hours)

This course examines the major historical movements and cultural expressions, relative to Buddhism, from India and Tibet to China and Japan. Course content includes the origin and development of the teachings, rituals, and institutions, of the Buddhist tradition, in South Asia, over the period since the beginning of the common era, to the present day.

RELS532 Hinduism (3 hours)

This course examines Hindu religious life, within the framework of the historical and thematic contexts, as embedded in the socio-cultural structure of India. Course topics include the disciplines (yogas) of devotion (bhakti), action (karma), knowledge (jnana), ethics, and the major schools of thought. Students will explore some key concepts (such as, dharma, samsara, atman, maya, moksha, artha, monism, and pantheism), along with an attempt to have a firm grasp of the meaning of religious ideas, symbols, and practices, as related to the participants. Also examined are the functional implications of religion, in traditional and contemporary Hindu social life, in India and abroad.

Graduate Course Descriptions

Reverse Logistics Management

RLMT500 Reverse Logistics Management (3 hours)

This course is a comprehensive review of the major applications of reverse logistics principles, problems and best practices in manufacturing, retail and the military. The student will study applications from apparel, aviation, automotive, electronics, food and beverage, retailers, and sporting goods. It includes an analysis of Green applications and Carbon Footprint credits for companies.

RLMT501 Practical Applications in Economics Analysis (3 hours)

This course is a comprehensive study of problem formulation and calculating return on investment (ROI) in project management such as applications for reverse logistics. The student will develop engineering economic analysis solutions to case study problems of returns, recalls, recycling, repackaging, waste management, as part of learning how to design a reverse logistics network or supply chain.

RLMT502 Decision Making Strategies in Reverse Logistics Management (3 hours)

This course investigates the advanced analysis methods and techniques used to solve the pricing and packing needs of products entering the reverse logistics supply chain. The course emphasizes the most successful methods from business statistics, production and operations management, management science, and operations research fields of study. Students will be required to synthesize material from several major fields of study in order to apply it in this course. Methods of analysis will be investigated to solve these problems including probability concepts and their applications, statistical quality control, process design, forecasting, inventory control, waiting line models, transportation and assignment methods, decision analysis, and simulation modeling

RLMT503 Reverse Logistics Policies and Regulations (3 hours)

This course covers government rules, regulations, policies, etc. that govern reverse logistic operations. These policies and regulations will be analyzed toward their impact on product production, manufacturing, and retail industry. The impact of the overall reverse logistics network designs and distributions will be studied from case studies. The impact on the financial elements of a company engaging in reverse logistics practices will be examined from a return on investment and sound business planning.

RLMT525 Research Methods in Reverse Logistics Management (3 hours)

This course in research methods will prepare the reverse logistics management graduate student to understand material and issues associated with, but not limited to, the logic of the scientific method, research design, and qualitative and statistical analysis of data focused on any aspect of reverse logistics issues or problems. Students will be afforded the opportunity to begin to conduct research on topics within the field of reverse logistics management. This course is intended to provide a foundation from which the student may use the knowledge and practices gained in this course throughout the rest of their graduate program

RLMT600 Global Reverse Logistics Management (3 hours)

This course is a comprehensive examination of the global factors affecting reverse logistics drivers from major companies to small businesses. The student will examine and analyze disaster logistics and how it affects the resiliency of a global supply chain.

RLMT610 Technology in Reverse Logistics Operations (3 hours)

This course studies the use of GPS, RFID and bar coding technology used to track and trace products through the forward supply chain and the reverse logistics process. The student will study the complex issues of data synchronization facing today's reverse logistics manager.

RLMT620 Resource Commitment and Performance in Reverse Logistics (3 hours)

Students in this course analyze the resources needed to establish and implement a reverse logistics operations in manufacturing and in retail stores. Emphasis is placed on analysis and way to measure the return on investment and other performance measures to ensure a successful reverse logistics operation.

RLMT630 Recalls and Returns Management (3 hours)

This course is a focused and comprehensive examination of the recalls programs of major manufacturing companies around the world, as a thorough study of how a returns program can enhance the revenue stream of a retail store.

RLMT640 Network Design in Reverse Logistics (3 hours)

A comprehensive study of the central returns centers, its layout, the facilities, and training needed to successfully operate in today's global market place. Emphasis on project management knowledge, use of diagrams and flowcharts are used to design a network process for a manufacturing firm and for a retail organization.

RLMT645 Advanced Green Logistics (3 hours)

This course examines the organization, planning, and controlling of recycling, reclaimed materials, and reclaim centers projects that are designated as Green. The student is provided practical knowledge on Green project planning, managing Green project scope, and sustainment and environmental risk management.

RLMT650 Reverse Logistics in the Retail Industry (3 hours)

This course is a focused and comprehensive examination of how different retail industries implement reverse logistics programs. The focus is on food and beverage, apparel, automotive, sports, hotel operations, and consumer electronics. Attention is focused on data synchronization inventory management comparing the forward and reverse logistics chains.

RLMT655 Reverse Logistics and Hazardous Materials (3 hours)

This course studies the handling of hazardous materials in reverse logistics operations. The study designs a forward and reverse logistics chain to identify and analyze the point where the product become hazardous to workers in recycling, returns, and waste movement. The student will study the regulatory issues that govern the legal and illegal activities of returns through case studies.

RLMT699 Reverse Logistics Theory Capstone (3 hours)

A study of the reverse logistics function, its role in society, and the theory that provides the underpinning manufacturing and retail management business today. The course will provide an understanding of general principles of reverses logistics as compared to forward logistics and the supply chain concept. Topics covered include revenue generation, return on investment, Green technologies and related topics. All core courses must be taken prior to the capstone course.

Graduate Course Descriptions

Security Management

SCMT507 Assets Protection & Loss Prevention Management (3 hours)

The course focuses on advanced administration and management issues related to corporate security functions, including strategic and operational management, risk management, contract security services, management of emergencies and loss prevention. Students will assess vulnerabilities and recommendations of the 9/11 Commission Report on terrorist attacks upon the United States. Facility protection standards are used to determine appropriate courses of action, from a security management perspective, using threat models and risk assessment concepts. Research is required and application of critical thinking is applied to address external threats and countermeasures. Practical exercises are conducted to apply research findings.

SCMT508 Evaluation of Security Programs (3 hours)

The course provides a comparative analysis of relevant security programs in the public and private sectors. The concept of defensible space, internal and external access control and psychological security barriers are examined and evaluated during this course.

SCMT509 Contemporary Issues in Security Management (3 hours)

This course is an in-depth study of contemporary issues in security management. The course will focus on tools that the professional security manager can use to increase productivity and lower operational cost. Topics explored: personnel security issues (background checks), budgeting, security liability, human resources issues and equal opportunity rights.

SCMT510 Security Management Ethics (3 hours)

This course is an examination of issues of professional and ethical behavior within the security industry. Key issues examined include professional behavior of the individual and the agency. Current topics such as sexual harassment, professionalism, and industry standards are discussed.

SCMT529 International Terrorism (3 hours)

This course examines the global terrorism phenomenon and the social, economic, political, and religious conditions of select states, groups, and individuals that influence the terrorist mindset. Students examine the definitions, origins and development of terror as a means of influencing public policy decisions and in fostering transitions in public power to promote group goals. Specific historical instances of the use of terror are evaluated, assessed, and analyzed. Examples of groups such as the Al-Qaeda terrorist network are assessed including focused discussions on current events. Topics include: geography and geopolitics of terrorism, origins and history of terrorism, characteristics and goals of terrorism, role of politics and religion in terrorism, media impact on terrorism recruiting, and Al-Qaeda in Iraq organization.

SCMT531 International Security Management (3 hours)

This course thoroughly examines the special challenges presented by planning a physical security system overseas. Specific considerations include hiring and managing a multi-national guard force, the importance of local liaisons, local hiring practices, outsourcing, terrorism, health issues, and pre-deployment planning. Students mastering this course will be well-placed to take advantage of the current trend for U.S. businesses to create manufacturing facilities and other installations overseas.

SCMT536 Protective Services (3 hours)

This course provides a detailed history of protective services. Topics covered include training and background requirements, obtaining contracts, selecting, training, and managing a security team, security surveys, dealing with clients, legal issues, importance of networking, information sources, and special considerations for clients in high profile industries.

SCMT537 Computer Crime (3 hours)

This course will examine cybercrime and the legal, social and technical issues cybercrime presents. With a multi-disciplinary perspective, we will focus on ways information technology is used to commit crimes, investigative techniques used to discover the crimes, and the challenges involved in prosecuting cybercrimes. These challenges include jurisdictional issues, application of traditional laws to cybercrimes, and privacy issues encountered during prevention, investigation and prosecution.

SCMT538 Industrial Espionage (3 hours)

This course provides a framework for understanding and protecting against industrial espionage. It reviews the history of industrial espionage, current methods of information elicitation, and explores counterespionage options to defend organizations. Students will also learn how companies place their proprietary and protected information at risk as well as how to prevent unwanted information disclosure. Topics such as the Economic Espionage Act of 1996 and operational counterintelligence are covered. The purpose of the course is to teach how to recognize and neutralize serious threats to both business and government entities.

SCMT544 Security Architecture (3 hours)

THIS COURSE WILL REQUIRE A PROCTORED EXAM. This course stresses the core principles of the CPTED (Crime Prevention through Environmental Design) concept. Students learn how to work with architects, city, and municipal planners to ensure new or refurbished construction is designed in such a way as to minimize or eliminate criminal activity. Topics covered include initial planning considerations, gathering information from multiple sources, formulating and implementing the plan based on core CPTED principles, and the need for modifications and review over time.

SCMT545 Airport Security Design (3 hours)

This course provides a comprehensive overview of the current state-of-the-art in airport security. Air terminal security is covered from the aspect of physical security considerations, baggage screening, training requirements for security personnel, employee screening and awareness programs, aircraft security, ground and air security technologies, integrating security systems for maximum coverage and protection, effective local, state, and federal liaison, counter and anti-terrorism measures, narcotics and contraband - the use of working dog teams, and apron access and security considerations.

SCMT552 Physical Security Systems Design (3 hours)

THIS COURSE WILL REQUIRE A PROCTORED EXAM. The course presents the student with a comprehensive study of physical security assessments and operational issues in the 21st century. Issues discussed and surveyed include: assessments (threat, risk and needs), surveys and audits, surveillance and detection, physical controls, and access controls with a focus on planning and system design, integration, implementation, and management. Additionally, the student is exposed to the integrated system acquisition process. Emphasis is placed on assessing vulnerabilities and distinguishing terms or risk assessment, threats, countermeasures, and cost benefit analysis to meet the need for protection of assets.

SCMT553 Security Program Administration (3 hours)

The course provides the graduate-level security professional with the tools necessary to effectively plan for, implement, monitor, and administer a security organization in a modern, global, and technologically advanced security program. Upon completion of the course, the student demonstrates expertise in administering a security program from the following aspects: fiscal, human resource management, change management, global talent management, and resource management perspectives. Students will also assess the concepts of return on investments (ROI) including cost-benefit aspects of asset protection and liaison with other management officials in the organization.

SCMT698 Separate Comprehensive Examination (0 hours)

THIS COURSE WILL REQUIRE A PROCTORED EXAM. Comprehensive final examination for students in the Master of Arts in Security Management Program. The "Comprehensive Final Exam" is tailored specifically to each program and must be taken after students have completed 36 hours of study (i.e. during the semester following the final course) and successfully completed before the award of a degree.

SCMT699 Master's Capstone Seminar in Security Management (3 hours)

Preparation for the Security Management research seminar begins on day one of a student's graduate program of study. The theories, research methods and analytical skills, and substantive knowledge obtained through their master's curriculum provide the basis for the research seminar project. Students will support the research seminar effort, including gathering bibliographic and reference materials on the thesis topic including developing individual course research papers that may become sections of the final research seminar. Students will address the requirements as described in the syllabus and classroom assignments. The research seminar proposal shall be prepared in accordance with the standards of the academic discipline. The research seminar proposal must provide a clear and lucid description of a question or problem and a proposed method of answering the question or solving the problem. Guidance on the format of the research seminar proposal and a sample proposal are contained in the APUS

Thesis Manual. Students may take the research seminar after all other course completions. It is an option in lieu of the Comprehensive Exam.

Graduate Course Descriptions

Space Studies

SPST500 Research Methods in Space Studies (3 hours)

CORE COURSE: MUST BE TAKEN AS ONE OF THE STUDENT'S FIRST TWO COURSES. This course is designed to build the student's ability to organize and conduct research in the space studies discipline, and to enable the student to present findings in a clear, concise, coherent manner. It is devoted to thinking about research logically, creatively, critically, structurally and scientifically. Course material covers qualitative research designs, theory building, role of argumentation in presenting a research report (thesis), as well as describing and analyzing quantitative variables. IT IS HIGHLY RECOMMENDED THAT YOU HAVE PREVIOUSLY COMPLETED COLLEGE ALGEBRA BEFORE TAKING THIS COURSE

SPST501 Introduction to Space Studies (3 hours)

CORE COURSE: MUST BE TAKEN AS ONE OF THE STUDENT'S FIRST TWO COURSES. This course evaluates space programs and operations and their meaning for future international and national economic and national security. The course will provide an overview of major policy, program, scientific, and technical issues in space for the non-scientist.

SPST502 Introduction to Orbital Mechanics (3 hours)

CORE COURSE: What is an orbit? How does a spacecraft fly to the Moon or Mars? What does NORAD use to track all of the satellites currently in orbit around Earth? How does a spacecraft move from one orbit to another? These questions and more are answered in this course. From Kepler and Newton to the modern telecommunications, navigation, and remote sensing spacecraft, knowledge of orbital mechanics is essential for the modern Space Manager to be able to plan future space missions and to converse with orbital analysts that perform the day-to-day calculations determining IT IS HIGHLY RECOMMENDED THAT YOU HAVE PREVIOUSLY COMPLETED COLLEGE ALGEBRA BEFORE TAKING THIS COURSE. Prereq: SPST500 and SPST501

SPST503 Chronology of Space (3 hours)

This course takes an in-depth look at the past and current structure, tasking, goals and objectives of the U.S. National Aeronautics and Space Administration (NASA). Emphasis is placed on the roles of the individual research centers, space centers and laboratories that form the NASA organization. The origins and impact of the 'space race' are discussed in detail.

SPST504 Remote Sensing Satellites (3 hours)

CORE COURSE: Earth orbiting remote sensing satellites play a key role in the lives of human beings. This course is a study of the major components of contemporary remote sensing satellites, the various methods of remote sensing capability, and the advantages and disadvantages of each method. Course topics also include study of remote sensing orbits, launch vehicles, and technology. IT IS HIGHLY RECOMMENDED THAT YOU HAVE PREVIOUSLY COMPLETED COLLEGE ALGEBRA BEFORE TAKING THIS COURSE. Prereq: SPST500 and SPST501

SPST505 Space Warfare (3 hours)

This course assesses the growing role of space in national military strategy, particularly for the U.S., as it progresses into the 21st century. The course begins with an overview of the political history of space exploration, followed by an examination of how space fits into the overall picture of military operations. The course then moves into the more speculative arena, looking at how space is evolving into a separate sphere of military operations, and how future conflicts might well have their first decisive engagements in earth orbital space, if not beyond. Students will be making extensive use of the Internet websites that are dedicated to reporting the latest developments and trends in space warfare. The climax of the course is the space wargame exercise, in which the students will be grouped into various national actors and organizations.

SPST611 Aircraft Propulsion Systems (3 hours)

This course is an introduction to aircraft propulsion systems, including their design and development, turbo propulsion combustion technology, engine/airframe performance matching, inlets and inlet/engine integration, exhaust nozzle aerodynamics, engine operability, and aeroelasticity and unsteady aerodynamics IT IS HIGHLY RECOMMENDED THAT YOU HAVE PREVIOUSLY COMPLETED COLLEGE ALGEBRA AND CALCULUS I BEFORE TAKING THIS COURSE.

SPST612 Rocket Propulsion (3 hours)

Even though the Chinese introduced rockets about 800 years ago, most of the important rocket development has taken place in the 20th Century. This course introduces rocket theory including specific impulse, thrust chamber design, nozzle design, heat transfer, and propellant composition and places particular emphasis on the development and use of liquid and solid rockets. The course concludes with a discussion of the future of rocketry including hybrid rockets, thrust vector control, and electric rockets. The material in this course is applicable and essential for any military or civilian Space Operator, Manager, or Designer who wants to achieve a better understanding of how rockets are designed and how they operate. IT IS HIGHLY RECOMMENDED THAT YOU HAVE COMPLETED COLLEGE ALGEBRA PRIOR TO TAKING THIS COURSE

SPST613 Satellite Communications (3 hours)

CORE COURSE: This course is a study of the principles, architectures, technologies, management, economies, advantages, and disadvantages of satellite communications. Spacecraft launch vehicles, orbits, communications modulations, radio wave propagation, payload designs/types, and spacecraft bus and antenna types are all addressed. Students will learn to devise/formulate actual satellite communications link budgets and evaluate the impact of each variable used within the equation. IT IS HIGHLY RECOMMENDED THAT YOU HAVE PREVIOUSLY COMPLETED COLLEGE ALGEBRA BEFORE TAKING THIS COURSE.

Prereq: SPST500 and SPST501

SPST615 Aerodynamics (3 hours)

This course introduces the student to core concepts of aerodynamics, including fundamentals of inviscid, incompressible flow; compressible flow; shock waves/properties; compressible flow through nozzles, diffusers, and wind tunnels; subsonic compressible flow over airfoils; linear theory; elements of hypersonic flow, and boundary layers. IT IS HIGHLY RECOMMENDED THAT YOU HAVE PREVIOUSLY COMPLETED COLLEGE ALGEBRA AND CALCULUS I BEFORE TAKING THIS COURSE.

SPST616 Aircraft Design (3 hours)

This course is an introduction to aircraft design. The Design Process, Airfoil and Geometry Selection, Thrust-To-Weight Ratio and Wing Loading, Sizing, Crew Station, Payload, and Passengers, Propulsion and Fuel System, Landing Gear and Subsystems, Aerodynamics, Basic Propulsion, Structures and Loads, Stability, Control, and Handling Qualities, Performance and Flight Mechanics, as well as Cost Analysis, are some of the areas covered in the course. PREREQ: SPST615 AERODYNAMICS. IT IS HIGHLY RECOMMENDED THAT YOU HAVE PREVIOUSLY COMPLETED COLLEGE ALGEBRA AND CALCULUS I BEFORE TAKING THIS COURSE.

SPST619 The Psychology and Physiology of Space (3 hours)

CORE COURSE: A review of the major stresses, tensions, and other physical and mental issues experienced by humans on entering in and living in space. Case studies from manned flights and other research will be provided. Students will study how the mental and physical issues may be addressed for future increased human activity in space. Prereq: SPST500 and SPST501

SPST620 National Missile Defense (3 hours)

This course addresses the implications that national missile defense systems may pose to the global balance of power. Is a missile defense system technically feasible, could such a system be stabilizing, destabilizing? These are all questions that this course will examine. The course will further examine how such a system might be deployed and employed, and how national policy may be affected.

SPST621 Current and Emerging Space Powers (3 hours)

Space exploration and exploitation have become global activities. While the United States and the Soviet Union were battling for supremacy during the Cold War and striving for "firsts" in the Space Race, several nascent space powers were blossoming in the background. Not limited to the U.S. and USSR, the dream of spaceflight sprouted in lands as diverse as France, Germany, China, Japan, India, Israel and Brazil. The European Space Agency, the Chinese Space Program, the Japanese Space Program and the Indian Space Program have become space powerhouses. A study of these various programs is essential to gain a thorough understanding that space exploration is not only a global enterprise, but also an important concern for our own national security.

SPST622 Space Policy (3 hours)

Since the beginning of the Space Age, U.S. Civil Space Policy has been a cornerstone in determining space organizational structures, mission objectives, and resource distribution. From the launch of Explorer 1 through the Apollo Program Moon landings

and continuing on to the Space Shuttle and International Space Station operations, the U.S. Government has been heavily involved in establishing space exploration and exploitation. A study of the various players in the space community, the various government interfaces, and an emphasis on budget development is important to study the roles that policy has played in our nation's space program.

SPST623 National Space Organization (3 hours)

This course is a comparative study of the major industrialized nations' space organizations. It begins with the US and presents an overview of NASA and non-NASA government agencies supporting space exploration. Comparative views are presented for other countries which then allows the student to select the country of their choice (as approved by the instructor) to compare/contrast its space organization with that of the United States. Students will review the fundamental roles of significant space organization, budgets, and goals and objectives in comparison and contrast between the US and another country.

SPST628 Space Operations Structure and Design (3 hours)

This course is a study of management issues involved in the vision, planning, design, structure and operations of new and existing facilities and vehicles. The course will include a review of existing vehicles and facilities and those that will be required in the upcoming quarter century.

SPST629 Sacred Space (3 hours)

This course explores the post-mission space experience through the eyes of those who have ventured beyond the Earth's atmosphere, giving a detailed look at how space exploration has impacted the lives of those that have experienced it first hand. The course will also address how the post-mission experience has impacted space exploration goals and objectives -- both manned and unmanned space missions. When available, guest astronauts will be scheduled to discuss their experiences and answer students' questions.

SPST630 Planetary and Solar System Studies (3 hours)

This course examines the exploration of the solar system with a focus on the methods used to explore the Sun, planets, moons, and small solar system bodies. Special emphasis is also placed on the space environment and its effects on current and future exploration activities. The threat of comet, asteroid, and meteoroid impacts on Earth will also be addressed. This course requires access to the web site MASTERING ASTRONOMY, and use of CLEA Labs, which are Windows only programs. If you are not using a Windows program, please verify that your system will be compatible with CLEA labs prior to registering for the course. The link for CLEA labs is <http://www3.gettysburg.edu/~marschal/clea/CLEAhome.html>

SPST631 Astrophysical Studies (3 hours)

This course examines the study of stars and galaxies with special emphasis on the methods and instrumentation used in the exploration of the universe around us. Focus is also placed on cosmology, the study of the past, present, and possible future of the universe. (Prerequisite: SPST630). This course requires access to the web site MASTERING ASTRONOMY, and use of CLEA Labs, which are Windows only programs. If you are not using a Windows program, please verify that your system will be compatible with CLEA labs prior to registering for the course. The link for CLEA labs is <http://www3.gettysburg.edu/~marschal/clea/CLEAhome.html>

SPST632 Lunar Geology (3 hours)

This course examines the Moon in a systematic way, including the current theory of the origin of the Moon and processes such as impact cratering, volcanism, and tectonics. A detailed review of past manned/unmanned lunar geological exploration findings will also be addressed, along with critical aspects of lunar geology relevant to the return of humankind to the Moon.

SPST633 Astronomical Instrumentation (3 hours)

This course examines the design and construction of astronomical instruments, including mechanical design and machining, optics and commensurate optical system design, and both real-time and near-real time computer control. UV, X-ray, and gamma-ray spectrum instrumentation will also be addressed.

SPST671 Space Law (3 hours)

This course examines space law from its origins at the commencement of space exploration to current day activities, including civilian, commercial and military/governmental issues/rulings. The Outer Space Treaty, Registration Convention, Rescue and

Return Agreement, Liability Convention, and the Moon Treaty will be covered in detail, as will several other past, standing and pending legal works. Prereq: SPST500 and SPST501

SPST690 Independent Study: Space Studies (3 hours)

An opportunity for Space Studies students to pursue an independent research project or examine a specific area of Space Studies under the mentorship of a single professor. Students must complete 24 credits of study before taking this course. Participation is at the discretion of the faculty member. The course will typically involve six or more telephone calls and produce a major research paper (50+ pages); there will be no examination. Students will submit a proposal prior to the start of the project, and a rough draft of the paper at week 10, both of which will count toward the final grade. Prerequisite: University approval and Upper Level standing. Prior to registering, students should first contact the professor with whom they wish to mentor their independent study, coordinate an agreement on the grading requirements, and then NOTIFY their academic advisor with the name of their professor.

SPST698 Separate Comprehensive Examination (0 hours)

The comprehensive examination is only an option for students that started their degree program prior to 1 January 2009. The 'comp exam' is tailored specifically to each program and may only be taken after students have completed all 36 semester hours of required study. Students electing the comp exam option must successfully complete the exam in order to graduate.

SPST699 Master's Capstone Seminar in Space Studies (3 hours)

Preparation for the Master of Science in Space Studies Thesis begins on day one of a student's graduate program of study. The theories, research methods, analytical skills, and substantive knowledge obtained through the Space Studies curriculum provide the basis for the thesis project. In this 16 week course, instructors guide students through the thesis process. Students are expected to submit all required components of the research process, including a thesis proposal. The thesis proposal must provide a clear description of a contestable question or problem and a proposed method of answering the question or solving the problem. The thesis requires students to present an original argument using proper academic writing conventions including carefully documented primary and/or secondary sources. Guidance on the format of the thesis and proposal are contained in the APUS End of Program Manual. This course must be taken after all other courses in the program are complete.

Graduate Course Descriptions

Sports and Health

SPHS500 Statistics for Sports and Health Sciences (3 hours)

THIS COURSE WILL REQUIRE A PROCTORED EXAM. This course will introduce the student to graphical presentation of data, histograms and confidence intervals for binomial probabilities. One-sample and two-sample t-test as well as regression and correlation with two variables will also be discussed. The student will learn the concept of hypothesis testing and confidence intervals, multivariate regression and correlation, partial correlation coefficients, analysis of variance and covariance and multiple comparison procedures. The analysis of research data will be emphasized in this course to provide the student with real-world examples in the field of Sports and Health Sciences.

SPHS501 Advanced Exercise and Sport Physiology (3 hours)

Designed for learners involved in the fields of health and exercise science, this course surveys and critically evaluates the basic principles of human physiology with direct application to acute and chronic exercise. Particular attention is paid to lifestyle risk factors that can lead to heart disease.

SPHS502 Motor Learning (3 hours)

An evaluation of the physical, physiological, and psychological factors that affect motor skill acquisition, performance, retention, and transfer. With a focus on voluntary movement, topics include nervous system control of movement, sensory and perceptual contributions to motor learning, information processing, optimal conditions for learning motor skills, preferred modes of feedback delivery during learning, and individual variability in motor skill acquisition. Students will apply the principles of motor learning to coaching, fitness, and rehabilitation settings. Additionally, they will analyze motor learning settings and determine adjustments to be made in those settings to foster motor skill acquisition for a variety of populations.

SPHS503 Nutrition for Sports Performance (3 hours)

Nutrition plays an integral part of our daily lives. It becomes even more important for athletes, who push the physical limits of their body. Providing adequate fuel is essential and can make a difference between success and failure. Yet most athletes and coaches lack basic nutrition knowledge important for enhancing strength, speed and endurance. This class will focus on the nutritional needs and requirement of athletes. First, the student will recognize and establish sound nutrition principles and the nutrients that play a role in determining these principles. Nutrients and other food constituents are integrated into the human body. These affect the athlete's metabolism, health, and performance. The student will trace the metabolic fate of dietary components and recognize how each nutrient and/or food constituent affects metabolism, health and performance. Using this knowledge, the student will design several healthy diets that optimize performance.

SPHS504 Advanced Methods of Strength and Conditioning (3 hours)

This course is designed to introduce the student to theoretical and practical concepts of strength exercise assessment, strength exercise interpretation and strength exercise prescription. Current research on strength training and methods is incorporated into the classroom for analysis and application. The student will develop appropriate techniques and methods used to recommend strength exercise prescription and programming for healthy and unhealthy clients.

SPHS505 Sport Psychology (3 hours)

Sport Psychology is the scientific study of how individuals behave in sport and exercise, and the practical application of that knowledge to performance enhancement strategies. Students in this course will investigate human behavior patterns in sports and exercise settings. Human behavior is complex, dynamic, and social. There are no easy answers when you try to determine why people behave in a certain fashion. However, this course will focus on interpreting and applying fundamental behavioral tendencies related to biological and psychological models of personality structure, motivational orientations, psychological interventions, and social dynamics. In addition, students will create useful psychological interventions that demonstrate their ability to distinguish the need for normal sport enhancement strategies from serious psycho/physical behaviors that require other professionally trained experts. Psycho/social relationships to sport performance will be analyzed. Behavior management strategies, modeling, aggression, and group dynamic models will be critiqued as students design philosophies that guide training and intervention strategies.

SPHS506 Essentials of Human Performance and Exercise Science (3 hours)

This course is designed to introduce the student to theoretical and practical concepts of exercise assessment, exercise interpretation and exercise prescription. The student will develop appropriate techniques used to recommend exercise prescription for healthy and unhealthy clients.

SPHS507 Advanced Biomechanics (3 hours)

The purpose of this course is to provide the student with an understanding, appreciation, and ability to analyze human movement using a biomechanics approach. This course will expose the student to the laws and principles governing human motion. Emphasis will be placed on the analysis of exercise and sport movements. Research with applications to a variety of sport, exercise, and clinical settings will also be included to provide the student with knowledge of current topics of interest in the field.

SPHS508 Current Topics in Exercise Science and Human Performance (3 hours)

Contemporary research related to wide variety of areas related exercise science and human performance are discussed and explored in this course. Students discuss relevant issues facing society regarding exercise, fitness, athletic performance, kinematic movement, motor development, and biomechanical analysis. The course challenges students to analyze and synthesize current and relevant topics and offer solutions to benefit exercise science research and related industries.

SPHS509 Optimal Sports Performance (3 hours)

This course is designed to provide an understanding of postural assessment and integrated performance profile as it relates to human performance. This course will focus on identifying and correcting musculoskeletal abnormalities and performing integrated performance assessments. The student will develop appropriate techniques used to recommend exercise prescription for individuals post assessments.

SPHS698 Separate Comprehensive Exam for Sports and Health Sciences (0 hours)

THIS COURSE REQUIRES A PROCTORED EXAM. This Comprehensive final examination is for students in the Master of Science in Sports and Health Sciences program. The course is tailored specifically to each program and must be taken after students have completed 36 hours of study (i.e. during the semester following the final course) and successfully completed before the award of a degree. Emphasis is placed on Sports and Health Sciences program objectives.

SPHS699 Sports and Health Sciences Practicum and Integration Project (3 hours)

The Masters of Science in Sports and Health Sciences requires students to complete a cumulative hourly requirement of volunteering their services in a specific industry work environment. Students will be involved with the experiential learning process through volunteering and through completing an Integration process which describes concepts and skills developed through the experience. The ability to apply learning to practice is a key requirement for demonstrated success in learning. To achieve and demonstrate learning, a practicum and integration seminar is offered to students in this degree as an alternative to the comprehensive exam. This option can be undertaken by any student seriously interested in the integration and application of theory and practice.

SPMT500 Sports Broadcasting (3 hours)

Sports broadcasting involves a variety of applications from writing and interviewing skills to on-air performance. This course covers the impact of mass media in sports and explores fundamental skills needed to succeed in sports broadcasting. Students will learn how to find a story, how to tell a story, professional etiquette, and how to do play-by-play announcing. Students will have opportunities to announce on the university's internet radio station and examine how to implement live webcasting from any sports venue.

SPMT600 Research Methods in Sports and Health Sciences (3 hours)

This course is a study of theories and practices in sports and health sciences research. It focuses on theoretical and methodological approaches to the study and research of contemporary sports and health issues. The course teaches the student to design their own empirical research, and evaluate the research of others. It begins with an introduction to the field of sports and health science research. It then concentrates on teaching the details of health science research design. The course takes the student step-by-step through qualitative, comparative, and quantitative research design and analysis methods.

SPMT601 History, Culture, and Social Contexts of Sport (3 hours)

Students in this course will use analytical techniques to examine the theoretical, historical, social, and cultural aspects of sport. For the historical aspect, they will explore sociological issues over the ages from ancient times through to modern times. Students will discuss how sport and human life intermix in relation to cultural aspects. In addition, several issues of the social context will be identified and discussed with an emphasis on the philosophical, physical, religious, and other contemporary topics in sport.

SPMT602 Collegiate Sports Administration (3 hours)

Students in this course will explore principles, techniques, and process related to the management of college athletics. It is important in today's dynamic environment of collegiate athletics that students employ effective leadership and management principles. Through analyzing case studies, students will demonstrate problem solving related to handling athletic personnel and program issues. Studying collegiate athletic administration involves interpreting NCAA By-laws, including a comparison between division I, II, and III compliance regulations. To ensure readiness for athletic management, students will evaluate the duties of an athletic director and create a strategic plan for an athletic department, including a mission statement and comprehensive budget. Lastly, students will determine the critical steps to getting hired in collegiate athletics. Students will also prepare a portfolio, including an application letter and resume customized for applying for a position in athletic administration at the collegiate level

SPMT603 High School Athletic Administration (3 hours)

This course is a study of one of the most complex professions in secondary education – high school athletic administration. The topics include leadership and management roles in sports/athletic administration, high school sports finance and budgeting, student-athlete issues, association regulations and guidelines, and other issues focused on the array of sports disciplines, coaches, and programs at the high school level.

SPMT605 Coaching Leadership (3 hours)

Students in this course will learn what it takes to be a successful leader in the coaching profession. Leadership involves one or more people influencing others in effort to achieve a common goal; coaching leadership focuses on the playing arena. Students will learn strategies to effectively communicate with their players, fellow coaches, parents, administrators and other constituents who impact their program. Coaches need to be able to think on their feet, make decisions under stressful situations, while always keeping the needs of their players and team foremost in their mind. Motivation, management and creative problem solving are critical to successful coaching leadership. Students will compare and contrast how some of the most successful coaches in the business have created their formulas for success; looking at common themes of successful coaches while also learning the importance of incorporating one's own personality into the process. Students will create a coaching manual that can become their personal coaching bible starting with their coaching philosophy and culminating with their goals and strategies.

SPMT606 Techniques in Coaching Strategy (3 hours)

Students in this course will use analytical techniques to examine coaching strategies. Methods, practices, and approaches that apply across a number of sports disciplines will be discussed. Students will study several issues related to coaching preparation. Students will research, strategize, and reflect on past, present, and future coaching strategies. Course topics will address coaching philosophy, technique, time management, character, teaching, nutrition, and physical training. Methods for learning will include critical thinking, decision making, and analytical skills necessary to form an effective coach.

SPMT607 The Sports Industry (3 hours)

This course is a study of the sports industry across all of its disciplines, functions, economics, leaders, and organizations. It is a macro view of sports as a major component of the modern corporate, social, economic, and recreation world. The industry is studied in detail in many different aspects as it exists in society. Key aspects of the sports industry history, contemporary situation, and future outlook are addressed.

SPMT609 Sports Marketing, Promotion, and Public Relations (3 hours)

This course focuses on the marketing, promotions, public relations, and communications involved in the multi-billion dollar sports industry. The course provides research, case analysis, and other opportunities to learn of the effective principles, theories, practices, and methods involved with all aspects of sports communications.

SPMT610 Sports Finance (3 hours)

The main thrust of this course is the application of principles and practices of financial management, as it applies to organizations in the sport industry. This course seeks to develop the financial skills necessary to gain an understanding of an array of financial

concepts that impact sport managers. Students will examine financial strategies related to sport entities and organizations and will be introduced to current economic and financial issues that impact the sport industry. Included in the course are the basics of accounting, budgets and budgeting systems, performance measures creation, and financial statement evaluation for the purpose of cost analysis and planning. Other topics include budget development, funding, capital projects, economic impact, and supply and demand in the sport industry.

SPMT611 Economics of Sport (3 hours)

This course is a study of principles of economic development with regard to sports industry development in a community, issues associated with the commercialization of sport, social impacts of sport in the economy and among the citizenry, and other major issues associated with sports economics. Topics include the economics issues at all levels of sport, to include community, amateur, and professional sports industries.

SPMT612 Sports Event Management (3 hours)

This course provides students with the fundamental knowledge and skills for designing and managing sport and recreation facilities and organizing sport events. Included in the course are topics related to planning for events and tournaments, scheduling of facilities and events, and overall management of events. Students will examine several different types of sporting events from local tournaments to the Olympics. The course will also delineate the factors involved in the planning, design and management of events while examining the social, economic and environmental impacts of sporting events on the host community. Throughout the course students are encouraged to attend and/or volunteer at sporting events to put the course knowledge in to practice.

SPMT613 Sports Entrepreneurship (3 hours)

This course focuses on the entrepreneurial opportunities in the sports industry, to include sports management, sports franchise, sports agency, and small sports business management professions and programs. The course focuses heavily on the business plan, financial, and planning issues associated with entrepreneurial and small business ventures. Students will develop their own entrepreneurial sports plan as an independent research project for this course.

SPMT614 Coaching Theory, Methods, and Issues (3 hours)

This course focuses on current coaching theories, methods, practices, and outcomes. Students will consider the origin, development, and arguments surrounding the character of American sport. Topics include a study of coaching principles, practical coaching situations, great coaches and their methods, decision making in coaching, coaching ethics, and other contemporary issues in 21st century collegiate and high school coaching. Students are also exposed to the importance of computers and the Internet to today's coaches.

SPMT620 Leadership and Management in Sport (3 hours)

This course examines contemporary and productive management principles and concepts used throughout the sports industry and various sport organizations. Through this course, students will learn skills related to creative problem solving and strategic planning, while developing the skills to lead, organize, and delegate in managerial and leadership positions.

SPMT630 Sales and Promotions in Sport (3 hours)

This course focuses on the fundamentals roles of developing, activating, and managing sport sponsorship through sales and promotion. Through shared practical examples, this course will view how to generate ticket sales through sport promotion and how to utilize e-commerce as a promotional tool in sports.

SPMT640 Sport Governance and Policy Development (3 hours)

This course will examine the various sport governing agencies and focus on identifying rules and regulations of each sport's governing body and current issues and future trends for each governing agency. Governance of intercollegiate athletics, including legislation and bylaws associated with the NCAA will be emphasized.

SPMT698 Separate Comprehensive Examination (0 hours)

THIS COURSE REQUIRES A PROCTORED EXAM. Comprehensive final examination for students in the Master of Arts in Sports Management program. The "Comprehensive Final Exam" is tailored specifically to each program and must be taken after students have completed 36 hours of study (i.e. during the semester following the final course) and successfully completed before the award of a degree.

SPMT699 Sports Management Practicum and Integration Project (3 hours)

The Masters of Science in Sports Management is a multi-faceted degree that allows a student to select one of three areas of specialization within Sports Management including Sports Administration, Coaching Theory and Strategy, and General. At its core the Sports Management program seeks to develop an advanced understanding of the Sports industry from either a Coaches point of view or the Administrative point of view. The ability to apply learning to practice is a key requirement for demonstrated success in learning. To achieve and demonstrate learning, a practicum and integration seminar is offered to students in this degree as an alternative to the comprehensive exam. This option can be undertaken by any student seriously interested in the integration and application of theory and practice. Students selecting this option are exempt from comprehensive exams. The course requires that the student:

- Identify and obtain approval for an organization or project of interest.
- Select and obtain an approval for a workplace mentor.
- Complete a 120 hour practicum in the approved organization under the guidance of the mentor.
- Keep a log of work completed to be signed by the mentor.
- Submit a 25 page integrative applied research paper using Kolb's experiential learning cycle as the basis for reflection on that experience.

The experiential or practical component of the class aims to apply learning in an aspect of interest related to the degree and concentrations of the student's areas of specialization. It is understood to be a supervised practicum that requires approval by APUS before entering into the relationship with the organization. The selection of an organization or site for the practicum must relate to the content of the student's course work and/or concentration. Goals of the applied practicum and integration seminar will be submitted by the student for approval using an application for approval to the Faculty member, Program Director and Dean of Graduate Studies. The organization will serve as an opportunity to experience the practice of an area of Sports Management related to the focus of the student's degree. This option will act as a capstone of the student's program. Students are eligible for enrollment upon successful completion of all core requirements.

Graduate Course Descriptions

Transportation and Logistics

TLMT500 History of Transportation (3 hours)

This course is designed to provide the graduate student with a study of the major historical events in the transportation industry. Topics include agricultural, industrial, information, interstate, and transtate transportation events and precedents. The course will provide both broad analysis of the industry and specific seminal events in its history.

TLMT501 Transportation Policy and Planning (3 hours)

This course demonstrates the 21st century importance of strategic transportation and logistics planning in contributing to corporate profits, customer service enhancements leading to higher sales and a marketing weapon to gain sustainable competitive advantage. The importance of moving information becomes equal to the movement of goods. Managerial perspectives are offered on aligning corporate planning, technology, financial controls and logistics performance measurement. We will also gain an overview on the interaction among stakeholders in the public and private sectors in aligning public policy with global uncertainties.

TLMT502 Comparative Transportation Systems (3 hours)

This course is designed to provide students with a solid knowledge of multi-modal transportation systems, the characteristics of individual transportation modes, international differences in transportation management, and transportation economics as they apply to multi-modal transportation management. Topics include comparative analysis of the various modes (motor carriers, railroads, water carriers, air carriers and pipelines), international differences in transportation management, economics of transportation systems, and the role of transportation systems in the modern organization.

TLMT525 Research Methods in Transportation and Logistics Management (3 hours)

This course in research methods will prepare the transportation and logistics management graduate student to understand material and issues associated with but not limited to the logic of the scientific method, research design, and qualitative and statistical analysis of data. Students will be afforded to opportunity to begin to conduct research on topics within the field of transportation and logistics management. This course is intended to provide a foundation from which the student may use the knowledge and practices gained in this course throughout the rest of their graduate program.

TLMT600 National Transportation Management (3 hours)

This course aligns transportation management with a comprehensive overview of intermodal transportation and logistics management. We will look at recent trends in the field and its important stakeholders. Business logistics/supply chain will be viewed from managerial perspectives impacting physical distribution, materials management, transportation management, and logistics and supply chain management. The course covers the planning, organizing, and controlling of these activities including sub-activities such as transportation basics, inventory and location strategies.

TLMT601 Transportation Economics (3 hours)

The course provides the student with a coherent and integrated framework, based on micro and macro economic principles, for understanding aggregate transportation activity. Issues include: regulation, tariffs, interstate commercial policy, international trade, and transportation exchange rates.

TLMT602 RFID Uses in Logistics (3 hours)

The course will teach students how to analyze and advise decision makers in the use of RFID technology compared to the use of bar code tracking systems in logistics and transportation applications. Students will be able to describe the history, rationale and management impacts of why this technology was mandated by the Department of Defense and Walmart in January 2005 to be used on all shipping pallets and containers. Students will classify and explain how different active and passive RFID technology can be used to increase product movement and storage visibility along supply chains. Students will examine and compare how a real-world application of this technology is improving logistics visibility in a military or retail environment. Students will design an implementation plan to incorporate RFID technology as part of a real-world business model. Students will work in a team environment as well as individuals in creating a series of written papers on the current state of the art in using RFID technology to meet the retail or military transportation and logistics needs. Students will conduct an informal survey of military or retail decision

makers to learn how to appraise qualitative as well as quantitative data and reports of the use of this technology

TLMT603 Strategic Intermodal Transportation (3 hours)

This course examines the United States and worldwide commercial freight transportation systems, with an emphasis on international intermodal surface transportation. Modal/intermodal economic and operating characteristics will be surveyed, along with cost, pricing, and regulation of transportation services. In addition, students will be introduced to electronic data interchange (EDI) in commercial transportation and the use of computer software applications in transportation management—all with the goal of providing students with an in-depth understanding of the principles of intermodal transportation systems, a grasp of transportation terminology, and the interrelationship between the Defense Transportation System (DTS) and the global commercial transportation infrastructure.

TLMT605 Cargo Security Management (3 hours)

This course is designed to address the multi-billion dollar annual loss globally due to cargo theft. Topics include: asset protection in the transportation industry, analysis of freight system vulnerability, development of an effective cargo security plan, review of industry standards, and best practices in the industry.

TLMT607 Port and Terminal Operations (3 hours)

An in-depth look at the workings of maritime port operations and intermodal transportation systems. Course topics include the governance and administration of ports and marine terminals, the role of regulatory agencies, navigation and safety, port operations and development including the process to fund and carry out dredging projects. Cargo handling for containers and dry and liquid bulk operations will be discussed along with a look at productivity of terminal operations. Comparisons will be made with other regions of the world. A review of major steamship lines, their trading patterns and future trends among the industry will be covered along with technological advances in vessels and terminal operating equipment. A strong emphasis will be placed on current issues in port policy.

TLMT611 Global Logistics Management (3 hours)

This course provides an understanding of leading-edge logistics management, as well as principles and techniques available to achieve optimum operational efficiencies. Topics include: development of logistics, logistical economic significance, the importance of logistics management in transportation operations, application of supply chain management concepts, role of information systems, elements and management of global logistics, distinctions and characteristics of international versus domestic logistics, global transportation options, traffic management, global transportation decision-making, management of inventory costs, measurement and control of integrated logistics systems, and development of effective world-wide logistics strategies.

TLMT650 Maritime Engineering I: GMATS Shipyard Process Management* (3 hours)

This course is used as transfer credit from the US Merchant Marine Academy. For scheduling information, please go to the GMATS website at <http://www.gmats.org/courses/course.aspx> and look for the GMATS course PROJECT MANAGEMENT and for GMATS course SHIPYARD OPERATIONS MANAGEMENT

TLMT651 Maritime Engineering II: GMATS Senior Vessel Management (3 hours)**

This course is used as transfer credit from the U.S. Merchant Marine Academy. For scheduling information, please go to the GMATS website at <http://www.gmats.org/courses/course.aspx> and look for the GMATS course ENGINE ROOM MANAGEMENT and for GMATS course FUEL MANAGEMENT

TLMT698 Separate Comprehensive Exam (0 hours)

THIS COURSE WILL REQUIRE A PROCTORED EXAM. Comprehensive final examination for students in the Master of Arts in Transportation and Logistics Management program. The "Comprehensive Final Examination" is tailored specifically to each program and must be taken after students have completed 36 hours of study (i.e. during the semester following the final course) and successfully completed before the award of a degree.

TLMT699 Master's Capstone Seminar in Trans. and Log. Mgmt. (3 hours)

This course is available to graduate students majoring in transportation and logistics management. Students may enroll in this course or take the comprehensive examination option. This course will involve a major research paper or thesis option that demonstrates understanding of the program objectives. The research paper and thesis option will demonstrate understanding of

social science research methodology. A Research Manual with explicit guidance for the research paper and thesis option will be available. Students electing this option must use this as one of the graduate electives. The student shall select their research paper or thesis option professor from designated APUS faculty. Students should confer with the professor overseeing the research paper or thesis option to determine which exit option is the best for the student's needs.