2013/2014 Graduate Catalog

Academic Programs

- About Academic Programs
- Master Degree Programs
- Graduate Certificates and Endorsements
- Course Descriptions

General Information

- Message from the President
- Mission, Vision and Core Values
- History
- Address, Phone
- Accreditation and Licensure
- Employment Disclosure
- Financial Disclosure
- Harassment, Discrimination, Retaliation Policy
- University General Grievance Procedure
- Catalog Changes
- Technology Requirements
- Academic Calendar
- Graduate Student Profile

Admission, Orientation, and Registration

- Admissions Criteria and Status
- Equal Opportunity
- Course Registration
- Special Needs
- Online Application, Orientation, and Registration Process

Tuition, Fees, and Financing

- Tuition and Fees
- Withdrawal/Refund/Extension Policy
- Financial Assistance
- Automatic Debit Plan (ADP)
- VA Benefits and GI Bill

Academic Information

- Faculty
- Course Materials
- Online Library/Resources for Student Success
- Student Learning Outcomes and Assessment
- Grading Policies
- Repeat Coursework
- Satisfactory Academic Progress (SAP)
- Student Rights and Responsibilities
- Academic Semesters and Years

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*
- *Entrepreneurship*
- *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

- *Educational Leadership*
- *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*
- *Business Essentials for the Security Executive*
- *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
- Sports Management
- 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 100,000 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 90 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 may be 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 Science in Sports and Health Science, Master of Arts in Homeland Security, Master of Business Administration, Bachelor of Arts in Transportation and Logistics Management, Associate of Arts in Business Administration, Associate of Arts in Childhood Care and Education, Bachelor of Science Environmental Science, Bachelor of Science in Information Technology, and Master of Arts in History. 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. APUS is regionally accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools; therefore 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: The University is registered with the Maryland Higher Education Policy Commission to enroll Maryland students into its fully online programs.

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: American Public University System is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes American Public University System to advertise, recruit and offer field placements for specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430.

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 Statues 38.50. A representative for the EAB can be reached at 201 W. Washington Avenue, 3rd Floor, Madison, WI 53703-2579; 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.

Recent AMU or APU graduates should be aware that it is APUS policy not to hire alumni until they have demonstrated significant classroom experience outside of our own university system. A period of two to five years of outside experience is required. This policy ensures that the body of faculty at APUS maintains a variety of perspectives and brings fresh ideas to our organization.

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/publications.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 2013 Term		
October Sessions	**Start**	**End**
Fall A: 16-week courses	October 7, 2013	January 26, 2014
Fall B: 8-week courses	October 7, 2013	December 1, 2013
November Sessions	**Start**	**End**
Fall K: 16-week courses	November 4, 2013	February 23, 2014
Fall I: 8-week courses	November 4, 2013	December 29, 2013
December Sessions	**Start**	**End**
Fall C: 16-week courses	December 2, 2013	March 23, 2014
Fall D: 8-week courses	December 2, 2013	January 26, 2014

Winter 2014 Term		
January Sessions	**Start**	**End**
Winter A: 16-week courses	January 6, 2014	April 27, 2014
Winter B: 8-week courses	January 6, 2014	March 2, 2014
February Sessions	**Start**	**End**
Winter K: 16-week courses	February 3, 2014	May 25, 2014
Winter I: 8-week courses	February 3, 2014	March 30, 2014
March Sessions	**Start**	**End**
Winter C: 16-week courses	March 3, 2014	June 22, 2014
Winter D: 8-week courses	March 3, 2014	April 27, 2014
Spring 2014 Term		
April Sessions	**Start**	**End**
Spring A: 16-week courses	April 7, 2014	July 27, 2014
Spring B: 8-week courses	April 7, 2014	June 1, 2014
May Sessions	**Start**	**End**
Spring K: 16-week courses	May 5, 2014	August 24, 2013
Spring I: 8-week courses	May 5, 2014	June 29, 2014
June Sessions	**Start**	**End**
Spring C: 16 week courses	June 2, 2014	September 21, 2014
Spring D: 8-week courses	June 2, 2014	July 27, 2014
Summer 2014 Term		

July Sessions	Start	End
Summer A: 16-week courses	July 7, 2014	October 26, 2014
Summer B: 8-week courses	July 7, 2014	August 31, 2014
August Sessions	**Start**	**End**
Summer K: 16-week courses	August 4, 2014	November 23, 2014
Summer I: 8-week courses	August 4, 2014	September 28, 2014
September Sessions	**Start**	**End**
Summer C: 16-week courses	September 1, 2014	December 21, 2014
Summer D: 8-week courses	September 1, 2014	October 26, 2014

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)	$100
Completion Fee: Certificate	$25
Graduate Comprehensive Exam	$250
Graduation Completion Fee for most degrees	$100
Transcripts (each): Official electronic Official paper Unofficial electronic	 $10 $20 $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.

2-Week Course - Tuition Refund Schedule

Withdrawal Request Date	Tuition Refund Percentage
Before or During Week 1	100%
During Week 2	No Refund

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%
During Weeks 9 through 16	No Refund

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 21 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, Ph.D., Education with concentration in Organization Development and Organizational Learning, George Mason University, Fairfax, VA

Academic Operations Officer

- Gwendolyn Hall, Ph.D., National Security Policy Studies, University of Maryland, College Park, MD

Registrar

- Lyn Geer, M.A., Law and Diplomacy, Fletcher School, Tufts University, Medford, M.A. and B.A., Comparative Literature, University of Illinois, Champaign, IL
- Diane Fitzgerald, M.S., Strategic Leadership, Mountain State University, Martinsburg, WV

Deans

- **School of Arts and Humanities** - Linda Moynihan, Ph.D., English, Miami University, Oxford, OH
- **School of Business** - L. A. Chad Patrizi, Ph.D., Education/Adult Education Leadership, Touro University International, Cypress, CA
- **School of Education** - Conrad Lotze, Ph.D., Mathematics Education, American University, Washington, DC
- **School of Public Service and Health** - Constance St. Germain-Driscoll, J.D., University of Baltimore School of Law, Baltimore, MD
- **School of Science, Technology, Engineering, and Math** - Dan Benjamin, MTech, Electronic Instrumentation, Kakatiya University, Warangal, AP, India
- **School of Security and Global Studies -** Richard Pera, M.I.A., International Affairs, Columbia University, New York, NY
- **Dean of Graduate Studies** - Patricia Campbell, Ph.D., Korbel School of International Studies, University of Denver, Denver, CO
- **Dean of Doctoral Studies** - Elena Mastors, Ph.D., Political Science, Washington State University, Pullman, WA
- **Dean of Assessment** - Jennifer Helm, Ph.D., Educational Psychology, Texas A&M University, College Station, TX
- **Dean of Library and Educational Materials** - Fred Stielow, Ph.D., History and American Studies, Indiana University, Bloomington, IN
- **Dean of Program Development** - Gary Berry, Ph.D., Education/Adult Education Leadership, Touro University International, Cypress, CA

Prior Learning Assessment

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

Vice Presidents, Associate Vice Presidents, and Directors

- **VP of Faculty Management and CTL** - Donna E. Scribner, Ph.D., Instructional Design, Capella University, Minneapolis, Minnesota
- **VP of Curriculum, Instructional Technology & Design** - Richard Schilke, Ed.D., Adult Continuing Education,

Northern Illinois University, DeKalb, IL

- **VP of Student Retention** - Ronald Kovach, Ph.D., English, Northern Illinois University, DeKalb, IL
- **AVP of Academic Communication and Outreach** - Chris Reynolds, Ed.D., Education, Argosy University, Sarasota, FL
- **AVP of Library Operations** - Susan Hyland, M.L.S., University of Maryland College Park, College Park, MD
- **AVP of Electronic Course Materials** - Andrea Dunn, B.A., Psychology, George Mason University, Fairfax, VA
- **Director of First Year Experience** - Angela Gibson, Ed.D., Educational Leadership, Texas A & M University, Kingsville, TX
- **Director of Faculty Scheduling** - Brian Blodgett, Ph.D., Business Administration, Northcentral University, Prescott Valley, AZ
- **Director of Continuous Program Improvement** - Tammy Woody, Ed.D., Curriculum and Instruction, West Virginia University, Morgantown, WV

Program Directors

- **Business Administration** - Kathleen Irwin, Ph.D., Organization Management, Capella University, Minneapolis, MN
- **Child and Family Development and Family Studies** - Nancy Heath, Ph.D., Child Development and Family Studies, Purdue University, Richmond, IN
- **Criminal Justice -** Vincent Giordano, Ph.D., Criminal Justice, Capella University, Minneapolis, MN
- **Educational Leadership** - Amy Burkman, Ed.D., Educational Leadership, Texas Christian University, Fort Worth, TX
- **Electrical Engineering** - Colin Doyle, Ph.D., Electrical Engineering, Southern Methodist University, Dallas, TX
- **English and General Education** - Kim Jacobs, M.A., Education, The University of Texas at San Antonio, San Antonio, TX
- **Environmental Studies** - Carol Pollio, Ph.D., Environmental Science and Public Policy, George Mason University, Fairfax, VA
- **Finance & Accounting** - Emily Philippe, M.S., Personal Financial Planning, College for Financial Planning, Greenwood Village, CO
- **Graduate Information Technology** - Novadean Watson-Stone, D.B.A., Information Systems, Argosy University, Sarasota, FL
- **History** - Richard Hines, Ph.D., History, Washington State University, Spokane, WA
- **Homeland Security** - TBD
- **Hospitality Management** - Sheri Hernandez, M.B.A., Lehigh University, Bethlehem, PA
- **Information Technology Management** - Irena Kageorgis , M.S., Computer Information Systems, University of Phoenix, Tempe, AZ
- **Intelligence Studies** - Joseph Campos, Ph.D., Political Science, University of Hawaii at Manoa, Honolulu, HI
- **International Relations** - Katherine Brannum, Ph.D., Political Science, University of Massachusetts Amherst, Amherst, MA
- **Legal Studies & Emergency and Disaster Management** - Terri Wilkin, J.D., Law, University of Maryland – Baltimore, Baltimore, MD
- **Management** - Marie Harper, Ph.D., Business, Capella University, Minneapolis, MN
- **Marketing & Economics** - Thomas Schaefer, D.B.A., Management, Argosy University, Sarasota, FL
- **Mathematics** - Bill Owen, M.Ed., Adult and Higher Education, University of Oklahoma, Norman, OK
- **National Security Studies and Military Studies** - Ed Hagerty, Ph.D., History, Temple University, Philadelphia, PA
- **Nursing** - Elaine Keavney, M.S., Nursing Education, Saint Joseph's College, Rensselaer, IN
- **Philosophy, Religion, Humanities & Foreign Languages** - Ev Corum, Ph.D., Theatre and Media Arts, University of Kansas, Lawrence, KS
- **Political Science** - Stephen Schwalbe, Ph.D., Public Administration and Public Policy, Auburn University, Auburn AL
- **Psychology** - Carol Passman, Ph.D., Counseling Psychology, University of Akron, Akron, OH
- **Public Administration and Security Management -** Kristen Obst, Ph.D., Urban Affairs and Public Policy, University of Delaware, Newark, DE
- **Public Health** - George Lotocki, Ph.D., Physiology and Biophysics, University of Miami, Coral Gables, FL
- **Retail Management & Real Estate** - Kevin Forehand, M.B.A., Thomas University, Thomasville, GA
- **Reverse Logistics Management & Defense Management** - Oliver Hedgepeth, Ph.D., Engineering Management, Old Dominion University, Middletown, VA
- **School Counseling** - Kimberlee Ratliff, Ed.D., Counseling Psychology, Argosy University, Sarasota, FL
- **Science** - Daniel Welsch, Ph.D., Environmental Sciences, University of Virginia, Charlottesville, VA
- **Sociology** - Victoria Stay, M.A., Sociology, Arizona State University, Tempe, AZ
- **Space Studies** - Brian Anderson, Ph.D., Engineering Management, The University of Alabama, Tuscaloosa, AL
- **Sports Sciences and Sports Management** - Brian Freeland, M.S.S., Sport Management, United States Sports Academy, Daphne, AL
- **Teaching** - Kathleen Tate, Ph.D., Elementary Education, Florida State University, Tallahassee, FL
- **Transportation and Logistics Management** - Jennifer Batchelor, Ph.D., Management, Colorado Technical University,

Colorado Springs, CO

Faculty Directors

- **Arts and Humanities** - Jon Carleton, Ed.D., Higher Education Administration, George Washington University, Washington, DC
- **Arts and Humanities** - William Overton, Ph.D., Education, University of Idaho, Moscow, ID
- **Arts and Humanities** - Robert Owens, Ph.D., Regent University, Virginia Beach, VA
- **Business** - Jill Fuson, Ph.D., Education, Postsecondary and Adult Education, Capella University, Minneapolis, MN
- **Business** - Suzanne Minarcine, Ph.D., Organization and Management, Capella University, Minneapolis, MN
- **College 100** - Amy Peterson, Ph.D., Education, Northcentral University, Minneapolis, MN
- **Education** - Joanetta Ellis, Ed.D., Texas A&M University, Kingsville, TX
- **Public Service and Health** - Grady Batchelor, D.Mgt., Management, Colorado Technical University, Colorado Springs, CO
- **Public Service and Health** - Mark Bond, M.S., Criminal Justice. Southwest University, Kenner, LA
- **Science and Technology** - Francesca Catalano, Ph.D., Molecular Biology, Loyola University Chicago, , IL
- **Science and Technology** - Daniela Messina, Doctor of Chiropractic, New York Chiropractic College, Seneca Falls, NY
- **Security and Global Studies** - Mark Riccardi, Ph.D., Education and Human Resource Studies, Colorado State University, Fort Collins, CO
- **Security and Global Studies** - Michelle Watts, M.A., Latin American Studies, University of Arizona, Tucson, AZ

Librarians

- Mustafa Abdelwahid, M.L.I.S., University of Wisconsin – Milwaukee
- Kimberly Adams, M.S.L.S., The Catholic University of America
- Christy Cechman, M.L.S., Valdosta State University; D.C., Texas Chiropractic College
- Priscilla Coulter, M.S., Library Science, University of North Texas; M.S., Biology, Stephen F. Austin State University
- Linda Cranston, M.L.S., Drexel University; M.A.; Geography, University of Rhode Island
- Susan Fingerman, M.S.L.S., Simmons College
- Mary Gano, M.S.L.S, The Catholic University of America; M.B.A., Hood College
- Neville Grow, M.L.S., The University of North Carolina at Chapel Hill; M.B.A., University of Liverpool
- Emily Harrell, M.S., Information Studies, Florida State University; B.S., Nursing, Florida State University
- Susan Hyland, M.L.S., University of Maryland
- Judith Jablonski, Ph.D. Library and Information Systems, University of Wisconsin, Madison; M.S.L.S., Catholic University of America; M.A., English, University of Illinois, Urbana
- Jeanette Moyer, M.L.I.S., University of Pittsburgh
- Coleen Neary, M.L.S., University of Maryland
- Carole Nowicke, Ph.D. Library & Information Science, Indiana University-Bloomington; M.L.S., University of Maryland
- Mary Prentice, Ph.D. Political Science, University of Florida; M.S.L.S., Clarion University; M.A., Political Science, University of Florida
- Susan Sartory, M.L.S., University of Maryland
- A. Marissa Smith, M.L.S., San Jose State University
- Christy Stevens, M.A., Library & Information Science, The University of Iowa; M.A., English, University of California Irvine; M.A., Women's Studies, San Diego State University
- Fred Stielow, Ph.D., History, Indiana University Bloomington, M.A., History, Indiana University Bloomington
- Bradley Wiles, M.A., Library and Information Studies, University of Wisconsin; M.A., History, Western Illinois University

First Name	Last Name	Faculty Terminal Degree	Faculty Terminal Institution
Susan	Abagnale *	M.S.	Old Dominion University
Ahmed	Abaza *	M.E.S.	Loyola College in Maryland
Wendy	Achilles *	Ph.D.	Virginia Commonwealth University
George	Ackerman *	Ph.D.	Capella University

John	Ackerman *	Ph.D.	The University of Alabama
Albert	Acuna *	M.A.	San Francisco State University
Carol Sue	Adams *	D.C.	Palmer College of Chiropractic
Jon	Adams *	M.S.	Lawrence Technological University
Sharie	Adamson	M.S.	California State University - Fullerton
Elizabeth	Adelizzi *	M.F.S.	National University
Medani	Adhikari	M.S.	Strayer University
Grant	Adkins *	M.A.	American Military University
Felix	Agalaba *	M.S.	Nova Southeastern University
Yvette	Aguiar *	Ph.D.	Northcentral University
Minna	Ahlmann *	M.A.	The George Washington University
Nichole	Ahlstrom *	M.S.	University of Phoenix
Sayeed	Ahmed *	Ph.D.	Northern Arizona University
Shawn	Aker	M.S.	Touro University International
Daisuke	Akiba *	Ph.D.	Brown University
Marco	Albarran *	M.B.A.	Lynn University
Edward	Albin *	Ph.D.	The University of Georgia
Amy	Alexander *	M.S.W.	Grand Valley State University
Ginette	Aley *	Ph.D.	Iowa State University
Linda	Algozzini	M.S.Ed.	University of Central Missouri
Dawn	Aliberti *	M.A.	Cleveland State University
Judith	Allen *	M.S.	California State University - San Bernardino
Linda	Allen *	Ph.D.	Indiana University - Bloomington
Laura	Allison *	M.S.	The University of Alabama - Birmingham
Rinyka	Allison *	Ph.D.	Walden University
Barbara	Alston *	D.B.A.	Nova Southeastern University
Tanisha	Alston *	M.A.	Webster University
Clifford	Altizer *	M.S.	Air Force Institute of Technology
Dennis	Alvarez *	M.S.	American Military University
Michael	Amaral *	M.S.	University of Washington
Robert	Amato *	M.S.S.	Air University
Augustine	Amenyah *	Ed.D.	The University of Georgia
Michael	Ammons *	M.B.A.	Liberty University
Lilia	Anand	M.A.	University of Oregon
Clinton	Andersen *	M.A.	American Military University
Jan	Andersen *	Ph.D.	Utah State University

Meredith	Anderson *	M.A.	University of Iowa
Quiana	Anderson *	M.B.A.	University of Phoenix
Michael	Anderson *	M.S.	Saint Joseph's University
Tabitha	Anderson *	Ph.D.	The Pennsylvania State University
Jason	Anderson	M.S.	University of Washington
David	Andersson *	Ed.D.	Northcentral University
Natasha	Anthony *	M.S.	SUNY at Albany
Sohail	Anwar *	Ph.D.	The Pennsylvania State University
Emily	Archer *	M.A.	Florida Atlantic University
Donna	Armes-Thomas	M.B.A.	Davenport University
Antonia	Armstrong *	M.B.A.	Regis University
Rachel	Armstrong *	M.L.S.	University of Buffalo
Derek	Arndt *	M.S.	The University of Oklahoma
Martin	Arredondo *	M. Ed.	American InterContinental University
Edward	Arroyo *	Ph.D.	The City University of New York
Robert	Arruda *	M.S.	Long Island University
Letitia	Arruda	M.S.	Columbia University in The City of New York
Karina	Ash *	M.A.	San Francisco State University
Linda Mae	Ashar *	J.D.	The University of Akron
Amy	Ashmore	Ph.D.	The University of Texas at Austin
Rasheedah	Askew *	M.A.	Wayne State University
Antonia	Asterino-Starcher *	J.D.	Capital University
Maureen	Augustin *	M.S.Ed.	Dominican University
Senna	Austin	J.D.	George Mason University
Cheryl	Avant *	Ph.D.	University of Missouri - Columbia
Eson	Avent *	M.F.A.	Emerson College
Ryan	Averbeck *	Ph.D.	Northcentral University
Stephanie	Averill *	Ph.D.	University of New Hampshire
Jacqueline	Awadzi-Calloway *	Ph.D.	Capella University
Danielle	Babb	Ph.D.	Capella University
Stephen	Bach	Ph.D.	University of California - Irvine
Dennis	Backherms *	M.S.	University of Phoenix
Stephen	Bacon	M.A.	The University of Alabama
Carrie	Badeaux *	M.A.	Emerson College
Janet	Bader	Ph.D.	University of Texas at El Paso

Thomas	Badoud *	M.S.	Johns Hopkins University
Jodie	Baeyens	M.F.A.	National University
Jason	Bagwell *	M.Ed.	Indiana Wesleyan University
Timothy	Bagwell	Ph.D.	Saint Louis University
Barbara	Bailey *	Ph.D.	Capella University
Wanda	Bailey *	Ph.D.	University of Virginia
Joseph	Baird *	J.D.	Saint Thomas University School of Law
William	Baker *	Ph.D.	The University of Alabama
Robert	Baker	M.A.	American Military University
Katharine	Ball Ricks *	Ph.D.	University of Missouri - Columbia
Donald	Baribault *	M.A.	Gonzaga University
Kris	Barnekow *	Ph.D.	University of Wisconsin - Madison
William	Barnes *	J.D.	Baylor University
Laurie	Barnes *	Ph.D.	Capella University
Rachel	Barnes *	Ph.D.	University of Central Florida
Christian	Barnes-Young *	M.S.	Francis Marion University
Leslie	Barnes-Young *	Ph.D.	University of Akron
Shanna	Barnett *	D.P.H.	The University of Texas Health Science Center at Houston
James	Barney	J.D.	New York Law School
Diane	Barrett *	M.S.	Capella University
Bobby	Barrett	Ed.D.	The George Washington University
Douglas	Barron *	M.S.	University of Illinois at Urbana-Champaign
Marguerite	Barta *	Ph.D.	Capella University
Rebecca	Bartel *	Ph.D.	North Carolina State University
Ray	Bartholomew	M.B.A.	Strayer University
Christi	Bartman	Ph.D.	Bowling Green State University
Donna	Barton *	M.P.H.	The University of North Carolina
Patrick	Barton *	M.S.I.	American Military University
Daneene	Barton *	Ph.D.	Barry University
Jill	Barton *	Ph.D.	Nova Southeastern University
Marsha	Bass	M.S.Ed.	Indiana University - South Bend
Deborah	Bauer *	M.A.	University of Central Florida
Bruce	Bayley *	Ph.D.	Utah State University
Linda	Beach	M.B.P.A.	Southeastern University
Chris	Beam *	Ph.D.	University of Illinois at Urbana-Champaign

Jennifer	Beaman *	Ph.D.	University of Phoenix
Erik	Bean	Ed.D.	University of Phoenix
Melinda	Beaumont *	M.Ed.	Harvard University
Sylvia	Beaver *	J.D.	West Virginia University
Alison	Becker *	J.D.	Northern Kentucky University Salmon P Chase College of Law
John	Becker *	Ph.D.	University of Denver
David	Becker	M.A.	The State University of New York College at Brockport
Robert	Behan *	M.P.A.	Marist College
Jennifer	Behan *	M.S.	The University of North Carolina at Charlotte
Christopher	Behne *	M.Ed.	Southern Arkansas University - Magnolia
Iris	Belen *	M.A.	Antioch University
Bryan	Bell *	M.B.A.	University of Maryland University College
Andrew	Bell *	M.P.A.	Troy University
Twanda	Bendolph-Grey *	M.S.W.	Southern Connecticut State University
Yolanda	Benoit	M.Ed.	National-Louis University
Mary	Bentley *	J.D.	Faulkner University
Wesley	Benton *	D.C.	Logan College of Chiropractic
Duane	Benton	D.Ed.	Nova Southeastern University
Nicholas	Bergan	M.S.	Florida State University
Jose	Bernier *	Ed.D.	University of Florida
Debra	Berrett *	M.S.	Capella University
Katie	Berryhill	M.S.	University of North Dakota
Michael	Beshears	M.S.	Indiana State University
Michelle	Beshears	M.S.	Indiana State University
Kimberly	Bessolo	M.Ed.	Wichita State University
Marybeth	Bethel *	M.S.Ed.	University of Kansas
Eric	Bienstock *	Ph.D.	New York University
Robert	Bier *	M.S.I.	American Military University
Samantha	Bietsch	D.B.A.	Argosy University - Sarasota
Jerry	Bilbrey *	Ph.D.	University of Louisville
Zachary	Binkley *	M.S.	California University of Pennsylvania
James	Binns *	Ph.D.	University of Northern Colorado
Kurt	Binversie *	M.S.	National Intelligence University
Dmitry	Bizyaev *	M.S.	M.V. Lomonosov Moscow State University
Nikita	Black *	M.S.	The George Washington University

Jason	Black *	Ph.D.	Florida State University
Karine	Blackett	D.Ed.	The University of South Dakota
Tiffany	Blackmon	Ph.D.	Purdue University
Stephane	Blais *	M.B.A.	Amberton University
Miles	Blanton *	Ph.D.	The University of North Carolina at Chapel Hill
David	Blitch *	M.S.	National Defense Intelligence College
Mendi	Blue *	J.D.	Harvard Law School
David	Bockoven *	Ph.D.	University of Oregon
Craig	Bogar *	Ed.D.	United States Sports Academy
Shelby	Bohl	Ph.D.	Walden University
Cortney	Bolden *	Ph.D.	North Carolina A&T State University
Peter	Bonk *	M.B.A.	Northcentral University
Fredric	Boockfor *	Ph.D.	Clemson University
Ali	Boolani *	Ph.D.	Oklahoma State University
Tykeysha	Boone *	M.P.H.	The University of Alabama - Birmingham
Ronald	Booth *	Ph.D.	Nova Southeastern University
Cassandra	Bosier *	Ph.D.	Capella University
Jacqueline	Boswell *	J.D.	Loyola University - New Orleans
David	Bosworth *	M.S.	University of Colorado
Andrew	Bosworth	Ph.D.	University of Washington
John	Bottom *	M.Ed.	University of Central Florida
Frederic	Bouchet	Ph.D.	Virginia Tech
Jennifer	Bourgeois *	M.S.	Sam Houston State University
Jodi	Bouvin	M.B.A.	American InterContinental University
David	Bouvin	Ph.D.	Argosy University - Sarasota
Lawrence	Bowdish *	Ph.D.	The Ohio State University
Beverly	Bowen *	Ph.D.	Capella University
Amanda	Bowers *	M.A.	University of Nevada - Las Vegas
Mark	Bowles	Ph.D.	Case Western Reserve University
Diana	Boyd *	Ph.D.	University of Colorado
Corey	Boyer	M.S.	Dakota State University
Scott	Boykin *	J.D.	The University of Alabama
Catherine	Boyle *	M.A.	Wichita State University
Jackie	Bozeman *	M.S.	Tiffin University
Constance	Bracewell *	M.A.	Appalachian State University
Kristopher	Bradshaw *	M.B.A.	University of Phoenix

Carl	Bradshaw	M.M.A.S.	U.S. Army Command and General Staff College
Loni	Bramson *	Ph.D.	Universite Catholique de Louvain
Christina	Branham *	Ph.D.	Texas Woman's University
Suzette	Brann *	J.D.	University of Baltimore
Kevin	Brannon *	J.D.	Northeastern University
David	Brashinger	M.S.	Loyola University - Chicago
Marco	Bravo *	M.A.	The University of Arizona
Erin	Brescia	M.L.S.	Fort Hays State University
George	Brice *	M.B.A.	University of Miami
Bradley	Bridges *	M.B.A	Wake Forest University
William	Briggs *	Ph.D.	The George Washington University
James	Brinson	M.S.	Indiana State University
Kasie	Brinson	M.S.	Indiana State University
Charles	Britt *	M.S.	New Mexico State University
David	Brommer *	Ph.D.	Arizona State University
Christine	Brooks *	Ed.D.	The University of North Carolina at Greensboro
Nathan	Brooks *	J.D.	The George Washington University
Kelly	Brooks *	Ph.D.	The University of Alabama
Kevin	Brothers *	J.D.	American University
Cynthia	Brothers *	M.A.	University of Massachusetts - Amherst
Timothy	Brown *	M.B.A.	The George Washington University
Melva	Brown *	M.B.A.	University of Phoenix
Dwyne	Brown *	M.S.	Bellevue University
Mistyjean	Brown *	M.S.	City University of Seattle
Scott	Brown *	M.S.	University of Management and Technology
Darkeim	Brown *	M.S.I.	National Defense Intelligence College
James	Brown *	Ph.D.	Rutgers, The State University of New Jersey and the University of Medicine
Kimberly	Brown *	Ph.D.	University of South Carolina
Scott	Brown *	Ph.D.	University of South Carolina
Rockell	Brown *	Ph.D.	Wayne State University
Lisa	Browning *	M.S.	Shippensburg University of Pennsylvania
Courtney	Bruno *	M.S.	University of Phoenix
Lisa	Bruno	J.D.	Massachusetts School of Law
Corey	Bruns *	Ph.D.	University of Colorado
Daniel	Brush *	M.S.	Weber State University

Diane	Bryan *	Ph.D.	Walden University
Marisa	Bryant *	Ph.D.	Walden University
Wendi	Bryant	M.A.	Louisiana Tech University
Patricia	Buchanan *	Ph.D.	Indiana University
Jennifer	Bucholtz *	M.A.	CUNY John Jay College
Stanley	Budhram *	D.Sc.	Robert Morris University
Teresa	Buehler-Rappold	M.B.A.	University of Phoenix
Peggy	Buffington *	M.A.	The University of Louisiana at Monroe
Eddie	Bulls *	M.A.	Norwich University
Edwin	Bundy *	Ph.D.	Capella University
Annette	Burden *	Ph.D.	Union Institute & University
Robert	Burger *	M.A.	Bowling Green State University
Cory	Burkarth *	M.M.C	University of South Carolina
Barbara	Burke *	M.S.S.	US Army War College
Julia	Burlette	M.A.	Louisiana State University and A&M College
Brian	Burnett *	M.S.	Utica College
Sarah	Burnie *	M.A.	Boston College
David	Burns *	J.D.	Vermont Law School
Nicole	Burtchett	Ph.D.	Washington State University
Kimberly	Burton *	M.S.	Capitol College
Michelle	Burton *	M.S.	University of North Texas
Lisa	Burton *	Ph.D.	Capella University
Shannon	Burton *	Ph.D.	Capella University
Robert	Busek	M.A.	The Catholic University of America
Reba	Businsky *	M.S.	Wilmington University
Michael	Bussell *	M.P.A.	Golden Gate University
Timothy	Butchart *	M.Ed.	University of Missouri - St. Louis
Stephen	Butcher *	Ph.D.	Kent State University
Rebecca	Butler *	M.A.	Miami University
William	Butler *	M.S.S.	US Army War College
Leslie	Button *	M.S.	Florida State University
Emilia	Butu *	M.B.A.	Southeastern University
Lauri	Byerley	Ph.D.	University of California - Los Angeles
Stephanie	Caggiano *	M.S.	College of William and Mary
Maureen	Cahill *	Ed.D.	Nova Southeastern University
Nicholas	Cain *	M.S.	Florida Institute of Technology

Nicole	Cain	M.S.	Saint Leo University
Heather	Caldwell *	M.A.	American University
Heather	Caldwell *	Ph.D.	Texas A&M University
John	Callaghan *	Ph.D.	University of Cincinnati
Kelli	Callahan *	M.F.S.	National University
Daniel	Campagna *	Ph.D.	University of Georgia
Jason	Cantone *	J.D.	University of Nebraska - Lincoln
Tammy	Capaldo *	M.S.	Walden University
Theresa	Capra *	Ph.D.	Concordia University Chicago
Jennifer	Carazo *	M.A.	University of San Diego
Brian	Carey	M.A.	American Military University
Jay	Carlin *	J.D.	Western State University
Michelle	Carlin *	M.A.	University of Hartford
Keith	Carlson *	M.A.	The University of Alabama
Bryan	Carlson *	M.S.	Washington State University
Sharon	Carmack *	M.A.	National University
Carol	Carpenter *	Ph.D.	Capella University
Stanley	Carpenter *	Ph.D.	Florida State University
Roger	Carpenter *	Ph.D.	University of California - Riverside
Lynn	Carpenter *	Ph.D.	University of Illinois at Urbana-Champaign
Marnie	Carroll *	Ph.D.	University of Colorado
Jewel	Carter-McCummings *	D.H.Sc.	Nova Southeastern University
Rodney	Carveth *	Ph.D.	University of Massachusetts
George	Case	M.B.A.	Case Western Reserve University
John	Casey *	M.S.H.S.	Touro University International
Peter	Cash *	Ph.D.	University of Memphis
Derrah	Cassidy *	M.Ed.	Francis Marion University
Jennifer	Castel *	M.A.	American University
Nestor	Castellanos	M.S.	Nova Southeastern University
Martin	Catino *	Ph.D.	University of Southern Mississippi
Audrey	Caudle *	A.L.M.	Baker University
Larry	Causby *	M.S.	Jacksonville State University
Dallas	Cecil *	Ph.D.	Capella University
Nick	Ceh *	Ph.D.	University of Illinois at Chicago
Nissa	Chadwick *	M.A.	University of North Colorado

Alli	Chambers *	M.A.	Temple University
Shakeisha	Chambers	Ph.D.	Capella University
Michael	Chandler *	M.S.	National Defense University
May	Chang	M.A.	University of Wisconsin - Oshkosh
Alan	Chant *	Ph.D.	University of Portsmouth
Michael	Chaplin *	J.D.	University of Notre Dame
John	Chapman *	M.A.	University of Southern California
John	Chappo *	Ph.D.	University of Southern Mississippi
George	Charles *	D.B.A.	Argosy University
Nikki	Charles	M.A.	Hood College
Carolyn	Charron *	Ed.D.	Teachers College Columbia University
Michael	Charter	D.P.A.	Valdosta State University
Odessa	Chavous *	M.A.	University of Colorado
Adnan	Chawdhry *	D.Sc.	Robert Morris University
Kimberly	Cheiken	J.D.	University of Pennsylvania
Ursula	Chesney-Grady *	Ph.D.	F. Edward Hebert School of Medicine of the Uniformed Service
Christine	Chin Choy *	Ph.D.	Stevens Institute of Technology
Rachel	Christian Cain	Ph.D.	The University of Alabama
Shearin	Christiansen	M.S.	Capella University
Stanley	Chu *	D.B.A.	Argosy University
Brent	Chyna *	M.S.	'Loyola University - Chicago
Christopher	Cicere *	M.A.	Webster University
Alfred	Cicere	M.Ed.	Towson University
Shannon	Cichocki *	M.B.A.	Webster University
Karen	Cieslewicz	Ph.D.	Ross University
Leda	Ciraolo *	Ph.D.	University of California - Berkeley
Len	Clark *	D.P.A.	University of Baltimore
Lisa	Clark *	M.A.	Union Institute & University
Elizabeth	Clark *	M.S.	Palm Beach Atlantic University
John	Clark *	Ph.D.	The University of Alabama
John	Clark	M. Div.	Concordia Seminary
Walter	Clements *	M.A.	Webster University
James	Cliber *	M.A.	University of Nebraska - Lincoln
Lawrence	Cline *	Ph.D.	SUNY at Buffalo
Eve	Clute *	D.P.H.	University of Hawaii at Manoa

John	Coale *	M.S.	Joint Military Intelligence College
Jeradi	Cohen *	Ed.D.	University of Virginia
Dana	Colbert *	M.H.A.	University of Southern California
Rebecca	Cole *	M.A.	Webster University
Jonathan	Cole *	M.S.	University of Maryland - Baltimore
Les	Colegrove	M.B.A.	Pepperdine University
Barbara	Collamer *	Ph.D.	Arizona State University
Pamela	Collins *	M.A.	Fayetteville State University
Laurene	Collins *	Ph.D.	Capella University
Matthew	Collins *	Ph.D.	Virginia Tech
Valerie	Colston	M.A.	San Diego State University
Lamont	Colucci *	Ph.D.	University of London
Wendy	Conder *	M.A.	University of Phoenix
Bryce	Condit *	M.A.	Wake Forest University
Allan	Conkey	Ph.D.	Capella University
Christopher	Conley *	M.S.	Florida State University
Alistair	Connor *	M.Ed.	Francis Marion University
Xenia	Conquy *	M.S.	University of Idaho
Walter	Conrad *	D.B.A.	University of Phoenix
Karin	Conradson	M.B.A.	Regis University
James	Conroy *	M.S.	University of Wisconsin - Platteville
Toni	Conroy	M.P.A.	The Evergreen State College
Craig	Cook *	M.A.	Roosevelt University
Jillian	Cook *	M.B.A.	Mount Saint Mary College
Jeffery	Cook *	Ph.D.	West Virginia University
Elizabeth	Cook	M.S.	Troy University
Christine	Cooke *	Ph.D.	Memphis State University
Steven	Cooke	M.B.A.	Keller Graduate School of Management
Paul	Cooke	M.S.I.	American Military University
Mary	Cooper *	Ph.D.	Walden University
Sjanna	Coriarty *	D.Ed.	Argosy University
Georgina	Cornwall *	Ph.D.	University of Colorado
Kay	Corriere	M.S.	University of Southern Mississippi
Heather	Corriveau *	M.S.	Walden University
Gianluca	Corsi	Ph.D.	Northcentral University
Michelle	Corum *	M.S.	Central Michigan University

Angela	Costanzo *	M.S.	University of Washington
Sandra	Coswatte *	M.A.	West Virginia University
Arthur	Coumbe *	Ph.D.	Duke University
Linda	Council *	M.B.A.	Baker College
Bari	Courts *	Ph.D.	Capella University
Janet	Cox *	Ph.D.	Capella University
Daniel	Cox *	Ph.D.	University of Nebraska - Lincoln
Tracia	Craig	Ed. S. Ed. Ldrshp	The University of Idaho
Ann	Cramer	Ph.D.	The University of Chicago
Jennifer	Cramer	Ph.D.	University of Wisconsin - Milwaukee
Angela	Cranon-Charles *	M.A.	California State University - Long Beach
James	Crawford *	M. Div.	Eden Theological Seminary
Linda	Crawford *	Ph.D.	University of Minnesota
Gina	Crawford	M.A.	The University of Alabama - Huntsville
Raheen	Crippen *	M.S.	Texas A&M University - Texarkana
Thomas	Crittenden *	M.S.	Troy University
Gregory	Cronce	M.B.A.	University of Phoenix
Elizabeth	Crosier *	J.D.	University of Richmond
Janet	Crosier *	Ph.D.	Capella University
Dane	Crossley *	Ph.D.	University of North Texas
Eloy	Cuevas *	M.S.	National Defense Intelligence College
Laura	Culbertson	Ph.D.	University of Michigan
Dean	Culpepper *	Ph.D.	University of Houston
John	Cumiskey	M.F.A.	National University
Marty	Cummings *	Ed.D.	Argosy University - Sarasota
Jodie	Cummings	M.S.	The University of Southern Mississippi
Heather	Cupps-Miller *	M.S.	University of Illinois at Urbana-Champaign
Tonya	Curry	J.D.	Howard University
Pamela	Curtin *	M.S.	The University of Wisconsin-Milwaukee
Kimberly	Curtis *	J.D.	American University
Roger	Cusick *	Ph.D.	University at Albany - SUNY
Alessandra	Cusimano *	M.A.	University of New Orleans
Randall	Cuthbert	Ph.D.	Saybrook Graduate School and Research Center
Christina	Czajkoski *	Ph.D.	University of Pittsburgh
Gregory	Dahle *	Ph.D.	Rutgers, The State University of New Jersey
Jennifer	Dale *	M.S.	Northern Illinois University

Elizabeth	D'Andrea *	Sc.D.	The George Washington University
Theon	Danet *	Ph.D.	Nova Southeastern University
Daniel	Daniel	Ph.D.	The University of Tennessee - Knoxville
Dexter	Davis *	Ed.D.	United States Sports Academy
Kathleen	Davis *	M.A.	Eastern Washington University
Tiffani	Davis *	M.A.	Southern University and A&M College
Markeysha	Davis *	M.A.	University of Massachusetts - Amherst
Michelle	Davis *	M.A.	University of Phoenix
Christopher	Davis *	M.S.	Eastern Kentucky University
Jenelle	Davis *	M.S.	The George Washington University
Willie	Davis *	M.S.	Troy University
Benjamin	Davis *	Ph.D.	Northcentral University
Michael	Davis *	Ph.D.	University of Maryland - College Park
James	Davis *	Ph.D.	Walden University
Germany	Davis	M.A.	The University of West Alabama
Valerie	Davis	Ph.D.	Northcentral University
Robert	Dawkins	D.Ed.	Nova Southeastern University
Herman	Dawson *	J.D.	Howard University
Sarah	Deacon *	M.S.	West Virginia University
Melvin	Deaile	Ph.D.	The University of North Carolina at Chapel Hill
Morgan	Deane *	M.A.	Norwich University
David	DeBoer *	M.Mgt.	DeVry University
Amy	Decker	M.A.	George Mason University
Christopher	DeClerk *	D.Mgt.	University of Phoenix
Patrick	Deely *	M.B.A.	Kansas State University
Chris	Deeter *	Ph.D.	University of Nebraska - Lincoln
Frank	DeFelice *	D.Ed.	Nova Southeastern University
Ann	Defranco *	M.S.	University of Colorado
Matthew	Degn	M.A.	American Military University
Jeremy	DeGraaf *	M.B.A.	The University of New Mexico
Jason	DeJarnett *	M.S.	University of Central Texas
Taisha	Delamar *	M.S.	Georgia Institute of Technology
Robert	Deller *	Ph.D.	American University
Jason	Dellwo *	M. LIB STD	Fort Hays State University
David	DeLong *	M.S.	Lehigh University

Paul	DelPo *	M.Ed.	Cabrini College
Lara	Denesia *	M.S.	The George Washington University
Barry	Denton *	M.A.	American Public University System
Tiffany	Depriter	D.Ed.	Morgan State University
Mary	Dereshiwsky *	Ph.D.	University of Massachusetts - Amherst
Aaron	Deris *	Ph.D.	University of New Orleans
Tracy	Derks	M.A.	Sam Houston State University
Enver	Dersan *	Ph.D.	Bogazici University
Robert	Desverreaux *	Ph.D.	University of Maryland - Baltimore
Susan	Desverreaux	M.Ed.	Towson University
Patrick	Dever *	M.S.	Johns Hopkins University
Lori	Dewald *	D.Ed.	The University of Tennessee - Knoxville
Stacie	Deyglio *	Ph.D	University of Bridgeport
Arthur	Deyo *	M.A.	Oklahoma State University
Viviana	Diaz *	M.A.	Rice University
Daniel	Diaz *	Ph.D.	University of California
Andrea	Diese *	Ph.D.	University of Phoenix
Lawrence	Dietz *	J.D.	Suffolk University Law School
Jessica	Digh *	M.A.	The University of North Carolina
Benjamin	Dille *	J.D.	University of Minnesota
Erik	Dillman *	Ph.D.	Saint Louis University
Dawn	DiMarzo *	Ed.D.	Nova Southeastern University
Donna	DiMatteo-Gibson *	Ph.D.	Alliant International University
Joseph	DiRenzo	Ph.D.	Northcentral University
Robert	Ditch *	Ed.D.	Walden University
Gayle	Dodson *	Ph.D.	University of North Texas
John	Dolan *	Ph.D.	Colorado State University
Christopher	Dolan *	Ph.D.	University of South Carolina
Vladislav	Dolgopolov *	Ph.D.	Clark University
Karen	Dolnick *	Ph.D.	Capella University
Sean	Donahoe *	Ph.D.	George Mason University
Rebecca	Dondanville *	Ed.D.	University of North Carolina
John	Dougherty *	M.A.	University of Kansas
Robert	Dougherty *	M.S.	Saint Joseph's University
Itasha	Douglas *	Ph.D.	Capella University
Spiro	Doukas	Ed.D.	United States Sports Academy

Terry	Dowdy *	Ph.D.	Northcentral University
Steven	Downs *	M.S.	The George Washington University
Megan	Doyle *	M.S.Ed.	Eastern Illinois University
Joel	Dreessen *	M.S.	Texas Tech University
Arthur	Drennan *	M.A.	Naval War College
Kristin	Drexler	M.A.	Ohio University
Douglas	Dribben *	J.D.	University of Missouri - Kansas City
Kevin	Driscoll *	Ed.D.	Nova Southeastern University
Darrell	Driver *	Ph.D.	Syracuse University
Helen	Driver	M.A.	Austin Peay State University
William	Drohan	M.S.S.	US Army War College
Christina	Dryden *	Ph.D.	Old Dominion University
Neal	Duckworth *	M.A.	U.S. Naval War College
Donna	Duellberg *	D.Ed.	Boston University
Elizabeth	Dugan *	Ph.D.	George Mason University
Carrie	Dugan *	Ph.D.	Kent State University
Samantha	Duhn *	M.B.A.	Northcentral University
Tisha	Duncan *	D.Ed.	The University of North Carolina at Chapel Hill
Aja'	Duncan *	M.A.	Richmont Graduate University
Julie	Duncan	M.S.	Gannon University
Derrek	Dunn *	Ph.D.	Virginia Tech
Donald	Dutko *	M.A.	Central Michigan University
Christina	Dyer *	M.S.	Florida International University
Christi	Eady-Smith *	M.B.A.	New York Institute of Technology
Shanda	Easterday *	Ph.D.	Western Michigan University
Peggy	Eaton *	M.A.	The University of Alabama
Marcial	Echenique *	Ed.D.	Florida Atlantic University
Onwuatuegwu	Echezona	Ph.D.	Walden University
Linda	Eckert *	M.S.	Purdue University
John	Eckhardt *	M.S.Ed.	SUNY College at Cortland
Charles	Edeki *	Ph.D.	Capella University
Lawanda	Edwards *	Ph.D.	Auburn University
Anne	Edwards	Ph.D.	University of Oklahoma
Lee	Effner *	M.B.A.	The University of Tulsa
Margaret	Eggleston *	Ph.D.	Virginia Tech
Christina	Ekman	J.D.	Seattle University School of Law

Alex	Ekwuaju	Ph.D.	Michigan State University
Roy	Elam *	M.S.	University of Louisville
Catherine	Elder *	Ph.D.	Virginia Commonwealth University
Christopher	Elg *	M.A.S.	Fairleigh Dickinson University
Charbel	Elkhoury *	Ph.D.	Capella University
Jerrold	Elkin *	J.D.	Columbia University in The City of New York
Catherine	Ellenwood	M.A.	University of Phoenix
Randall	Elliott *	M.B.A.	University of Maryland
Rhonda	Ellis	D.B.A	Argosy University
Whitney	Elmore *	Ph.D.	University of Florida
Joe	Elrod *	Ed.D.	Louisiana State University
Kenneth	Emberton *	M.A.	Webster University
John	Eme *	Ph.D.	University of California - Irvine
Cassandra	Emery *	J.D.	University of Richmond
Michael	Emmart *	M.S.	Kansas State University
Walter	English *	M.S.	John Hopkins University
Amber	Ensminger *	M.A.	University of Central Missouri
John	Ensor *	M.S.	Central Michigan University
Robert	Epling *	Ph.D.	University of Tennessee
Ulas Doga	Eralp *	Ph.D.	George Mason University
Anne	Erickson *	Ph.D.	Purdue University
Jason	Eriksen *	Ph.D.	Loyola University - Chicago
Kerry	Erisman	J.D.	Temple University
Peter	Ermey *	M.A.	Indiana University - Bloomington
Roger	Escayg *	M.B.A.	University of Phoenix
Iris	Esch-Williams *	M.S.W.	University of Michigan
Joseph	Esposito	M.Ed.	University of Virginia
Elizabeth	Essel *	Ph.D.	The Pennsylvania State University
Amelia	Estwick *	Ph.D.	The George Washington University
Joan	Evans *	D.Ed.	Texas Southern University
Michael	Evans *	M.S.	Central Michigan University
Diana	Everman *	M.S.	Walden University
John	Eward *	M.A.	Columbia University
John	Ezell *	M.Ed.	American InterContinental University
Karen	Faith *	M.A.	Arizona State University

Holly	Fama *	M.A.C.C.	The University of Alabama - Huntsville
Jennifer	Familant *	M.S.	University of Maryland University College
Kevin	Fandl *	Ph.D.	George Mason University
Christopher	Fant *	M.B.A	Gardner-Webb University
Robert	Farinelli *	M.S.	Capella University
Corinne	Farneti *	Ph.D.	The Ohio State University
George	Faron	M.S.C.J.	Tiffin University
Christian	Faught	M.A.	The University of Tennessee - Knoxville
Brian	Faulkner *	D.Ed.	Nova Southeastern University
Rebecca	Faulkner *	D.Ed.	Nova Southeastern University
Patricia	Fausset *	M.S.	California State University
William	Fazzini *	M.Ed.	University of Virginia
Janet	Felder	M.S.	North Georgia College and State University
Andrew	Feldman	Ph.D.	University of Paris IV- Sorbonne
Erin	Felicetti *	Ph.D.	Washington State University
Delicia	Fellers *	Ed.D.	Argosy University - Sarasota
Philip	Fellman	Ph.D.	Cornell University
Craig	Fenn *	M.S.	The Pennsylvania State University
Jere	Ferguson *	M.B.A	University of Phoenix
Jacqueline	Fernandez *	M.A.	University of California - Santa Barbara
Eleanor	Fernandez	M.A.	University of Florida
Jennifer	Fielding *	M.Ed.	Endicott College
Joyce	Fields *	M.S.	California State University - East Bay
Amanda	Fields *	M.S.	University of Nebraska at Kearney
Donna	Fife *	Ph.D.	University of South Florida
Dustin	Files *	M.S.	Florida Institute of Technology
Amy	Filipiak *	M.P.A.	University of Colorado
Timothy	Finch	J.D.	Charleston School of Law
Michael	Finney	M.Div.	Columbia International University
Jill	Fiore *	Ph.D.	Indiana University of Pennsylvania
Mark	Fischer	M.A.	University of Central Florida
Kimbra	Fishel *	M.A.	University of Oklahoma
Harold	Fisher *	Ed.D.	Walden University
Maryln	Fisher *	Ph.D.	Capella University
Linda	Fisher Lewis *	D.Mgt.	University of Phoenix
Andrew	Fitzgerald *	M.S.	Marist College

Brendan	Fitzpatrick *	M.A.	American Military University
Larry	Flegle	D.B.A	Nova Southeastern University
Janice	Flegle	M.B.A.	Kaplan University
Wilton	Flemon *	Ph.D.	University of Denver
Ann	Fletchall *	Ph.D.	Arizona State University
Mark	Fliegelman *	M.A.	American Military University
Stephen	Flink *	Ph.D.	University of Colorado
Marcella	Florence *	M.A.	George Mason University
Jimmie	Flores *	D.Mgt.	University of Phoenix
Christine	Foerstel *	M.S.	Southern Illinois University - Edwardsville
Emily	Fogarty *	Ph.D.	Florida State University
Melvin	Fogle *	M.A.	Southwest University
Victoria	Fontana *	M.Ed.	University of Washington
Karin	Ford-Torres	M.B.A.	Baker College
Judith	Fore	M.Ed.	The University of North Carolina at Greensboro
Farshad	Foroozan *	Ph.D.	University of Maryland
Thomas	Foss *	M.P.A.	American University
Caroline	Foster *	J.D.	University of Florida
Cory	Foster *	M.Ed.	Hardin-Simmons University
Susan	Foster Ebbs	Ph.D.	University of New Orleans
Stephen	Fowler *	M.I.M.	American Graduate School of International Management
Jeffrey	Fowler	M.A.	Vermont College of Norwich University
Kelli	Frakes	Ph.D.	Walden University
Gwyneth	Francis *	M.Ed.	University of West Georgia
Jean	Francis *	Ph.D.	Capella University
Michael	Frangos *	Ph.D.	University of California
Rochelle	Franklin *	Ed.S.	Liberty University
Christy	Franklin	Ph.D.	University of Nebraska Medical Center
Brad	Frazier *	D.B.A.	California Coast University
Nakia	Frazier *	M.B.A.	Wayne State University
Vincent	Frazier *	M.S.	The University of Alabama
Jessica	Freed *	M.Ed.	Wichita State University
Matthew	Freed *	M.S.	The University of Tennessee
Penny	Freeland	M.F.A.	Sarah Lawrence College
Steven	Freeman *	M.S.	Syracuse University
Benjamin	Freeman *	Ph.D.	Texas A&M University

Mark	Friske *	Ph.D.	Capella University
Emmet	Fritch *	M.S.	Pepperdine University
Carol	Froisy	M.A.	National University
Patrick	Fruge *	M.A.	American Military University
Carol	Fuchs *	M.A.	National University
Maxine	Fuller *	M.A.	The University of Alabama - Birmingham
Ryan	Funkhouser *	M.S.	Purdue University
Carly	Furry *	M.F.A.	Pacific University Oregon
Natalie	Fussell *	Ph.D.	Mississippi State University
Valencia	Gabay	M.Ed.	University of Florida
Achilles	Gacis *	Ph.D.	Walden University
John	Gaines *	Ph.D.	Texas Tech University
Joseph	Galanek *	M.A.	The University of Idaho
Donna	Galla *	D.B.A.	Nova Southeastern University
Erin	Gallagher *	M.A.	Brooklyn College of the City University of New York
Brian	Galli *	M.S.	Missouri University of Science and Technology
Karyn	Gallivan *	M.S.	Old Dominion University
Dina	Gallo *	M.B.A.	SDA Bocconi School of Management of Luigi Bocconi University
Eric	Gallo *	Ph.D.	Drexel University
Terri	Galvan *	M.P.P.	University of Southern California
Jackie	Galvan *	M.S.	University of Maryland - Baltimore
Mark	Gambill *	D.B.A.	Nova Southeastern University
Nader	Gandevani *	Ph.D.	Walden University
George	Gannage *	Ph.D.	Northcentral University
Steven	Gans	Ph.D.	The Pennsylvania State University
Edward	Gant *	D.M.A.	The University of Iowa
Frederick	Gao *	D.Ed.	University of Massachusetts
Luis	Garcia	Ph.D.	Northeastern University
Michelle	Gardner *	M.S.	Valdosta State University
Regan	Garey *	D.B.A.	Argosy University
Sara	Garski *	Ph.D.	Capella University
Paul	Garten *	M.S.	Elmira College
Natascha	Gast	M.A.	University of Connecticut
LaTasha	Gatling	M.A.	Morgan State University
Currie	Gauvreau *	M.A.	University of South Florida

Anthony	Gayles *	M.A.F.M.	Virginia Tech
Brenda	Geer-Frazier *	M.B.A.	American InterContinental University
Paul	Gelpi *	Ph.D.	The University of Alabama
Laurie	Genesi-Bloom *	M.B.A.	Capital University
Dina	Gentile *	Ed.D.	Boston University
Kelly	George *	M.A.	Webster University
John	Georges *	M.S.	Hampton University
Anne	Geraci *	M.A.	Converse College
Rossano	Gerald *	D.B.A	Argosy University - Sarasota
Lisa	Gerardy *	M.LIB.STD.	Fort Hays State University
Jerri	Gerlach *	M.Ed.	Tennessee State University
Mary Jo	Gibbs *	Ph.D.	University of Nevada - Las Vegas
Jerome	Gideon *	Ph.D.	University of Southern California
Miron	Gilbert *	Ph.D.	Walden University
Michael	Gillespie *	Ph.D.	Indiana University
Jacqueline	Gilliard *	Ph.D.	Capella University
David	Gillie *	M.A.	Naval War College
Bruce	Gillies *	Ph.D.	Alliant International University
Thomas	Gills *	M.P.A.	Troy University
William	Gillum	D.Ed.	Azusa Pacific University
Jamie	Gladfelter	M.S.	Illinois State University
Mina	Glambosky *	Ph.D.	Florida Atlantic University
Andrew	Glass *	J.D.	University of Cincinnati
Lisa	Glass *	M.S.W.	University of South Florida
Valerie	Glass *	Ph.D.	Virginia Tech
Kenneth	Glaudell *	Ph.D.	University of Wisconsin - Madison
Eileen	Gleason *	M.S.	Southwest Baptist University
Donna	Glover *	Ph.D.	'Loyola University - Chicago
Richard	Goetz *	Ph.D.	Marquette University
Thomas	Goetz	Ph.D.	CUNY Graduate School and University Charter
Julie	Golden *	M.S.	LSU Health Sciences Center
Matthew	Gonzalez *	Ph.D.	Capella University
Irina	Gorbunova-Ford	Ph.D.	Ministry of Education of the Russia Federation
Carolyn	Gorczynski *	M.S.	State University College
Eliza	Gordner *	J.D.	Indiana University
Jacob	Gordon *	M.B.A	Northwestern University

Steven	Gordon *	Ph.D.	Arizona State University
Eddie	Gordon *	Ph.D.	Capella University
Louis	Gordon *	Ph.D.	University of Southern California
Robert	Gordon	D.Mgt.	University of Phoenix
Jonathan	Gordon	M.B.A.	Georgia State University
Jennifer	Gordon	M.S.	SUNY College at Buffalo
Yoav	Gortzak	Ph.D.	The Ohio State University
Myeisha	Grady *	M.A.	Governors State University
Juanita	Graham *	D.N.P.	University of Mississippi Medical Center
Silvia	Graham *	Ed.D.	Texas A&M University - Commerce
Constance	Graham *	M.S.	Florida Institute of Technology
Scott	Graham *	M.S.	Texas A&M University
Michael	Graham *	Ph.D.	Capella University
Elizabeth	Granier *	Ph.D.	East Carolina University
Raymond	Grant *	D.P.A.	University of Southern California
Heidi	Grappendorf *	Ph.D.	The University of New Mexico
Charles	Grear *	Ph.D.	Texas Christian University
Craig	Greathouse *	Ph.D.	Claremont Graduate University
Eddie	Green *	M.A.	Webster University
Amy	Green *	Ph.D.	University of Nevada - Las Vegas
Daniel	Green	M.A.	East Carolina University
Tamey	Greene *	M.A.	Walla Walla University
Alfred	Greenfield *	Ph.D.	Virginia Commonwealth University
Earl	Greenia *	Ph.D.	University of Southern California
Steven	Greer	Ph.D.	Capella University
Charles	Gregory *	Ph.D.	Capella University
Sean	Grier *	M.S.	University of Cincinnati
Leslie	Griffin *	M.S.	Nova Southeastern University
Christine	Griffith *	M.A.	Indiana University - Bloomington
Gary	Grimm *	M.LIB.STD.	Fort Hays State University
Roxanne	Grosett *	M.B.A.	Northcentral University
Josephine	Grove *	M.B.A.	Fontbonne University
Eric	Grulke *	Ph.D.	Washington State University
Shea	Gryglewicz *	J.D.	Stetson University
George	Guay *	J.D.	Western New England School of Law

Yuriy	Gubanov *	M.S.	University of Florida
DeNeice	Guest	M.S.	Texas Christian University
Linda	Gullatte	M.B.A.	Walden University
Alvina	Gumbayan *	M.B.A.	University of Phoenix
Angela	Gunshore	M.A.	Edinboro University of Pennsylvania
Shelly	Gussis *	M.A.	Roosevelt University
Jacqueline	Gutierrez *	Ph.D.	University of the Incarnate Word
Tricia	Gutman *	Ed.D.	Walden University
Shawn	Haake *	M. Ed.	Iowa State University
Paul	Haberstroh *	Ph.D.	University of Hawaii at Manoa
Julie	Hacker *	M.Ed.	University of South Florida
Nellie	Haddad *	Ph.D.	University of California - Berkeley
Ginny	Haddock	M.S.	National Defense Intelligence College
Jon	Hager *	M.S.	University of New Haven
Daniel	Hahn *	M.A.	American Public University System
George	Hale *	M.B.A.	American InterContinental University
Alan	Hale *	Ph.D.	New Mexico State University
Christopher	Hall *	M.A.	University of Texas
Michael	Hall *	Ph.D.	Texas A&M University
Jennifer	Halsey	M.B.A.	Alvernia University
John	Halstead *	Ph.D.	University of Connecticut
Robert	Haluska *	M.I.S.	DeVry University
Andrew	Halverson *	M.S.	University of Louisiana - Lafayette
Cynthia	Hamilton *	M.B.A.	Argosy University - Sarasota
Michael	Hamlin *	M.Ed.	Marymount University
Terry	Hancock *	Ph.D.	Vanderbilt University
Dionna	Hancock	M.S.	Iowa State University
Karen	Hand	M.S.	Florida State University
Dwayn	Hanford *	M.S.	National Defense Intelligence College
Dustin	Hannum *	M.A.	SUNY at Buffalo
Bethanie	Hansen	D.M.A.	Boston University
William	Hanson *	Ph.D.	University of Oklahoma
Donna	Hardy *	M.S.	Capella University
Kenneth	Hargreaves *	M.A.	American InterContinental University
Clifton	Harmon	M.A.	Webster University
Gregory	Harms	M.B.A.	DeVry University

Christine	Harold *	M.S.	Marshall University
Virginia	Harper *	M.Ed.	Stephen F. Austin State University
Ashley	Harper *	M.S.	Louisiana State University and A&M College
Brenda	Harper	D.Ed.	Nova Southeastern University
Ryan	Harper	Ph.D.	University of Rochester
Donald	Harpster *	Ph.D.	The Pennsylvania State University
Michael	Harrell *	M.S.	The University of Louisiana at Monroe
Kathleen	Harrington *	M.S.	Stevens Institute of Technology
John	Harrington *	Ph.D.	Georgetown University
Jared	Harris *	M.S.	Grand Canyon University
Frederick	Harris *	M.S.	Mountain State University
Lisa	Harris *	M.S.	Tennessee State University
Lawrence	Harris *	M.S.	Troy University
Rebecca	Harris *	Ph.D.	East Carolina University
Tracy	Harris *	Ph.D.	University of California - Irvine
Jamie	Harrison *	D.Ed.	University of West Georgia
James	Harrison *	M.A.	Portland State University
Lawrence	Harrison	M.S.	Johns Hopkins University
Janine	Harrison-Poore *	M.F.A.	Chicago State University
Karen	Harrop *	M.P.H.	Johns Hopkins University
Vicki	Harsh *	M.A.	University of Colorado
Gregory	Hart *	Ph.D.	Capella University
Lucas	Hartman *	M.B.A.	Liberty University
Teresa	Harvey *	Ed.D.	Nova Southeastern University
Nicole	Harvey *	J.D.	Thomas M. Cooley Law School
Jerry	Harvey *	M.I.S.	University of Phoenix
Alysia	Harvey *	M.P.A.	Valdosta State University
Chandice	Haste-Jackson *	M.S.	Cameron University
Kalani	Hausman *	M.I.T.	American InterContinental University
Timothy	Hayburn *	M.A.	Villanova University
Victoria	Haynes *	J.D.	Loyola University
Paul	Haynes *	M.S.	Polytechnic Institute of New York University
Nicole	Heath *	J.D.	Saint Thomas University School of Law
Nancy	Heckel	M.A.	University of Rochester
William	Hedgepeth *	M.B.A.	University of Phoenix
John	Hein *	M.A.	Governors State University

Edward	Heller *	M.S.	Grand Valley State University
Tanya	Heller *	M.S.	Winthrop University
Stanley	Helm *	J.D.	Creighton University
JuTon	Hemphill *	M.S.	DePaul University
Sheila	Henderson *	D.M.	Colorado Technical University
Susan	Hendry *	M.B.A.	The University of Tampa
Terri	Hennessy	M.A.	National University
William	Henninger *	Ph.D.	Iowa State University
Jennie	Hensarling	M.A.	The University of Southern Mississippi
Stacey	Hephner *	Ph.D.	Sam Houston State University
Tamara	Herdener	J.D.	University of Notre Dame
Jane	Herder *	M.Ed.	University of Missouri
Emily	Herff	M.S.	University of Edinburgh
Michele	Herrera *	Ed.D.	Vanderbilt University
David	Hershey	M.B.A.	University of Phoenix
James	Hess	Ph.D.	Louisiana State University
John	Hetherington *	M.S.	Ithaca College
Ray	Hewitt *	M.A.G.	New Mexico State University
Eleanor	Hewitt *	M.S.	Kaplan University
Daniel	Hicks *	Ph.D.	The Pennsylvania State University
Jaime	Higgins *	M.A.	American Military University
Christopher	Higgs *	M.A.	The Ohio State University
Wendy	Hilbert *	M.A.	American Public University
William	Hildreth *	M.B.A.	University of Phoenix
Brian	Hill *	J.D.	Saint Thomas University
Jonathan	Hill *	M.A.	Western Michigan University
Frederick	Hill *	M.P.A.	Strayer University
Michelle	Hill *	M.S.	Johns Hopkins University
Maurene	Hinds	M.F.A.	Vermont College of Norwich University
Chantell	Hines *	Ph.D.	Capella University
Erik	Hines *	Ph.D.	University of Maryland - College Park
Dylan	Hite *	M.S.	University of Southern Mississippi
Nancy	Hixson *	Ph.D.	University of Northern Colorado
Daniel	Hladky	Ph.D.	Northcentral University
Yvonne	Ho	M.A.	University of California - Los Angeles

Giles	Hoback *	M.A.	American Military University
Carol	Hoban *	Ph.D.	Georgia State University
Offie	Hobbs *	Ph.D.	Kansas State University
James	Hocker *	M.S.	The University of Oklahoma
Kathleen	Hogan *	Ph.D.	Georgetown University
Richard	Holden *	M.S.	National Defense Intelligence College
Susan	Holloway *	M.A.	National University
Michelle	Holm *	M.S.	University of Central Florida
Jon	Holstine *	Ph.D.	Indiana University - Bloomington
Carla	Homburg *	Ph.D.	Capella University
Chris	Hooper *	M.B.A.	Webster University
John	Hoptak *	M.A.	Lehigh University
Beth	Horine *	M.B.A.	St. Mary's University
John	Horne *	D.B.A.	Nova Southeastern University
Maureen	Horowitz	M.S.	The Florida State University
Jacqueline	Hott	M.A.	Virginia Tech
Kristin	Houlton *	M.A.	Indiana University of Pennsylvania
Robert	Houseknecht *	Ph.D.	The University of North Carolina at Chapel Hill
Kimberly	Houser *	J.D.	University of Illinois at Urbana-Champaign
Diane	Houston *	M.A.	Western Washington University
Sheladia	Houze *	M.Ed.	The University of Georgia
Adam	Howard *	Ph.D.	University of Florida
Kenneth	Howell *	Ph.D.	Texas A&M University
Nancy	Hriljac *	M.A.	University of California - Berkeley
Matthew	Hubbs *	M.S.	University of Phoenix
James	Hudnell *	M.A.	American Military University
Augustus	Hudson *	M.S.	Nova Southern University
Jennifer	Hughes *	M.S.	Illinois State University
Todd	Hughes *	Ph.D.	University of Wisconsin - Madison
Ernest	Hughes	Ed.D	Seattle University
Latanya	Hughes	M.B.A.	Strayer University
Gayle	Hughes	M.S.	Rutgers, The State University of New Jersey
Mary Ann	Hughes Butts *	D.Mgt.	University of Phoenix
Terence	Hunt *	M.S.	Bellevue University
Mary Beth	Hunter *	M.F.A.	Bennington College
Christopher	Huseman *	Ph.D.	Capella University

Elizabeth	Hutchings	M.S.	Brigham Young University
Daniel	Hutchins *	M.A.	University of Rochester
Richard	Hutchins *	M.B.A.	The University of West Florida
Christal	Hutton *	M.A.	University of Connecticut
Ralph	Hutton *	M.S.	University of Richmond
Katherine	Hyatt *	D.B.A.	Nova Southeastern University
Sarah	Hyde *	Ph.D.	Louisiana State University and A&M College
Anthony	Ibrahim *	J.D.	Nova Southeastern University
Bernard Thompson	Ikegwuoha *	Ph.D.	Pontifical Lateran University
Benjamin	Imker *	Ed.D.	Capella University
Scott	Infanger *	Ph.D.	Vanderbilt University
Laura	Inglis *	M.S.	Austin Peay State University
Melody	Isaak *	D.B.A.	Northcentral University
Marie	Isom	Ed.D.	Argosy University
Brett	Jackman *	M.S.	Embry-Riddle Aeronautical University
Katherine	Jackson *	M.A.	The University of Maine
William	Jackson *	M.A.	Western Michigan University
Alidad	Jalinous *	M.S.	University of Colorado
Veronica	James *	M.P.H.	Jackson State University
Kevin	James *	Ph.D.	University of Illinois at Chicago
Jeffrey	James	Ph.D.	Syracuse University
Peter	Jaske *	M.S.	Indiana State University
Tom	Javarinis *	Ph.D.	Capella University
Reginald	Jayne *	M.A.	Sam Houston State University
Rodney	Jean-Baptiste *	Ph.D.	Capella University
Mariah	Jeffery *	Ph.D.	University of Central Florida
Tionna	Jenkins *	M.P.H.	Fay W. Boozman College of Public Health
Patrick	Jennings *	Ph.D.	Loyola University - Chicago
John	Jennings *	Ph.D.	University of Hawaii at Manoa
Bryan	Jensen *	M.S.	Bellevue University
Eric	Jensen *	M.S.	Nova Southeastern University
Tonya	Jeppesen *	M.S.	Minnesota State University
Kelly	Jernigan	M.A.	Louisiana State University and A&M College
Gordon	Jett *	M.A.	Webster University
Jennifer	Jewell *	M.S.	Palm Beach Atlantic University

Ronald	Jeziorski	Ed.D.	University of San Francisco
Ting	Jiang *	Ph.D.	University of California - Irvine
Sabrina	Jimenez *	M.A.	University of California - Riverside
David	Jimenez *	M.A.	Webster University
Stephen	Jobe *	M.A.	Converse College
Charles	Johnson *	D.B.A.	Jones International University
Scott	Johnson *	Ed.D.	West Virginia University
James	Johnson *	J.D.	Faulkner University
Kathy	Johnson *	M.F.A.	National University
Richard	Johnson *	M.S.	California University of Pennsylvania
Nichole	Johnson *	M.S.	Capella University
Alissa	Johnson *	Ph.D.	Capella University
Bradley	Johnson *	Ph.D.	Capella University
Bruce	Johnson *	Ph.D.	Capella University
Stephanie	Johnson *	Ph.D.	Colorado State University
Sarah	Johnson *	Ph.D.	The University of Texas at Austin
Jenny	Johnson	M.S.	California University of Pennsylvania
Ronald	Johnson	Ph.D.	The University of Oklahoma
Deborah	Jones *	Ed.D.	Argosy University
Stephen	Jones *	M.P.A.	American Public University System
Kisha	Jones *	M.S.	Alfred University
Reginald	Jones *	Ph.D.	Howard University
Lauren	Jordan *	Ph.D.	East Carolina University
Joan	Jorgensen *	Ph.D.	Capella University
Ajit	Joseph *	Ph.D.	Utah State University
Thomas	Josephsohn *	M.A.	University of Missouri - Columbia
Donna	Joy *	Ph.D.	Virginia Tech
Stephen	Juaire	Ph.D.	Florida State University
Michael	Judd *	Ph.D.	University of Southern California
James	Jump *	D.B.A.	Argosy University - Sarasota
Dallas	Jurisevic *	Ph.D.	University of Nebraska - Lincoln
Johnny	Justice *	M.S.	Nova Southeastern University
Paul	Kahan *	Ph.D.	Temple University
Eric	Kallio *	M.A.	Embry-Riddle Aeronautical University
Ahmed	Kamel	Ph.D.	Auburn University
Kristen	Kane *	Ph.D.	The Florida State University

Robert	Kane *	Ph.D.	University of California - Los Angeles
Mily	Kao *	Ph.D.	Arizona State University
Pan-Chuane	Kao *	Ph.D.	Walden University
Louay	Karadsheh *	Ph.D.	Lawrence Technological University
John	Karonika *	Ph.D.	Texas A&M University
Andrea	Katolin *	M.A.	Truman State University
Aristotle	Katopodis *	M.B.A.	California State University - Long Beach
Lynda	Katz *	M.S.	Florida State University
Dana	Kaufman *	J.D.	DePaul University
Christian	Kazmierczak	M.S.A.	Central Michigan University
Allison	Keane *	M.A.	SUNY at Binghamton
Lisa	Kearney *	D.B.A.	Northcentral University
Merritt	Kearns	M.Ed.	Georgia Southern University
Elizabeth	Keavney *	Ph.D.	Walden University
Bruce	Keisling	Ph.D.	Auburn University
Tricia	Keiter	D.C.	Life University
Tynnetta	Kelley *	D.M.	University of Phoenix
Lori	Kelley	M.A.	University of New Orleans
Mark	Kelley	Ph.D.	The City University of New York
Brian	Kelly *	M.A.	American Military University
Katherine	Kelly *	M.A.	University of New Orleans
Charles	Kelly *	Ph.D.	The University of Southern Mississippi
Leslie	Kelly *	Ph.D.	University of Pennsylvania
Leonard	Kelly	Ph.D.	University of Connecticut
Thomas	Kelly	Ph.D.	University of Illinois at Chicago
Mark	Kelso *	Ph.D.	Northcentral University
Anne	Kemp *	J.D.	The University of Tennessee - Knoxville
Amy	Kemp *	M.A.	The University of Alabama
Herbert	Kemp *	M.S.	University of Southern California
Shannon	Kenagy *	M.S.	Florida State University
Sheri	Kendall-duPont *	M.A.	Roosevelt University
Donna	Kenley *	Ph.D.	George Mason University
Anne	Kennedy	Ph.D.	Bowling Green State University
James	Kernan *	Ph.D.	West Virginia University
Andria	Kerney *	J.D.	Indiana University
Tiffany	Kerr *	M.B.A.	University of Phoenix

Deborah	Kidwell *	Ph.D.	University of Kansas
Amanda	Kik *	M.F.A.	California Institute of the Arts
Bernadette	Kilcer *	M.A.	American Military University
Robert	Kilgo *	M.S.	University of North Dakota
Grayson	Kimball *	Ph.D.	Springfield College
Jonathan	Kimble *	M.B.A.	University of Phoenix
Jon	Kimminau *	Ph.D.	The Ohio State University
Alexandra	Kindell *	Ph.D.	Iowa State University
Michael	King *	M.A.	Vermont College of Norwich University
A	King *	Ph.D.	Colorado State University
Thomas	King *	Ph.D.	University of South Florida
Ralph	King	M.S.	Rensselaer Polytechnic Institute
Jeffrey	Kingsbury *	M.D.	SUNY University at Buffalo
Ashley Marie	Kingsley *	M.S.	Long Island University
Matthew	Kioko *	M.I.S.	DeVry University
Steve	Kipuros *	M.S.	Arizona State University
Robert	Kirkland *	Ph.D.	University of Pittsburgh
Thomas	Kirkwood *	Ph.D.	University of Colorado
Gerald	Kissel *	Ed.D.	Temple University
Detlef	Klann *	M.S.	Embry-Riddle Aeronautical University
Kevin	Kloesel *	Ph.D.	The Pennsylvania State University
Jonathan	Klug *	M.A.	Louisiana State University and A&M College
James	Knapp *	Ph.D.	University of North Texas
Bruce	Knee *	M.S.	American Military University
Teresa	Knox *	J.D.	University of South Carolina
Terrance	Knox *	Ph.D.	Walden University
Allison	Knox	M.A.	American Public University System
Richard	Kochersperger *	M.P.S.	Cornell University
Lisa	Kochevar	M.A.	California State University - San Bernardino
Barbara	Koehler-Miles *	J.D.	University of Denver
Nelson	Kofie *	Ph.D.	The George Washington University
Jacques	Koko *	Ph.D.	Nova Southeastern University
David	Kolb *	M.A.	American Public University System
Peter	Koloski *	M.B.A.	Montclair State University
Yukinori	Komine *	Ph.D.	University of Lancaster

David	Konkle *	M.Ed.	Bowie State University
Karolina	Kopczynski *	Ed.D.	University of Phoenix
Jerry	Kosierowski *	Ph.D.	TUI University
Kristen	Kostelnik	M.S.	North Carolina State University
Vamsi	Kotla *	M.S.	The University of Texas at Arlington
Tina	Kovar *	M.S.	Kaplan University
Clifton	Krahenbill *	M.S.	Capella University
Belkacem	Kraimeche	Ph.D.	Columbia University In The City of New York
Elizabeth	Kraske *	M.S.	The George Washington University
William	Krauss *	Ed.D.	The George Washington University
John	Kreis	Ph.D.	University of Missouri - Columbia
Barbara	Kreling *	Ph.D.	Walden University
Eric	Kremers *	M.S.	Indiana University of Pennsylvania
John	Krop *	M.S.	University of Maryland University College
Attapol	Kuanliang *	Ph.D.	Prairie View A&M University
John	Kuhn *	Ph.D.	University of Central Florida
Brian	Kupfer *	Ph.D.	Claremont Graduate University
Kevin	Kupietz *	Ph.D.	Capella University
Mary Ann	Kurinovich *	Ph.D.	Rutgers, The State University of New Jersey
Leonard	Kusnitz *	Ph.D.	The University of Chicago
Anna	Kuthy *	Ph.D.	Old Dominion University
Kara	Kuvakas *	M.E.S.M.	University of California
John	Kwagyan *	Ph.D.	Temple University
Heidi	Kyle *	M.A.	Washington State University
Edward	LaBarge *	M.S.	Capella University
Kimberly	Lacy *	M.Ed.	The University of Texas at Austin
Lucy	Laffitte *	Ph.D.	North Carolina State University
Gregory	Laird *	M.A.	Webster University
Gregory	LaMotta *	Ph.D.	University of Maryland - College Park
Keith	Langner *	Ed.D.	The Southern Baptist Theological Seminary
Phyllis	Langone *	Ph.D.	The City University of New York
Guy	Langvardt *	Ph.D.	Capella University
Jason	Lantzer *	Ph.D.	Indiana University - Bloomington
Jennifer	Lapinel Spincken *	M.A.	New York University
Shari	Laprise *	Ph.D.	Tufts University
Deanne	Larson *	D.Mgt.	University of Phoenix

Joseph	Larson *	J.D.	Stanford University
Jacklyn	Larson *	M.A.	Purdue University
Phillip	LaSala *	Ph.D.	University of Nebraska - Lincoln
Donald	Latrick *	M.A.	St. Mary's Seminary & University
James	Laub *	Ph.D.	Prairie View A&M University
Deborah	Laufersweiler-Dwyer *	Ph.D.	Virginia Commonwealth University
Richard	Lavigne *	Masters in Homeland Security	American Military University
Keri	Law *	M.A.	West Virginia University
Jeremy	Lawhorn *	M.A.	Norwich University
Wendy	Lawrence *	M.S.	Massachusetts Institute of Technology
Leigh	Lawrie *	M.T.A.	The George Washington University
Kevin	Lawson *	M.Div.	Ashland Theological Seminary
Alex	Lazo	Ph.D.	Capella University
Frank	Lazzara *	Ph.D.	Capella University
Thomas	Leamy	M.A.	Northeastern University
Jeffrey	Leatherwood *	Ph.D.	West Virginia University
Bethany	Leavens *	Ph.D.	University of Virginia
Suzanne	LeBeau *	Ed.D.	Nova Southwestern University
Mariana	Leckner	Ph.D.	Rutgers, The State University of New Jersey
Cynthia	Lederer-Sydnor *	Ph.D.	Union Institute & University
Mary	Lee *	Ph.D.	University of Hawaii at Manoa
Rhonda	Lee-Ernest *	Ph.D.	Capella University
Marian	Leerburger *	Ph.D.	University of Maryland - College Park
Brett	Legault *	M.Ed.	Lesley University
Elizabeth	Legault *	M.Ed.	Salem State College
Walter	Legg *	M.S.S.	United States Sports Academy
Debra	Lehman *	M.S.	Oklahoma State University
Alyse	Lehrke *	M.A.	Spring Arbor University
Richard	Leiter	Ph.D.	Michigan State University
Dana	Leland *	Ph.D.	Northcentral University
Loretta	LeMay *	Ph.D.	Indiana University - Bloomington
Denise	Lenares-Solomon *	Ph.D.	University of Arkansas - Fayetteville
Nygel	Lenz *	M.S.	Florida State University
Melissa	Leonhardt *	M.A.	Lenoir-Rhyne University
Carl	Letsche *	Ph.D.	Indiana University

Judith	Levin *	M.S.	Central Connecticut State College
Cynthia	Levy *	M.A.	Syracuse University
Michael	Levy *	M.B.A.	Northwestern University
Sarit	Levy *	Ph.D.	Trident University International
Jason	Lewis *	D.M.	University of Phoenix
Joshua	Lewis *	M.A.	Webster University
Michael	Lewis *	M.B.A.	Northcentral University
Diane	Lewis *	M.Ed.	University of Phoenix
Leslie	Lewis *	M.H.A.	Bellevue University
Kathy	Lewis Jackson *	M.S.	Kaplan University
WenChing	LiaoDuffy *	M.A.	St. Mary's University
Meiling	Lim *	Ed.D.	University of Massachusetts - Amherst
Fatima	Lim-Wilson *	Ph.D.	University of Denver
Cynthia	Lindenmeyer *	M.Div.	Duke University
Nathan	Lindsay *	M.S.	National Defense University
Steven	Lindstrom *	Ph.D.	Capella University
James	Lint *	M.B.A.	Touro University International
Stacey	Little	Ph.D.	Indiana Tech
Patricia	Litz *	M.S.	University of Colorado
Lanita	Lloyd *	M.S.	Jacksonville State University
Heidi	Lockwood	M.Ed.	University of Oregon
Wendy	Lodge *	M.S.Ed.	Dominican University
Thomas	Lombardi *	M.A.	The University of Montana
Daniel	Look *	Ph.D.	Boston University
Suzanne	Lord *	M.P.A.	Georgia State University
Matthew	Loux *	M.S.	University of Central Missouri
Damon	Love *	Ph.D.	State University of New York at Stony Brook
Ashley	Love	D.P.H.	Columbia University In The City of New York
Susan	Lowman-Thomas	M.A.	Idaho State University
Ryan	Loyd *	M.A.	West Texas A&M
Andrew	Luadzers *	J.D.	Charleston School of Law
Brett	Lucas *	M.A.	California State University
Pamela	Lucas *	M.A.	Naval War College
Monica	Ludwig	M.Ed.	Towson University
Shelia	Luke *	M.S.	University of Maryland - College Park

Lynn	Lunceford *	M.A.	Alliant International University
Wenbin	Luo *	Ph.D.	The University of New Mexico
James	Lynch *	M.A.	Indiana University - Bloomington
Anna	Lynch *	M.S.Ed.	Indiana University - Bloomington
Elliott	Lynn	Ph.D.	Capella University
Teresa	Maas *	Ph.D.	Capella University
Ana	Machuca *	Ph.D.	Northcentral University
Wayne	MacKenzie	M.S.	The University of Alabama - Huntsville
Jason	MacLeod *	M.F.A.	The University of Montana
Don Kirk	Macon	Ed.D.	Northcentral University
Rachel	Madsen *	Ph.D.	University of Connecticut
Floyd	Maertens	M.B.A.	Western New England College
Craig	Magee *	M.B.A.	Touro University International
Nancy	Mahan *	M.S.	California State University - Long Beach
Mehrdad	Mahmoudi Zarandi *	Ph.D.	California Institute of Technology
Richard	Mahoney *	M.A.	Naval War College
Carrie	Maison *	M.F.A.	Queens University
John	Majewicz *	Ph.D.	Temple University
Bilal	Makkawi *	Ph.D.	Florida International University
Matthew	Malloy *	M.A.	New York University
Julie	Malmberg *	M.S.	University of Illinois at Urbana-Champaign
Juana	Malone *	M.B.A.	Florida Institute of Technology
John	Malpass *	Ph.D.	University of Southern California
Anita	Mamoran *	M.S.	Troy University
Gregory	Mandalas	M.Ed.	Gannon University
Kathleen	Mangeri	M.A.	Trenton State College
Jacqueline	Mangieri *	Ph.D.	Capella University
Ronald	Mangum *	J.D.	Northwestern University
Susan	Mangus *	M.B.A.	University of Phoenix
Fiona	Mani *	Ph.D.	West Virginia University
Travis	Mann *	M.P.A.	Georgia State University
Pat	Mann *	Ph.D.	Argosy University
Amanda	Manners *	D. Mgt.	University of Phoenix
Shawn	Manning *	M.S.	California University of Pennsylvania
Fernando	Manrique *	Ph.D.	Arizona State University

Kevin	Manross *	M.S.	Texas Tech University
Kennedy	Maranga *	Ph.D.	Walden University
Dustin	Marema *	M.I.S.	University of Phoenix
Mark	Marino *	Ed.M.	SUNY at Buffalo
Eugene	Marino *	M.A.	University of Missouri - Columbia
James	Marion *	Ph.D.	Capella University
Robert	Marlett	M.S.	Naval Postgraduate School
Lynn	Marlowe	M.A.	New York University
Heather	Marnell	M.B.A.	University of Baltimore
Joseph	Marra *	M.S.	Massachusetts Institute of Technology
Jeffrey	Marsee *	Ph.D.	A. T. Still University
Ariana	Marshall *	Ph.D.	Florida A&M University
Karen	Marshall *	Ph.D.	Virginia Tech
Brian	Marsteller *	Ph.D.	Michigan State University
Vernon	Martin *	M.A.	University of North Texas
Deborah	Martin *	Masters in Strategic Intelligenc	American Military University
Kara	Martinez *	M.A.	University of Denver
Nicole	Martinez *	Ph.D.	University of Illinois at Chicago
Gale	Mason Chagil *	Ph.D.	University of Minnesota
Lila	Massa *	M.S.	Indiana State University
Miriam	Masullo *	Ph.D.	The City University of New York
Ramona	Mata *	M.A.	Bellevue University
Robert	Matahen *	M.S.	Thomas A. Edison State College
Robert	Mathis *	Ph.D.	Capella University
Smita	Mathur *	Ph.D.	Syracuse University
Neil	Mathur *	Ph.D.	Union Institute & University
Melissa	Matteau *	Ph.D.	University of California - Irvine
Wayne	Matthews *	D.P.H.	University of South Carolina
Angela	Matthews	M.A.	The University of Toledo
Timothy	May *	Ph.D.	University of Wisconsin - Madison
Diane	Maye *	M.A.	Naval Postgraduate School
Ronald	Mayne *	Ph.D.	The University of Tennessee
Francis	Mbamalu *	M.S.	University of Maryland - Baltimore
Andrea	McAfee	M.P.P.	University of Maryland
Melanie	McBride	Ph.D.	McMaster University

James	McCarthy *	M.B.A.	Suffolk University
Krystle	McClain *	M.E.	University of Maryland
Rebecca	McClay *	D.C.	Texas Chiropractic College
Jennifer	McCollum *	Ph.D.	University of Washington
Jennifer	McCoy *	M.S.	Brigham Young University
Heather	McCumber *	M.A.	Ashford University
Peter	McDanel *	D.B.A.	Nova Southeastern University
Saundra	McDavid	J.D.	Saint Louis University
Stefanie	McDonald *	M.S.	DePaul University
Robert	McDowell	Ed.D.	The George Washington University
Fiona	McEvoy *	Ed.D.	Walden University
Christopher	McFarlin *	J.J.	Texas Southern University
Marc	McGrath	M.A.	California State University - Dominguez Hills
Roger	McIntyre Jr. *	Ph.D.	Valdosta State University
Robert	McKay *	M.S.	University of Oregon
Elizabeth	McKee *	J.D.	Syracuse University
Jennifer	McKee	M.S.	University of Colorado
Robert	McKinley *	M.S.	Liberty University
Kevin	McLaughlin *	M.S.	Nova Southeastern University
Alister	McLeod *	Ph.D.	Purdue University
Kelly	McMichael	Ph.D.	University of North Texas
Scott	McMillion *	M.F.S.	Nebraska-Wesleyan University
Andrew	McMurray *	Ph.D.	Indiana State University
Corey	McNair *	M.S.	University of Wisconsin - Stout
Steven	McNally	M.A.	Webster University
Heidi	McNally	M.S.	Nova Southeastern University
Erin	McNary *	Ph.D.	Indiana University - Bloomington
Michael	McNeal *	Ph.D.	University of Denver
Robert	Mead	M.S.	Joint Military Intelligence College
Julian	Meade *	M.S.	National Defense Intelligence College
Tammy	Means *	Ph.D.	The Pennsylvania State University
Paul	Medhurst *	Ph.d.	University of Middlesex
Amanda	Meeks	M.A.	Mercy College
Jacqueline	Megow *	M.A.	Central Washington University
Aaron	Mehl *	M.S.	Virginia Commonwealth University
Mercedes	Meier *	M.A.	Universedad de Salamanca

Theresa	Melenas *	Ed.D.	University of Phoenix
Rob	Mellen *	Ph.D.	Washington State University
Robert	Melton *	Ph.D.	University of Illinois at Urbana-Champaign
Jolene	Mendel	M.A.	Chapman University
Manuel	Menocal *	M.C.J.	Boston University
Joel	Mentor *	M.A.	Georgetown University
Virginia	Merlini *	Ph.D.	University of Connecticut
Thomas	Messer *	M.S.	Fordham University
Kurt	Messick	M.Div.	Christian Theological Seminary
Marc	Mestyanek *	M.A.	Pepperdine University
Kevin	Metcalf *	J.D.	University of Arkansas
Randy	Meyer *	M.A.	Norwich University
Carol	Meyer *	M.B.A.	New York University
Gregory	Meyer	M.S.	Bowie State University
Donald	Meyerhoff *	M.A.	Webster University
Richard	Meyers	M.S.	The University of Southern Mississippi
Stella	Michael Makri *	Ph.D.	Texas A&M University - Commerce
Paul	Michaels *	M.A.	American Public University System
LeConte'	Middleton *	Ed.D.	South Carolina State University
Michael	Mihajlovic	Ph.D.	Chicago School of Professional Psychology
Vincent	Mikkelsen *	Ph.D.	Florida State University
Jon	Mikolashek	Ph.D.	Florida State University
Douglas	Mikutel *	Ph.D.	Florida State University
Julie	Milcoff *	M.Div.	American Baptist Seminary of the West
Peter	Milich *	Ph.D.	The Ohio State University
Anne	Millbrooke	Ph.D.	University of Pennsylvania
David	Miller *	J.D.	Indiana University
Andrew	Miller *	J.D.	Seattle University
Bret	Miller *	M.A.	American Public University
Robin	Miller *	M.A.	University of Virginia
Ellen	Miller *	M.Ed.	Southeastern Louisiana University
Kim	Miller *	M.S.	Kaplan University
Lori	Miller *	M.S.	McDaniel College
Andrew	Miller *	Ph.D.	Purdue University
Gregory	Miller *	Ph.D.	The University of Toledo
Jeffrey	Miller *	Ph.D.	University of Southern California

Lisa	Miller	Ph.D.	The Ohio State University
Brad	Millick *	Ph.D.	The Catholic University of America
Thomas	Milnes III *	M.A.	St. Mary's University
Michael	Miner	M.A.	University of Maryland
Kelly	Mink *	Ph.D.	Loyola University - Chicago
Gary	Minor *	J.D.	Seattle University
Nicole	Minor *	Ph.D.	Washington University in St. Louis
Kristina	Mirkadyrova *	M.A.	The University of Arizona
Colleen	Miron *	Ph.D.	Capella University
James	Miskel *	Ph.D.	SUNY at Binghamton
Nathan	Mitchell *	Ph.D.	Texas Tech University
Lori	Moayed *	M.S.	Walden University
Amanda	Molinari *	J.D.	Widener University
Joseph	Molyneux *	Ph.D.	University of New Orleans
Michele	Monaco	Sc.D.	Rocky Mountain University
Richard	Monahan *	D.P.S.	Pace University - New York
Elizabeth	Moneymaker *	J.D.	University of Kansas
Vikki	Montgomery *	M.A.	Wesley Theological Seminary
MiShawna	Moore *	D.Ed.	Walden University
Rodger	Moore *	M.A.	Webster University
Robin	Moore *	M.S.	American University
David	Moore *	Ph.D.	Nova Southeastern University
Daniel	Moore *	Ph.D.	The University of North Carolina at Chapel Hill
Mark	Moore *	Ph.D.	University of Pittsburgh
Timothy	Moore	M.S.	American Military University
John	Moore	Ph.D.	Northcentral University
Jimmy	Mopecha *	Ph.D.	Arizona State University
Jose	Mora	Ph.D.	University of Connecticut
Doris	Morales-Shepherd *	M.A.	University of Maryland
Terri	Moran *	M.F.A.	University of Nebraska - Omaha
Elizabeth	Morford *	M.S.Ed.	Baylor University
Jeffrey	Morgan *	M.F.A.	The Pennsylvania State University
William	Morris *	J.D.	The University of North Carolina at Chapel Hill
Nancy	Morris *	M.B.A.	Seattle University
David	Morris *	M.P.A.	Golden Gate University

Brett	Morris *	Ph.D.	The University of Alabama
Emily	Morrison *	Ph.D.	Michigan State University
Karen	Morrissette *	J.D.	SUNY College at Buffalo
Chris	Morton *	M.A.	University of New Orleans
Angela	Mosby *	Ph.D.	Capella University
Susan	Mosby	M.Ed.	Washington State University
James	Moten *	Ph.D.	Northcentral University
Rebekah	Moughon *	M.A.	Georgetown University
Tamara	Mouras *	Ph.D.	Capella University
Seyyed Abbas	Mousavi *	Ph.D.	Griffith University
Carmen	Mousel	Ph.D.	Capella University
Tina	Mrouri	A.L.M.	University of St. Thomas
Kerry	Muehlenbeck *	Ph.D.	Arizona State University
Bethany	Mueller *	M.A.	Bowling Green State University
Eve	Mueller *	M.S.	Oakland City University
Frank	Mueller *	M.S.	Oakland City University
Carey	Muhlhauser *	M.S.	University of New Haven
Kimberly	Muirhead *	Ph.D.	Duquesne University
Katherina	Muller *	Ed.D.	West Virginia University
Robert	Mullins *	J.D.	University of Oregon
Bern	Mulvey *	Ph.D.	University of Missouri - Columbia
Kimberley	Mumford *	M.A.	University of Phoenix
Hans	Mumm *	M.A.	American Military University
George	Munkenbeck	M.A.	American Public University System
David	Munro *	Ph.D.	Walden University
Elisabeth	Murfield *	Ph.D.	Capella University
Leah	Murray *	M.S.	Rochester Institute of Technology
Nicholas	Murray *	Ph.D.	University of Florida
Naeem	Musa *	M.S.	The George Washington University
Donald	Muth *	M.S.	The George Washington University
Carole	Myers *	M.B.A.	Sullivan University
Carrie	Myers *	M.S.	Central Michigan University
Danan	Myers	Ph.D.	Capella University
James	Myers	Ph.D.	Rutgers, The State University of New Jersey
Christopher	Myers	Ph.D.	The University of Iowa
Stephanie	Myers-Hunziker	Ph.D.	SUNY at Albany

Peter	Mylonakos *	M.S.	Dakota State University
Coleman	Myron	Ph.D.	Duquesne University
Darwin	Naccarato	M.B.A.	Regis University
Rachel	Nagel *	Ed.D.	Nova Southeastern University
Ali Mercedes	Nalls *	Ph.D.	Florida State University
Enid	Naranjo	J.D.	Inter American University of Puerto Rico
Leonard	Nardone *	Ed.D	Temple University
Christy	Nash *	J.D.	Stetson University
Denise	Nation *	Ph.D.	University of Cincinnati
Nina	Natoli	D.Mgt.	University of Phoenix
Michael	Navrkal *	M.S.Sc.	US Army War College
Robert	Needles *	M.B.A.	Indiana University
Marc	Neerman *	M.A.	Webster University
Ann	Nelson *	Ph.D.	Northcentral University
Shane	Nelson	M.Mgt.	University of Phoenix
Irene	Nero	Ph.D.	Florida State University
Nicole	Nesberg *	M.A.	Eastern Michigan University
Paul	Neuberger *	M.A.	Saint Louis University
Randall	Newell *	D.B.A.	Nova Southeastern University
Steven	Newman *	Ph.D.	University at Albany - SUNY
Zantel	Nichols *	M.A.	Texas Southern University
Charles	Nichols *	Ph.D.	Union Institute & University
Shana	Nicholson *	Ph.D.	Capella University
Donna	Nicol *	Ph.D.	The Ohio State University
Joseph	Niehaus *	M.S.	Tiffin University
Gwendollyn	Noble *	M.A.	The Pennsylvania State University
Cynthia	Nolan *	Ph.D.	American University
Brent	Norris *	M.Acc.	Bowling Green State University
Samone	Norsworthy *	M.S.	Duquesne University
Tammy	Northrup *	M.I.T.	American InterContinental University
Mary	Norton *	M.A.	University of Phoenix
Justin	Novak *	M.P.A.	University of Pittsburgh
Christopher	Nuneviller *	J.D.	Widener University
Michael	Nunnelly	M.Ed.	Auburn University
Ekwuniru	Nwokeji *	Ph.D.	Southern University and A&M College

Matthew	Nwokoji *	Ph.D.	Walden University
Aaron	Oberman *	Ph.D.	The University of Tennessee
Mary Jane	O'Brien *	M.A.	University of St. Thomas
Liam	O'Brien *	M.S.	National Defense University
Anne	O'Bryan *	Ph.D.	Iowa State University
Heather	O'Connell *	Ph.D.	University of Oregon
Wayne	Odachowski *	M.A.	American Public University
Brian	Oddi	Ph.D.	Trident University International
Segun	Odion *	D.Mgt.	University of Phoenix
Angel Elle	OKeeffe *	M.B.A.	DeVry University
Mary	Olea	M.A.	Stanford University
Brandy	O'Leary *	M.S.Ed.	Walden University
Allen	Olsen *	M.A.	CUNY Lehman College
Debra	Olson *	M.A.	Central Washington University
Laura	Olson *	M.A.	University of Illinois at Chicago
Steven	Oluic *	Ph.D.	Kent State University
Kristin	Ondrak *	Ph.D.	The University of North Carolina at Chapel Hill
Kathrine	O'Neil	Ph.D.	The Ohio State University
Patricia	ONeill *	Ph.D.	University of Washington
Daniel	Opstal *	M.B.A.	The Pennsylvania State University
Tiffany	Orcesi *	M.P.A.	Murray State University
Elizabeth	Orehovec *	M.Ed.	University of South Carolina
Franklin	Orellana *	M.I.T.	American InterContinental University
Ronald	Ortensie *	M.A.	Purdue University
Juan	Ortiz *	M.A.	Webster University
Eliza	Osae-Kwapong *	M.S.	Towson University
Jennifer	Osetek *	M.H.S.	The Pennsylvania State University
Michael	O'Shea *	Ph.D.	University of Delaware
Roxanne	Ostlund	M.A.	Regent University
Richard	Ostrov *	J.D.	Western New England College of Law
Penny	Otey *	Ph.D.	Texas A&M University
Jeffrey	Otterstetter *	M.B.A.	Wayne State University
Kimberly	Otterstetter	M.B.A.	Davenport University
Godwin	Otuno *	M.S.	Middle Tennessee State University
Bert	Ouderkirk *	M.S.	National University
Monique	Outerbridge *	M.S.	Capella University

Denise	Outlaw	D.Mgt.	University of Phoenix
Rosalie	Owens	Ph.D.	Regent University
Susan	Pacifico *	M.Ed.	George Mason University
Simon	Pack *	Ph.D.	The Ohio State University
Gary	Palmer *	J.D.	University of Miami
Shelley	Palmer *	M.A.	The University of North Carolina at Chapel Hill
Aaron	Palmer *	Ph.D.	Georgetown University
Leslie	Pang *	Ph.D.	University of Utah
Biswajit	Panja *	Ph.D.	Missouri University of Science and Technology
Lisa	Pannone *	J.D.	Valparaiso University
Heather	Para *	M.A.	Duquesne University
Angela	Parham *	Ph.D.	Howard University
Delano	Parker *	Ed.D.	Argosy University
James	Parker *	M.B.A.	Webber International University
Kimberly	Parker *	Ph.D.	The University of Georgia
Pamela	Parkinson *	J.D.	The University of Utah
Tiffaney	Parkman *	Ph.D.	Virginia Tech
Elizabeth	Parmelee *	Ph.D.	University of Denver
Johnathan	Parsons *	M.S.	American Military University
Evelyn	Paschal *	Ph.D.	Walden University
John	Patch	M.A.	Villanova University
Stephen	Pate *	Ph.D.	SUNY at Albany
Corinne	Patrick	D.P.A.	Nova Southeastern University
Christopher	Patterson *	M.P.A.	University of Oklahoma
James	Patton *	Ph.D.	The University of Tennessee
David	Patton	M.B.A.	Liberty University
Joy	Patton	M.S.	Troy University
Karen	Paullet	D.Sc.	Robert Morris University
Jean	Paulsel *	Ph.D.	Texas Woman's University
Loretta	Pearson *	M.S.	Northern Illinois University
David	Peavler *	Ph.D.	University of Kansas
Sonya	Pedro *	M.S.N.	University of Phoenix
Glenn	Peitzmeier *	M.S.	Indiana State University
Frank	Pelli	M.A.	Pepperdine University
Karen	Pentz *	D.B.A.	University of Phoenix
David	Pepper *	Ph.D.	Louisiana State University and A&M College

Ann	Peretzman *	M.B.A.	New York University
Benjamin	Perez *	M.S.	National University
Sandra	Perez *	M.S.	Stevens Institute of Technology
Terri	Perez	M.A.	Texas A&M University
Lisa	Perry *	Ph.D.	Arkansas State University - Jonesboro State University
Slobodan	Pesic	D.B.A.	Argosy University
Kevin	Peters *	M.B.A.	The Pennsylvania State University
Polly	Peterson *	M.S.W.	University of Maryland - Baltimore
Marrius	Pettiford *	Ph.D.	North Carolina State University
Daniel	Pettus *	M.S.	Southern Illinois University
John	Pezzola *	M.A.	American Military University
Thomas	Pfundstein	Ph.D.	University of Akron
Melissa	Phillips *	M.A.	Kent State University
Rose	Phillips *	M.A.	Prescott College
JoDee	Phillips *	M.B.A.	Marylhurst University
Wesley	Phillips *	Ph.D.	Colorado Technical University
Lisset	Pickens	Ed.D.	Nova Southeastern University
Robbie	Piel *	M.B.A.	Johnson & Wales University
Hyppolite	Pierre *	M.S.	Southern Connecticut State University
Nadine	Pierre-Louis *	M.S.	Saint Thomas University
David	Pierson *	M.A.	Webster University
Paul	Pillitteri *	Ph.D.	Ohio University
Renee	Pinder	M.S.	Palm Beach Atlantic University
Pamela	Pine *	Ph.D.	University of Maryland
Kathy	Pine	M.B.A.	Baker University
Clifton	Pingrey	M.S.	American Military University
Octavius	Pinkard *	M.A.	Old Dominion University
Jerome	Pionk	D.B.A.	Northcentral University
Maryam	Pirnazar *	M.P.H.	California State University - Long Beach
Carol	Pitman *	M.A.	University of Phoenix
Michael	Pittaro	M.P.A.	Kutztown University of Pennsylvania
Robert	Pittman *	Ph.D.	University of Phoenix
Anthony	Plana *	M.A.	University of Hawaii
Wendy	Plehn *	M.S.W.	University of Wisconsin - Milwaukee
Elizabeth	Plowman *	M.A.	University of Minnesota

Anne	Poe *	M.Ed..	University of West Georgia
Laura	Pogue *	D.Mgt.	University of Phoenix
Ann	Pohira-Vieth *	Ph.D.	University of Southern Mississippi
Katarzyna	Polanska	Ph.D.	University of Minnesota
Michael	Polich *	M.A.	Northern Illinois University
Darlene	Pomponio *	Ph.D.	Walden University
Martin	Ponti *	M.A.	University of Miami
Jean	Popovich *	Ph.D.	Indiana University of Pennsylvania
Connie	Porter *	Ed.D.	University of Phoenix
Lisa Marie	Portugal *	M.A.	University of Phoenix
Timmothy	Posey *	M.B.A.	Capella University
Alexander	Poster *	Ph.D.	The Ohio State University
Paul	Potter	M.B.A.	Strayer University
Marie	Powell *	M.B.A.	University of Phoenix
James	Powell *	M.S.	College of Charleston
Jessie	Powell	M.A.	University of Kentucky
Denny	Powers *	Ed.S.	National Louis University
Shawn	Powers	M.A.	Webster University
David	Premo *	M.S.	Boston University
Audrey	Prestonsoto *	D.M.	University of Phoenix
Carrie	Prettiman *	Ph.D.	Princeton University
Tim	Price *	Ph.D.	University of South Florida
Jonas	Prida *	Ph.D.	Tulane University
Lisa	Prince *	M.A.	Western Connecticut State University
Kristen	Przyborski *	Ph.D.	University of South Florida
Thomas	Pucci *	Ph.D.	The University of New Mexico
Renwick	Pulwarty *	Ed.S.	Georgia Southern University
Jade	Pumphrey *	Ph.D.	Capella University
Shelley	Pumphrey	M.A.S.	Johns Hopkins University
Eric	Puryear *	M.S.	Old Dominion University
Robin	Rabiner *	M.A.	The University of Tennessee
Janel	Rabinowitz *	M.A.	University of Central Florida
Christopher	Racek *	Ph.D.	Capella University
John	Radzilowski *	Ph.D.	Arizona State University
Adam	Rafalovich *	Ph.D.	The University of British Columbia
Kimberly	Raines *	Ph.D.	Auburn University

Anna	Rainey *	M.A.	University of Phoenix
Shirley	Rainey *	Ph.D.	The University of Tennessee
Caryn	Rakov *	M.A.	University of Phoenix
Sunil	Ram *	M.A.	University of Guelph
Ananda	Ramanathan *	Ph.D.	Oklahoma State University
Murali	Ramaswamy *	M.S.	The University of Texas at Dallas
Steven	Ramold *	Ph.D.	University of Nebraska - Lincoln
Joel	Ramsey *	M.A.	Northern Illinois University
Beverly	Ramsey *	Ph.D.	The University of Tennessee
Erich	Randall *	Ph.D.	Capella University
Lawrence	Randolph *	M.S.	Longwood University
Sherri	Rankin *	M.S.	Kansas State University
Sheila	Rapa *	Ph.D.	Carlos Albizu University
Gary	Rawlings *	M.P.A.	University of Hartford
Andre	Rawls *	Ph.D.	Argosy University - Chicago
Larry	Ray *	M.A.	The University of Mississippi
Syed	Raza *	Ph.D.	Nova Southeastern University
Brenda	Rector *	M.S.	Jackson State University
Tommy	Rector	M.S.	Jackson State University
Mim	Redcay *	M.B.A.	Johns Hopkins University
Robert	Redding *	Ph.D.	The University of Southern Mississippi
James	Redick *	M.P.A.	Old Dominion University
Lori	Redman *	M.A.	Aston University
Dale	Reece	M.S.	Western Carolina University
Melissa	Reed *	M.A.	East Carolina University
Rhonda	Reed *	M.S.	Bowie State University
Hoke	Reed *	M.S.	Regis University
Kenneth	Reed	M.S.	National University
Lawrence	Reeves *	M.B.A.	University of Phoenix
Dennis	Rehmeier *	M.A.	American Military University
Heather	Reid *	Ed.D.	University of Phoenix
Drenna	Reineck *	M.Ed.	University of Central Florida
Raymond	Reinhardt	M.A.	Morgan State University
Joseph	Reish *	M.A.	Radford College
Tiffany	Reiss *	Ph.D.	Virginia Tech
Kelly	Reiss	Ph.D.	University of Florida

Jerome	Reitano *	M.S.	Embry-Riddle Aeronautical University Worldwide
Lesley	Remington *	M.S.	University of North Texas
Todd	Remusat *	M.A.	American Military University
Cassandra	Renzi *	M.S.	University of South Carolina
Jennifer	Repp	M.Ed.	Arizona State University
Tara	Requa *	M.A.	Western Washington University
Caroline	Rerucha	Ph.D.	University of Dublin
Tara	Revell	Ph.D.	Arizona State University
Matthew	Rhea *	Ph.D.	Arizona State University
Karen	Rhines	Ph.D.	Rutgers. The State University of New Jersey
Linda	Rhoades-Swartz	M.A.	Norwich University
Raleigh	Rhodes *	M.A.	American Military University
John	Rhome *	D.Mgt.	University of Phoenix
Rebecca	Riall *	J.D.	Indiana University - Bloomington
Timothy	Rice *	D.S.M.	United States Sports Academy
Richard	Rice *	Ph.D.	The University of Michigan
Rob	Rice *	Ph.D.	University of Pennsylvania
Brian	Rich *	M.S.	The George Washington University
Lisa	Richard *	J.D.	New York Law School
Britten	Richards *	J.D.	Indiana University
Randi	Richards *	M.A.	Virginia Tech
Caroline	Richards	M.S.	Indiana University - Bloomington
Danielle	Richardson *	M.A.T.L.	The University of Southern Mississippi
Natasha	Richardson *	M.S.	University of Phoenix
Edrica	Richardson *	Ph.D.	Nova Southeastern University
Sean	Richey *	Ph.D.	The City University of New York
Michael	Riedy *	M.A.	American Military University
Kenda	Rigdon *	Ph.D.	The University of Alabama - Birmingham
Angela	Riggs *	M.P.H.	Boston University
Melissa	Rigney	Ph.D.	University of Nebraska - Lincoln
Michele	Rigsby	M.Ed.	University of Missouri - Columbia
Ronald	Riker *	M.B.A.	University of Phoenix
Lindsey	Riley *	M.A.	University of Nevada - Las Vegas
Julie	Riley *	M.S.	Mount Saint Mary College
Thomas	Riley *	M.S.	State University of New York at Stony Brook

Grace	Riley	Ph.D.	Argosy University
Rebecca	Rist-Brown *	M.S.	University of New Haven
Aida	Rivera *	Ph.D.	Hofstra University
Orlando	Rivero *	D.B.A.	Argosy University - Sarasota
Kelly	Roach *	M.M.C.	Arizona State University
Kimberly	Roberts *	M.B.A.	Strayer University
Leigh	Roberts *	M.S.	Saint Michael's College
Diane	Roberts	M.B.A.	Anna Maria College
Erick	Rochette *	Ph.D.	The Pennsylvania State University
Anissa	Rodriguez *	Ph.D.	The University of Texas at Austin
Amy	Rofail	M.H.	Tiffin University
Gary	Rogers *	Ph.D.	Walden University
Bina	Roginsky *	Ph.D.	University of Hartford
Christine	Rogowski *	M.S.	Robert Morris University
Laura	Rolen *	Ph.D.	Virginia Tech
Jonah	Romanitch *	M.B.A.	Florida State University
Elizabeth	Romano *	M.S.	George Mason University
John	Romanski *	Ph.D.	Johns Hopkins University
Peter	Ronayne *	Ph.D.	University of Virginia
John	Roou	M.S.	University of Wisconsin - Green Bay
Shanna	Rose *	J.D.	Nova Southeastern University
Norman	Rose *	Ph.D.	North Texas State University
John	Rosen *	M.A.	San Francisco State University
Evan	Rosenberg *	J.D.	Florida State University
Donna	Rosh *	Ph.D.	University of Pittsburgh
Patricia	Ross *	Ed.D.	University of Phoenix
Raymond	Ross *	M.A.	American Military University
Scott	Ross *	M.A.	American Military University
Tara	Ross *	M.A.	Ohio University
Brandy	Ross	M.A.	SUNY at Stony Brook
Garrett	Rossero *	M.B.A.	Norwich University
Jacques	Roussellier *	M.A.L.D.	Tufts University
Jonathon	Rowles *	M.S.	Embry-Riddle Aeronautical University
Melody	Rowlett *	Ph.D.	The University of Oklahoma
Jean	Rowley *	M.S.	California State University - Long Beach
Michelle	Royal *	M.B.A.	The George Washington University

Janet	Rozick *	Ph.D.	University of Toledo
Theodore	Rueter	Ph.D.	University of Wisconsin - Madison
Paulina	Ruf *	Ph.D.	Western Michigan University
Kimberly	Ruff *	M.S.	George Mason University
Shavonne	Ruffin *	M.Ed.	American InterContinental University
Linda	Ruhe Marsh *	D.Ed.	University of Phoenix
Nicole	Runyon *	Ph.D.	Walden University
Kimberly	Rush	M.A.	Louisiana State University and A&M College
Eric	Russell *	Ed.D.	Grand Canyon University
Devin	Russell *	M.A.	The University of Toledo
Brian	Russell *	M.S.	University of Illinois at Urbana-Champaign
Drucilla	Russell	M.A.	Western Carolina University
Frank	Russo	Ph.D.	Kent State University
Charles	Russo	Ph.D.	University of Central Florida
John	Rutledge *	Ph.D.	University of Virginia
Margaret	Rutter Foltz *	M.S.	University of Phoenix
Steve	Ryan	M.A.	The City College of New York
Erik	Saar *	M.P.P.	George Mason University
Jarrod	Sadulski *	M.A.	American Military University
Monica	Sainz *	D.S.M.	United States Sports Academy
Edward	Sakiewicz	Ph.D.	Capella University
Liticia	Salter *	M.A.	Texas A&M University
Kimberly	Sampson *	M.B.A.	East Carolina University
Miguel	Sanchez	M.S.	West Virginia University
Angela	Sandberg *	D.B.A.	Mississippi State University
Jennifer	Sanders	M.A.	University of Missouri - Kansas City
Rodolfo	Santamaria *	M.B.A.	American InterContinental University
William	Sas *	J.D.	The Catholic University of America
Philip	Sauer *	D.Mgt.	University of Maryland University College
Thomas	Sawicki *	Ph.D.	Old Dominion University
Kristin	Sawicki	A.L.M.	Converse College
Lisa	Saye *	D.P.A.	The University of Alabama
Asila	Sayedi *	Ph.D.	Colorado Technical University
Joseph	Scalzo *	Ph.D.	University of Rochester
Stephen	Schabel *	M.S.	College of Charleston
Tambria	Schaefer	M.A.	Wayne State University

Victoria	Schmidt	Ph.D.	California Coast University
Alana	Schneider *	M.S.Ed.	Elmira College
Gerard	Schnell *	M.A.	Providence College
Melissa	Schnyder *	Ph.D.	Indiana University
Brenda	Schramm *	M.S.W.	Cincinnati University
Heather	Schrum *	Ph.D.	University of Rhode Island
Charles	Schulz *	M.S.	Johns Hopkins University
Elke	Schwartz *	M.A.	East Carolina University
Jeremy	Schwehm *	Ph.D.	The University of Georgia
Christina	Schweiss *	M.I.A.	Columbia University
Christina	Scott *	M.A.	Western Washington University
Robert	Scott *	M.S.	Texas A&M University
Patrick	Scott *	Ph.D.	Syracuse University
Carol	Scott	M.A.	Bowie State University
Miranda	Scott	M.A.	Georgia Southern University
Melissa	Scranton *	M.Ed.	Missouri State University
Glaucio	Scremin *	Ed.D.	United States Sports Academy
Bryan	Scyphers *	M.Ed.	The University of North Carolina at Greensboro
Robert	Seal *	Ph.D.	The University of Michigan
Yolonda	Seals-Weathers *	M.A.	Our Lady of Holy Cross College
Jay	Searles *	M.S.	The South Dakota School of Mines and Technology
Elizabeth	Sears *	M.A.	The University of Texas at Austin
Earnell	Seay *	D.B.A.	Argosy University
Melissa	Sedita *	M.A.	The University of Texas at El Paso
Nicholas	Sedita *	M.A.	University of Texas at El Paso
Elaine	Sedore *	Ph.D.	Adler School of Professional Psychology
Linda	Seeger *	M.S.M.	Iowa State University
Lisa	Sehannie *	M.S.	Kennesaw State University
Cecilia	Selbrede *	J.D.	Rutgers, The State University of New Jersey
John	Sellers *	Ph.D.	The University of Tennessee - Knoxville
Shawn	Sessa *	M.S.	West Virginia University
Trevor	Setvin *	M.S.	Illinois State University
Maureen	Sevigny *	Ph.D.	University of Maryland
Lawrence	Sexton *	M.A.	Michigan State University
Javad	Seyed *	Ph.D.	North Carolina State University

Joseph	Shaefer *	M.A.	American Military University
Donald	Shaffer *	Ph.D.	University of Maryland
Iman	Shahrokh *	M.B.A	University of Wollongong in Dubai
Katayoon	Shahrokh *	M.D.	University of Maryland - Baltimore
Soosan	Shahrokh *	Ph.D.	West Virginia University
Fereidoon	Shahrokh	Ph.D.	West Virginia University
Lisa	Shannon *	M.S.	George Mason University
Rohin	Sharma *	M.A.	Georgetown University
Cassandra	Shaw	Ph.D.	Capella University
Gholam	Shaykhian *	Ph.D.	Florida Institute of Technology
Debra	Sheffer *	Ph.D.	University of Kansas
Holly	Shenefelt	M.A.	Regis University
Mishelle	Shepard *	M.A.	Arizona State University
Gary	Shepard *	M.S.	Mountain State University
Robert	Sherard *	M.S.	Montana State University
Michael	Sherfy *	Ph.D.	University of Illinois at Urbana-Champaign
Deborah	Sherman *	Ed.D.	University of Mississippi
Joel	Shields	M.A.	Southern Illinois University - Carbondale
Mohsen	Shirani *	M.E.	The University of Texas at Arlington
Jeffrey	Shirkey *	Ph.D.	The University of Chicago
Matthew	Shockey *	M.A.	Millersville University
Steven	Shoemaker *	M.M.A.S.	United States Army Command and General Staff College
Eric	Shoemaker *	M.S.	Virginia Commonwealth University
Barry	Shollenberger	Ed.D.	The University of Alabama
Laura	Short *	M.A.	Webster University
Bethanne	Shriner *	Ph.D.	Florida State University
Kathleen	Shriver	D.B.A.	Northcentral University
Christian	Shuler *	J.D.	Georgetown University
Wyman	Shuler *	Ph.D.	Old Dominion University
Clifton	Shuman *	M.S.	Trident University International
Elizabeth	Siewert *	M.S.	University of Wisconsin - Madison
Linda	Silva	M.A.	California State University - Hayward
Cathy	Silverman	M.F.A.	California Institute of the Arts
Brett	Simmermacher *	D.S.M.	United States Sports Academy
Rodney	Simmons *	M.S.	Troy University
James	Simmons *	Ph.D.	The University of Texas - Arlington

Julie	Simpson *	J.D.	DePaul University
Tara	Simpson	M.A.	Norwich University
Diamond	Simpson Prothro *	J.D.	Wayne State University
Dean	Sinclair *	Ph.D.	Louisiana State University and A&M College
Don	Sine	Ph.D.	University of Maryland - College Park
Jason	Siniscalchi *	Ph.D.	West Virginia University
Donald	Sipp *	M.B.A.	University of Phoenix
Anna	Sitzman *	M.A.	University of Northern Iowa
Dorothy	Slane *	Ph.D.	Bryn Mawr College
Stephen	Sledge *	Ph.D.	George Mason University
Amy	Sloan *	M.A.	The University of Tennessee - Knoxville
George	Slone *	M.A.	Middlebury College
Jonathan	Small *	M.B.A.	Argosy University
Stephen	Small *	Ph.D.	The Union Institute
Mittie	Smith *	Ed.D.	Northcentral University
Daniel	Smith *	J.D.	Georgetown University
Emily	Smith *	J.D.	The University of Alabama
Gary	Smith *	M.A.	Texas Tech University
Schanta	Smith *	M.B.A.	Keller Graduate School of Management
Jane	Smith *	M.Div.	University of Notre Dame
Valorie	Smith *	M.S.	Murray State University
Christopher	Smith *	M.S.E.	University of Texas at Austin
Jeremy	Smith *	Ph.D.	Capella University
Jason	Smith *	Ph.D.	Texas A&M University
Jacqueline	Smith *	Ph.D.	University of Maryland - College Park
Scott	Smith *	Ph.D.	University of Missouri - Columbia
Gregg	Smith *	Ph.D.	University of Washington
Duane	Smith	D.M.	University of Phoenix
Jamie	Smith	J.D.	The George Washington University
Robert	Smith	J.D.	West Virginia University
Curtis Brandt	Smith	Ph.D.	Capella University
Jennifer	Smolka *	Ph.D.	University of North Texas
Natalya	Snow	J.D.	The University of Alabama
Kenneth	Snow	M.B.A.	Florida Institute of Technology
Kyle	Snyder *	M.P.S.	The Pennsylvania State University
Albert	Socci *	D.B.A.	Nova Southeastern University

James	Sofka *	Ph.D.	University of Virginia
Matthew	Sokol *	M.S.	University of Nevada - Las Vegas
Carlos	Soltero	M.S.	Troy University
Julie	Song *	Ph.D.	University of California - Irvine
LaKeisha	Souter *	M.S.	Regis University
Nancy	Spahr *	M.B.A.	Bentley University
Janice	Spangenburg *	Ph.D.	Regent University
Delena	Spann	M.S.	Florida International University
William	Speer *	M.A.	American Military University
Jan	Spencer	Ph.D.	Regent University
Sara	Spivey	M.C.J.	American Military University
Christina	Spoons *	Ph.D.	Walden University
Dawn	Spring	Ph.D.	University of Cincinnati
Teresa	Springer *	M. Ed.	The Pennsylvania State University
Kennard	Sproul *	M.D.	Southern Illinois University - Carbondale
Erica	St Germain	Psy.D.	Widener University
Jennifer	Stacey *	Ph.D.	The University of Alabama
Adrienne	Stafford *	M.P.A.	University of Utah
Rebecca	Stahl *	M.D.	University of Wisconsin - Madison
Jennifer	Staley *	M.A.	Marymount University
Janet	Stallard *	M.A.	Appalachian State University
Jody	Stallings *	M.A.	College of Charleston
Sean	Stanley *	D.B.A.	Walden University
Marisea	Stanley *	M.A.	University of San Diego
Jerry	Stanphill *	M.P.A.	City University
Louise	Stanton *	Ph.D.	Rutgers, The State University of New Jersey
Deanna	Staples *	D.N.P.	Purdue University
James	Starcher *	J.D.	Thomas M. Cooley Law School
Neil	Starr *	Ed.D.	Nova Southeastern University
Janet	Stebbins *	M.A.	Wayne State University
John	Steele *	J.D.	Cleveland State University
Gabriela	Stelcikova	M.A.	Norwich University
Barry	Stentiford *	Ph.D.	The University of Alabama
Glenn	Stephens *	Ph.D.	University of California - Los Angeles
Brenda	Stewart *	J.D.	Fordham University School of Law

Douglas	Stewart *	M.A.	Texas State University
Deidre	Stewart *	M.S.	Howard University
Jonathan	Stewart *	M.S.	Mountain State University
Thane	Stielow *	M.S.	University of Maryland
Martha	Stillman	Ph.D.	Graduate Theological Union
Donald	Stimely *	M.A.	Webster University
Michael	Stine *	Ph.D.	Michigan State University
Ledrew	Stocks *	Ph.D.	Kent State University
Kathy	Stolley *	Ph.D.	The George Washington University
Blake	Stone *	J.D.	Northern Illinois University
Ian	Storey *	M.A.	Central Michigan University
Matthew	Stork	M.S.	Embry-Riddle Aeronautical University
Diane	Stottlemyer *	D.B.A.	Northcentral University
Donna	Strahan *	M.S.	University of North Carolina
Lon	Strauss *	Ph.D.	The University of Kansas
Dawn	Strauss Berta *	D.C.	Palmer College of Chiropractic
Gordon	Strong *	Ed.D.	United States Sports Academy
Gary	Stroud *	Ph.D.	Capella University
Thomas	Stuart *	M.S.	Naval Postgraduate School
Christine	Stuart *	M.S.	Walden University
Kent	Studnicka *	M.S.	Bellevue University
Jennifer	Sturge *	M.Ed.	Mansfield University
Minzi	Su *	Ph.D.	Portland State University
Beth	Subero *	M.A.	University of Utah
Michael	Sullivan *	M.A.	American Public University
Traci	Sumner *	M.A.	California State University - Stanislaus
Susan	Sutherland *	J.D.	The University of North Carolina at Chapel Hill
Tamrala	Swafford *	Ph.D.	Arizona State University
Chalmer	Swanson *	M.B.A.	University of Phoenix
Erick	Swartz *	Ph.D.	Boston College
Diana	Swezy *	Ed.D.	University of Kansas
Karen	Sykes	M.Ed.	University of Nebraska
David	Syndergaard *	M.S.	New Mexico State University
Sarah	Syrjanen *	M.A.	Kent State University
Jennifer	Szemborski *	M.A.	Shepherd University
Brian	Szumsky *	M.A.	DePaul University

Jennifer	Szymanski *	M.S.	University of Minnesota
Bruce	Taggart *	Ph.D.	University of Puerto Rico
Terri	Tallon *	Ph.D.	Walden University
Shenita	Talton *	M.S.	Bowling Green State University
Carlo	Tannoury *	M.S.	Bellevue University
Christopher	Tatarka *	Ph.D.	Northcentral University
Corinne	Tatum	M.A.	National University
Martin	Tawil *	Ph.D.	Northcentral University
Kevin	Taylor *	M.A.	Naval Postgraduate School
Lillian	Taylor *	M.F.A.	National University
Malcolm	Taylor *	Ph.D.	Arizona State University
Felicia	Taylor *	Ph.D.	University of Florida
Ashley	Taylor	M.B.A.	University of Phoenix
Katrena	Taylor-Springs *	M.S.	Capella University
Kara	Teague *	M.S.	University of South Florida
Danielle	Templeton *	Ph.D.	University of Minnesota
Christina	Terenzi *	M.N.	University of Washington
Patricia	Terenzi *	M.N.	University of Washington
Michael	Terry *	M.A.	University of North Dakota
Pamela	Terry *	Ph.D.	Southern Illinois University - Carbondale
Evelyn	Terzynski *	M.S.Ed.	University of Wisconsin - Oshkosh
John	Terzynski	M.S.E.	University of Wisconsin - Oshkosh
Elaine	Testerman *	M.A.	Appalachian State University
Debra	Tetting *	Ph.D.	Capella University
John	Theodore	Ph.D.	University of Kansas
Jeremy	Thiel *	M.S.	Central Michigan University
Charles	Thies *	M.S.	University of Denver
Kenyetta	Thigpen *	M.A.	Central Michigan University
Kris	Thoemke *	Ph.D.	University of South Florida
Derrick	Thomas *	J.D.	Stetson University College of Law
Patricia	Thomas *	M.P.A.	Long Island University
Reshowrn	Thomas *	Ph.D.	Capella University
Michael	Thomas *	Ph.D.	The University of Texas at San Antonio
Glenn	Thomas *	Ph.D.	University of South Carolina
Carmen	Thomas-Browne *	Ph.D.	Robert Morris University
Robin	Thompson *	D.Mgt.	University of Phoenix

Jennifer	Thompson *	M.A.	American Military University
Jason	Thompson *	M.A.	Iowa State University
Kathryn	Thompson *	M.S.	The University of Southern Mississippi
Benjamin	Thompson *	Ph.D.	Walden University
Julie	Thompson	Ph.D.	University of Oregon
Jennifer	Thompson Stone *	M.A.	University of Rochester
Michael	Thornal	M.B.A.	Fairleigh Dickinson University
Tina	Thornton *	M.S.	Pfeiffer University
Heather	Thornton	Ph.D.	Louisiana State University and A&M College
Channa	Threat *	M.S.	George Mason University
Robert	Thrower	M.S.	American Military University
Anne	Thurmer *	M.A.	Winona State University
Lynda	Tinker *	M.A.	Georgia Southern University
Valerie	Tober *	Ed.S.	Liberty University
Curtis	Todd *	Ed.D.	Argosy University
Yana	Todorova *	Ph.D.	Texas Tech University
Edward	Tom *	M.S.	Georgia Institute of Technology
Cristina	Tondeur	M.A.	University of Massachusetts - Amherst
Frederic	Torimiro *	Ph.D.	University of Missouri - Columbia
Paul	Toro *	M.A.	Vermont College of Norwich University
Robert	Tovar *	M.A.	The University of Chicago
Frank	Trapp *	Ph.D.	Florida State University
Letitia	Trent *	M.F.A.	The Ohio State University
Melissa	Trevathan *	Ph.D.	University of Houston
Jeanne	Trimble *	Ph.D.	Cornell University
Mitchell	Tropin *	M.A.	John Hopkins University
Rosella	Tucker *	M.S.	University of Edinburgh
Saran	Tucker *	Ph.D.	University of California - Irvine
Elvis	Tull *	M.B.A.	William Carey University
Jordan	Turek *	M.S.	Capitol College
James	Turner *	M.A.	Mississippi State University
Jennifer	Tutor *	M.A.	Southeastern Baptist Theological Seminar
Corey	Tutor	M.Div.	Southeastern Baptist Theological Seminary
Monique	Tuyisenge-Onyegbula *	M.I.A.	Columbia University In The City of New York
Stephen	Twing *	Ph.D.	University of South Carolina

Melinda	Tyler *	M.S.	The Pennsylvania State University
Jennifer	Tyrrell *	M.S.	College of Charleston
Nicholas	Tzakis *	M.Ed.	National University
Chizoba	Udeorji *	Ph.D.	Howard University
Daniel	Udo-Akang *	M.S.	Bellevue University
Patricia	Ukaigwe *	Ph.D.	Fairleigh Dickinson University
Stephen	Ulrich *	M.F.A.	National University
Cindy	Underhill *	M.S.L.S.	The Catholic University of America
Mario	Vaccari *	Ph.D.	University of Phoenix
Jamiel	Vadell *	Ph.D.	Capella University
Adam	Valencic	M.A.	Washington University in St. Louis
Joseph	van Gaalen *	Ph.D.	University of South Florida
Vincent	Van Ness *	M.S.	University of Central Florida
Riccardo	Vargas *	M.P.A.	Golden Gate University
Irvin	Varkonyi *	M.B.A.	Thunderbird, The Garvin School of International Management
Theodore	Vassiliadis *	M.S.	University of Illinois at Chicago
Brandon	Vaughn *	Ph.D.	Florida State University
Simon	Vaz *	M.B.A.	Southern Adventist University
Stormy	Vehnekamp *	M.A.	The University of Utah
Karen	Vellekamp *	M.S.	University of New Hampshire
Vijay	Venkatesh *	Ph.D.	Capella University
Charles	Venuto *	M.S.	Rensselaer Polytechnic Institute
Anne	Venzon	Ph.D.	Princeton University
Christopher	Verch *	M.A.	Bellevue University
Rhonda	Verdegan *	Ph.D.	Capella University
Chapla	Verma	Ph.D.	Magadh University - India
Fianna	Verret *	M.A.	Norwich University
Pamela	Vestal *	M.S.	National Defense Intelligence College
Josef	Vice *	M.A.	Jacksonville State University
Shirley	Vigil	Ph.D.	The University of Alabama - Huntsville
Robert	Vilardi *	M.Ed.	Auburn University at Montgomery
Marlene	Villeneuve-Lindemann *	J.D.	St. John's University - New York
Margaret	Vivoda *	Ph.D.	University of Phoenix
Joseph	Vollenberg *	M.A.	Norwich University
Shannon	Voyles	M.Ed.	Indiana Wesleyan University

Nancy	Wack	Ph.D. E.L.	TUI University
Jeannette	Wade *	M.A.	The University of Akron
Donna	Wade *	M.B.A.	Northwest Nazarene University
Keith	Wade	Ph.D.	Michigan State University
Jennifer	Wagner *	J.D.	University of Pittsburgh
Ray	Walker *	M.A.	Chapman University
Crystal	Walker *	M.B.A.	Saint Leo University
Joseph	Walker *	Ph.D.	Purdue University
Vennessa	Walker *	Ph.D.	West Virginia University
Donna	Wall	M.S.	University of Texas at Tyler
Diallo	Wallace *	M.S.	Naval Postgraduate School
Ronnie	Wallace *	Ph.D.	Capella University
Lisa	Wallace *	Ph.D.	'Loyola University - Chicago
Jason	Wallin *	M.C.J.	Boston University
Katrina	Walls *	M.A.	The University of Toledo
Barry	Walls	M.B.A.	Strayer University
Stephanie	Walsh *	M.Ed.	Harvard University
Jingfang	Wang	Ph.D.	George Mason University
Samantha	Ward *	J.D.	University of Missouri - Columbia
Sonya	Ward *	M.S.	Troy University
William	Wasmundt *	M.A.	University of Illinois at Spring
Darren	Waters *	J.D.	Northwestern School of Law
Robert	Watkins *	Ph.D.	University of Cincinnati
Shalah	Watkins-Bailey	Ph.D.	Texas Women's University
Patricia	Watson *	M.B.A.	Kennesaw State University
Valerie	Watts *	M.A.	The University of Georgia
Philip	Watts	M.A.G.	New Mexico State University
Leslie	Weatherly	M.A.	Marymount University
Kimberley	Weathers *	Ph.D.	University of Houston
Marlene	Weaver	M.B.A.	Marymount University
Brent	Webber	M.B.A.	The College of Insurance
Brian	Weber *	M.A.	Norwich University
James	Weber *	M.S.	University of Central Florida
Jesse	Webster *	M.A.	American Military University
Heidi	Weiman *	M.A.	Northeastern Illinois University

Batya	Weinbaum *	Ph.D.	University of Massachusetts
David	Weischadle *	Ed.D.	Rutgers, The State University of New Jersey
George	Weisgerber *	M.B.A.	American InterContinental University
Dena	Weiss	M.S.	Virginia Commonwealth University
Robert	Weisskirch *	Ph.D.	University of California - Davis
John	Welch *	M.A.	American Military University
Ivan	Welch	Ph.D.	University of Kansas
Jeffrey	Wendt *	M.B.A.	University of Dallas
Marc	Wenner *	M.A.	Old Dominion University
James	Wenzel *	M.S.	University of Wyoming
Christopher	Weppler *	M.S.	University of Maryland University College
James	Werbaneth	M.A.	Duquesne University
Kelly	Werder *	J.D.	Suffolk University Law School
Thomas	Werner *	M.A.	Webster University
Mark	Wessner *	Ph.D.	University of Pretoria
Gregory	West *	M.E.S.	Loyola University - Maryland
Benjamin	West *	Ph.D.	Indiana University of Pennsylvania
Christine	Weston *	M.S.	University of Phoenix
Valencia	Westray-Miller *	Ph.D.	Capella University
Elizabeth	Wharton	M.A.	Holy Names University
Phyllis	Whealon *	M.B.A.	California State Polytechnic University
Chad	Wheaton *	Ph.D.	Syracuse University
Thomas	Wheeler *	M.A.	Eastern New Mexico University
Amy	Wheeler *	M.S.	Eastern Kentucky University
Brannon	Wheeler *	Ph.D.	The University of Chicago
Catherine	White *	M.B.A.	University of Phoenix
Ivory	White *	M.B.A.	Webster University
Benjamin	White *	Ph.D.	New York Institute of Technology
David	Whitehouse	M.M.	Northwestern University
Jennifer	Whitley *	M.B.A.	DeVry University
William	Whitley	D.Ed.	The University of Alabama
Valjean	Whitlow	Ph.D.	Southern Illinois University - Carbondale
Molly	Whitworth *	Ph.D.	Johns Hopkins University - Bloomberg School of Public Health
April	Wick	M.Ed.	Marymount University
Todd	Wiggen *	M.S.	National Defense Intelligence College

Joan	Wilder *	M.S.	Rosemont College
Helen	Wilkins *	M.A.	West Virginia University
Mandie	Willey *	M.A.	Central Michigan University
Robyn	Williams *	Ed.D.	Argosy University
Jennifer	Williams *	M.A.	Bowling Green State University
Paulette	Williams *	M.B.A.	American InterContinental University
Charlie	Williams *	M.B.A.	Nova Southeastern University
Donald	Williams *	M.B.A.	Webster University
Rita	Williams *	M.S.	Troy University
David	Williams *	M.S.	University of Virginia
Julia	Williams *	Ph.D.	Capella University
Stacie	Williams *	Ph.D.	Florida State University
Andre	Williams *	Ph.D.	Walden University
Karen	Williams-Jones *	M.A.	Purdue University
Kristin	Williams-Washington *	Ph.D.	Argosy University
Erica	Willis *	M.B.A.	Troy University
Michael	Willis	Ph.D.	Walden University
Craig	Wilsman *	M.S.	Western Illinois University
Christopher	Wilson *	M.S.	Oklahoma State University
Robert	Wilson *	Ph.D.	Purdue University
Gloria	Wilson *	Ph.D.	Walden University
Angela	Winchell *	M.S.	Regis College
Glen	Winters *	J.D.	The University of Oklahoma
Gary	Withers *	M.B.A.	University of Oregon
Anton	Wohlers *	Ph.D.	Northern Illinois University
Pamela	Wojnar	Ed.D.	United States Sports Academy
Bernard	Wolf *	M.A.	American Public University System
Nyla	Wolfgang	M.A.	University of Rochester
Robert	Wolverton *	Ph.D.	University of New Mexico
Chika	Wonah *	D.M.	University of Phoenix
Jennifer	Wood *	J.D.	Northeastern University
Tracey	Woodlief *	Ph.D.	East Carolina University
Keith	Woodman *	Ph.D.	Old Dominion University
Brett	Woods	Ph.D.	University of Essex
David	Woodworth *	J.D.	The George Washington University

Steven	Woodworth *	Ph.D.	Rice University
Joshua	Work *	M.A.	American Military University
Rick	Woten *	Ph.D.	Iowa State University
Heath	Wright *	M.B.A.	City University of Seattle
Pamela	Wright *	M.Ed.	Alabama State University
Phillip	Wright *	M.M.A.S.	US Army Command and General Staff College
Dale	Wright *	M.S.	Air Force Institute of Technology
Xiaodong	Wu	Ph.D.	Princeton University
Kathryn	Wyatt *	M.A.	Northern Arizona University
Paula	Wylie	Ph.D.	University College Cork, National University of Ireland
Louis	Yako *	M.A.	Lehigh University
Roy	Yarbrough *	Ed.D.	The University of North Carolina at Greensboro
Andre	Yefremian *	M.A.	California State University
Mark	Yeisley *	Ph.D.	Duke University
John	Yelvington *	D.B.A.	Nova Southeastern University
Daniel	Yezbick *	Ph.D.	University of Illinois at Urbana-Champaign
Rosalie	Yezbick	M.A.	University of Illinois at Springfield
Terence	Yi *	D.B.A.	Northcentral University
Eric	Yocam *	D.B.A.	University of Phoenix
Heather	York *	M.A.	The University of Oklahoma
Danette	Young *	Ed.D.	Nova Southeastern University
Michelle	Young *	J.D.	Brigham Young University
Nicholas	Young *	M.A.	Indiana University
Robert	Young	Ph.D.	CUNY Graduate School and University Charter
Yolander	Youngblood *	Ph.D.	University of Florida
Eric	Zacharias *	M.Div.	Concordia Seminary
Caroline	Zapor *	M.A.	Simon Fraser University
Carol	Zavarella *	Ph.D.	University of South Florida
Deborah	Zeringue *	M.A.	The University of North Carolina at Greensboro
Christie	Zgourides *	M.A.	Portland State University
Maryann	Zihala *	M.A.	The Catholic University of America
Ronald	Zimmerman *	M.S.	California State University - East Bay
Melinda	Zupon	M.A.	American Military University

* = Part Time

Course Materials

Students are encouraged to read the Course Materials section in the Student Handbook for course materials policy information. Students at the graduate level are responsible for acquiring their required resources from the vendor or bookstore of their choice. ED MAP is our bookstore partner, however, students are encouraged to comparison shop to find the vendor that best suits their needs.

Students should contact booklists@apus.edu for questions or for 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 approximately 53,000 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 nearly 150,000, 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**

	28+	**3.00**

- *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/ .

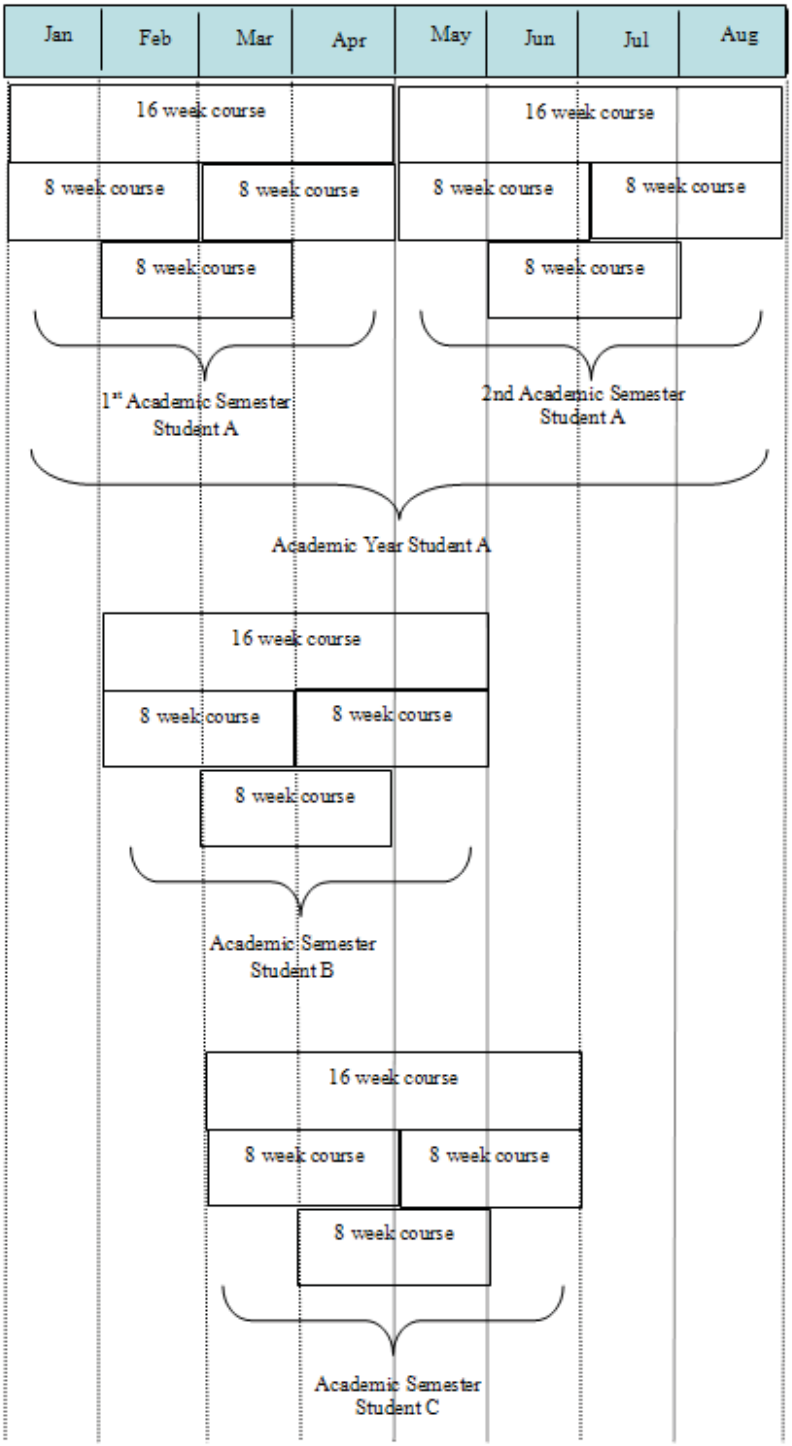
Academic Semesters and Years

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

Institutional Requirements (9 semester hours)

- BUSN601 - Global Management Perspective
- BUSN602 - Managerial Analysis

- BUSN603 - Quantitative Analysis

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.

Core Requirements (18 semester hours)

- BUSN620 - Strategic Management
- BUSN623 - Legal and Ethical Issues in Management
- BUSN625 - Applied Decision Making
- ECON600 - Managerial Economics
- FINC600 - Corporate Finance
- MKTG600 - Marketing Management

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)

- PADM510 - Administrative Theory
- PADM520 - Public Administration in Society
- PADM530 - Public Policy
- PADM610 - Public Management
- PADM611 - Law and Public Policy
- POLS500 - Research Methods in Social Science

Major Requirements (6 semester hours)

Select 2 courses from the following:

- 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 and welfare of the general public through education, research, and service. The curriculum is intended to prepare students for advancement in their organizations or for transition into new fields. Using an interdisciplinary approach, the program provides students with a foundational understanding of the five core disciplines of public health: biostatistics, environmental health sciences, epidemiology, health policy and management, and social and behavioral sciences. It is designed to develop students as leaders in public health, and provide a professionally focused understanding of global public health issues.

Degree Program Objectives

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

- Assimilate knowledge and practice of community-based learning, research, and service into their professions.
- Comprehend the interaction of behavioral, social and physical environments on public health outcomes.
- Apply evidence-based principles and a scientific knowledge base to critical evaluation and decision making in public health.
- Synthesize concepts associated with power, politics, and organizational performance in healthcare settings.
- Summarize issues and concepts related to the impact of environmental health our global society.
- Explain how selected and widely-employed social and behavioral science theories, models, constructs, and principles can be used to develop or improve programs to address major public health issues.
- Critically review and apply evidence-based evaluation of published medical and public health literature.
- Develop a framework, based on a mission, goals, and objectives and/or competencies, to evaluate public health programs for their effectiveness and quality.
- Synthesize concepts associated with specific research tasks: hypothesis construction, conceptualizing terms, literature review, data collection, critical analysis, and communicate findings.
- Examine the application of epidemiology to screening, infectious disease prevention, and policy.
- Assess the moral and ethical precepts that underlie the goals of the public health profession.

Degree Program Requirements

Core Requirements (28 semester hours)

- PBHE501 - Public Health in America (Required as the first course in this program.)
- PBHE520 - Biostatistics with Lab (4 semester hours)
- PBHE526 - Public Health and Environment
- PBHE527 - Social and Behavioral Aspects of Health
- PBHE528 - Public Health Practicum
- PBHE531 - Public Health Program Planning and Evaluation
- PBHE550 - Research Methods in Public Health [Prerequisite: PBHE520 - Biostatistics with Lab]
- PBHE601 - Health Care Administration
- PBHE607 - Epidemiology [Prerequisite: PBHE550 - Research Methods in Public Health]

Major Requirements (12 semester hours)

Select 4 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)

- PBHE699 - Masters Capstone Seminar in Public Health - Taken once all other degree requirements have been met.

Total = 46 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)

- CMRJ500 - Criminal Justice Ethics
- CMRJ501 - Criminology
- CMRJ505 - Research Methods in Criminal Justice and Security
- CMRJ512 - Police Administration
- LSTD502 - Criminal Law
- LSTD503 - Criminal Justice Process

Students must choose a concentration for this degree program and may select from the General Concentration, Concentration in Business Administration, or Concentration in Emergency Management and Disaster Management.

General Concentration (15 semester hours)

Select 5 courses from the following:

- ACCT620 - Forensic Accounting
- BUSN602 - Managerial Analysis
- BUSN603 - Quantitative Analysis
- BUSN620 - Strategic Management
- BUSN625 - Applied Decision Making
- CMRJ504 - Drugs, Justice, and Society

- CMRJ506 - International Crime
- CMRJ515 - Sexual Exploitation/Children
- CMRJ518 - Deviant Behavior
- CMRJ522 - Forensics
- CMRJ523 - Gangs and Gang Prevention
- CMRJ524 - Organized Crime
- CMRJ525 - Negotiations: Crisis and Hostage
- CMRJ526 - Drug Cartels and the Narcotics Threat
- CMRJ527 - Crime and Mental Disorders
- CMRJ531 - Criminal Profiling
- CMRJ591 - Seminar on Juvenile Justice and Behavior
- CMRJ601 - Cases in Executive Decision Making
- CMRJ690 - Independent Study: Criminal Justice
- EDMG501 - Emergency Management and Public Law
- EDMG502 - Emergency and Disaster Theory
- EDMG503 - Emergency and Disaster Planning and Management
- EDMG509 - Interagency Disaster Management
- EDMG541 - Mass Casualty Incident Management
- EDMG560 - Crisis Action Planning
- INTL623 - Human Intelligence
- INTL631 - Criminal Intelligence Analysis
- INTL646 - Transnational Crime and Narcotics
- 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

Concentration in Business Administration (15 semester hours)

Objectives

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

- Develop an understanding of accounting principles, financial tools and economic analysis in order to develop effective decision making skills necessary for an effective manager.
- Compare and contrast the skills to effectively utilize decision making models and tools in order to resolve complex business problems.
- Devise an understanding of the most successful methods of operating management, statistics, research, and management science.
- Synthesize the skills necessary to formulate effective leadership skills and competencies in criminal justice management.

Concentration Requirements (15 semester hours)

- BUSN602 - Managerial Analysis

BUSN603 - Quantitative Analysis
- BUSN620 - Strategic Management
- BUSN625 - Applied Decision Making
- MGMT605 - Leadership

Concentration in Emergency Management and Disaster Management (15 semester hours)

Objectives

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

- Develop an understanding of emergency management principles and theory.
- Synthesize the public law, regulation, and policies that either facilitate and/or restrict emergency management.
- Devise an understanding of hazard analysis, mitigation, planning, communication, response, recovery and terrorism.
- Summarize the knowledge needed to develop interagency cooperation, what the shortfalls are within interagency efforts and what the principles are for effective inter-organizational behavior and action.
- Compare and contrast the capabilities and limitations of the emergency management system.

Concentration Requirements (15 semester hours)

- EDMG501 - Emergency Management and Public Law
- EDMG502 - Emergency and Disaster Theory
- EDMG503 - Emergency and Disaster Planning and Management
- EDMG509 - Interagency Disaster Management
- EDMG560 - Crisis Action Planning

Elective Requirements (0 semester hours)

There are no elective requirements for this degree.

Final Program Requirements (3 semester hours)

- 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)

- 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)

Select 5 courses from the following:

- 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
- EDMG690 - Independent Study: Emergency and Disaster Management [Prerequisite - Completion of 24 semester hours and Permission of the Instructor and Program Director]
- 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 semester hours)

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

Final Program Requirements (3 semester hours)

- EDMG699 - Master's Capstone Seminar in Emergency and Disaster Management - Taken once all other degree requirements have been met.

Total Hours: 36 semester hours

Master of Arts in Entrepreneurship

The Master of Arts of Entrepreneurship degree is designed for students seeking to pursue a business venture or manage an entrepreneurial enterprise. Graduates will be exposed to practical application of business theory in marketing, management, finance, and the online experience involved with running a business. Developed to provide specialized knowledge for budding entrepreneurs, this program will expose students to key concepts and faculty members that will help to lend direction to their entrepreneurial plans.

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 entrepreneurship, graduates in this degree program will be able to:

- Design marketing strategies to effectively target the needs of current and future customers.
- Develop mission statements, vision statements, and business strategies to obtain and sustain various marketing segments to increase growth potential.
- Use analytical financial tools to conduct business analysis and to communicate reasoning for business decisions.
- Evaluate current business needs and the need for changes in policies and procedures by using advanced analysis techniques to determine their interdisciplinary applicability.
- Analyze the legal, regulatory, and compliance issues affecting the entrepreneurial environment Compare and contrast various managerial approaches, specifically their effect on the individual, group, and organization.
- Integrate advanced business analysis and the use of various data tools into alternative evaluation in the discovery and implementation of possible solutions to business problems.
- Prepare financial forecasts as part of a comprehensive business plan.
- Design a comprehensive business plan and pitch.

Core Requirements (21 semester hours)

- BUSN601 - Global Management Perspective
- BUSN602 - Managerial Analysis
- BUSN603 - Quantitative Analysis
- BUSN621 - Entrepreneurship
- BUSN635 - Business Plan Development
- ENTR615 - Legal Practices for Small Business
- MGMT601 - Organizational Behavior

Major Requirements (12 semester hours)

- BUSN624 - Principles of E-Commerce
- ENTR620 - Small Business Operations
- ENTR625 - Small Business Funding
- ENTR630 - Entrepreneurial Marketing

Final Program Requirements (3 semester hours)

- ENTR699 - Entrepreneurial Project Capstone - Taken once all other requirements have been met.

Total = 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:

- Demonstrate a broad knowledge of historical individuals and events and the global complexity of human experiences over time and place.
- Distinguish the historical schools of thought that have shaped scholarly understanding of the profession.
- Apply persuasive arguments that are reasoned and based on suitable evidence.
- Evaluate secondary resources, through historiographical analysis, for credibility, position, and perspective.
- Assess a variety of primary sources, digital and archival, in the process of deeply researching the past.
- Generate research that makes original contributions to knowledge, through the use of advanced historical methods.
- Produce a high-quality research paper that meets professional standards typical for a conference presentation or academic publication.

Degree Program Requirements

Core Requirements (6 semester hours)

- HIST500 - Historical Research Methods
- HIST501 - Historiography

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.

Concentration in American History (21 semester hours)

Objectives

Upon successful completion of this concentration, 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 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
- HIST691 - Writing a Thesis Proposal

Select 4 courses from the following:

- 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
- HIST650 - Economic History of the United States

And select 1 course from the following:

- HIST651 - America's Indian Wars
- HIST652 - African-American History
- HIST653 - History of American Women
- HIST657 - Antebellum America: Prelude to the Civil War
- HIST658 - Reconstruction and Post-Civil War America
- 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.

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)

- HIST597 - Graduate Seminar in European History
- HIST691 - Writing a Thesis Proposal

Select 4 courses from the following:

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
- HIST643 - The Ottoman Empire
- 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.

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)

- HIST597 - Graduate Seminar in European History
- HIST691 - Writing a Thesis Proposal

Select 4 courses from the following:

- 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
- HIST643 - The Ottoman Empire
- 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.

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
- HIST691 - Writing a Thesis Proposal

Select 4 courses from the following:

- 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.

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 - 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 - Taken once all other degree requirements have been met. Students who select a concentration in American History, Ancient and Classical History, European History, or Global History must take this course. [Prerequisite: HIST691 - Writing a Thesis Proposal]

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, 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.
- 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 (18 semester hours)

- HLSS500 - Research Methods in Homeland Security (Required as the first course in this program.)
- HLSS502 - Homeland Security and Defense
- HLSS505 - Security Risk Management
- HLSS523 - Domestic Terrorism and Extremist Groups
- INTL613 - Intelligence and Homeland Security
- LSTD516 - Homeland Security and the Law

General Concentration (12 semester hours)

Select 4 courses from the following:

- BUSN602 - Managerial Analysis
- BUSN603 - Quantitative Analysis
- BUSN620 - Strategic Management
- BUSN625 - Applied Decision Making
- CMRJ620 - Policing and Corrections in Homeland Security

- EDMG509 - Interagency Disaster Management
- EDMG515 - Hazard Mitigation and Resilient Communities
- EDMG565 - Consequence Management: Terrorism Preparation and Response
- EDMG612 - Risk Communications
- HLSS522 - Weapons of Mass Destruction and the New Terrorism
- HLSS645 - Port Security
- INTL501 - Strategic Intelligence
- INTL502 - Collection
- INTL506 - Analytics II
- INTL507 - Intelligence Operations
- INTL604 - Interagency Operations
- INTL621 - Signals Intelligence (SIGINT)
- INTL646 - Transnational Crime and Narcotics
- INTL650 - Counterterrorism
- INTL652 - Terrorism: Assessing the Past to Forecast the Future
- INTL655 - Intelligence and Weapons of Mass Destruction
- ISSC630 - Advanced Cybercrime Analysis
- ISSC631 - Cyber Ethics: Privacy and Intellectual Property
- ISSC642 - Intrusion Detection and Incident Handling
- LSTD502 - Criminal Law
- LSTD512 - Immigration Law
- LSTD515 - Admiralty Law
- LSTD517 - Law, Ethics, and Cybersecurity
- MGMT605 - Leadership
- NSEC614 - Political Psychology of Terror Groups
- PADM530 - Public Policy
- PBHE605 - Quarantine
- PBHE606 - Disaster Health Management
- SCMT537 - Computer Crime
- SCMT544 - Security Architecture
- SCMT545 - Airport Security Design
- TLMT600 - National Transportation Management
- TLMT605 - Cargo Security Management
- TLMT607 - Port and Terminal Operations

Concentration in Business Administration (12 semester hours)

Objectives

- 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.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- BUSN602 - Managerial Analysis
- BUSN603 - Quantitative Analysis
- BUSN620 - Strategic Management
- BUSN625 - Applied Decision Making
- MGMT605 - Leadership

Concentration in Counter-Terrorism Studies (12 semester hours)

Objectives

- Appraise the causes of and threats from U.S. domestic and international terrorism.

Concentration Requirements (12 semester hours)

- INTL646 - Transnational Crime and Narcotics
- INTL650 - Counterterrorism
- INTL652 - Terrorism: Assessing the Past to Forecast the Future
- NSEC614 - Political Psychology of Terror Groups

Concentration in Criminal Justice (12 semester hours)

Objectives

- Distinguish between the major systems of Criminal Justice, how the functions of police, prosecution, courts, and corrections interface and understand the role of immigration law as it related to criminal justice and the homeland security framework.
- 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 the homeland security enterprise.

Concentration Requirements (12 semester hours)

- CRMJ620 - Policing and Corrections in Homeland Security
- LSTD502 - Criminal Law
- INTL646 - Transnational Crime and Narcotics
- LSTD512 - Immigration Law

Concentration in Cyber (12 semester hours)

Objectives

- Analyze the cyber discipline from a multi-disciplinary perspective.

Concentration Requirements (12 semester hours)

- INTL621 - Signals Intelligence (SIGINT)
- ISSC630 - Advanced Cybercrime Analysis
- ISSC631 - Cyber Ethics: Privacy and Intellectual Property
- LSTD517 - Law, Ethics, and Cybersecurity

Concentration in Emergency Management and Public Health (12 semester hours)

Objectives

- 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.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- EDMG509 - Interagency Disaster Management
- EDMG515 - Hazard Mitigation and Resilient Communities
- EDMG612 - Risk Communications
- PBHE605 - Quarantine
- PBHE606 - Disaster Health Management

Concentration in Intelligence Studies (12 semester hours)

Objectives

- Examine the evolution, structures, functions, capabilities, and activities of the national intelligence community, both from the pre-and post-September 11, 2001, perspectives.
- Assess traditional and non-traditional threats to homeland security.
- Appraise the intelligence cycle, including intelligence planning, data collection, data exploitation, analysis, production, and dissemination phases.
- Evaluate the latest techniques and procedures for improving interagency cooperation and intelligence sharing.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- INTL501 - Strategic Intelligence
- INTL502 - Collection
- INTL506 - Analytics II
- INTL507 - Intelligence Operations
- INTL604 - Interagency Operations
- INTL646 - Transnational Crime and Narcotics

Concentration in Transportation Security (12 semester hours)

Objectives

- Assess the various components of the maritime based transportation system as it related to the homeland security enterprise.
- Apply economic principles to evaluate the performance of maritime transportation system.
- Analyze the history, pattern, and impact of laws and regulation on the various modes of maritime based transportation in the United States.
- Evaluate the importance of transportation at the organizational and national levels.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- HLSS645 - Port Security
- LSTD515 - Admiralty Law
- TLMT600 - National Transportation Management
- TLMT605 - Cargo Security Management
- TLMT607 - Port and Terminal Operations

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)

- 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)

Select 4 courses from the following:

- 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, Cyber, Homeland Security, Intelligence Analysis, Intelligence Collection, Intelligence Management, Intelligence Operations, or the Terrorism Studies Concentrations.

General Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- INTL604 - Interagency Operations
- INTL610 - Counterintelligence
- INTL613 - Intelligence and Homeland Security
- INTL614 - Assassination: History, Theory, and Practice
- INTL616 - Ethical Challenges in the Intelligence Community

- INTL621 - Signals Intelligence (SIGINT)
- INTL622 - OSINT [Prerequisite: INTL500 - Research Methods in Security and Intelligence Studies-Intel Majors]
- INTL623 - Human Intelligence (HUMINT)
- INTL627 - Advanced Geospatial Intelligence [Prerequisite: INTL500 - Research Methods in Security and Intelligence Studies-Intel Majors]
- INTL631 - Criminal Intelligence Analysis
- INTL635 - Indications and Warnings
- INTL637 - Intelligence Profiling
- INTL640 - Intelligence and National Security
- INTL643 - Information Operations
- INTL646 - Transnational Crime and Narcotics
- INTL647 - Cyber Intelligence [Prerequisite: INTL500 - Research Methods in Security and Intelligence Studies-Intel Majors]
- INTL650 - Counterterrorism
- INTL652 - Terrorism: Assessing the Past to Forecast the Future
- INTL653 - Deception, Propaganda, Disinformation
- INTL655 - Intelligence and Weapons of Mass Destruction

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
- INTL647 - Cyber Intelligence [Prerequisite: INTL500 - Research Methods in Security and Intelligence Studies-Intel Majors]
- LSTD517 - Law, Ethics, and Cybersecurity

Concentration in Cyber (12 semester hours)

Objectives

Upon successful completion of this concentration, the student will be able to analyze the cyber discipline from a multidisciplinary perspective.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- INTL621 - Signals Intelligence (SIGINT)
- INTL622 - OSINT [Prerequisite: INTL500 - Research Methods in Security and Intelligence Studies-Intel Majors]
- INTL647 - Cyber Intelligence [Prerequisite: INTL500 - Research Methods in Security and Intelligence Studies-Intel

Majors]
- ISSC630 - Advanced Cybercrime Analysis
- ISSC631 - Cyber Ethics: Privacy and Intellectual Property
- LSTD517 - Law, Ethics, and Cybersecurity
- NSEC506 - Cyber Policy and Practice in National Security

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:

- HLSS502 - Homeland Security and Defense
- HLSS505 - Security Risk Management
- HLSS522 - Weapons of Mass Destruction and the New Terrorism
- HLSS523 - Domestic Terrorism and Extremist Groups
- INTL613 - Intelligence and Homeland Security
- NSEC614 - Political Psychology of Terror Groups

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
- INTL647 - Cyber Intelligence [Prerequisite: INTL500 - Research Methods in Security and Intelligence Studies-Intel Majors]
- 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)
- INTL622 - OSINT [Prerequisite: INTL500 - Research Methods in Security and Intelligence Studies-Intel Majors]
- INTL623 - Human Intelligence (HUMINT)
- INTL627 - Advanced Geospatial Intelligence [Prerequisite: INTL500 - Research Methods in Security and Intelligence Studies-Intel Majors]
- ISSC630 - Advanced Cybercrime Analysis

Concentration in Intelligence Management (12 semester hours)

Objectives

Upon successful completion of this concentration, the student will be able to apply management principles in the intelligence community environment.

Concentration Requirements (12 semester hours)
Select 4 courses from the following:

- HRMT600 - Human Resource Management
- MGMT600 - Organizational Management
- MTMT601 - Organizational Behavior
- MGMT615 - Strategic Planning
- MGMT618 - Ethics in Leadership

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
- INTL643 - Information Operations
- INTL647 - Cyber Intelligence [Prerequisite: INTL500 - Research Methods in Security and Intelligence Studies-Intel Majors]
- 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 Resolution

This degree provides the student an opportunity to research, study, and write in the interdisciplinary field of international relations and conflict resolution. Due to the rapid pace of globalization, traditional boundaries are blurred within the international system. Transnational flows of goods, finance, ideas, communications, images, crime, and terrorism operate in an environment of connectedness and interdependence. Individuals increasingly participate in complex networks of international society. The MA in International Relations and Conflict Resolution degree offers students the opportunity to develop broad integrated knowledge in the core of the discipline, including theory, a study of comparative political systems as well as complex international systems, international organizations, political economy, and international law. Specialized concentrations and student research are centered on the interdisciplinary nature of the field with a focus on regional and global issues. Students must take NSEC500 as the first required course in this program.

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:

- Analyze classical and alternative theories of international relations, the heritage and development of the discipline, and the major debates concerning world order, diplomacy, and international law underlying its inherent nature as an interdisciplinary study within the field of political science.
- Evaluate the changing role of the state in the context of globalization, regionalism, and security, including the impact of non-state actors, competing interests, and emerging norms within international systems.
- Assess the nature and distribution of economic, political, and military resources in the context of interdependence and delimited by cultural, social, and historical issues.
- Distinguish the interactions of state, non-state, and supra-national actors through a dynamic appreciation of contemporary issues and differing levels of analysis.
- Examine the major theories of conflict and change within the context of globalization and the role of traditional and emerging norms and institutions in the pacific settlement of disputes, human rights, and environmental issues.

In addition to the program objectives, this Masters Degree in International Relations and Conflict Resolution 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
- IRLS502 - International Political Systems
- IRLS503 - International Organizations
- IRLS504 - International Political Economy
- IRLS611 - Conflict Analysis and Resolution: Theory and Practice
- 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:

- IRLS501 - Comparative Political Systems
- IRLS507 - Selected Topics in International Relations
- IRLS600 - Strategic Geography and Geopolitics
- IRLS603 - Politics and War
- IRLS631 - Government and Security in Korea
- IRLS655 - Latin American Security Issues
- IRLS660 - Seminar in Middle East Politics and Security
- LSTD507 - International Law
- NSEC608 - Regional Security Cooperation

- NSEC620 - Foundations in Military Strategy and National Security Policy
- RELS533 - Islam

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
- IRLS613 - International Negotiation
- IRLS614 - International Civil Order
- IRLS615 - Peacekeeping: Structure and Process
- LSTD507 - International Law
- NSEC612 - National Security and Diplomacy

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
- 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)

- 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)

Select 3 courses from the following:

- BUSN623 - Legal and Ethical Issues in Management
- BUSN640 - Nonprofit Law, Governance, and Ethics
- EDMG501 - Emergency Management and Public Law
- EDUC622 - Ethics and Legal Issues in Online Learning
- EDUC670 - Education Law, Ethics, and Politics
- EVSP503 - Environmental Policy, Regulation, and Law
- HRMT602 - Employment Law and Labor Relations
- LSTD507 - International Law
- LSTD512 - Immigration Law

- LSTD513 - Media Law
- LSTD515 - Admiralty Law
- LSTD516 - Homeland Security and the Law
- LSTD517 - Law, Ethics, and Cybersecurity
- LSTD539 - Federal Rules of Evidence
- LSTD601 - Sports Law
- LSTD690 - Independent Study: Legal Studies
- 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)

- LSTD699 - 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 Masters of Arts in Management prepares students to become authentic, transformational leaders capable of managing organizational change and effectiveness. Students will explore leadership and organizational management theories, concepts and practices necessary to become effective visionaries capable of developing strategic initiatives geared toward making an impact on organizations' human capital, systems and processes. Topics of study include ethics, organizational management, organizational behavior, human resource management, cross cultural management, and strategic planning. Successful completion of the program prepares graduates for strategic leadership and managerial positions and responsibilities.

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 global organizations in this century.
- Examine complex organizations from a level of analysis perspective, including the individual, interpersonal, group, and organizational level perspectives.
- Evaluate management issues in the context of ethical, technological, structural, cultural, human and environmental factors.

Degree Program Requirements

Core Requirements (21 semester hours)

- HRMT600 - Human Resource Management
- MGMT501 - Research Methods in Management Science (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. Students who choose the Master's program - Practicum Version Option may also select from a Concentration in Strategic Consulting.

General Concentration (12 semester hours)

Objectives

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

- Develop a strategic business plan applying the theories and practices of management and planning for a particular organizational setting.
- Examine complex organizations from a level of analysis perspective, including the individual, interpersonal, group, and organizational level perspectives.

- Evaluate management issues in the context of ethical, technological, structural, cultural, human and environmental factors.

Concentration Requirements (12 semester hours):

Select 4 courses from the following:

- BUSN621 - Entrepreneurship
- BUSN624 - Principles of E-Commerce
- BUSN630 - Virtual Organizations
- BUSN635 - Business Plan Development
- 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 different military models through research in an effort to determine best practices for military operations.
- Evaluate the economics of defense operations using model analysis tools.
- Compare and contrast theories 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.
- 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.
- Analyze the role and function of the Senior Human Resource Professional in the development and implementation of policies and procedures encompassing legislative, regulatory, and organizational issues affecting the management of human resources in today's global 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:

- Evaluate various leadership theories and models used by contemporary leaders in the field of management to develop and nurture followership.
- Assess leadership approaches to diversity in the workplace, ethics, motivation, and knowledge management.
- Examine the roles and functions of an effective leader in today's workplace as it relates to 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.
- Evaluate 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)

Concentration only available to those students who choose the Master's program - Practicum Version Option.

Objectives

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

- Develop a business plan for a strategic consulting practice.
- Present senior management with recommendations on how to improve an organization's practices and processes.
- Evaluate internal and external strategic consulting opportunities at organizations to determine which role is most appropriate.
- Assess models of organization and business consulting.

Concentration Requirements (12 semester hours):

- BUSN635 - Business Plan Development
- MGMT603 - Organizational Development
- MGMT617 - Leading Teams

And select 1 course from the following:

- BUSN630 - Virtual Organizations
- MGMT605 - Leadership

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:

- MGMT698 - Separate Comprehensive Examination - (0 semester hours) - Taken once all other requirements have been met.
- MGMT699 - Management Practicum and Integration Project (3 semester hours) - 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, 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, 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
- HIST691 - Writing a Thesis Proposal
- 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, 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)

Select 5 courses from the following:

- HIST552 - Civil War: Seminal Event in American History
- HIST558 - The Great War
- HIST560 - World War II in Context
- MILH510 - Studies in U.S. Military History
- MILH536 - The American Revolution
- MILH620 - War Since 1945

And select 1 course from the following:

- MILH551 - World War II in Europe
- MILH552 - World War II in the Pacific
- MILH564 - History of Peacekeeping: 1945 - 1987
- MILH565 - History of Peacekeeping: 1988 - Present
- MILH570 - American Military and Diplomatic History
- MILH621 - The Cold War Era and Aftermath
- MILH668 - The War in Vietnam
- 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.

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 - British Perspective of the American Revolution
- MILH536 - The American Revolution
- MILH637 - The Seven Years War

And select 1 course from the following:

- HIST556 - U.S. Constitutional History
- MILH510 - Studies in U.S. Military History
- MILH570 - American Military and Diplomatic History
- 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.

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:

- MILH510 - Studies in U.S. Military History
- MILH570 - American Military and Diplomatic History
- MILH646 - Civil War Cavalry and Intelligence: Theory, Practice and Operations
- 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.

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
- MILH555 - World War II: Politics, Political Leadership, and Diplomacy
- MILH654 - World War II and the Eastern Front

And select 1 course from the following:

- HIST642 - Nazi Germany and the Holocaust
- MILH510 - Studies in U.S. Military History
- MILH570 - American Military and Diplomatic History
- 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.

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.

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 - Taken once all other degree requirements have been met. [Prerequisite: HIST691 - Writing a Thesis Proposal]

Total = 36 semester hours

Master of Arts in Military Studies

This program ensures that students will learn about the strategic and operational levels of military operations while allowing students to tailor their graduate study to their individual needs by choosing concentrations in Joint Warfare or Strategic Leadership. Graduates of this program typically go on to serve in mid-level and senior government or military occupations, publish scholarly works, and/or pursue a 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:

- Analyze the origins, development, capabilities, and vulnerabilities of both friendly and hostile military forces.
- Assess the major trends, theories, laws of war, events, and people that have shaped military studies in both an historical and modern context.
- Evaluate the variables and influences affecting military forces to include the following: leadership, doctrine; strategy, tactics, operations, joint operations and integrated systems, technology, cultures, and the multidimensional battle space.
- Judge examples of successful and unsuccessful military and strategic leadership philosophies and decisions based on historical and current events.
- Analyze critical issues and trends in national and international security that affect the strategic employment and sustainment of military forces and the relationship between military power and other elements of national power.
- Develop effective research, analysis, methodological, and presentation skills relevant to Military Studies.
- Synthesize information in a publication-quality paper that presents new knowledge or a new approach to a topic pertinent to the field of Military Studies.

Degree Program Requirements

Core Requirements (15 semester hours)

- MILS500 - Research Methods in Military Studies (Required as the first course in this program.)
- MILS512 - Great Military Leaders
- MILS514 - The Making of Strategy
- MILS521 - Strategy, Tactics, and the Operational Art
- MILS560 - Joint Warfare Theory and Practice

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.

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
- MILS534 - Air and Space Power Theory: Strategy and Tactics
- 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 - Specials 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.

Concentration Requirements (15 semester hours)

- IRLS600 - Strategic Geography and Geopolitics
- MILS562 - Joint Warfare Command and Control
- MILS620 - Studies in Future War
- NSEC610 - National Security and Globalization

And select 1 course from the following:

- MILS541 - Campaign and Battle Analysis
- 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, Cyber, 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
- HLSS502 - Homeland Security and Defense
- HLSS505 - Security Risk Management
- HLSS522 - Weapons of Mass Destruction and the New Terrorism
- HLSS523 - Domestic Terrorism and Extremist Groups
- 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
- IRLS613 - International Negotiation
- IRLS631 - Government and Security in Korea
- IRLS655 - Latin American Security Issues
- IRLS660 - Seminar in Middle East Politics and Security
- ISSC630 - Advanced Cybercrime Analysis
- ISSC631 - Cyber Ethics: Privacy and Intellectual Property
- LSTD517 - Law, Ethics, and Cybersecurity
- MILS671 - The Non-State Soldier
- NSEC506 - Cyber Policy and Practice in National Security
- NSEC608 - Regional Security Cooperation
- 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 Cyber (12 semester hours)

Objective

Upon successful completion of this concentration, the student will be able to analyze the cyber discipline from a multidisciplinary perspective.

Concentration Requirements (12 semester hours)

- LSTD517 - Law, Ethics, and Cybersecurity
- NSEC506 - Cyber Policy and Practice in National Security
- ISSC630 - Advanced Cybercrime Analysis
- ISSC631 - Cyber Ethics: Privacy and Intellectual Property

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
- HLSS502 - Homeland Security and Defense
- HLSS505 - Security Risk Management
- HLSS522 - Weapons of Mass Destruction and the New Terrorism
- HLSS523 - Domestic Terrorism and Extremist Groups

- 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
- 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
- IRLS662 - Middle Eastern Culture
- MILH669 - Arab-Israeli Conflict: Contemporary Politics and Democracy
- 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

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)

- 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

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.

General Concentration (12 semester hours)

Select 4 courses from the following:

- HIST556 - U.S. Constitutional History
- HLSS502 - Homeland Security and Defense
- 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
- 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)

O**bjectives**

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:

- HLSS502 - Homeland Security and 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 University’s institutional and degree-level learning outcome objectives, the M.A. in Psychology degree requires the following program-specific learning outcomes of its graduates.

Upon completion of this degree, graduates will have:

- Examined historical and contemporary trends occurring across multiple domains of theory, research and practice within the field of psychology;
- Applied core concepts of psychology to normal and abnormal individual, social, cultural, and organizational functioning;
- Constructed discipline-relevant research proposals;
- Analyzed data using univariate and multivariate statistics;
- Evaluated scholarly resources pertinent to the discipline;
- Written competently in accordance with the standards of the American Psychological Association;
- Investigated professional opportunities, responsibilities and challenges experienced by practitioners within the discipline; and
- Applied the Ethical Principles of the American Psychological Association.

Degree Program Requirements

Core Requirements (33 semester hours)

- 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)

Select 1 course from the following:

- 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)

- 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)

Select 4 courses from the following:

- 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)

- 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)

Select 5 courses from the following:

- CMRJ601 - Cases in Executive Decision Making
- CMRJ690 - Independent Study: Criminal Justice
- HLSS502 - Homeland Security and 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

The Master in Arts in Transportation and Logistics Management (TLM) is designed for serving military transportation logisticians, transportation personnel, or related specialists; government or corporate civilians involved in the transportation industry on a local, regional, national, or global scale; and students interested in joining the transportation industry but lack professional expertise in the field. This degree program provides individuals with advanced knowledge of the world of logistics from an industry-based perspective. Individuals completing this degree program will integrate theory, strategy, economic principles, and best practices of TLM to practical and real-world scenarios and activities. This degree program is versatile and relevant to the ever-changing industry needs of companies utilizing TLM.

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)

- HLSS645 - Port Security
- INFO531 - Management Information Systems
- MGMT500 - Quality Management in Contemporary Organizations

  OR
- MGMT605 - Leadership
- MGMT603 - Organizational Development
- TLMT607 - Port and Terminal Operations

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: Educational Leadership

The Master of Education: Educational Leadership 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 Standards (WVPTS). 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.

SPECIAL CIRCUMSTANCES: Please be aware that state certification/licensure requirements are subject to change and open to interpretation. Applicants are therefore strongly encouraged to contact the Coordinator of Certification and Licensure at Certification@apus.edu or their state's Department of Education regarding the requirements of their state. Click here for further information regarding statespecific details.

Preadmission Requirements:

- Official Undergraduate Transcript
- Writing Sample
- Signed Statement of Understanding
- Three Character References
- Resume or CV
- Documentation of Experience

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)

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

- EDUC504 - Curriculum, Instruction, and Assessment [Prerequisite - or take concurrently with EDUC509 - The Professional School Leader - Certification Track]
- EDUC509 - The Professional School Leader - Certification Track (Required as the FIRST COURSE in the program but may be taken concurrently with another course.)
- EDUC514 - Critical Perspectives on Diversity and Culture - Certification Track [Prerequisite or take concurrently with EDUC509 - The Professional School Leader - Certification Track]
- 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 acquire the professional awareness, knowledge, skills, and practices required to meet the academic, career, and personal/social needs of K-12 students. Graduates of the program are prepared to design, implement, manage, and evaluate a comprehensive school counseling program in K-12 settings. The American School Counselor Association (ASCA) National Model themes of leadership, advocacy, collaboration, and systemic change are incorporated throughout the curriculum. 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, 16 week practicum course during which 100 field hours must be completed on site and a six semester hour, 16 week internship course during which 600 field hours must be completed on site, for a total of 48 semester hours. Courses in this program are a combination of 8 and 16 weeks in length.

SPECIAL CIRCUMSTANCES: Please be aware that state certification/licensure requirements are subject to change and open to interpretation. Applicants are therefore strongly encouraged to contact the Coordinator of Certification and Licensure at Certification@apus.edu or their state's Department of Education regarding the requirements of their state. Click here for further information regarding statespecific details.

Preadmission Requirements:

- Official Undergraduate Transcript
- Writing Sample
- Signed Statement of Understanding
- Three Character References

Degree Program Objectives

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

- Demonstrate how to plan, design, manage, and evaluate a comprehensive school counseling program that is responsive to all students.
- Describe the roles, functions, and professional identity of school counselors as an integral part of the educational system.
- Demonstrate professional dispositions in accordance with ethical and legal foundations of the counseling profession as it relates to practice in a K-12 setting.
- Use developmentally appropriate individual and group counseling theories and techniques to address the academic, career, and personal/social needs of K-12 students.
- Assess the academic, career, and personal/social needs of students.
- Employ leadership, advocacy, consultation, and collaboration skills to promote student success and effect systemic change.
- Use self-awareness, knowledge, and skills in working with diverse populations in a K-12 setting.
- Explain human growth, development, and wellness across the life span.
- Demonstrate how to analyze current research, design research studies, use statistical methods, and interpret results accurately.

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)

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

- 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, EDUC507 - Professional Orientation and Ethical Practice, EDUC515 - Helping Relationships, and EDUC535 - Theories of Counseling]

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)

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

- 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 Professoinal 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, or *candidates, who wish to teach a comprehensive curriculum to K-6 students. The program equips candidates with 21st Century skills and knowledge that prepares them to provide equitable education opportunities to the students they will be teaching. Candidates complete a master's degree and are prepared for eligibility for certification through the state of West Virginia in Elementary Education.

Candidates 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 and program coursework must be completed prior to student teaching. No concurrent coursework may be taken during the student teaching term. For admission to this program applicants are required to submit official undergraduate transcripts, which will be reviewed by the School of Education for content area coursework requirements as part of the admission process. 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 prior to student teaching at an approved school site. All courses other than 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.

SPECIAL CIRCUMSTANCES: Please be aware that state certification/licensure requirements are subject to change and open to interpretation. Applicants are therefore strongly encouraged to contact the Coordinator of Certification and Licensure at Certification@apus.edu or their state's Department of Education regarding the requirements of their state. Click here for further information regarding statespecific details.

Preadmission Requirements:

- Official Undergraduate Transcript
- Writing Sample
- Signed Statement of Understanding

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.

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 schools district are the candidate's responsibility.

**The School of Education uses the term "candidate" to distinguish university students (candidates for eventual licensure or a degree) from the K-12 students with whom they work.*

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 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, or *candidates, who wish to teach secondary students to understand the political, geographic, economic, and social world. The program encourages the development of teachers who can assist secondary 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 a master's degree and are prepared for eligibility for 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. Candidates must have completed the equivalent of a content major in Social Studies (48 semester hours) prior to student teaching. Candidates may not complete the Master of Education: Teaching - Concentration in Secondary Social Studies degree if they are lacking content area coursework. For admission to this program applicants are required to submit official undergraduate transcripts, which will be reviewed by the School of Education for content area coursework requirements as part of the admission process. The applicant will be notified of all content area deficits at the time of admission to the program.

The Secondary Social Studies program requires 125 hours of field experience prior to student teaching at an approved school site. All courses other than 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.

SPECIAL CIRCUMSTANCES: Please be aware that state certification/licensure requirements are subject to change and open to interpretation. Applicants are therefore strongly encouraged to contact the Coordinator of Certification and Licensure at Certification@apus.edu or their state's Department of Education regarding the requirements of their state. Click here for further information regarding statespecific details.

Preadmission Requirements:

- Official Undergraduate Transcript
- Writing Sample
- Signed Statement of Understanding

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.

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 schools district are the student's responsibility.

**The School of Education uses the term "candidate" to distinguish university students (candidates for eventual licensure or a degree) from the K-12 students with whom they work.*

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
- 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)

- 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)

- 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
- GEOG624 - Geographic Information Science and Spatial Analysis

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:

- Analyze selected research methods and tools.
- Utilize graduate level critical thinking, reasoning, and writing to defend the logic and the conclusions in scholarly research.
- 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.
- Examine the principles and 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.
- Perform in-depth research and critical analysis on thesis subject or creative project.

Degree Program Requirements

Core Requirements (18 semester hours)

- 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

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.

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 ware housing 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 origination'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)

- 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
- 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)

- 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)

- 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 designed for those who are 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 specifically focuses on sports law, marketing, promotion, public relations, finance, and economics. Students are provided with an opportunity to concentrate in an area of specific interest, to include sports administration for the aspiring collegiate, community, or high school athletic official; coaching theory and strategy for those interested in leading and coaching teams; management for those interested in general sports management opportunities and business administration for those interested in running the front office.

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)

- 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)

Select 4 courses from the following:

- SPMT500 - Sports Broadcasting
- SPMT602 - Collegiate Sports Administration
- SPMT603 - High School Athletic Administration

- SPMT605 - Coaching Leadership
- SPMT606 - Techniques in Coaching Strategy
- 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)

- 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)

- 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
- MILH536 - The American Revolution
- MILH637 - The Seven Years War

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)

- 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)

- 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 - Business Essentials for the Security Executive

This certificate is designed to provide critically-needed business and management education and training to a rapidly-expanding group of security professionals. Internal assessment of the security industry has identified that practitioners are very good at providing security but haven't yet bridged the management skills gap necessary to run a department, division, or business unit. Many security professionals find themselves supervising personnel, budgets, and operations, and needing skills that traditional security education doesn't provide. This certificate program is designed to bridge that management knowledge and skills gap and provide fundamentals for the current or aspiring Chief Security Officer to succeed.

Certificate Objectives:

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

- Synthesize information from multiple disciplines in order to solve business problems.
- Evaluate various economic indicators and how they depict the state of the economy.
- Justify the use of financial accounting information in making informed and ethical business decisions.
- Identify the types of data and appropriate methods that are specific to managerial decision making
- Examine differences between leaders/managers and analyze perspectives that shape roles and align norms to maintain a healthy organization
- Analyze the responsibilities of leaders through lenses of ethical and moral decision making, use of authority, power, and individual leadership style.
- Analyze the role of cross-cultural management.

Certificate Requirements (18 semester hours)

- SCMT511 - Chief Security Officer Fundamentals (required as the first course in this program)
- BUSN602 - Managerial Analysis
- BUSN603 - Quantitative Analysis
- BUSN625 - Applied Decision Making
- MGMT605 - Leadership
- MGMT610 - Cross Cultural Management

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)

- INTL506 - Analytics II
- INTL610 - Counterintelligence
- INTL634 - Threat Analysis

And select 3 courses from the following:

- 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-Intel Majors
- INTL610 - Counterintelligence
- INTL634 - Threat Analysis
- INTL653 - Deception, Propaganda, Disinformation

And select 2 courses from the following:

- INTL604 - Interagency Operations
- INTL621 - Signals Intelligence
- INTL622 - OSINT [Prerequisite: INTL500 - Research Methods in Security and Intelligence Studies-Intel Majors]
- INTL623 - Human Intelligence
- INTL637 - Intelligence Profiling
- INTL647 - Cyber Intelligence [Prerequisite: INTL500 - Research Methods in Security and Intelligence Studies-Intel Majors]

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)

- 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)

- 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)

- 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)

- 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)

- EDMG515 - Hazard Mitigation and Resilient Communities
- EVSP558 - Watershed Management
- EVSP561 - Elements of Sustainable Design
- EVSP627 - Landscape Ecology and Planning
- EVSP629 - Environmental Impact Analysis
- GEOG624 - Geographic Information Science 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)

- 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)

- 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
- HLSS502 - Homeland Security and Defense
- HLSS522 - Weapons of Mass Destruction and the New Terrorism
- HLSS523 - Domestic Terrorism and Extremist Groups
- INTL613 - Intelligence and Homeland Security
- LSTD516 - Homeland Security and the Law

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)

- 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)

- 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)

- INTL500 - Research Methods in Security and Intelligence Studies-Intel Majors
- INTL506 - Analytics II
- INTL634 - Threat Analysis

And select 3 courses from the following:

- INTL627 - Advanced Geospatial Intelligence [Prerequisite: INTL500 - Research Methods in Security and Intelligence Studies-Intel Majors]
- 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)

- INTL500 - Research Methods in Security and Intelligence Studies-Intelligence Studies Focus
- INTL501 - Strategic Intelligence
- INTL502 - Collection
- INTL506 - Analytics II
- INTL634 - Threat Analysis

And select 1 course from the following:

- INTL507 - Intelligence Operations
- INTL610 - Counterintelligence
- INTL622 - OSINT [Prerequisite: INTL500 - Research Methods in Security and Intelligence Studies-Intel Majors]
  INTL627 - Advanced Geospatial Intelligence [Prerequisite: INTL500 - Research Methods in Security and Intelligence Studies-Intel Majors]
- INTL637 - Intelligence Profiling
- INTL643 - Information Operations
- INTL646 - Transnational Crime and Narcotics
- INTL647 - Cyber Intelligence [Prerequisite: INTL500 - Research Methods in Security and Intelligence Studies-Intel Majors]

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 life cycle.
- 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 life cycle.

Certificate Requirements (18 semester hours)

- 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)

- 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:

- Design online instruction.
- Assess online instructional tools and their impact on student achievement.
- Design personalized instructional plans.
- Analyze emerging issues related to technology in education.
- Plan instructional units that effectively integrate technology.
- Develop instructional units that attend to safe/legal/ethical use of digital information.

Endorsement Requirements (15 semester hours)

- 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)

- 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)

- IRLS501 - Comparative Political Systems
- IRLS660 - Seminar in Middle East Politics and Security
- IRLS662 - Middle Eastern Culture
- IRLS664 - Politics and Culture in Central Asia
- MILH669 - Arab-Israeli Conflict: Contemporary Politics & Diplomacy
- RELS533 - Islam

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)

- NSEC501 - Institutions of National Security
- NSEC503 - U.S. National Security
- NSEC504 - International Security
- NSEC610 - National Security and Globalization

And select 2 courses from the following:

- HLSS502 - Homeland Security and 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
- NSEC506 - Cyber Policy and Practice in National Security
- 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)

- 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
- BUSN645 - Nonprofit Communications and Marketing
- PADM620 - Local Political Administration

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)

- 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)

- MGMT600 - Organizational Management
- MGMT603 - Organizational Development
- MGMT604 - Organizational Crisis Management
- MGMT605 - Leadership
- MGMT615 - Strategic Planning

And select 1 course from the following:

- HRMT600 - Human Resource Management
- HRMT610 - Workforce Planning
- INFO531 - Management Information Systems
- MGMT500 - Quality Management in Contemporary Organizations
- MGMT617 - Leading Teams
- PADM610 - Public Management

Total = 18 semester hours

Graduate Certificate - Post–Baccalaureate Teacher Preparation Certification

The Post-Baccalaureate Teacher Preparation Certification Program is designed for students, or *candidates, interested in improving the quality of teaching and learning in public schools and ensuring that equitable education opportunities exist for all secondary students. This is not a degree program, but rather meets the pedagogical requirements for eligibility for teacher certification and is supplemented by teaching experience and/or testing per West Virginia state certification requirements. Twenty-four hours (24) of coursework are required at the graduate level.

Candidates found deficient in a particular content area may need to complete additional undergraduate content area 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.

SPECIAL CIRCUMSTANCES: Please be aware that state certification/licensure requirements are subject to change and open to interpretation. Applicants are therefore strongly encouraged to contact the Coordinator of Certification and Licensure at Certification@apus.edu or their state's Department of Education regarding the requirements of their state. Click here for further information regarding state-specific details.

Preadmission Requirements:

- Official Undergraduate Transcript
- 2.5 Undergraduate GPA
- Signed Statement of Understanding

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.

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 schools district are the student's responsibility.

**The School of Education uses the term “candidate” to distinguish university students (candidates for eventual licensure or a degree) from the K-12 students with whom they work.*

Certificate Requirements (24 semester hours)

- 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)

- LSTD601 - Sports Law
- SPMT607 - The Sports Industry
- SPMT609 - Sports Marketing, Promotion, and Public Relations
- SPMT610 - Sports Finance
- SPMT612 - Sports Event Management
- 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)

- IRLS506 - History of American Foreign Policy
- IRLS600 - Strategic Geography and Geopolitics
- MILS512 - Great Military Leaders
- MILS514 - The Making of Strategy
- MILS620 - Studies in Future War
- NSEC610 - National Security and Globalization

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)

- INTL500 - Research Methods in Security and Intelligence Studies - Intel Majors
- INTL650 - Counterterrorism
- INTL652 - Terrorism: Assessing the Past to Forecast the Future

And select 3 courses from the following:

- 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
- MILH555 - World War II: Politics, Political Leadership and Diplomacy
- MILH654 - World War II and the Eastern Front

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 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. This is an upper-level course and should be taken after completion of the FINC, ECON, and MKTG required courses.

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. IMP NOTE: IT IS REQUIRED THAT YOU PASS THIS EXAM TO HAVE YOUR DEGREE CONFERRED. IT MUST BE PASSED BY THE END OF THE COURSE SEMESTER. IF YOU DO NOT TAKE THE COMP EXAM BY THE END OF THE COURSE, YOU WILL RECEIVE A FAILING GRADE FOR THE EXAM, WHICH CAN NOT BE REPLACED BY A RETAKE.

BUSN699 Business Administration Practicum and Integration Project (3 hours)
The practicum is the culminating experience for the MBA and it is designed to allow students engage in applied learning where knowledge gained throughout the program is applied to real world situations. To qualify, the student must identify and obtain approval for an organization/project of interest and select and obtain approval for a workplace mentor prior to registering for the course. To complete the requirement of this option, the student must complete a 120-hour practicum in the approved organization under the guidance of the mentor, maintain a weekly work log to be signed by the mentor and reviewed by the faculty, and finally, submit a 25-page integrative applied research paper. This supervised practicum requires students also apply for approval to the Faculty member, Program Director and Dean of the School of Business. Capstone courses are NOT included in the university retake policy. All grades for any capstone attempts will appear on transcript and will be calculated in GPA

ENTR615 Legal Practices for Small Business (3 hours)
This course will explore the legal and ethical issues small business owners will face in the start-up process of owning a business and equip them with the concepts needed to run a business successfully. Students will review court decisions effecting small business formation, including, business entity selection and formation, employment law, intellectual property, taxation, government regulation and contract law. Students will identify and consider the start-up process for various categories of small businesses

ENTR620 Small Business Operations (3 hours)
This course uses a simulation to demonstrate the process of owning a business and also equips students with modeling skills to help them make better decisions in the operations process. Students will explore various topics including productivity, facility layout, scheduling efficiency, pricing, inventory management, and quality management.

ENTR625 Small Business Funding (3 hours)
This course will examine financial strategies needed to support a business start-up. Topics addressed include managing the cash cycle, seed and venture capital, cost of capital and capital structure, entry strategies such as franchising and acquisition, self funding, debt financing, angel investors, and financing from venture capital firms. The student will also investigate exit strategies such as selling the business, mergers, liquidation and bankruptcy.

ENTR630 Entrepreneurial Marketing (3 hours)
This course discusses the marketing process and components of a good marketing strategy for starting and growing a successful small business. Students will learn about the evolving practice of marketing and the potential for entrepreneurial thinking. Focal points will range from issues with conventional marketing paradigms to the development of marketing strategy in the digital age.

ENTR699 Entrepreneurial Project Capstone (3 hours)
The capstone project is designed to help students compile a strategy for starting their business, from planning to implementation. Students should have a workable business plan, understand the legal and regulatory environment of their proposed business, and

be ready to move into formation and funding. The project will provide students with the opportunity to integrate all the tools learned in the program to get their businesses started under the guidance of an experienced entrepreneur. All other course requirements must be fulfilled prior to registering in this course. Student must have submitted a graduation application and a GPA of 3.0 or above for registration.

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.

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.

CMRJ523 Gangs and Gang Prevention (3 hours)
Gangs continue to plague the criminal justice system. Since the 1980s street gangs has increased in number and are no longer an inner city problem. Today youth gangs can be found in the suburbs, rural America and even in the military. In order to address this problem criminal justice and human service professionals will need to understand the complexities of today's gang problem. This course is designed to assist the student in developing an understanding of what a street gang is. This course will provide an overview of the historical and contemporary street gang including defining what a street gang is. A particular focus in this class will be made on the inner workings of a street gang as well. Additionally this course will examine how effective past and current methods of addressing and combating a street gang are.

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.

CMRJ527 Crime and Mental Disorders (3 hours)
In the last 30 years the link between criminal behavior and mental disorders has become more evident. Because of the apparent link between mental health disorders and criminal behavior there has been an increasing need to understand how mental health diagnoses influences behavior. This class will analyze mental disorders such as schizophrenia, personality disorders, brain damage and mental retardation and their role in criminal behavior. This graduate level class will focus on rehabilitation methods and its effectiveness for addressing the problem of mental health in the criminal justice system.

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.

CMRJ591 Seminar on Juvenile Justice and Behavior (3 hours)
In today's criminal justice system there is an ever increasing need to understand the nature a juvenile offending. All too often students of criminal justice are quick to apply their knowledge of adult offenders to juveniles which is problematic. This leads to the mind-set that juveniles are adults and are thereby capable of making adult decisions, thereby requiring that they receive adult punishments. This graduate level class will break down the common misconceptions about juveniles by providing the student with information on childhood development, the effects of punishment on children and level of culpability that a child might have in terms of their behavior. Additionally this course will focus on effective treatment options and how these options influence the

juvenile justice system.

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.

CMRJ620 Policing and Corrections in Homeland Security (3 hours)
This course explores the evolving role of police and corrections in homeland security. Students will assess threats and counter-terrorism strategies specific to police and correctional facilities while examining best practices in the field.

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. IMP NOTE: IT IS REQUIRED THAT YOU PASS THIS EXAM TO HAVE YOUR DEGREE CONFERRED. IT MUST BE PASSED BY THE END OF THE COURSE SEMESTER. IF YOU DO NOT TAKE THE COMP EXAM BY THE END OF THE COURSE, YOU WILL RECEIVE A FAILING GRADE FOR THE EXAM, WHICH CAN NOT BE REPLACED BY A RETAKE.

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.

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. The importance of alignment to learning outcomes and the necessity for valid assessments are discussed. Methods for collecting various assessment data; analyzing assessment data; creating campus curriculum and instruction goals; and implementation issues related to accountability, planning, and collaboration are addressed. The use of technology to assist with accurate assessments is presented. (Prerequisite: EDUC509)

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.

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

EDUC509 The Professional School Leader-Certification Track (3 hours)
This course serves as an introduction to the skills one needs to become an effective school leader. Course activities involve having the potential leader examine the qualities of effective leadership; exploring definitions of leadership and the creation of a personal model for leadership practices. This course provides candidates opportunities to reflect on personal and professional goals while gaining an understanding of the role of building administrator.

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. (PREREQ: EDUC509)

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 and adolescents. Professional issues as they relate to ethics, legal considerations and diversity concerns also are examined. Prerequisite: 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 facilities while promoting professional development among staff. Candidates will learn how to organize tasks and projects to include the participation of various staff members. System and continuous-improvement processes as they apply to school improvement will be discussed and candidates will evaluate community attitudes, cultures, and appropriate communication strategies. Resources for improving internal and external home-school-community relations will be identified. (Prerequisite: EDUC509)

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 evaluation process and 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 focus on the process of gathering data for the formal evaluation process and on providing professional development to meet teacher needs. 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. (Prerequisite: EDUC509)

EDUC524 The Exceptional Classroom Manager (3 hours)
This course is designed for the practicing K-12 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. Program candidates 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, candidates 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, including theoretical and empirical approaches to classroom management. The course helps candidates develop appropriate classroom management skills, including decision-making and problem-solving; explore the merits and limitations of each classroom-management model; and examine the rationale for when each approach to classroom management would be most appropriately implemented. The course also presents concepts of extrinsic and intrinsic motivation; the concept of self-motivation; assertive, positive, and cooperative discipline methods; and examines the interactions of classroom environment, classroom behavior, and learning. Candidates will focus on implementing practical strategies for both preventing and managing disruptive behaviors. Topics include establishing effective classroom rules and procedures, relationships among students, teachers, families, and administrators, and helping students contribute to a positive and relevant learning environment. A field observation classroom experience where candidates apply what they are learning is a requirement of this course.

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)

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 resourcesPREREQ: EDUC505

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 through the following four sections: 1) preparing students to study higher level mathematical content; 2) math content and pedagogy; 3) connection between elementary math and higher level math 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 enhancements to understanding and the 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. 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, and creating and maintaining a positive school environment. (Prerequisite: EDUC509)

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. (Prerequisite: EDUC509)

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.

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)
This course will focus on the issue of ownership of certain types of intellectual property on the internet, which has become a critical issue with emerging Web 2.0 technologies becoming so prevalent in our schools and culture. In this course online, face-to-face, and hybrid educators, or candidates, 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 candidates will develop an understanding of the structure of the different types of software/genres (e. g. application, drill and practice, tutorial and simulation), and their effect on raising student achievement. Candidates 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. Candidates will be introduced to a typology for software and interactive web experiences that predict 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 candidates will explore and evaluate the different types of online learning platforms, as well as study the different components of asynchronous and synchronous instructional delivery. Candidates 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. Candidates, or course participants, will learn about the potential for using social networking sites as vehicles for effective communication that can promote as well as inform. Candidates 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 candidates 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 advanced graduate 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 from a teacher-centered approach to an authentic student-centered approach. A true student-centered focus requires tailoring of lessons to the abilities, interests, preferences, future life dreams, socio-emotional attributes, and other needs of individual students. The course examines motivation, assessment, and technological tools and how they pertain to personalization in online, face-to-face and hybrid contexts.

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 research related to issues at the individual, classroom, school, or district levels. (Prerequisite: EDUC509)

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 evaluate 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: 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)
This course expands on the Counseling Theories (EDUC535) 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. Activities focus on the delivery system of the ASCA National Model including the school counseling core curriculum, individual student planning, responsive services, consultation, and collaboration. Application of ethical standards and legal requirements unique to counseling children and adolescents is included. Prerequisite: EDUC505, EDUC507, EDUC515, EDUC535

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 educational leadership 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. (Prerequisite: 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. This course focuses on understanding federal codes, case law, policies, and significant precedent and will emphasize analysis of key legal concepts and application of law to specific situations. The ethics of decision making and the process through which school leaders can advocate for political reform will be examined. Major areas of analysis include personnel, risk management, curriculum, student services, parent and student rights, teacher rights and torts.

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. The candidate will be required to document a minimum of 150 hours of supervised experience in a school setting.

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. 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.

EDUC695 Capstone Seminar K-12 Learning Organization (3 hours)

Since the early days of K-12 education in the United States public schools have been the primary option for the education of K-12 students. With trends toward non-traditional K-12 learning organizations becoming more popular, students are gaining access to a variety of non-traditional learning models. This course will focus on the unique structures of non-traditional K-12 learning organizations, including the various types of charter schools, private schools, and a look at online learning for the K-12 student. Prerequisite: EDUC509 and 30 of 36 program hours completed.

EDUC696 Practicum (6 hours)

This 16-week 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 synchronous group supervision sessions and complete weekly journals that document their on-site experiences and theoretical knowledge. Discussions include ethics, working with diverse populations, and practical issues in delivering a comprehensive school counseling program. All coursework must be completed prior to registration. Pre-Service candidates are required to contact the Coordinator of Field Experience when they have finished 50% of their program coursework prior to the Practicum course in order to discuss the Readiness Audit process. Upon receipt of candidate notification of 50% program completion, the School of Education will provide the candidate with a formal application for the Practicum (EDUC696) and Internship (EDUC699) courses. Careful attention needs to be paid to submission deadlines which require that all Readiness Audit documentation be submitted no later than 30 days prior to the Practicum start. NOTE: If you intend to complete your Practicum and Internship consecutively, without break, it is strongly recommended to begin the Practicum experience during August, September, or October to facilitate a smooth transition into the school setting during the regular academic school year. Practicum courses are not offered in the following months: April, May, June, and July. NO LATE REGISTRATIONS ALLOWED.

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. Capstone courses are NOT included in the university retake policy. All grades for any capstone attempts will appear on transcript and will be calculated in GPA

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. A Readiness Audit is required prior to admission to this course. The audit requires documentation of an acceptable placement for the internship, including supervision; documentation of completed Practicum hours; and verification of successful completion of the Practicum course or eligibility for successful completion of the Practicum. The Readiness Audit must be completed no later than 30 days prior to the Internship start. NOTE: Internship courses are not offered in the following months: April, May, June, and July. Internship courses are NOT included in the university retake policy. All grades for any attempts will appear on transcript and will be calculated in GPA. NO LATE REGISTRATIONS ALLOWED. (Prerequisite: EDUC696)

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.

EDMG690 Independent Study: Emergency and Disaster Management (3 hours)
This Independent Study is an opportunity for Emergency and Disaster 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.

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. IMP NOTE: IT IS REQUIRED THAT YOU PASS THIS EXAM TO HAVE YOUR DEGREE CONFERRED. IT MUST BE PASSED BY THE END OF THE COURSE SEMESTER. IF YOU DO NOT TAKE THE COMP EXAM BY THE END OF THE COURSE, YOU WILL RECEIVE A FAILING GRADE FOR THE EXAM, WHICH CAN NOT BE REPLACED BY A RETAKE.

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. This is the only option for those students that have enrolled in the M.A. in EDMG after March 2013 as the comprehensive exam option is no longer available. For those students enrolled in the program in March 2013 or before, the comprehensive exam option is still a choice in lieu of the capstone option.

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 defendable 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. IMP NOTE: IT IS REQUIRED THAT YOU PASS THIS EXAM TO HAVE YOUR DEGREE CONFERRED. IT MUST BE PASSED BY THE END OF THE COURSE SEMESTER. IF YOU DO NOT TAKE THE COMP EXAM BY THE END OF THE COURSE, YOU WILL RECEIVE A FAILING GRADE FOR THE EXAM, WHICH CAN NOT BE REPLACED BY A RETAKE.

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. Capstone courses are NOT included in the university retake policy. All grades for any capstone attempts will appear on transcript and will be calculated in GPA

GEOG624 Geographic Information Science and Spatial Analysis (3 hours)
Geographic Information Systems (GIS) are powerful tools for the collection, analysis and display of spatial data. This course will provide students with a solid foundation in the theory of GIS with an emphasis on hands-on GIS training, directed research methodology, and project development. The objectives of this course are to establish a solid foundation in GIS theory, to develop useful skills in the operation of GIS systems, and to teach organizational skills needed for successful GIS project management. Students will learn to use GIS to create maps, create and edit spatial data, and perform basic spatial analytical techniques applicable to a wide variety of fields. Overall this course prepares the student for learning intermediate and advanced GIS spatial data analysis. Students will complete a research paper on a topic of their choice related to their field of study.

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. Capstone courses are NOT included in the university retake policy. All grades for any capstone attempts will appear on transcript and will be calculated in GPA

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.

HIST597 Graduate Seminar in European History (3 hours)
This course is a comprehensive seminar in European 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 European history, major interpretive questions in world historiography, and major periods of interaction between civilizations and empires. This course is not designed as a refresher of undergraduate history survey courses; rather, it is a concentrated study of European history for serious history students and professionals.

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. Practicum courses are NOT included in the university retake policy. All grades for any attempts will appear on transcript and will be calculated in GPA

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. IMP NOTE: IT IS REQUIRED THAT YOU PASS THIS EXAM TO HAVE YOUR DEGREE CONFERRED. IT MUST BE PASSED BY THE END OF THE COURSE SEMESTER. IF YOU DO NOT TAKE THE COMP EXAM BY THE END OF THE COURSE, YOU WILL RECEIVE A FAILING GRADE FOR THE EXAM, WHICH CAN NOT BE REPLACED BY A RETAKE.

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. Thesis courses are NOT included in the university retake policy. All grades for any attempts will appear on transcript and will be calculated in GPA

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.

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.

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.

Graduate Course Descriptions

Homeland Security

HLSS500 Research Methods in Homeland Security (3 hours)
This course examines basic research methods skills for addressing homeland and other security studies problems and issues. Students will focus on procedures for conducting qualitative case studies, which is the foundation for most basic security and intelligence research conducted in academic, government, and business circles. The course exposes students to concepts in research planning, secondary data collection, and qualitative data analysis methods. Further, the course examines how these methods relate to the larger field of social science research. This course is required as the first course in the MA in Homeland Security Program.

HLSS502 Homeland Security and Defense (3 hours)
This course offers a comprehensive overview of key elements of the United States' homeland security program. This overview will have students examining, discussing and analyzing homeland security operational and policy concerns which have continued to evolve in the wake of the terrorist attacks of September 11, 2001 and the creation of the Department of Homeland Security.

HLSS505 Security Risk Management (3 hours)
This course introduces students to risk management components including plans and strategies to mitigate risk. Students in this course will examine the role of risk management at the strategic and enterprise levels in the prevention of loss and mitigation of consequences through risk identification and control. This course will allow students to develop and apply risk management techniques to include selection of risk management measures and implementation of those measures.

HLSS506 Homeland Security Policy (3 hours)
This course offers an in-depth examination of the efforts by the United States government to address the challenges arising from threats to homeland security. In doing so, students will explore and discuss the central debates concerning homeland security policy that have emerged in the last decade. The course is divided in two parts. The first part of the course examines and defines the concept of homeland security itself, and focuses on the evolution and effectiveness of the institutional actors involved in the formulation and implementation of homeland security policy. In the second part of the course we will examine the most significant threats, and responses, to US homeland security since 9/11.

HLSS522 Weapons of Mass Destruction and the New Terrorism (3 hours)
This course explores the threat of weapons of mass destruction (WMD) as a unique phenomenon within the homeland security landscape. Specifically, this course provides students with a historical perspective on the development and use of WMD from both an international and a domestic perspective. The course also explores the efforts to prevent, prepare, and respond to the use of WMDs.

HLSS523 Domestic Terrorism and Extremist Groups (3 hours)
This course traces the history, emergence, and growth of domestic terrorist and extremist 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.IMP NOTE: IT IS REQUIRED THAT YOU PASS THIS EXAM TO HAVE YOUR DEGREE CONFERRED. IT MUST BE PASSED BY THE END OF THE COURSE SEMESTER. IF YOU DO NOT TAKE THE COMP EXAM BY THE END OF THE COURSE, YOU WILL RECEIVE A FAILING GRADE FOR THE

EXAM, WHICH CAN NOT BE REPLACED BY A RETAKE.

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. Capstone courses are NOT included in the university retake policy. All grades for any capstone attempts will appear on transcript and will be calculated in GPA

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 Paradisio.

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.

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 Dostoesvsky'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.

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.

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.

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.IMP NOTE: IT IS REQUIRED THAT YOU PASS THIS EXAM TO HAVE YOUR DEGREE CONFERRED. IT MUST BE PASSED BY THE END OF THE COURSE SEMESTER. IF YOU DO NOT TAKE THE COMP EXAM BY THE END OF THE COURSE, YOU WILL RECEIVE A FAILING GRADE FOR THE EXAM, WHICH CAN NOT BE REPLACED BY A RETAKE.

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. Capstone courses are NOT included in the university retake policy. All grades for any capstone attempts will appear on transcript and will be calculated in GPA

Graduate Course Descriptions

Information Technology

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 procedures, 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. Capstone courses are NOT included in the university retake policy. All grades for any capstone attempts will appear on transcript and will be calculated in GPA

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 life cycle, software development life cycles, 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 life cycle 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 time lines 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. This course is required as the first course in the MA in Intelligence Program.

INTL501 Strategic Intelligence (3 hours)
RECOMMENDED AS SECOND PROGRAM COURSE. This course examines the current structure, function, capabilities, and contributions of individual U.S. national intelligence community members. Students appraise the intelligence cycle by an overview of the intelligence planning, collection, exploitation, analysis, production, and dissemination phases. The course also evaluates the intelligence oversight system, the restrictions on national intelligence community activities prescribed by federal law, executive and agency directives.

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. It 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 student is also provided a foundation from which to understand and conduct critical analysis. With this foundation, students are then given a series of historical case studies to examine and analyze.

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)
This course provides insight on 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. Emphasis is placed on explaining why organizations act the way they do and how to improve interagency coordination.

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)
This course examines intelligence community responses to threats to the U.S. homeland from transnational and domestic actors.

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, morality, and legal principles in the context of Intelligence through an in-depth critical analysis of the primary ethical philosophies and legal doctrines as they apply to contemporary U.S. Intelligence. Students will research the moral, psychological, and legal issues pertaining to a variety of topics. The course concludes with an evaluation of an issue within the intelligence community related ethical-moral and legal choices.

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. This course will also address contemporary issues related to the Cyber-SIGINT nexus as well as 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 course is held at the unclassified, open-source level.

INTL622 OSINT (3 hours)
This course constitutes an intensive introduction to OSINT and its related disciplines and will focus on the following areas: definition and nature of OSINT, OSINT policy and management, history and development of OSINT, current OSINT trends, OSINT-focused organizations, challenges, reform, and future prospects. The course constitutes an intensive introduction to OSINT and its related disciplines. Prerequisite: INTL500

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]

INTL627 Advanced Geospatial Intelligence (3 hours)
This course will focus on advanced capabilities of geospatial analytic techniques and how those techniques aid in decision making in various operational environments. This course will provide a study of geospatial collections and teach the application of theory and practical utilization of analytical tools, techniques and procedures (TTP). Students will be exposed to and are expected to develop an understanding of emerging technology, trends and intelligence applications within the discipline of geospatial intelligence. This course will focus on geospatial concepts, techniques, and maximize focus in geospatial in support of emergencies, national and human disasters, and national security environments. Prerequisite: INTL500

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.

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

INTL647 Cyber Intelligence (3 hours)
This course is a study of Cyber Intelligence from its nascent stages to its current operational and policy impact. Students will explore the full range of cyber capabilities from exploitation to defense including several case studies that demonstrate the challenges and benefits of cyber intelligence operations. The course will demonstrate how cyber has changed the nature of intelligence collection, operations, and analysis across the US Intelligence and Defense communities. Prerequisite: INTL500

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)
This course focuses on Weapons of Mass Destruction (WMD). Students will evaluate this national security threat from a variety of perspectives and will analyze various agencies response capabilities to a WMD attack within the United States. Competing definitions of WMD will be scrutinized and students will evaluate current US intelligence strategies used to prevent a WMD attack. Finally, students will explore how intelligence can be used in a post-attack situation.

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)
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. IMP NOTE: IT IS REQUIRED THAT YOU PASS THIS EXAM TO HAVE YOUR DEGREE CONFERRED. IT MUST BE PASSED BY THE END OF THE COURSE SEMESTER. IF YOU DO NOT TAKE THE COMP EXAM BY THE END OF THE COURSE, YOU WILL RECEIVE A FAILING GRADE FOR THE EXAM, WHICH CAN NOT BE REPLACED BY A RETAKE.

INTL699 Master's Capstone in Strategic Intelligence (3 hours)
The Master’s Capstone Seminar option in Intelligence 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. Capstone courses are NOT included in the university retake policy. All grades for any capstone attempts will appear on transcript and will be calculated in GPA

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.

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 trade relations, international finance, transnational corporations, economic development, North vs. South conflict, and global inequality. We will also examine 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.

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 the evolution of modern Middle Eastern politics. The scope includes political, social, and cultural interactions both within and among the countries located in the Middle East and North Africa. The course involves investigations of the political attitudes and behaviors of prominent players in these regions and a look into the diverse aspirations of specific political, cultural,

or demographic groups. In the first weeks of the course, an introduction to the history of the Middle East sets the stage for historic developments that brought about structural dilemmas of today. Evaluating the involvement of outside powers in the politics of region comprises another topic, along with an investigation of how non-state actors affect the future of the region. Discussions concern debates about the prospects of democracy and the future key nations after the Arab Spring

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 dynamics among ethnic and culture groups, the evolving sociological bases of states and societies in the Middle East, the impact of Europe and the West on the Middle East, and more recent events such as the Arab popular uprisings. Because no event or movement occurs without a context, the course examines the cultural and social frameworks.

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)
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. IMP NOTE: IT IS REQUIRED THAT YOU PASS THIS EXAM TO HAVE YOUR DEGREE CONFERRED. IT MUST BE PASSED BY THE END OF THE COURSE SEMESTER. IF YOU DO NOT TAKE THE COMP EXAM BY THE END OF THE COURSE, YOU WILL RECEIVE A FAILING GRADE FOR THE EXAM, WHICH CAN NOT BE REPLACED BY A RETAKE.

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. Capstone courses are NOT included in the university retake policy. All grades for any capstone attempts will appear on transcript and will be calculated in

GPA

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.

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.

LSTD515 Admiralty Law (3 hours)
Ships carry 90 percent of the world's 5.1 billion tons per year of international trade. In addition, coastwise shipping between US ports transports over one billion tons of cargo annually. This massive international and domestic trade includes a U.S.-flag cargo fleet made up of more than 40,000 vessels that represent over $48 billion in private investment. To facilitate this commerce, federal courts and Congress have created a comprehensive body of uniform admiralty law that governs navigation and shipping. This course will examine that body of law. Topics will include jurisdiction, maritime liens, charter parties, bills of lading, remedies for injury and wrongful death, sovereign immunity, collisions, limitations on liability, and salvage.

LSTD516 Homeland Security and the Law (3 hours)
This course is provides an understanding of the structure of homeland security law and policy. This course will familiarize students with the extensive and complex legal codes that come under the heading of Homeland Security. The course will cover statutes, policy papers, presidential directives, and other documents related to homeland security allowing for an in-depth examination of the foundations of homeland security. The course will provide the student with important legal guidance allowing the student to accurately interpret, understand, and apply homeland security law and policy. The course provides a detailed overview of the subject of homeland security and includes definitions of homeland security, terrorism, the related law, and its development. The course discusses homeland security in other countries as well i.e. Europe, China, Japan.

LSTD517 Law, Ethics and Cybersecurity (3 hours)
This course focuses on the ways that law, ethics and cybersecurity overlap and intersect. Besides laws related to cybersecurity, the course examines laws related to intellectual property, civil litigation, criminal prosecutions, and privacy. This examination will provide the means to identify and analyze the policies reflected in those laws. Those policies could guide the creation of policies on a business-level, using qualitative risk assessment and planning. An exploration of ethics and cybersecurity, as well as of workplace ethics, will involve the use of an ethical framework.

LSTD520 Master's Capstone in Legal Studies (3 hours)
Preparation for the Legal Studies Master's 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 Masters curriculum provide the basis for the Master's thesis. Students will support the thesis effort, including gathering bibliographic and reference materials on the thesis topic including developing individual course research papers that may become sections of the final Master's thesis. Students will address the requirements as described in the syllabus and classroom assignments. The Master's thesis proposal shall be prepared in accordance with the standards of the academic discipline. The Master's thesis proposal must provide a clear and lucid description of a legal issue and a proposed method of analyzing 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 only 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.

LSTD690 Independent Study: 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.

LSTD699 Master's Capstone in Legal Studies (3 hours)

Preparation for the Legal Studies Master’s 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 Masters curriculum provide the basis for the Master’s thesis. Students will support the thesis effort, including gathering bibliographic and reference materials on the thesis topic including developing individual course research papers that may become sections of the final Master’s thesis. Students will address the requirements as described in the syllabus and classroom assignments. The Master’s thesis proposal shall be prepared in accordance with the standards of the academic discipline. The Master’s thesis proposal must provide a clear and lucid description of a legal issue and a proposed method of analyzing 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 only take the research capstone after all other course requirements are fulfilled.

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.

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)
This course is an opportunity for General Management students to pursue an independent research project or examine a specific area of Management under the mentorship of a single professor. Participation is at the discretion of the faculty member. The student will produce a major research paper. Students will submit a proposal prior to the start of the project. To be eligible for an independent study, students must be enrolled in a master's degree program, must have completed 24 hours of graduate work at APUS toward their current degree program, and should have already contacted a professor and gained approval for the independent study topic. Once these conditions are met the student should contact his/her academic advisor. Once the course is open the student must complete an official online registration for the course.

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.

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. IMP NOTE: IT IS REQUIRED THAT YOU PASS THIS EXAM TO HAVE YOUR DEGREE CONFERRED. IT MUST BE PASSED BY THE END OF THE COURSE SEMESTER. IF YOU DO NOT TAKE THE COMP EXAM BY THE END OF THE COURSE, YOU WILL RECEIVE A FAILING GRADE FOR THE EXAM, WHICH CAN NOT BE REPLACED BY A RETAKE.

MGMT699 Management Practicum and Integration Project (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 Management. 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, Management. 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. Practicum courses are NOT included in the university retake policy. All grades for any attempts will appear on transcript and will be calculated in GPA

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 is an interactive course designed to help students achieve a greater understanding of the statistical methods and models available to analyze data and to solve problems associated with making decisions and testing hypotheses in uncertain conditions. The course is designed for students seeking a thorough appreciation of how statistical tools can support sound decision making efforts in a wide range of situations. 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 introduced and discussed during the course.

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.

MILH536 The American Revolution (3 hours)
This course addresses the War for American Independence 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 to the final victory at Yorktown. 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.

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.

MILH555 World War II: Politics, Political Leadership and Diplomacy (3 hours)
This course is an in-depth study of the politics, political leadership, and diplomacy that defined the Axis and Allied Powers 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.

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.

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.

MILH646 Civil War Cavalry and Intelligence (3 hours)
This course examines the theory, practice and operations of the cavalry and intelligence gathering and analysis on both sides during the Civil War. 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. Areas investigated, relevant to intelligence, will 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."

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.

MILH654 World War II and the Eastern Front (3 hours)
This course is an analysis of the German-Soviet campaign during World War II. Students will examine the three major phases of this conflict that begins with the Wehrmacht invasion of the Soviet Union in 1941, urban warfare in Stalingrad in the fall of 1942, and history’s largest tank battle at Prohorovka in 1943. Finally, this course will detail the Soviet counterattack across the Vistula and Oder Rivers that ended with the die Gotterdammerung in Berlin.

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.

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. IMP NOTE: IT IS REQUIRED THAT YOU PASS THIS EXAM TO HAVE YOUR DEGREE CONFERRED. IT MUST BE PASSED BY THE END OF THE COURSE SEMESTER. IF YOU DO NOT TAKE THE COMP EXAM BY THE END OF THE COURSE, YOU WILL RECEIVE A FAILING GRADE FOR THE EXAM, WHICH CAN NOT BE REPLACED BY A RETAKE.

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. PREREQUISITE: HIST691

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. IMP NOTE: IT IS REQUIRED THAT YOU PASS THIS EXAM TO HAVE YOUR DEGREE CONFERRED. IT MUST BE PASSED BY THE END OF THE COURSE SEMESTER. IF YOU DO NOT TAKE THE COMP EXAM BY THE END OF THE COURSE, YOU WILL RECEIVE A FAILING GRADE FOR THE EXAM, WHICH CAN NOT BE REPLACED BY A RETAKE.

Graduate Course Descriptions

Military Studies

MILS500 Research Methods in Military Studies (3 hours)
Learn basic research methods skills for conducting scholarly research and communicating information in well-written academic papers. The course provides an overview of research approaches and focuses on the detailed procedures for conducting qualitative case studies, which is the foundation for most basic military studies related research conducted in academic, government, and business applications. The student will produce a master's level research paper as the final output by learning and producing elements of the research paper over the span of the course. This course prepares the student for success in subsequent courses that require scholarly research and graduate-level written papers and enables students to be well-prepared to produce a research proposal and a comprehensive research paper in the final CAPSTONE course.

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.

MILS534 Air and Space Power Theory: Strategy and Tactics (3 hours)
This course provides an overview of air and space power theory through the examination of major aspects of air and space power in their historical and contemporary contexts. Students will study the use of air power in past conflicts, examine contemporary roles of air and space power, and determine the evolving near-term roles of air and space power in warfare. Prerequisite: MILS500(OR NSEC500 for students on previous catalog versions)

MILS541 Campaign and Battle Analysis (3 hours)
This course analyzes selected American campaigns and battles in order to gain an understanding of the nature and conduct of war at the strategic, operational, and tactical levels. Using proven methodologies, students study the challenges of diplomacy, leadership, strategy, operations, tactics, logistics, as well as issues of command and control that always confront commanders and staff officers on campaign and during battle. By analyzing past campaigns and battles, students will sharpen their analytical skills and gain a greater appreciation of the value of military history.

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.

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.

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 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. IMP NOTE: IT IS REQUIRED THAT YOU PASS THIS EXAM TO HAVE YOUR DEGREE CONFERRED. IT MUST BE PASSED BY THE END OF THE COURSE SEMESTER. IF YOU DO NOT TAKE THE COMP EXAM BY THE END OF THE COURSE, YOU WILL RECEIVE A FAILING GRADE FOR THE EXAM, WHICH CAN NOT BE REPLACED BY A RETAKE.

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.Capstone courses are NOT included in the university retake policy. All grades for any capstone attempts will appear on transcript and will be calculated in GPA

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. This course is required as the first course in the MA in National Security Studies Program.

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.

NSEC506 Cyber Policy and Practice in National Security (3 hours)
This course will provide an overview of current cyber policy and strategy for non-practitioners in a national security framework. Students will study the cyber threat environment; laws and policies that govern cyber security; current and historical structure,

functions, and capabilities of private and governmental agencies comprising the cyber community; and future trends that affect national security

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.

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)
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). IMP NOTE: IT IS REQUIRED THAT YOU PASS THIS EXAM TO HAVE YOUR DEGREE CONFERRED. IT MUST BE PASSED BY THE END OF THE COURSE SEMESTER. IF YOU DO NOT TAKE THE COMP EXAM BY THE END OF THE COURSE, YOU WILL RECEIVE A FAILING GRADE FOR THE EXAM, WHICH CAN NOT BE REPLACED BY A RETAKE.

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. Capstone courses are NOT included in the university retake policy. All grades for any capstone attempts will appear on transcript and will be calculated in GPA.

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.

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. IMP NOTE: IT IS REQUIRED THAT YOU PASS THIS EXAM TO HAVE YOUR DEGREE CONFERRED. IT MUST BE PASSED BY THE END OF THE COURSE SEMESTER. IF YOU DO NOT TAKE THE COMP EXAM BY THE END OF THE COURSE, YOU WILL RECEIVE A FAILING GRADE FOR THE EXAM, WHICH CAN NOT BE REPLACED BY A RETAKE.

POLS699 Masters Capstone Seminar in Political Science (3 hours)
The Master’s Capstone Seminar option includes a thesis, or a major research project.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. Capstone courses are NOT included in the university retake policy. All grades for any capstone attempts will appear on transcript and will be calculated in GPA

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. Capstone courses are NOT included in the university retake policy. All grades for any capstone attempts will appear on transcript and will be calculated in GPA

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. IMP NOTE: IT IS REQUIRED THAT YOU PASS THIS EXAM TO HAVE YOUR DEGREE CONFERRED. IT MUST BE PASSED BY THE END OF THE COURSE SEMESTER. IF YOU DO NOT TAKE THE COMP EXAM BY THE END OF THE COURSE, YOU WILL RECEIVE A FAILING GRADE FOR THE EXAM, WHICH CAN NOT BE REPLACED BY A RETAKE.

PADM699 Master's Capstone Seminar in Public Administration (3 hours)

The capstone seminar option includes a thesis, or a major research project or paper. 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. Capstone courses are NOT included in the university retake policy. All grades for any capstone attempts will appear on transcript and will be calculated in GPA

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.

PBHE520 Biostatistics with Lab (4 hours)
Biostatistics is a fundamental course in public health. This course will prepare the students to collect, analyze and present the data through the understanding of basic concepts, principles, and techniques/methods of statistics as applied to public health. Major topics will include descriptive statistics, statistical models, probability, probability distribution, point and confidence interval estimation, sampling, hypothesis testing, general principles of study design, and comparison of discrete and continuous data such as t-test, ANOVA, correlation, and regression. The lab portion of the course will focus on the application of Biostatistics by using statistical software. The students will learn to apply the concepts learned in the course (PBHE 5XX, Biostatistics with Lab.) Major topics will include descriptive statistics, probability, probability distribution, point and confidence interval estimation, sampling, hypothesis testing, and comparison of discrete and continuous data such as t-test, ANOVA, correlation, and regression.

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)
The practicum consists of a 180-200 hour supervised practical application of previously studied theory and is completed by the student throughout a 16 week course. Development and utilization of original activities is stressed, and periodic progress reports are required. Students must secure a supervised position prior to beginning this course. Students may take the practicum after all CORE course requirements are fulfilled.

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 will cover a variety of topics 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.

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: PBHE520

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)
This Independent Study is an opportunity for Public Health graduate students to pursue an independent research project under the mentorship of a single professor. Students must complete at least 28 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. 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.

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.IMP NOTE: IT IS REQUIRED THAT YOU PASS THIS EXAM TO HAVE YOUR DEGREE CONFERRED. IT MUST BE PASSED BY THE END OF THE COURSE SEMESTER. IF YOU DO NOT TAKE THE COMP EXAM BY THE END OF THE COURSE, YOU WILL RECEIVE A FAILING GRADE FOR THE EXAM, WHICH CAN NOT BE REPLACED BY A RETAKE.

PBHE699 Masters Capstone Seminar in Public Health (3 hours)

This course is available to graduate students majoring in public health. 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. 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. Capstone courses are NOT included in the university retake policy. All grades for any capstone attempts will appear on transcript and will be calculated in GPA

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.

RELS533 Islam (3 hours)
This course will enable students to examine Islam and Islamist movements in historical, political, and cultural contexts, 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. After investigating the origins and expansion of Islam through history, a central theme explored concerns the various expressions of Islam in the Middle East and beyond, and the relationship of theology to polity within Islamic societies and predominantly Muslim nations.

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.Capstone courses are NOT included in the university retake policy. All grades for any capstone attempts will appear on transcript and will be calculated in GPA

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 Unites 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.

SCMT511 Chief Security Officer Fundamentals (3 hours)
This course will provide an overview of the Chief Security Officer (CSO) graduate certificate program while focusing on the knowledge and skills required to function at the senior corporate level of management. Students will develop an understanding of how to communicate security's value to the C-Suite. Students will learn how to identify, build and use metrics to measure success or risk. Students will develop an understanding of the need for cross-functional collaboration and leadership.

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 administrating 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. IMP NOTE: IT IS REQUIRED THAT YOU PASS THIS EXAM TO HAVE YOUR DEGREE CONFERRED. IT MUST BE PASSED BY THE END OF THE COURSE SEMESTER. IF YOU DO NOT TAKE THE COMP EXAM BY THE END OF THE COURSE, YOU WILL RECEIVE A FAILING GRADE FOR THE EXAM, WHICH CAN NOT BE REPLACED BY A RETAKE.

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. Capstone courses are NOT included in the university retake policy. All grades for any capstone attempts will appear on transcript and will be calculated in GPA

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

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.IMP NOTE: IT IS REQUIRED THAT YOU PASS THIS EXAM TO HAVE YOUR DEGREE CONFERRED. IT MUST BE PASSED BY THE END OF THE COURSE SEMESTER. IF YOU DO NOT TAKE THE COMP EXAM BY THE END OF THE COURSE, YOU WILL RECEIVE A FAILING GRADE FOR THE EXAM, WHICH CAN NOT BE REPLACED BY A RETAKE.

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. Capstone courses are NOT included in the university retake policy. All grades for any capstone attempts will appear on transcript and will be calculated in GPA

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 integrate performance assessments. The student will develop appropriate techniques used to recommend exercise prescription for individuals post assessments. This course incorporates advanced sports performance assessments and exercise techniques utilizing the Optimum Performance Training Model (OPT Model) and prepares students for the Performance Enhancement Specialist examination offered by the National Academy of Sports Medicine (NASM-PES).

SPHS698 Separate Comprehensive Exam for Sports and Health Sciences (0 hours)
Comprehensive final examinations are for students in the Master of Sciences in Sports and Health Sciences which have completed all previous program requirements. The comprehensive final exam is tailored to the sports and health sciences master's degree program and is designed to measure student understanding and knowledge acquired throughout the duration of the degree program. The comprehensive exam can only be taken after students have completed 36 hours of study (i.e. in the semester following completion of the final course) and successfully completed before the award of a degree. IMP NOTE: IT IS REQUIRED THAT YOU PASS THIS EXAM TO HAVE YOUR DEGREE CONFERRED. IT MUST BE PASSED BY THE END OF THE COURSE SEMESTER. IF YOU DO NOT TAKE THE COMP EXAM BY THE END OF THE COURSE, YOU WILL RECEIVE A FAILING GRADE FOR THE EXAM, WHICH CAN NOT BE REPLACED BY A RETAKE.

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.

Graduate Course Descriptions

Sports Management

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.

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.

SPMT697 Capstone Seminar in Sports Management (3 hours)
This course requires students to complete a culminating research project based from theories, research methods and analytical skills, and substantive knowledge obtained through their master's curriculum in sports management. Research options involve concepts and applications covered throughout the student's learning experience in the master's curriculum; including marketing, finance, leadership, sociology, legal considerations, and sociology relative to sports management and the sports industry.

SPMT698 Separate Comprehensive Examination (0 hours)
Comprehensive final examinations are for students in the Master of Sciences in Sports Management which have completed all previous program requirements. The comprehensive final exam is tailored to the sports management master's degree program and is designed to measure student understanding and knowledge acquired throughout the duration of the degree program. The comprehensive exam can only be taken after students have completed 36 hours of study (i.e. in the semester following completion of the final course) and successfully completed before the award of a degree IMP NOTE: IT IS REQUIRED THAT YOU PASS THIS EXAM TO HAVE YOUR DEGREE CONFERRED. IT MUST BE PASSED BY THE END OF THE COURSE SEMESTER. IF YOU DO NOT TAKE THE COMP EXAM BY THE END OF THE COURSE, YOU WILL RECEIVE A FAILING GRADE FOR THE EXAM, WHICH CAN NOT BE REPLACED BY A RETAKE.

SPMT699 Sports Management Practicum and Integration Project (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 Sports Management. The Masters of Science in Sports Management requires students to complete a cumulative hourly requirement of volunteering their services in a specific industry work environment. It is understood to be a supervised practicum which 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. Students will be involved with the experiential learning process through volunteering and completing an Integration process which describes concepts and skills developed through the experience. Practicum courses are NOT included in the university retake policy. All grades for any attempts will appear on transcript and will be calculated in GPA

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.

TLMT698 Separate Comprehensive Exam (0 hours)
This course is the 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. IMPORTANT NOTE: IT IS REQUIRED THAT YOU PASS THIS EXAM TO HAVE YOUR DEGREE CONFERRED. IT MUST BE PASSED BY THE END OF THE COURSE SEMESTER. IF YOU DO NOT TAKE THE COMP EXAM BY THE END OF THE COURSE, YOU WILL RECEIVE A FAILING GRADE FOR THE EXAM, WHICH CAN NOT BE REPLACED BY A RETAKE.

TLMT699 Master's Capstone Seminar in Trans. and Log. Mgmt. (3 hours)
This 16-week 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. 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. Capstone courses are NOT included in the university retake policy. All grades for any capstone attempts will appear on transcript and will be calculated in GPA