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Graduate

Learn from a Leader in Online Education

Our program directors meet regularly with industry experts who help shape our curriculum to ensure that the courses you take are relevant to your interests and today's job market.

View All Programs (p. 32)

The download is best viewed using the current browser version of Chrome, Firefox, or Safari.

About APUS

Gen. Alfred M. Gray University Center

Message from the President

Critical thinking, leadership, and inspiration in a global society define American Public University System's commitment to our students from all 50 states and around the world. We educate those who serve.

Founded in 1991 by a retired Marine Corps officer who envisioned an innovative way to offer high-quality and affordable education to our U.S. service members – we have grown since that humble beginning serving a diverse population of nearly 90,000 military, military-affiliated, and civilian professionals through American Military University and American Public University.

APUS prides itself on being a leading provider of affordable, workforce-relevant, and accessible online education to learners of all backgrounds. APUS is the #1 provider of higher education to the U.S. military and veterans*, offering over 200 online degree and certificate programs, and we have over 120,000 alumni worldwide.

We have been recognized by the prestigious Online Learning Consortium (OLC) on several occasions for best practices in online education. Our accredited program and service standards, designed for working professionals, are held to very high standards. For example, APUS ranks in the top 2% for a return on educational investment compared to 4,500 colleges and universities nationwide, according to the Georgetown University Center on Education and the Workforce (https://cew.georgetown.edu).

On top of that, we strive to keep our tuition and fees affordable so that a high-quality education remains within reach.

How do we distinguish ourselves from other universities? Above all, we provide outstanding programs and student services designed with your career outcomes in mind. We work closely with industry leaders to continually assess our curriculum based upon market needs and enhance it in line with their recommendations.

Our world class faculty members are dynamic scholar practitioners who bring best practices into the classroom in disciplines such as cybersecurity, artificial intelligence, supply chain logistics and business management, among other fields. Our faculty includes successful executives in government, business, and nonprofit organizations.

Our learners are highly motivated working adults often balancing family, school, and their careers. As a graduate student, you'll quickly discover a supportive, empowering, tightknit community of faculty, staff, and fellow scholars who help drive an enriching and engaging classroom experience and build a professional network for the future.

I invite you to learn more by talking with us or exploring our website. Find out how American Public University System is helping others achieve their goals - and how we can help you grow, stand out, and succeed.

Nuno Fernandes

President

**Based on FY 2019 Department of Defense tuition assistance and Veterans Administration student enrollment data, as reported by Military Times, 2020.*

Mission, Vision, and Core Values

Mission Statement

American Public University System's mission is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare them for service and leadership in a diverse, global society.

Vision

American Public University System seeks to advance social, economic and environmental well-being through the transformative power of education with:

- Dynamic, engaging, quality learning experiences
- Best-in-class student interface
- Diverse and career relevant degree programs
- Communities of lifelong learners and practice in selected disciplines
- Evaluation of transfer credit and competency-based learning
- Affordability relative to public institutions
- Strategic partnerships with key stakeholders; and,
- Thought leadership that contributes to effective change in higher education

Core Values

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

Accessibility: The University provides educational access to a diverse community of traditional and non-traditional learners in an environment that supports a lifetime of learning and freedom of inquiry and expression.

Innovation: The University implements imaginative and forward-thinking solutions to its changing environmental and student needs.

Integrity: The University holds itself accountable for conducting operations in an ethical manner and practices fairness, honesty, and objectivity.

Learning: The University fosters an environment of knowledge and understanding that promotes a life of learning.

Quality: The University is committed to high standards of distinction, excellence and continuous improvement in all aspects of its evolving operations.

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). Accordingly, APUS underwent the process of accreditation achieving this status in May 2006. The Higher Learning Commission is an institutional accrediting agency 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 military-affiliated 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.

Accreditation and Licensure

Accreditation

What is it? Accreditation within higher education is a voluntary, nongovernmental process that gives public recognition to institutions that meet established quality standards. 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. The U.S. Department of Education (USDE (http://www.ed.gov)) formally recognizes accrediting commissions that meet all federal standards and the Council for Higher Education Accreditation (CHEA (http://www.chea.org)) extends

recognition to accrediting bodies and their institutions that meet these established standards. American Public University System (APUS) has obtained accreditation as well as specialized/programmatic accreditation. More specific information on both institutional and specialized accreditation can be found here: https://www.apus.edu/about/accreditation.

Credits and degrees earned through APUS may be recognized for promotion, assignment, and position qualification standards within the military, federal government, and private sector. For students transferring to other colleges, APUS credit is considered transfer eligible based on its accreditation. However, APUS cannot guarantee that its credit will be accepted, as acceptance of credit is always the prerogative of the receiving institution.

If you have questions or need further information on accreditation, please contact the Office of Institutional Accreditation at accreditation@apus.edu, Telephone: 304-724-3778, Fax: 304-724-3779.

Institutional Accreditation

American Public University System (APUS) is accredited by the Higher Learning Commission (HLC). APUS is comprised of American Military University (AMU) and American Public University (APU). The Higher Learning Commission is an institutional accrediting body recognized by the USDE and CHEA. Accreditation requires a significant amount of self-study and presentation of evidence to satisfy the demanding requirements of accrediting organizations. Obtaining accreditation demonstrates that APUS is focused on academic excellence and providing the best possible educational experience for its students.

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

- U.S. Department of Education (http://www.ed.gov)
  400 Maryland Avenue, SW
  Washington, DC 20202
  (800) USA-LEARN (800-872-5327)

- Council for Higher Education Accreditation (CHEA) (http://www.chea.org)
  One Dupont Circle, NW, Suite 510
  Washington, DC 20036
  (202) 955-6126

- The Higher Learning Commission (HLC) (https://www.hlcommission.org)
  230 South LaSalle Street, Suite 7-500
  Chicago, IL 60604
  (312) 263-0456

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. In addition, APUS has been granted approval by the Department of Education to participate in Title IV Federal Student Aid Programs.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available at the official website: http://www.benefits.va.gov/gibill.

Licensure

The American Public University System is authorized to operate as an institution of higher education by the West Virginia Higher Education Policy Commission (WVHEPC). 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. We also work through the State Authorization Reciprocity Agreement (SARA) process to ensure that when authorization or licensure is necessary, the required approvals are secured. West Virginia is a member of SARA and APUS is an approved SARA institution. Participation in SARA is intended to

make it easier for students to take online courses offered by postsecondary institutions based in another state; however, SARA has no effect on state professional licensing requirements. For more information about SARA, please visit http://www.nc-sara.org/.

Alabama: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Alabama.

Alaska: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Alaska.

Arizona: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Arizona.

Arkansas: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Arkansas.

California: Effective July 1, 2017, an out-of-state private postsecondary educational institution must register with the California Bureau for Private Postsecondary Education (BPPE) to enroll California students. APUS is registered as an out-of-state private postsecondary institution with the BPPE and able to enroll California students.

Colorado: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Colorado.

Connecticut: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Connecticut.

Delaware: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Delaware.

Florida: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Florida.

Georgia: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Georgia.

Hawaii: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Hawaii.

Idaho: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Idaho.

Illinois: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Illinois.

Indiana: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Indiana.

Iowa: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Iowa.

Kansas: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Kansas.

Kentucky: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Kentucky.

Louisiana: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Louisiana.

Maine: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Maine.

Maryland: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Maryland.

Massachusetts: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Massachusetts.

Michigan: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Michigan.

Minnesota: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Minnesota.

Mississippi: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Mississippi.

Missouri: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Missouri.

Montana: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Montana.

Nebraska: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Nebraska.

Nevada: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Nevada.

New Hampshire: As an approved SARA institution, APUS is authorized to offer online programs to the residents of New Hampshire.

New Jersey: As an approved SARA institution, APUS is authorized to offer online programs to the residents of New Jersey.

New Mexico: As an approved SARA institution, APUS is authorized to offer online programs to the residents of New Mexico.

New York: As an approved SARA institution, APUS is authorized to offer online programs to the residents of New York.

North Carolina: As an approved SARA institution, APUS is authorized to offer online programs to the residents of North Carolina.

North Dakota: As an approved SARA institution, APUS is authorized to offer online programs to the residents of North Dakota.

Ohio: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Ohio.

Oklahoma: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Oklahoma.

Oregon: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Oregon.

Pennsylvania: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Pennsylvania.

Rhode Island: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Rhode Island.

South Carolina: As an approved SARA institution, APUS is authorized to offer online programs to the residents of South Carolina.

South Dakota: As an approved SARA institution, APUS is authorized to offer online programs to the residents of South Dakota.

Tennessee: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Tennessee. Tennessee residents: The R.N. to B.S. in Nursing and the Master of Science in Nursing programs are not currently open for admission to Tennessee residents.

Texas: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Texas.

Utah: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Utah.

Vermont: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Vermont.

Virginia: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Virginia.

Washington: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Washington. Washington State residents: The R.N. to B.S. in Nursing and the Master of Science in Nursing programs are not currently open for admission to Washington State residents.

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.

Student Complaints: The West Virginia Higher Education Policy Commission encourages students to seek first informal resolution of any concern or issue. If the issue cannot be resolved informally, the student should follow the institution's formal complaint or grievance procedure. If, after exhausting the institution's internal grievance procedures, the institution has not responded to the student's satisfaction or a satisfactory remedy has not been found, the student may contact the Commission for further investigation into the issue. Upon receipt of a complaint, the Commission may conduct an investigation or refer the issue to another agency that is authorized to address the issue. The Commission may contact institution officials to discuss a possible resolution. Instructions for filing a complaint with the West Virginia Higher Education Policy Commission can be found at http://www.wvhepc.com/wp-content/uploads/2014/06/Student-Complaint-Process-revised-3.pdf.

Wisconsin: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Wisconsin.

Wyoming: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Wyoming.

The District of Columbia: As an approved SARA institution, APUS is authorized to offer online programs to the residents of The District of Columbia.

Territory Specific Details

Puerto Rico: As an approved SARA institution, APUS is authorized to offer online programs to the residents of Puerto Rico.

U.S. Virgin Islands: As an approved SARA institution, APUS is authorized to offer online programs to the residents of the U.S. Virgin Islands.

Leadership

- Leadership (https://www.apus.edu/about/leadership/executive-leadership-senior-management)
- Board of Trustees (http://www.apus.edu/about-us/leadership/trustees.htm)

Financial Disclosure

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 www.apei.com (http://www.apei.com).

Disability Accommodations

This institution complies with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding students with disabilities. Accommodations will be provided to qualified students with disabilities (including, but not limited to, mental health disabilities, physical/learning disabilities or temporary disabilities) in compliance with federal and state regulations.

The University does not discriminate on the basis of disability in violation of applicable law and regulation. The University does not discriminate in admission or access to, or treatment or employment in, its programs or activities. The University's Disability Officer coordinates compliance with the Section 504 regulation and may be contacted at:

Julie Komisarcik
Director and Disability Officer
111 West Congress Street
Charles Town, WV 25414
304-885-5252
DSA@apus.edu

A request for accommodation will be considered if the request:

- is based on documentation that meets APUS' published guidelines;
- does not compromise essential requirements of a course or program; and
- does not impose a financial or administrative burden upon APUS beyond that which is deemed reasonable.

A qualified student can, with or without accommodations, perform the essential functions of program or course requirements. Accommodations are intended to provide equal access to qualified students with disabilities to pursue their studies with the same level of rigor and demand as their classmates without disabilities. 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 (http://www.apus.edu/student-handbook/Disability-Accommodations).

Employment Disclosure

American Public University System (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.

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.

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. Prior to enrolling in any program, you 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 (http://www.amu.apus.edu/career-services/home/index.htm?_ga=2.125263946.1928558423.1503319275-1775644059.1454592820) or APU Career Services (http://www.apu.apus.edu/career-services/home/index.htm?_ga=2.121482056.1928558423.1503319275-1775644059.1454592820).

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.

Policies

- *Alcohol and Drug Policy* (p. 15)
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- *Harassment, Discrimination, and Retaliation Policy* (p. 18)
- *University General Grievance Procedure* (p. 21)
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- *Student Rights and Responsibilities* (p. 20)

Alcohol and Drug Policy

For information on American Public University System's Title IX Compliance Policy and grievance procedures, please refer to our Student Handbook (https://www.apus.edu/student-handbook/university-policies-and-code-of-conduct/apus-consumer-information/alcohol-and-drug-policy.html). (http://www.apus.edu/student-handbook/university-policies-and-honor-code/apus-consumer-information/alcohol-and-drug-policy.html)

Code of Conduct

For information on American Public University System's Code of Conduct, please refer to our Student Handbook (https://www.apus.edu/student-handbook/university-policies-and-code-of-conduct/student-code-of-conduct.html).

Credit Hour Definition

Policy:

All undergraduate and graduate courses at the American Public University System adhere to the Federal Credit Hour Definition below:

Department of Education Definition (34 CFR 600.2)

https://www.federalregister.gov/documents/2020/09/02/2020-18636/distance-education-and-innovation

Credit hour: Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of student work defined by an institution, as approved by the institution's accrediting agency or State approval agency, that is consistent with commonly accepted practice in postsecondary education and that—

1. Reasonably approximates not less than—

- One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different period of time; or
- At least an equivalent amount of work as required in paragraph (1) (i) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours; and

2. Permits an institution, in determining the amount of work associated with a credit hour, to take into account a variety of delivery methods, measurements of student work, academic calendars, disciplines, and degree levels.

APUS also adheres to guidance from the Higher Learning Commission found in the policy language below:

HLC Policy Language (FDCR.A.10.020)

https://www.hlcommission.org/Policies/assignment-of-credits.html

An institution shall be able to equate its learning experiences with semester or quarter credit hours using practices common to institutions of higher education, to justify the lengths of its programs in comparison to similar programs found in accredited institutions of higher education, and to justify any program-specific tuition in terms of program costs, program length, and program objectives. Affiliated institutions shall notify the Commission of any significant changes in the relationships among credits, program length, and tuition.

Assignment of Credit Hours. The institution's assignment and award of credit hours shall conform to commonly accepted practices in higher education. Those institutions seeking, or participating in, Title IV federal financial aid, shall demonstrate that they have policies determining the credit hours awarded to courses and programs in keeping with commonly-accepted practices and with the federal definition of the credit hour, as reproduced herein for reference only, and that institutions also have procedures that result in an appropriate awarding of institutional credit in conformity with the policies established by the institution.

Procedure:

All new programs, concentrations, certificates, and courses assure quality from their inception through a multi-stakeholder process involving review by the School Curriculum Committee, the Academic Leadership Committee, the executive leadership, and, if a new program or certificate, by an

external reviewer, and the Board of Trustees. APUS developed the process to ensure all new programs, concentrations, certificates, and courses are current and the level of student performance is appropriate. The APUS curriculum guidebook and program proposal templates are used as tools for stakeholders to develop and revise academic programs, concentrations, and courses based on the credit hour definition and policy language above.

Over the past decade, APUS has used information provided through its contact hour calculator based on the traditional Carnegie unit as an additional method for ensuring course workload sits at the appropriate level. APUS continues to evaluate and will update the aforementioned policy and corresponding procedures as needed and in accordance with applicable law and best practices for learning.

Early Course Access

For information on American Public University System's Early Course Access policy, please refer to our Student Handbook (https://www.apus.edu/student-handbook/your-academic-success/early-course-access.html).

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.

Master's Grading Policies

Grade	Quality Points	Description
A	4.0	Very high quality, clearly above average work
A-	3.67	
B+	3.33	
B	3.0	Expected performance level
B-	2.67	Minimum passing grade for End of Program requirements*
C+	2.33	
C	2.0	
C-	1.67	Failing
D+	1.33	Failing
D	1.0	Failing
D-	.67	Failing
F	0.0	Failing
P	NONE	Pass
PD	NONE	Master's Comprehensive Exam Only: Pass with Distinction
FAIL	NONE	Master's Comprehensive Exam Only: Failed the Exam
I	NONE	Incomplete
DP	NONE	Dropped
W	NONE	Withdrawn
WP	NONE	Withdrawn Passing
WF	NONE	Withdrawn Failing
X	NONE	Audit grade: No Academic Credit awarded
TC	NONE	Transfer Credit
PLA	NONE	Credit from review of Prior Learning Experience

R	NONE	Course No Longer Counted in APUS GPA as it was Retaken. However, the previous grade would still be counted by a third parties, such as the federal government for Financial Aid eligibility and by the military for calculating a GPA for TA eligibility.
S	NONE	Satisfactory: No Academic Credit awarded
U	NONE	Unsatisfactory: No Academic Credit awarded

* **Master's End of Program Requirements:** For all capstone courses that begin after January 1, 2017, master's students must earn a B- (80%) or better on their capstone thesis/project/paper and a B- (80%) or better in their capstone course to pass the course. This policy aligns with the comprehensive exam, which also requires a B- (80%) or better to pass. Master's students must have at least a 3.0 GPA in order to graduate. Please see the End of Program Assessment Manual (http://ebooks.apus.edu.ezproxy2.apus.edu/Capstone/CapstoneManual.pdf) for more information.

Doctoral Grading Policies

Grade	Quality Points/Grading Percent	Description
A	4.0/100.00 - 94.00	Very high quality, clearly above average work
A-	3.67/93.99 - 90.00	Accepted performance level
B+	3.33/89.99-87.00	Accepted performance level
B	3.0/86.99-84.00	Accepted performance level
B-	2.67/83.99-80.00	Below Average
F	0.0/79.99-0	Failing
P	NONE	Pass
I	NONE	All: Incomplete
S	NONE	Satisfactory progress during dissertation course
U	NONE	Unsatisfactory progress during dissertation course
DP	NONE	Dropped
W	NONE	Withdrawn

Harassment, Discrimination, and Retaliation Policy

For information on American Public University System's Title IX Compliance Policy and grievance procedures, please refer to our Student Handbook (https://www.apus.edu/student-handbook/university-policies-and-code-of-conduct/apus-consumer-information/harassment-discrimination-and-retaliation-policy.html).

Repeat Coursework

Students are eligible for a one-time course retake for a failing grade "F". You may retake the same course if it is still offered at APUS or a course equivalency has been established for the curriculum.

Students who received a C- or below at the undergraduate level or B- or below at the master's level and need to transfer the course to another university or for acceptance to an outside program are permitted a one-time course retake. The new grade, regardless of whether it is lower than the first attempt, will replace the previous grade earned. Students should contact academic advising at advising@apus.edu to make the retake request.

Documentation is required and the supporting materials will be sent to the Registrar's office for review and final approval/denial of the retake request. If approved, the student will be manually registered for the retake.

Retaking a Failed Course

APUS now allows you one opportunity to retake a failed course and have your original failed grade forgiven from your GPA. The original failing grade will show as "R" on your transcript, and the previous failing grade will be removed from your GPA as long as you complete the course retake. However, you will still see your original failing grade on your personal online academic plan and on your individual online grade reports.

If you are an undergraduate student who fails ENGL101 or ENGL110 twice, you may be placed on academic suspension pending dismissal from the university. Please contact your Academic Advisor for additional assistance.

If you fail any other course required in your program twice, you will either be required to change your program or you may no longer be eligible to continue at APUS, depending upon your academic progression and if you have attempted too many courses to qualify for a program change.

Prior to August 2008

- If the course start date for your retaken course was prior to August 1, 2008, the retake does not impact the original failing grade. Both failing grades will be displayed on the transcript and both will be incorporated into the GPA.

August 2008 to April 2014

- If the course start for your retaken course was on or after August 1, 2008, the retake removes the impact of the original failing grade on your GPA.

On or After April 2014

- Any courses starting in April 2014 or after, will only be allowed one retake.
- All failed attempts of the course prior to April 2014 will count as one failure, so as of April 2014, you will still have one attempt available to pass any previously failed course.
- If you fail a required course twice in your program, you will need to change your major to a program where that course is not required.

Important to Know

- The course retake policy only applies if the exact course that you previously failed is still offered or if a course equivalency has been established in the curriculum.
- This policy does not apply to comprehensive exam or capstone/thesis/practicum courses. Please see the Student Handbook for the retake policy on these course types.
- Original failing grades of retaken courses will still be used to calculate SAP (Satisfactory Academic Progress) for financial aid and for the 150% rule of course credit attempted vs course credit earned for graduation eligibility.
- The retake policy does not apply to courses that you took in programs that you have already completed. For example, if you failed a course in your Associates program, and have already had that degree conferred, you cannot have the original failing grade forgiven in your GPA by retaking it now in your Bachelor's program.
- The Army does not follow AMU's course retake policy when it is calculating your overall GPA for TA eligibility. The Army's GPA is independent of a GPA with a soldier's home college. It is calculated by averaging the grades for each completed course in the soldier's Army Education records.
- **Undergraduate Only:** If you previously took a split science lecture/lab course combination, and failed one of the component courses, you will not be able to retake this science combination. You will need to take a different Science course selection to fulfill your GEN ED requirement. If the specific course you failed is a required course in your program, please contact your Academic Advisor to help you with this process.

Residential Credit Policy

All courses completed at APUS, either through a conferred degree or expired program, will be considered Residential Credit for the student's current program as well as future program where the courses are applicable. Residential Credit will not be counted towards transfer credit maximums and will not carry previously earned course grades, thus not impacting the grade point average in the subsequent program. The Initial Enrollment Date and Program Deadline for subsequent programs will be reset based on the first course completed in the new program.

Students wishing to earn an Associate's degree where all completed courses overlap with the requested Bachelors' requirements may not enroll in the requested program unless they enroll in a program where credentials may be earned along the way. If a student requests a change to an Associate's program, where all courses from a conferred Bachelor's degree overlap with the Associates degree, then they may not be eligible. Additionally, students may not earn duplicative degrees (example – Bachelor of Arts in Criminal Justice to Bachelor of Science in Criminal Justice or vice versa or Masters in Business Administration-General concentration to Masters in Business Administration- Accounting concentration or vice versa).

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 (https://www.apus.edu/student-handbook).

Student Engagement in Classes

Effective April 1, 2015, students who receive failing grades in their first two (2) course attempts in their program as a result of not submitting a substantial percentage of the required course work will be dismissed from the university at the conclusion of those courses. This applies to students who fail all of their initial courses as a result of not submitting substantial course work to earn a passing grade. Students who apply for a program change (i.e. Associates to Bachelors, Bachelor's to Masters, and so on) will also need to pass their first two courses in their new program to be considered in compliance with the Student Activity Policy.

If you have ongoing courses in your current academic semester when you fail your initial courses, you will be placed on Deferred Involuntary Withdrawal status and allowed to complete any current courses that are beyond the first week, though any future course registrations will be dropped.

More information regarding student right and responsibilities, including appeals processes, can be found in the Student Handbook (https://www.apus.edu/student-handbook).

Technology Requirements

The following outlines minimum technology requirements for course work at American Public University System (APUS). Some programs require additional software, as stated in the course.

Basic Requirements

- Internet access (high speed preferred)
- For desktop computers: Windows 10 or higher or Mac OS X 10.15 Catalina or higher
- For Tablets or Mobile devices: iOS 11.0 or higher; Android 5.0 or later
- Access to two devices (e.g., desktop computer or laptop and a phone) for authentication to MyCampus email.
- Microphone, speakers or headset

- Webcam
- Access to a printer
- 4 GB of RAM
- 20 GB of free disk space

Software Requirements

As a general rule, it is best practice to stay current or within one version of your Web browser, and Mobile OS.

- For desktop computers: Current version of Google Chrome, Firefox, Apple Safari or Microsoft Edge
- For Tablets and Mobile Devices:
  - Apple iOS for iPhone and iPad: Apple Safari
  - Android OS for Android phones and tablets: Google Chrome
- Current version of the Java Plug-in
- Current version of Adobe Acrobat Reader
- Current anti-virus software regularly updated by the manufacturer
- All faculty and students will be given an Office 365 account which includes your school email, used for private communication in the classroom, and access to Microsoft Office in the cloud (Word, Excel, PowerPoint and OneDrive).

IMPORTANT NOTE: Chromebooks (Chrome OS), iPads (iOS) and Microsoft Surface RTS do not meet the minimum requirements for coursework at AMU/APU. These offer limited functionality and do not work with some course technologies. They are not acceptable as the only device you use for coursework. While these devices are convenient and may be utilized for some course functions they cannot be your primary device

University General Grievance Procedure

For information on American Public University System's Title IX Grievance and general university grievance procedures, please refer to our Student Handbook (https://www.apus.edu/student-handbook/university-policies-and-code-of-conduct/apus-consumer-information/university-general-grievance-procedure.html).

Catalog Changes

This publication is not a contract between American Public 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, this publication is not a complete statement of all policies, procedures, and program information.

APUS 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 university staff member to discuss and resolve the matter with the students' interests in mind. Addenda can be found here.

Academic Schools

The program you choose and the courses you take must be relevant to your career interests and today's marketplace. That's why our academic leaders meet regularly with hundreds of industry experts to help shape our curriculum. Most of our faculty members are scholar-practitioners, serving in leadership roles in their respective disciplines. You'll find them speaking at highly respected industry conferences, sharing expert insights on our blogs, conducting research that's specific to their disciplines, and working with respected academic and corporate partners to share knowledge and achieve innovative advancements in their fields. As a student, you get to regularly engage in online forums and communities with these influential experts as well as with other students who share your interests. Offering quality online education programs is priority one at American Military University and American Public University.

School of Arts, Humanities & Education

The School of Arts, Humanities, and Education teaches foundational skills needed in the professional world. These skills include collaboration, critical thinking, problem-solving, and written and oral communication. Our General Education courses provide a broad-based education in literature, languages, and social sciences. Degree programs provide a good foundation for a wide variety of professional interests. Undergraduate programs include English, Sociology, Psychology, and Communications; Masters' Programs provide deeper, more specialized knowledge in several fields, including Psychology, Sociology, and History.

School Leadership

Dean

Dr. Anthony Garibay

Assistant Dean

Dr. Bethanie Hansen (Interim)

Department Chairs

Anthropology and Sociology – Dr. Stacey Tucker

Art, Music, Philosophy, Religion – Dr. Jan Spencer (Interim)

Communication and World Languages – Dr. Bjorn Mercer

English, Humanities, and Literature – Dr. Jaclyn Fowler

History – Dr. Richard Hines

Human Development and Family Studies – Kathleen Mangeri

Psychology – Dr. Tonia Parker

School Counseling, Educational Leadership, and Student Affairs – Dr. Jan Spencer

Teaching – Dr. Kathleen Tate

Assistant Department Chairs

History – Dr. Jeffrey Stone

Psychology – Dr. Rachel Cain

Masters

- *Educational Leadership* (p. 161)
- *Higher Education Administration*
- *History*
- *Humanities*
- *Military History*

- *Online Teaching*
- *Psychology*
- *Sociology*
- *Student Affairs in Higher Education* (p. 171)
- *Teaching*

Certificates

- *American History* (p. 243)
- *American Revolution* (p. 244)
- *Ancient and Classical History* (p. 245)
- *Civil War Studies* (p. 248)
- *Design Thinking*
- *European History* (p. 262)
- *Executive Coaching* (p. 263)
- *K-6 STEAM (STEM and the Arts)*
- *K-12 Athletic Administration*
- *K-12 Online Learning*
- *K-12 Reading and Differentiated Instruction* (p. 283)
- *K-12 Virtual School Administration*
- *Life Coaching*
- *World War II Studies* (p. 305)

NanoCerts®

- *Teaching Adult Learners Online*

Suspended Programs

- *Teaching - Non-Licensure Concentration in Elementary Education*
- *Teaching - Non-Licensure Concentration in Social Studies*

Dr. Wallace E. Boston School of Business

The mission of the Dr. Wallace E. Boston School of Business is to prepare students to be principled leaders in the global business community through a flexible learning environment that leverages technology. We have developed a well-rounded curriculum that examines business and economics in a global context focused on the practical application of knowledge through case studies, simulations, and best practices. Our programs are taught by real-world practitioners and scholars who provide an engaging learning journey, enhanced by their professional experience. Our top priority is your success. The School honors the legacy of President Emeritus Dr. Wallace E. Boston, who retired as the University's president in June 2020. A pioneer of affordable and flexible online education, Dr. Boston developed his business acumen as a CFO, CEO, and COO of several major health organizations. It is his commitment to student access and success that drives the learning experience throughout this School and the University.

School Leadership

Dean

Dr. Leslie DiManna (Interim)

Department Chairs

Accounting, Finance, Economics (AFE) - Dr. Ashley Johansen

Business Administration - Dr. Wanda Curlee

Management/Human Resources Management (MHR) - Dr. Stacey Little

Marketing, Retail Management, Real Estate (MRR) - Dr. Leslie DiManna (Interim)

Supply Chain Management, Government Contracting & Acquisitions, Analytics & Entrepreneurship (SAGE) - Dr. Larry Parker

Masters

- *Accounting*
- *Applied Business Analytics*
- *Business Administration*
- *Entrepreneurship*
- *Human Resource Management*
- *Management*
- *Reverse Logistics Management*
- *Supply Chain Management*
- *Transportation and Logistics Management*

Certificates

- *Accounting*
- *Human Capital Leadership*
- *Leadership and Logistics*
- *Logistics Management*
- *Neuroleadership* (p. 293)
- *Nonprofit Management*
- *Organizational Crisis Management*
- *Organizational Management*

NanoCerts®

- *Business Continuity* (p. 313)
- *Business Project Management*
- *Entrepreneurship*
- *Leadership Strategies for Diversity, Equity, and Inclusion*
- *Operational Crisis Management*

- *Organizational Effectiveness* (p. 324)
- *Organizational Leadership*

School of Health Sciences

The School of Health Sciences is dedicated to helping prepare our students for the healthcare, nursing, exercise and fitness, and overall public health industries. Our engaging, interactive learning environment blends theory, research, and practical application to give our students a competitive advantage. Because our faculty are practitioners and experts in their subjects, they can tap in to the real-world resources students need to stay current and relevant in a rapidly changing industry.

School Leadership

Dean

Dr. Brian Freeland

Associate Dean, Chief Nurse Administrator

Stacey Malinowski

Department Chairs

Healthcare Administration – Dr. Meagan Wilson

Health Information Management – Keechia Ross

Nursing – Dr. Marcia Sotelo

Public Health - Dr. Samer Koutoubi

Sports and Health Sciences - Dr. Karyn Gallivan

Sports Management - Dr. James Reese

Masters

- *Athletic Development Management*
- *Healthcare Administration*
- *Health Information Management*
- *Nursing*
- *Public Health*
- *RN to MSN*
- *Sports and Health Sciences*
- *Sports Management*

Certificates

- *Athletic Administration*
- *Sports Management*

- *Nursing Education*
- *Nursing Leadership*

School of Science, Technology, Engineering & Math

Space programs, environmental programs, electrical engineering, cybersecurity, natural science, mathematics, information technology — the School of Science, Technology, Engineering & Math (STEM) provides learning in a wide variety of disciplines. Our faculty consists of expert practitioners from the field, so our students don't just get armchair treatment. In every STEM program, we help students prepare for careers applicable to that program. You will receive practical, usable foundational materials that will help you build the groundwork to establish yourself in a professional setting.

School Leadership

Dean

Dr. Daniel Welsch

Department Chairs

Computer Science, Data Science, and Mathematics - Dr. Zona Kostic Barthelemy

Electrical Engineering and Physics – Dr. Laura Kraya

Environmental Science – Dr. Sylvia Nemmers

Information Technology Management, Information Technology, and Computer Technology – Dr. Novadean Watson-Williams

Mathematics (gen ed.) – Dr. Jack Galvan

Biology and Chemistry – Dr. Randal Streck

General Education Science – Dr. Sylvia Nemmers

Space Studies, Geography, Geology, and Meteorology – Dr. Edward Albin

Masters

- *Cybersecurity Studies* (p. 199)
- *Environmental Policy and Management*
- *Information Technology*
- *Space Studies*

Certificates

- *Cybercrime*
- *Digital Forensics*
- *Environmental Hazard Mitigation and Restoration*
- *Environmental Planning and Design*
- *Environmental Risk Assessment*
- *Environmental Sustainability*
- *Fish and Wildlife Management*

- *Global Environmental Management*
- *Information Assurance*
- *Information Systems Security*
- *IT Project Management*
- *Natural Resource Management*
- *Professional Science Management*
- *Space Studies*

NanoCerts®

- *Advanced Cybersecurity/Cybercrime*

School of Security & Global Studies

The programs taught in the School of Security & Global Studies truly embody our motto, "Educating Those Who Serve." Students in this school have an understanding of the world that appreciates the differences in political, economic, and social cultures. Our faculty members are highly credentialed and respected leaders in their fields, and many of them currently work in the U.S. government. Likewise, our graduates are employed in leadership positions at agencies ranging from the Departments of State, Defense, and Homeland Security to the intelligence services, as well as private businesses throughout the world. We are committed to helping students think in ways they haven't thought before, and to apply educational theories to real-world challenges.

School Leadership

Dean

Dr. Nicole Drumhiller

Associate Dean

Dr. John Dolan (Interim)

Department Chairs

Criminal Justice – Dr. Charles Russo

Cybersecurity – Dr. Nicole Drumhiller

Emergency and Disaster Management – Dr. Terri Wilkin

Homeland Security and National Security Studies – Dr. Kelli Frakes

Intelligence Studies – Dr. John Dolan

International Relations and Middle Eastern Studies – Dr. Katherine Brannum

Political Science and Military Studies – Dr. Thomas Kelly

Legal Studies – Dr. Alison Becker

Security Management and Public Administration – D.C. Rand

Assistant Department Chairs

Cybersecurity – Dr. Harry Cooper

International Relations and Middle Eastern Studies – Dr. Michelle Watts

Doctorates

- *Global Security*
- *Strategic Intelligence*

Masters

- *Criminal Justice*
- *Emergency and Disaster Management*
- *Dual Degree: Emergency and Disaster Management and Homeland Security*
- *Homeland Security*
- *Intelligence Studies*
- *International Relations and Global Security*
- *Legal Studies*
- *Military Studies*
- *National Security Studies*
- *Political Science*
- *Public Administration*
- *Public Policy*
- *Security Management*

Certificates

- *Business Essentials for the Security Executive*
- *Climate Change Awareness & Leadership*
- *Competitive Intelligence*
- *Counterintelligence*
- *Emergency and Disaster Management*
- *Emergency Management Executive Leadership*
- *Executive Law Enforcement Leadership*
- *Homeland Security*
- *Intelligence Analysis*
- *Intelligence Studies*
- *Joint Warfare*
- *Middle Eastern Studies*
- *National Security Studies*
- *Security Management*
- *Strategic Leadership*
- *Terrorism Studies*

NanoCerts®

- *Counterintelligence*
- *Criminal Intelligence*
- *Cyber Intelligence*
- *Geospatial Intelligence*
- *Intelligence Analysis*
- *Open-Source Intelligence (OSINT)*
- *Public Administration and Contemporary Security Management* (p. 326)
- *Security Organizational Leadership* (p. 327)
- *Terrorism*

Graduate Studies

The Graduate Studies and Research team focuses on providing excellent master's and doctoral programs at APUS. We partner with graduate programs throughout the university to increase student success, develop innovative curriculum, and enhance resources for students and faculty. Our aim is to ensure that programs exemplify academic rigor at the graduate level and help students develop the research, thinking, and communication skills to contribute to their field and advance their careers.

Leadership

Dean

Dr. Jennifer Douglas

Directors

Director of Doctoral Programs - Dr. Lori Woeste

Staff

Senior Project Coordinator - Ms. Kelsey Hotaling

Senior Administrative Assistant - Ms. Michelle Shuff

At APUS, graduate culture is defined as a community of emerging scholars and practitioners who share a commitment to research and scholarly integrity, a passion for the production of new knowledge, and expertise in the application of that knowledge in innovative, interdisciplinary contexts. The Graduate Studies and Research team supports master's and doctoral programs across the institution in several key ways:

- Shaping the strategic direction of graduate education at APUS
- Guiding new program development at the graduate level
- Creating consistent policies across graduate programs
- Offering research resources for faculty and graduate students
- Leading the Institutional Review Board for human subjects research
- Providing professional development opportunities for graduate students
- Developing strategies and programs to promote student success

Providing resources for faculty and student research is a priority for our institution. The Graduate Studies and Research team supports research initiatives across the university:

- APUS awards $100,000 in faculty research grants on an annual basis through a peer-review process.
- Our team sponsors the 3 Minute Thesis competition annually for master's students and offers webinars on preparing for the graduate capstone requirements.
- Our team provides research support through the Institutional Review Board for approving human subjects research.
- APUS partners with the Policy Studies Organization to co-sponsor conferences and two peer-reviewed journals edited by APUS faculty, *The Internet Learning Journal* and *The Journal of Global Security and Strategic Intelligence*.

Faculty

A most distinguished and diversified faculty of over 2,200 scholars, educators, and authors combine relevant theory with real-world experience. 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

- Marie Gould Harper, Ph.D., CPC, Business, Capella University (Interim)

Academic Leadership

- **Associate Provost of Academic and Faculty Services** - Michael Cottam, Ph.D., Educational Technology, Arizona State University
- **Assistant Provost, Student & Alumni Engagement** - Caroline Simpson, M.A., Management, American Public University
- **Associate Provost, University Registrar** - Michelle Newman, Ph.D., Management, Walden University
- **Dean, The Center for Teaching and Learning; Associate Dean, Faculty and Student Success** - Kimberly Jacobs, Ph.D., Postsecondary and Adult Education, Capella University
- **Dean, School of Arts, Humanities, and Education** - Anthony Garibay, Ed. D. Educational Leadership, DePaul University
- **Interim Associate Dean, School of Arts, Humanities, and Education** - Bethanie Hansen, D.M.A., Music Education, Boston University
- **interim Dean, Dr. Wallace E. Boston School of Business** - Dr. Leslie P. Filippelli-DiManna, Doctorate of Business Administration (DBA) – Leadership, Walden University
- **Dean, School of Health Sciences** - Brian Freeland, Ed.D., Sports Management and Leadership, Northcentral University
- **Dean, School of Science, Technology, Engineering, and Math** - Daniel Welsch, Ph.D., Environmental Sciences, University of Virginia
- **Dean, School of Security and Global Studies** - Nicole Drumhiller, Ph.D., CTM, Political Science, Washington State University
- **Interim Associate Dean, School of Security and Global Studies** - John Dolan, Ph.D., Education and Human Resource Studies, Colorado State University
- **Dean, Graduate Studies and Research** - Jennifer Douglas, Ph.D., English, University of Rochester
- **Associate Dean, Graduate Programs** – Lori Woeste, Ed.D., Curriculum & Instruction, Illinois State University
- **Dean, Academic Outreach and Program Development** - Chris Reynolds, Ed.D., Educational Leadership, Argosy University
- **Dean, Academic Partnerships and Health Outreach** - Barbara Netzer, D.N.P., Nursing, Capella University, MSN, Nursing, University of Phoenix, Phoenix; MS, Education, Johns Hopkins University
- **Associate Dean, Curriculum and Assessment** - Christina Dryden, Ph.D., Oceanography, Old Dominion University
- **Associate Dean, Chief Nurse Administrator** - Stacey Malinowski, D.N.P., Nursing Practice, Salisbury University

Department Chairs

- **Accounting, Finance, and Economics (AFE)** - Ashley Johanse, Ph. D., Organizational Leadership, Regent University
- **Art, Music, Religion, and Philosophy** – (Interim) Jan Spencer, Ph.D., Organizational Leadership, Regent University
- **Biology and Chemistry** - Randal Streck, Ph.D, Molecular Biology, University of California, Berkeley
- **Business Administration and Hospitality Management** - Wanda Curlee, D.Mgt. Organizational Leadership, University of Phoenix
- **Communication and World Languages** - Bjorn Mercer, D.M.A., Music, The University of Arizona
- **Computer Science, Data Science, and Mathematics** - Zona Barthelemy Kostic, D.Sc. Engineering Management, Singidunum University
- **Criminal Justice** - Charles Russo, Ph.D., Public Affairs, University of Central Florida
- **Cybersecurity** – (Interim) Nicole Drumhiller, Ph.D., CTM, Political Science, Washington State University
- **Educational Leadership, Student Affairs, and School Counseling** - Jan Spencer, Ph.D., Organizational Leadership, Regent University
- **Electrical Engineering and Physics** - Laura Kraya, Ph.D., Materials Science and Engineering, University of Pennsylvania
- **Emergency and Disaster Management** - Terri Wilkin, J.D., Law, University of Maryland-Baltimore
- **English, Humanities, and Literature** - Jaclyn Fowler, Ed.D., Adult Education, The Pennsylvania State University
- **Environmental Science** - Sylvia Nemmers, Ph.D. Plant and Environmental Sciences, New Mexico State University
- **General Education Science (Biology, Chemistry, Geography, Geology, Meteorology, STEM Humanities –** Sylvia Nemmers, Ph.D. Plant and Environmental Sciences, New Mexico State University
- **Healthcare Administration** - Meagan Wilson, M.H.A, Health Administration, University of Phoenix
- **Health Information Management** - Keechia Ross, MBA., Health Care Administration, Western Governors University
- **History** - Richard Hines, Ph.D., History, Washington State University
- **Homeland Security and National Security Studies** - Kelli Frakes, Ph.D., Public Policy and Administration, Walden University
- **Human Development and Family Studies** - Kathleen Mangeri, M.A., Student Personnel Services, Trenton State College
- **Information Technology Management, Information Technology, and Computer Technology** - Novadean Watson-Williams, D.B.A., Information Systems, Argosy University
- **Intelligence Studies** – John Dolan, Ph.D., Education and Human Resource Studies, Colorado State University
- **International Relations and Middle Eastern Studies** - Katherine Brannum, Ph.D., Political science, University of Massachusetts Amherst
- **Legal Studies** - Alison Becker, J.D., North Kentucky University – Salmon P Chase College of Law
- **Management and Human Resource (MHR)** - Stacey Little, Ph.D., Global Leadership - Organizational Management, Indiana Institute of Technology
- **Marketing, Retail Management, Real Estate (MRR)** - (Interim) Dr. Leslie P. Filippelli-DiManna, Doctorate of Business Administration (DBA) – Leadership, Walden University
- **Mathematics (General Education)** – Jackie Galvan, Ph.D., Business Administration – Management Information Systems, Northcentral University
- **Nursing** - Marcia Sotelo, D.N.P, Nursing Administration, Samford University
- **Political Science and Military Studies** - Thomas Kelly, Ph.D., Political Science, University of Illinois at Chicago
- **Psychology** - Tonia Parker, Ph.D., Psychology - General Psychology, Capella University
- **Public Administration and Security Management -** David Rand, M.S., Forensic Sciences, National University
- **Public Health** - Samer Koutoubi, Ph.D., Dietetics and Nutrition, Florida International University, M.D., Iuliu Hatieganu University of Medicine and Pharmacy, Cluj-Napoca, Romania
- **Sociology and Anthropology** - Stacey Tucker, Ph.D., Sociology, The University of Tennessee
- **Space Studies, Meteorology, Geology, and Geography** - Edward Albin, Ph.D., Planetary Geology, The University of Georgia
- **Sports and Health Sciences** - Karyn Gallivan, Ph.D., Public Health, Walden University
- **Sports Management** - James Reese, Ed.D., Physical Education: Sport Administration, University of Northern Colorado
- **Supply Chain Management, Government Contracting & Acquisitions, Analytics & Entrepreneurship (SAGE)** - Larry Parker Jr., Ph.D., Organization and Management, Capella University
- **Teaching** - Kathleen Tate, Ph.D., Elementary Education, Florida State University

Assistant Department Chairs

- **Cybersecurity** - Harry Cooper, D.Sc., Cybersecurity, Capitol Technology University
- **History** - Jeffrey Stone, Ph.D., Education, University of Kansas
- **International Relations and Middle Eastern Studies** - Michelle Watts, Ph.D., International Development, University of Mississippi
- **Psychology** - Rachel Cain, Ph.D., Psychology, The University of Alabama

Faculty List (http://www.apu.apus.edu/academic/faculty-directory.html)

Academic Programs

The American Public University System offers several options for graduate study: master's degrees, graduate certificates, and doctoral programs. Master's degree programs range from 30 to 48 semester hours (10-15 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.

The American Public University System offers professional practice doctorate degrees. Doctoral programs are comprised of 58 semester hours in coursework, 3 residencies; require a dissertation and a minimum GPA of 3.0 for graduation.

Program Completion Rates, Median Debt, and More

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

Doctoral Programs

APUS professional practice doctorates are multidisciplinary degrees that address intellectual, cultural, and organizational challenges in the respective profession of study. These programs educate and help to prepare the next generation of global leaders to advance academic and professional practice in their fields embracing a scholar-practitioner model of education in which practice, research, and multidisciplinary approaches are integrated components. This transformational approach concurrently integrates and develops knowledge, skills, findings, and insights applied to solve or provide greater understanding of complex problems. Likewise, we aim to advance theory and practice to enhance the related disciplines, areas of professional practice, and communities wherein our students, faculty, and University serve.

A Professional Practice Doctorate is an applied degree that focuses on the scholar-practitioner model. In this model, you will conduct research related to your professional experience to bridge theory and practice, advance knowledge in the field, and contribute to organizational change. While maintaining the rigor of a doctoral program, the emphasis on application of theory to practice differentiates the applied doctorate from the traditional PhD program.

Cohort Model

Students in a cohort will progress through the coursework together with options for three elective courses. In addition to coursework, students will complete three residencies, an ePortfolio with oral defense of the portfolio, a dissertation proposal with oral defense of it, and a dissertation with oral defense.

Residencies: Doctoral programs contain three residencies at crucial program points.

1. The first, Doctoral Program Foundations (year 1), establishes expectations for the program, develops rapport within the cohort, and introduces students to doctoral faculty. During this residency, students develop their degree plan, sign the degree expectations form (see Appendix C), and consider initial focus areas for dissertation research. Introduction to the Portfolio of Doctoral Studies.

2. The second residency (year 2) depends on the specific degree program and may include presentations at professional conferences or international experience.

3. The third residency (year 3) focuses on practicum and dissertation requirements. In this residency, students develop a practicum project that stretches professional skills toward the students' career goals. More importantly, this residency serves as a time to narrow the dissertation focus and select a potential dissertation advisor and committee members.

Doctor of

- *Global Security*
- *Strategic Intelligence*

Doctor of Global Security (D.G.S.)

The Doctor of Global Security degree explores the complex global security environment, with a focus on the role actors play in the formulation and implementation of international, bilateral, and state policies and norms, and practices of global scope and concern. The program also addresses the impact of global security issues on domestic security and foreign policy.

The multidisciplinary curriculum integrates research and evidence-based solutions to the complex problems you face in your professional practice, and is designed to help prepare you for leadership in the field. Strong emphasis is placed on conducting thorough program and policy evaluations that identify and analyze decisions beyond first order impacts, and on further cultivating your applied research skills at an advanced level.

This doctoral program embraces a scholar-practitioner model of education. Courses are taught by highly credentialed and experienced instructors, many of whom hold key positions in government agencies or public safety organizations.

Degree Program Objectives

- Analyze the academic and professional practice of global security.
- Synthesize the major theories, approaches, and concepts relevant to the global security discipline.
- Analyze complex issues and challenges related to the global security discipline.
- Apply theories, approaches, and concepts to real-world examples related to global security.
- Assess the impact of global security issues on domestic security and foreign policy.
- Analyze the ideas, beliefs, language, culture, psychology and decision making of actors in the global environment.
- Design research studies using appropriate qualitative and quantitative approaches for the global security discipline.
- Operate according to ethical research and professional behavior guidelines in the global security discipline.

Admission Requirements

Admission to our AMU (https://www.amu.apus.edu/academic/degrees-and-programs/doctoral.html) and APU (https://www.apu.apus.edu/academic/degrees-and-programs/doctoral.html) doctoral programs is selective. Students are selected based on evidence of outstanding intellectual ability, strong commitment to applied research and practice in the discipline, and demonstrated ability to successfully complete post-baccalaureate study. Interviews will be held with selected students prior to a final admission decision.

All required admissions documents are due before the review can begin. We recommend you apply at least 3 months in advance of your intended cohort start date.

Required Documentation

Upon completion of the application and payment of the non-refundable $100.00 application fee, you will be assigned a student ID. This will allow you to complete your admissions package, which consists of the following required documentation:

1. Prior Education
   Your master's degree in a closely related discipline with a minimum GPA of 3.0 is required. Related disciplines include: International/Global Studies; International Relations and Affairs; Political Science; Criminal Justice; Homeland Security; National Security; Military Studies; Cybersecurity; Resource Management; and Global Business and Management. Other degrees and doctoral experience may be considered. Your official transcript verifying the award of your master's degree must be sent from the issuing institution in sealed envelopes or by official electronic copy (such as National Student Clearinghouse transcript). No faxed or unsealed transcripts will be accepted.

2. Professional Practice
   You must have 3-5 years work experience in the global security field or closely related field.
3. CV or Resume
   Must include work history, professional accomplishments, service to the profession, and any teaching and research experience.
4. English Proficiency
   Applicants from a country whose native language is not English (regardless of current residence) must provide proof of English proficiency.
5. Three References
   Choose three references from colleagues or professors with whom you have current or recent (within the past 3-5 years) professional associations, and ask them to complete the doctoral reference form. Your references will assess your professional accomplishments, leadership in the discipline, written and verbal communication skills, service activities, and personal strengths necessary for successful completion of a doctoral program.
6. Admission Essay
   In 750-1200 words, explain why you are applying to this doctoral program. Please discuss your rationale for earning a doctorate in this field and include specific examples for how this degree will help you obtain your long-term academic and professional career goals. Provide examples of how current issues in this field inform your decisions, making sure to include current relevant literature and cite using Chicago/Turabian style.
7. Photo ID
   Submit a legible color copy of your valid government-issued photo ID. Military students, except Air Force, can submit a government issued JST.

Core Requirements (30 semester hours)

- GLBS710 - Seminar in Global Governance (3 semester hours): This seminar examines the role that global actors play in the formulation and implementation of policy, norms, and practice related problems of global scope and concern. Particular attention is paid to the implications for domestic and international security. Year 1, Term 1.

- SSGS711 - Psychology of Actors in the Global Environment (3 semester hours): This seminar examines the role of theory and applies some of the major psychological theories and approaches, regarding individuals and groups in the global environment. These groups inform the understanding, communication, and decision making of global actors. *This is the third program requirement.* Year 1, Term 1.

- DOCT700 - Qualitative Methods (3 semester hours): This course provides an overview of methods used in qualitative research and its theoretical concepts. Elements of the research design such as ethics, developing research questions, sampling techniques, and data collection methods such as observation, interviews, documentary evidence, and audio-visual materials are addressed and applied. Year 1, Term 2.

- SSGS712 - Nationalism and Identity (3 semester hours): This seminar analyzes contemporary theories of nationalism and identity. Students will examine the complexities of building a nation state: how diaspora groups challenge national identity, subnational groups threaten national cohesion, and gender relations reevaluate social hierarchies. By utilizing modern case studies across Europe and the Middle East, participants will utilize multidisciplinary approaches to analyze the rise of contemporary nationalism. This is the fifth program requirement. Year 1, Term 2.
- GLBS711 - Seminar in Global Security Issues (3 semester hours): This seminar provides an overview of select current issues of significance to global security faced by actors in the global community, and identifies how these challenges influence domestic and international security. It also focuses on the development of international, bilateral, and state solutions to them. Year 1, Term 3.

- DOCT701 - Quantitative Methods (3 semester hours): This course provides an overview of the scientific method and methods used in quantitative research, addressing theoretical concepts and practical considerations. The basic elements of quantitative research design are examined and applied, including constructing research questions and hypotheses, defining and measuring concepts, identifying threats to validity and reliability, implementing sampling techniques, and designing research instruments. Experimental design, quasi-experimental design, survey research, and statistical research are covered. Year 1, Term 3.

- DOCT702 – Statistics (3 semester hours): This doctoral seminar provides an overview of basic statistical procedures used in quantitative research and their application. Its focus is to enable students to develop a foundation of basic statistical literacy. Students will assess the role of statistics in quantitative research and develop the competency to perform basic statistical calculations. Both descriptive and inferential statistics are addressed. Statistical concepts involving variables, sampling, analysis of variance, probability theory, inference, and the foundations of multivariate regression are addressed. Students will use gain competence in the SPSS statistical software program. Students will analyze data and

research situations to interpret the meaning underlying the data, and how statistics can be used to address important research questions. Year 2, Term 1.

- **GLBS712 - Seminar in Emerging Global Security Issues (3 semester hours)**: This seminar provides an overview of select emerging complex issues of significance to global security faced actors in the global community, and identifies how these challenges influence domestic and international security. It also focuses on the development of international, bilateral, and state solutions to them. Year 2, Term 1.
- **DOCT715 - Strategic Leadership (3 semester hours)**: This seminar examines classic and contemporary literature on best practices in leadership relevant to developing personal leadership skills, and also on the role of strategic leadership in developing a vision and strategy for an organization. Year 2, Term 2.
- **GLBS745 Defense Security Cooperation (3 semester hours):** This seminar examines defense and security cooperation such as training and education, foreign aid and military sales, alliances and multinational cooperation in the global environment, and how these factors impact global security, and in particular, U.S. national security. Year 2, Term 3.

Professional Practice Requirements (6 semester hours)

- **DOCT703 - Professional Practice I (1 semester hour)**: During this seminar students will work with their faculty to plan out their semester. The seminar also lays the foundation for peer mentoring between cohorts. Students will be introduced to principles of the research process, collaboration, research ethics, and academic integrity. Year 1, Term 1.
- **DOCT704 - Professional Practice II (1 semester hour)**: During the course, students gain familiarity with the professional academic conference circuit, and presentation expectations. Students will also begin to create their research framework based on dissertation interests. Students will begin background research for their second residency requirements. The course includes professional development for writing proposals and abstracts.Year 1, Term 2
- **DOCT705 - Professional Practice III (1 semester hour):** The focus of this course is on final preparations for the 2nd year residency. All students will gain experience developing conference proposals. Peer reviewed presentations and communication skills will be a focus of this course. During the final weeks of the course students will schedule and complete their formal year one annual review which assesses their overall progress in their doctoral program of study. Year 1, Term 3.
- **DOCT706 - Professional Practice IV (1 semester hour)**: In this course, students begin pre-work on their dissertation proposal. Students will gain additional insight into strategies for building their dissertation committees and will review year two and three program milestones. Students will also receive additional training on the Institutional Review Board as well as on research grant writing. Within this course students will be introduced to emotional intelligence and its impact on personal and professional development. Year 2, Term 1.
- **DOCT707 - Professional Practice V (1 semester hour)**: The focus of this course is on portfolio development and the dissertation proposal. Peer review will be critical to this process. Students will work in study groups to prepare for the upcoming portfolio defense. Within this course students will craft their portfolio to reflect doctoral learning outcomes and career aspirations. Students will also gain additional detail on the practicum planning process, and the development of personalized practicum learning objectives. Finally, students will take a deeper look into emotional intelligence to include the different EQ-I elements and levels. Year 2, Term 2.
- **DOCT708 - Professional Practice VI (1 semester hour):** Students will continue to work in study groups to prepare for their oral portfolio defense. Students will complete a portfolio reflection piece to help shape the portfolio and place the artifacts within the current body of knowledge. In preparation for the dissertation proposal defense, students will give a 3 Minute Thesis-style presentation to articulate the academic and professional practice significance of their doctoral work. To be eligible for their portfolio defense, students must have completed all required artifacts, to include the residency 2 requirement. Year 2, Term 3.

Elective Requirements (9 semester hours)

Select 3 courses from the following:

- **DOCT716 - Business and Financial Management (3 semester hours):** This course will expose doctoral students to practical research in business and financial management. The emphasis will be on developing an integrated framework for understanding issues in financial management. The course will examine the fundamentals of financial management, models in corporate finance, and contemporary topics in financial research. Topics include the theory of the firm's choice, financial statement analysis, financial instruments, capital markets, project and corporate valuation, global finance operations, and ethics in finance.

- **GLBS740 - Technology and Global Security (3 semester hours):** This seminar focuses on advances related to science, technology, and innovation in the global environment. It also examines on the impact that advances in science, technology, and innovation have on domestic and international security, and international, bilateral, and state strategies for addressing them.

- **GLBS741 - Health and Global Security (3 semester hours)**: This seminar examines the role that global actors play in the formulation and implementation of policy, norms, practice, and domestic and international consequences with regard to current and emerging priorities in global health to address the prevention of disease and the promotion of health. It also examines the impact that global health issues have on domestic and international security, and international, bilateral, and state strategies for addressing them.
- **GLBS742 - Democracy, Governance, and Human Rights (3 semester hours):** This seminar addresses the role that global actors play in formulation of policy, norms, and practice with regard to democracy, governance and human rights. It also focuses on the impact that these have on domestic and international security, and the international, bilateral, and U.S. strategies for addressing them.
- **GLBS743 - Political Economy and Global Security (3 semester hours)**: The seminar examines the role that global actors play in the formulation of policy, norms, and practice with regard to global economic security related priorities such as trade, monetary policy, foreign investment, development, foreign aid, and globalization. It also focuses on the impact that these have on domestic and international security, and international, bilateral, and state strategies for addressing these issues.

- **GLBS744 - Conflict Resolution (3 semester hours):** This seminar examines different theories and approaches related to conflict. It also addresses the impact conflict has on domestic and international security. International, bilateral, and state strategies for addressing these challenges are also addressed.

- **GLBS790 - Independent Study (3 semester hours)**: This course is an opportunity to pursue an independent research project on a global security topic under the mentorship and direction of a faculty member. *A research proposal and timeline must be submitted in advance of enrollment to the faculty member, and approved by the faculty member and Program Director.*

- **SSGS741 Big Data and Social Media Analysis (3 semester hours):** Big data and social media have been promised to hold critical importance in the current generation of information technology, with applications ranging from business to academic to defense sectors. Since the pervasiveness of open source data from social media is only increasing, the potential of big data to influence national security and intelligence studies has been trumpeted. This course reviews the scope of big data sciences in the functioning of global communities/organizations and their overall impact factor on intelligence and global security scholarship. It focuses not only on the supposed positives, but also on the inherent limitations of big data, which might affect organizations across a broad range of aspects: from the gathering of information to anticipating surprises to even evolving the hiring process for future analysts. Students will also experiment within the course with producing their own forms of analysis utilizing big data and social media analytic techniques.

- **SSGS750 Cyber, Policy, and Conflict (3 semester hours)**
  This seminar provides an overview of contemporary cyber issues as they directly impact global conflict and the subsequent efforts at national, international, and transnational levels to create relevant cyber policy. This seminar is not so much a technical review common to traditional cybersecurity courses, but an examination of the diplomatic, political, and security aspects inextricably tied into the cyber domain.

- **SSGS770 From Academics to the Profession: Publishing in the Social Sciences (3 semester hours):** This professional writing seminar is an introduction to the complex world of academic writing and publication. It is designed to give students in the social sciences an opportunity to overcome anxiety about professional level writing and the publishing process. Students in this course will gain practical experience in revising their work so that it may be submitted to a peer-reviewed journal for possible publication. Using Wendy Laura Belcher's best-selling Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success, the course explains the publication process to students and shares strategies for achieving success in the academic writing arena, including setting up a work schedule, identifying appropriate journals for submission, working with editors, writing query letters, clarifying arguments, and organizing material. In a supportive environment, participants

revise a previously completed classroom paper, conference paper, thesis, or other work into a peer-reviewed article and submit it for publication. The goal of this workshop is to aid participants in taking their papers from classroom quality to conference, and ultimately, journal quality.

Residency Requirements (6 semester hours)

- **DOCT720 - Residency: Doctoral Program Foundations (2 semester hours):** This course fosters interaction amongst students and introduces them to the Dean, Doctoral Studies Program Directors, Doctoral faculty, the Doctoral Advisor, and support staff. It also provides students an overview of the Doctoral Program and its requirements. *Students must complete this course before beginning program coursework.* Year 1, Term 1.
- **DOCT721 - Residency: Preparing for the Practicum and Dissertation (2 semester hours)**: This on-site course fosters interaction amongst student cohorts, program administrators, faculty, and support staff. A detailed overview of faculty research areas, collaborative research opportunities, and the dissertation proposal and dissertation requirements are provided. Students will discuss the practicum experiential learning requirement and key skill-sets will be reinforced which will set the student up for success as they move into the dissertation phase of their program of study. Year 3, Term 1.
- **DOCT723 - Residency: Foreign Experience (2 semester hours)**:
  Students create an individual residency plan with the approval of the Program Director. The residency may include travel outside of the United States for research, field-related volunteer work, or a conference presentation at an international academic conference. Or, students may present at an academic conference in the United States focusing on global issues.

Practicum Requirement (3 semester hours)

- **DOCT897 - Practicum (3 semester hours)**: The Practicum provides a hands-on experience in a professional environment. This is a supervised opportunity where academic skills and knowledge are applied to a professional environment. Refer to Practicum guidelines in the Doctoral Manual. Year 3, Term 2.

Dissertation Requirement (variable semester hours)

- **DOCT894 - Dissertation Proposal Defense (3 semester hours)**: In this course students will develop their skill set surrounding the different components of the dissertation proposal. These can include analyzing and producing deliverables centered on a comprehensive description of the problem/research question(s), a literature review, and detailed research design. By the end of this course students will be eligible to defend their dissertation proposals. In order to defend their dissertation proposals, students must first have successfully defended their portfolio. Students may also defend their dissertation proposal during DOCT899. Year 3, Term 1.
- **DOCT899 – Dissertation (1 semester hour)**: The *dissertation* is a comprehensive document that is an original contribution and one that advances theory, research, and practice in the global security discipline. The dissertation is written under the direction of the dissertation committee and students must be enrolled in the dissertation course to proceed to this stage. *All program requirements and the proposal defense must be successfully completed before beginning the dissertation. This is a 16-week course. Students must continuously enroll in the course until successful completion of the oral dissertation proposal defense and full dissertation and corresponding oral defense. Refer to dissertation guidelines in the Dissertation Manual.*

Program Milestones

- **Portfolio Defense**: This is an oral defense of the portfolio to demonstrate mastery of disciplinary knowledge and the program learning outcomes for doctoral coursework.
- **Dissertation Proposal Defense**: This is an oral defense of the dissertation proposal in order to receive dissertation committee approval of the dissertation concept and research plan.
- **Dissertation Defense**: This is an oral defense of the complete dissertation at the conclusion of the research and writing process. Students must pass the dissertation defense, make any necessary revisions, and submit the final dissertation to the library before the doctoral degree can be conferred.

Total = 58 semester hours plus continuing registration for dissertation requirement

Doctor of Strategic Intelligence (D.S.I.)

The Doctor of Strategic Intelligence addresses intellectual, cultural, and organizational challenges in the emerging field of intelligence studies. You'll study the activities and relationships between actors in the global community, along with domestic intelligence topics and issues of strategic concern to the U.S. The curriculum integrates practice, research, and multidisciplinary study (international security, psychology, strategic leadership) to enhance your understanding of the complex problems you face in your professional practice today.

As a student in this doctoral program, you will conduct ethically-sound, original, applied research that extends the body of knowledge in the field, and prepares you for leadership and service in the intelligence community. This program embraces a scholar-practitioner model of education, and courses are taught by highly credentialed and experienced instructors, many of whom hold key positions in government agencies or public safety organizations.

Degree Program Objectives

- Analyze the academic and professional practice of strategic intelligence.
- Synthesize the major theories, approaches, and concepts relevant to strategic intelligence.
- Evaluate complex issues and challenges related to strategic intelligence.
- Design research studies using appropriate qualitative and quantitative approaches for strategic intelligence.
- Assess the impact of strategic intelligence on domestic and global problems.
- Operate according to the ethical and professional behavior guidelines in accordance with university best practices.
- Defend and communicate research relevant to strategic intelligence issues before a body of peers, policymakers, or press, in a professional conference setting.
- Analyze strategic leadership, business, and financial management practices.

Admission Requirements

Admission to our AMU (https://www.amu.apus.edu/academic/degrees-and-programs/doctoral.html) and APU (https://www.apu.apus.edu/academic/degrees-and-programs/doctoral.html) doctoral programs is selective. Students are selected based on evidence of outstanding intellectual ability, strong commitment to applied research and practice in the discipline, and demonstrated ability to successfully complete post-baccalaureate study. Interviews will be held with selected students prior to a final admission decision.

All required admissions documents are due before the review can begin. We recommend you apply at least 3 months in advance of your intended cohort start date.

Required Documentation

Upon completion of the application and payment of the non-refundable $100.00 application fee, you will be assigned a student ID. This will allow you to complete your admissions package, which consists of the following required documentation:

1. Prior Education
   Your master's degree in a closely related discipline with a minimum GPA of 3.0 is required. Related disciplines include: Intelligence Studies; Military Studies; International/Global Studies; Homeland Security; Cybersecurity; National Security; Terrorism Studies; Public Administration/Public Policy. Other degrees and doctoral experience may be considered. Your official transcript verifying the award of your master's degree must be sent from the issuing institution in sealed envelopes or by official electronic copy (such as National Student Clearinghouse transcript). No faxed or unsealed transcripts will be accepted.

2. Professional Practice
   You must have 3-5 years work experience in the intelligence field or closely related field.
3. CV or Resume
   Must include work history, professional accomplishments, service to the profession, and any teaching and research experience.
4. English Proficiency
   Applicants from a country whose native language is not English (regardless of current residence) must provide proof of English proficiency.
5. Three References
   Choose three references from colleagues or professors with whom you have current or recent (within the past 3-5 years) professional associations, and ask them to complete the doctoral reference form. Your references will assess your professional accomplishments, leadership in the discipline, written and verbal communication skills, service activities, and personal strengths necessary for successful completion of a doctoral program.
6. Admission Essay
   In 750-1200 words, explain why you are applying to this doctoral program. Please discuss your rationale for earning a doctorate in this field and include specific examples for how this degree will help you obtain your long-term academic and professional career goals. Provide examples of how current issues in this field inform your decisions, making sure to include current relevant literature and cite using Chicago/Turabian style.
7. Photo ID
   Submit a legible color copy of your valid government-issued photo ID. Military students, except Air Force, can submit a government issued JST.

Core Requirements (30 semester hours)

- INTL710 - Seminar in Intelligence Integration (3 semester hours): This seminar explores the organizational and integration issues facing the U.S. Intelligence Community by first evaluating underlying organizational design and theory of communities and organizations. Using organizational design as a point of reference, the seminar examines the nature of the community and its relationship to its operating environment by delving into the present-day issues facing the Intelligence Community in relation to the ever-changing global threat and the wide array of intelligence customers requiring more timely and tailored intelligence services. Lastly, given an understanding of the present-day operating environment, the seminar concludes by identifying and evaluating the vertical and integration issues facing the community while examining some potential transformation models to better posture the Intelligence Community for the future. Year 1, Term 1.

- SSGS711 - Psychology of Actors in the Global Environment (3 semester hours): This seminar examines the role of theory and applies some of the major psychological theories and approaches, regarding individuals and groups in the global environment. These groups inform the understanding, communication, and decision making of global actors. *This is the third program requirement.* Year 1, Term 1.
- DOCT700 - Qualitative Methods (3 semester hours): This course provides an overview of methods used in qualitative research and its theoretical concepts. Elements of the research design such as ethics, developing research questions, sampling techniques, and data collection methods such as observation, interviews, documentary evidence, and audio-visual materials are addressed and applied. Year 1, Term 2.
- SSGS712 - Nationalism and Identity (3 semester hours): This seminar analyzes contemporary theories of nationalism and identity. Students will examine the complexities of building a nation state: how diaspora groups challenge national identity, subnational groups threaten national cohesion, and gender relations reevaluate social hierarchies. By utilizing modern case studies across Europe and the Middle East, participants will utilize multidisciplinary approaches to analyze the rise of contemporary nationalism. This is the fifth program requirement. Year 1, Term 2.

- INTL711 - Comparative Intelligence Institutions (3 semester hours): This course examines in comparative perspective the intelligence communities of various states around the globe, to include both allies and adversaries of the United States. Content covers how various intelligence agencies are structured, how they formulate their respective national interests, how they address transnational problems and cultivate potential for cross-national cooperation. Students will evaluate all of these issues with the American intelligence community, while also learning about fundamental aspects of intelligence gathering, including core problems and criticisms, and considering differences between Western and non-Western approaches to intelligence. Year 1, Term 3.

- DOCT701 - Quantitative Methods (3 semester hours): This course provides an overview of the scientific method and methods used in quantitative research, addressing theoretical concepts and practical considerations. The basic elements of quantitative research design are examined and applied, including constructing research questions and hypotheses, defining and measuring concepts, identifying threats to validity and reliability, implementing sampling techniques, and designing research instruments. Experimental design, quasi-experimental design, survey research, and statistical research are covered. Year 1, Term 3.

- **DOCT702 - Statistics (3 semester hours)**: This doctoral seminar provides an overview of basic statistical procedures used in quantitative research and their application. Its focus is to enable students to develop a foundation of basic statistical literacy. Students will assess the role of statistics in quantitative research and develop the competency to perform basic statistical calculations. Both descriptive and inferential statistics are addressed. Statistical concepts involving variables, sampling, analysis of variance, probability theory, inference, and the foundations of multivariate regression are addressed. Students will use gain competence in the SPSS statistical software program. Students will analyze data and research situations to interpret the meaning underlying the data, and how statistics can be used to address important research questions. Year 2, Term 1.
- **INTL712 - US Intelligence Law and Ethics (3 semester hours):** This seminar examines ethics in U.S. government intelligence related decision making, the conduct of intelligence activities and oversight, with regard to hackers and intelligence leaks. It also examines the role that the law plays in the basic U.S. intelligence authorities, in oversight, and in decision making and the ways in which these authorities and decision making influence the development of new legal frameworks. Year 2, Term 1.
- **DOCT715 - Seminar in Strategic Leadership (3 semester hours)**: This seminar examines classic and contemporary literature on best practices in leadership relevant to developing personal leadership skills, and also on the role of strategic leadership in developing a vision and strategy for an organization. Year 2, Term 2.
- **SSGS742 National Security Decision Making (3 semester hours):** This seminar examines different perspectives on decision-making processes of U.S. decision makers and other actors in the global environment. In particular, it examines and applies various disciplinary concepts, theories and approaches to decision making related to individuals and groups, case study examples of how these are applied, and also challenges encountered in the decision-making process. Year 2, Term 3.

Professional Practice Requirements (6 semester hours)

- **DOCT703 - Professional Practice I (1 semester hour)**: During this seminar students will work with their faculty to plan out their semester. The seminar also lays the foundation for peer mentoring between cohorts. Students will be introduced to principles of the research process, collaboration, research ethics, and academic integrity.Year 1, Term 1.
- **DOCT704 - Professional Practice II (1 semester hour)**: During the course, students gain familiarity with the professional academic conference circuit, and presentation expectations. Students will also begin to create their research framework based on dissertation interests. Students will begin background research for their second residency requirements. The course includes professional development for writing proposals and abstracts. Year 1, Term 2.
- **DOCT705 - Professional Practice III (1 semester hour):** The focus of this course is on final preparations for the 2nd year residency. All students will gain experience developing conference proposals. Peer reviewed presentations and communication skills will be a focus of this course. During the final weeks of the course students will schedule and complete their formal year one annual review which assesses their overall progress in their doctoral program of study. Year 1, Term 3.
- **DOCT706 - Professional Practice IV (1 semester hour)**: In this course, students begin pre-work on their dissertation proposal. Students will gain additional insight into strategies for building their dissertation committees and will review year two and three program milestones. Students will also receive additional training on the Institutional Review Board as well as on research grant writing. Within this course students will be introduced to emotional intelligence and its impact on personal and professional development. Year 2, Term 1.
- **DOCT707 - Professional Practice V (1 semester hour)**: The focus of this course is on portfolio development and the dissertation proposal. Peer review will be critical to this process. Students will work in study groups to prepare for the upcoming portfolio defense. Within this course students will craft their portfolio to reflect doctoral learning outcomes and career aspirations. Students will also gain additional detail on the practicum planning process, and the development of personalized practicum learning objectives. Finally, students will take a deeper look into emotional intelligence to include the different EQ-I elements and levels. Year 2, Term 2.
- **DOCT708 - Professional Practice VI (1 semester hour):** Students will continue to work in study groups to prepare for their oral portfolio defense. Students will complete a portfolio reflection piece to help shape the portfolio and place the artifacts within the current body of knowledge. In preparation for the dissertation proposal defense, students will give a 3 Minute Thesis-style presentation to articulate the academic and

professional practice significance of their doctoral work. To be eligible for their portfolio defense, students must have completed all required artifacts, to include the residency 2 requirement. Year 2, Term 3.

Elective Requirements (9 semester hours)

Select 3 courses from the following:

- **DOCT716 - Seminar in Business and Financial Management (3 semester hours):** This course will expose doctoral students to practical research in business and financial management. The emphasis will be on developing an integrated framework for understanding issues in financial management. The course will examine the fundamentals of financial management, models in corporate finance, and contemporary topics in financial research. Topics include the theory of the firm's choice, financial statement analysis, financial instruments, capital markets, project and corporate valuation, global finance operations, and ethics in finance.

- **INTL740 - Intelligence Cooperation and Sharing (3 semester hours)**: This seminar examines the relationship within and amongst the various U.S. domestic intelligence organizations and with other domestic organizations, and with foreign intelligence and law enforcement organizations. It also addresses some of the challenges faced with regard to cooperation and sharing information. Several case studies are provided to illustrate areas of cooperation and sharing.

- **INTL741 - Intelligence and Policy-Making (3 semester hours):** This seminar explores the dynamics of one of the most fundamental relationships that drives the Intelligence Community—that of the Intelligence Community and the policy-maker. The seminar first explores the theoretical principles on the relationship between the intelligence professional and the policy-maker and then examines the underlying formal and informal structures that are utilized to facilitate these relationships. The seminar endeavors to illustrate the inherent friction and perspectives between the Intelligence Community and the policy-maker while exploring some of potential "best practices" and principles to optimize the relationship. The seminar concludes with an examination of how the intelligence professional and the policy-maker can prioritize and function within a rapidly changing global environment.
- **INTL743 - Intelligence and Technology (3 semester hours)**: The seminar focuses on the role and influence of technology. Specifically, it examines the advances in technology, and the impact they have on U.S. intelligence and security. Strategies for addressing the impact are also addressed.
- **INTL790 - Independent Study (3 semester hours)**: This course is an opportunity to pursue an independent research project under the mentorship a*nd direction of a faculty member. A research proposal and timeline must be submitted, and approved by the faculty member and Doctoral Director in advance of enrollment.*
- **SSGS741 Big Data and Social Media Analysis (3 semester hours):** Big data and social media have been promised to hold critical importance in the current generation of information technology, with applications ranging from business to academic to defense sectors. Since the pervasiveness of open source data from social media is only increasing, the potential of big data to influence national security and intelligence studies has been trumpeted. This course reviews the scope of big data sciences in the functioning of global communities/organizations and their overall impact factor on intelligence and global security scholarship. It focuses not only on the supposed positives, but also on the inherent limitations of big data, which might affect organizations across a broad range of aspects: from the gathering of information to anticipating surprises to even evolving the hiring process for future analysts. Students will also experiment within the course with producing their own forms of analysis utilizing big data and social media analytic techniques.

- **SSGS750 Cyber, Policy, and Conflict (3 semester hours):** This seminar provides an overview of contemporary cyber issues as they directly impact global conflict and the subsequent efforts at national, international, and transnational levels to create relevant cyber policy. This seminar is not so much a technical review common to traditional cybersecurity courses, but an examination of the diplomatic, political, and security aspects inextricably tied into the cyber domain.
- **SSGS770 From Academics to the Profession: Publishing in the Social Sciences (3 semester hours):** This professional writing seminar is an introduction to the complex world of academic writing and publication. It is designed to give students in the social sciences an opportunity to overcome anxiety about professional level writing and the publishing process. Students in this course will gain practical experience in revising their work so that it may be submitted to a peer-reviewed journal for possible publication. Using Wendy Laura Belcher's best-selling Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success, the course explains the publication process to students and shares strategies for achieving success in the academic writing arena, including setting up a work schedule, identifying appropriate journals for submission, working with editors, writing query letters, clarifying arguments, and organizing material. In a supportive environment, participants

revise a previously completed classroom paper, conference paper, thesis, or other work into a peer-reviewed article and submit it for publication. The goal of this workshop is to aid participants in taking their papers from classroom quality to conference, and ultimately, journal quality.

- **SSGS792 Special Topics (3 semester hours):** This is a special topics course that is designed to afford students the opportunity to examine topics not covered by the existing curriculum. View the course schedule to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates. The subject matter of each special topics courses may vary, special topics courses may not be offered every term.

Residency Requirements (6 semester hours)

- **DOCT720 - Residency: Doctoral Program Foundations (2 semester hours):** This course fosters interaction amongst students and introduces them to the Dean, Doctoral Studies Program Directors, Doctoral faculty, the Doctoral Advisor, and support staff. It also provides students an overview of the Doctoral Program and its requirements. *Students must complete this course before beginning program coursework.* Year 1, Term 1.
- **DOCT721 - Residency: Preparing for the Practicum and Dissertation (2 semester hours)**: This on-site course fosters interaction amongst student cohorts, program administrators, faculty, and support staff. A detailed overview of faculty research areas, collaborative research opportunities, and the dissertation proposal and dissertation requirements are provided. Students will discuss the practicum experiential learning requirement and key skill-sets will be reinforced which will set the student up for success as they move into the dissertation phase of their program of study. Year 3, Term 1.
- **DOCT722 - Residency: Scholar/Practitioner Presentation (2 semester hours)**: This residency involves presenting to the academic and/or practitioner community original research that advances academic and professional practice in the discipline. This residency must be successfully completed by the end of Year 2, Term 3.

Practicum Requirement (3 semester hours)

- **DOCT897 – Practicum (3 semester hours)**: The Practicum provides a hands-on experience in a professional environment. This is a supervised opportunity where academic skills and knowledge are applied to a professional environment. Refer to Practicum guidelines in the Doctoral Manual. Year 3, Term 2.

Dissertation Requirement (variable semester hours)

- **DOCT894 - Dissertation Proposal Defense (3 semester hours)**: In this course students will develop their skill set surrounding the different components of the dissertation proposal. These can include analyzing and producing deliverables centered on a comprehensive description of the problem/research question(s), a literature review, and detailed research design. By the end of this course students will be eligible to defend their dissertation proposals. In order to defend their dissertation proposals, students must first have successfully defended their portfolio. Students may also defend their dissertation proposal during DOCT899. Year 3, Term 1.
- **DOCT899 – Dissertation (1 semester hour)**: The *dissertation* is a comprehensive document that is an original contribution and one that advances theory, research, and practice in the global security discipline. The dissertation is written under the direction of the dissertation committee and students must be enrolled in the dissertation course to proceed to this stage. *All program requirements and the proposal defense must be successfully completed before beginning the dissertation. This is a 16-week course. Students must continuously enroll in the course until successful completion of the oral dissertation proposal defense and full dissertation and corresponding oral defense. Refer to dissertation guidelines in the Dissertation Manual.*

Program Milestones

- **Portfolio Defense**: This is an oral defense of the portfolio to demonstrate mastery of disciplinary knowledge and the program learning outcomes for doctoral coursework.
- **Dissertation Proposal Defense**: This is an oral defense of the dissertation proposal in order to receive dissertation committee approval of the dissertation concept and research plan.

- **Dissertation Defense**: This is an oral defense of the complete dissertation at the conclusion of the research and writing process. Students must pass the dissertation defense, make any necessary revisions, and submit the final dissertation to the library before the doctoral degree can be conferred.

Total = 58 semester hours plus continuing registration for dissertation requirement

Master's Programs

The master's programs require 30 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 academic 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*
- *Public Policy*

Master of Arts

- *Criminal Justice*
- *Emergency and Disaster Management*
- *Entrepreneurship*
- *History*
- *Homeland Security*
- *Humanities*
- *Human Resource Management*
- *Intelligence Studies*
- *International Relations and Global Security*
- *Legal Studies*
- *Management*
- *Military History*
- *Military Studies*
- *National Security Studies*
- *Political Science*
- *Psychology*
- *Reverse Logistics Management*
- *Security Management*
- *Sociology*
- *Supply Chain Management*
- *Transportation and Logistics Management*

Master of Education

- *Educational Leadership*
- *Higher Education Administration*
- *Online Teaching*

- *Student Affairs in Higher Education*
- *Teaching*

Master of Science

- *Accounting*
- *Applied Business Analytics*
- *Athletic Development Management*
- *Cybersecurity Studies*
- *Environmental Policy and Management*
- *Health Information Management*
- *Healthcare Administration*
- *Information Technology*
- *Nursing*
- *Space Studies*
- *Sports and Health Sciences*
- *Sports Management*

Dual Degree

- *Emergency and Disaster Management and Homeland Security*

Accelerated Degree

- *RN to MSN*

Suspended Programs

- *Teaching - Non-Licensure Concentration in Elementary Education*
- *Teaching - Non-Licensure Concentration in Social Studies*

Dual Master of Arts in Emergency and Disaster Management and Homeland Security

This dual degree in Emergency and Disaster Management & Homeland Security is comprised of two separate master's programs offered at this university. Taking these online graduate programs in tandem in a dual degree gives you the core courses of both programs along with a selection of electives culminating in an end-of-program assessment.

This online dual master's degree offers a natural symbiosis between these two fields: emergency management professionals who save lives by responding to disasters such as floods, fires, earthquakes, etc., and homeland security personnel who provide a secure and collaborative information sharing environment for communication during critical incidents. This dual master's degree program will allow you to gain competency in these two fields simultaneously.

This program is taught by highly credentialed and experienced instructors, many who are board-certified emergency managers (CEM) or who hold key positions in government agencies or national safety and security organizations.

The mission of the Master's in Emergency and Disaster Management/Homeland Security is to help prepare students to assume leadership roles in the protection of the US homeland in emergency circumstances by providing students with the theory, operations, and best practices across the entire field and challenging them to demonstrate how to effectively apply them.

Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

- Organize emergency management functions and activities using contemporary emergency and disaster management concepts and federal guidelines.
- Design 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.
- 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, National Incident Management System.
- Perform economic and social analyses necessary to provide funding recommendations to appropriate fiscal authorities, develop and manage budgets.
- Evaluate specific domestic security challenges for the 21st Century that face the United States and other industrialized nations.
- Develop proposed 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.
- Analyze the statutory, policy, strategy and legal differences between the different organizations involved in homeland security.
- Synthesize 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 at a Glance

Code	Title	Semester Hours
Core Requirements		45
Major Requirements		6
Final Program Requirements		3

Elective Requirements	6
Total Semester Hours	60

Degree Program Requirements

Core Requirements (45 semester hours)

Code	Title	Semester Hours
EDMG502	Emergency and Disaster Theory [1]	3
SSGS500	Research Design and Methods	3
EDMG503	Emergency and Disaster Planning and Management	3
EDMG509	Interagency Disaster Management	3
EDMG530	Economics of Disaster	3
EDMG541	Mass Casualty Incident Management	3
EDMG560	Crisis Action Planning	3
EDMG611	Case Analysis: Crisis and Disaster	3
PADM530	Public Policy	3
HLSS502	Homeland Security and Defense	3
HLSS505	Security Risk Management	3
HLSS522	Weapons of Mass Destruction and the New Terrorism	3
HLSS523	Domestic Terrorism and Extremist Groups	3
HLSS603	Resilience and Homeland Security	3
INTL613	Intelligence and Homeland Security	3
Total Semester Hours		45

[1] Required as the first course in this program.

Major Requirements (6 semester hours)

Code	Title	Semester Hours
Select 2 courses from the following:		6
HLSS645	Port Security	
SCMT544	Security Architecture	
SCMT545	Airport Security Design	
TLMT600	National Transportation Management	
TLMT605	Cargo Security Management	
Total Semester Hours		6

Final Program Requirements (3 semester hours)

Code	Title	Semester Hours
EMHS699	Emergency and Disaster Management & Homeland Security Capstone [1]	3
Total Semester Hours		3

[1] Taken once all other degree requirements have been met.

Elective Requirements (6 semester hours)

Code	Title	Semester Hours
Select any graduate courses not already taken to fulfill the requirements listed above.		6
Total Semester Hours		6

Master of Arts in Criminal Justice

The Master of Arts in Criminal Justice focuses on developing the professional skills necessary in leadership positions within the criminal justice field. This online master's program addresses national and local security issues as well as effective countermeasures and subsequent changes in the U.S. criminal justice system. You will explore criminal law, juvenile and delinquent behavior, security, and terrorism in a post-9/11 world. Our criminal justice programs are among the most popular at the university, bringing you peer interactions and an expanded network of criminal justice professionals who are dedicated to safeguarding their communities and nation. This program is taught by highly credentialed and experienced instructors, many who hold key positions in government agencies or criminal justice organizations.

Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

- 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 at a Glance

Code	Title	Semester Hours
Core Requirements		12
Select one of the following concentrations:		15
General Concentration (p. 52)		
Business Administration (p. 53)		
Emergency Management and Disaster Management (p. 53)		
Final Program Requirements		0-3
Elective Requirements		0-3
Total Semester Hours		30

Degree Program Requirements

Core Requirements (12 semester hours)

Code	Title	Semester Hours
CMRJ501	Criminology [1]	3
CMRJ500	Criminal Justice Ethics	3
CMRJ512	Police Administration	3

SSGS500	Research Design and Methods	3
Total Semester Hours		12

[1] Required as the first course in this program.

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)

This general concentration allows you to select from more than two dozen different concentration courses offered within this program, enabling you to create your own focused area of study.

Code	Title	Semester Hours
Select 5 courses from the following:		15
ACCT620	Forensic Accounting	
BUSN604	Fundamentals of Business Analysis	
BUSN620	Strategic Management	
BUSN625	Applied Decision Making	
CMRJ515	Sexual Exploitation/Children	
CMRJ518	Deviant Behavior	
CMRJ522	Forensics	
CMRJ524	Organized Crime	
CMRJ525	Negotiations: Crisis and Hostage	
CMRJ526	Drug Cartels and the Narcotics Threat	
CMRJ527	Crime and Mental Disorders	
CMRJ531	Criminal Profiling	
CMRJ601	Cases in Executive Decision Making	
CMRJ620	Policing and Corrections in Homeland Security	
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 (HUMINT)	
INTL631	Criminal Intelligence Analysis	
INTL646	Transnational Crime and Narcotics	
INTL650	Counterterrorism	
LSTD510	Constitutional Law	
LSTD502	Criminal Law	
LSTD503	Criminal Justice Process	
MATH530	Applied Statistics	
MGMT600	Organizational Management	
MGMT605	Leadership	
MGMT610	Cross-Cultural Management	

PADM530	Public Policy
PADM612	Public Finance
SCMT529	International Terrorism
SCMT537	Computer Crime
SSGS690	Independent Study
SSGS692	Special Topics
Total Semester Hours	15

Concentration in Business Administration (15 semester hours)

Layers on business skills required for effective leadership and management in criminal justice organizations. Covers concepts of accounting principles, financial tools, and economic analysis for effective managerial decision making, while exploring the role of decision-making models and tools for resolving business problems.

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)

Code	Title	Semester Hours
BUSN604	Fundamentals of Business Analysis	3
BUSN620	Strategic Management	3
BUSN625	Applied Decision Making	3
MGMT605	Leadership	3
MGMT610	Cross-Cultural Management	3
Total Semester Hours		15

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

Probes emergency management principles and theory, including hazard analysis, mitigation, planning, communication, response, recovery, terrorism, and the capabilities and limitations of the emergency management system. Covers effective interagency cooperation at the federal, state, and local levels.

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)

Code	Title	Semester Hours
EDMG501	Emergency Management and Public Law	3
EDMG502	Emergency and Disaster Theory	3
EDMG503	Emergency and Disaster Planning and Management	3
EDMG509	Interagency Disaster Management	3
EDMG560	Crisis Action Planning	3
Total Semester Hours		15

Final Program Requirements (0-3 semester hours)

Code	Title	Semester Hours
Select 1 course from the following:		0-3
CMRJ696	Capstone - Theory to Practice [1]	
CMRJ698	Comprehensive Examination in Criminal Justice (0 semester hours) [1]	
SSGS696	Master's Project Capstone Seminar [1]	
Total Semester Hours		0-3

[1] Taken once all other requirements have been met.

Elective Requirements (0-3 semester hours)

Code	Title	Semester Hours
Select any graduate courses not already taken to fulfill the requirements listed above.		0-3
Total Semester Hours		0-3

Master of Arts in Emergency and Disaster Management

The Master of Arts in Emergency and Disaster Management provides graduate-level knowledge to improve critical thinking and decision-making skills required in the planning and management of public crises. This online master's degree program exposes you to the history, theory, response, recovery, and economics of EDM. Through case study examination, you'll study natural, technical, and human-induced public emergencies, disasters, and catastrophes. Knowledge gained from this online program can supplement experience previously gained in the public safety field.

This program is recognized by the Foundation of Higher Education for Disaster and Emergency Management and Homeland Security. The university is the first online institution to receive this important distinction. This program is taught by highly credentialed and experienced instructors, many who are board-certified emergency managers (CEM) or who have professional experience in government agencies or national safety and security organizations.

The mission of the Master's in Emergency and Disaster Management is to help students gain the knowledge often required in leadership roles in the protection of the public in emergency circumstances by providing students with the theory, operations, and best practices across the entire field and challenging them to demonstrate how to effectively apply them.

Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

- 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 at a Glance

Code	Title	Semester Hours
Core Requirements		21
Major Requirements		12
Final Requirements		3
Total Semester Hours		36

Degree Program Requirements

Core Requirements (21 semester hours)

Code	Title	Semester Hours
EDMG502	Emergency and Disaster Theory [1]	3
SSGS500	Research Design and Methods	3
EDMG503	Emergency and Disaster Planning and Management	3
EDMG509	Interagency Disaster Management	3
EDMG560	Crisis Action Planning	3
EDMG515	Hazard Mitigation and Resilient Communities	3
EDMG600	Emergency Management Perspectives on Cybersecurity	3
Total Semester Hours		21

[1] Required as the first course in this program.

Major Requirements (12 semester hours)

Code	Title	Semester Hours
Select 4 courses from the following:		12
EDMG501	Emergency Management and Public Law	
EDMG530	Economics of Disaster	
EDMG541	Mass Casualty Incident Management	
EDMG564	Wildland Fire Mitigation and Management	
EDMG565	Consequence Management: Terrorism Preparation & Response	
EDMG611	Case Analysis: Crisis and Disaster	
EDMG612	Risk Communications	
EDMG650	Social Justice Issues in Emergency Management	
EDMG665	Climate Change Adaptation	
HLSS505	Security Risk Management	
HLSS522	Weapons of Mass Destruction and the New Terrorism	
HLSS603	Resilience and Homeland Security	
HLSS645	Port Security	
IRLS602	Introduction to Global Security	
LSTD516	Homeland Security and the Law	
LSTD517	Law, Ethics and Cybersecurity	
MAPP501	Foundations of Governance and Policy	
MATH530	Applied Statistics	
MGMT604	Organizational Crisis Management	
MGMT621	Leadership in a Time of Crisis	
MGMT622	Risk Management for Leaders	
MGMT623	Concepts and Processes of Organizational Crisis Management	
PADM505	Ethics in Government	
PADM610	Public Management	

PADM611	Law and Public Policy
PADM612	Public Finance
PADM620	Local Political Administration
PBHE540	Emergency Management Health and Medical Issues
PBHE605	Quarantine
PBHE606	Disaster Health Management
PBHE607	Epidemiology
PSYC514	Disaster Psychology
PSYC515	Social Psychology
PSYC630	Crisis and Emergency Intervention
SCMG502	Global Issues in Supply Chain Management
SSGS690	Independent Study
SSGS692	Special Topics
TLMT600	National Transportation Management
TLMT603	Strategic Intermodal Transportation
TLMT605	Cargo Security Management
Total Semester Hours	12

Final Program Requirements (3 semester hours)

Code	Title	Semester Hours
Select 1 course from the following:		3
EDMG699	Emergency and Disaster Management Capstone [1]	
SSGS696	Master's Project Capstone Seminar [1]	
Total Semester Hours		3

[1] Taken once all other degree requirements have been met.

Master of Arts in Entrepreneurship

The Master of Arts of Entrepreneurship is designed for students seeking to pursue a business venture or manage an entrepreneurial enterprise. You will be exposed to practical application of business theory in ideation, marketing, management, capital, and the virtual experience involved with being an entrepreneur. Developed to provide specialized knowledge for those interested in entrepreneurship, this online graduate degree provides specialized knowledge taught by faculty members who will help lend direction to your entrepreneurial plans.

This program has been designed in consultation with industry business leaders and is accredited by the Accreditation Council for Business Schools and Programs (ACBSP®) (http://www.acbsp.org).

ACBSP® is a registered trademark of the Accreditation Council for Business Schools and Programs.

Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

- Develop an innovative mindset that is proactive, customer-focused, and grounded in evidence-based decision-making.
- Design strategies that incorporate business canvas tools supporting the mission and vision of an organization for growth and sustainability nationally and internationally.
- Analyze key business metrics including financial reports, funding, legal compliance, and forecasting.
- Integrate business models and approaches for identifying and solving business problems and change management at the individual, group, and leadership levels.
- Develop a strategic business plan and pitch.

Degree at a Glance

Code	Title	Semester Hours
Core Requirements		15
Select one of the following concentrations:		12
General Concentration (p. 59)		
Business Analytics (p. 59)		
Small Business (p. 60)		
Final Program Requirements		3
Elective Requirements		6
Total Semester Hours		36

Degree Program Requirements

Core Requirements (15 semester hours)

Code	Title	Semester Hours
ENTR500	Ideation [1]	3
BUSN604	Fundamentals of Business Analysis	3
ENTR617	Legal Practices for Entrepreneurs	3
ENTR623	Venture Capital	3

Select 1 course from the following:		3
ENTR635	Business Plan Development	
ENTR510	Lean Accelerator	
Total Semester Hours		15

[1] Required as the first course in this program.

Students must choose a concentration for this degree program and may select from a General concentration, Concentration in Business Analytics, or a Concentration in Small Business.

General Concentration (12 semester hours)

This concentration is designed for students interested in pursuing a business venture or managing 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 those interested in entrepreneurship, this program will expose students to key concepts and faculty members that will help to lend direction to their entrepreneurial plans.

Objectives

Upon successful completion of this concentration, the student 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.

Concentration Requirements (12 semester hours)

Code	Title	Semester Hours
BUSN624	Principles of E Commerce	3
ENTR621	International Entrepreneurship	3
ENTR630	Entrepreneurial Marketing	3
RLMT500	Reverse Logistics Management	3
Total Semester Hours		12

Concentration in Business Analytics (12 semester hours)

This concentration provides the student with an array of study and course work in business analysis, decision-making, analytic tools, and applied analytics.

Objectives

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

- Evaluate advanced analysis methods and techniques to solve modern business problems.
- Recommend solutions to problems through the use of software analysis tools and techniques.
- Analyze scenarios to create case summaries and data-supported solutions.

Concentration Requirements (12 semester hours)

Code	Title	Semester Hours
BUSN625	Applied Decision Making	3
BUSN660	Advanced Analytics I	3
BUSN661	Advanced Analytics II	3
BUSN662	Applied Advanced Analytics	3
Total Semester Hours		12

Concentration in Small Business (12 semester hours)

This concentration is designed for students who want to focus on small business ownership. Graduates examine the legal practices, operations, funding, and marketing specific to a small business. Developed to bring specialized knowledge, this program will expose students to key concepts and principles often required of a successful small business owner.

Objectives

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

- Determine the legal and ethical issues small businesses face.
- Analyze methods used to critically evaluate specific operational functions.
- Formulate funding options that support the strategy and goals of your small business.
- Generate a marketing and advertising strategic plan to meets the goals of your venture.

Concentration Requirements (12 semester hours)

Code	Title	Semester Hours
ENTR615	Legal Practices for Small Business	3
ENTR620	Small Business Operations	3
ENTR625	Small Business Funding	3
ENTR631	Small Business Marketing	3
Total Semester Hours		12

Final Program Requirements (3 semester hours)

Code	Title	Semester Hours
ENTR699	Entrepreneurial Project Capstone [1]	3
Total Semester Hours		3

[1] Taken once all other requirements have been met.

Elective Requirements (6 semester hours)

Code	Title	Semester Hours
Select any graduate courses not already taken to fulfill the requirements listed above.		6
Total Semester Hours		6

Master of Arts in History

The Master of Arts in History degree takes you on an academic journey exploring the key historical events, people, and cultures that fundamentally shaped the world today. Through research, discussion, and analysis, you will obtain a knowledgeable perspective of how future societies progressed through time. Concentrations in this online graduate program offer you the flexibility of focusing on the most favored eras in history including American, Ancient and Classical, European, Global, and Public History. This master's degree attracts professional educators, historians, and enthusiasts alike, and is also helpful in developing professional skills that include quality writing and communications, research and analysis, and the ability to present compelling arguments.

Note: When enrolling in this program, you will be asked to select either a capstone course or a supervised practicum as your end-of-program requirement. Some residency conditions may apply to the practicum option. View practicum requirements.

Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

- 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 at a Glance

Code	Title	Semester Hours
Core Requirements		6
Select one of the following concentrations:		27-30
American History (p. 63)		
Ancient and Classical History (p. 64)		
European History (p. 65)		
Global History (p. 66)		
Public History (p. 66)		
Final Program Requirements		0-6
Total Semester Hours		36

Degree Program Requirements

Core Requirements (6 semester hours)

Code	Title	Semester Hours
HIST501	Historiography [1]	3
HIST500	Historical Research Methods	3
Total Semester Hours		6

[1] Required as the first course in this program.

Students must choose a concentration for this degree program and may select from a Concentration in American History, Concentration in Ancient and Classical History, Concentration in European History, or Concentration in Global History. Students who choose the Master's program - Practicum Version Option may only choose the Concentration in Public History.

Concentration in American History (30 semester hours)

Covers the United States from the Colonial period through the 20th century. Topics cover foreign policy and military operations, the Supreme Court's interpretations of the Constitution, and pop culture, as well as the domestic political, economic, and social components of the U.S.

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 (30 semester hours)

Code	Title	Semester Hours
HIST553	History of Colonial America	3
HIST520	Graduate Seminar in U.S. History	3
HIST551	The American Revolution in Context	3
HIST657	Antebellum America: Prelude to the Civil War	3
HIST552	The Civil War: Seminal Event in American History	3
HIST652	African-American History	3
HIST653	History of American Women	3
HIST555	The United States in the 20th Century	3
Select 2 courses from the following:		6
HIST554	History of the American West	

HIST557	History and Popular Culture	
HIST586	History of Science	
HIST560	World War II in Context	
HIST680	Special Topic: History [1]	
HIST690	Independent Study: History [1]	
Total Semester Hours		30

[1] Students will need permission from the Department Chair to take this course.

Concentration in Ancient and Classical History (30 semester hours)

Covers the broad sweep of European history and provides a foundation in historical theory, trends, and concepts for further study of topical history at the graduate level. Topics include Greek civilization through the 4th century B.C., the fall of the Roman empire, the development of the Ottoman culture, and the Crusades.

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 (30 semester hours)

Code	Title	Semester Hours
HIST531	The Greek Civilization	3
HIST597	Graduate Seminar in European History	3
HIST532	The Roman Republic and Empire	3
HIST533	Late Antiquity and Byzantium	3
HIST611	Ancient Warfare	3
HIST534	Medieval Europe	3
HIST535	Renaissance and Reformation	3
HIST643	The Ottoman Empire	3
Select 2 courses from the following:		6
HIST586	History of Science	
HIST588	History of Religion	
HIST571	History of Africa	
HIST573	History of the Middle East	
HIST680	Special Topic: History [1]	

HIST690	Independent Study: History [1]	
Total Semester Hours		30

[1] Students will need permission from the Department Chair to take this course.

Concentration in European History (30 semester hours)

Explores developments in Europe dating back to the death of Louis XIV. Looks at the political, philosophical, scientific, and social changes that laid the foundation for early Europe to key developments that led to the major European wars of the 19th and 20th centuries.

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 (30 semester hours)

Code	Title	Semester Hours
HIST536	History of the Enlightenment	3
HIST597	Graduate Seminar in European History	3
HIST543	18th and 19th Century Europe	3
HIST643	The Ottoman Empire	3
HIST560	World War II in Context	3
HIST570	Modern European History	3
HIST642	Nazi Germany and the Holocaust	3
HIST645	Russia and the Soviet Union	3
Select 2 courses from the following:		6
HIST535	Renaissance and Reformation	
HIST534	Medieval Europe	
HIST558	The Great War	
MILH555	World War II: Politics, Political Leadership and Diplomacy	
HIST680	Special Topic: History [1]	
HIST690	Independent Study: History [1]	
Total Semester Hours		30

[1] Students will need permission from the Department Chair to take this course.

Concentration in Global History (30 semester hours)

Examines major events, personalities, and accomplishments that occurred all over the world. Topics include the political, philosophical, scientific, and social changes that shaped the history of Latin America, Asia, Africa, and the Middle East.

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 (30 semester hours)

Code	Title	Semester Hours
HIST571	History of Africa	3
HIST510	Graduate Seminar in World History	3
HIST573	History of the Middle East	3
HIST581	The Great Revolutions	3
HIST586	History of Science	3
HIST670	History and Culture of Latin America	3
HIST588	History of Religion	3
HIST560	World War II in Context	3
Select 2 courses from the following:		6
HIST643	The Ottoman Empire	
HIST611	Ancient Warfare	
HIST558	The Great War	
MILH552	World War II in the Pacific	
HIST680	Special Topic: History [1]	
HIST690	Independent Study: History [1]	
Total Semester Hours		30

[1] Students will need permission from the Department Chair to take this course.

Concentration in Public History (27 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 are found 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 (27 semester hours)

Code	Title	Semester Hours
HIST521	Seminar in Public History	3
HIST520	Graduate Seminar in U.S. History	3
HIST522	Archives and Manuscript Management	3
HIST523	Theory and Practice of Oral History	3
HIST555	The United States in the 20th Century	3
HIST557	History and Popular Culture	3
HIST634	History, Theories, and Contemporary Issues in Historic Preservation	3
HIST635	Museum and Exhibition Culture	3
HIST636	History and Digital Preservation	3
Total Semester Hours		27

Final Program Requirements (0-6 semester hours)

Code	Title	Semester Hours
Select from the following:		0-6
HIST696	Practicum in Applied History (Public History Concentration) [1]	3
OR		
HIST698	Comprehensive Exam in History (All concentrations except Public History) [1]	0
OR		
HIST691	Writing a Thesis Proposal (By Request with HIST699) [1]	3
HIST699	Master of Arts in History - Thesis (By Request with HIST691) [1]	3

[1] Taken once all other degree requirements have been met.

Master of Arts in Homeland Security

The Master of Arts in Homeland Security offers an advanced-level understanding of homeland defense, intelligence methods, terrorism, weapons of mass destruction, consequence management, interagency government issues, emergency management, public health, and information security. This program helps students develop the knowledge and skills to contribute new ideas, identify and critique unexamined assumptions of policy and strategy, and have the ability to translate good intentions into effective action.

This degree program is designed to enhance your leadership skills and improve your knowledge of national security and defense as these are often required skills for an analyst or manager in government agencies, the military, or similar organizations dedicated to protecting public safety. This master's program is taught by highly credentialed and experienced instructors, many who hold key positions in government agencies or public safety organizations.

Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

- 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 at a Glance

Code	Title	Semester Hours
Core Requirements		18
Select one of the following concentrations:		12
General Concentration (p. 69)		
Business Administration (p. 70)		
Counter-Terrorism Studies (p. 71)		
Criminal Justice (p. 71)		
Cyber (p. 72)		
Emergency Management and Public Health (p. 72)		
Intelligence Studies (p. 73)		
Transportation Security (p. 74)		
Final Program Requirements		3
Elective Requirements		3
Total Semester Hours		36

Degree Program Requirements

Core Requirements (18 semester hours)

Code	Title	Semester Hours
HLSS502	Homeland Security and Defense [1]	3
HLSS500	Research Methods in Homeland Security	3
HLSS508	Privacy & Civil Liberties in Homeland Security	3
HLSS523	Domestic Terrorism and Extremist Groups	3
HLSS603	Resilience and Homeland Security	3
INTL613	Intelligence and Homeland Security	3
Total Semester Hours		18

[1] Required as the first course in this program.

Students must choose a concentration for this degree program and may select from a General concentration, Concentration in Business Administration, Concentration in Counter-Terrorism Studies, Concentration in Criminal Justice, Concentration in Cyber, Concentration in Emergency Management and Public Health, Concentration in Intelligence Studies, or a Concentration in Transportation Security.

General Concentration (12 semester hours)

This general concentration allows you to select from all concentration courses offered within this program, enabling you to create your own focused area of study.

Code	Title	Semester Hours
Select 4 courses from the following:		12
CMRJ620	Policing and Corrections in Homeland Security	
EDMG503	Emergency and Disaster Planning and Management	
EDMG509	Interagency Disaster Management	
EDMG515	Hazard Mitigation and Resilient Communities	
EDMG530	Economics of Disaster	
EDMG565	Consequence Management: Terrorism Preparation & Response	
EDMG612	Risk Communications	
HLSS505	Security Risk Management	
HLSS522	Weapons of Mass Destruction and the New Terrorism	
HLSS645	Port Security	
INTL501	Strategic Intelligence	
INTL502	Collection	
INTL507	Intelligence Operations	
INTL616	Ethical Challenges in the Intelligence Community	
INTL621	Signals Intelligence (SIGINT)	
INTL646	Transnational Crime and Narcotics	
INTL650	Counterterrorism	
INTL652	Terrorism: Assessing the Past to Forecast the Future	
ISSC630	Advanced Cybercrime Analysis	

ISSC631	Cyber Ethics: Privacy and Intellectual Property
ISSC642	Intrusion Detection and Incident Handling
LSTD512	Immigration Law
LSTD516	Homeland Security and the Law
LSTD517	Law, Ethics and Cybersecurity
NSEC506	Cyber Policy and Practice in National Security
NSEC614	Political Psychology of Terror Groups
PADM530	Public Policy
PBHE605	Quarantine
PBHE606	Disaster Health Management
SCMT529	International Terrorism
SCMT537	Computer Crime
SCMT545	Airport Security Design
SSGS595	Internship Program
TLMT600	National Transportation Management
TLMT605	Cargo Security Management
TLMT607	Port and Terminal Operations
Total Semester Hours	12

Concentration in Business Administration (12 semester hours)

Analyzes the legal, regulatory, and compliance issues affecting managers in homeland security. Covers the decision-making and financial tools needed to conduct business analysis and to communicate possible solutions and implementation plans. Studies the role and function of leadership, and the impact of effective leaders on individuals, organizations and society.

Objectives

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

- 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)

Code	Title	Semester Hours
Select 4 courses from the following:		12
BUSN620	Strategic Management	
BUSN625	Applied Decision Making	
EDMG503	Emergency and Disaster Planning and Management	
EDMG530	Economics of Disaster	

MGMT605	Leadership	
Total Semester Hours		12

Concentration in Counter-Terrorism Studies (12 semester hours)

Delves into the causes of and threats from domestic and international terrorism. Covers counterterrorism intelligence methodologies and analytic tools, as well as the challenges, opportunities, and assumptions related to forecasting terrorism. Topics include analysis of terror groups from a political psychological perspective, problems presented by terrorism to U.S. national security, and links to terrorism from transnational crime and narcotics.

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)

Code	Title	Semester Hours
Select 4 courses from the following:		12
HLSS522	Weapons of Mass Destruction and the New Terrorism	
INTL646	Transnational Crime and Narcotics	
INTL650	Counterterrorism	
INTL652	Terrorism: Assessing the Past to Forecast the Future	
NSEC614	Political Psychology of Terror Groups	
SCMT529	International Terrorism	
Total Semester Hours		12

Concentration in Criminal Justice (12 semester hours)

Examines the rule of law and its changes as they pertain to influencing and impacting social reactions to crime, corrections, and homeland security. Compares the new criminal threats of terrorism in relation to traditional criminal behavior theories. Topics include criminal justice major systems; interface between police, prosecution, courts, and corrections; and immigration law.

Objectives

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

- 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)

Code	Title	Semester Hours
Select 4 courses from the following:		12
CMRJ524	Organized Crime	
CMRJ526	Drug Cartels and the Narcotics Threat	
CMRJ620	Policing and Corrections in Homeland Security	
LSTD510	Constitutional Law	
INTL646	Transnational Crime and Narcotics	
LSTD512	Immigration Law	
Total Semester Hours		12

Concentration in Cyber (12 semester hours)

Covers cyber intelligence from its nascent stages to its current operational and policy impact, including its effect on intelligence collection, operations, and analysis across America's intelligence and defense communities. Topics include: Signals Intelligence (SIGINT) application to military and civilian intelligence questions; laws and ethics pertaining to intellectual property and right to privacy; and the collection of electronic evidence.

Objectives

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

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

Concentration Requirements (12 semester hours)

Code	Title	Semester Hours
Select 4 courses from the following:		12
EDMG600	Emergency Management Perspectives on Cybersecurity	
INTL621	Signals Intelligence (SIGINT)	
ISSC630	Advanced Cybercrime Analysis	
ISSC631	Cyber Ethics: Privacy and Intellectual Property	
LSTD517	Law, Ethics and Cybersecurity	
NSEC506	Cyber Policy and Practice in National Security	
SCMT537	Computer Crime	
Total Semester Hours		12

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

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. Deals with the interaction, coordination, and facilitation between federal, state, and local agencies during preparation, response, and recovery operations. Also looks at public health management during disaster and crisis.

Objectives

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

- 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)

Code	Title	Semester Hours
Select 4 courses from the following:		12
EDMG503	Emergency and Disaster Planning and Management	
EDMG509	Interagency Disaster Management	
EDMG515	Hazard Mitigation and Resilient Communities	
EDMG612	Risk Communications	
PBHE540	Emergency Management Health and Medical Issues	
PBHE605	Quarantine	
PBHE606	Disaster Health Management	
Total Semester Hours		12

Concentration in Intelligence Studies (12 semester hours)

Traces the evolution, structures, functions, capabilities, and activities of the national intelligence community, both pre- and post-9/11. Evaluates the intelligence cycle, including planning, data collection and exploitation, analysis, production, and dissemination. Threats to homeland security, and techniques for improving cooperation and intelligence sharing among agencies are also covered.

Objectives

Upon successful completion of this concentration, the student 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.
- 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)

Code	Title	Semester Hours
Select 4 courses from the following:		12
INTL501	Strategic Intelligence	
INTL502	Collection	
INTL507	Intelligence Operations	

INTL616	Ethical Challenges in the Intelligence Community	
INTL646	Transnational Crime and Narcotics	
Total Semester Hours		12

Concentration in Transportation Security (12 semester hours)

Objectives

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

- 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)

Code	Title	Semester Hours
Select 4 courses from the following:		12
HLSS505	Security Risk Management	
HLSS645	Port Security	
SCMT545	Airport Security Design	
TLMT600	National Transportation Management	
TLMT605	Cargo Security Management	
TLMT607	Port and Terminal Operations	
Total Semester Hours		12

Final Program Requirements (3 semester hours)

Code	Title	Semester Hours
Select 1 course from the following:		3
HLSS697	Creative Project Capstone Option in Homeland Security [1]	
HLSS699	Homeland Security Capstone [1]	
Total Semester Hours		3

[1] Taken once all other degree requirements have been met.

Elective Requirements (3 semester hours)

Code	Title	Semester Hours
Select any graduate courses not already taken to fulfill the requirements listed above.		3
Total Semester Hours		3

Master of Arts in Human Resource Management

The Master of Arts in Human Resource Management explores advanced concepts in human resource management. Coursework reviews the laws, rules, regulations, and issues impacting the global workforce and human resource management. During the program, students will conduct research and develop strategies in areas such as employee motivation and retention, employment laws, and employee development. Students will also research best practices around compensation packages, benefits, and incentives. Research will support the importance of the human resource function to the strategic plan of the organization.

Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

- Differentiate individual and group behavior in organizations to increase awareness of the problems and opportunities in managing human resources.
- Evaluate various laws, rules, regulations, and policies affecting human capital in today's global workforce.
- Design compensation packages and incentives used to recruit and retain employees in a diverse and inclusive organization.
- Examine leading trends and issues in the field of Human Resource Management.
- Recommend strategic initiatives involving the human resource department that align with the strategic direction of the organization.
- Examine the effectiveness of internal and external recruitment efforts toward staffing and retention goals.

Degree at a Glance

Code	Title	Semester Hours
Institutional Requirements		3
Core Requirements		12
General Concentration (p. 76)		12
Final Program Requirements		3
Elective Requirements		0-3
Total Semester Hours		30

Degree Program Requirements

Institutional Requirements (3 semester hours)

Code	Title	Semester Hours
BUSN604	Fundamentals of Business Analysis	3
Total Semester Hours		3

Students are required to take BUSN604 (https://catalog.apus.edu/search/?P=BUSN604) as the first course. If you have a bachelor's degree in a business program that is accredited by ACBSP, AACSB, or IACBE, you are NOT required to take the course listed above, and instead may take one master's-level elective course.

Core Requirements (12 semester hours)

Code	Title	Semester Hours
MGMT601	Organizational Behavior	3
HRMT600	Human Resource Management	3
HRMT601	Compensation and Benefits	3
HRMT602	Employment Law and Labor Relations	3
Total Semester Hours		12

General Concentration (12 semester hours)

This concentration focuses on ethics, cross-cultural management, crisis management, and organizational management as it applies to the field of human resource management.

Objectives

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

- Assess various approaches used by Global Human Resource Managers and Organizations to staff, training, develop, motivate and lead employees in the workplace of the 21st century.
- Develop an understanding of the steps and planning necessary to ensure leaders are trained in crisis management.
- Explain how ethical frameworks shape business decisions.
- Explain the role of human resource management in the development of a learning organization.

Concentration Requirements (12 semester hours)

Code	Title	Semester Hours
HRMT603	Human Resource Policy	3
MGMT605	Leadership	3
HRMT610	Workforce Planning	3
Select 1 course from the following:		3
HRMT640	Organizational Strategies for Diversity and Inclusion	
HRMT641	Critical Perspectives on Diversity Management	
Total Semester Hours		12

Final Program Requirements (3 semester hours)

Code	Title	Semester Hours
MGMT696	Capstone: Portfolio	3
Total Semester Hours		3

Elective Requirements (0-3 semester hours)

Code	Title	Semester Hours
Select any graduate courses not already taken to fulfill the requirements listed above.		0-3
Total Semester Hours		0-3

Master of Arts in Humanities

The Master of Arts in Humanities is based on the great ideas, works, and thinkers who 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. You will evaluate humankind's fundamental topics through courses in humanities, social sciences, and natural sciences. You may find this online master's degree to be excellent preparation for advanced skills in writing, presenting ideas, and creative problem solving.

Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

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 at a Glance

Code	Title	Semester Hours
Core Requirements		21
Major Requirements		12
Final Program Requirements		3
Total Semester Hours		36

Degree Program Requirements

Core Requirements (21 semester hours)

Code	Title	Semester Hours
HUMN500	Humanities: Research, Study and Use [1]	3
HUMN510	The Ancient World	3
HUMN520	Antiquity and Medieval World	3
HUMN530	The Renaissance	3
HUMN541	Enlightenment and the Modern World	3
HUMN551	Evolution of Life and Intelligence	3

HUMN555	The 19th Century: Romantic and Industrial Revolutions	3
Total Semester Hours		21

[1] Required as the first course in this program.

Major Requirements (12 semester hours)

Code	Title	Semester Hours
Select 4 courses from the following:		12
HIST557	History and Popular Culture	
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	
Total Semester Hours		12

Final Program Requirements (3 semester hours)

Code	Title	Semester Hours
HUMN697	Humanities Capstone Portfolio Seminar [1]	3
Total Semester Hours		3

[1] This course may not be taken until all other courses are COMPLETED and student has a 3.0 GPA.

Master of Arts in Intelligence Studies

The Master of Arts in Intelligence Studies provides you with advanced-level understanding of strategic intelligence analysis, collection, and operations. Core courses in this graduate program impart substantive knowledge and analytic skills often required in professionals seeking leadership positions in the intelligence community. Additional concentration choices enable you to focus on a functional area or intelligence sub-field. This degree program is designed for students seeking advanced knowledge in the intelligence field, or for those who wish to build upon undergraduate knowledge as for potential entry into the field. This degree program is taught by highly credentialed and experienced instructors, many who hold key positions in government agencies or other intelligence organizations.

Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

- 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 at a Glance

Code	Title	Semester Hours
Core Requirements		18
Select one of the following concentrations:		12
General Concentration (p. 81)		
Criminal Intelligence (p. 82)		
Cyber (p. 82)		
Homeland Security (p. 83)		
Intelligence Analysis (p. 83)		
Intelligence Collection (p. 84)		
Intelligence Management (p. 84)		
Intelligence Operations (p. 85)		
Terrorism Studies (p. 85)		
Final Program Requirements		3
Elective Requirements		3
Total Semester Hours		36

Degree Program Requirements

Core Requirements (18 semester hours)

Code	Title	Semester Hours
INTL501	Strategic Intelligence [1]	3
INTL502	Collection	3
SSGS500	Research Design and Methods	3
INTL507	Intelligence Operations	3
INTL508	Intelligence Analysis	3
INTL616	Ethical Challenges in the Intelligence Community	3
Total Semester Hours		18

[1] Required as the first course in this program.

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

General Concentration Requirements (12 semester hours)

This general concentration allows you to select from all the intelligence courses within this program, enabling you to create your own focused area of study.

Code	Title	Semester Hours
Select 4 courses from the following:		12
INTL604	Interagency Operations	
INTL610	Counterintelligence	
INTL613	Intelligence and Homeland Security	
INTL621	Signals Intelligence (SIGINT)	
INTL622	OSINT	
INTL623	Human Intelligence (HUMINT)	
INTL627	Advanced Geospatial Intelligence	
INTL631	Criminal Intelligence Analysis	
INTL635	Indications and Warnings	
INTL637	Intelligence Profiling	
INTL644	Cyber and the Intelligence Cycle	
INTL646	Transnational Crime and Narcotics	
INTL647	Cyber Intelligence	
INTL649	Case Studies in Foreign Cyber Threats	
INTL650	Counterterrorism	
INTL652	Terrorism: Assessing the Past to Forecast the Future	
INTL653	Deception, Propaganda and Disinformation	
SSGS670	From Academics to the Profession: Publishing in the Social Sciences	
SSGS690	Independent Study	

SSGS692	Special Topics	
Total Semester Hours		12

Concentration in Criminal Intelligence (12 semester hours)

Examines the historical roots of organized crime and its current role within the American criminal justice system. Provides an overview on U.S. counter-drug efforts and basic information on illicit drugs, with a focus on world regions where drugs are typically manufactured and transported. Teaches counterintelligence principles and criminal intelligence analysis for predicting trends, weaknesses, capabilities, intentions, changes, and warnings needed to dismantle criminal organizations.

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)

Code	Title	Semester Hours
Select 4 courses from the following:		12
CMRJ524	Organized Crime	
CMRJ526	Drug Cartels and the Narcotics Threat	
INTL610	Counterintelligence	
INTL631	Criminal Intelligence Analysis	
INTL646	Transnational Crime and Narcotics	
INTL647	Cyber Intelligence	
LSTD517	Law, Ethics and Cybersecurity	
Total Semester Hours		12

Concentration in Cyber (12 semester hours)

Addresses the cyber discipline from a multidisciplinary perspective. Topics include current and historical structure, functions, and capabilities of private and governmental agencies comprising the cyber community; laws related to intellectual property, civil litigation, criminal prosecutions, and privacy; cybercrime investigation and prevention; and the ethical, economic, and societal issues that face today's information-entrenched society.

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)

Code	Title	Semester Hours
Select 4 courses from the following:		12
INTL621	Signals Intelligence (SIGINT)	
INTL622	OSINT	
INTL647	Cyber Intelligence	

INTL649	Case Studies in Foreign Cyber Threats	
ISSC630	Advanced Cybercrime Analysis	
ISSC631	Cyber Ethics: Privacy and Intellectual Property	
INTL644	Cyber and the Intelligence Cycle	
LSTD517	Law, Ethics and Cybersecurity	
NSEC506	Cyber Policy and Practice in National Security	
Total Semester Hours		12

Concentration in Homeland Security (12 semester hours)

Traces intelligence and homeland security processes in defending the U.S., such as the efforts to prevent, prepare, and respond to the use of weapons of mass destruction. Looks at: terrorist groups from different political psychological perspectives; threats to U.S. borders, such as illegal immigration, narcotics smuggling, and money laundering; and risk management in loss prevention.

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)

Code	Title	Semester Hours
Select 4 courses from the following:		12
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	
Total Semester Hours		12

Concentration in Intelligence Analysis (12 semester hours)

Studies advanced intelligence analysis methods in composing professional and academic analyses on issues critical to intelligence community consumers. Topics include: an analysis of political leaders; an overview of transnational crime and narcotics and the effects on the political, social, and economic development of countries around the world; and the challenges and benefits of cyber intelligence operations.

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)

Code	Title	Semester Hours
Select 4 courses from the following:		12
INTL635	Indications and Warnings	
INTL637	Intelligence Profiling	
INTL646	Transnational Crime and Narcotics	
INTL647	Cyber Intelligence	
INTL652	Terrorism: Assessing the Past to Forecast the Future	
INTL653	Deception, Propaganda and Disinformation	
NSEC614	Political Psychology of Terror Groups	
Total Semester Hours		12

Concentration in Intelligence Collection (12 semester hours)

Studies advanced intelligence data-collection methods in supporting analyses on issues critical to intelligence community consumers. Analyzes the phases, processes, and challenges of cybercrime investigations, as well as U.S. and foreign aspects of counterintelligence and the technical, legal, and social issues relating to the search and seizure of digital evidence and computer forensics.

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)

Code	Title	Semester Hours
Select 4 courses from the following:		12
INTL610	Counterintelligence	
INTL621	Signals Intelligence (SIGINT)	
INTL622	OSINT	
INTL623	Human Intelligence (HUMINT)	
INTL627	Advanced Geospatial Intelligence	
INTL644	Cyber and the Intelligence Cycle	
ISSC630	Advanced Cybercrime Analysis	
Total Semester Hours		12

Concentration in Intelligence Management (12 semester hours)

Lays the groundwork to understanding management principles in the intelligence community environment. Topics include: ethical dilemmas and conflicts in organizational settings; strategic planning techniques used by industrial companies; the evolution and philosophical foundation of the human resource field; methods of managing an organization; and human behavior principles in individual, group, team, and organizational settings.

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)

Code	Title	Semester Hours
Select 4 courses from the following:		12
HRMT600	Human Resource Management	
MGMT600	Organizational Management	
MGMT601	Organizational Behavior	
MGMT615	Strategic Planning	
MGMT618	Ethics in Leadership	
Total Semester Hours		12

Concentration in Intelligence Operations (12 semester hours)

Explores intelligence management skills required for leadership within the intelligence community. Examines covert action in the context of national security, including the political and executive aspects of the presidential powers involved. Addresses core elements of information operations, including the disciplines of electronic warfare (EW), computer network operations (CNO), psychological operations (PSYOP), and operations security (OPSEC).

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)

Code	Title	Semester Hours
Select 4 courses from the following:		12
INTL604	Interagency Operations	
INTL610	Counterintelligence	
INTL637	Intelligence Profiling	
INTL647	Cyber Intelligence	
INTL653	Deception, Propaganda and Disinformation	
NSEC611	Covert Action and National Security	
Total Semester Hours		12

Concentration in Terrorism Studies (12 semester hours)

Studies the causes and threats of domestic and international terrorism, including the threat of weapons of mass destruction as a unique phenomenon within the homeland security landscape. Also includes terrorist and extremist groups within the U.S., policies for combating terrorism and terrorist tactics worldwide, and various counterterrorism intelligence methodologies and analytic tools.

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)

Code	Title	Semester Hours
Select 4 courses from the following:		12
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	
Total Semester Hours		12

Final Program Requirements (3 semester hours)

Code	Title	Semester Hours
Select 1 course from the following:		3
INTL699	Intelligence Studies Capstone [1]	
SSGS696	Master's Project Capstone Seminar [1]	
Total Semester Hours		3

[1] Taken once all other requirements have been met.

Elective Requirements (3 semester hours)

Code	Title	Semester Hours
Select any graduate courses not already taken to fulfill the requirements listed above.		3
Total Semester Hours		3

Master of Arts in International Relations and Global Security

The Master of Arts in International Relations and Global Security offers students the opportunity to develop broad, integrated knowledge in the core of the discipline, including a comparative study of complex international systems. This master's program enables you to acquire transferable business skills including written and oral communication, working with a team, and problem solving.

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 Global Security 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 at a Glance

Code	Title	Semester Hours
Core Requirements		18
Select one of the following concentrations:		12
Comparative and Security Issues (p. 88)		
Conflict Resolution (p. 89)		
International and Transnational Security Issues (p. 90)		
Peacekeeping (p. 90)		
Final Program Requirements		3
Elective Requirements		3
Total Semester Hours		36

Degree Program Requirements

Core Requirements (18 semester hours)

Code	Title	Semester Hours
IRLS611	Conflict Analysis and Resolution: Theory and Practice [1]	3
SSGS500	Research Design and Methods	3
IRLS500	International Relations Theory	3
IRLS502	International Political Systems	3
IRLS503	International Organizations	3
IRLS602	Introduction to Global Security	3
Total Semester Hours		18

[1] 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, Concentration in Conflict Resolution, Concentration in International and Transnational Security Issues, or Concentration in Peacekeeping.

Concentration in Comparative and Security Issues (12 semester hours)

Explores regional issues and actors to determine the significant political, economic, security, diplomatic, and social challenges facing a selected region. Topics include peace through coercive power, nonviolence, world order, personal, and community transformation in a specific geographic region, as well as comparative analysis of different political regimes.

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)

Code	Title	Semester Hours
Select 4 courses from the following:		12
IRLS501	Comparative Political Systems	
IRLS600	Strategic Geography and Geopolitics	
IRLS603	Politics and War	
IRLS631	Government and Security in Korea	
INTL649	Case Studies in Foreign Cyber Threats	
IRLS655	Latin American Security Issues	
IRLS660	Seminar in Middle East Politics and Security	
RELS533	Islam	
SSGS595	Internship Program	
Total Semester Hours		12

Concentration in Conflict Resolution (12 semester hours)

Analyzes the principles and foundations of peace, conflict theory, conflict analysis and resolution, and negotiation strategies and concepts. Looks at the factors necessary to build a lasting peace. Topics include the complexity and limitations of negotiating across cultures and historical divides, and the value of multiparty mediation.

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)

Code	Title	Semester Hours
Select 4 courses from the following:		12
IRLS613	International Negotiation	

IRLS615	Peacekeeping: Structure and Process
LSTD507	International Law
MILH565	History of Peacekeeping: 1988 - Present
NSEC612	National Security and Diplomacy
SSGS595	Internship Program
Total Semester Hours	12

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)

Code	Title	Semester Hours
Select 4 courses from the following:		12
IRLS504	International Political Economy	
IRLS603	Politics and War	
INTL613	Intelligence and Homeland Security	
IRLS655	Latin American Security Issues	
INTL646	Transnational Crime and Narcotics	
INTL649	Case Studies in Foreign Cyber Threats	
LSTD507	International Law	
SSGS595	Internship Program	
Total Semester Hours		12

Concentration in Peacekeeping (12 semester hours)

Evaluates the principles and foundations of peace operations within the context of international and regional mechanisms. Addresses the evolving theory and practices of United Nations, along with specific peace-building, peacemaking, and peacekeeping operations in conflict areas.

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 peacekeeping operations in conflict areas.

Concentration Requirements (12 semester hours)

Code	Title	Semester Hours
Select 4 courses from the following:		12
IRLS603	Politics and War	
IRLS615	Peacekeeping: Structure and Process	
LSTD507	International Law	
MILH565	History of Peacekeeping: 1988 - Present	
SSGS595	Internship Program	
Total Semester Hours		12

Final Program Requirements (3 semester hours)

Code	Title	Semester Hours
Select 1 course from the following:		3
IRLS699	International Relations Capstone [1]	
SSGS696	Master's Project Capstone Seminar [1]	
Total Semester Hours		3

[1] Taken once all other requirements have been met.

Elective Requirements (3 semester hours)

Code	Title	Semester Hours
Select any graduate courses not already taken to fulfill the requirements listed above.		3
Total Semester Hours		3

Master of Arts in Legal Studies

The Master of Arts in Legal Studies offers you a better understanding of the law. This degree program will aid you in understanding the complex societal challenges associated with the public's ability to access justice. This program is not intended for practicing law, but rather to build upon your existing knowledge of the law by further expanding your comprehension of legal doctrines, legal concepts, and workplace legal issues. By equipping you for ethical service and leadership, this master's degree helps prepare you to deepen your knowledge of the law and ethical issues.

Note: Although some states do not require a Juris Doctor degree for Bar entry, this program does not prepare you for the practice of law or admission to the Bar of any state based solely on your completion of this program.

Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

- Integrate legal research and writing skills into a variety of communications.
- Facilitate the creation of new solutions to complex societal legal problems through critical thinking and analysis.
- Design innovative legal solutions with technology.

Degree at a Glance

Code	Title	Semester Hours
Core Requirements		24
Major Requirements		6
Final Program Requirements		3
Elective Requirements		3
Total Semester Hours		36

Degree Program Requirements

Core Requirements (24 semester hours)

Code	Title	Semester Hours
LSTD502	Criminal Law [1]	3
LSTD503	Criminal Justice Process	3
LSTD504	Methods of Legal Research and Writing I	3
LSTD505	Methods of Legal Research and Writing II	3
LSTD506	Property Law	3
LSTD508	Contract Law	3
LSTD509	Tort Law	3
LSTD510	Constitutional Law	3
Total Semester Hours		24

[1] Required as the first course in this program.

Major Requirements (6 semester hours)

Code	Title	Semester Hours
Select 2 courses from the following:		6
BUSN623	Legal & 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	
LSTD516	Homeland Security and the Law	
LSTD517	Law, Ethics and Cybersecurity	
SPMT608	Sports Law	
SSGS690	Independent Study	
PADM611	Law and Public Policy	
POLS640	Judicial Politics, Process, and Policy Making	
SPST671	Space Law	
Total Semester Hours		6

Final Program Requirements (3 semester hours)

Code	Title	Semester Hours
LSTD699	Legal Studies Capstone [1]	3
Total Semester Hours		3

[1] Taken once all other requirements have been met.

Elective Requirements (3 semester hours)

Code	Title	Semester Hours
Select any graduate courses not already taken to fulfill the requirements listed above.		3
Total Semester Hours		3

Master of Arts in Management

The Masters of Arts in Management seeks to prepare students to become authentic, transformational leaders capable of managing organizational change. Through this online master's program, you will examine the theories, concepts, and practices necessary to become an effective visionary capable of developing and leading strategic workplace initiatives. Successful completion of this degree builds skills and knowledge often needed for mid- to senior-level managerial positions in corporate, nonprofit, government, or military sectors.

This program's curriculum is in alignment with Society for Human Resource Management (http://www.shrm.org) (SHRM®) standards. This program has been designed in consultation with industry business leaders and is accredited by the Accreditation Council for Business Schools and Programs (http://www.acbsp.org) (ACBSP®).

SHRM® is a registered trademark of the Society of Human Resource Management.

ACBPS® is a registered trademark of the Accreditation Council for Business Schools and Programs.

Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

- 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 at a Glance

Code	Title	Semester Hours
Institutional Requirements		3
Core Requirements		12
Select one of the following concentrations:		12
General Concentration (p. 95)		
Business Project Management (p. 96)		
Entrepreneurship (p. 97)		
Human Resource Management (p. 98)		
IT Project Management (p. 98)		
Organizational Crisis Management (p. 99)		
Organizational Leadership (p. 99)		
Public Administration (p. 100)		
Strategic Consulting (p. 100)		
Final Program Requirements		3
Total Semester Hours		30

Degree Program Requirements

Institutional Requirements (3 semester hours)

Code	Title	Semester Hours
BUSN604	Fundamentals of Business Analysis	3
Total Semester Hours		3

Students are required to take BUSN604 as the first course. If you have a bachelor's degree in a business program that is accredited by ACBSP, AACSB®, or IACBE, you are NOT required to take the course listed above, and instead may take one master's-level elective course.

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Core Requirements (12 semester hours)

Code	Title	Semester Hours
MGMT601	Organizational Behavior	3
HRMT600	Human Resource Management	3
MGMT600	Organizational Management	3
MGMT610	Cross-Cultural Management	3
Total Semester Hours		12

Students must choose a concentration for this degree program and may select from the General Concentration, Concentration in Business Project Management, Concentration in Entrepreneurship, Concentration in Human Resource Management, Concentration in IT Project Management, Concentration in Organizational Crisis Management, Concentration in Organizational Leadership, Concentration in Project Management, Concentration in Public Administration, or Concentration in Strategic Consulting.

General Concentration (12 semester hours)

This general concentration allows you to select from other concentration courses offered in this program.

Objectives

Upon successful 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)

Code	Title	Semester Hours
MGMT618	Ethics in Leadership	3
Select 3 courses from the following:		9
BUSN695	School of Business Internship	

CMRJ601	Cases in Executive Decision Making
EDUC633	Emotional Intelligence and Coaching Assessments
EDUC635	Coaching Groups and Teams
HIMA501	Technology Applications in Health Information Management
HIMA503	Healthcare Vocabulary and Clinical Terminologies
HIMA550	Clinical Workflow and Process Redesign
HIMA620	Corporate Compliance in the Healthcare Industry
INFO531	Management Information Systems
ISSC680	Information Security Management
ITMG624	Information Technology Project Management
ITMG625	IT Project Management: Integration, Scope and Time
ITMG636	IT Project Management: Developing Project Schedule
LSTD510	Constitutional Law
MGMT593	Special Topics in Management
MGMT603	Organizational Development
MGMT604	Organizational Crisis Management
MGMT605	Leadership
MGMT615	Strategic Planning
MGMT617	Leading Teams
MGMT619	Leading Organizational Change
MGMT621	Leadership in a Time of Crisis
MGMT622	Risk Management for Leaders
MGMT623	Concepts and Processes of Organizational Crisis Management
MKTG600	Marketing Management
SCMT507	Assets Protection & Loss Prevention Management
SCMT553	Security Program Administration
SPMT502	The Sports Industry
SPMT601	History, Culture, and Social Contexts of Sport
SPMT609	Sports Marketing, Promotion, and Public Relations
SPMT612	Sports Event Management
SPMT613	Sports Entrepreneurship
SPMT630	Sales and Promotions in Sport
Total Semester Hours	12

Concentration in Business Project Management (12 semester hours)

The concentration in Business Project Management enhances the student's understanding of how businesses evolve, adapt, and maintain an enterprise through project management. Through this concentration, students will be introduced to the theories, concepts, and practices that align with project management. Students will develop a skill set to track and monitor projects.

Companies depend on project management to stay competitive in developing new offerings, determining the technology needed within the enterprise, updating processes and procedures, and implementing projects for customers.

The concentration is designed for business professionals and military personnel interested in project management within the business environment.

Objectives

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

- Evaluate how to properly monitor a project.
- Articulate why a project needs to align with the organization's strategic plan.
- Analyze the project costs and actuals.
- Create a risk management plan.
- Build a project schedule that integrates the various parts of the project to define the critical path
- Integrate the various parts of the project to determine the health of the project through cost/schedule metrics.
- Articulate the ethical and legal aspects of project management.
- Analyze the various business tools used to define quality control and quality assurance.

Concentration Requirements (12 semester hours)

Code	Title	Semester Hours
BUSN663	Project Management for the Business Professional	3
BUSN664	Advanced Business Project Schedule and Scope Management	3
BUSN665	Advanced Business Project Risk and Quality Management	3
BUSN666	Advanced Business Project Integration, Resource, and Stakeholder Management	3
Total Semester Hours		12

Concentration in Entrepreneurship (12 semester hours)

Focuses on key concepts and principles of being a successful entrepreneur/intrapreneur or small business owner. You will examine leadership practices, feasibility of ideas, funding, and customer service specific to a small business.

Objectives

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

- Develop an idea for a new business venture.
- Use various methods to critically evaluate specific operational functions.
- Determine your target market and market segmentation.
- Create a marketing plan for your venture.

Concentration Requirements (12 semester hours)

Code	Title	Semester Hours
Select 4 courses from the following:		12
ENTR500	Ideation	
ENTR615	Legal Practices for Small Business	
ENTR617	Legal Practices for Entrepreneurs	
ENTR620	Small Business Operations	
ENTR621	International Entrepreneurship	

ENTR623	Venture Capital	
ENTR625	Small Business Funding	
ENTR630	Entrepreneurial Marketing	
Total Semester Hours		12

Concentration in Human Resource Management (12 semester hours)

Compares various managerial approaches to employment law. Discusses rewards systems, measurement of employee performance, and other compensation packages. Probes policies and procedures involving legislative, regulatory, and organizational issues affecting human resource management in a global workforce. Topics include workplace safety and the recruitment, development, and training of human capital.

Objectives

Upon successful 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)

Code	Title	Semester Hours
HRMT602	Employment Law and Labor Relations	3
HRMT603	Human Resource Policy	3
HRMT605	Strategic Human Resource Management Practices	3
MGMT603	Organizational Development	3
Total Semester Hours		12

Concentration in IT Project Management (12 semester hours)

This concentration focuses on meeting industry needs for IT managers in order to 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.

Objectives

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

- Evaluate 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.
- Evaluate the unique challenges in managing the scope, time, and cost of Information Technology projects.
- Examine various project cost models and 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 (12 semester hours)

Code	Title	Semester Hours
ITMG624	Information Technology Project Management	3
ITMG625	IT Project Management: Integration, Scope and Time	3
ITMG636	IT Project Management: Developing Project Schedule	3
ITMG637	IT Project Management: The Integrated Project Plan	3
Total Semester Hours		12

Concentration in Organizational Crisis Management (12 semester hours)

The concentration in Organizational Crisis Management covers crisis management concepts and activities from the organizational leader's perspective. The courses in the concentration cover organizational change, risk management, organizational processes related to crisis management, and leadership roles in crisis management.

Objectives

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

- Establish protocols for crisis management communication as it relates to the organization.
- Recommend organizational crisis planning strategies.
- Evaluate processes for continuity planning.
- Explain the impact on the organization of poor crisis planning.
- Describe the role of leadership in organizational crisis management.

Concentration Requirements (12 semester hours)

Code	Title	Semester Hours
MGMT604	Organizational Crisis Management	3
MGMT621	Leadership in a Time of Crisis	3
MGMT623	Concepts and Processes of Organizational Crisis Management	3
MGMT622	Risk Management for Leaders	3
Total Semester Hours		12

Concentration in Organizational Leadership (12 semester hours)

Examines various leadership theories and models used by contemporary leaders in management. Looks at the effective leader's role in the workplace as it relates to decision making, conflict resolution, motivation, and risk taking. Addresses contemporary leadership theories and models to develop and nurture followership, workplace diversity, ethics, motivation, and knowledge management.

Objectives

Upon successful 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)

Code	Title	Semester Hours
MGMT603	Organizational Development	3
MGMT605	Leadership	3
MGMT604	Organizational Crisis Management	3
MGMT618	Ethics in Leadership	3
Total Semester Hours		12

Concentration in Public Administration (12 semester hours)

Addresses the management of public organizations and interpersonal relationships at the federal, state, and local levels. Various positions and issues involving politics, policy, economics, administration, and management in the public sector are covered. Topics include human resource strategy and the role of federal, state, and local public health agencies.

Objectives

Upon successful 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)

Code	Title	Semester Hours
PADM510	Administrative Theory	3
PADM520	Public Administration in Society	3
PADM530	Public Policy	3
Select 1 course from the following:		3
EVSP503	Environmental Policy, Regulation, and Law	
HRMT603	Human Resource Policy	
MGMT605	Leadership	
PADM611	Law and Public Policy	
PBHE501	Public Health in America	
Total Semester Hours		12

Concentration in Strategic Consulting (12 semester hours)

This concentration focuses on developing a business plan for a strategic consulting practice, assessing organization and business consulting models, and presenting recommendations on improving an organization's practices and processes. Topics include interpersonal relations, group behavior, and managing individuals and groups in a virtual environment.

Objectives

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

- Implement a change management program in an organization.
- Assess the systems and processes in an organization when addressing strategic, organizational and managerial challenges.
- Present senior management with recommendations on how to improve an organization's practices and processes.
- Lead a project on innovation.

Concentration Requirements (12 semester hours)

Code	Title	Semester Hours
MGMT603	Organizational Development	3
HRMT605	Strategic Human Resource Management Practices	3
MGMT615	Strategic Planning	3
MGMT622	Risk Management for Leaders	3
Total Semester Hours		12

Final Program Requirements (3 semester hours)

Code	Title	Semester Hours
MGMT696	Capstone: Portfolio [1]	3
Total Semester Hours		3

[1] Taken once all other requirements have been met.

Master of Arts in Military History

The Master of Arts in Military History explores the historiography of military and warfare that shaped future civilization. While pursuing this online master's degree, you'll discover the strategy, command, leadership tactics, and technological advances in weaponry that altered the outcome of some of the most significant battles in history. The graduate curriculum not only examines military battles, it addresses social structures, military attitudes, organizational relationships between officers and troops, and the interrelationships between military and civilian societies. Additionally, this online military history program emphasizes valuable research, as well as writing and communication skills required by professionals in government, military services, or general business.

Many University faculty members teaching these courses are published historians or military leaders who bring unique perspectives and relevant research into the classroom. You'll also connect and interact online with other students who share your enthusiasm for history.

Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

- 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 at a Glance

Code	Title	Semester Hours
Core Requirements		12
Select one of the following concentrations:		24
American Military History (p. 103)		
American Revolution (p. 104)		
Civil War (p. 105)		
World War II (p. 106)		
War Since 1945 (p. 106)		
Final Program Requirements		0-6
Total Semester Hours		36

Degree Program Requirements

Core Requirements (12 semester hours)

Code	Title	Semester Hours
MILH510	Studies in U.S Military History [1]	3
HIST500	Historical Research Methods	3
HIST501	Historiography	3

MILH511	Great Military Philosophers	3
Total Semester Hours		12

[1] Required as the first course in this program.

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

Concentration in American Military History (24 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 successful completion of this concentration, the student 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 (24 semester hours)

Code	Title	Semester Hours
MILH637	The Seven Years War	3
MILH536	The American Revolution	3
HIST552	The Civil War: Seminal Event in American History	3
HIST558	The Great War	3
HIST560	World War II in Context	3
MILH621	The Cold War Era and Aftermath	3
MILH668	The War in Vietnam	3
Select 1 course from the following:		3
HIST651	America's Indian Wars	
MILH551	World War II in Europe	
MILH552	World War II in the Pacific	
HIST680	Special Topic: History [1]	
HIST690	Independent Study: History [1]	
Total Semester Hours		24

[1] Students will need permission from the Department Chair to take this course.

Concentration in the American Revolution (24 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 successful completion of this concentration, the student 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 (24 semester hours)

Code	Title	Semester Hours
HIST553	History of Colonial America	3
MILH637	The Seven Years War	3
HIST551	The American Revolution in Context	3
MILH531	Strategy, Tactics & Leadership of the American Revolution	3
MILH532	British Perspective of the American Revolution	3
MILH536	The American Revolution	3
HIST657	Antebellum America: Prelude to the Civil War	3
Select 1 course from the following:		3
HIST652	African-American History	
HIST653	History of American Women	
HIST554	History of the American West	
HIST680	Special Topic: History [1]	
HIST690	Independent Study: History [1]	
Total Semester Hours		24

[1] Students will need permission from the Department Chair to take this course.

Concentration in the Civil War (24 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 successful completion of this concentration, 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.

Concentration Requirements (24 semester hours)

Code	Title	Semester Hours
HIST657	Antebellum America: Prelude to the Civil War	3
HIST552	The Civil War: Seminal Event in American History	3
MILH541	Civil War Strategy and Tactics	3
MILH542	Civil War Command and Leadership	3
MILH646	Civil War Cavalry and Intelligence	3
HIST658	Reconstruction and Post-Civil War America	3
HIST651	America's Indian Wars	3
Select 1 course from the following:		3
HIST653	History of American Women	
HIST554	History of the American West	
HIST652	African-American History	
HIST680	Special Topic: History [1]	
HIST690	Independent Study: History [1]	
Total Semester Hours		24

[1] Students will need permission from the Department Chair to take this course.

Concentration in World War II (24 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 successful completion of this concentration, 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 after World War II.

Concentration Requirements (24 semester hours)

Code	Title	Semester Hours
HIST555	The United States in the 20th Century	3
HIST560	World War II in Context	3
MILH551	World War II in Europe	3
MILH552	World War II in the Pacific	3
MILH555	World War II: Politics, Political Leadership and Diplomacy	3
MILH654	World War II and the Eastern Front	3
HIST642	Nazi Germany and the Holocaust	3
Select 1 course from the following:		3
MILH620	War Since 1945	
MILH621	The Cold War Era and Aftermath	
MILH668	The War in Vietnam	
HIST680	Special Topic: History [1]	
HIST690	Independent Study: History [1]	
Total Semester Hours		24

[1] Students will need permission from the Department Chair to take this course.

Concentration in War Since 1945 (24 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 peacekeeping 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 successful completion of this concentration, the student 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 (24 semester hours)

Code	Title	Semester Hours
HIST555	The United States in the 20th Century	3
MILH620	War Since 1945	3
MILH621	The Cold War Era and Aftermath	3
MILH622	Great Power Military Interventions	3
MILH667	The Balkans: Conflict and Peace	3
MILH669	Arab-Israeli Conflict: Contemporary Politics & Diplomacy	3
MILH668	The War in Vietnam	3
Select 1 course from the following:		3
HIST653	History of American Women	
HIST554	History of the American West	
HIST652	African-American History	
HIST680	Special Topic: History [1]	
HIST690	Independent Study: History [1]	
Total Semester Hours		24

[1] Students will need permission from the Department Chair to take this course.

Final Program Requirements (0-6 semester hours)

Code	Title	Semester Hours
Select from the following:		0-6
MILH698	Comprehensive Exam in Military History [1]	0
OR		
HIST691	Writing a Thesis Proposal (By Request with HIST699) [1]	3
MILH699	Military History Capstone (By Request with HIST691) [1]	3

[1] Taken once all other degree requirements have been met.

Master of Arts in Military Studies

The Master of Arts in Military Studies focuses on strategic military operations in peace and conflict with concentrations in joint warfare, irregular warfare, or strategic leadership. You will study military art through historical and contemporary context and apply theory, established doctrine, and the laws of war to emerging defense and security challenges facing the U.S. You will also learn to identify viable courses of action when doctrine or revolutionary changes in strategy and operation occur.

The curriculum for this online master's program was developed with input from academic professionals, senior military leaders, and those serving in the national security arena. Coursework provides useful skills and knowledge for professional government or military service, or as a research scholar or military instructor. It also helps to prepares you to publish scholarly works and to pursue a doctorate in a related field. While popular among students from the armed forces and government agencies, this major is open to any student interested in military philosophy, strategy, and operations.

Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

- 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 at a Glance

Code	Title	Semester Hours
Core Requirements		15
Select one of the following concentrations:		15
Irregular Warfare (p. 110)		
Joint Warfare (p. 111)		
Strategic Leadership (p. 111)		
Final Program Requirements		3
Elective Requirements		3
Total Semester Hours		36

Degree Program Requirements

Core Requirements (15 semester hours)

Code	Title	Semester Hours
MILS514	The Making of Strategy [1]	3
SSGS500	Research Design and Methods	3
MILS512	Great Military Leaders	3
MILS521	Strategy, Tactics, & the Operational Art	3
MILS560	Joint Warfare Theory and Practice	3
Total Semester Hours		15

[1] Required as the first course in this program.

Students must choose a concentration for this degree program and may select from a Concentration in Irregular Warfare, Concentration in Joint Warfare, or Concentration in Strategic Leadership.

Concentration in Irregular Warfare (15 semester hours)

This concentration provides students with an opportunity to research, study, and write in the field of Irregular Warfare (IW). The program experience includes a detailed analysis of historical, current, and future IW theories and concepts. Students will expand critical thinking and their knowledge of IW methods through an examination of materials on intelligence, international relations, terrorism, criminal activities, cyber warfare, propaganda, and the various levels of armed conflict to include conventional, asymmetric, and irregular warfare. The study of insurgent activities and the implementation of these methods provide an understanding of the nature and motivation of movements which challenge legitimate governance through forms of modem or hybrid warfare.

Objectives

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

- Diagram the changing nature of Irregular Warfare (IW) in terms of current theory, planning, and implementation.
- Synthesize elements of Irregular Warfare (IW) in historical and contemporary campaigns.
- Analyze emerging theories of Irregular Warfare (IW), through an understanding of varied methods of implementation.
- Evaluate Irregular Warfare (IW) concepts within the geo-political and operating environments.

Concentration Requirements (15 semester hours)

Code	Title	Semester Hours
MILS570	Seminar in Asymmetrical Warfare	3
MILS583	Insurgency and Revolution	3
MILS671	The Non-State Soldier	3
Select 2 courses from the following:		6
MILS572	Special Operations Forces Application	
MILS620	Studies in Future War	
MILS680	Special Topic: Military Studies	
INTL649	Case Studies in Foreign Cyber Threats	
INTL650	Counterterrorism	

INTL652	Terrorism: Assessing the Past to Forecast the Future	
INTL653	Deception, Propaganda and Disinformation	
IRLS502	International Political Systems	
Total Semester Hours		15

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)

Code	Title	Semester Hours
MILS561	Joint Warfare Planning and Implementation	3
MILS562	Joint Warfare Command and Control	3
MILS563	Case Studies in Joint Warfare	3
MILS620	Studies in Future War	3
Select 1 course from the following:		3
MILS510	Strategic Military Leadership	
MILS534	Air and Space Power Theory: Strategy and Tactics	
MILS570	Seminar in Asymmetrical Warfare	
MILS572	Special Operations Forces Application	
MILS583	Insurgency and Revolution	
MILS635	Air Power in Joint Warfare	
MILS655	Naval Power in Joint Warfare	
MILS671	The Non-State Soldier	
MILS680	Special Topic: Military Studies	
MILS690	Independent Study: Military Studies [1]	
Total Semester Hours		15

[1] 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)

Code	Title	Semester Hours
MILS510	Strategic Military Leadership	3
MILS562	Joint Warfare Command and Control	3
MILS620	Studies in Future War	3
NSEC610	National Security and Globalization	3
Select 1 course from the following:		3
MILS541	Campaign and Battle Analysis	
MILS572	Special Operations Forces Application	
MILS583	Insurgency and Revolution	
MILS671	The Non-State Soldier	
MILS680	Special Topic: Military Studies [1]	
MILS690	Independent Study: Military Studies [1]	
NSEC501	Institutions of National Security	
Total Semester Hours		15

[1] Students will need permission from the Department Chair to take this course.

Final Program Requirements (3 semester hours)

Code	Title	Semester Hours
MILS699	Military Studies Capstone [1]	3
Total Semester Hours		3

[1] Taken once all other requirements have been met.

Elective Requirements (3 semester hours)

Code	Title	Semester Hours
Select any graduate courses not already taken to fulfill the requirements listed above.		3
Total Semester Hours		3

Master of Arts in National Security Studies

The Master of Arts in National Security Studies provides executive-level education in national and international security policy with concentrations in homeland security, intelligence analysis, cyber security, terrorism studies, and regional security studies. This online master's program provides practical knowledge often needed in the defense industry, military, U.S. and foreign governments, and the private sector.

The program includes a solid foundation in agency operations and theory, and studies the complex problems found in today's uncertain security environment. You will be taught by experienced faculty who remain active in the national security arena, helping to ensure relevancy in this continuously expanding field.

Graduates of the program can be found across the national and international security community as civilian and military leaders, policymakers, action-officers, analysts, instructors, and consultants. This program also provides a strong academic stepping stone for our doctoral programs in global security and strategic intelligence.

Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

- 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 at a Glance

Code	Title	Semester Hours
Core Requirements		18
Select one of the following concentrations:		12
General Concentration (p. 114)		
Cyber (p. 115)		
Homeland Security (p. 115)		
Regional Security Studies (p. 116)		
Security and Intelligence Analysis (p. 116)		
Terrorism Studies (p. 117)		
Final Program Requirements		3
Elective Requirements		3
Total Semester Hours		36

Degree Program Requirements

Core Requirements (18 semester hours)

Code	Title	Semester Hours
NSEC503	U.S. National Security [1]	3
SSGS500	Research Design and Methods	3
NSEC501	Institutions of National Security	3
NSEC504	International Security	3
NSEC610	National Security and Globalization	3
NSEC613	Current and Emerging Threats to U.S. National Security	3
Total Semester Hours		18

[1] Required as the first course in this program.

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

General Concentration Requirements (12 semester hours)

This general concentration allows you to select from more than two dozen different concentration courses offered within this program, enabling you to create your own focused area of study.

Code	Title	Semester Hours
Select 4 courses from the following:		12
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	
INTL501	Strategic Intelligence	
INTL502	Collection	
INTL507	Intelligence Operations	
INTL508	Intelligence Analysis	
INTL613	Intelligence and Homeland 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
SSGS595	Internship Program
Total Semester Hours	12

Concentration in Cyber (12 semester hours)

Analyzes the cyber discipline from a multidisciplinary perspective. Topics include: current cyber policy and strategy for non-practitioners in a national security framework; laws related to intellectual property, civil litigation, criminal prosecutions, and cybersecurity; and the privacy, ethical, economic, and societal issues that face today's information-entrenched society.

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)

Code	Title	Semester Hours
LSTD517	Law, Ethics and Cybersecurity	3
NSEC506	Cyber Policy and Practice in National Security	3
ISSC630	Advanced Cybercrime Analysis	3
ISSC631	Cyber Ethics: Privacy and Intellectual Property	3
Total Semester Hours		12

Concentration in Homeland Security (12 semester hours)

Explores contemporary threats to the U.S. and the organizations, capabilities, and activities of America's homeland defense community. Covers the efforts to prevent, prepare, and respond to the use of weapons of mass destruction, the role of risk management in the prevention of loss, and the development of drug cartels and their organization, production, and distribution networks.

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)

Code	Title	Semester Hours
Select 4 courses from the following:		12
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	
Total Semester Hours		12

Concentration in Regional Security Studies (12 semester hours)

Examines the forces reshaping world politics and analyzes the institutions that are fostering new forms of global governance. Topics include the role of diplomacy in national security policy development and implementation, and the strategic, operational, and tactical elements required for conducting peace operations.

Concentration Requirements (12 semester hours)

Code	Title	Semester Hours
NSEC608	Regional Security Cooperation	3
Select 3 courses from the following:		9
HIST572	History of East Asia	
HIST573	History of the Middle East	
HIST670	History and Culture of Latin America	
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 & Diplomacy	
NSEC612	National Security and Diplomacy	
Total Semester Hours		12

Concentration in Security and Intelligence Analysis (12 semester hours)

Covers advanced security and intelligence analysis methods used to convey issues critical to national and international security. Examines the forces reshaping world politics, analyzes the institutions that are fostering new forms of global governance, and discusses the current structure, function, capabilities, and contributions of individual U.S. national intelligence community members.

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)

Code	Title	Semester Hours
Select 4 courses from the following:		12
INTL501	Strategic Intelligence	
INTL502	Collection	
INTL507	Intelligence Operations	
INTL508	Intelligence Analysis	
IRLS600	Strategic Geography and Geopolitics	
NSEC608	Regional Security Cooperation	
Total Semester Hours		12

Concentration in Terrorism Studies (12 semester hours)

Evaluates the causes of and threats from domestic and international terrorism, as well as the organizations, capabilities, and activities of the international security community in the global war on terrorism. Also analyzes U.S. and international policies for combating terrorism, terrorist tactics worldwide, and the scope of terrorism.

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)

Code	Title	Semester Hours
Select 4 courses from the following:		12
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	
Total Semester Hours		12

Final Program Requirements (3 semester hours)

Code	Title	Semester Hours
NSEC699	National Security Studies Capstone [1]	3
Total Semester Hours		3

[1] Taken once all other requirements have been met. The Capstone Seminar will satisfy 3 semester hours of an elective requirement.

Elective Requirements (3 semester hours)

Code	Title	Semester Hours
Select any graduate courses not already taken to fulfill the requirements listed above.		3
Total Semester Hours		3

Master of Arts in Political Science

The Master of Arts in Political Science delves into popular topics including American government theory and process, comparative politics, contemporary political institutions, defense and security, domestic and foreign policy, legislative behavior, and political philosophy. In this era of polarization in government, there is a great demand for people who possess knowledge of how government works, as well as the research, writing, and analytical skills needed to evaluate domestic policies at all levels of government. Knowledge gained in this online program provides an advanced foundation for those interested in fields such as government, military, the gaining and holding of elected positions, nonprofit administration, or other professions including academia or law where strong interpersonal and communication skills are required.

Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

- 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 at a Glance

Code	Title	Semester Hours
Core Requirements		18
Select one of the following concentrations:		12
American Politics and Government (p. 120)		
Comparative Government and Development (p. 120)		
International Relations (p. 121)		
Public Policy (p. 122)		
Final Program Requirements		0-3
Elective Requirements		3-6
Total Semester Hours		36

Degree Program Requirements

Core Requirements (18 semester hours)

Code	Title	Semester Hours
POLS510	The U.S. Presidency, Congress, & Bureaucracy [1]	3
POLS501	Political Philosophy	3
IRLS502	International Political Systems	3
PADM530	Public Policy	3
POLS512	Diversity in American Politics	3

SSGS500	Research Design and Methods	3
Total Semester Hours		18

[1] Required as the first course in this program.

Students must choose a concentration for this degree program and may select from a Concentration in American Politics and Government, Concentration in Comparative Government and Development, Concentration in International Relations, or Concentration in Public Policy.

Concentration in American Politics and Government (12 semester hours)

Provides insight into the democratic process of government in the U.S. Topics include all three branches of government, as well as freedoms protected by the Constitution, the role of women in changing public policy, and the division of power between federal and state governments.

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)

Code	Title	Semester Hours
Select 4 courses from the following:		12
HIST556	U.S. Constitutional History	
MATH530	Applied Statistics	
POLS511	Political Parties and Interest Group Behavior	
POLS620	Legislatures and Legislative Behavior	
POLS630	The Presidency: Institution and Performance	
POLS640	Judicial Politics, Process, and Policy Making	
POLS650	Federalism: The American Governance Process	
Total Semester Hours		12

Concentration in Comparative Government and Development (12 semester hours)

Uses the comparative method of analysis to study democracies, monarchies, dictatorships, and authoritarian forms of government. Topics include Al Qaeda, the relationship between military and government affairs, mediation between opposing factions, and economics, including the readings of Karl Marx.

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)

Code	Title	Semester Hours
IRLS501	Comparative Political Systems	3
Select 3 courses from the following:		9
HUMN561	Society, Class and Wealth	
IRLS603	Politics and War	
IRLS613	International Negotiation	
MATH530	Applied Statistics	
NSEC608	Regional Security Cooperation	
SCMT529	International Terrorism	
Total Semester Hours		12

Concentration in International Relations (12 semester hours)

Discusses various international issues through coverage of international organizations like the Red Cross and the United Nations, as well as the governments of Latin America, Korea, and the Middle East and the use of modern statistical methods and models to solve problems.

Objectives

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

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

Concentration Requirements (12 semester hours)

Code	Title	Semester Hours
Select 4 courses from the following:		12
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
MATH530	Applied Statistics
Total Semester Hours	12

Concentration in Public Policy (12 semester hours)

Discusses a variety of security, economic, foreign, and domestic policy issues at the national, state, and local levels. Topics include budgeting and expenditures, data analysis through statistics, management of large bureaucracies, and the Department of Homeland Security.

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)

Code	Title	Semester Hours
Select 4 courses from the following:		12
HLSS502	Homeland Security and Defense	
MATH530	Applied Statistics	
PADM510	Administrative Theory	
PADM520	Public Administration in Society	
PADM610	Public Management	
PADM612	Public Finance	
PADM615	Program Appraisal	
PADM620	Local Political Administration	
Total Semester Hours		12

Final Program Requirements (0-3 semester hours)

Code	Title	Semester Hours
Select 1 course from the following:		0-3
POLS697	Portfolio and Critical Reflection Paper Capstone in Political Science [1]	
POLS698	Comprehensive Examination in Political Science (0 semester hours) [1]	
Total Semester Hours		0-3

[1] Taken once all other requirements have been met.

Elective Requirements (3-6 semester hours)

Code	Title	Semester Hours
Select any graduate courses not already taken to fulfill the requirements listed above.		3-6
Total Semester Hours		3-6

Master of Arts in Psychology

The Master of Arts in Psychology blends scientific theory and principles with academic research, scholarly and technical writing, and applied skills. This online degree program emphasizes the factors related to human behavior, including lifespan development, social and cultural diversity, personality, human relations, and organizational functioning with concentrations available in general psychology, developmental/personality psychology, industrial/organizational psychology, military and trauma psychology, and child life. Through the online classroom, you will interact with peers and instructors who share your passion for the field of psychology. This MA in Psychology has professional application for business, nonprofit, law enforcement, healthcare, research, and child and family services. The degree may also be preparation for further graduate study.

This program does not provide licensure to engage in clinical practice, preparation for licensure, or professional certification.

This program has specific admission requirements.

Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

- 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;
- 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.

Programmatic Admission Requirements

For this program, the following is required, proof of which must be provided prior to course registration:

- Minimum GPA of 2.0 on a 4.0 scale
- An undergraduate degree in psychology or a completed bachelor's degree in another discipline with credit in the following foundational courses:
  a. **Introduction to psychology or general psychology**: a course designed to introduce students to the broad discipline and study of psychology, its key historical and contemporary events, publications, practices, and perspectives.
  b. **Research methods in psychology**: a course in which students learn how to develop sound laboratory and field behavioral science research protocols.
  c. **Statistical methods in psychology**: a course that focuses how to statistically analyze and interpret laboratory and field behavioral science research results. Note: One course that focuses on both statistical and research methods in psychology may be used to fulfill both of the above course requirements.
  d. For those wishing to pursue the Child Life concentration, an additional prerequisite of a Child Development course covering any age range from birth to 18 (but not all ages) is required. Those pursuing the Child Life concentration will also need to submit a signed statement of understanding (SOU).

Preadmission courses completed at the undergraduate level must be grade C or better; B or better at the graduate level.

Please visit our AMU (https://www.amu.apus.edu/admissions/graduate-requirements.html) or APU (https://www.apu.apus.edu/admissions/graduate-requirements.html) graduate admission page for more information on institutional admission requirements.

Need help?

If you have questions regarding a program's admission requirements, please contact an admissions representative at 877-755-2787 or info@apus.edu.

Degree at a Glance

Code	Title	Semester Hours
Core Requirements		18
Select one concentration from the following:		12-18
General (p. 125)		
Child Life (p. 126)		
Cyberpsychology (p. 127)		
Developmental/Personality Psychology (p. 128)		
Industrial/Organizational Psychology (p. 128)		
Military and Trauma Psychology (p. 129)		
Final Program Requirements		3
Elective Requirements		0-6
Total Semester Hours		39

Degree Program Requirements

Core Requirements (18 semester hours)

Code	Title	Semester Hours
PSYC503	Introduction to Scholarly and Technical Writing [1]	3
PSYC601	Qualitative Methods in Social Science Research	3
PSYC602	Quantitative Methods in Social Science Research	3
PSYC550	Professional Ethics and Standards	3
PSYC502	Tests and Measurements	3
PSYC610	Multicultural Issues in Human Behavior	3
Total Semester Hours		18

[1] Required as the first course in this program.

Students must choose a concentration for this degree program and may select from a General Concentration, Concentration in Child Life, Concentration in Cyberpsychology, Concentration in Developmental/Personality Psychology, Concentration in Industrial/Organizational Psychology, or Concentration in Military and Trauma Psychology.

General Concentration (12 semester hours)

The General Concentration allows students to select from a variety of course offerings in various specialties in the field. Coursework provides students with a broad understanding of theory, principles, research, and ideas across multiple psychological domains.

Objectives

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

- Examine historical and contemporary trends occurring across multiple domains of theory, research and practice within the field of psychology.
- Apply core concepts of psychology to normal and abnormal individual, social, cultural, and organizational functioning.
- Construct discipline-relevant research proposals.
- Evaluate scholarly resources pertinent to the discipline.
- Write competently in accordance with the standards of the American Psychological Association;
- Investigate professional opportunities, responsibilities and challenges experienced by practitioners within the discipline.
- Apply the Ethical Principles of the American Psychological Association.

Concentration Requirements (12 semester hours)

Code	Title	Semester Hours
Select 4 courses from the following:		12
PSYC510	Lifespan Development	
PSYC511	Learning and Cognition	
PSYC512	Introduction to Industrial/Organizational Psychology	
PSYC515	Social Psychology	
PSYC514	Disaster Psychology	
PSYC521	Organizational Behavior	
PSYC522	Leadership and Change	
PSYC630	Crisis and Emergency Intervention	
PSYC513	Deployment Psychology	
PSYC520	Personality and Counseling Theories	
PSYC525	Physiological Psychology	
PSYC620	Substance Abuse and Addiction	
PSYC526	Psychopathology	
Total Semester Hours		12

Concentration in Child Life (18 semester hours)

The Child Life Concentration allows students to focus on rigorous study of Child Life theory, practice and application. Coursework will promote development of skills needed to work with children and families during times of acute or chronic illness or trauma while preparing students to complete the academic requirements for the Certified Child Life Specialist credential. There are additional requirements regarding clinical hours that the University does not provide and students must secure their own placement. Additional information on those clinical requirements can be found at www.childlife.org (http://www.childlife.org).

Note: Completion of this program does not award any professional certifications.

Objectives

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

- Explore advanced child life theory and practice.
- Discuss the issues faced by children and their families during times of acute or chronic illness or trauma to include physical, developmental as well as psychological impact.
- Gain professional-level academic training in the field of Child Life.
- Apply evidence-based, developmentally appropriate practices to support children and their families during times of acute or chronic illness.

Concentration Requirements (18 semester hours)

Code	Title	Semester Hours
HDFS501	Advanced Child Life Theory and Practice	3
HDFS502	Therapeutic Play	3
HDFS503	Death, Dying and Grief - A Child's Perspective	3
HDFS540	Family Systems	3
PSYC509	Child Development	3
Select 1 course from the following:		3
HIMA503	Healthcare Vocabulary and Clinical Terminologies	
HDFS596	Child Life Practicum Experience (This course is only open to students who require affiliation with APUS to complete their Child Life Practicum)	
Total Semester Hours		18

Concentration in Cyberpsychology (12 semester hours)

Cyberpsychology is an emerging subfield within psychology that examines the relationship and implications of artificial intelligence and other technology on human interaction and behavior. This graduate concentration provides students from any disciplinary background with an understanding of the interface between technology and human behavior as viewed through the lenses of marketing, cyberintelligence, psychology, ethics, and the law.

Objectives

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

- Describe the role and importance of cyberpsychology to human interaction and behavior
- Compare and contrast different modalities of cybercrime
- Apply general principles of law and ethics to online/digital behavior
- Demonstrate the use of psychological tools in informational/deceptive practice

Concentration Requirements (12 semester hours)

Code	Title	Semester Hours
PSYC506	Cyberpsychology: Where Psychology and Technology Meet	3
PSYC507	Social Science Perspectives on Cyberdeviance	3
LSTD517	Law, Ethics and Cybersecurity	3

INTL653	Deception, Propaganda and Disinformation	3
Total Semester Hours		12

Concentration in Developmental/Personality Psychology (12 semester hours)

The concentration in Developmental/Personality Psychology provides students with in-depth study of theory and research associated with normal and abnormal human development and personality. The topics associated with lifespan development, psychopathology, substance abuse and counseling are addressed.

Objectives

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

- Compare and contrast major theories of personality and developmental psychology.
- Analyze the impact of development and personality on interpersonal relationships.
- Describe normal and abnormal development and personality, including diagnoses and treatments of the major forms of psychopathology.

Concentration Requirements (12 semester hours)

Code	Title	Semester Hours
PSYC520	Personality and Counseling Theories	3
PSYC620	Substance Abuse and Addiction	3
PSYC526	Psychopathology	3
PSYC510	Lifespan Development	3
Total Semester Hours		12

Concentration in Industrial/Organizational Psychology (12 semester hours)

The concentration in I/O psychology explores psychological topics related to organizational and workplace settings including, among others: motivation, organizational culture, leadership, and workplace assessment.

Objectives

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

- Apply psychological theory and research to various scenarios in workplace settings.
- Evaluate organizational culture and structure in the context of understanding and responding to organizational and individual employee needs.
- Effectively apply leadership principles to personal and professional settings.

Concentration Requirements (12 semester hours)

Code	Title	Semester Hours
PSYC512	Introduction to Industrial/Organizational Psychology	3
PSYC640	Advanced Topics in Industrial/Organizational Psychology	3
PSYC521	Organizational Behavior	3

PSYC522	Leadership and Change	3
Total Semester Hours		12

Concentration in Military and Trauma Psychology (12 semester hours)

The concentration in Military and Trauma Psychology prepares students to have a strong understanding of psychology topics uniquely associated with military and trauma settings. Students will focus on learning about disaster management, leadership, deployment, and emergency intervention.

Objectives

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

- Recognize and define the unique psychological constructs associated with the military experience.
- Apply psychological theory and research to effective leadership in military positions.
- Analyze best practices in response to military related challenges such as PTSD, impact of deployment on families, or disaster management.

Concentration Requirements (12 semester hours)

Code	Title	Semester Hours
PSYC630	Crisis and Emergency Intervention	3
PSYC513	Deployment Psychology	3
PSYC514	Disaster Psychology	3
PSYC522	Leadership and Change	3
Total Semester Hours		12

Final Program Requirements (3 semester hours)

Code	Title	Semester Hours
PSYC699	Integrative Capstone Project in Psychology [1]	3
Total Semester Hours		3

[1] Taken once all other requirements have been met.

Elective Requirements (0-6 semester hours)

Code	Title	Semester Hours
Select any graduate courses not already taken to fulfill the requirements listed above.		0-6
Total Semester Hours		0-6

Master of Arts in Reverse Logistics Management

Our Master of Arts in Reverse Logistics Management provides advanced level knowledge to a new generation of professionals in reverse logistics management, retail management, and engineering management in complex military or civilian business environments. In today's competitive business climate, organizations are always under pressure to improve the visibility of product and cargo flows through an ever-widening and complex supply chain. This online master's program provides you with a continuation of your study of reverse logistics in domestic and international transportation and logistics scenarios.

This program has been designed in consultation with industry business leaders and is accredited by the Accreditation Council for Business Schools and Programs (ACBSP®) (http://www.acbsp.org).

ACBSP® is a registered trademark of the Accreditation Council for Business Schools and Programs.

Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

- 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 at a Glance

Code	Title	Semester Hours
Core Requirements		15
Major Requirements		18
Final Program Requirements		3
Total Semester Hours		36

Degree Program Requirements

Core Requirements (15 semester hours)

Code	Title	Semester Hours
BUSN501	Critical Thinking and Digital Literacy [1]	3
RLMT500	Reverse Logistics Management	3
RLMT501	Practical Applications in Economics Analysis	3
RLMT503	Reverse Logistics Policies and Regulations	3

Select 1 course from the following:		3
RLMT502	Decision Making Strategies in Reverse Logistics Management	
SCMG502	Global Issues in Supply Chain Management	
BUSN604	Fundamentals of Business Analysis	
SCMG604	Managerial Supply Chain Risk Management	
Total Semester Hours		15

[1] Required as the first course in the program.

Major Requirements (18 semester hours)

Code	Title	Semester Hours
RLMT600	Global Reverse Logistics Management	3
RLMT610	Technology in Reverse Logistics Operations	3
RLMT620	Resource Commitment and Performance in Reverse Logistics	3
RLMT630	Recalls and Returns Management	3
RLMT645	Advanced Green Logistics	3
RLMT650	Reverse Logistics in the Retail Industry	3
Total Semester Hours		18

Final Program Requirements (3 semester hours)

Code	Title	Semester Hours
BUSN697	Master's Capstone: E-Portfolio [1]	3
Total Semester Hours		3

[1] Taken once all other requirements have been met.

Master of Arts in Security Management

The Master of Arts in Security Management provides advanced-level knowledge of asset protection, loss prevention management, security program evaluation, international security, and security management ethics and administration. This online master's degree offers you the opportunity to examine and analyze the principles, theories, and application of security management. Because security threats come from multiple online and offline sources, industries need help to develop security plans and protect data and other valuable organizational assets. This online master's program helps advance your knowledge in security management in multiple fields such as federal or local government, military service, law enforcement, and private security.

Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

- 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 at a Glance

Code	Title	Semester Hours
Core Requirements		18
Major Requirements		15
Final Program Requirements		3
Total Semester Hours		36

Degree Program Requirements

Core Requirements (18 semester hours)

Code	Title	Semester Hours
SCMT507	Assets Protection & Loss Prevention Management [1]	3
SSGS500	Research Design and Methods	3
SCMT508	Evaluation of Security Programs	3
SCMT509	Contemporary Issues in Security Management	3
SCMT510	Security Management Ethics	3

SCMT553	Security Program Administration	3
Total Semester Hours		18

[1] Required as the first course in this program.

Major Requirements (15 semester hours)

Code	Title	Semester Hours
Select 5 courses from the following:		15
CMRJ601	Cases in Executive Decision Making	
HLSS502	Homeland Security and Defense	
SCMT529	International Terrorism	
SCMT536	Protective Services	
SCMT537	Computer Crime	
SCMT538	Industrial Espionage	
SCMT544	Security Architecture	
SCMT545	Airport Security Design	
SSGS595	Internship Program	
SSGS690	Independent Study	
Total Semester Hours		15

Final Program Requirements (3 semester hours)

Code	Title	Semester Hours
Select 1 course from the following:		3
SCMT699	Security Management Capstone [1]	
SSGS696	Master's Project Capstone Seminar [1]	
Total Semester Hours		3

[1] Taken once all other requirements have been met.

Master of Arts in Sociology

Sociology is a discipline that focuses on human behavior and interaction. Studying the role of the individual as an inherently social being, sociological training helps prepare students to develop a reflective understanding of human nature. Examining the nature of the public sphere, addressing inclusivity, and using an intersectional framework are sociological themes emerging at the core of current social movements. Program courses will examine inequality, globalization, social change, and the intersection of people and societies with institutions. Strong foundation in these concepts and theories will help prepare students to examine real world issues critically in individual, social, and organizational contexts. Development of these knowledge and skills areas supports our mission of preparing students for a diverse, global society.

This program has specific admission requirements

Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

- Apply core sociological paradigms, theories, and concepts to social issues in a way that promotes the social, economic, and environmental well-being of individuals and communities.
- Demonstrate an advanced knowledge of social science research methods and statistical analysis to examine big data in interdisciplinary contexts and career fields.
- Describe career opportunities, professional responsibilities and challenges experienced by sociologists.
- Prepare a professional narrative through a portfolio demonstrating mastery of career skills for social scientists.
- Contribute to positive social change in personal and/or professional life through service to a diverse society.

Programmatic Admission Requirements

The following is required for admission into this program. All documentation must be provided prior to course registration:

- Applicants must have completed a bachelor's degree in any field with a minimum grade point average (GPA) of 2.0.
- Applicants who do not have a bachelor's degree in sociology must have completed:
  - One introduction to sociology course
  - One statistics course

Please visit our AMU (https://www.amu.apus.edu/admissions/graduate-requirements.html) or APU (https://www.apu.apus.edu/admissions/graduate-requirements.html) graduate admission page for more information on institutional admission requirements.

Need help?

If you have questions regarding a program's admission requirements, please contact an APUS admissions representative at 877-755-2787 or info@apus.edu.

Degree at a Glance

Code	Title	Semester Hours
Core Requirements		15
Major Requirements		12

Final Program Requirements	3
Total Semester Hours	30

Degree Program Requirements

Core Requirements (15 semester hours)

Code	Title	Semester Hours
SOCI500	Social Theory in Action [1]	3
SOCI501	Professionalism for Sociologists: Ethics, Collaboration, and Career Planning	3
PSYC601	Qualitative Methods in Social Science Research	3
PSYC602	Quantitative Methods in Social Science Research	3
SOCI603	Advanced Data Analysis for Social Science	3
Total Semester Hours		15

[1] Required as the first course in this program.

Major Requirements (12 semester hours)

Code	Title	Semester Hours
Select 3 courses from the following:		9
SOCI610	Grant Writing and Fundraising for Social Scientists	
PSYC503	Introduction to Scholarly and Technical Writing	
SOCI690	Independent Study: Sociology	
PSYC515	Social Psychology	
PSYC610	Multicultural Issues in Human Behavior	
Select 1 course from the following:		3
SOCI620	Social Analysis of Education Systems	
SOCI621	Medical Sociology	
PSYC521	Organizational Behavior	
Total Semester Hours		12

Final Program Requirements (3 semester hours)

Code	Title	Semester Hours
SOCI698	Sociology Capstone	3
Total Semester Hours		3

[1] Taken once all other requirements have been met.

Master of Arts in Supply Chain Management

The Master of Arts in Supply Chain Management program focuses on the major areas of the industry, including purchasing, transportation, logistics, distribution, warehousing, reverse logistics, and acquisitions management from a global perspective. This degree will help students investigate, understand, analyze, critique, and solve the complex challenges of moving goods in, through, and around an interconnected global supply chain network. The curriculum for this master's program focuses on the elements of supply chain information; logistics network design, process/product flows, and process improvements for supply chain efficiencies as they apply to the global supply chain. This versatile degree helps to prepare students for job opportunities in many industries. Businesses, regardless of size, rely on the supply chain to get products to their customers.

This program has been designed in consultation with industry business leaders and is accredited by the Accreditation Council for Business Schools and Programs (ACBSP®) (http://www.acbsp.org).

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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:

- Investigate the effects of globalization on product/service acquisition and delivery as well as the overall supply chain network.
- Evaluate the implications of supply chain management on organizational effectiveness.
- Assess the supply chain performance of a familiar global supply chain.
- Devise a plan for the alignment supply chain goals with the organizational strategic plan.
- Recommend appropriate supply chain analytics for various scenarios.

Degree at a Glance

Code	Title	Semester Hours
Core Requirements		33
Final Program Requirements		3
Total Semester Hours		36

Degree Program Requirements

Core Requirements (33 semester hours)

Code	Title	Semester Hours
BUSN501	Critical Thinking and Digital Literacy [1]	3
SCMG501	Technology in Supply Chain Management	3
SCMG502	Global Issues in Supply Chain Management	3
SCMG503	Sustainable Supply Chain Strategy	3
RLMT500	Reverse Logistics Management	3
TLMT611	Global Logistics Management	3

BUSN623	Legal & Ethical Issues in Management	3
BUSN624	Principles of E Commerce	3
SCMG604	Managerial Supply Chain Risk Management	3
SCMG605	Case Studies in Supply Chain Management	3
SCMG609	Supply Chain Analytics	3
Total Semester Hours		33

[1] Required as the first course in this program.

Final Program Requirements (3 semester hours)

Code	Title	Semester Hours
BUSN697	Master's Capstone: E-Portfolio [1]	3
Total Semester Hours		3

[1] Taken once all other requirements have been met.

Master of Arts in Transportation and Logistics Management

The Master of Arts in Transportation and Logistics Management focuses on the principles, policies, trends, and current issues within air, maritime, or ground transportation. Transportation and logistics management is at the core of global supply chain management, encompassing the manufacturing, distribution, retailing, recreation, and national security industries. This versatile master's degree can help you obtain new skills relevant to industries such as the military, government, and large corporations whose success depends on the global fulfillment of customers' requirements.

This program has been designed in consultation with industry business leaders and is accredited by the Accreditation Council for Business Schools and Programs (http://www.acbsp.org) (ACBSP®).

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Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

- 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 at a Glance

Code	Title	Semester Hours
Core Requirements		15
Select one of the following concentrations:		15
General Concentration (p. 139)		
Maritime Engineering Management (p. 139)		
Reverse Logistics Management (p. 139)		
Final Program Requirements		3
Elective Requirements		3
Total Semester Hours		36

Degree Program Requirements

Core Requirements (15 semester hours)

Code	Title	Semester Hours
BUSN501	Critical Thinking and Digital Literacy [1]	3
TLMT500	History of Transportation	3
TLMT601	Transportation Economics	3
TLMT603	Strategic Intermodal Transportation	3

TLMT611	Global Logistics Management	3
Total Semester Hours		15

[1] Required as the first course in the program.

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)

This general concentration allows you to select from all concentration courses offered in this program, including transportation systems, security, and business courses.

Code	Title	Semester Hours
Select 5 courses from the following:		15
HLSS645	Port Security	
SCMT545	Airport Security Design	
TLMT501	Transportation Policy and Planning	
TLMT502	Comparative Transportation Systems	
TLMT600	National Transportation Management	
TLMT602	RFID Uses in Logistics	
TLMT605	Cargo Security Management	
TLMT607	Port and Terminal Operations	
Total Semester Hours		15

Concentration in Maritime Engineering Management Requirements (15 semester hours)

Takes an in-depth look at the workings of maritime port operations and intermodal transportation systems, including the governance and administration of ports and marine terminals. Topics include decision making and group behavior in organizations, the role of information systems as key management resources, and defensive measures to protect ports.

Concentration Requirements (15 semester hours)

Code	Title	Semester Hours
HLSS645	Port Security	3
INFO531	Management Information Systems	3
MGMT605	Leadership	3
MGMT603	Organizational Development	3
TLMT607	Port and Terminal Operations	3
Total Semester Hours		15

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 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 successful completion of this concentration, the student 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)

Code	Title	Semester Hours
RLMT500	Reverse Logistics Management	3
RLMT620	Resource Commitment and Performance in Reverse Logistics	3
RLMT630	Recalls and Returns Management	3
RLMT645	Advanced Green Logistics	3
RLMT650	Reverse Logistics in the Retail Industry	3
Total Semester Hours		15

Final Program Requirements (3 semester hours)

Code	Title	Semester Hours
BUSN697	Master's Capstone: E-Portfolio [1]	3
Total Semester Hours		3

[1] Taken once all other requirements have been met.

Elective Requirements (3 semester hours)

Code	Title	Semester Hours
Select any graduate courses not already taken to fulfill the requirements listed above.		3
Total Semester Hours		3

Master of Business Administration

Our Master of Business Administration (MBA) offers graduate-level theory and research opportunities along with advanced business knowledge and know-how as a foundation for the corporate executive or entrepreneur. This affordable and comprehensive MBA dovetails with several university specialties so you can concentrate in areas of professional or personal interest including entrepreneurship, global business management, information technology management, accounting, finance, nonprofit management, and homeland security.

This MBA program has been designed in consultation with industry business leaders and is accredited by the Accreditation Council for Business Schools and Programs (ACBSP®) (http://www.acbsp.org).

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Statement of Mission - Dr. Wallace E. Boston School of Business

APUS' Dr. Wallace E. Boston 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 objectives, graduates of this program are expected to achieve these learning outcomes:

- 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 at a Glance

Code	Title	Semester Hours
Institutional Requirements		3
Core Requirements		18
Select one of the following concentrations:		9
General Concentration (p. 143)		
Accounting (p. 144)		
Analytics (p. 144)		
Business Project Management (p. 145)		
Cybersecurity (p. 146)		
DoD Project Management (p. 146)		
Event Planning and Management (p. 147)		
Government Contracting and Acquisition (p. 148)		
Healthcare Administration (p. 148)		
Information Technology Management (p. 149)		
Leading the Digital Workplace (p. 149)		
Marketing (p. 150)		
Operational Crisis Management (p. 151)		
Operational Technology Management (p. 152)		
Sports Management (p. 153)		
Final Program Requirements		3
Total Semester Hours		33

Degree Program Requirements

Institutional Requirements (3 semester hours)

Code	Title	Semester Hours
BUSN604	Fundamentals of Business Analysis	3
Total Semester Hours		3

Students are required to take BUSN604 as the first course. If you have a bachelor's degree in a business program that is accredited by ACBSP, AACSB®, or IACBE, you are NOT required to take the course listed above, and instead may take one master's-level elective course.

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Core Requirements (18 semester hours)

Code	Title	Semester Hours
BUSN600	Artificial Intelligence Practices in Business	3
BUSN623	Legal & Ethical Issues in Management	3
ECON600	Managerial Economics	3

FINC600	Corporate Finance	3
MKTG600	Marketing Management	3
BUSN620	Strategic Management	3
Total Semester Hours		18

Students must choose a concentration for this degree program and may select from a General Concentration, Concentration in Accounting, Concentration in Analytics, Concentration in Business Project Management, Concentration in Cybersecurity, Concentration in DoD Project Management, Concentration in Event Planning and Management, Concentration in Government Contracting and Acquisition, Concentration in Healthcare Administration, Concentration in Information Technology Management, Concentration in Leading the Digital Workplace, Concentration in Marketing, Concentration in Operational Crisis Management, Concentration in Operational Technology Management, or Concentration in Sports Management.

General Concentration Requirements (9 semester hours)

This general concentration allows you to select from dozens of different concentration courses offered within this program, enabling you to create your own focused area of study.

Code	Title	Semester Hours
Select 3 courses from the following:		9
ACCT618	Managerial Accounting	
ACCT695	Accounting Theory and Concepts	
BUSN593	Special Topics in Business Administration	
BUSN624	Principles of E Commerce	
BUSN625	Applied Decision Making	
BUSN627	Legal, Policy, and Ethical Issues of Crisis Situations	
BUSN654	Business Continuity	
BUSN655	Sustainability and Crisis Management	
BUSN656	Artificial Intelligence and Crisis Management	
BUSN657	Crisis Management for the Business Leader	
BUSN658	Case Analysis: Crisis Management	
BUSN660	Advanced Analytics I	
BUSN661	Advanced Analytics II	
BUSN662	Applied Advanced Analytics	
BUSN663	Project Management for the Business Professional	
BUSN664	Advanced Business Project Schedule and Scope Management	
BUSN665	Advanced Business Project Risk and Quality Management	
BUSN666	Advanced Business Project Integration, Resource, and Stakeholder Management	
BUSN667	Advanced Business Project Cost Controls	
BUSN668	Case Studies in Business Information Security	
BUSN669	Business Intelligence Analysis	
BUSN695	School of Business Internship	
ECON610	Global Economics	
HCAD650	The Business of Healthcare	
HCAD651	Healthcare Finance	
HCAD652	Operational Quality in Healthcare	
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
SPMT502	The Sports Industry
SPMT608	Sports Law
SPMT609	Sports Marketing, Promotion, and Public Relations
SPMT610	Sports Finance
SPMT613	Sports Entrepreneurship
Total Semester Hours	9

Concentration in Accounting (9 semester hours)

Offers insight into public, corporate, governmental, and nonprofit accounting, as well as accounting principles used in non-accounting fields and personal life. Addresses concepts, standards, and regulations in preparing, auditing, and analyzing financial statements, budgets, and financial plans. Additional topics include fraud detection, check tampering, and the Internal Revenue Service tax code.

Objectives

Upon successful completion of this concentration, the student 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 fields and personal life.

Concentration Requirements (9 semester hours)

Code	Title	Semester Hours
ACCT617	Advanced Cost Accounting	3
ACCT618	Managerial Accounting	3
ACCT695	Accounting Theory and Concepts	3
Total Semester Hours		9

Concentration in Analytics (9 semester hours)

Lays the groundwork to define problems, requirements, stakeholders, and resources used to round up information and break it down to reach a variety of business goals. Explores tools used to process data in various fields, including operation, finance, marketing, and management, as well as complex data models built through compiling a portfolio of templates.

Objectives

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

- Define problems, requirements, stakeholders, and resources.
- Use tools to process data in various fields such as operations, finance, marketing, and management.
- Build complex data models through the compilation of a portfolio of templates.

Concentration Requirements (9 semester hours)

Code	Title	Semester Hours
BUSN660	Advanced Analytics I	3
BUSN661	Advanced Analytics II	3
BUSN662	Applied Advanced Analytics	3
Total Semester Hours		9

Concentration in Business Project Management (9 semester hours)

The Master of Business Administration with a concentration in Business Project Management enhances your understanding of how businesses evolve, adapt, and maintain an enterprise through project management. Through this concentration, you will be introduced to the theories, concepts, and practices that align with project management. You will develop a skill set to track and monitor projects.

Companies depend on project management to stay competitive in developing new offerings, determining the technology needed within the enterprise, updating processes and procedures, and implementing projects for customers.

The concentration is designed for business professionals and military personnel looking to gain knowledge in project management within the business environment.

Objectives

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

- Evaluate how to properly monitor a project.
- Articulate why a project needs to align with the organization's strategic plan.
- Analyze the project costs and actuals.
- Create a risk management plan.
- Build a project schedule that integrates the various parts of the project to define the critical path
- Integrate the various parts of the project to determine the health of the project through cost/schedule metrics.
- Articulate the ethical and legal aspects of project management.
- Analyze the various business tools used to define quality control and quality assurance.

Concentration Requirements (9 semester hours)

Code	Title	Semester Hours
Select 3 courses from the following:		9
BUSN663	Project Management for the Business Professional	
BUSN664	Advanced Business Project Schedule and Scope Management	
BUSN665	Advanced Business Project Risk and Quality Management	
BUSN666	Advanced Business Project Integration, Resource, and Stakeholder Management	
BUSN667	Advanced Business Project Cost Controls	
Total Semester Hours		9

Concentration in Cybersecurity (9 semester hours)

As defined by industry standards, cybersecurity is the "function of protecting the integrity of data, networks, and programs from unauthorized access, damage, and theft" and as such opens up a field of study that involves course work in areas such as data management, network management, disaster recovery, intrusion protection, computer crime, and many others. Strengthening IT infrastructures and early detection and prevention of attacks is of utmost importance. Recent efforts at cybersecurity legislation have not been as efficacious as needed to fulfill the market growth in this area, leaving a shortage of qualified candidates. Students will learn the business aspects of cybersecurity as cybercrime, cyber terrorism, cyber espionage and cyber-attacks of mammoth levels have led Cybersecurity to become a national priority.

Objectives

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

- Develop strategies and plans for security architecture consisting of tools, techniques, and technologies to detect and prevent network penetration, and to design effective cybersecurity countermeasures.
- Analyze network designs, topologies, architectures, protocols, communications, administration, operations, and resource management for wired, wireless, and satellite networks that affect the security of the telecommunications within a business environment.
- Compare and contrast various Business Continuity & Disaster Recovery Planning models.
- Assess vulnerabilities in telephony, short messaging service (SMS), cellular data networks, and in Voice over IP (VoIP).
- Assess the application of data mining and artificial intelligence techniques in intrusion detection and prevention.

Concentration Requirements (9 semester hours)

Code	Title	Semester Hours
ISSC680	Information Security Management	3
ISSC641	Telecommunications and Network Security	3
Select 1 course from the following:		3
ISSC642	Intrusion Detection and Incident Handling	
SCMT537	Computer Crime	
Total Semester Hours		9

Concentration in DoD Project Management (9 semester hours)

The Master of Business Administration with a concentration in DoD Program Management enhances your understanding of the strategic process of the DoD acquisition cycles and the responsibilities of the program manager throughout that process. Through this concentration, you will be introduced to the theories, concepts, and practices to establish a federal government program. You will learn how DoD programs differ from civilian programs and projects.

The concentration is designed for federal employees and military personnel looking to enhance their knowledge of the acquisition cycle and program management within the military and federal government.

Objectives

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

- Analyze the fundamentals of defense systems acquisition management.
- Evaluate the diverse, interrelated and changing nature in the different disciplines of defense systems acquisition management.

- Analyze the regulations and governing structures of defense systems acquisition management.
- Define the role of projects and project management.
- Create a project charter, a scope statement, a Work Breakdown Structure (WBS) and Responsibility Assignment Matrix (RAM).
- Explain key elements of a communication plan to keep stakeholders abreast of progress, problems, and controls.
- Describe the steps required to plan a project.
- Explain the key features of an Executive Program Manager's role in today's workforce.
- Demonstrate the necessary knowledge, skills and abilities to be a successful executive in today's government contracting and acquisition organizations.
- Create an Executive level action plan for practical and measurable government contracting and acquisition policy and procedures changes.
- Create explain the role and pitfalls of ethics in executive decision making.

Concentration Requirements (9 semester hours)

Code	Title	Semester Hours
Select 3 courses from the following:		9
DEFM510	Strategic Planning in the Military and Governmental Agencies	
DEFM540	Program and Acquisition Management	
DEFM550	Program Manager's Skills	
DEFM551	Executive Program Manager's Decision Making Skills	
Total Semester Hours		9

Concentration in Event Planning and Management (9 semester hours)

Provides a foundation for developing skills and knowledge related to a variety of topics related to meeting and event planning and management. Courses focus on event coordination, risk management, leadership, budgeting, financial management, and legal issues related to meeting and event planning and management.

Objectives

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

- Structure an event plan that identifies goals and objectives as well as potential challenges and security risks.
- Develop a budget for an event to maximize return on investment (ROI).
- Apply best practices of successful companies to an event plan.
- Identify potential risks for an event and develop a mitigation plan.

Concentration Requirements (9 semester hours)

Code	Title	Semester Hours
Select 3 courses from the following:		9
HOSP610	Event Coordination and Management	
HOSP620	Financial Planning and Management for Events	
HOSP630	Event Risk Management and Safety	
HOSP640	Leadership in Meeting and Event Planning	
SPMT612	Sports Event Management	
Total Semester Hours		9

Concentration in Government Contracting and Acquisition (9 semester hours)

Addresses the necessary knowledge, skills, and abilities needed to be successful in today's contract management industry, including government contracting within federal agencies or military and civilian defense establishments. Topics include FAR requirements, unallowable costs, new acquisition regulations, contract reforms, project management, and risk management.

Objectives

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

- Explain the elements of cost in overhead.
- Explain the FAR requirements.
- Explain the general treatment of unallowable costs.
- Analyze the fundamentals of defense systems acquisition management.
- Identify the provision of the New Acquisition Regulations.
- Debate whether contract reforms have increase competition.
- Interpret the nature of and justification for the professional military ethic.
- Investigate the basic ethical problems that defense contract managers must solve.
- Demonstrate the necessary knowledge, skills and abilities to be a successful executive in today's government contracting and acquisition organizations.
- Create an Executive level action plans for practical and measurable government contracting and acquisition policy and procedures changes.
- Demonstrate how executive decision making is conducted for complex major military equipment developments.
- Define the role of projects and project management.
- Assess major schedule, cost, and performance risk elements for managing risks.
- Create a project charter, a scope statement, a Work Breakdown Structure (WBS), and Responsibility Assignment Matrix (RAM).

Concentration Requirements (9 semester hours)

Code	Title	Semester Hours
DEFM531	Advanced Business Solutions for Mission Support	3
DEFM550	Program Manager's Skills	3
DEFM551	Executive Program Manager's Decision Making Skills	3
Total Semester Hours		9

Concentration in Healthcare Administration (9 semester hours)

Discusses strategies for creating efficient and effective organized delivery systems, key metrics to monitor operations, and proper techniques for gathering and analyzing health care performance measurement data. Takes an in-depth look at the financial side of healthcare, including budgets, costs, prices, and profit margins.

Objectives

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

- Assess strategies for creating efficient and effective organized delivery systems.
- Create budgets for the purpose of planning.
- Compute costs, prices, and profit margins.

- Use proper techniques for gathering and analyzing healthcare performance measurement data.
- Analyze key metrics to monitor operations.

Concentration Requirements (9 semester hours)

Code	Title	Semester Hours
HCAD650	The Business of Healthcare	3
HCAD651	Healthcare Finance	3
HCAD652	Operational Quality in Healthcare	3
Total Semester Hours		9

Concentration in Information Technology Management (9 semester hours)

Delves into successful project management for information technology (IT) projects, including evaluation of various system development life cycle (SDLC) models (waterfall, spiral, incremental release, and prototyping) and application of corresponding methods to identify critical checkpoints and reviews. Examines technologies, policies, and practices to ensure security in information systems.

Objectives

Upon successful completion of this concentration, the student 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)

Code	Title	Semester Hours
ITMG624	Information Technology Project Management	3
Select 2 courses from the following:		6
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	
Total Semester Hours		9

Concentration in Leading the Digital Workplace (9 semester hours)

The MBA concentration in Leading the Digital Workplace enhances the student understanding of the skills and knowledge related to leading and managing digital and remote working environments. The concentration enhances the student's skills in addressing the organization's reputation, value, and sustainability, with a focus on its employees, customers, stakeholders, suppliers, and the public.

Typical topics include the lack of face-to-face supervision, social disconnect, access to information, productivity, and culture. This concentration is suitable for leaders and managers in business, government, military, and other professional settings.

This concentration offers the business professional the opportunity to learn from accomplished professionals who have considerable experience in Fortune 500 companies, the military, government, and other industries. During the program, students will be encouraged to share experiences with other business students. This Master of Business Administration concentration in Leading the Digital Workplace has been designed in consultation with industry experts.

Objectives

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

- Gain insight into the elements of managing and leading remote organizations
- Evaluate the effectiveness of remote daily operations.
- Apply the behaviors and traits of effective leaders
- Articulate why remote operations need to align with the organization's strategic plan
- Research policies and initiatives and develop performance goals that are strategic and ambitious
- Explore ethical and legal issues included in an organization's digital and remote operations
- Develop an effective communication plan to support remote workers
- Incorporate the resource requirements in a remote operating plan
- Create an e-portfolio that is representative of the skills learned or enroll in comprehensive exam, to be chosen at the student's discretion

Concentration Requirements (9 semester hours)

Code	Title	Semester Hours
Select 3 courses from the following:		9
BUSN657	Crisis Management for the Business Leader	
BUSN656	Artificial Intelligence and Crisis Management	
BUSN655	Sustainability and Crisis Management	
MGMT604	Organizational Crisis Management	
HRMT600	Human Resource Management	
MGMT605	Leadership	
Total Semester Hours		9

Concentration in Marketing (9 semester hours)

Analyzes supply chain management, global and electronic marketing strategies, and ecommerce business opportunities. Probes the development of business, product, and pricing strategies, as well as the creation, execution, and management of business plans for successful entry into business areas. Critical evaluations of websites, web tools, promotions, advertising, selling, and communications are also explored.

Objectives

Upon successful completion of this concentration, the student 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)

Code	Title	Semester Hours
BUSN624	Principles of E Commerce	3
MKTG601	Strategic Internet Marketing	3
MKTG602	Global Marketing Strategy	3
Total Semester Hours		9

Concentration in Operational Crisis Management (9 semester hours)

The Master of Business Administration degree in Crisis Management (MCM) enhances understanding of how a disaster could impact an organization's reputation, value, and sustainability, with a focus on its employees, customers, stakeholders, suppliers, and the general public. Business sustainability and competitiveness depend on the stability of resources and the continuity of operations. A clear competitive advantage includes the availability of a business continuity strategy.

The degree is designed for business professionals and military personnel. Through the online Master of Business Administration in Crisis Management, the student will be introduced to the theories, concepts, and practices that align crisis management programs in a comprehensive business plan. Students will develop a skill set for translating problems and crises into solutions for implementation as they learn how to lead organizations through oftentimes complex transformations. Completion of this degree will build management skills at various levels of corporate, government, military, and nonprofit sectors.

This program has been designed in consultation with industry business leaders and would be accredited by the Accreditation Council for Business Schools and Programs (ACBSP®).

ACBPS® is a registered trademark of the Accreditation Council for Business Schools and Programs.

Objectives

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

- Gain valuable insight on how businesses/organizations can be better prepared to face crises and challenges.
- Evaluate the stages of a crisis management plan and the effectiveness of sustainable initiatives.
- Articulate why any management plan needs to align with the organization's strategic plan.
- Determine if an organization has the necessary technology and processes in place to ensure the continuity of the business in case of a crisis or disaster.
- Research policies and initiatives and develop performance goals that are strategic and ambitious.
- Build an awareness of AI and sustainability programs already in place within the company.
- Learn how public relations and media sources play a critical role in the crisis response formulation.
- Explore ethical and legal issues included in an organization's crisis management plan.
- Conduct a post-crisis review when the crisis is no longer the focal point but still requires attention.
- Create an e-portfolio that is representative of the skills learned or enroll in comprehensive exam, to be chosen at the student's discretion.

Concentration Requirements (9 semester hours)

Code	Title	Semester Hours
Select 3 courses from the following:		9
BUSN627	Legal, Policy, and Ethical Issues of Crisis Situations	
BUSN654	Business Continuity	
BUSN655	Sustainability and Crisis Management	
BUSN656	Artificial Intelligence and Crisis Management	
BUSN657	Crisis Management for the Business Leader	
BUSN658	Case Analysis: Crisis Management	
EDMG530	Economics of Disaster	
EDMG560	Crisis Action Planning	
EDMG612	Risk Communications	
MGMT604	Organizational Crisis Management	
Total Semester Hours		9

Concentration in Operational Technology Management (9 semester hours)

Technology can provide a clear competitive edge when leaders understand how to leverage it in order to drive decisions. The Operational Technology Management concentration of the Master of Business Administration program enhances the student's understanding of technology's impact on a leader's decision-making and the company's sustainability. The concentration also advances the student's knowledge in determining when to use technology. The student will be exposed to how technology can enhance profitability and return on investment.

The concentration is designed for business professionals and military personnel. Through the online Master of Business Administration in Operational Technology Management, the student will be introduced to the theories, concepts, and practices that align with the operational technology concentration. Students will be exposed to the skill set for translating complex problems into answers through technology, as they learn how to lead organizations. Completion of this concentration will build management skills at various levels of corporate, government, military, and nonprofit sectors.

Objectives

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

- Gain valuable insight on how businesses/organizations can make better decisions with technology.
- Evaluate the various types of technology that can help with decision-making.
- Articulate how artificial intelligence assists with data-mining.
- Determine if an organization has the necessary technology and processes in place to further the decision-making process.
- Evaluate effective business presence on the web.
- Conduct a technology review of your organization.

Concentration Requirements (9 semester hours)

Code	Title	Semester Hours
BUSN656	Artificial Intelligence and Crisis Management	3
BUSN668	Case Studies in Business Information Security	3

BUSN669	Business Intelligence Analysis	3
Total Semester Hours		9

Concentration in Sports Management (9 semester hours)

Illustrates managerial leadership theories and practical concepts utilized by sports industry professionals in leadership positions. Critiques sport marketing strategies and finance theory and concepts relevant to the sports, fitness, health, and wellness operations. Looks at promotions, public relations, and communications involved in the sports industry.

Objectives

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

- Illustrate managerial leadership theories and practical concepts utilized by sports industry professionals in leadership positions.
- Critique sport marketing strategies, economic decision making, and finance theory and concepts relevant to the sport industry.
- Analyze ethical and legal practices in today's global sports industry.

Concentration Requirements (9 semester hours)

Code	Title	Semester Hours
SPMT502	The Sports Industry	3
SPMT609	Sports Marketing, Promotion, and Public Relations	3
Select 1 course from the following:		3
SPMT608	Sports Law	
SPMT610	Sports Finance	
SPMT613	Sports Entrepreneurship	
Total Semester Hours		9

Final Program Requirements (3 semester hours)

Code	Title	Semester Hours
BUSN696	Capstone: E-Portfolio [1]	3
Total Semester Hours		3

[1] Taken once all other requirements have been met.

Master of Education in Teaching

The Master of Education in Teaching is designed for currently licensed classroom teachers seeking a graduate degree in teaching. The online program links academic theory with best practices for effective teaching in the classroom. You will examine the significance of various educational historical developments, philosophies, pedagogical approaches, research methodologies, and educational theories and paradigms. In addition to the core requirements imparting classroom management skills, student assessment techniques, planning, and more, this graduate program offers unique concentrations for further focus.

Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

- 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.

Programmatic Admission Requirements

The following documentation is required for admission into this program, and must be provided prior to course registration:

- Official bachelor's transcript showing conferral of degree with a minimum GPA of 2.5 on a 4.0 scale, or a master's transcript showing conferral of degree
- Graduate writing sample
- Signed statement of understanding (SOU)

Important notes:

- This program is not designed to lead to certification or licensure. In order to make an informed decision about your education, prior to applying here we strongly encourage you to explore any state-specific or other requirements applicable to you, including with respect to certification, licensure, and certificate enhancements.
- You are required to take EDUC503 as the first course in this degree program, but other courses may be taken in conjunction with EDUC503.

Please visit our AMU (https://www.amu.apus.edu/admissions/graduate-requirements.html) or APU (https://www.apu.apus.edu/admissions/graduate-requirements.html) graduate admission page for more information on institutional admission requirements.

Need help?

If you have questions regarding a program's admission requirements, please contact an admissions representative at 877-755-2787 or info@apus.edu.

Degree at a Glance

Code	Title	Semester Hours
Core Requirements		24
Select one of the following concentrations:		9
Autism Spectrum Disorder (ASD) (p. 155)		
Curriculum and Instruction for Elementary Teachers (p. 156)		
Elementary Reading (p. 157)		
English Language Learners (p. 157)		
Instructional Leadership (p. 158)		
Online Learning (p. 158)		
Special Education (p. 159)		
STEAM (STEM + the Arts) (p. 159)		
Final Program Requirements		3
Total Semester Hours		36

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, but the courses may be taken back to back in the semester rather than concurrently.

Code	Title	Semester Hours
EDUC503	The Professional Educator [1]	3
EDUC513	Critical Perspectives on Diversity and Culture	3
EDUC527	Classroom Management for the 21st Century	3
EDUC531	Maximizing Student Achievement Through Effective Assessment	3
EDUC637	Meaningful Inclusive Instruction and Co-Teaching	3
EDUC640	Research Methods in Education	3
EDUC652	Powerful Technology Applications for the Active Learning Environments	3
EDUC670	Education Law, Ethics, and Politics	3
Total Semester Hours		24

[1] Required as the first course in this program.

Students must choose a concentration for this degree program and may select from the Concentration in Autism Spectrum Disorder (ASD), Concentration in Curriculum and Instruction for Elementary Teachers, Concentration in Elementary Reading, Concentration in English Language Learners, Concentration in Instructional Leadership, Concentration in Online Learning, Concentration in Special Education, or Concentration in STEAM (STEM + the Arts).

Concentration in Autism Spectrum Disorder (ASD) (9 semester hours)

This concentration will provide a framework for candidates who are practicing, licensed teachers who want to learn more about Master of Education in Teaching Autism Spectrum Disorder (ASD). With a rise in prevalence of ASD in the U.S. and beyond, it is becoming more critical that teachers

are equipped with knowledge about ASD characteristics, laws, research, and evidence-based practices. The concentration will present candidates with historical views of ASD, perspectives on medications and side effects, instructional and intervention strategies, federal legislation, assessment instruments, and programmatic considerations. This graduate program meets the needs of candidates with interests within both public and private school contexts and includes an emphasis on the Council for Exceptional Children - Advanced Special Education Developmental Disabilities and Autism Specialist (CEC – AAS), International Society for Technology in Education for Teachers (ISTE®), and the Council for Accreditation of Educator Preparation (CAEP®) standards. Completion of the program 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 at a school or other pre-approved professional site.

ISTE® is a registered trademark of the International Society for Technology in Education, Inc.

CAEP® is a registered trademark of The Council for the Accreditation of Teacher Preparation.

Objectives

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

- Analyze considerations for K-12 students with ASD from a historical and legal perspective.
- Evaluate data-based intervention and instructional considerations for K-12 students with ASD.
- Appraise various assessment techniques that comprehensively evaluate K-12 students with ASD at a programmatic level.

Concentration Requirements (9 semester hours)

Code	Title	Semester Hours
EDUC630	Introduction to Students with Autism Spectrum Disorder (ASD)	3
EDUC631	Evidence-Based Practice for Students with Autism Spectrum Disorder (ASD)	3
EDUC632	Educational Programming for Students with Autism Spectrum Disorder (ASD)	3
Total Semester Hours		9

Concentration in Curriculum and Instruction for Elementary Teachers (9 semester hours)

This concentration is for currently licensed 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)

Code	Title	Semester Hours
EDUC561	Issues and Ideas in Special Education	3
EDUC671	Integrated Elementary Mathematics and Sciences	3

EDUC672	Integrated Elementary Language Arts and Social Studies	3
Total Semester Hours		9

Concentration in Elementary Reading (9 semester hours)

This concentration is designed for currently licensed 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)

Code	Title	Semester Hours
EDUC596	Literacy Instruction for Struggling and Challenging Students	3
EDUC611	Identifying and Diagnosing Reading Difficulties	3
EDUC612	Issues and Models of Language Arts Education	3
Total Semester Hours		9

Concentration in English Language Learners (9 semester hours)

This concentration is for currently licensed 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.

TESOL® is a registered trademark of Teachers of English to Speakers of Other Languages, Inc.

Concentration Requirements (9 semester hours)

Code	Title	Semester Hours
EDUC600	Diversity and Cultural Issues in TESOL Education	3
EDUC601	Methods and Materials in TESOL Education	3
EDUC603	Applied Linguistics in TESOL Education	3
Total Semester Hours		9

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)

Code	Title	Semester Hours
EDUC522	Supervision of Instruction	3
EDUC561	Issues and Ideas in Special Education	3
EDUC665	Emerging Issues and Trends in Education Leadership	3
Total Semester Hours		9

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. Completion of the concentration does not lead to state certification or licensure.

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)

Code	Title	Semester Hours
Select 3 courses from the following:		9
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	
EDUC629	Personalized and Individualized Online Learning	
EDUC639	Online Teaching Technology Integration	
Total Semester Hours		9

Concentration in Special Education (9 semester hours)

This concentration is for currently licensed 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)

Code	Title	Semester Hours
EDUC614	Living and Learning with Exceptional Students	3
EDUC616	Foundations in Special Education and the Individuals with Disabilities Education	3
EDUC618	Classroom Accommodations and Modifications for Special Needs Learners	3
Total Semester Hours		9

Concentration in STEAM (STEM + the Arts) (9 semester hours)

This concentration provides a framework for candidates who are practicing, licensed teachers to learn about integrating curriculum through the lens of Science, Technology, Engineering, and Mathematics (STEM) with the Arts (STEM + the Arts = STEAM). This concentration allows candidates to explore ways to use broader global and local resources and experts (e.g. scientists, artists, etc.) to make bridges among curricular areas so as to better prepare K-12 students to be innovative, creative thinkers. Concentration courses in this program focus on preparing candidates to teach K-12 students through interdisciplinary, problem-based, multimodal experiences. Candidates examine theory, research, and evidence-based practices; science, technology, math, and engineering concepts; and visual and performing arts content. This graduate program meets the needs of candidates with interests within both public and private school contexts and includes an emphasis on Common Core, the Next Generation Science Standards (NGSS), International Society for Technology in Education (ISTE) standards, and various fine arts national standards for education. Completion of the program does not lead to state certification or licensure. The program includes a total of 36 semester hours and is comprised of 12 online courses. Completion of the concentration does not lead to state certification or licensure.

Objectives

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

- Apply STEM/STEAM theory, research, and evidence-based practices in elementary school contexts.
- Analyze ways to use global and local resources and experts in STEAM areas to facilitate elementary school students' learning.
- Create interdisciplinary elementary school STEAM lesson plans.

Concentration Requirements (9 semester hours)

Code	Title	Semester Hours
EDUC549	Elementary School Arts Across the Curriculum	3
EDUC623	Online Learning and Student Achievement	3
EDUC671	Integrated Elementary Mathematics and Sciences	3
Total Semester Hours		9

Final Program Requirements (3 semester hours)

Code	Title	Semester Hours
EDUC698	Capstone: Action Research [1]	3
Total Semester Hours		3

[1] Taken once all other requirements have been met.

Master of Education: Educational Leadership

The Master of Education in Educational Leadership program is designed for current educators who wish to specialize in K-12 administrator and supervisory functions in public and/or private educational school settings. Each educational leadership concentration provides a different focus and offers practical applications, as well as the knowledge, skills, and dispositions needed to be successful as an educational leader.

This online master's degree is meant for practicing teachers seeking administrator roles that do not require state certification.

Completion of the program does not lead to state certification or licensure.

This program has specific admission requirements.

Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

- 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.
- Assimilate 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.
- Support educational technology as an effective means to promote student learning as well as a medium 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 that results in student success through fair and ethical means.
- Recommend performance-based assessments, and implement assessment, instruction, evaluation, and intervention plans as appropriate for diverse learner needs.

If required, 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.

Programmatic Admission Requirements

The following documentation is required for admission into any of the Educational Leadership program concentrations, and must be provided prior to course registration:

- Official bachelor’s transcript showing conferral of degree with a minimum GPA of 2.5 on a 4.0 scale, or a master’s transcript showing conferral of degree
- Graduate writing sample
- Signed statement of understanding (SOU)
- Documentation of 1 year K-12 teaching experience or 1 year K-12 managerial experience in an instructional setting

Important notes:

- This program is not designed to lead to certification or licensure. In order to make an informed decision about your education, prior to applying here we strongly encourage you to explore any state-specific or other requirements applicable to you, including with respect to certification, licensure, and certificate enhancements.
- You are required to take EDUC519 as the first course in this degree program, but other courses may be taken in conjunction with EDUC519.

- You must be physically located in proximity to a school district where the right to conduct on-site observations is approved.
- Background check requirements and fees for on-site observations might be required and are your responsibility.

Please visit our AMU (https://www.amu.apus.edu/admissions/graduate-requirements.html) or APU (https://www.apu.apus.edu/admissions/graduate-requirements.html) graduate admission page for more information on institutional admission requirements.

Need help?

If you have questions regarding a program's admission requirements, please contact an admissions representative at 877-755-2787 or info@apus.edu.

Degree at a Glance

Code	Title	Semester Hours
Core Requirements		18
Select one of the following concentrations:		18
K-12 Athletic Administration (p. 163)		
K-12 Professional Administration (p. 163)		
K-12 Virtual School Administration (p. 164)		
Final Program Requirements		0
Total Semester Hours		36

Degree Program Requirements

Core Requirements (18 semester hours)

Students receiving financial aid may be required to enroll in six (6) semester hours to maintain full time status, but the courses may be taken back to back in the semester rather than concurrently.

Code	Title	Semester Hours
EDUC519	The Professional School Leader [1]	3
EDUC514	Critical Perspectives on Diversity and Culture	3
EDUC570	Personnel and Human Resource Management	3
EDUC640	Research Methods in Education	3
EDUC664	Emerging Issues and Trends in Education Leadership	3
EDUC669	Education, Law, Ethics, and Politics	3
Total Semester Hours		18

[1] Required as the first course in the program but may be taken concurrently with another course.

Students must choose a concentration for this degree program and may select from a Concentration in K-12 Athletic Administration, Concentration in K-12 Professional Administration, or Concentration in K-12 Virtual School Administration.

Concentration in K-12 Athletic Administration (18 semester hours)

Teaches an array of leadership skills necessary for managing an athletic department in nontraditional K-12 learning organizations such as charter and private schools. Topics include: budgeting and financial management; legal issues, risk, and liability management; conflict resolution; managing facilities; and strategies for coaching and mentoring teachers.

Objectives

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

- Help to prepare candidates for leadership and managerial positions in athletic administration at the interscholastic level.
- Develop leadership skills to meet today's secondary dual role of managing an athletic department and performing everyday supervision and leadership duties as a school administrator.
- Develop specific leadership skills relative to athletic budgeting and financial management, handling legal issues relative to managing an athletic department, conflict resolution, and managing facilities.

Concentration Requirements (18 semester hours)

Code	Title	Semester Hours
SPMT603	High School Athletic Administration	3
SPMT650	Legal Issues in High School Athletic Administration	3
SPMT610	Sports Finance	3
SPMT620	Leadership and Management in Sport	3
EDUC523	Supervision of Instruction	3
EDUC695	Capstone Seminar K-12 Learning Organization	3
Total Semester Hours		18

Concentration in K-12 Professional Administration (18 semester hours)

Explores the unique structures of nontraditional K-12 learning organizations, including charter schools and private schools. Topics include: effective teaching strategies during the observation/walkthrough process; methods of collecting and analyzing assessment data; effective fundraising programs; and the importance of quality financial reporting and controls to protect and sustain nonprofit organizations.

Objectives

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

- Apply programmatic objectives to non-traditional school environments.
- Synthesize key similarities and differences between traditional and non-traditional school environments.

Concentration Requirements (18 semester hours)

Code	Title	Semester Hours
BUSN642	Financial Management in Nonprofit Organizations	3
BUSN643	Nonprofit Fundraising Planning and Implementation	3
EDUC504	Curriculum, Instruction, and Assessment	3
EDUC523	Supervision of Instruction	3
EDUC651	Technology Leadership in Education	3

EDUC695	Capstone Seminar K-12 Learning Organization	3
Total Semester Hours		18

Concentration in K-12 Virtual School Administration (18 semester hours)

Looks at online learning in nontraditional K-12 learning organizations. Topics include: different types of software/genres and their effect on raising student achievement; intellectual property and copyright infringement issues; philanthropy and effective fundraising programs; and the differences between the learning needs and abilities of adult learners and K-12 learners.

Objectives

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

- Apply programmatic objectives to non-traditional school environments, including consideration for instructional design and technological access.
- Synthesize key similarities and differences between traditional and non-traditional school environments, including an appropriate expression of governance, online learning culture, socialization, staffing, and professional development.
- Synthesize andragogy and pedagogy appropriate for the virtual environment.

Concentration Requirements (18 semester hours)

Code	Title	Semester Hours
BUSN642	Financial Management in Nonprofit Organizations	3
BUSN643	Nonprofit Fundraising Planning and Implementation	3
EDUC621	Online Learning for the Adult and the K-16 Learner	3
EDUC622	Ethics and Legal Issues in Online Learning	3
EDUC623	Online Learning and Student Achievement	3
EDUC695	Capstone Seminar K-12 Learning Organization	3
Total Semester Hours		18

Final Program Requirements (0 semester hours)

There are no final program requirements for this degree.

Master of Education: Higher Education Administration

The M.Ed. in Higher Education Administration program comprises 36 semester hours of study combining a 24 semester hour foundational set of courses plus various 12 semester hour concentrations. The program foundational courses feature a broad base of exposure to key elements integrating historical, social, ethical, financial, legal, political, cultural, and student affairs aspects of higher education administration and management. The three specialized concentration options are Online Administration, Leadership and Supervision, and Professional Coaching. The program focuses on current and prospective educators and administrators whose desire is to gain knowledge and skills which are often required in fields such as academic administration, college/university leadership, community college administration/leadership, program and curriculum development and evaluation, institutional research and advancement, online education, educational technology, financial supervision, and enrollment management.

Completion of this program does not lead to state certification or licensure.

This program has specific admission requirements.

Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

- Integrate higher educational history, philosophy, values, governance, economics, and policies into the professional practice of administration of higher education
- Create an effective learning environment that results in student success while honoring social and cultural diversity
- Implement appropriate leadership/management theories and concepts for the purpose of institutional advancement, stakeholder support, financial resource growth, community collaboration, and staff/faculty development
- Evaluate the use of educational technology to promote student learning and extend communication among stakeholders
- Develop institutional policies that align with ethical and legal standards in response to current societal and cultural realities
- Assess performance-based data regarding organizational effectiveness and student success, and implement appropriate intervention plans that effectively address diverse learner needs
- Assess faculty performance and institutional alignment to fulfill the overall mission and vision of the institution

Programmatic Admission Requirements

The following documentation is required for admission into M.Ed. in Higher Education Administration program, and must be provided prior to course registration:

- Official bachelor's transcript showing conferral of degree with a minimum GPA of 2.5 on a 4.0 scale, or a master's transcript showing conferral of degree
- Graduate writing sample
- Signed statement of understanding (SOU)

Please visit our AMU (https://www.amu.apus.edu/admissions/graduate-requirements.html) or APU (https://www.apu.apus.edu/admissions/graduate-requirements.html) graduate admission page for more information on institutional admission requirements.

Need help?

If you have questions regarding a program's admission requirements, please contact an admissions representative at 877-755-2787 or info@apus.edu.

Degree at a Glance

Code	Title	Semester Hours
Core Requirements		21
Select one of the following concentrations:		12
Leadership and Supervision (p. 166)		
Online Administration (p. 167)		
Professional Coaching (p. 168)		
Final Program Requirements		3
Total Semester Hours		36

Degree Program Requirements

Core Requirements (21 semester hours)

Code	Title	Semester Hours
EDUC511	Foundations of Higher Education [1]	3
EDUC517	Ethics, Law, and Policies in Higher Education	3
EDUC638	Social & Cultural Diversity in Higher Education	3
ADHE601	Introduction to Higher Education Administration	3
ADHE605	Enrollment Management, Admissions, and Finance in Higher Education	3
SAHE501	Student Development Theory	3
SAHE508	Organizations, Culture, and Change	3
Total Semester Hours		21

[1] Required as first course in this program.

Students must choose a concentration for this degree program and may select from a Concentration in Leadership and Supervision, a Concentration in Online Administration, or a Concentration in Professional Coaching.

Concentration in Leadership and Supervision (12 semester hours)

This 12-semester-hour concentration advances the student's acumen regarding leadership and governance as related to higher education administration, supervision, and institutional improvement and advancement.

Objectives

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

- Integrate appropriate leadership theories, concepts, and practices into the various contexts of college and university administration.
- Differentiate philosophical and ethical foundations of leadership and influences in higher education.
- Develop processes related to institutional innovation and advancement in applicable contexts.
- Synthesize relevant leadership and planning strategies into an effective application to organizational work in higher education.

Concentration Requirements (12 semester hours)

Code	Title	Semester Hours
EDUC604	Leadership in Higher Education	3
ADHE631	Higher Education Strategic Planning, Innovation, and Institutional Advancement	3
EDUC640	Research Methods in Education [1]	3
Select 1 course from the following:		3
EDUC516	Financial Management in Higher Education	
ADHE639	Community College Administration	
ADHE644	Crisis Management in Higher Education	
ADHE649	Critical Issues in Higher Education	
SPMT602	Collegiate Sports Administration	
Total Semester Hours		12

[1] Student may select an alternative course from the program with the approval of the Program Director.

Concentration in Online Administration (12 semester hours)

This 12-semester-hour concentration examines the unique circumstances surrounding administering online education in colleges and universities. Topics include instruction regarding online learning platforms and modalities, curriculum and instructional design and implementation, effective communication of a team working remotely, and unique accreditation and compliance issues that face online education.

Objectives

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

- Evaluate online classroom platforms for use in higher education.
- Design instructional standards for use in an online context.
- Create a functioning team and organizational structure to house or to extend a college or university onto an online campus.
- Appraise compliance and accrediting standards in relation to their application to an online institution of higher education.

Concentration Requirements (12 semester hours)

Code	Title	Semester Hours
ADHE611	Technology, Curriculum, and Instruction for the Online Campus	3
ADHE613	Communication Strategies for Online Higher Education Administration	3
ADHE621	Online Campus Compliance Issues and Accreditation	3
EDUC640	Research Methods in Education [1]	3
Total Semester Hours		12

[1] Student may select an alternative course from the program with the approval of the Program Director.

Concentration in Professional Coaching (12 semester hours)

This 12-semester-hour concentration provides a comprehensive conceptual and skill-based exposure to executive and life coaching construct and practice that has a strong impact on the personal development of higher education administrators and their influence on the people they lead and manage. The courses that make up this concentration contribute to the student's preparation for applicable national coaching boards and exams.

Objectives

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

- Use coaching models and practices to benefit their personal leadership trajectory as well as enhance the development of colleagues and staff.
- Appraise the level of emotional intelligence of themselves and others.
- Integrate a variety of coaching tools into their personal life and executive coaching practice with colleagues and subordinates.
- Integrate relevant concepts and practices for coaching groups and teams in higher education.

Concentration Requirements (12 semester hours)

Code	Title	Semester Hours
EDUC536	Foundations of Coaching	3
EDUC633	Emotional Intelligence and Coaching Assessments	3
EDUC636	Effective Instruction for the Inclusive Classroom	3
EDUC640	Research Methods in Education [1]	3
Total Semester Hours		12

[1] Students may select an alternative course (elective) if they will conclude the program with the ADHE698 practicum course.

Final Program Requirements (3 semester hours)

Code	Title	Semester Hours
Select 1 course from the following:		3
ADHE695	Capstone [1]	
ADHE698	Practicum [1]	
Total Semester Hours		3

[1] Taken once all other requirements have been met.

Master of Education: Online Teaching

The Master of Education in Online Teaching program is designed for those who teach, facilitate, or lead in K-12 virtual/online or hybrid schools or institutions and who already hold K-12 teacher licensure(s). This program does not lead to licensure.

This program has specific admission requirements.

Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

- Analyze digital learning strategies that impact student learning.
- Analyze ways to participate as members of professional learning communities.
- Apply action research to enhance student achievement.
- Apply research to address digital learning problems in practice.
- Apply approaches to interact effectively with program mentors, academic specialists, colleagues, parents, and community stakeholders in digital learning contexts.
- Evaluate subjects they teach and how to teach those subjects to digital learners.
- Evaluate digital assessments.
- Create digital learning environments for online, face-to-face, and/or hybrid contexts.

Programmatic Admission Requirements

The following documentation is required for admission into the M.Ed. in Online Teaching program, and must be provided prior to course registration:

- Official bachelor's transcript showing conferral of degree with a minimum GPA of 2.5 on a 4.0 scale, or a master's transcript showing conferral of degree
- Graduate writing sample
- Signed statement of understanding (SOU)

Important notes:

- This program is not designed to lead to certification or licensure. In order to make an informed decision about your education, prior to applying here we strongly encourage you to explore any state-specific or other requirements applicable to you, including with respect to certification, licensure, and certificate enhancements.
- You are required to take EDUC621 as the first course in this degree program, but other courses may be taken in conjunction with EDUC621.

Please visit our AMU (https://www.amu.apus.edu/admissions/graduate-requirements.html) or APU (https://www.apu.apus.edu/admissions/graduate-requirements.html) graduate admission page for more information on institutional admission requirements.

Need help?

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Degree at a Glance

Code	Title	Semester Hours
Core Requirements		21
Major Requirements		12
Final Program Requirements		3
Total Semester Hours		36

Degree Program Requirements

Core Requirements (21 semester hours)

Code	Title	Semester Hours
EDUC621	Online Learning for the Adult and the K-16 Learner [1]	3
EDUC513	Critical Perspectives on Diversity and Culture	3
EDUC528	Classroom Management for the Digital Educator	3
EDUC531	Maximizing Student Achievement Through Effective Assessment	3
EDUC637	Meaningful Inclusive Instruction and Co-Teaching	3
EDUC640	Research Methods in Education	3
EDUC652	Powerful Technology Applications for the Active Learning Environments	3
Total Semester Hours		21

[1] Required as the first course in this program.

Major Requirements (12 semester hours)

Code	Title	Semester Hours
EDUC622	Ethics and Legal Issues in Online Learning	3
EDUC623	Online Learning and Student Achievement	3
EDUC629	Personalized and Individualized Online Learning	3
Select 1 course from the following:		3
EDUC624	Assessment of Online Learning	
EDUC625	Instructional Design in Online Learning	
EDUC639	Online Teaching Technology Integration	
Total Semester Hours		12

Final Program Requirements (3 semester hours)

Code	Title	Semester Hours
EDUC694	Capstone: Field-Based Research Project	3

[1] Taken once all other requirements have been met.

Master of Education: Student Affairs in Higher Education

The M.Ed. in Student Affairs in Higher Education program will help to prepare students for professional responsibilities in academic advising, campus leadership, diversity services, student life, career services, financial management, and other leadership roles within higher education institutions. This program uniquely combines educational leadership courses and student affairs courses to develop skills that are often needed in student affairs professionals who make a positive impact in higher education. Coursework focuses on leadership development; administrative functions; applying theory to practice; social and cultural diversity; organizational theory; assessment; and current principles, approaches, and practices in student affairs. Distance education practicum experiences will provide real-world experience at the culmination of the program.

In addition to integrated coursework, students select an area of concentration from one of the following options: campus leadership, academic advising, and career coaching and services. Student learning outcomes and curriculum are aligned to American College Personnel Association (ACPA®), National Association of Student Personnel Administrators (NASPA®), and Council for the Advancement of Standards in Higher Education (CAS) professional competency standards, depending on the concentration selected.

ACPA® is a registered trademark of the American College Personnel Association.

NASPA® is a registered trademark of the National Association of Student Personnel Administrators.

This program has specific admission requirements.

Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

- Explain the history, values, and philosophy of student affairs as it connects to current professional practice.
- Apply student development theories relevant to student learning.
- Develop knowledge, skills, and dispositions relating to policy development, law, compliance, and governance structures in higher education.
- Demonstrate effective interpersonal skills and evidence-based strategies when advising diverse individuals and groups in higher education settings.
- Demonstrate leadership skills through envisioning, planning, and affecting change in higher education settings.
- Develop awareness and skills related to social justice and inclusion, which effect systemic change in higher education settings.
- Use organizational, management, and leadership theories and skills relevant in higher education settings.
- Demonstrate how to analyze current research, design research studies, use statistical methods, and interpret results accurately.
- Analyze data to inform programs and services in higher education settings.
- Use digital tools, resources, and technologies to advance student learning, development, and performance as a student affairs professional.
- Use ethical standards and commitment to personal wellness and growth to develop and maintain integrity in personal and professional life.

Programmatic Admission Requirements

The following documentation is required for admission into M.Ed. in Student Affairs in Higher Education program, and must be provided prior to course registration:

- Official bachelor's transcript showing conferral of degree with a minimum GPA of 2.5 on a 4.0 scale, or a master's transcript showing conferral of degree
- Graduate writing sample
- Signed statement of understanding (SOU)

Please visit our AMU (https://www.amu.apus.edu/admissions/graduate-requirements.html) or APU (https://www.apu.apus.edu/admissions/graduate-requirements.html) graduate admission page for more information on institutional admission requirements.

Need help?

If you have questions regarding a program's admission requirements, please contact an admissions representative at 877-755-2787 or info@apus.edu.

Degree at a Glance

Code	Title	Semester Hours
Core Requirements		21
Select one of the following concentrations:		12
Academic Advising (p. 172)		
Campus Leadership (p. 173)		
Career Coaching and Services (p. 173)		
Final Program Requirements		3
Total Semester Hours		36

Degree Program Requirements

Core Requirements (21 semester hours)

Code	Title	Semester Hours
EDUC511	Foundations of Higher Education [1]	3
SAHE510	Introduction to Student Affairs	3
SAHE515	The U.S. College Student	3
EDUC517	Ethics, Law, and Policies in Higher Education	3
EDUC640	Research Methods in Education	3
SAHE501	Student Development Theory	3
EDUC638	Social & Cultural Diversity in Higher Education	3
Total Semester Hours		21

[1] Required as the first course in the program

Students must choose a concentration for this degree program and may select from a Concentration in Academic Advising, Concentration in Campus Leadership, or Concentration in Career Coaching and Services.

Concentration in Academic Advising (12 semester hours)

Focuses on NACADA®'s core competencies and values associated with academic advising in higher education settings. Conceptual, informational, and relationship components of advising are covered and applied to real-world scenarios. Topics include history of advising, relationship building, decision-making, goal setting, examining outcomes, advising approaches, and student learning and assessment.

NACADA® is a registered trademark of NACADA: The Global Community for Academic Advising, Inc.

Objectives

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

- Develop a personal philosophy of academic advising in alignment with the core values, ethical standards, and core competencies of the profession.
- Apply academic advising theories and evidence-based strategies through experiential activities and Practicum experiences.

Concentration Requirements (12 semester hours)

Code	Title	Semester Hours
SAHE520	Introduction to Academic Advising	3
SAHE533	Academic Advising Theory and Practice	3
SAHE502	Student Learning and Assessment	3
EDUC645	Career Counseling and Development	3
Total Semester Hours		12

Concentration in Campus Leadership (12 semester hours)

Focuses on theories, models, and effective practices often needed to serve in leadership roles within higher education settings and influence transformational change. Studies include effective administration, management, leadership, and supervision of higher education departments. Coursework topics include organizational leadership, transformational leadership and change, financial management, strategic planning, and evaluation of programs and data-driven decision-making.

Objectives

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

- Demonstrate effective leadership skills in managing and supervising student affairs departments.
- Apply leadership models and theories in experiential activities and Practicum experiences.

Concentration Requirements (12 semester hours)

Code	Title	Semester Hours
EDUC604	Leadership in Higher Education	3
SAHE508	Organizations, Culture, and Change	3
EDUC516	Financial Management in Higher Education	3
SAHE506	Strategic Planning and Program Evaluation	3
Total Semester Hours		12

Concentration in Career Coaching and Services (12 semester hours)

Focuses on the knowledge needed to help provide effective career coaching and services to students transitioning from educational settings into the world of work. Foundational coaching skills, theories of career development, and use of assessments associated with career coaching are covered.

Objectives

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

- Apply theory and evidence-based strategies in career coaching/services through experiential activities and Practicum experiences.
- Apply coaching approaches to assist in career development and exploration in higher education.

Concentration Requirements (12 semester hours)

Code	Title	Semester Hours
EDUC536	Foundations of Coaching	3
EDUC633	Emotional Intelligence and Coaching Assessments	3
EDUC645	Career Counseling and Development	3
EDUC635	Coaching Groups and Teams	3
Total Semester Hours		12

Final Program Requirements (3 semester hours)

Code	Title	Semester Hours
SAHE698	Practicum	3
Total Semester Hours		3

[1] Taken once all other requirements have been met.

Master of Public Administration

The Master of Public Administration (MPA) offers you the knowledge often required to handle the difficult administrative environment that is government service today. This online degree program is ideal if you are currently in public management or public service, or are looking to enter this field from a different discipline. Your classmates will bring their own wealth of knowledge from many fields, and through the use of case studies, facilitated discussion, and other exercises, we build on this shared experience. This MPA degree promotes the core values of service, ethics, knowledge, competence, and diversity. Working across silos, networking among and between agencies and stakeholders, and strategically addressing the issues at hand is a fundamental theme of this online master's program. The culminating goal is to teach you how to competently tackle hard questions, creatively solve them, and communicate your solutions through diverse public, private, and nonprofit networks.

Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

- Assess the leading approaches to managing public organizations
- Evaluate the moral, legal, and ethical aspects of decision-making in the public sector
- Evaluate the government budgeting process and funding of government programs and organizations
- Appraise the role of government organizations in public policy development and implementation
- Develop solutions to a public issue that take into account multiple stakeholders and decision-makers
- Implement the core concept of public service by providing evidence of service to the public or nonprofit sector
- Critique a difficult political situation and offer creative and innovative solutions that take into account multiple stakeholders and decision-makers
- Assess the part diversity, or lack thereof, plays in public administration

Degree at a Glance

Code	Title	Semester Hours
Core Requirements		18
Major Requirements		6
Select one of the following Concentrations:		9
	Coaching and Conflict Resolution (p. 176)	
	Disaster Management (p. 177)	
	Environmental Policy (p. 177)	
	Health Policy (p. 177)	
	Human Resources (p. 178)	
	National Security (p. 178)	
	Organizational Management (p. 179)	
	Public Policy (p. 179)	
	Security Management (p. 180)	
Final Program Requirements		3
Total Semester Hours		36

Degree Program Requirements

Core Requirements (18 semester hours)

Code	Title	Semester Hours
Core Requirements		
PADM520	Public Administration in Society [1]	3
MAPP502	Public Writing	3
PADM505	Ethics in Government	3
PADM530	Public Policy	3
PADM610	Public Management	3
PADM612	Public Finance	3
Total Semester Hours		18

[1] Required as the first course in this program.

Major Requirements (6 semester hours)

Code	Title	Semester Hours
Select 2 courses from the following:		6
PADM510	Administrative Theory	
PADM611	Law and Public Policy	
PADM615	Program Appraisal	
PADM620	Local Political Administration	
Total Semester Hours		6

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

Concentration in Coaching and Conflict Resolution (9 semester hours)

Introduces the concepts and methods of coaching and conflict resolution necessary to successfully manage a diverse, global workforce. Topics include conflict analysis, negotiation (individual, across sectors and internationally) and mediation along with skills, methods and strategies required to be an effective coach. This concentration requires a high degree of interaction and role play.

Concentration Requirements (9 semester hours)

Code	Title	Semester Hours
Select 3 courses from the following:		9
PADM617	Negotiation and Conflict Resolution	
EDUC536	Foundations of Coaching	
EDUC633	Emotional Intelligence and Coaching Assessments	
EDUC635	Coaching Groups and Teams	

IRLS613	International Negotiation	
IRLS611	Conflict Analysis and Resolution: Theory and Practice	
Total Semester Hours		9

Concentration in Disaster Management (9 semester hours)

Introduces the concepts of emergency management. Topics covered include the history of the field, hazard analysis, mitigation, planning, communication, and terrorism. Looks at the interaction, coordination, and facilitation between federal, state, and local agencies during preparation, response, and recovery operations. An historical viewpoint of emergency response organizational development is also covered.

Concentration Requirements (9 semester hours)

Code	Title	Semester Hours
Select 3 courses from the following:		9
EDMG502	Emergency and Disaster Theory	
EDMG503	Emergency and Disaster Planning and Management	
EDMG509	Interagency Disaster Management	
EDMG530	Economics of Disaster	
Total Semester Hours		9

Concentration in Environmental Policy (9 semester hours)

Evaluates the major legal, regulatory, and policy framework that encompasses environmental programs and projects in the U.S. and with international political, commercial, and non-governmental institutions. Examines global environmental change, potential impacts on environmental policy and society, and the public and private economic costs and effects of environmental programs.

Concentration Requirements (9 semester hours)

Code	Title	Semester Hours
Select 3 courses from the following:		9
EVSP501	Environmental Management	
EVSP502	Environmental Economics	
EVSP503	Environmental Policy, Regulation, and Law	
EVSP628	Global Environmental Change	
Total Semester Hours		9

Concentration in Health Policy (9 semester hours)

Introduces the role of public health systems in America, including federal, state, and local public health agencies, as well as current political, environmental, epidemiologic, legal, and ethical issues impacting the public health field. Covers the skills often required to be an effective health care administrator.

Concentration Requirements (9 semester hours)

Code	Title	Semester Hours
PBHE501	Public Health in America	3
PBHE502	Health Policy	3
PBHE601	Health Care Administration	3
Total Semester Hours		9

Concentration in Human Resources (9 semester hours)

Offers an advanced study of human resource management with particular emphasis on the strategic planning process. Explores current practices in the workplace, including policy development with an emphasis on the interdependence of human resource and organizational operating functions. Additional topics include employment law, discrimination in the workplace, and practices used by companies to leverage their human capital.

Concentration Requirements (9 semester hours)

Code	Title	Semester Hours
Select 3 courses from the following:		9
HRMT600	Human Resource Management	
HRMT602	Employment Law and Labor Relations	
HRMT603	Human Resource Policy	
HRMT605	Strategic Human Resource Management Practices	
Total Semester Hours		9

Concentration in National Security (9 semester hours)

Assesses the major concepts of strategic thinking that underpin the national security decision-making process in the U.S, including current challenges to national security interests, especially terrorism and weapons of mass destruction. Also examines contemporary globalization, its links to emergent threats, and potential U.S. responses, as well as the implications of rising worldwide economic interdependence upon national security policy.

Concentration Requirements (9 semester hours)

Code	Title	Semester Hours
Select 3 courses from the following:		9
NSEC501	Institutions of National Security	
NSEC503	U.S. National Security	
NSEC610	National Security and Globalization	
NSEC612	National Security and Diplomacy	
NSEC613	Current and Emerging Threats to U.S. National Security	
Total Semester Hours		9

Concentration in Organizational Management (9 semester hours)

Focuses on the concepts and methods of managing an organization, including techniques for structuring and resolving managerial problems in public and private organizations. Topics include human behavior principles in individual, group/team, and organizational settings; interpersonal relations, motivation, and decision-making in organizations; and the variables involved in crisis planning, communication, and management.

Concentration Requirements (9 semester hours)

Code	Title	Semester Hours
Select 3 courses from the following:		9
MGMT600	Organizational Management	
MGMT601	Organizational Behavior	
MGMT603	Organizational Development	
MGMT604	Organizational Crisis Management	
Total Semester Hours		9

Concentration in Public Policy (9 semester hours)

This concentration is designed to provide you with a comprehensive overview of essential leadership skills required for sound research and data analysis, judgment, communication, action, and creative and critical thinking. This concentration helps prepare you to solve real-world problems at local, state, and national levels. Knowledge gained can be useful for those interested in senior-level management positions in government agencies, corporations, research institutes, advocacy or non-profit organizations, and other associations where the ability to analyze and evaluate information is a required skill.

Objectives

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

- Evaluate the multi-disciplinary nature of the major theories underlying the discipline of public policy.
- Extrapolate the processes by which public policies are designed, implemented, and evaluated.
- Evaluate the effectiveness of existing (or the impact of proposed) public policies.
- Demonstrate appropriate analytical skills to analyze contemporary policy issues.
- Design public policies to solve strategic or social problems.
- Deconstruct contemporary policy case studies using an ethical framework.
- Communicate policy recommendations to diverse audiences.

Concentration Requirements (9 semester hours)

Code	Title	Semester Hours
Select 3 courses from the following:		9
MAPP501	Foundations of Governance and Policy	
POLS640	Judicial Politics, Process, and Policy Making	
MAPP503	Digital Government	

MAPP504	Economics and Public Policy	
PADM611	Law and Public Policy	
Total Semester Hours		9

Concentration in Security Management (9 semester hours)

Probes contemporary issues in security management, such as background checks, budgeting, security liability, human resources issues, and equal opportunity rights. Topics include: the 9/11 Commission Report on terrorist attacks upon the U.S.; relevant security programs in the public and private sectors; and the tools necessary to effectively plan for, implement, monitor, and administer a security organization.

Concentration Requirements (9 semester hours)

Code	Title	Semester Hours
Select 3 courses from the following:		9
SCMT507	Assets Protection & Loss Prevention Management	
SCMT508	Evaluation of Security Programs	
SCMT509	Contemporary Issues in Security Management	
SCMT553	Security Program Administration	
Total Semester Hours		9

Final Program Requirements (3 semester hours)

Code	Title	Semester Hours
PADM697	Creative Project Capstone in Public Administration [1]	3
Total Semester Hours		3

[1] Taken once all other degree requirements have been met.

Master of Public Health

The online Master of Public Health (MPH) degree is designed to help prepare professionals to resolve complex health issues and enhance the wellbeing of communities in the U.S. and around the world. Through excellence in teaching, research, and service, this respected online program seeks to educate and develop capable leaders in the public health workforce by closely aligning with academic community partners and by empowering students to address relevant public health problems today. This interdisciplinary degree challenges you to proactively seek implementable solutions and to develop preventative measures by understanding the scientific, psychological, and sociological competencies that significantly impact public health policy and practices today.

Our Master's in Public Health is accredited by Council on Education for Public Health (http://ceph.org) (CEPH®) for a five-year term, extending to July 1, 2022. View our accreditation page (https://www.apus.edu/about/accreditation) for more details, or to request a copy of the self-study and the final CEPH report.

Please be advised that due to the COVID-19 outbreak, many hospitals are not allowing internship placements at this time. We are making you aware as this may adversely impact your time to completion. Please contact the practicum coordinator if you have questions by emailing Dr. Donna Ross at dross@apus.edu.

The Typhon student practicum tracking software is implemented in to the Public Health program. Typhon allows faculty the ability to keep track of documents, practicum hours, and communication. It also allows the preceptor to view and approve hours as submitted. Typhon offers the ability to develop the students' professional portfolio and access the system for **5 years**. For all programs, there is a one-time $90 fee for the student, which students will pay directly to the Typhon group.

CEPH® is a registered trademark of the Council on Education for Public Health.

This program has specific admission requirements.

Statement of Mission

The mission of the American Public University System (APUS) Master of Public Health (MPH) program is to prepare and educate students to promote health and well-being as public health practitioners through excellence in teaching, research, and service in preparation for leadership opportunities in a diverse and global society through a student-focused learning environment.

Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

APUS Master of Public Health Program (MPH) requires students to master a set of competencies before graduation. Students will master **CEPH's 22 foundational** competencies categorized into 8 domains. This is a standard set of competencies required for all public health students receiving an MPH degree at accredited institutions. In addition, students will master six (6) specific program competencies (Program Learning Outcome) that are unique to the APUS-MPH program.

22 CEPH Foundational Competencies

Evidence-based approaches to public health

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

Public health and health care systems

1. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
2. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning and management to promote health

1. Assess population needs, assets and capacities that affect communities' health
2. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
3. Design a population-based policy, program, project or intervention
4. Explain basic principles and tools of budget and resource management
5. Select methods to evaluate public health programs

Policy in public health

1. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
2. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
3. Advocate for political, social or economic policies and programs that will improve health in diverse populations
4. Evaluate policies for their impact on public health and health equity

Leadership

1. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
2. Apply negotiation and mediation skills to address organizational or community challenges

Communication

1. Select communication strategies for different audiences and sectors
2. Communicate audience-appropriate public health content, both in writing and through oral presentation
3. Describe the importance of cultural competence in communicating public health content

Interprofessional practice

1. Perform effectively on interprofessional teams

Systems thinking

1. Apply systems thinking tools to a public health issue

APUS-MPH specific program competencies (Program Learning Outcome):

1. Evaluate screening methods of epidemiology using statistical analysis and the impact of disease occurrence, both past and present, on population health
2. Evaluate the effects of environmental factors on the health of populations and discuss appropriate policies to prevent and manage environmental hazards
3. Apply emergency preparedness and disaster health management to public health and healthcare settings
4. Analyze the role of regulatory policy on the healthcare delivery system and management of population health.
5. Develop programs and/or interventions that effectively address the social determinants of health and health disparities.

Programmatic Admission Requirements

The following documentation is required for admission into this program, and must be provided prior to course registration:

- Three (3) character references
- Official transcripts showing a conferred bachelor's degree or higher
- Your resume/CV
- Statement of purpose and interest

Please visit our AMU (https://www.amu.apus.edu/admissions/graduate-requirements.html) or APU (https://www.apu.apus.edu/admissions/graduate-requirements.html) graduate admission page for more information on institutional admission requirements.

Need help?

If you have questions regarding a program's admission requirements, please contact an admissions representative at 877-755-2787 or info@apus.edu.

Degree at a Glance

Code	Title	Semester Hours
Core Requirements		44
Final Program Requirements		3
Total Semester Hours		47

Degree Program Requirements

Core Requirements (44 semester hours)

Code	Title	Semester Hours
PBHE501	Public Health in America [1]	3
PBHE502	Health Policy	3
PBHE520	Biostatistics with Lab	4
PBHE526	Public Health and Environment	3
PBHE527	Social and Behavioral Aspects of Health	3
PBHE531	Public Health Program Planning and Evaluation	3
PBHE532	Ethical Issues in Public Health	3
PBHE540	Emergency Management Health and Medical Issues	3
PBHE550	Research Methods in Public Health	3
PBHE601	Health Care Administration	3
PBHE605	Quarantine	3
PBHE606	Disaster Health Management	3
PBHE607	Epidemiology	3
PBHE697	Public Health Practicum	4
Total Semester Hours		44

[1] Required as the first course in this program.

Final Program Requirements (3 semester hours)

Code	Title	Semester Hours
Select 1 course from the following:		3
PBHE696	Public Health Comprehensive Examination [1]	
PBHE699	Public Health Capstone [1]	
Total Semester Hours		3

[1] Taken once all other degree requirements have been met.

Master of Public Policy

The Master of Public Policy (MPP) provides a comprehensive overview of essential skills required for sound research and data analysis, communication, action, and creative and critical thinking in the area of public policy. The online curriculum is designed to introduce a broad understanding and application of policy that allows a chosen concentration in a focused area such as Cyber, Space, National Security, Environmental, Public Law or Health. Knowledge gained can be useful preparation for those interested in senior-level management positions in government agencies, corporations, research institutes, advocacy or non-profit organizations, and other associations. Understanding policy at the local, state, and national levels allows better advising and management of risk in these organizations.

Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

- Evaluate the multi-disciplinary nature of the major theories underlying the discipline of public policy.
- Extrapolate the processes by which public policies are designed, implemented, and evaluated.
- Evaluate the effectiveness of existing (or the impact of proposed) public policies.
- Demonstrate appropriate analytical skills to analyze contemporary policy issues.
- Design public policies to solve strategic or social problems.
- Deconstruct contemporary policy case studies using an ethical framework.
- Communicate policy recommendations to diverse audiences

Degree at a Glance

Code	Title	Semester Hours
Core Requirements		18
Select one concentration from the following:		12
Cybersecurity Policy (p. 186)		
Environmental Policy (p. 186)		
Health Policy (p. 187)		
National Security Policy (p. 188)		
Public Policy and the Law (p. 188)		
Space Policy (p. 189)		
Final Program Requirements		3
Elective Requirements		3
Total Semester Hours		36

Degree Program Requirements

Core Requirements (18 semester hours)

Code	Title	Semester Hours
MAPP501	Foundations of Governance and Policy [1]	3
PADM530	Public Policy	3
MAPP502	Public Writing	3
MAPP504	Economics and Public Policy	3

PADM611	Law and Public Policy	3
HRMT603	Human Resource Policy	3
Total Semester Hours		18

[1] Required as the first course in this program.

Students must choose a concentration for this degree program and may select from Concentrations in Cybersecurity Policy, Concentration in Environmental Policy, Concentration in Health Policy, Concentration in National Security Policy, Concentration in Public Policy and the Law, or Concentration in Space Policy.

Concentration in Cybersecurity Policy (12 semester hours)

Cybersecurity touches almost every aspect of public policy. This concentration focuses on the issues, policies, practices, and perspectives of various sectors, critical infrastructures, agencies, and disciplines, such as national security, intelligence, criminal justice, and emergency management. Cyber threats can have an adverse effect on public confidence, stock markets, economic sectors, and other critical infrastructures. The need for trained experts in this field who can prevent, detect, and eliminate such threats is critical to our national security.

Objectives

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

- Analyze the national cyber threat landscape and cybersecurity challenges from both external entities and domestic sources.
- Examine the legal, social, regulatory, ethical, and technical issues related to securing information systems and national critical infrastructures.
- Compare and contrast the interdisciplinary policies, practices, perspectives and products required to address the cyber threats to our information systems and critical infrastructures.

Concentration Requirements (12 semester hours)

Code	Title	Semester Hours
Select 4 courses from the following:		12
NSEC506	Cyber Policy and Practice in National Security	
EDMG600	Emergency Management Perspectives on Cybersecurity	
INTL647	Cyber Intelligence	
LSTD517	Law, Ethics and Cybersecurity	
ISSC631	Cyber Ethics: Privacy and Intellectual Property	
Total Semester Hours		12

Concentration in Environmental Policy (12 semester hours)

Environmental Policy represents one of the major policy realms that cross discipline, geography, and history. Students will study the interplay between economic and political factors and their impact on the environment, as well as review existing paradigms for environmental planning, analysis, and management. This concentration may also prepare students for study at the doctorate level in related fields.

Objectives

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

- Distinguish the key variables and theoretical frameworks for incorporating economic interests into environmental policy.
- Analyze the similarities and differences of specific environmental policies from culturally and geographically diverse areas of the world.
- Analyze the economics of a specific environmental policy.
- Critique current policies and evaluate validity of environmental policy as it relates to economic issues and drivers.
- Analyze an environmental policy's economic impact both spatially and temporally.
- Examine the major legal, regulatory, and policy framework that encompasses environmental programs and projects in the United States.
- Analyze interconnections among environmental policy, laws, and regulations, and between them and environmental management and other disciplines in management, government, science, and engineering.
- Assess the U.S. role and level of involvement in international environmental policy.

Concentration Requirements (12 semester hours)

Code	Title	Semester Hours
Select 4 courses from the following:		12
EVSP502	Environmental Economics	
EVSP503	Environmental Policy, Regulation, and Law	
EVSP509	The National Environmental Policy Act	
EVSP605	Energy Policy and Sustainability	
EVSP629	Environmental Impact Analysis	
Total Semester Hours		12

Concentration in Health Policy (12 semester hours)

Health Policy is a growing field, especially now, and our nation looks to policy experts to understand, translate, and explain massive healthcare legislation. Masters of Public Policy students who choose a concentration in Health Policy will gain the knowledge often needed to inform, direct, analyze, and report on public health issues and policy responses. Graduates will learn to craft policies, but also help the nation understand and adapt to them.

Objectives

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

- Examine how social, behavioral, environmental, and biological factors contribute to specific individual and community health outcomes.
- Analyze the critical factors that will influence health and health care in the first decade of the 21st century.
- Compare and contrast the theories regarding health care systems.
- Evaluate health care policies and their influence on the development, operation, design and effectiveness of health care delivery systems.
- Assess the efficacy of public health programs and initiatives such as Medicare, Medicaid and State Children's Health Insurance Program (S-CHIP).
- Deconstruct the relationship between public health and policy responses.
- Appraise the public health issues associated with various disasters.
- Examine health care issues that confront emergency management decision makers.
- Analyze past and future approaches to disaster health management programs.

Concentration Requirements (12 semester hours)

Code	Title	Semester Hours
Select 4 courses from the following:		12
HIMA620	Corporate Compliance in the Healthcare Industry	

NURS502	Population-Based Healthcare
NURS505	Healthcare Systems and Health Policy
PBHE501	Public Health in America
PBHE502	Health Policy
PBHE532	Ethical Issues in Public Health
PBHE606	Disaster Health Management
Total Semester Hours	12

Concentration in National Security Policy (12 semester hours)

Public Policy students who choose to focus on National Security Policy will be positioned to advise officials on issues of strategic importance. Combine this degree concentration with your work experience and training to further your knowledge and skills often required in the growing public and private sector industry of policy analysis and strategic planning. This is a concentration of interest to civilian and military students who seek to gain advanced understanding in national security policy, security policy analysis, and related fields.

Objectives

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

- Deconstruct individual actors' roles and contributions to national security policy.
- Differentiate among conflicting and competing interests and their impact on national security policy development.
- Examine the foundations of U.S. National Security Policy.
- Analyze U.S. national security policies from the end of WWII to the end of the Cold War.
- Assess the effectiveness of U.S. National Security strategies available to the United States.
- Analyze the historical practice of diplomacy by states.
- Assess the use of diplomacy by states to implement their national security strategies.

Concentration Requirements (12 semester hours)

Code	Title	Semester Hours
NSEC501	Institutions of National Security	3
NSEC503	U.S. National Security	3
NSEC610	National Security and Globalization	3
NSEC612	National Security and Diplomacy	3
Total Semester Hours		12

Concentration in Public Policy and the Law (12 semester hours)

Students of public policy must understand how an idea becomes a law, but MPP students who choose a concentration in Policy and the Law will become experts in the judicial process and the enforcement and execution of our laws. This concentration explores ethics, contractual obligations, procedural due process, and new developments in security and the law.

Objectives

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

- Interpret complex contract language.
- Examine specific cases of contract law and extrapolate the laws and precedents established.

- Extrapolate the development of Constitutional Law in the areas of judicial, legislative, and executive powers.
- Analyze the separation of powers, federalism, national and state regulation of commerce, and property rights.
- Interpret the role of the judiciary by examining landmark constitutional decisions.
- Examine the Bill of Rights and the U.S. Constitution.
- Evaluate policies related to cybersecurity.
- Explore laws related to cybersecurity issues, including litigation, intellectual property and privacy.

Concentration Requirements (12 semester hours)

Code	Title	Semester Hours
Select 4 courses from the following:		12
BUSN640	Nonprofit Law, Governance, and Ethics	
HRMT602	Employment Law and Labor Relations	
LSTD510	Constitutional Law	
LSTD517	Law, Ethics and Cybersecurity	
POLS640	Judicial Politics, Process, and Policy Making	
Total Semester Hours		12

Concentration in Space Policy (12 semester hours)

This concentration will give the administrator the background to be able to understand the ramifications of policy and law on the future of the space industry, both in the US and globally. The implications of policy for both the public and private sector will be explored.

Objectives

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

- Examine the political and commercial significance of major national and international space missions, projects, and operations.
- Evaluate organizations that are critical to the success of the technological advance of space infrastructure in the United States.
- Assess the status of space cooperation and diplomacy between various space faring nations.
- Synthesize space laws and how the governing institutions affect applications such as remote sensing, communications, navigation, launch services, satellite exports, and arms control.

Concentration Requirements (12 semester hours)

Code	Title	Semester Hours
Select 4 courses from the following:		12
SPST621	Current and Emerging Space Powers	
SPST622	Space Policy	
SPST623	National Space Organization	
SPST628	Space Operations Structure and Design	
SPST640	Space Cooperation and Diplomacy	

SPST671	Space Law	
Total Semester Hours		12

Final Program Requirements (3 semester hours)

Code	Title	Semester Hours
MAPP697	Public Policy Project Capstone [1]	3
Total Semester Hours		3

[1] Taken once all other degree requirements have been met.

Elective Requirements (3 semester hours)

Code	Title	Semester Hours
Select any graduate courses not already taken to fulfill the requirements listed above.		3
Total Semester Hours		3

Master of Science in Accounting

The Master of Science in Accounting helps to provide you with the theoretical knowledge, practical skills, and research competencies required to address complex accounting issues found in private corporations, governmental entities, public accounting, and not-for-profit organizations. This program extends the knowledge gained in an undergraduate accounting program to enhance your skills in written communication, research, and complex problem solving.

This program has been designed in consultation with industry business leaders, is accredited by the Accreditation Council for Business Schools and Programs (ACBSP®) (http://www.acbsp.org), and has earned additional ACBSP Specialized Accounting Accreditation (http://www.acbsp.org/?page=accounting_degree). For professional licensure information, please see State Requirements listed on the AMU or APU (https://www.apu.apus.edu/academic/schools/business/masters/accounting.html) program page.

This program has specific admission requirements.

ACBSP® is a registered trademark of the Accreditation Council for Business Schools and Programs.

Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

- Research and appraise historic, current, and developing authoritative standards in accounting and apply them appropriately to complex financial transactions.
- Utilize Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS®) to produce and interpret financial statements for various types of organizations.
- Demonstrate knowledge of the ethical framework for accountants adopted by professional accounting organizations, such as the American Institute of Certified Public Accountants (AICPA®) and the Institute of Management Accountants (IMA®).
- Analyze, evaluate, and organize financial data to facilitate managerial decision making.
- Conduct an in-depth analysis of an organization's financial information and provide a written assessment of the results.

IFRS® is a registered trademark of the International Reporting Standards Foundation.

AIPCA® is a registered trademark of the American Institute of Certified Public Accountants.

IMA® is a registered trademark of the Institute of Management Accountants.

Programmatic Admission Requirements

You will need to provide an official transcript of your completed bachelor's or master's degree showing proof of completion of this required coursework:

- Auditing: 3 credit hours
- Cost Accounting or Managerial Accounting: 3 credit hours
- Individual Federal Taxation: 3 credit hours
- Intermediate Accounting: 6 credit hours

Pre-admission courses must be grade C or better at the undergraduate level; B or better at the graduate level.

You will be required to submit a signed statement of understanding (SOU) to enroll in this program.

Please visit our AMU (https://www.amu.apus.edu/admissions/graduate-requirements.html) or APU (https://www.apu.apus.edu/admissions/graduate-requirements.html) graduate admission page for more information on institutional admission requirements.

Need help?

If you have questions regarding a program's admission requirements, please contact an admissions representative at 877-755-2787 or info@apus.edu.

Degree at a Glance

Code	Title	Semester Hours
Institutional Requirements		3
Core Requirements		9
Major Requirements		6
Concentration in CPA (p. 193)		9
Final Program Requirements		3
Elective Requirements		6
Total Semester Hours		36

Degree Program Requirements

Institutional Requirements (3 semester hours)

Code	Title	Semester Hours
BUSN604	Fundamentals of Business Analysis	3
Total Semester Hours		3

Students are required to take BUSN604 as the first course and then should take the first three Core Requirements. If you have a bachelor's degree in a business program that is accredited by ACBSP, AACSB, or IACBE, you are NOT required to take the course listed above, and instead may take a master's-level elective course.

Core Requirements (9 semester hours)

Code	Title	Semester Hours
ACCT610	Advanced Accounting	3
ACCT695	Accounting Theory and Concepts	3
ACCT608	Financial Reporting & Analysis	3
Total Semester Hours		9

Major Requirements (6 semester hours)

Code	Title	Semester Hours
Select 2 courses from the following:		6
ACCT612	International Accounting	
ACCT615	Individual Tax Research and Planning	
ACCT616	Advanced Federal Taxation	

ACCT617	Advanced Cost Accounting
ACCT618	Managerial Accounting
ACCT620	Forensic Accounting
Total Semester Hours	6

Concentration in CPA (9 semester hours)

This concentration is designed for students who have a solid understanding of accounting concepts and are interested in pursuing the Certified Public Accountant license. Mastery of accounting disciplines such as auditing, financial reporting, cost/management accounting, regulation, and taxation is expected from prospective students. This concentration will serve as a review of concepts that may be necessary for the CPA exam.

Objectives

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

- Apply appropriate Generally Accepted Accounting Principles (GAAP) to various scenarios regarding auditing, business environment and concepts, financial reporting, regulation, and taxation.
- Solve problems relating to auditing, business environment and concepts, financial reporting, regulation, and taxation.
- Demonstrate written communications skills in preparing solutions addressing complex accounting problems and situations.
- Illustrate critical thinking and problem-solving skills in formulating solutions to cases.

Concentration Requirements (9 semester hours)

Code	Title	Semester Hours
Select 3 courses from the following:		9
ACCT603	Advanced Business Concepts	
ACCT604	Comprehensive Financial Accounting	
ACCT606	Advanced Auditing Topics	
ACCT607	Business Law and Taxation	
Total Semester Hours		9

Final Program Requirements (3 semester hours)

Code	Title	Semester Hours
ACCT699	Financial Accounting Theory Capstone [1]	3
Total Semester Hours		3

[1] Taken once all other requirements have been met.

Elective Requirements (6 semester hours)

Code	Title	Semester Hours
Select any graduate courses not already taken to fulfill the requirements listed above.		6
Total Semester Hours		6

Master of Science in Applied Business Analytics

The Master of Science in Applied Business Analytics can help you master the high demand business intelligence skills necessary to stand out as a problem solver, decision maker, strategic thinker, and communicator in any industry. Using problem-solving exercises, you will learn to use data mining techniques and apply business and big data analytics to help you meet your organization's business objectives. You'll develop and apply critical thinking skills and create better management analytics tools to use in business process and decision-making.

Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

- Construct descriptive, predictive, and prescriptive analytical models.
- Use text mining, data mining, sampling, and data collection techniques in the processes of model building for data analysis.
- Define and quantify business problems for the purposes of analytical investigation and decision-making.
- Analyze the interpretation of results and outputs from statistical analysis operations.
- Communicate statistical and analytical results and reports for the purpose of decision-making.

Degree at a Glance

Code	Title	Semester Hours
Institutional Requirements		3
Core Requirements		18
Major Requirements		9
Final Program Requirements		6
Elective Requirements		6
Total Semester Hours		42

Degree Program Requirements

Institutional Requirements (3 semester hours)

Code	Title	Semester Hours
BUSN604	Fundamentals of Business Analysis	3
Total Semester Hours		3

Students are required to take BUSN604 as the first course. If you have a bachelor's degree in a business program that is accredited by ACBSP, AACSB, or IACBE, you are NOT required to take the course listed above, and instead may take one master's-level elective course.

Core Requirements (18 semester hours)

Code	Title	Semester Hours
BUSN660	Advanced Analytics I	3
BUSN661	Advanced Analytics II	3
BUSN662	Applied Advanced Analytics	3

ECON600	Managerial Economics	3
FINC600	Corporate Finance	3
MKTG600	Marketing Management	3
Total Semester Hours		18

Major Requirements (9 semester hours)

Code	Title	Semester Hours
Select 3 courses from the following:		9
ANLY600	Data Mining	
ANLY610	Text Mining	
ANLY620	Predictive Analytics	
ANLY630	Optimization and Simulation	
ANLY640	Data Management	
ANLY645	Enterprise Analytics	
Total Semester Hours		9

Final Program Requirements (6 semester hours)

Code	Title	Semester Hours
ANLY699	Analytics Project [1]	6
Total Semester Hours		6

[1] Taken once all other requirements have been met.

Elective Requirements (6 semester hours)

Code	Title	Semester Hours
Select any graduate courses not already taken to fulfill the requirements listed above.		6
Total Semester Hours		6

Master of Science in Athletic Development Management

The Master of Science (MS) in Athletic Development Management degree is a combination of the study of sport and exercise science, sports business management, and coaching athletes. This degree program helps provide students the knowledge to train and develop athletes for sport competition and lifetime sport involvement by applying methods of exercise programming, coaching pedagogy, and financial and business principles to sport. Concepts of developing athletes for optimal performance through sport specific training techniques and strategies will be explored. Students will have the skills often necessary to train athletes in both small and large group settings and implement business principles for owning and managing sport specific training facilities and businesses.

Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

- 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.
- Apply management theory and managerial leadership concepts to contemporary sports industry practices.
- Integrate economic decision making and advanced finance theory and concepts to sports and sports- related enterprises as it relates to sports in contemporary society.

Degree at a Glance

Code	Title	Semester Hours
Core Requirements		33
Final Program Requirements		3
Total Semester Hours		36

Degree Program Requirements

Core Requirements (33 semester hours)

Code	Title	Semester Hours
SPHS515	Sport History and Culture [1]	3
SPHS501	Advanced Exercise and Sport Physiology	3
SPHS502	Motor Learning	3
SPHS507	Advanced Biomechanics	3
SPHS503	Nutrition for Sports Performance	3
SPHS505	Sport Psychology	3
SPHS509	Optimal Sports Performance	3
SPMT606	Techniques in Coaching Strategy	3
SPMT613	Sports Entrepreneurship	3
SPMT610	Sports Finance	3

SPMT609	Sports Marketing, Promotion, and Public Relations	3
Total Semester Hours		33

[1] Required as the first course in this program.

Final Program Requirements (3 semester hours)

Code	Title	Semester Hours
Select 1 course from the following:		3
SPHS697	Sports and Health Sciences Capstone [1]	
SPMT699	Sports Management Practicum and Integration Project [1]	
Total Semester Hours		3

[1] Taken once all other requirements have been met.

Master of Science in Cybersecurity Studies

This Master of Science in Cybersecurity Studies takes a broad, multi-disciplinary approach to preventing and responding to large-scale cyber threats and cyber attacks. The first half of this program provides you with a foundation in network security, information assurance, cybercrime, and digital forensics. The second half of this program focuses on the issues, policies, practices, and perspectives of various sectors, critical infrastructures, agencies, and disciplines, such as national security, intelligence, criminal justice, and emergency management. Cyber threats can have an adverse effect on public confidence, stock markets, economic sectors, and other critical infrastructures.

This program has specific admission requirements.

Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

- Analyze the national cyber threat landscape and cybersecurity challenges from both external entities and domestic sources.
- Examine the legal, social, regulatory, ethical, and technical issues related to securing information systems and national critical infrastructures.
- Compare and contrast the interdisciplinary policies, practices, perspectives and products required to address the cyber threats to our information systems and critical infrastructures.
- Appraise the methodologies for performing vulnerability assessment, risk mitigation, auditing, and certification of information systems and critical infrastructures.
- Categorize the cybersecurity related roles, responsibilities, and policies for managers of critical infrastructures, national security, corporate security, criminal justice, and intelligence/counter intelligence.

Programmatic Admission Requirements

For this program, you must provide an official transcript of your previously completed bachelor's or master's degree and have ONE of the following:

- Associate or bachelor's degree in information technology or a related field (ex: computer science, information systems, database development, etc.)
- 2 years of work experience in the specific sub-field for this degree
- Completion of one of our undergraduate IT certificates
- Completion of 6 credits in IT-related courses
- Completion of an IT-related minor or concentration during your undergraduate program
- Certifications in at least one of the below:
  a. CompTIA Security+® (2010 to present recommended)
  b. CompTIA Network+® (2010 to present recommended)
  c. CompTIA A+® (2010 to present recommended)
  d. CompTIA Project+® (2010 to present recommended)
  e. CISSP® certification (valid up until the expiration date)
  f. SSCP®
  g. EC-Council Ethical Hacking
  h. Cisco CCNA® Security
  i. A valid and current Project Management Professional certification from the Project Management Institute

CompTIA Security+®, CompTIA Network+®, CompTIA A+®, and CompTIA Project+® are all registered trademarks of the Computer Technology Industry Association, Inc.

CISSP® and SSCP® are registered trademarks of International Information Systems Security Certification Consortium, Inc.

CCNA® is a registered trademark of Cisco Technology, Inc.

Notes:

- If the IT-specific requirements are not noted in the official bachelor's or master's transcript, you must provide official copies of your undergraduate transcripts that show the appropriate coursework.
- The verification of the 2-years work experience needs to be sent to the university via formal resume/CV.
- Preadmission courses completed at the undergraduate level must be graded C or better; B or better at the graduate level.

Please visit our AMU (https://www.amu.apus.edu/admissions/graduate-requirements.html) or APU (https://www.apu.apus.edu/admissions/graduate-requirements.html) graduate admission page for more information on institutional admission requirements.

Need help?

If you have questions regarding a program's admission requirements, please contact an admissions representative at 877-755-2787 or info@apus.edu.

Degree at a Glance

Code	Title	Semester Hours
Core Requirements		33
Final Program Requirements		3
Total Semester Hours		36

Degree Program Requirements

Core Requirements (33 semester hours)

Code	Title	Semester Hours
NSEC506	Cyber Policy and Practice in National Security [1]	3
ITCC500	Research Methods in Information Systems and Technology	3
EDMG600	Emergency Management Perspectives on Cybersecurity	3
HLSS505	Security Risk Management	3
INTL647	Cyber Intelligence	3
ISSC621	Computer Forensics	3
ISSC630	Advanced Cybercrime Analysis	3
ISSC641	Telecommunications and Network Security	3
ISSC642	Intrusion Detection and Incident Handling	3
ISSC660	Information Assurance	3
LSTD517	Law, Ethics and Cybersecurity	3
Total Semester Hours		33

[1] Required as the first course in the program but may be taken concurrently with another course.

Final Program Requirements (3 semester hours)

Code	Title	Semester Hours
Select 1 course from the following:		3
ISSC698	Cybersecurity Studies: Capstone Practical [1]	
ISSC699	Cybersecurity Studies Capstone [1]	
Total Semester Hours		3

[1] This course may not be taken until all other courses are completed and student has a 3.0 GPA

Master of Science in Environmental Policy and Management

The Master of Science in Environmental Policy and Management provides academic coursework focused on one of the world's most significant issues: the environment. In this online master's program, you will explore the use of environmental management tools and strategies to resolve complex environmental problems and controversies, while studying environmental economics and resource availability. You will learn about competing ethical arguments that drive environmental law, regulation, policy and management decisions. Both qualitative and quantitative means of analysis of environmental data are addressed.

Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

- Research environmental management strategies that incorporate ecological, economic, and social considerations.
- Analyze the ecological, economic, and social barriers to the implementation of sustainable environmental practices and programs.
- Assess the direct and indirect costs of environmental regulation, problems, and corrective actions.
- Examine environmental strategies and policies across spatial scales.
- Evaluate the consequences of ecological destruction on public health, productivity, and social and economic welfare.

Degree at a Glance

Code	Title	Semester Hours
Core Requirements		18
Select one of the following concentrations:		12
General Concentration (p. 203)		
Environmental Planning (p. 203)		
Environmental Sustainability (p. 204)		
Fish and Wildlife Management (p. 204)		
Global Environmental Management (p. 205)		
Final Program Requirements		3
Elective Requirements		3
Total Semester Hours		36

Degree Program Requirements

Core Requirements (18 semester hours)

Code	Title	Semester Hours
EVSP501	Environmental Management [1]	3
EVSP502	Environmental Economics	3
EVSP503	Environmental Policy, Regulation, and Law	3
EVSP508	Environmental Ethics	3

Select 1 course from the following:		3
EVSP594	Environmental Toxicology	
MATH530	Applied Statistics	
Select 1 course from the following:		3
EVSP601	Capstone Proposal	
EVSP628	Global Environmental Change	
Total Semester Hours		18

[1] Required as the first course in this program.

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

General Concentration Requirements (12 semester hours)

This general concentration allows you to select from all concentration courses offered within this program, enabling you to create your own focused area of study.

Concentration Requirements (12 semester hours)

Code	Title	Semester Hours
Select 4 courses from the following:		12
EVSP506	Restoration Ecology	
EVSP507	Conservation Biology	
EVSP509	The National Environmental Policy Act	
EVSP558	Watershed Management	
EVSP560	Environmental Risk Assessment	
EVSP605	Energy Policy and Sustainability	
Total Semester Hours		12

Concentration in Environmental Planning Requirements (12 semester hours)

Teaches how to design, implement, and evaluate sustainable developments, landscapes, and environments. Covers interactions between humans and their environment and government policies. Legislation, socio-political influences, and the analysis of development plans for adherence to professional standards and principles are covered.

Objectives

Upon successful completion of this concentration, 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.

Concentration Requirements (12 semester hours)

Code	Title	Semester Hours
Select 4 courses from the following:		12
EDMG515	Hazard Mitigation and Resilient Communities	
EVSP509	The National Environmental Policy Act	
EVSP558	Watershed Management	
EVSP561	Elements of Sustainable Design	
EVSP627	Landscape Ecology and Planning	
Total Semester Hours		12

Concentration in Environmental Sustainability Requirements (12 semester hours)

Looks at the complex and dynamic interactions between humans and their environment. Examines the role of government policies and the barriers preventing full sustainability implementation. Topics covered include how sustainability solves complex environmental problems and meets critical resource needs from a local to global scale.

Objectives

Upon successful completion of this concentration, 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.

Concentration Requirements (12 semester hours)

Code	Title	Semester Hours
EVSP509	The National Environmental Policy Act	3
EVSP561	Elements of Sustainable Design	3
EVSP605	Energy Policy and Sustainability	3
EVSP627	Landscape Ecology and Planning	3
Total Semester Hours		12

Concentration in Fish and Wildlife Management (12 semester hours)

Examines fundamental concepts and principles of fish and wildlife management, and why human activity has an effect on populations. Teaches how legal regulations, policies, and politics influence management. The role of collaboration and partnerships in meeting critical resource needs on a national and global scale is also covered.

Objectives

Upon successful completion of this concentration, 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.

Concentration Requirements (12 semester hours)

Code	Title	Semester Hours
EVSP504	Fisheries Management	3
EVSP505	Wildlife Management	3
Select 2 courses from the following:		6
EVSP506	Restoration Ecology	
EVSP507	Conservation Biology	
EVSP558	Watershed Management	
STEM695	STEM Internship for Graduate Students	
Total Semester Hours		12

Concentration in Global Environmental Management Requirements (12 semester hours)

Studies global environmental and climate change, and examines the potential impacts on environmental policy and society, via scholarly research and real-world case studies. Emphasis is on the implications of environmental change for environmental managers, including management decision-making and strategies.

Concentration Requirements (12 semester hours)

Code	Title	Semester Hours
Select 4 courses from the following:		12
EDMG503	Emergency and Disaster Planning and Management	
EDMG515	Hazard Mitigation and Resilient Communities	
EVSP507	Conservation Biology	
EVSP558	Watershed Management	
MGMT615	Strategic Planning	
Total Semester Hours		12

Final Program Requirements (3 semester hours)

Code	Title	Semester Hours
Select 1 course from the following:		3
EVSP695	Capstone Portfolio [1]	
EVSP696	Capstone Project [1]	
EVSP699	Environmental Policy and Management Capstone [1]	
Total Semester Hours		3

[1] This course may not be taken until 30 credit hours have been successfully completed and student has a 3.0 GPA.

Elective Requirements (3 semester hours)

Code	Title	Semester Hours
Select any graduate courses not already taken to fulfill the requirements listed above.		3
Total Semester Hours		3

Master of Science in Health Information Management

The Master of Science in Health Information Management (HIM) is designed to provide practicing healthcare professionals with the requisite knowledge and skills to enhance their careers. With a focus on healthcare data analytics and informatics, this online master's degree utilizes a multi-disciplinary approach to its curriculum emphasizing health data management, clinical and administrative decision-making, strategic planning, and outcomes management. In addition, you will continue to build upon your leadership, critical thinking, written and verbal communication, and problem solving skills. The program is designed to help prepare you to manage health information systems and people, as well as employ appropriate change management strategies within an organization.

Note: Some courses in the program require you to install software for virtual online lab accessibility.

This program has specific admission requirements.

Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

- Interpret governmental regulations for managing patient data, quality data reporting, and ethical use of protected health information.
- Assess appropriate change management strategies for organizational leadership in health information technology systems.
- Interpret clinical terminologies, standards, and classification systems for data management, reimbursement methodologies, and compliance strategies.
- Examine data to assess performance, reporting, and evidence-based protocols.
- Assess multifunctional information system processes to improve quality of care.
- Evaluate information technologies solutions to manage resources across multi-functional stakeholders.
- Generate strategies for health information technologies to support integrated clinical and administrative decision-making, strategic planning, and outcomes management.
- Evaluate effective communication strategies to collaborate with multidisciplinary teams and facilities.

Programmatic Admission Requirements

For this program, the following documentation is required and must be provided prior to course registration:

- Official transcript showing a conferred bachelor's degree in business, management, or any health-related fields, or any degree with a minimum of two-years work experience in any health related, business, information system, or management occupation.
- Resume/CV
- Statement of purpose and interest

Please visit our AMU (https://www.amu.apus.edu/admissions/graduate-requirements.html) or APU (https://www.apu.apus.edu/admissions/graduate-requirements.html) graduate admission page for more information on institutional admission requirements.

Need help?

If you have questions regarding a program's admission requirements, please contact an admissions representative at 877-755-2787 or info@apus.edu.

Degree at a Glance

Code	Title	Semester Hours
Core Requirements		37
Final Program Requirements		3
Total Semester Hours		40

Degree Program Requirements

Core Requirements (37 semester hours)

Code	Title	Semester Hours
HIMA501	Technology Applications in Health Information Management [1]	3
HIMA503	Healthcare Vocabulary and Clinical Terminologies	3
HIMA505	Research Methods in Health Information Management	3
INFO531	Management Information Systems	3
HIMA550	Clinical Workflow and Process Redesign	3
HIMA600	Financial Management for Health Professionals	3
MGMT610	Cross-Cultural Management	3
MGMT605	Leadership	3
HIMA605	Legal Issues in Health Information Management	3
ISSC680	Information Security Management	3
HIMA610	Healthcare Data Analytics with Lab	4
HIMA620	Corporate Compliance in the Healthcare Industry	3
Total Semester Hours		37

[1] Required as the first course in this program.

Final Program Requirements (3 semester hours)

Code	Title	Semester Hours
HIMA699	Capstone in Health Information Management [1]	3
Total Semester Hours		3

[1] Taken once all other requirements have been met.

Master of Science in Healthcare Administration

The Master of Science (MS) in Healthcare Administration degree is designed to advance the knowledge of professionals interested in leadership and management positions in hospitals, healthcare systems, medical practices, and other healthcare businesses. This program of study provides students with knowledge, skills, and attitudes in the three competency domains of leadership and management, business acumen, and healthcare organizations and systems.

Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

- Evaluate ethical and effective leadership and management skills relevant to successful health administration practice.
- Advocate for the importance of policies, issues, and trends that shape healthcare and healthcare delivery in the United States.
- Apply the concepts of business to the health care environment.
- Support the importance of professional and social responsibility in health administration practice.
- Demonstrate communication and relationship management skills required for successful practice at the mid management level and beyond.

Degree at a Glance

Code	Title	Semester Hours
Core Requirements		37
Final Program Requirements		3
Total Semester Hours		40

Degree Program Requirements

Core Requirements (37 semester hours)

Code	Title	Semester Hours
HCAD500	Healthcare and Healthcare Systems [1]	3
HCAD501	Technology Applications in Healthcare Organizations	3
NURS505	Healthcare Systems and Health Policy	3
HCAD510	Leadership and Management in Healthcare Organizations	3
HCAD520	Legal and Ethical Aspects of Healthcare Administration	3
HCAD530	Operational Management in Healthcare	3
MGMT601	Organizational Behavior	3
HCAD605	Human Resource Management in Healthcare	3
HCAD650	The Business of Healthcare	3
HCAD651	Healthcare Finance	3
HCAD652	Operational Quality in Healthcare	3
HCAD698	Situational Experiences for Healthcare Administrators	4
Total Semester Hours		37

[1] Required as the first course in this program.

Final Program Requirements (3 semester hours)

Code	Title	Semester Hours
HCAD699	Healthcare Administration Capstone [1]	3
Total Semester Hours		3

[1] Taken once all other requirements have been met.

Master of Science in Information Technology

The Master of Science in Information Technology 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. In this graduate program, you will study the theory, principles, best practices, tools, and technologies associated with the IT marketplace. You'll also be taught the analytic, problem-solving, and research skills required to solve real world business problems.

This program has specific admission requirements.

Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

- Apply key management theory, principles, best practices, tools, and technologies associated with information systems.
- Analyze selected research methods and tools.
- Utilize graduate level critical thinking, reasoning, and writing to defend the logic and the conclusions in scholarly research.
- Plan the processes, phases, domains, and measures for effectively managing complex information technology projects.
- Design a normalized and optimized enterprise database system.
- Produce a plan that addresses the principles and challenges in incorporating emerging network architectures, technologies, and protocols into information technology systems.
- Develop legal, social, ethical, and technical solutions for securing information systems.
- Assess the vulnerabilities of information systems with respect to security and the methodologies to mitigate this risk.
- Perform in-depth research and critical analysis on thesis subject or creative project.

Programmatic Admission Requirements

For this program, you must provide an official transcript of your previously completed bachelor's or master's degree and have ONE of the following:

- Associate or bachelor's degree in information technology or a related field (ex: computer science, information systems, database development, etc.)
- 2 years of work experience in the specific sub-field for this degree
- Completion of one of our undergraduate IT certificates
- Completion of 6 credits in IT-related courses
- Completion of an IT-related minor or concentration during your undergraduate program
- Certifications in at least one of the below:
  a. CompTIA Security+® (2010 to present recommended)
  b. CompTIA Network+® (2010 to present recommended)
  c. CompTIA A+® (2010 to present recommended)
  d. CompTIA Project+® (2010 to present recommended)
  e. CISSP® certification (valid up until the expiration date)
  f. SSCP®
  g. EC-Council Ethical Hacking
  h. Cisco CCNA® Security
  i. A valid and current Project Management Professional certification from the Project Management Institute

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Notes:

- If the IT-specific requirements are not noted in the official bachelor's or master's transcript, you must provide official copies of your undergraduate transcripts that show the appropriate coursework.
- The verification of the 2-years work experience needs to be sent to the university via formal resume/CV.
- Preadmission courses completed at the undergraduate level must be graded C or better; B or better at the graduate level.

Please visit our AMU (https://www.amu.apus.edu/admissions/graduate-requirements.html) or APU (https://www.apu.apus.edu/admissions/graduate-requirements.html) graduate admission page for more information on institutional admission requirements.

Need help?

If you have questions regarding a program's admission requirements, please contact an admissions representative at 877-755-2787 or info@apus.edu.

Degree at a Glance

Code	Title	Semester Hours
Core Requirements		18
Select one of the following concentrations:		15
Digital Forensics (p. 213)		
Information Assurance and Security (p. 213)		
IT Project Management (p. 214)		
Final Program Requirements		3
Total Semester Hours		36

Degree Program Requirements

Core Requirements (18 semester hours)

Code	Title	Semester Hours
INFO531	Management Information Systems [1]	3
ITCC500	Research Methods in Information Systems and Technology	3
INFO620	Enterprise Database Systems	3
ISSC640	Computer Networks and Data Systems	3
ISSC680	Information Security Management	3
ITMG624	Information Technology Project Management	3
Total Semester Hours		18

[1] Required as the first course in this program.

Students must choose a concentration for this degree program and may select from the Concentration in Digital Forensics, Concentration in Information Assurance and Security, or Concentration in IT Project Management.

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.

Objectives

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)

Code	Title	Semester Hours
ISSC621	Computer Forensics	3
ISSC630	Advanced Cybercrime Analysis	3
ISSC631	Cyber Ethics: Privacy and Intellectual Property	3
ISSC650	Advanced Digital Forensics	3
ISSC651	Advanced eDiscovery	3
Total Semester Hours		15

Concentration in Information Assurance and Security (15 semester hours)

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

Objectives

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)

Code	Title	Semester Hours
ISSC641	Telecommunications and Network Security	3
ISSC642	Intrusion Detection and Incident Handling	3
ISSC660	Information Assurance	3
ISSC661	Information Assurance: Assessment and Evaluation	3
ISSC662	Information Assurance: Capability Maturity and Appraisals	3
Total Semester Hours		15

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.

Objectives

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)

Code	Title	Semester Hours
ITMG625	IT Project Management: Integration, Scope and Time	3
ITMG630	Project Management for e-Business	3
ITMG636	IT Project Management: Developing Project Schedule	3
ITMG637	IT Project Management: The Integrated Project Plan	3
ITMG638	IT Project Management: Execution, Monitoring and Control	3
Total Semester Hours		15

Final Program Requirements (3 semester hours)

Code	Title	Semester Hours
Select 1 course from the following:		3
ITCC697	Creative Project Capstone [1]	
ITCC698	Information Technology Capstone [1]	
Total Semester Hours		3

[1] Taken once all other requirements have been met.

Master of Science in Nursing

The mission of the American Public University System's Nursing Program is to *"provide quality, affordable, and accessible higher education for professional registered nurses to foster lifelong learning through a spirit of inquiry in order to prepare students for service and leadership roles in a diverse and global society."*

The Master of Science in Nursing program helps to prepare you to be an effective leader in the nursing profession and to be an agent of change in the delivery of health care. The transformational changes occurring in healthcare today make advanced nursing practice essential to the provision of safe, patient-centered care. As a nurse educator or nurse leader, you can help lead the change to move nursing into the future.

The master's degree program in nursing at APUS is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).

Note: This Master of Science in Nursing program is currently not open for admission to Tennessee residents or Washington State residents.

This program has specific admission requirements.

Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

- Apply the principles of ethical decision making to the practice of the master's prepared nurse.
- Demonstrate leadership skills to support safe nursing practices and continually improve patient-centered care.
- Advocate for healthcare policies that improve healthcare outcomes across the lifespan.
- Translate theoretical knowledge, research and evidence-based practice to influence the delivery of high-quality, safe care to diverse populations in a variety of settings.
- Apply data management principles in the delivery of cost-effective care to improve health outcomes.
- Analyze how healthcare policy and health care economics affect change within the healthcare system.
- Demonstrate effective inter-professional communication and collaboration to support safe and efficient coordination of care.
- Reflect on personal commitment to lifelong learning to gain the competencies needed to lead the provision of care in a complex and changing healthcare environment.

Programmatic Admission Requirements

This program is currently not open for admission to residents of Washington or Tennessee.

For this program, the following documentation is required and must be provided prior to course registration:

- Official transcripts showing a conferred Bachelor of Science in Nursing degree from a program accredited by: Commission on Collegiate Nursing Education (CCNE (https://www.aacnnursing.org)), Accreditation Commission for Education in Nursing (ACEN® (https://www.acenursing.org)), or Commission for Nursing Education Accreditation (CNEA® (http://www.nln.org/accreditation-services/the-nln-commission-for-nursing-education-accreditation-(cnea)))
- Current and active unencumbered registered nurse (RN) in state where practicums will be conducted
- Minimum cumulative Grade Point Average (GPA) 3.0 on a 4.0 scale for the baccalaureate nursing degree
- Successful completion of an undergraduate level statistics course with a "C" or higher
- Current resume/CV
- Signed statement of understanding (SOU)
- 500-600 word statement of purpose and goals for graduate education*

*Writing style should be scholarly and coherent with no grammatical errors. Provide in 500-600 words a description of relevant work experience, and clearly articulated reasons for applying to the master's program. Long-term goals or professional career aspirations should be included.

Note: You must complete this program within 5 years of starting your first nursing (NURS) course.

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Please visit our AMU (https://www.amu.apus.edu/admissions/graduate-requirements.html) or APU (https://www.apu.apus.edu/admissions/graduate-requirements.html) graduate admission page for more information on institutional admission requirements.

Need help?

If you have questions regarding a program's admission requirements, please contact an admissions representative at 877-755-2787 or info@apus.edu.

Degree at a Glance

Code	Title	Semester Hours
Core Requirements		15
Select one of the following concentrations:		17-18
Community and Public Health Nursing (p. 218)		
Nurse Educator Track (p. 218)		
Nurse Leader Track (p. 219)		
Final Program Requirements		3-4
Total Semester Hours		36

Degree Program Requirements

Core Requirements (15 semester hours)

Code	Title	Semester Hours
NURS502	Population-Based Healthcare [1]	3
NURS500	Research and Evidence-Based Practice	3
NURS504	Informatics and Technology	3
NURS505	Healthcare Systems and Health Policy	3
NURS507	Leadership for the Master's Prepared Nurse	3
Total Semester Hours		15

[1] Required as the first course in this program.

Students must choose a concentration for this degree program and may select from the Concentration in Community and Public Health Nursing, Concentration in Nurse Educator Track or Concentration in Nurse Leader Track concentrations.

Concentration in Community and Public Health Nursing (17 semester hours)

The community/public health nursing concentration prepares nurses to serve, protect, and promote the health of communities locally and globally through the application of three core functions of public health: assessment, policy development, and assurance. Students are taught to serve as change agents practicing with a justice approach that is collaborative, promotes health and equity, and engages community gatekeepers and stakeholders. Graduates are equipped to analyze determinants of health using epidemiological data and other evidence. They are also prepared to apply social and behavioral science theories, models, and principles to develop or improve programs to address public health issues and to promote public health policies, programs, and resources that improve health outcomes.

Objectives

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

- Analyze social determinants of health that affect the health of a community.
- Evaluate prevention strategies of communities to identify opportunities for improvement in health and disease prevention of vulnerable populations.
- Enhance the health of a vulnerable population through interprofessional coordination, planning, development, implementation, and evaluation of a public health nursing intervention for a selected community.

Concentration Requirements (17 semester hours)

Code	Title	Semester Hours
PBHE520	Biostatistics with Lab	4
PBHE527	Social and Behavioral Aspects of Health	3
PBHE550	Research Methods in Public Health	3
PBHE607	Epidemiology	3
NURS654	Program Development and Evaluation in Community and Public Health Nursing	4
Total Semester Hours		17

Concentration in Nurse Educator Track (18 semester hours)

Looks at curriculum, instruction, and assessment in nursing education with a focus on teaching and evaluations for nurse educators.

Objectives

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

- Apply programmatic objectives to the nurse educator role in clinical or academic settings.
- Create educational and curricular materials for a variety of audiences.
- Evaluate effectiveness of teaching strategies and modalities.

Concentration Requirements (18 semester hours)

Code	Title	Semester Hours
NURS601	Advanced Health Assessment	3
NURS604	Advanced Pathophysiology and Pharmacology	3
NURS606	Nursing Curriculum Development, Assessment and Evaluation	3
NURS610	Learner-Centered Teaching Methodologies	3

NURS620	Educational Assessment and Evaluation for Nurse Educators	3
NURS695	Practicum in Nursing Education	3
Total Semester Hours		18

Concentration in Nurse Leader Track (18 semester hours)

Offers a focus in leadership, human resource management, and operational quality. Healthcare business and finance are also covered.

Objectives

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

- Apply programmatic objectives to the role of the nurse leader.
- Advocate for business practices that promote healthcare quality and patient safety.
- Synthesize knowledge of key business and human resources practices to lead healthcare teams.

Concentration Requirements (18 semester hours)

Code	Title	Semester Hours
HCAD650	The Business of Healthcare	3
HCAD651	Healthcare Finance	3
HCAD652	Operational Quality in Healthcare	3
HCAD605	Human Resource Management in Healthcare	3
HCAD520	Legal and Ethical Aspects of Healthcare Administration	3
NURS696	Practicum in Nursing Leadership	3
Total Semester Hours		18

Final Program Requirements (3-4 semester hours)

Code	Title	Semester Hours
Select 1 course from the following:		3-4
NURS694	Community and Public Health Nursing Practicum with Capstone Project (4 semester hours) [1]	
NURS699	Evidence-Based Practice Capstone Project (3 semester hours) [2]	
Total Semester Hours		3-4

1 Taken once all other degree requirements have been met. Students who select a Concentration in Community and Public Health Nursing must take this course.

2 Taken once all other degree requirements have been met. Students who select a Concentration in Nurse Educator Track or Concentration in Nurse Leader Track must take this course.

Master of Science in Space Studies

The Master of Science in Space Studies is an interdisciplinary degree with concentrations in aerospace science, astronomy, or space policy. The curriculum for this online space studies program – originally designed by former NASA astronaut Dr. James Reilly, veteran of three shuttle missions and five spacewalks – offers in-depth research projects and prepares you to meet the challenges associated with humankind's exploration and usage of space.

Knowledge obtained from this program is useful preparation for a student to develop new skills often required for an aerospace operations engineer/technician, observatory telescope operator, planetarium astronomer, space industry administrator, space journalist, or military space systems specialist.

Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

- Develop an appreciation of the foundations and importance of space studies in the role of human space exploration/understanding of the cosmos.
- Analyze quantitative and qualitative research and statistical data related to the support of aerospace science, astronomy, or space policy concepts.
- Assess the history, chronology, and concepts for placing manned and unmanned vehicles in space.
- Evaluate the importance of remote sensing satellites used to observe our Earth and other celestial bodies in the Solar System.
- Synthesize the psychological and physiological elements necessary to support human life in the space environment, including spacesuit design/development.

Degree at a Glance

Code	Title	Semester Hours
Core Requirements		15
Select one of the following concentrations:		18
Aerospace Science (p. 221)		
Astronomy (p. 221)		
Earth and Planetary Sciences (p. 222)		
Space Policy (p. 223)		
Final Program Requirements		3
Total Semester Hours		36

Degree Program Requirements

Core Requirements (15 semester hours)

Code	Title	Semester Hours
SPST501	Introduction to Space Studies [1]	3
SPST500	Research Methods in Space Studies	3
Select 3 courses from the following:		9
SPST503	Chronology of Space	

SPST504	Remote Sensing Satellites	
SPST619	The Psychology and Physiology of Space	
SPST690	Independent Study: Space Studies	
Total Semester Hours		15

[1] Required as the first course in this program.

Students must choose a concentration for this degree program and may select from the Concentration in Aerospace Science, Concentration in Astronomy, Concentration in Earth and Planetary Sciences, or Concentration in Space Policy.

Concentration in Aerospace Science (18 semester hours)

Provides an in-depth study in the discipline, with emphasis in both aircraft and spacecraft design/operations. Students take courses with comprehensive overviews of such topics as aircraft propulsion, aerodynamics and, aircraft design in addition to learning about orbital mechanics, rocket propulsion, and spacecraft design.

Objectives

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

- Categorize the laws of orbital mechanics -- calculate and illustrate the effects that gravity has on two-body mechanics including spacecraft maneuvers such as transfer orbits and rendezvous.
- Apply scientific principles and calculate problems related to aircraft propulsion systems.
- Examine liquid and solid rocket propulsion fundamentals including propellants, combustion principles, components, and general turbo-pump, and motor design.
- Assess the development, technology, and importance of satellite communications in our modern technological society.
- Synthesize the fundamentals of aerodynamics and aircraft / spacecraft design, building upon past and current technology to shape innovations for the future.

Concentration Requirements (18 semester hours)

Code	Title	Semester Hours
SPST502	Introduction to Orbital Mechanics	3
SPST611	Aircraft Propulsion Systems	3
SPST612	Rocket Propulsion	3
SPST613	Satellite Communications	3
SPST615	Aerodynamics	3
SPST616	Aircraft Design	3
Total Semester Hours		18

Concentration in Astronomy (18 semester hours)

A diverse range of courses provide an inclusive synopsis of astronomy – from the Solar System to stars and galaxies. You will learn about astronomical instrumentation, with the opportunity to access the university's observatory and the PlaneWave CDK24 robotic telescope.

Objectives

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

- Demonstrate an in-depth understanding of Solar System -- including planets, comets, asteroids, and meteorites.
- Analyze the celestial objects found beyond our Solar System: stars, exoplanets, galaxies, and possible extraterrestrial life.
- Evaluate the geology of the Moon and Mars as related to their significance for near future human exploration of the Solar System.
- Critique the various configurations of telescopes and their use in the exploration of all types of electromagnetic radiation – from radio waves to gamma rays.
- Synthesize the history of astronomy, from ancient Greece to our modern cosmological model of the universe.

Concentration Requirements (18 semester hours)

Code	Title	Semester Hours
SPST630	Planetary and Solar System Studies	3
SPST631	Astrophysical Studies	3
SPST632	Lunar Geology	3
SPST633	Astronomical Instrumentation	3
SPST634	Comets, Asteroids and Meteorites	3
SPST635	History of Astronomy	3
Total Semester Hours		18

Concentration in Earth and Planetary Sciences (18 semester hours)

The Earth and Planetary Sciences concentration is designed to provide students with an in-depth overview of our Solar System. Topics covered include planetary geology, with special emphasis on geology of the Moon and Mars. Small Solar System objects such as natural satellites, planetary rings, comets, and asteroids are also considered. Students study the origin of atmospheres on the Earth, Venus, Mars, and Saturn's moon Titan. Planetary mapping techniques and GIS fundamentals are considered in this concentration as well.

Objectives

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

- Use the scientific method and scientific tools to solve programs related to the Earth and planets.
- Identify the process and features associated with the Earth and planetary interiors, landscapes, oceans, and atmospheres.
- Demonstrate a comprehensive understanding of the interrelated physical, chemical, and geological processes operating on the Earth and other planets.
- Present earth and planetary science information clearly, in multiple formats (written, oral, graphically).
- Analyze the origin, composition, and nature of planetary atmospheres.
- Explain how terrestrial moons and planets are mapped utilizing state-of-the-art GIS techniques.
- Demonstrate good scientific ethics.

Concentration Requirements (18 semester hours)

Code	Title	Semester Hours
SPST650	Fundamentals of Earth and Planetary Sciences	3
SPST651	Planetary Geology	3
SPST652	Geology of the Moon and Mars	3
SPST653	Small Bodies of the Solar System	3
SPST654	Planetary Mapping	3

SPST655	Planetary Atmospheres	3
Total Semester Hours		18

Concentration in Space Policy (18 semester hours)

The program helps to cultivate leaders in the space industry, not only in NASA, but in the commercial realm of space operations. This concentration is ideal if you already have an administrative or business background. Coursework includes space diplomacy and law, space operations and organizations, as well as the historical, political, economic, legal, commercial, scientific, and technical challenges comprising this complex and rapidly changing discipline.

Objectives

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

- Examine the political and commercial significance of major national and international space missions, projects, and operations.
- Evaluate organizations that are critical to the success of the technological advance of space infrastructure in the United States.
- Assess the status of space cooperation and diplomacy between various space faring nations.
- Synthesize space laws and how the governing institutions affect applications, such as remote sensing, communications, navigation, launch services, satellite exports, and arms control.

Concentration Requirements (18 semester hours)

Code	Title	Semester Hours
SPST621	Current and Emerging Space Powers	3
SPST622	Space Policy	3
SPST623	National Space Organization	3
SPST628	Space Operations Structure and Design	3
SPST640	Space Cooperation and Diplomacy	3
SPST671	Space Law	3
Total Semester Hours		18

Final Program Requirements (3 semester hours)

Code	Title	Semester Hours
Select 1 course from the following:		3
SPST695	Space Studies Capstone Portfolio [1]	
SPST699	Space Studies Capstone [1]	
Total Semester Hours		3

[1] Taken once all other requirements have been met.

Master of Science in Sports and Health Sciences

The Master of Science in Sports and Health Sciences studies the physical, physiological, psychological, and functional adaptations of humans. This online master's degree helps to develop your critical thinking skills and provides the scientific principles you'll need to help varied populations optimize sports performance and reach athletic, fitness, and general health goals. Physical fitness and health and wellness employers seek experienced professionals with extensive knowledge of nutrition, fitness training, and changes in fitness technology to help individuals improve functionality and quality of life.

Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

- 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 at a Glance

Code	Title	Semester Hours
Core Requirements		21
Select one of the following concentrations:		12
General Concentration (p. 225)		
Exercise and Chronic Disease (p. 225)		
Exercise Science and Human Performance (p. 226)		
Health and Wellness Management (p. 226)		
Final Program Requirements		3
Total Semester Hours		36

Degree Program Requirements

Core Requirements (21 semester hours)

Code	Title	Semester Hours
SPHS501	Advanced Exercise and Sport Physiology [1]	3
SPHS505	Sport Psychology	3
SPHS511	Critical Thinking in the Sports and Health Industries	3
SPHS500	Statistics for Sports and Health Sciences	3
SPHS502	Motor Learning	3

SPHS503	Nutrition for Sports Performance	3
SPHS504	Advanced Methods of Strength and Conditioning	3
Total Semester Hours		21

[1] Required as the first course in this program.

Students must choose a concentration for this degree program and may select from a General Concentration, Concentration in Exercise and Chronic Disease, Concentration in Exercise Science and Human Performance, or Concentration in Health and Wellness Management.

General Concentration Requirements (12 semester hours)

This general concentration allows you to select from all the concentration courses offered within this program, enabling you to create your own focused area of study.

Concentration Requirements (12 semester hours)

Code	Title	Semester Hours
Select 4 courses from the following:		12
SPHS506	Essentials of Human Performance and Exercise Science	
SPHS507	Advanced Biomechanics	
SPHS508	Current Topics in Exercise Science and Human Performance	
SPHS509	Optimal Sports Performance	
SPHS510	Ethical and Leadership Principles of Health and Wellness Management	
SPHS520	Current Topics in Health and Wellness Management	
SPHS530	Program Design for Health and Wellness Management	
SPHS540	Health and Wellness Coaching and Behavior Change	
Total Semester Hours		12

Concentration in Exercise and Chronic Disease (12 semester hours)

With growing evidence that exercise and activity can help alleviate the burden of chronic disease, it is important for Health and Fitness Professionals to understand the positive effects of exercise on chronic diseases. This concentration will prepare the learner to design and implement fitness programs for individuals and groups who suffer from one or more chronic diseases. Students will learn the role of fitness professionals in the healthcare continuum, be able to recognize the signs and symptoms of common chronic diseases, and design and implement fitness programs for individuals who suffer from common chronic diseases.

Objectives

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

- Analyze effects of exercise and activity on health and chronic diseases
- Evaluate the roles and limitations of fitness professionals in the healthcare continuum
- Create safe and effective fitness programs for those suffering the effects of chronic diseases using industry best practices
- Utilize critical thinking skills to synthesize relevant knowledge to implement fitness programs for individuals who suffer from common chronic diseases.

Concentration Requirements (12 semester hours)

Code	Title	Semester Hours
SPHS506	Essentials of Human Performance and Exercise Science	3
SPHS507	Advanced Biomechanics	3
SPHS525	Exercise for Chronic Disease: Musculoskeletal Concerns	3
SPHS535	Exercise for Chronic Disease: Physiological Concerns	3
Total Semester Hours		12

Concentration in Exercise Science and Human Performance (12 semester hours)

The Exercise Science and Human Performance concentration is a scientific study of the concepts and applications designed to appraise and enhance athletic performance for researchers and practitioners. Students will develop skills to effectively assess and evaluate exercise and human performance through test administration and program design. Course content focuses on factors influencing health and performance; including adaptations to exercise, biomechanics, nutrition, testing and evaluation, exercise techniques, exercise prescription, and psychological aspects of performance.

Objectives

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

- Design an individualized exercise prescription using results from fitness and exercise testing and evaluation.
- Analyze the functional anatomy of the lower and upper extremities during exercise and human performance.
- Synthesize sports nutrition and supplementation findings into recommendations for professional practice.
- Assess concepts associated with functional movements as they pertain to integrated training.
- Generate mental training strategies to improve an athlete's performance.

Concentration Requirements (12 semester hours)

Code	Title	Semester Hours
SPHS506	Essentials of Human Performance and Exercise Science	3
SPHS507	Advanced Biomechanics	3
SPHS508	Current Topics in Exercise Science and Human Performance	3
SPHS509	Optimal Sports Performance	3
Total Semester Hours		12

Concentration in Health and Wellness Management (12 semester hours)

The Health and Wellness Management concentration helps give students the knowledge to design and implement wellness programs. Students will develop skills to effectively design and manage health and wellness programs for individual clients and corporate settings. Course content focuses on topics crucial to effective fitness leadership and quality management in health and wellness occupations.

Objectives

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

- Implement programs for exercise, nutrition, and lifestyle change in designing health and wellness programs for clients in private, community, and corporate settings.
- Construct an ethical and leadership philosophy for managing a corporate wellness facility and program.

- Evaluate the role of healthier fitness, nutrition, and lifestyle habits have on disease prevention, general health, and overall well-being.
- Hypothesize solutions to current challenges facing the fitness, wellness, and healthcare industries.

Concentration Requirements (12 semester hours)

Code	Title	Semester Hours
SPHS510	Ethical and Leadership Principles of Health and Wellness Management	3
SPHS520	Current Topics in Health and Wellness Management	3
SPHS530	Program Design for Health and Wellness Management	3
SPHS540	Health and Wellness Coaching and Behavior Change	3
Total Semester Hours		12

Final Program Requirements (3 semester hours)

Code	Title	Semester Hours
SPHS697	Sports and Health Sciences Capstone [1]	3
Total Semester Hours		3

[1] Taken once all other requirements have been met.

Master of Science in Sports Management

The Master of Science in Sports Management provides you with an improved understanding of sports administration, coaching theory and strategy, and business skills such as marketing, promotion, public relations, and finance. In the sports and fitness fields, employees with advanced business skills and sports-related knowledge are highly sought after to help advance the success of athletic programs and individuals.

Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

- Apply management theory and managerial leadership concepts to contemporary sports industry practices.
- 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.
- Integrate economic decision making and advanced finance theory and concepts to sports and sports-related enterprises as it relates to sports in contemporary society.
- Implement 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.
- Examine ethical and legal concepts in a sport context relative to governance, gender equity, and managerial leadership and decision making within an athletic department or organization.

Degree at a Glance

Code	Title	Semester Hours
Core Requirements		18
Select one of the following concentrations:		9
Coaching Theory and Strategy (p. 229)		
Interscholastic Athletic Administration (p. 229)		
Sports Business Leadership (p. 230)		
Final Program Requirements		3
Total Semester Hours		30

Degree Program Requirements

Core Requirements (18 semester hours)

Code	Title	Semester Hours
SPMT502	The Sports Industry [1]	3
SPMT601	History, Culture, and Social Contexts of Sport	3
SPMT608	Sports Law	3
SPMT609	Sports Marketing, Promotion, and Public Relations	3
SPMT610	Sports Finance	3
SPMT612	Sports Event Management	3
Total Semester Hours		18

[1] Required as the first course in this program.

Students must choose a concentration for this degree program and may select from the Concentration in Coaching Theory and Strategy, Concentration in Interscholastic Athletic Administration, or Concentration in Sports Business Leadership.

Concentration in Coaching Theory and Strategy (9 semester hours)

Explores the strengths, weaknesses, and multiple roles of a successful coach in contemporary sports, including an analysis of the leadership style. Focuses on the contrasting responsibilities of a coach and assistant coaches and the levels of coaching relevant to these roles, as well as current ethical, management, and controversial issues in the field.

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 (9 semester hours)

Code	Title	Semester Hours
SPMT605	Coaching Leadership	3
SPMT606	Techniques in Coaching Strategy	3
SPMT614	Coaching Theory, Methods, and Issues	3
Total Semester Hours		9

Concentration in Interscholastic Athletic Administration (9 semester hours)

Analyzes the complexities of sports administration from an interscholastic context. Evaluates the role of stakeholders in the sports industry, such as associations, the community, and administration, as well as various administration styles and a comprehensive sports event management plan that includes promotions, leadership, human resources, and financial aspects.

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 an interscholastic 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 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 (9 semester hours)

Code	Title	Semester Hours
SPMT620	Leadership and Management in Sport	3
SPMT603	High School Athletic Administration	3
SPMT650	Legal Issues in High School Athletic Administration	3
Total Semester Hours		9

Concentration in Sports Business Leadership (9 semester hours)

Examines the rapidly-growing and global sports business industry with an emphasis on leadership. Designed to develop the skills and effectiveness of future leaders interested in managing individuals, teams, and sport organizations. This specialization in sports business leadership studies critical topics within the industry including courses specifically focused on sports leadership, entrepreneurship, and sales and promotions Designed for those interested in professional, interscholastic or recreational leadership positions.

Objectives

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

- Identify leadership styles and strengths and take steps to improve personal leadership capacity
- Implement practices necessary to build highly effective teams.
- Apply theory to real-world problems.
- Develop the capacity to understand and analyze sport organization realities from multiple perspectives.
- Examine the leadership, management, scheduling, and financial issues associated with running a successful athletics program.
- Develop the ability to be creative and entrepreneurial in thinking and application.

Concentration Requirements (9 semester hours)

Code	Title	Semester Hours
SPMT613	Sports Entrepreneurship	3
SPMT620	Leadership and Management in Sport	3
SPMT630	Sales and Promotions in Sport	3
Total Semester Hours		9

Final Program Requirements (3 semester hours)

Code	Title	Semester Hours
Select 1 course from the following:		3
SPMT697	Sports Management Capstone [1]	
SPMT699	Sports Management Practicum and Integration Project [1]	
Total Semester Hours		3

[1] Taken once all other requirements have been met.

RN to MSN

The mission of the American Public University System's Nursing Program is to *"provide quality, affordable, and accessible higher education for professional registered nurses to foster lifelong learning through a spirit of inquiry in order to prepare students for service and leadership roles in a diverse and global society."*

The online RN to MSN degree provides Associate and diploma degree prepared Registered Nurses an accelerated pathway to obtaining a Master of Science in Nursing degree while also obtaining a Bachelor of Science degree in nursing. The RN to MSN degree is designed to facilitate the immediate and lifelong professional and personal development needs of Registered Nurses in the three areas of Practitioner, Scientist and Leader. Graduates of the RN to MSN program develop the skills often needed to be agents of change in today's rapidly transforming healthcare industry.

The RN to MSN degree program at APUS is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).

Note: This RN to MSN program is currently not open for admission to Tennessee residents or Washington State residents.

*At this time, this program is not eligible for military t*uition assistance; please speak with your admissions representative on other financial solutions.

This program has specific admission requirements.

Degree Program Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

- Improve performance in the professional nursing role by developing leadership, management, sound clinical judgment, and communication skills to promote the health of individuals, families, and communities.
- Utilize evidence-based clinical practice guidelines and leadership principles to promote a culture of safety and achieve outcomes that are grounded in institutional values and professional ethics.
- Apply informatics and healthcare technologies to access critical information, to collaborate with other professionals, and to facilitate optimal patient-centered care.
- Apply scientific principles and the nursing process to evaluate responses to therapies and changes in patient health status.
- Integrate knowledge of human and organizational behavior to lead teams and to promote cultures of safety.
- Analyze the impact of financial, regulatory, and political decisions on local, national and global health outcomes.
- Synthesize knowledge of ethical, socioeconomic, and cultural factors to decrease health disparities, to advocate for diverse populations and to provide culturally relevant healthcare to individuals, groups and communities.
- Employ a spirit of inquiry to embrace the value of lifelong learning and to participate in professional activities that promote and shape the future of nursing.
- Apply the principles of ethical decision making to the practice of the master's prepared nurse
- Demonstrate leadership skills to support safe nursing practices to continually improve patient-centered care.
- Advocate for healthcare policies that improve healthcare outcomes across the lifespan.
- Apply data management principles in the delivery of cost-effective care to improve health outcomes.
- Analyze how healthcare policy and health care economics affect change within the healthcare system.
- Demonstrate effective inter-professional communication and collaboration to support safe and efficient coordination of care.
- Reflect on personal commitment to lifelong learning to gain the competencies needed to lead the provision of care in a complex and changing healthcare environment.

Programmatic Admission Requirements

To apply to this program, you must hold the following:

- Associate degree or diploma from an accredited or board approved institution in nursing.
- Current, active, unencumbered registered nursing (RN) license
- Minimum GPA of 3.0
- Signed statement of understanding
- Current resume/CV
- 500-600 word statement of purpose and goals for this master's program

Note: This program is not currently open for admission to residents of Washington or Tennessee.

Please visit our AMU (https://www.amu.apus.edu/admissions/graduate-requirements.html) or APU (https://www.apu.apus.edu/admissions/graduate-requirements.html) graduate admission page for more information on institutional admission requirements.

Need help?

If you have questions regarding a program's admission requirements, please contact an admissions representative at 877-755-2787 or info@apus.edu.

Degree at a Glance

Code	Title	Semester Hours
General Education Requirements		30
Registered Nurse License		30
Major Required		30
Elective Requirements		27
Final Program Requirements (BSN)		3
Select one of the following concentrations:		23-24
Community and Public Health Nursing (p. 236)		
Nurse Educator Track (p. 237)		
Nurse Leader Track (p. 238)		
Final Program Requirements (MSN)		3-4
Total Semester Hours		147

Degree Program Requirements

General Education Requirements (30 semester hours)

Code	Title	Semester Hours
Arts and Humanities (6 semester hours)		
Select 2 courses from the following: [1]		6
ARAB100	Arabic I	
ARAB101	Arabic II	
ARTH200	Art Appreciation	
ARTH241	Film and Literature	
DSIN141	Image Enhancement using Adobe Photoshop	
FREN100	French I	

FREN101	French II	
GERM100	German I	
GERM101	German II	
JAPN100	Introduction to Japanese	
LITR215	Literature of American Encounters, Revolution, and Rebellion	
LITR218	From Abolition to #MeToo: Literature of the American Civil Rights Movement	
LITR222	Pivotal Figures in Early British Literature	
LITR225	British Literature from Wordsworth through the Wasteland	
LITR231	Leadership in World Literature: Antiquity to the Early Modern Period	
LITR233	Literature of the Newly Globalized World: The Individual's Struggle to Adapt	
MUSI200	Music Appreciation	
MUSI250	World Music and Cultures	
PHIL101	Introduction to Philosophy	
PHIL110	Critical Thinking	
PHIL200	Introduction to Ethics	
PHIL202	Philosophy of Science	
PORT100	Introduction to Brazilian Portuguese	
RELS201	Introduction to World Religions	
RUSS100	Russian I	
SPAN100	Spanish I	
SPAN101	Spanish II	
STEM270	Thinking and Acting Ethically	
Civics, Political and Social Sciences (6 semester hours)		
Select 2 courses from the following: [1]		6
ANTH100	Introduction to Anthropology	
ANTH202	Introduction to Cultural Anthropology	
CHFD220	Human Sexuality	
COMM211	Social Media and Society	
COMM240	Intercultural Communication	
ECON101	Microeconomics	
ECON102	Macroeconomics	
EDUC200	Humane Education: A Global Interdisciplinary Perspective	
GEOG101	Introduction to Geography	
HOSP110	Practical Food Safety and Awareness	
IRLS210	International Relations I	
LITR212	Forgotten America--Under Represented Cultures in American Literature	
LITR235	Four Points of the Compass: Culture and Society Around the World	
POLS101	Introduction to Political Science	
POLS210	American Government I	
PSYC101	Introduction to Psychology	
SOCI111	Introduction to Sociology	
SOCI212	Social Problems	
SOCI220	American Popular Culture	
STEM280	Exploring Society and Cultures via Science Fiction	
Communication: Writing, Oral, and Multimedia (9 semester hours)		

COMM120	Information and Digital Literacy	3
ENGL110	Making Writing Relevant	3
Select 1 course from the following:		3
COMM200	Public Speaking	
ENGL101	Proficiency in Writing	
ENGL115	Argumentation and Rhetoric	
ENGL210	Introduction to Literature	
ENGL220	Technical Writing	
ENGL221	Scientific Writing	
ENGL226	Effective Business Communication	
HRMT101	Human Relations Communication	
IRLS200	Information Literacy and Global Citizenship	
ITCC231	Introduction to Information Technology Writing	
MGMT100	Human Relations	
History (3 semester hours)		
Select 1 course From the following:		3
HIST101	American History to 1877	
HIST102	American History since 1877	
HIST111	World Civilization before 1650	
HIST112	World Civilization since 1650	
HIST121	Western Civilization before The Thirty Years War	
HIST122	Western Civilization since The Thirty Years War	
HIST221	African-American History before 1877	
HIST222	African-American History since 1877	
HIST223	History of the American Indian	
HIST270	History of Science	
STEM185	The History and Context of STEM	
Mathematics (3 semester hours)		
MATH120	Introduction to Statistics	3
Natural Sciences (3 semester hours)		
Select 1 course from the following:		3
BIOL180	Introduction to Biology	
BIOL181	Introduction to Human Anatomy and Physiology	
CHEM180	Introduction to Chemistry	
ERSC180	Introduction to Meteorology	
ERSC181	Introduction to Geology	
EVSP180	Introduction to Environmental Science	
PHYS180	Introduction to Physics	
SPST180	Introduction to Astronomy	
STEM100	Introduction to STEM Disciplines	
Total Semester Hours		30

[1] All literature courses require successful completion of ENGL101 - Proficiency in Writing or ENGL110 - Making Writing Relevant.

Registered Nurse License (30 semester hours)

Code	Title	Semester Hours
Current active, unencumbered registered nursing license		30
Total Semester Hours		30

Major Required (30 semester hours)

Code	Title	Semester Hours
NURS300	Professional Transitions in Nursing	3
NURS310	Assessment, Evaluation and Clinical Decision-Making	3
NURS315	Pathophysiology and Clinical Pharmacology	3
NURS340	Science of Evidence-Based Practice	3
NURS400	Emerging Scholarship and Trends in Healthcare	3
NURS401	Caring for Today's Veterans	3
NURS421	Community Health I	3
NURS502	Population-Based Healthcare [1]	3
NURS504	Informatics and Technology [1]	3
NURS507	Leadership for the Master's Prepared Nurse [1]	3
Total Semester Hours		30

[1] NURS502, NURS504, NURS507 may not be taken until all courses, except NURS498, have been completed.

Elective Requirements (27 semester hours)

Select any courses that have not been used to fulfill major requirements. Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

Final Program Requirements (BSN) (3 semester hours)

Code	Title	Semester Hours
NURS498	Senior Seminar in Nursing Studies (Must have a 'B' or better and to be taken as the last course before conferral) [1]	3
Total Semester Hours		3

[1] Prerequisite: Senior Standing and completion of all major courses prior to enrollment.

Total Degree Requirements for BSN Conferral = 120

Concentration in Community and Public Health Nursing (23 semester hours)

The community/public health nursing concentration prepares nurses to serve, protect, and promote the health of communities locally and globally through the application of three core functions of public health: assessment, policy development, and assurance. Students are prepared to serve as change agents practicing with a justice approach that is collaborative, promotes health and equity, and engages community gatekeepers and stakeholders. Graduates are equipped to analyze determinants of health using epidemiological data and other evidence. They are also prepared to

apply social and behavioral science theories, models, and principles to develop or improve programs to address public health issues and to promote public health policies, programs, and resources that improve health outcomes.

Objectives

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

- Analyze social determinants of health that affect the health of a community.
- Evaluate prevention strategies of communities to identify opportunities for improvement in health and disease prevention of vulnerable populations.
- Enhance the health of a vulnerable population through interprofessional coordination, planning, development, implementation, and evaluation of a public health nursing intervention for a selected community

Concentration Requirements (23 semester hours)

Code	Title	Semester Hours
NURS500	Research and Evidence-Based Practice	3
NURS505	Healthcare Systems and Health Policy	3
PBHE520	Biostatistics with Lab	4
PBHE527	Social and Behavioral Aspects of Health	3
PBHE550	Research Methods in Public Health	3
PBHE607	Epidemiology	3
NURS654	Program Development and Evaluation in Community and Public Health Nursing	4
Total Semester Hours		23

Concentration in Nurse Educator Track (24 semester hours)

Looks at curriculum, instruction, and assessment in nursing education with a focus on teaching and evaluations for nurse educators.

Objectives

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

- Apply programmatic objectives to the nurse educator role in clinical or academic settings.
- Create educational and curricular materials for a variety of audiences.
- Evaluate effectiveness of teaching strategies and modalities.

Concentration Requirements (24 semester hours)

Code	Title	Semester Hours
NURS500	Research and Evidence-Based Practice	3
NURS505	Healthcare Systems and Health Policy	3
NURS601	Advanced Health Assessment	3
NURS604	Advanced Pathophysiology and Pharmacology	3
NURS606	Nursing Curriculum Development, Assessment and Evaluation	3
NURS610	Learner-Centered Teaching Methodologies	3
NURS620	Educational Assessment and Evaluation for Nurse Educators	3

NURS695	Practicum in Nursing Education	3
Total Semester Hours		24

Concentration in Nurse Leader Track (24 semester hours)

Offers a focus in leadership, human resource management, and operational quality. Healthcare business and finance are also covered.

Objectives

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

- Apply programmatic objectives to the role of the nurse leader.
- Advocate for business practices that promote healthcare quality and patient safety.
- Synthesize knowledge of key business and human resources practices to lead healthcare teams.

Concentration Requirements (24 semester hours)

Code	Title	Semester Hours
NURS500	Research and Evidence-Based Practice	3
NURS505	Healthcare Systems and Health Policy	3
HCAD605	Human Resource Management in Healthcare	3
HCAD650	The Business of Healthcare	3
HCAD651	Healthcare Finance	3
HCAD652	Operational Quality in Healthcare	3
HCAD520	Legal and Ethical Aspects of Healthcare Administration	3
NURS696	Practicum in Nursing Leadership	3
Total Semester Hours		24

Final Program Requirements (MSN) (3-4 semester hours)

Code	Title	Semester Hours
Select 1 course from the following:		3-4
NURS694	Community and Public Health Nursing Practicum with Capstone Project (4 semester hours) [1]	
NURS699	Evidence-Based Practice Capstone Project (3 semester hours) [2]	
Total Semester Hours		3-4

1 Taken once all other degree requirements have been met. Students who select a Concentration in Community and Public Health Nursing must take this course.

2 Taken once all other degree requirements have been met. Students who select a Concentration in Nurse Educator Track or Concentration in Nurse Leader Track must take this course.

Total Degree Requirements for MSN Conferral = 27

Graduate Certificates

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 are required to complete the minimum number of credit hours required of the program, regardless of course overlap between the certificate and degree program.

- *Accounting*
- *American History*
- *American Revolution*
- *Ancient and Classical History*
- *Athletic Administration*
- *Business Essentials for the Security Executive*
- *Civil War Studies*
- *Climate Change Awareness & Leadership*
- *Competitive Intelligence*
- *Counterintelligence*
- *Cybercrime*
- *Design Thinking*
- *Digital Forensics*
- *Emergency and Disaster Management*
- *Emergency Management Executive Leadership*
- *Environmental Hazard Mitigation and Restoration*
- *Environmental Planning and Design*
- *Environmental Risk Assessment*
- *Environmental Sustainability*
- *European History*
- *Executive Coaching*
- *Executive Law Enforcement Leadership*
- *Fish and Wildlife Management*
- *Global Environmental Management*
- *Homeland Security*
- *Human Capital Leadership*
- *Information Assurance*
- *Information Systems Security*
- *Intelligence Analysis*
- *Intelligence Studies*
- *IT Project Management*
- *Joint Warfare*
- *K-6 STEAM (STEM and the Arts)*
- *K-12 Athletic Administration*
- *K-12 Online Learning*
- *K-12 Reading and Differentiated Instruction* (p. 283)
- *K-12 Virtual School Administration*
- *Leadership and Logistics*
- *Life Coaching*

- *Logistics Management*
- *Middle Eastern Studies*
- *National Security Studies*
- *Natural Resource Management*
- *Neuroleadership*
- *Nonprofit Management*
- *Nursing Education*
- *Nursing Leadership*
- *Organizational Crisis Management*
- *Organizational Management*
- *Professional Science Management*
- *Security Management*
- *Space Studies*
- *Sports Management*
- *Strategic Leadership*
- *Terrorism Studies*
- *World War II Studies*

Graduate Certificate - Accounting

The graduate certificate in Accounting is designed to provide professional development opportunities for mid-career accounting professionals in industry, consulting, and government. This online graduate program is designed to enhance your existing accounting knowledge through better understanding of advanced accounting topics. This online certificate program also offers you the opportunity to potentially fulfill the education requirements to sit for the Certified Public Accountant (CPA) exam.

Neither taking this program nor sitting for and passing the CPA exam will guarantee licensure in a state. State requirements differ and students must check with their State Board of Accountancy to determine specific requirements in their state before enrolling in this program. APUS has not determined whether this course will meet any particular state's professional licensure requirements. For further professional licensure information, please see State Requirements listed on the AMU (https://www.amu.apus.edu/academic/schools/business/certificate-ug/cpa-examination-preparation.html) or APU (https://www.apu.apus.edu/academic/schools/business/certificate-ug/cpa-examination-preparation.html) program page.

This program has specific admission requirements.

Certificate Objectives

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

- Demonstrate the ability to apply and synthesize the functional areas of accounting to make sound business decisions.
- Access, utilize, and evaluate accounting information in business decision-making.
- Apply accounting methodology, analytical, and critical thinking skills to evaluate information, solve problems and make sound decisions.
- Develop effective communication skills in various multimedia forms.
- Demonstrate knowledge and application of prescribed accounting ethics codes and behaviors.

Programmatic Admission Requirements

You will need to provide an official transcript of your completed bachelor's or master's degree showing proof of completion of this required coursework:

- Auditing: 3 credit hours
- Cost Accounting or Managerial Accounting: 3 credit hours
- Individual Federal Taxation: 3 credit hours
- Intermediate Accounting: 6 credit hours

Pre-admission courses must be grade C or better at the undergraduate level; B or better at the graduate level.

You will be required to submit a signed statement of understanding (SOU) to enroll in this program.

Please visit our AMU (https://www.amu.apus.edu/admissions/graduate-requirements.html) or APU (https://www.apu.apus.edu/admissions/graduate-requirements.html) graduate admission page for more information on institutional admission requirements.

Need help?

If you have questions regarding a program's admission requirements, please contact an admissions representative at 877-755-2787 or info@apus.edu.

Certificate Requirements (18 semester hours)

Code	Title	Semester Hours
ACCT608	Financial Reporting & Analysis	3
ACCT610	Advanced Accounting	3
ACCT695	Accounting Theory and Concepts	3
Select 3 courses from the following:		9
ACCT612	International Accounting	
ACCT615	Individual Tax Research and Planning	
ACCT617	Advanced Cost Accounting	
ACCT616	Advanced Federal Taxation	
ACCT620	Forensic Accounting	
Total Semester Hours		18

Graduate Certificate - American History

The graduate certificate in American history emphasizes the origins, content, and judicial interpretations of the U.S. Constitution as well as the history of our popular culture from the Revolutionary War to the modern era. The curriculum goes beyond just facts and dates by investigating the cultural norms, socioeconomics, religious paradigms, and the foreign and domestic political upheaval that incited the American Revolution. For history buffs or professional historians and educators, this 6-course certificate offers you the opportunity to earn academic credit while studying American history entirely online.

Many university faculty members teaching these courses are published historians or military leaders who bring unique perspectives and relevant research into the classroom. You'll also connect and interact online with other students who share your enthusiasm for history.

Certificate Objectives

Upon successful 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)

Code	Title	Semester Hours
HIST520	Graduate Seminar in U.S. History	3
HIST553	History of Colonial America	3
HIST551	The American Revolution in Context	3
HIST657	Antebellum America: Prelude to the Civil War	3
HIST552	The Civil War: Seminal Event in American History	3
HIST555	The United States in the 20th Century	3
Total Semester Hours		18

Graduate Certificate - American Revolution

The graduate certificate in the American Revolution weighs the political, economic, and military factors that brought the British Empire to conflict against its former colony. From the British Stamp Act, to the Boston Tea Party, to American outcries against taxation without representation, this online program provides a deep understanding of the Revolutionary War and its enduring impact upon U.S. society and history.

Many university faculty members teaching our courses are published historians or military leaders who bring unique perspectives and relevant research into the classroom. You'll also connect and interact online with other students in your courses who share your enthusiasm for history.

Certificate Objectives

Upon successful 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)

Code	Title	Semester Hours
HIST551	The American Revolution in Context	3
MILH510	Studies in U.S Military History	3
MILH531	Strategy, Tactics & Leadership of the American Revolution	3
MILH532	British Perspective of the American Revolution	3
MILH536	The American Revolution	3
MILH637	The Seven Years War	3
Total Semester Hours		18

Graduate Certificate - Ancient and Classical History

The graduate certificate in Ancient and Classical History is designed for students interested in ancient and classical Greece and Roman history from their beginnings to the Age of Constantine. This online program emphasizes the medieval world in light of the changing social, political, and religious environments that led to the Renaissance. The growth of humanism, art, sculpture, architecture, market economies, city-states and monarchies of the Holy Roman Empire, and religious upheavals of Protestantism, Anabaptists, and Catholic Reformation are examined.

Certificate Objectives

Upon successful 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)

Code	Title	Semester Hours
HIST510	Graduate Seminar in World History	3
HIST531	The Greek Civilization	3
HIST532	The Roman Republic and Empire	3
HIST533	Late Antiquity and Byzantium	3
HIST534	Medieval Europe	3
HIST535	Renaissance and Reformation	3
Total Semester Hours		18

Graduate Certificate - Athletic Administration

The graduate certificate in Athletic Administration provides you with the fundamental skills often required in fields managing sports programs and facilities. The physical fitness and sports industries require knowledgeable, experienced leaders who are up to date with emerging health and fitness developments and capable of securing financial support for programs and facilities.

Certificate Objectives

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

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

Certificate Requirements (18 semester hours)

Code	Title	Semester Hours
SPMT608	Sports Law	3
SPMT603	High School Athletic Administration	3
SPMT612	Sports Event Management	3
SPMT613	Sports Entrepreneurship	3
SPMT620	Leadership and Management in Sport	3
SPMT630	Sales and Promotions in Sport	3
Total Semester Hours		18

Graduate Certificate - Business Essentials for the Security Executive

The graduate certificate in Business Essentials for the Security Executive is a concentrated program that bridges an education and skills gap for security officers who are required to manage personnel, budgets, and operations, but who may lack a business background. This certificate helps provide the skills often required in management and leadership professional responsibilities within public safety organizations including police, fire, and emergency management, as well as within security divisions for corporations, government contractors, or federal agencies. This online certificate is useful for graduate students in the security fields who want to expand their business management skills without committing to a degree program.

Certificate Objectives

Upon successful 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)

Code	Title	Semester Hours
SCMT511	Chief Security Officer Fundamentals [1]	3
BUSN620	Strategic Management	3
BUSN625	Applied Decision Making	3
ECON600	Managerial Economics	3
MGMT605	Leadership	3
MGMT610	Cross-Cultural Management	3
Total Semester Hours		18

[1] Required as the first course in this program.

Graduate Certificate - Civil War Studies

The graduate certificate in Civil War Studies is designed for students interested in the antebellum period, the Civil War years and Reconstruction era, and the social, cultural, economic, and political developments in the North and South. You will explore the operational command structure and campaign planning in relation to the evolution of tactical command and control at the various levels of the war. Special emphasis is placed on the analysis and synthesis of historical interpretations as presented in the writings of prominent and influential historians.

Many university faculty members teaching our courses are published historians or military leaders who bring unique perspectives and relevant research into the classroom. You'll also connect and interact online with other students who share your enthusiasm for history.

Certificate Objectives

Upon successful 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)

Code	Title	Semester Hours
HIST552	The Civil War: Seminal Event in American History	3
HIST657	Antebellum America: Prelude to the Civil War	3
HIST658	Reconstruction and Post-Civil War America	3
MILH510	Studies in U.S Military History	3
MILH541	Civil War Strategy and Tactics	3
MILH542	Civil War Command and Leadership	3
Total Semester Hours		18

Graduate Certificate - Climate Change Awareness & Leadership

In our graduate certificate in Climate Change Awareness and Leadership program, you will study climate and environmental change from an approved list of courses in leadership, management, planning, and analysis. You'll learn the science behind climate change and global warming and its various impacts on the environment and society. The certificate concludes with an end-of-program research project designed by you and your professor to help you integrate climate change and leadership theories into practical application.

Climate change is a critical area of study that will significantly influence the future of business, government, and environmental policy well into the 21st century. Many challenges and innovations lie ahead that require a new generation of leaders in the emergency and disaster management and environmental protection fields to be well versed in the science and the policies required to lead organizations and government through the coming challenges. Upon completion of the certificate, you will be able to present a portfolio of qualifications on ongoing and upcoming climate change impacts.

Certificate Objectives

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

- Assess the science behind climate change and global warming.
- Evaluate climate change impacts on the environment and society.
- Apply management and leadership skills appropriate to climate change adaptation.
- Integrate climate change theory into practical application through achievement of a major research project in the field.

Certificate Requirements (18 semester hours)

Code	Title	Semester Hours
EDMG665	Climate Change Adaptation	3
EDMG691	Climate Change Seminar [1]	3
EVSP628	Global Environmental Change	3
MGMT605	Leadership	3
Select 2 courses from the following:		6
EDMG560	Crisis Action Planning	
EVSP508	Environmental Ethics	
EVSP605	Energy Policy and Sustainability	
PADM530	Public Policy	
PADM610	Public Management	
PBHE526	Public Health and Environment	
Total Semester Hours		18

[1] To be taken as the last course in this program.

Graduate Certificate - Competitive Intelligence

The graduate certificate in Competitive Intelligence is designed to help you apply intelligence processes and procedures in the commercial community by providing foundational knowledge of intelligence analysis, counterintelligence, national security policy, corporate finance, and criminal intelligence. This online certificate is useful for graduate students who want to expand their knowledge of competitive intelligence without committing to a degree program.

Certificate Objectives

Upon successful 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)

Code	Title	Semester Hours
INTL616	Ethical Challenges in the Intelligence Community	3
LSTD517	Law, Ethics and Cybersecurity	3
SCMT538	Industrial Espionage	3
Select 3 courses from the following:		9
HLSS505	Security Risk Management	
INTL508	Intelligence Analysis	
INTL631	Criminal Intelligence Analysis	
INTL653	Deception, Propaganda and Disinformation	
ISSC642	Intrusion Detection and Incident Handling	
ISSC660	Information Assurance	
Total Semester Hours		18

Graduate Certificate - Counterintelligence

The graduate certificate in Counterintelligence is designed to increase your fundamental understanding of counterintelligence activity and the ongoing national security challenges faced by the U.S. and its allies. You'll study the current methods and future trends of counterintelligence as integrated into the intelligence process. The U.S. military, government, and law enforcement agencies, as well as international business organizations, all require skilled professionals trained in national security threats and counterintelligence activities to help achieve security objectives. This online graduate certificate is intended for graduate students who want to expand their knowledge of counterintelligence without committing to a degree program.

Certificate Objectives

Upon successful 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)

Code	Title	Semester Hours
SSGS500	Research Design and Methods [1]	3
INTL508	Intelligence Analysis	3
INTL610	Counterintelligence	3
INTL653	Deception, Propaganda and Disinformation	3
Select 2 courses from the following:		6
INTL604	Interagency Operations	
INTL621	Signals Intelligence (SIGINT)	
INTL622	OSINT	
INTL623	Human Intelligence (HUMINT)	
INTL637	Intelligence Profiling	
INTL647	Cyber Intelligence	
Total Semester Hours		18

[1] This course is required as the first course in the program.

Graduate Certificate - Cybercrime

The graduate certificate in Cybercrime examines the selection and use of digital forensics tools, techniques, and methods used to detect and verify cyber terrorism, cyber warfare, cyberstalking, and cyberbullying. The global reach of the Internet, the low cost of online activity, and the relative anonymity of users has contributed to a steady increase in cybercrime. Talented and trained professionals are needed to combat the effects of this rise in computer-related malice. This certificate program is intended for graduate students who seek to heighten their knowledge of cybercrime without committing to an academic degree program.

This program has specific admission requirements.

Certificate Objectives

Upon successful completion of this certificate, the student 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.

Programmatic Admission Requirements

For this program, you must provide an official transcript of your previously completed bachelor's or master's degree and have ONE of the following:

- Associate or bachelor's degree in information technology or a related field (ex: computer science, information systems, database development, etc.)
- 2 years of work experience in the specific sub-field for this degree
- Completion of one of our undergraduate IT certificates
- Completion of 6 credits in IT-related courses
- Completion of an IT-related minor or concentration during your undergraduate program
- Certifications in at least one of the below, should be active and earned since 2010:

    1. CompTIA Security+®
    2. CompTIA Network+®
    3. CompTIA A+®
    4. CompTIA Project+®
    5. CISSP® certification
    6. SSCP®
    7. EC-Council Ethical Hacking
    8. Cisco CCNA® Security
    9. Project Management Professional certification from the Project Management Institute

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CISSP® and SSCP® are registered trademarks of International Information Systems Security Certification Consortium, Inc.

CCNA® is a registered trademark of Cisco Technology, Inc.

Notes:

- If the IT-specific requirements are not noted in the official bachelor's or master's transcript, you must provide official copies of your undergraduate transcripts that show the appropriate coursework.
- The verification of the 2 years' work experience needs to be sent to the university via formal resume/CV.
- Preadmission courses completed at the undergraduate level must be graded C or better; B or better at the graduate level.

Please visit our AMU (https://www.amu.apus.edu/admissions/graduate-requirements.html) or APU (https://www.apu.apus.edu/admissions/graduate-requirements.html) graduate admission page for more information on institutional admission requirements.

Need help?

If you have questions regarding a program's admission requirements, please contact an admissions representative at 877-755-2787 or info@apus.edu.

Certificate Requirements (18 semester hours)

Code	Title	Semester Hours
ISSC621	Computer Forensics	3
ISSC630	Advanced Cybercrime Analysis	3
ISSC631	Cyber Ethics: Privacy and Intellectual Property	3
ISSC642	Intrusion Detection and Incident Handling	3
ISSC650	Advanced Digital Forensics	3
ISSC651	Advanced eDiscovery	3
Total Semester Hours		18

Graduate Certificate - Digital Forensics

The graduate certificate in Digital Forensics teaches you the innovative tools and leading industry methods for collecting and scientifically analyzing digital devices and data associated with cybercrime. You'll examine the requirements for supporting legal proceedings in criminal and civil forensics, rules for presenting evidence, and how to maintain a chain of custody for evidence integrity. 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 online certificate is intended for graduate students who want to expand their knowledge of digital forensics without committing to a degree program.

This program has specific admission requirements.

Certificate Objectives

Upon successful completion of this certificate, the student 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.

Programmatic Admission Requirements

For this program, you must provide an official transcript of your previously completed bachelor's or master's degree and have ONE of the following:

- Associate or bachelor's degree in information technology or a related field (ex: computer science, information systems, database development, etc.)
- 2 years of work experience in the specific sub-field for this degree
- Completion of one of our undergraduate IT certificates
- Completion of 6 credits in IT-related courses
- Completion of an IT-related minor or concentration during your undergraduate program
- Certifications in at least one of the below, should be active and earned since 2010:

    1. CompTIA Security+®
    2. CompTIA Network+®
    3. CompTIA A+®
    4. CompTIA Project+®
    5. CISSP® certification
    6. SSCP®
    7. EC-Council Ethical Hacking
    8. Cisco CCNA® Security
    9. Project Management Professional certification from the Project Management Institute

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CISSP® and SSCP® are registered trademarks of International Information Systems Security Certification Consortium, Inc.

CCNA® is a registered trademark of Cisco Technology, Inc.

Notes:

- If the IT-specific requirements are not noted in the official bachelor's or master's transcript, you must provide official copies of your undergraduate transcripts that show the appropriate coursework.
- The verification of the 2 years' work experience needs to be sent to the university via formal resume/CV.
- Preadmission courses completed at the undergraduate level must be graded C or better; B or better at the graduate level.

Please visit our AMU (https://www.amu.apus.edu/admissions/graduate-requirements.html) or APU (https://www.apu.apus.edu/admissions/graduate-requirements.html) graduate admission page for more information on institutional admission requirements.

Need help?

If you have questions regarding a program's admission requirements, please contact an admissions representative at 877-755-2787 or info@apus.edu.

Certificate Requirements (18 semester hours)

Code	Title	Semester Hours
ISSC621	Computer Forensics	3
ISSC630	Advanced Cybercrime Analysis	3
ISSC641	Telecommunications and Network Security	3
ISSC650	Advanced Digital Forensics	3
ISSC651	Advanced eDiscovery	3
ISSC680	Information Security Management	3
Total Semester Hours		18

Graduate Certificate - Emergency and Disaster Management

The graduate certificate in Emergency and Disaster Management introduces you to the concepts of emergency management, including hazard analysis, mitigation, planning, communication, response, and recovery. It provides a theoretical foundation and understanding of what constitutes disaster, and offers you a glimpse into real-world emergency operations centers. You'll also uncover how various emergency support functions (fire, law enforcement, public works, healthcare providers, etc.) work together in an integrated emergency management system.

This program is also recognized by the Foundation of Higher Education for Disaster and Emergency Management and Homeland Security. The university is the first fully online institution to receive this important distinction. This program is taught by highly credentialed and experienced instructors, many who are board-certified emergency managers (CEM), or who hold key positions in government agencies or national safety and security organizations.

Certificate Objectives

Upon successful 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)

Code	Title	Semester Hours
Select 6 courses from the following:		18
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 Analysis: Crisis and Disaster	
PBHE540	Emergency Management Health and Medical Issues	
PBHE606	Disaster Health Management	
Total Semester Hours		18

Graduate Certificate - Emergency Management Executive Leadership

The graduate certificate in Emergency Management Executive Leadership provides you with the core knowledge often required as an executive or leader in an emergency management program in corporations, organizations or communities. It is designed to improve your knowledge of crisis management, local to national agency coordination, risk assessment, crisis planning, disaster response, and disaster recovery. With continual awareness on the need to assure sustainability in crisis situations, along with increasing regulatory requirements on businesses to develop emergency management programs, there is growing need to prepare professionals in all walks of industry to effectively lead and manage crisis and disaster response programs. This online certificate is intended for graduate students who want to expand their knowledge of emergency management leadership without committing to a degree program.

Certificate Objectives

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

- Understand the role of law in planning for disaster operations.
- Evaluate public law, regulation, and associated policy that are relevant to emergency planning, response and recovery operations.
- Discuss and interpret the interaction, coordination, and facilitation between federal, state, and local agencies during preparation, response, and recovery operations.
- Discuss the history of emergency response organizational to include the impact of the National Response Framework (NRF) and the National Incident Management System (NIMS) on emergency operations.
- Evaluate the potential for public-private partnerships in disaster response.
- Apply hazard identification and risk reduction techniques to identify threats to community/corporate resilience.
- Analyze, and conduct research on the direct and indirect economic losses in public and private sectors that are associated with a disaster.
- Understand the theoretical and practical public management concepts.
- Apply public management theories to public management to emergency program management.

Certificate Requirements (18 semester hours)

Code	Title	Semester Hours
EDMG501	Emergency Management and Public Law	3
EDMG503	Emergency and Disaster Planning and Management	3
EDMG509	Interagency Disaster Management	3
EDMG515	Hazard Mitigation and Resilient Communities	3
EDMG530	Economics of Disaster	3
PADM610	Public Management	3
Total Semester Hours		18

Graduate Certificate - Environmental Hazard Mitigation and Restoration

The graduate certificate in Environmental Hazard Mitigation and Restoration is a unique blend of the disciplines of emergency and disaster management and environmental science and restoration. This online program introduces you to response and recovery functions, and restoration of damaged lands or habitat. You'll also learn principles of ecological restoration in the post-disaster environment, and how to assess and navigate the complex relationships between societies and their use of natural resources. This online certificate is intended for graduate students who want to expand their knowledge of environmental hazard mitigation and restoration without committing to a degree program.

Certificate Objectives

Upon successful 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)

Code	Title	Semester Hours
EDMG502	Emergency and Disaster Theory	3
EDMG515	Hazard Mitigation and Resilient Communities	3
EVSP506	Restoration Ecology	3
Select 3 courses from the following:		9
EDMG503	Emergency and Disaster Planning and Management	
EVSP560	Environmental Risk Assessment	
EVSP594	Environmental Toxicology	
EVSP628	Global Environmental Change	
Total Semester Hours		18

Graduate Certificate - Environmental Planning and Design

The graduate certificate in Environmental Planning and Design prepares you to develop strategies for implementing sustainable design practices at the landscape scale. You'll be taught how to use planning tools, including the use of Geographic Information Systems (GIS), environmental impact analyses, and the principles of sustainable design. You will also learn the elements that are necessary to design, evaluate, and implement actionable strategies that adhere to professional environmental planning and sustainability principles. This online certificate is intended for graduate students who want to expand their knowledge of environmental planning and design without committing to a degree program.

Certificate Objectives

Upon successful 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)

Code	Title	Semester Hours
EDMG515	Hazard Mitigation and Resilient Communities	3
EVSP501	Environmental Management	3
EVSP503	Environmental Policy, Regulation, and Law	3
EVSP558	Watershed Management	3
EVSP561	Elements of Sustainable Design	3
EVSP627	Landscape Ecology and Planning	3
Total Semester Hours		18

Graduate Certificate - Environmental Risk Assessment

The graduate certificate in Environmental Risk Assessment investigates the use of management tools and strategies to resolve complex environmental problems and controversies. This online program offers a solid foundation in risk assessment methods as defined by the National Academy of Sciences: hazard assessment; dose-response assessment; exposure assessment; and risk characterization. You'll study the application of toxicological and epidemiological data for conducting human and ecological risk assessment, and gain an understanding of the role of government in developing compliance standard and public policies. This online certificate is intended for graduate students who want to expand their knowledge of environmental risk assessment without committing to a degree program.

Certificate Objectives

Upon successful 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)

Code	Title	Semester Hours
EVSP501	Environmental Management	3
EVSP503	Environmental Policy, Regulation, and Law	3
EVSP509	The National Environmental Policy Act	3
EVSP560	Environmental Risk Assessment	3
EVSP594	Environmental Toxicology	3
PBHE607	Epidemiology	3
Total Semester Hours		18

Graduate Certificate - Environmental Sustainability

The graduate certificate in Environmental Sustainability focuses on the integration of several distinct topic areas, including sustainability, policy (energy and environmental), economics, and global resource allocation. You will explore the impact of policy and formulate public- and private-sector strategies for the implementation of sustainable practices and design, as well as energy resources on the national and global scale. This online certificate is intended for graduate students who want to expand their knowledge of environmental sustainability without committing to a degree program.

Certificate Objectives

Upon successful 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)

Code	Title	Semester Hours
EVSP502	Environmental Economics	3
EVSP503	Environmental Policy, Regulation, and Law	3
EVSP561	Elements of Sustainable Design	3
EVSP605	Energy Policy and Sustainability	3
EVSP508	Environmental Ethics	3
EVSP628	Global Environmental Change	3
Total Semester Hours		18

Graduate Certificate - European History

The graduate certificate in European History explores the rich antiquities of the medieval church, the rise of the Papacy, and the Renaissance. This online program also surveys the growth of humanism, prominent city-states, the monarchies of the Holy Roman Empire, religious wars, and the Catholic Reformation. By examining the early European history, you will discover how these fascinating events shaped the economies, industries, and cultures of the modern world. Special emphasis is placed on the economies, industries, societies, and culture of the U.S., Great Britain, Japan, and Germany during World War II.

Many university faculty members teaching our courses are published historians or military leaders who bring unique perspectives and relevant research into the classroom. You'll also connect and interact online with other students who share your enthusiasm for history.

Certificate Objectives

Upon successful 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)

Code	Title	Semester Hours
HIST510	Graduate Seminar in World History	3
HIST536	History of the Enlightenment	3
HIST543	18th and 19th Century Europe	3
HIST558	The Great War	3
HIST560	World War II in Context	3
HIST570	Modern European History	3
Total Semester Hours		18

Graduate Certificate - Executive Coaching

The Executive Coaching Certificate is an 18-credit interdisciplinary certificate aligned to Board Certified coach (BCC®) and International Coach Federation (ICF) Certified Professional Coach competencies. This certificate focuses on developing effective communication skills, building rapport, facilitating change in the workplace, using assessments, developing cultural awareness, applying coaching models and strategies, exploring emotional intelligence, and creating a plan to turn a graduate's coaching idea into a business. Knowledge gained in this certificate is useful for leaders and managers in various disciplines, providing them the skills often required to collaborate with clients both internally within an organization as well as externally with groups, teams or individuals.

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Certificate Objectives

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

- Distinguish between coaching, counseling, mentoring, and supervising.
- Explain the characteristics that encourage an effective coaching experience.
- Demonstrate fundamental active listening and coaching skills.
- Evaluate various models to determine most appropriate for specific coaching situations.
- Evaluate assessments to determine applicability and effectiveness in various coaching situations.
- Use assessments to promote an effective coaching experience.
- Compare and contrast strategies and techniques associated with coaching individuals versus coaching in teams and groups.
- Generate strategies for coaching teams and groups within an organizational structure.
- Apply ethical guidelines and professional standards associated with individual, team, and group coaching.
- Develop business leadership skills required to be an effective coach.

Certificate Requirements (18 semester hours)

Code	Title	Semester Hours
EDUC536	Foundations of Coaching [1]	3
EDUC633	Emotional Intelligence and Coaching Assessments	3
EDUC635	Coaching Groups and Teams	3
EDUC638	Social & Cultural Diversity in Higher Education	3
Select 2 courses from the Following:		6
ENTR500	Ideation	
PADM617	Negotiation and Conflict Resolution	
MGMT605	Leadership	
ENTR630	Entrepreneurial Marketing	
Total Semester Hours		18

[1] Required as the first course in this program.

Graduate Certificate - Executive Law Enforcement Leadership

The graduate certificate in Executive Law Enforcement Leadership is designed to help prepare chiefs of police and other key state law enforcement command personnel for their leadership roles. This online program offers you an improved knowledge of police administration, grant writing, organizational management and development, leadership, and planning. This program is also a useful introduction to a graduate degree in criminal justice, management, or other similar areas of interest. This online certificate is intended for graduate students who want to expand their knowledge of executive law enforcement leadership without committing to a degree program.

Certificate Objectives

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

- Compare and contrast techniques for structuring and resolving managerial problems in public and private organizations.
- Evaluate interpersonal relations, motivation, decision making, and group behavior in organizations.
- Deconstruct the role and function of leadership in terms of how it impacts individuals, organizations and society.
- Synthesize state-of-the-art practices and theories, strategies, and techniques relative to the strategic management and planning process.
- Examine administrative issues inherent in both large and small police organizations including administration, organization, leadership, the role of the manager, and citizen oversight.
- Demonstrate the skills necessary to be able to develop a grant proposal.

Certificate Requirements (18 semester hours)

Code	Title	Semester Hours
CMRJ512	Police Administration	3
CMRJ601	Cases in Executive Decision Making	3
MGMT600	Organizational Management	3
MGMT603	Organizational Development	3
MGMT605	Leadership	3
MGMT615	Strategic Planning	3
Total Semester Hours		18

Graduate Certificate - Fish and Wildlife Management

The graduate certificate in Fish and Wildlife Management focuses on ecological functions, habitat restoration, and the survivability and management of fish and wildlife populations. You will study environmental policies, regulations, and laws, while looking at real-world examples of various management approaches for restoring or improving populations of rare, threatened, or endangered species. This online graduate program emphasizes the importance of establishing science-based policy to direct and inform management decision making. Skills obtained through this certificate are often required in fields such as local and national park management, fish hatcheries, wetlands, or conservation agencies. This online certificate is intended for graduate students who want to expand their knowledge of fish and wildlife management without committing to a degree program.

Certificate Objectives

Upon successful 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)

Code	Title	Semester Hours
EVSP501	Environmental Management	3
EVSP502	Environmental Economics	3
EVSP504	Fisheries Management	3
EVSP505	Wildlife Management	3
EVSP506	Restoration Ecology	3
EVSP507	Conservation Biology	3
Total Semester Hours		18

Graduate Certificate - Global Environmental Management

The graduate certificate in Global Environmental Management emphasizes environmental policy and management theory and practice on the global scale, while offering insight into the status of shared resources throughout the world. You will study environmental change, sustainable practices, emergency management, disaster planning and response, and political influences. Knowledge gained from these disciplines can be used to develop strategies for collaboration, negotiation, international agreement, national policy, and international diplomacy for addressing challenging global problems. This online certificate is intended for graduate students who want to expand their knowledge of global environmental management without committing to a degree program.

Certificate Objectives

Upon successful 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)

Code	Title	Semester Hours
EDMG503	Emergency and Disaster Planning and Management	3
EDMG515	Hazard Mitigation and Resilient Communities	3
EVSP501	Environmental Management	3
EVSP605	Energy Policy and Sustainability	3
EVSP628	Global Environmental Change	3
MGMT615	Strategic Planning	3
Total Semester Hours		18

Graduate Certificate - Homeland Security

The graduate certificate in Homeland Security provides you with a broad understanding of national security and defense, policies, planning, and programs, as well as the ability to expertly evaluate and improve current defense tactics. The curriculum is designed to improve your understanding of national security threats, weapons of mass destruction, terrorism, intelligence, consequence management, and interagency government-related issues. This online certificate is intended for graduate students who want to expand their knowledge of homeland security without committing to a degree program.

Certificate Objectives

Upon successful 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)

Code	Title	Semester Hours
HLSS500	Research Methods in Homeland Security	3
HLSS502	Homeland Security and Defense	3
HLSS522	Weapons of Mass Destruction and the New Terrorism	3
HLSS523	Domestic Terrorism and Extremist Groups	3
INTL613	Intelligence and Homeland Security	3
LSTD516	Homeland Security and the Law	3
Total Semester Hours		18

Graduate Certificate - Human Capital Leadership

The graduate certificate in Human Capital Leadership examines the processes, strategies, and practices used by companies and managers to effectively and efficiently leverage their human capital. This online certificate teaches you to evaluate critical information in order to make complex decisions and to implement new initiatives in a changing work environment. This online certificate is intended for graduate students who wish to further their knowledge in human capital leadership without committing to a degree program.

Certificate Objectives

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

- Evaluate human resource policies and practices that impact the hiring, development, and retention of human capital within an organization.
- Create a shared vision and departmental objectives to empower direct reports and encourage collaboration among units to support the mission of the organization.
- Design a case study that addresses how an organization should respond to a crisis.
- Summarize the role of a leader in ensuring that direct reports have the opportunity to work in an ethical, safe and transparent environment.

Certificate Requirements (18 semester hours)

Code	Title	Semester Hours
MGMT600	Organizational Management	3
MGMT601	Organizational Behavior	3
MGMT604	Organizational Crisis Management	3
MGMT605	Leadership	3
MGMT617	Leading Teams	3
MGMT618	Ethics in Leadership	3
Total Semester Hours		18

Graduate Certificate - Information Assurance

The graduate certificate in Information Assurance teaches the theory and technical skills needed to detect threats and to secure vital, sensitive information assets across enterprise networks for organizations and government agencies. Achieving credentials in the information assurance (IA) field helps prove your knowledge of: network security solutions; continuous monitoring, activity analysis, threat detection, warnings, and attacks; cryptography; security awareness training and support; and infrastructure security engineering. This certificate program is intended for graduate students who seek to heighten their knowledge of information assurance without committing to an academic degree program.

This program has specific admission requirements.

Certificate Objectives

Upon successful completion of this certificate, the student 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.

Programmatic Admission Requirements

For this program, you must provide an official transcript of your previously completed bachelor's or master's degree and have ONE of the following:

- Associate or bachelor's degree in information technology or a related field (ex: computer science, information systems, database development, etc.)
- 2 years of work experience in the specific sub-field for this degree
- Completion of one of our undergraduate IT certificates
- Completion of 6 credits in IT-related courses
- Completion of an IT-related minor or concentration during your undergraduate program
- Certifications in at least one of the below, should be active and earned since 2010:

    1. CompTIA Security+®
    2. CompTIA Network+®
    3. CompTIA A+®
    4. CompTIA Project+®
    5. CISSP® certification
    6. SSCP®
    7. EC-Council Ethical Hacking
    8. Cisco CCNA® Security
    9. Project Management Professional certification from the Project Management Institute

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Notes:

- If the IT-specific requirements are not noted in the official bachelor's or master's transcript, you must provide official copies of your undergraduate transcripts that show the appropriate coursework.
- The verification of the 2 years' work experience needs to be sent to the university via formal resume/CV.
- Preadmission courses completed at the undergraduate level must be graded C or better; B or better at the graduate level.

Please visit our AMU (https://www.amu.apus.edu/admissions/graduate-requirements.html) or APU (https://www.apu.apus.edu/admissions/graduate-requirements.html) graduate admission page for more information on institutional admission requirements.

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Certificate Requirements (18 semester hours)

Code	Title	Semester Hours
ISSC640	Computer Networks and Data Systems	3
ISSC641	Telecommunications and Network Security	3
ISSC660	Information Assurance	3
ISSC661	Information Assurance: Assessment and Evaluation	3
ISSC662	Information Assurance: Capability Maturity and Appraisals	3
ISSC680	Information Security Management	3
Total Semester Hours		18

Graduate Certificate - Information Systems Security

The graduate certificate in Information Systems Security teaches secure network design, development of security policies and programs, cryptography, business continuity planning, and other skills necessary to protect organizational systems from growing sophisticated attacks. This certificate program is intended for graduate students who seek to heighten their knowledge of information assurance without committing to an academic degree program.

Courseware in this online program aligns with knowledge needed for the Certified Information Systems Security Professional (CISSP®) certification, the gold standard certification for international information security.

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This program has specific admission requirements.

Certificate Objectives

Upon successful completion of this certificate, the student 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.

Programmatic Admission Requirements

For this program, you must provide an official transcript of your previously completed bachelor's or master's degree and have ONE of the following:

- Associate or bachelor's degree in information technology or a related field (ex: computer science, information systems, database development, etc.)
- 2 years of work experience in the specific sub-field for this degree
- Completion of one of our undergraduate IT certificates
- Completion of 6 credits in IT-related courses
- Completion of an IT-related minor or concentration during your undergraduate program
- Certifications in at least one of the below, should be active and earned since 2010:

    1. CompTIA Security+®
    2. CompTIA Network+®
    3. CompTIA A+®
    4. CompTIA Project+®
    5. CISSP® certification
    6. SSCP®
    7. EC-Council Ethical Hacking
    8. Cisco CCNA® Security
    9. Project Management Professional certification from the Project Management Institute

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Certificate Requirements (18 semester hours)

Code	Title	Semester Hours
ISSC621	Computer Forensics	3
ISSC640	Computer Networks and Data Systems	3
ISSC641	Telecommunications and Network Security	3
ISSC642	Intrusion Detection and Incident Handling	3
ISSC660	Information Assurance	3
ISSC680	Information Security Management	3
Total Semester Hours		18

Graduate Certificate - Intelligence Analysis

The graduate certificate in Intelligence Analysis provides you with a fundamental understanding of the issues, problems, and threats faced by the intelligence community. This online graduate program helps you develop a comprehensive knowledge of 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. This online certificate is intended for graduate students who want to expand their knowledge of intelligence analysis without committing to a degree program.

Certificate Objectives

Upon successful 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)

Code	Title	Semester Hours
SSGS500	Research Design and Methods [1]	3
INTL508	Intelligence Analysis	3
INTL616	Ethical Challenges in the Intelligence Community	3
Select 3 courses from the following:		9
INTL627	Advanced Geospatial Intelligence	
INTL631	Criminal Intelligence Analysis	
INTL635	Indications and Warnings	
INTL637	Intelligence Profiling	
INTL653	Deception, Propaganda and Disinformation	
Total Semester Hours		18

[1] This course is required as the first course in the program.

Graduate Certificate - Intelligence Studies

The graduate certificate in Intelligence Studies provides you with an improved understanding of intelligence development, collection, analysis, structure, and functions, as well as security threats, countermeasures, and counterintelligence. This certificate program is useful in fields where a thorough knowledge of the intelligence and counterintelligence discipline is required. This online certificate is designed for graduate students who wish to add to their knowledge of intelligence without committing to a degree program.

Certificate Objectives

Upon successful 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)

Code	Title	Semester Hours
SSGS500	Research Design and Methods [1]	3
INTL501	Strategic Intelligence	3
INTL502	Collection	3
INTL508	Intelligence Analysis	3
INTL616	Ethical Challenges in the Intelligence Community	3
Select 1 course from the following:		3
INTL507	Intelligence Operations	
INTL610	Counterintelligence	
INTL622	OSINT	
INTL627	Advanced Geospatial Intelligence	
INTL637	Intelligence Profiling	
INTL646	Transnational Crime and Narcotics	
INTL647	Cyber Intelligence	
Total Semester Hours		18

[1] This course is required as the first course in the program.

Graduate Certificate - IT Project Management

The graduate certificate in IT Project Management examines how to manage IT projects in regard to cost, time, scope, quality, risk and people, so that projects come in on time and under budget. You will be taught methods for handling the simultaneous challenges of complex real-world IT projects, shrinking budgets, and shorter deadlines while learning strategic planning and business systems analysis. This online graduate certificate is intended for graduate students who seek to heighten their knowledge of information technology project management without committing to a degree program.

This program has specific admission requirements.

Certificate Objectives

Upon successful completion of this certificate, the student 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.

Programmatic Admission Requirements

For this program, you must provide an official transcript of your previously completed bachelor's or master's degree and have ONE of the following:

- Associate or bachelor's degree in information technology or a related field (ex: computer science, information systems, database development, etc.)
- 2 years of work experience in the specific sub-field for this degree
- Completion of one of our undergraduate IT certificates
- Completion of 6 credits in IT-related courses
- Completion of an IT-related minor or concentration during your undergraduate program
- Certifications in at least one of the below, should be active and earned since 2010:

    1. CompTIA Security+®
    2. CompTIA Network+®
    3. CompTIA A+®
    4. CompTIA Project+®
    5. CISSP® certification
    6. SSCP®
    7. EC-Council Ethical Hacking
    8. Cisco CCNA® Security
    9. Project Management Professional certification from the Project Management Institute

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CISSP® and SSCP® are registered trademarks of International Information Systems Security Certification Consortium, Inc.

CCNA® is a registered trademark of Cisco Technology, Inc.

Notes:

- If the IT-specific requirements are not noted in the official bachelor's or master's transcript, you must provide official copies of your undergraduate transcripts that show the appropriate coursework.
- The verification of the 2 years' work experience needs to be sent to the university via formal resume/CV.
- Preadmission courses completed at the undergraduate level must be graded C or better; B or better at the graduate level.

Please visit our AMU (https://www.amu.apus.edu/admissions/graduate-requirements.html) or APU (https://www.apu.apus.edu/admissions/graduate-requirements.html) graduate admission page for more information on institutional admission requirements.

Need help?

If you have questions regarding a program's admission requirements, please contact an admissions representative at 877-755-2787 or info@apus.edu.

Certificate Requirements (18 semester hours)

Code	Title	Semester Hours
ITMG624	Information Technology Project Management	3
ITMG625	IT Project Management: Integration, Scope and Time	3
ITMG630	Project Management for e-Business	3
ITMG636	IT Project Management: Developing Project Schedule	3
ITMG637	IT Project Management: The Integrated Project Plan	3
ITMG638	IT Project Management: Execution, Monitoring and Control	3
Total Semester Hours		18

Graduate Certificate - Joint Warfare

The graduate certificate in Joint Warfare is designed for students interested in the theory and practice of military operations from the mid-19th to the 20th century. You'll study joint warfare theory, practice, planning, strategy, and implementation. Special emphasis includes different dimensions of coalition warfare using case studies, while conventional and unconventional warfare is examined in light of technological change and the information age. This online program is ideal for students with backgrounds in military service, government agencies, or other organizations that need experienced professionals with in-depth knowledge of warfare and its effect on national security and security threats. This online certificate is geared toward graduate students who want to expand their knowledge of joint warfare without committing to a degree program.

Certificate Objectives

Upon successful 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)

Code	Title	Semester Hours
MILS514	The Making of Strategy	3
MILS560	Joint Warfare Theory and Practice	3
MILS561	Joint Warfare Planning and Implementation	3
MILS562	Joint Warfare Command and Control	3
MILS563	Case Studies in Joint Warfare	3
MILS620	Studies in Future War	3
Total Semester Hours		18

Graduate Certificate - K-12 Athletic Administration

The K-12 Athletic Administration graduate certificate helps to provide an array of leadership skills often necessary for managing an athletic department in nontraditional K-12 organizations including charter and private schools. This concentrated, 6-course graduate program is ideal if you currently have a master's degree and seek additional course work required to succeed as a high-school athletic administrator. If you do not have a master's in education, you might want to consider our M.Ed. in Educational Leadership degree, athletic administration concentration.

This graduate certificate program does not lead to state certification or licensure, nor can it be used to maintain state licensure or certification.

This program has specific admission requirements.

Certificate Objectives

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

- Be prepared for leadership and managerial positions in athletic administration at the interscholastic level.
- Develop the skills required to meet today's secondary dual role of managing an athletic department and performing everyday supervision and leadership duties as a school administrator.
- Develop specific leadership skills relative to athletic budgeting and financial management, handling legal issues relative to managing an athletic department, conflict resolution, and managing facilities.

Programmatic Admission Requirements

This graduate certificate program does not lead to state certification or licensure, nor can it be used to maintain state licensure or certification. We strongly encourage you to explore your state-specific requirements (https://www.apus.edu/about/state-authorization/index) prior to applying here in order to make an informed decision. In addition, you may email our coordinator of certification and licensure at certification@apus.edu.

The following documentation is required for admission and must be provided prior to course registration:

- Official bachelor's transcript showing conferral of degree with a minimum GPA of 2.5 on a 4.0 scale, or a master's transcript showing conferral of a degree
- Graduate writing sample
- Signed statement of understanding (SOU)
- Documentation of 1 year K-12 teaching experience or 1 year K-12 managerial experience in an instructional setting

Please visit our AMU (https://www.amu.apus.edu/admissions/graduate-requirements.html) or APU (https://www.apu.apus.edu/admissions/graduate-requirements.html) graduate admission page for more information on institutional admission requirements.

Need help?

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Certificate Requirements (18 semester hours)

Code	Title	Semester Hours
SPMT603	High School Athletic Administration	3
SPMT650	Legal Issues in High School Athletic Administration	3
SPMT610	Sports Finance	3

SPMT620	Leadership and Management in Sport	3
EDUC523	Supervision of Instruction	3
EDUC695	Capstone Seminar K-12 Learning Organization	3

Graduate Certificate - K-12 Online Learning

The graduate certificate in K-12 Online Learning helps to provide a foundation for developing the skills often necessary for teaching in online, face-to-face, and hybrid instructional settings. This concentrated, 6-course graduate program is ideal if you currently have a master's degree and seek additional coursework required to succeed as an online educator. If you do not have a master's in education, you might want to consider our M.Ed. in Teaching degree, K-12 Online Learning concentration.

This graduate certificate program does not lead to state certification or licensure, nor can it be used to maintain state licensure or certification.

This program has specific admission requirements.

Certificate Objectives

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

- Analyze effective teaching and assessment approaches in online learning contexts.
- Evaluate ethical and legal issues related to online learning.
- Apply technology tools to facilitate effective online learning.
- Create instructional activities that meet the diverse needs of online learners.

Programmatic Admission Requirements

This graduate certificate program does not lead to state certification or licensure, nor can it be used to maintain state licensure or certification. We strongly encourage you to explore your state-specific requirements (https://www.apus.edu/about/state-authorization/index) prior to applying here in order to make an informed decision. In addition, you may email our coordinator of certification and licensure at certification@apus.edu.

The following documentation is required for admission into this program, and must be provided prior to course registration:

- Official bachelor's transcript showing conferral of degree with a minimum GPA of 2.5 on a 4.0 scale, or a master's transcript showing conferral of degree
- Graduate writing sample
- Signed statement of understanding (SOU)

Important notes:

- As of November 1, 2014, a minimum undergraduate GPA of 2.5 is required for admission into this program.
- You are required to take EDUC621 as the first course in this degree program, but other courses may be taken in conjunction with EDUC621.

Please visit our AMU (https://www.amu.apus.edu/admissions/graduate-requirements.html) or APU (https://www.apu.apus.edu/admissions/graduate-requirements.html) graduate admission page for more information on institutional admission requirements.

Need help?

If you have questions regarding a program's admission requirements, please contact an admissions representative at 877-755-2787 or info@apus.edu.

Certificate Requirements (18 semester hours)

Code	Title	Semester Hours
EDUC621	Online Learning for the Adult and the K-16 Learner [1]	3
EDUC622	Ethics and Legal Issues in Online Learning	3
EDUC623	Online Learning and Student Achievement	3
EDUC624	Assessment of Online Learning	3
EDUC639	Online Teaching Technology Integration	3
Select 1 course from the following:		3
EDUC625	Instructional Design in Online Learning	
EDUC629	Personalized and Individualized Online Learning	
Total Semester Hours		18

[1] This course is required as the first course in the program.

Graduate Certificate - K-12 Reading and Differentiated Instruction

The graduate certificate in K-12 Reading and Differentiated Instruction allows practicing teachers to advance their knowledge in reading/literacy instruction, differentiation, and personalized learning. This concentrated, 6-course graduate program is ideal if you currently have a master's degree and seek additional coursework to help you better meet the varied individual and collective needs of diverse learners. If you do not have a master's in education, you might want to consider our M.Ed. in Teaching degree, Elementary Reading concentration.

This graduate certificate program does not lead to state certification or licensure, nor can it be used to maintain state licensure or certification.

This program has specific admission requirements.

Certificate Objectives

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

- Evaluate diagnostic approaches for K-12 struggling readers across curricular areas.
- Analyze reading, differentiated, and personalized instructional strategies that positively impact student learning.
- Design instructional activities and assessments that meet the diverse needs of K-12 learners.

Programmatic Admission Requirements

This graduate certificate program does not lead to state certification or licensure, nor can it be used to maintain state licensure or certification. We strongly encourage you to explore your state-specific requirements (https://www.apus.edu/about/state-authorization/index) prior to applying here in order to make an informed decision.

The following documentation is required for admission into this program, and must be provided prior to course registration:

- Official bachelor's transcript showing conferral of degree with a minimum GPA of 2.5 on a 4.0 scale, or a master's transcript showing conferral of degree
- Graduate writing sample
- Signed statement of understanding (SOU)

Important notes:

- This program is not designed to lead to certification or licensure. We strongly encourage you to explore your state-specific requirements prior to applying here in order to make an informed decision.
- As of November 1, 2014, a minimum undergraduate GPA of 2.5 is required for admission into this program.
- You are required to take EDUC590 as the first course in this degree program, but other courses may be taken in conjunction with EDUC590.

Please visit our AMU (https://www.amu.apus.edu/admissions/graduate-requirements.html) or APU (https://www.apu.apus.edu/admissions/graduate-requirements.html) graduate admission page for more information on institutional admission requirements.

Need help?

If you have questions regarding a program's admission requirements, please contact an admissions representative at 877-755-2787 or info@apus.edu.

Certificate Requirements (18 semester hours)

Code	Title	Semester Hours
EDUC590	Differentiation for Learners in Mixed Ability Classrooms	3
EDUC596	Literacy Instruction for Struggling and Challenging Students	3
EDUC611	Identifying and Diagnosing Reading Difficulties	3
EDUC612	Issues and Models of Language Arts Education	3
EDUC613	Teaching Reading and Writing across the Content Areas	3
EDUC629	Personalized and Individualized Online Learning	3
Total Semester Hours		18

Graduate Certificate - K-12 Virtual School Administration

The K-12 Virtual School Administration graduate certificate looks at online learning in non-traditional learning environments. In this graduate program, you will discover the financial, educational, and legal aspects of administering programs that teach K-12 learners in a virtual setting. This concentrated, 6-course online program is ideal if you currently have a master's degree and seek additional coursework required to succeed as virtual school administrator. If you do not have a master's in education, you might want to consider our M.Ed. in Educational Leadership degree, K-12 virtual school concentration.

This graduate certificate program does not lead to state certification or licensure, nor can it be used to maintain state licensure or certification.

This program has specific admission requirements.

Certificate Objectives

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

- Prepare candidates for leadership and managerial positions in virtual school administration at the K-12 level.
- Develop leadership skills often required in today's secondary dual role of managing departments and performing everyday supervision and leadership duties as a school administrator.
- Develop specific leadership skills relative to budgeting and financial management, handling legal issues relative to managing an athletic department, conflict resolution, and managing facilities.

Programmatic Admission Requirements

This graduate certificate program does not lead to state certification or licensure, nor can it be used to maintain state licensure or certification. We strongly encourage you to explore your state-specific requirements (https://www.apus.edu/about/state-authorization/index) prior to applying here in order to make an informed decision. In addition, you may email our coordinator of certification and licensure at certification@apus.edu.

The following documentation is required for admission and must be provided prior to course registration:

- Official bachelor's transcript showing conferral of degree with a minimum GPA of 2.5 on a 4.0 scale, or a master's transcript showing conferral of a degree
- Graduate writing sample
- Signed statement of understanding (SOU)
- Documentation of 1 year K-12 teaching experience or 1 year K-12 managerial experience in an instructional setting

Please visit our AMU (https://www.amu.apus.edu/admissions/graduate-requirements.html) or APU (https://www.apu.apus.edu/admissions/graduate-requirements.html) graduate admission page for more information on institutional admission requirements.

Need help?

If you have questions regarding a program's admission requirements, please contact an admissions representative at 877-755-2787 or info@apus.edu.

Certificate Requirements (18 semester hours)

Code	Title	Semester Hours
BUSN642	Financial Management in Nonprofit Organizations	3
BUSN643	Nonprofit Fundraising Planning and Implementation	3
EDUC621	Online Learning for the Adult and the K-16 Learner	3
EDUC622	Ethics and Legal Issues in Online Learning	3
EDUC623	Online Learning and Student Achievement	3
EDUC695	Capstone Seminar K-12 Learning Organization	3
Total Semester Hours		18

Graduate Certificate - Leadership and Logistics

The graduate certificate in Leadership and Logistics is a concentrated program 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. Knowledge gained from this graduate program could be adapted in many fields such as military service, nonprofits, or corporations. This online certificate in is intended for graduate students who wish to further their knowledge of leadership and logistics without committing to a degree program.

Certificate Objectives

Upon successful completion of this 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)

Code	Title	Semester Hours
MGMT600	Organizational Management	3
MGMT605	Leadership	3
MGMT615	Strategic Planning	3
TLMT600	National Transportation Management	3
TLMT603	Strategic Intermodal Transportation	3
TLMT611	Global Logistics Management	3
Total Semester Hours		18

Graduate Certificate - Life Coaching

The Life Coaching Certificate is aligned to coaching competencies identified by the Board Certified Coach (BCC®) and International Coach Federation (ICF). Knowledge gained in this program is beneficial for individuals with a degree in psychology, counseling, social work, or other professions who want to gain additional skills often required in a life coaching role. The curriculum focuses on developing effective coach/client relationships, using coaching models and strategies appropriate for individual clients and groups, developing cultural awareness, and exploring emotional intelligence. Coursework also includes a solution focused approach, ethical considerations, using and interpreting assessments, and partnering with clients to achieve their personal and professional potential.

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Certificate Objectives

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

- Distinguish between coaching, counseling, mentoring, and supervising.
- Explain the characteristics that encourage an effective coaching experience.
- Demonstrate fundamental active listening and coaching skills.
- Evaluate various models to determine most appropriate for specific coaching situations.
- Evaluate assessments to determine applicability and effectiveness in various coaching situations.
- Use assessments to promote an effective coaching experience.
- Compare strategies and techniques associated with coaching individuals versus coaching in teams and groups.
- Generate strategies for coaching teams and groups within an organizational structure.
- Apply ethical guidelines and professional standards associated with individual, team, and group coaching.

Certificate Requirements (15 semester hours)

Code	Title	Semester Hours
EDUC536	Foundations of Coaching [1]	3
EDUC633	Emotional Intelligence and Coaching Assessments	3
EDUC635	Coaching Groups and Teams	3
EDUC638	Social & Cultural Diversity in Higher Education	3
Select 1 course from the following:		3
EDUC501	Human Growth and Development	
EDUC645	Career Counseling and Development	
ENTR630	Entrepreneurial Marketing [2]	
Total Semester Hours		15

1 Required as the first course in this program.

2 Students with a Master's degree in Counseling; Doctoral degree in social and behavioral sciences; or individuals with NCC, LPC, LMHC, or LPCC credentials must take this course.

Graduate Certificate - Logistics Management

The graduate certificate in Logistics Management is a concentrated program designed to provide the knowledge and skills often necessary for individuals within any organization in the dynamic field of logistics and supply chain management. This online certificate is intended for graduate students who wish to further their knowledge of logistics management without committing to a degree program.

Certificate Objectives

Upon successful 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)

Code	Title	Semester Hours
TLMT501	Transportation Policy and Planning	3
TLMT600	National Transportation Management	3
TLMT601	Transportation Economics	3
TLMT603	Strategic Intermodal Transportation	3
TLMT607	Port and Terminal Operations	3
TLMT611	Global Logistics Management	3
Total Semester Hours		18

Graduate Certificate - Middle Eastern Studies

The online graduate certificate in Middle Eastern Studies provides a comprehensive understanding of Middle Eastern culture, religion, security issues, conflicts, and governance. Knowledge gained in this program is helpful for those interested in the Middle Eastern people and cultures. This online certificate is intended for graduate students who wish to expand their knowledge of the Middle East without committing to a degree program.

Certificate Objectives

Upon successful 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)

Code	Title	Semester Hours
IRLS501	Comparative Political Systems	3
IRLS660	Seminar in Middle East Politics and Security	3
IRLS662	Middle Eastern Culture	3
IRLS664	Politics and Culture in Central Asia	3
MILH669	Arab-Israeli Conflict: Contemporary Politics & Diplomacy	3
RELS533	Islam	3
Total Semester Hours		18

Graduate Certificate - National Security Studies

The graduate certificate in National Security Studies looks at national and international security policies, security and intelligence analysis, globalization's impact on national security, and national security institutions. Graduates of the certificate can be found across the national and international security community as civilian and military policymakers, action-officers, analysts, instructors, and consultants. This online certificate is intended for graduate students who want to expand their knowledge of national security without committing to a degree program.

Certificate Objectives

Upon successful 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)

Code	Title	Semester Hours
NSEC501	Institutions of National Security	3
NSEC503	U.S. National Security	3
NSEC504	International Security	3
NSEC610	National Security and Globalization	3
Select 2 courses from the following:		6
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 Semester Hours		18

Graduate Certificate - Natural Resource Management

The graduate certificate in Natural Resource Management will help you cultivate advanced planning and management strategies around environmental policy issues. Courses in the program will help you better understand local, regional, and global connectivity to help you make informed natural resource management decisions. Critical thinking and problem solving skills obtained through this certificate are applicable in many fields in government, private, or non-profit science organizations.

Certificate Objectives

In addition to the institutional and degree level learning objectives, graduates of this program are expected to achieve these learning outcomes:

- Analyze major barriers to successful implementation of natural resource management projects to include climate change.
- Apply evaluation tools in the sustainable management of natural resources.
- Design natural resource management strategies through understanding of legal policies, industrial-environmental relations, public and private conflict, and global environmental issues.
- Model effective critical thinking and problem solving skills through application of qualitative and quantitative approaches.

Certificate Requirements (18 semester hours)

Code	Title	Semester Hours
EVSP501	Environmental Management	3
EVSP506	Restoration Ecology	3
EVSP507	Conservation Biology	3
MATH530	Applied Statistics	3
EVSP627	Landscape Ecology and Planning	3
EVSP628	Global Environmental Change	3
Total Semester Hours		18

Graduate Certificate - Neuroleadership

The graduate certificate in Neuroleadership introduces you to innovative solutions for improving employee performance, managing diversity, and facilitating better learning through coaching. Organizations rely heavily on the behavioral sciences to provide creative workplace solutions. This cutting-edge neuroleadership program evaluates and examines the recent rise in brain-based (neuroscientific) solutions to workplace issues and provides a foundation in organizational leadership skills.

Certificate Objectives

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

- Compare and contrast behavior versus cognitive solutions to issues occurring in the workplace.
- Summarize how neuroscience can mold a person's leadership style and effectiveness.
- Evaluate the rise of neuroleadership in the human resource and organizational development disciplines.
- Analyze how neuroscience can change the way we work.
- Create a customized model for a brain-friendly workplace.

Certificate Requirements (15 semester hours)

Code	Title	Semester Hours
MGMT601	Organizational Behavior	3
MGMT603	Organizational Development	3
MGMT604	Organizational Crisis Management	3
MGMT605	Leadership	3
HRMT605	Strategic Human Resource Management Practices	3
Total Semester Hours		15

Graduate Certificate - Nonprofit Management

The graduate certificate in Nonprofit Management is a concentrated program offering a foundation in leadership, finance, governmental relations, communications, marketing, and the critical role of fundraising in nonprofit organizations. This online program helps to provide knowledge and skills often required to manage a nonprofit organization in today's economic and regulatory environment, in either the private or public sector. This online certificate is intended for graduate students who want to expand their knowledge of nonprofit management without committing to a degree program.

Certificate Objectives

Upon successful 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)

Code	Title	Semester Hours
BUSN640	Nonprofit Law, Governance, and Ethics	3
BUSN641	The Nonprofit Organization and Executive Leadership	3
BUSN642	Financial Management in Nonprofit Organizations	3
BUSN643	Nonprofit Fundraising Planning and Implementation	3
PADM620	Local Political Administration	3
Select 1 course from the following:		3
MKTG601	Strategic Internet Marketing	
MKTG602	Global Marketing Strategy	
Total Semester Hours		18

Graduate Certificate - Nursing Education

The graduate certificate in Nursing Education is designed to help prepare master's-level nurses to be effective educators in the nursing profession. It also helps to provide them skills to be an agent of change in the delivery of healthcare, offering a focus in curriculum design, assessment, and teaching and learning practices. The coursework in this certificate program provides the academic preparation required for the Certified Nurse Educator professional certification available from the National League for Nursing.

This program has specific admission requirements.

Certificate Objectives

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

- Apply programmatic objectives to the nurse educator role in clinical or academic settings.
- Create effective educational and curricular materials for a variety of audiences.
- Evaluate effectiveness of teaching strategies and modalities.

Programmatic Admission Requirements

For this program, the following documentation is required and must be provided prior to course registration:

- Official transcripts showing a conferred Master of Science in Nursing degree from an accredited program or a BSN degree in nursing and master's degree in a closely related field.
- Current and active unencumbered registered nurse (RN) license in state where practicums will be conducted.
- Minimum cumulative GPA of 3.0 for the Master of Science degree.
- Current resume/CV.
- Signed statement of understanding (SOU).

Please visit our AMU (https://www.amu.apus.edu/admissions/graduate-requirements.html) or APU (https://www.apu.apus.edu/admissions/graduate-requirements.html) graduate admission page for more information on institutional admission requirements.

Need help?

If you have questions regarding a program's admission requirements, please contact an admissions representative at 877-755-2787 or info@apus.edu.

Certificate Requirements (18 semester hours)

Code	Title	Semester Hours
NURS601	Advanced Health Assessment	3
NURS604	Advanced Pathophysiology and Pharmacology	3
NURS606	Nursing Curriculum Development, Assessment and Evaluation	3
NURS610	Learner-Centered Teaching Methodologies	3
NURS620	Educational Assessment and Evaluation for Nurse Educators	3
NURS695	Practicum in Nursing Education	3
Total Semester Hours		18

Graduate Certificate - Nursing Leadership

The graduate certificate in Nursing Leadership is designed to support master's-prepared nurses in being effective leaders in the nursing profession. It also helps to prepare these nurses to be an agent of change in the delivery of healthcare, offering a focus in leadership, human resource management, and operational quality. The transformational changes occurring in healthcare today make advanced degree nursing practice essential to the provision of safe, patient-centered care.

This program has specific admission requirements.

Certificate Objectives

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

- Apply ethical principles to advanced professional nursing practice.
- Demonstrate leadership skills supportive of safe nursing practice and patient-centered care.
- Advocate for healthcare policies that improve healthcare outcomes across the lifespan.
- Apply theoretical knowledge and evidence-based practice to influence the delivery of cost-effective care to improve health outcomes.
- Advocate for business practices that promote healthcare quality and patient safety.
- Synthesize knowledge of key business and human resources practices to effectively lead healthcare teams.

Programmatic Admission Requirements

For this program, the following documentation is required and must be provided prior to course registration:

- Official transcripts showing a conferred Master of Science in Nursing degree from an accredited program or a BSN degree in nursing and master's degree in a closely related field.
- Current and active unencumbered registered nurse (RN) license in state where practicums will be conducted.
- Minimum cumulative GPA of 3.0 for the Master of Science degree.
- Current resume/CV.
- Signed statement of understanding (SOU).

Please visit our AMU (https://www.amu.apus.edu/admissions/graduate-requirements.html) or APU (https://www.apu.apus.edu/admissions/graduate-requirements.html) graduate admission page for more information on institutional admission requirements.

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Certificate Requirements (18 semester hours)

Code	Title	Semester Hours
HCAD650	The Business of Healthcare	3
HCAD651	Healthcare Finance	3
HCAD652	Operational Quality in Healthcare	3
HCAD605	Human Resource Management in Healthcare	3
HCAD520	Legal and Ethical Aspects of Healthcare Administration	3

NURS696	Practicum in Nursing Leadership	3
Total Semester Hours		18

Graduate Certificate - Organizational Management

The graduate certificate in Organizational Management is a concentrated program that studies the principles and theories of leadership, organizational change and transitions, group dynamics, and strategic planning. This online program offers you the opportunity to learn the qualities of effective leadership. This online certificate is intended for graduate students who want to expand their knowledge of organizational management without committing to a degree program.

Certificate Objectives

Upon successful 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)

Code	Title	Semester Hours
MGMT600	Organizational Management	3
MGMT603	Organizational Development	3
MGMT604	Organizational Crisis Management	3
MGMT605	Leadership	3
MGMT615	Strategic Planning	3
Select 1 course from the following:		3
HRMT600	Human Resource Management	
HRMT605	Strategic Human Resource Management Practices	
INFO531	Management Information Systems	
MGMT617	Leading Teams	
PADM610	Public Management	
Total Semester Hours		18

Graduate Certificate - Professional Science Management

The graduate certificate in Professional Science Management helps to prepares you for management or supervisory roles in the natural sciences field. You'll learn valuable critical thinking, problem solving and communication skills along with business management and organizational psychology. This online certificate can help you plan and execute policy and projects in government, private, or non-profit scientific organizations.

Certificate Objectives

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

- Analyze major barriers to successful implementation of projects.
- Demonstrate human relations skills such as effective communication and negotiation.
- Design effective management strategies.
- Evaluate best practices in project management to plan, execute, monitor and control a natural resource management project to include financial considerations.
- Model effective critical thinking and problem solving skills through application of qualitative and quantitative approaches.

Code	Title	Semester Hours
FINC600	Corporate Finance	3
COLL501	Analytical Writing for Graduate Students	3
MATH530	Applied Statistics	3
MGMT601	Organizational Behavior	3
MGMT617	Leading Teams	3
BUSN623	Legal & Ethical Issues in Management	3
Total Semester Hours		18

Graduate Certificate - Security Management

The graduate certificate in Security Management focuses on the principles and theories associated with various types of security, from industrial espionage, to cybercrime, to contemporary issues in security asset protection. In this online program, you'll also study strategic decision-making and the evaluation of security programs. Field work in the areas of executive protection and recovery, trade secret protection, background investigations, surveillance, IT security, and cybersecurity are but a few areas in the security management field. This online certificate is intended for graduate students who want to expand their knowledge of security management without committing to a degree program.

Certificate Objectives

Upon successful 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)

Code	Title	Semester Hours
Select 6 courses from the following:		18
CMRJ601	Cases in Executive Decision Making	
SCMT507	Assets Protection & 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 Semester Hours		18

Graduate Certificate - Space Studies

The graduate certificate in Space Studies explores critical space topics, including orbital mechanics, past and current space exploration endeavors, remote sensing, and the role of space in support of modern warfare. This certificate also teaches advanced laws of planetary motion and gravitation, and how to evaluate the political and commercial significance of national, international, and commercial space missions and joint operations. The curriculum for this online program was originally designed by former NASA astronaut and Dean of Science and Technology, Dr. James Reilly, veteran of three shuttle missions and five spacewalks. You will have the opportunity to learn from industry leaders in space and aerospace in this 6-course space studies program.

Note: Completion of college algebra is highly recommended for coursework in this program.

Certificate Objectives

Upon successful 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)

Code	Title	Semester Hours
SPST500	Research Methods in Space Studies	3
SPST501	Introduction to Space Studies	3
SPST502	Introduction to Orbital Mechanics	3
SPST504	Remote Sensing Satellites	3
SPST621	Current and Emerging Space Powers	3
SPST623	National Space Organization	3
Total Semester Hours		18

Graduate Certificate - Sports Management

The graduate certificate in Sports Management further develops your sports-related business knowledge and skills, including marketing, administration, legal issues, and the structure and functions of sports and fitness organizations. Settings for this industry include sports marketing agencies, intercollegiate athletics, professional sport franchises, recreational services, and health and fitness facilities. Courses in the certificate program allow you to study the nature and scope of the sports industry, unique aspects of sports management, and preparation for managing sport in the 21st century. This online certificate in sports management is designed for students who want to gain additional knowledge and skills without committing to a degree program.

Certificate Objectives

Upon successful 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)

Code	Title	Semester Hours
SPMT502	The Sports Industry	3
SPMT608	Sports Law	3
SPMT609	Sports Marketing, Promotion, and Public Relations	3
SPMT610	Sports Finance	3
SPMT612	Sports Event Management	3
SPMT613	Sports Entrepreneurship	3
Total Semester Hours		18

Graduate Certificate - Strategic Leadership

The graduate certificate in Strategic Leadership looks at international contexts that shape the behavior of states and non-state actors, as well as the formulation of strategic developments and geopolitical concerns influencing military planning and execution. In this online program, you will explore the defense policies of nations dealing with Europe and Asia after the fall of the Soviet state. In addition, strategic leadership is examined in light of technological changes in the information age. This online certificate is intended for graduate students who want to expand their knowledge of strategic leadership without committing to a degree program.

Certificate Objectives

Upon successful 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.

Concentration Requirements (18 semester hours)

Code	Title	Semester Hours
IRLS600	Strategic Geography and Geopolitics	3
MILS510	Strategic Military Leadership	3
MILS512	Great Military Leaders	3
MILS514	The Making of Strategy	3
MILS620	Studies in Future War	3
NSEC610	National Security and Globalization	3
Total Semester Hours		18

Graduate Certificate - Terrorism Studies

The graduate certificate in Terrorism Studies offers you a fundamental understanding of extremist groups, terrorism tactics, weapons of mass destruction, counterterrorism, and the effects of terrorism upon political and military leadership after 9/11. Terrorist incidents occur through various online and offline channels, making protecting people and organizational assets a top priority for many organizations. In order to mitigate terror escalations and prepare for emerging dangers, many professionals in the intelligence and public safety communities are expanding their knowledge and skills through education. This online certificate is designed to support these educational goals. This online certificate is intended for graduate students who want to expand their knowledge of terrorism without committing to a degree program.

Certificate Objectives

Upon successful 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)

Code	Title	Semester Hours
SSGS500	Research Design and Methods	3
INTL650	Counterterrorism	3
INTL652	Terrorism: Assessing the Past to Forecast the Future	3
Select 3 courses from the following:		9
EDMG565	Consequence Management: Terrorism Preparation & Response	
HLSS522	Weapons of Mass Destruction and the New Terrorism	
HLSS523	Domestic Terrorism and Extremist Groups	
INTL508	Intelligence Analysis	
NSEC614	Political Psychology of Terror Groups	
Total Semester Hours		18

Graduate Certificate - World War II Studies

The graduate certificate in World War II Studies is designed for students interested in the strategy, tactics, leaders, and lessons learned from the blitzkrieg into France, the Balkans, and the Soviet Union; the campaigns in North Africa and Italy; and the fighting in the Pacific. This online program emphasis the politics, political leadership, and diplomacy that enabled the rise of the Axis and Allied powers before, during, and after World War II. Historians with specialized knowledge can be found as curators, guides, or consultants in tourism, museums, or other historical settings.

Many university faculty members teaching our history courses are published historians or military leaders who bring unique perspectives and relevant research into the classroom. You'll also connect and interact online with other students who share your enthusiasm for history.

Certificate Objectives

Upon successful 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)

Code	Title	Semester Hours
HIST560	World War II in Context	3
MILH510	Studies in U.S Military History	3
MILH551	World War II in Europe	3
MILH552	World War II in the Pacific	3
MILH555	World War II: Politics, Political Leadership and Diplomacy	3
MILH654	World War II and the Eastern Front	3
Total Semester Hours		18

Graduate Certificate in Design Thinking

Organizations face challenging and changing social landscapes, needing reflective and dynamic examination of how to meet customer/user needs. Leading innovation depends on effective, data-driven changes to meet the needs of both organization and customer/user. This certificate provides graduate students from any disciplinary background with a background in design thinking and a specialized toolkit for collecting, analyzing, and explaining human needs and behaviors that are critical to organizational success.

Certificate Objectives

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

- Describe how design thinking fosters innovation and transformation.
- Identify the role of leadership in developing strategies for and managing organizational change.
- Compare and contrast different methodologies for collecting data on customer or user needs and experiences.
- Apply design thinking principles to organizational challenges.
- Assess risk, cost, and benefits from data-informed solutions to organizational challenges.

Certificate Requirements (15 semester hours)

Code	Title	Semester Hours
SOCI530	Introduction to Design Thinking	3
SOCI531	Applied Design Thinking	3
MKTG603	Consumer Behavior, Emotions, and Narratives	3
MGMT619	Leading Organizational Change	3
SOCI532	Applying Design Thinking to Discipline-specific challenges	3
Total Semester Hours		15

Graduate Certificate in K-6 STEAM (STEM + the Arts)

The K-6 STEAM (STEM + the Arts) graduate certificate focuses on curriculum development and lesson plan creation for face-to-face, virtual, and hybrid formal and informal contexts by integrating the visual and performing arts with science, technology, engineering, and mathematics (STEM). Certificate courses include ways licensed teachers as well as park/afterschool/community/camp program and homeschool instructors can guide K-6 learners within or beyond traditional school classrooms in becoming innovative, creative thinkers in traditional/formal and informal learning contexts.

This certificate program does not lead to licensure.

This program has special admission requirements.

Certificate Objectives

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

- Apply STEM/STEAM theory, research, and evidence-based practices in K-6 school or community-based contexts.
- Analyze ways to use global and local resources and experts in STEAM areas to facilitate K-6 students' learning.
- Create interdisciplinary K-6 STEAM lesson plans for formal or informal instructional contexts.

Programmatic Admission Requirements

This graduate certificate program does not lead to state certification or licensure, nor can it be used to maintain state licensure or certification. We strongly encourage you to explore your state-specific requirements (https://www.apus.edu/about/state-authorization/index) prior to applying here in order to make an informed decision. In addition, you may email our coordinator of certification and licensure at certification@apus.edu.

All master's degree and graduate certificate programs require a bachelor's degree (or higher) from an institution whose accreditation is recognized by the Council for Higher Education Accreditation (CHEA®).

- Official bachelor's transcript showing conferral of degree with a minimum GPA of 2.5 on a 4.0 scale, or a master's transcript showing conferral of degree
- Graduate Writing Sample
- Signed statement of understanding (SOU)

Important notes:

- You are required to take EDUC671 as the first course in this certificate program, but other courses may be taken concurrently.
- It is recommended that you take EDUC549 as the last course in this certificate program, but other courses may be taken concurrently.

CHEA® is a registered trademark of the Council for Higher Education Accreditation.

Please visit our AMU (https://www.amu.apus.edu/admissions/graduate-requirements.html) or APU (https://www.apu.apus.edu/admissions/graduate-requirements.html) graduate admission page for more information on institutional admission requirements.

Need help?

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Certificate Requirements (15 semester hours)

Code	Title	Semester Hours
EDUC671	Integrated Elementary Mathematics and Sciences [1]	3
EDUC623	Online Learning and Student Achievement	3
EDUC652	Powerful Technology Applications for the Active Learning Environments	3
SPST501	Introduction to Space Studies	3
EDUC549	Elementary School Arts Across the Curriculum [2]	3
Total Semester Hours		15

1 Required as the first course in this program.

2 Recommended as the final course in this program.

Graduate Certificate in Organizational Crisis Management

This graduate certificate covers crisis management concepts and activities from the organizational leader's perspective. Courses cover organizational change, risk management, organizational processes related to crisis management, and leadership roles in crisis management.

Certificate Objectives

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

- Establish protocols for crisis management communication as it relates to the organization.
- Recommend organizational crisis planning strategies.
- Evaluate processes for continuity planning.
- Explain the impact on the organization of poor crisis planning.
- Describe the role of leadership in organizational crisis management.
- Identify strategies for leading change in organizations.

Certificate Requirements (12 semester hours)

Code	Title	Semester Hours
MGMT604	Organizational Crisis Management	3
MGMT621	Leadership in a Time of Crisis	3
MGMT622	Risk Management for Leaders	3
MGMT623	Concepts and Processes of Organizational Crisis Management	3
Total Semester Hours		12

Graduate NanoCerts®

Graduate NanoCerts are short programs focused on upskilling for professional development goals microcredential. Academic credits earned while obtaining a graduate NanoCert may be applied to a Master's degree.* NanoCerts result in a marketable microcredential, allowing you to level-up or shift your professional focus quickly.

Note: Students may not use military tuition assistance or federal student aid to pay for NanoCert courses. However, private financing, veterans' benefits, or employer tuition assistance may be used.

*Students are not permitted to enroll concurrently in multiple programs. For example, you may not be enrolled in both a NanoCert and a Master's degree at the same time. However if you previously completed the NanoCert in Entrepreneurship you may be able to apply those credits toward a Master of Arts in Entrepreneurship.

- *Advanced Cybersecurity/Cybercrime*
- *Business Continuity*
- *Business Project Management*
- *Counterintelligence*
- *Criminal Intelligence*
- *Cyber Intelligence*
- *Entrepreneurship*
- *Geospatial Intelligence*
- *Intelligence Analysis*
- *Leadership Strategies for Diversity, Equity, and Inclusion*
- *Open-Source Intelligence (OSINT)*
- *Operational Crisis Management*
- *Organizational Effectiveness*
- *Organizational Leadership*
- *Public Administration and Contemporary Security Management* (p. 326)
- *Security Organizational Leadership* (p. 327)
- *Teaching Adult Learners Online*
- *Terrorism*

Graduate NanoCert® in Advanced Cybersecurity/Cybercrime

The graduate NanoCert in Advanced Cybersecurity/Cybercrime is a three-course program including the study of advanced cybercrime analysis, intrusion detection and incident handling, and advanced digital forensics.

This program has specific admission requirements.

NanoCert Objectives

After successfully completing this NanoCert, the student will be able to:

- Recognize the dimensions of criminal activity in the world of cyber security.
- Apply current laws and legal actions to analysis of criminal activity
- Differentiate the rules of evidence such as chain of custody, preservation of evidence, and procedural requirements.
- Evaluate common methods of detection & prevention.
- Analyze the legal issues, ethical challenges, and societal impacts of digital forensic

Programmatic Admission Requirements

For this program, you must provide an official transcript of your previously completed bachelor's or master's degree and have ONE of the following:

- Associate or bachelor's degree in information technology or a related field (ex: computer science, information systems, database development, etc.)
- 2 years of work experience in the specific sub-field for this degree
- Completion of one of our undergraduate IT certificates
- Completion of 6 credits in IT-related courses
- Completion of an IT-related minor or concentration during your undergraduate program
- Certifications in at least one of the below, should be active and earned since 2010:
  a. CompTIA Security+®
  b. CompTIA Network+®
  c. CompTIA A+®
  d. CompTIA Project+®
  e. CISSP® certification
  f. SSCP®
  g. EC-Council Ethical Hacking
  h. Cisco CCNA® Security
  i. Project Management Professional certification from the Project Management Institute

CompTIA Security+®, CompTIA Network+®, CompTIA A+®, and CompTIA Project+® are all registered trademarks of the Computer Technology Industry Association, Inc.

CISSP® and SSCP® are registered trademarks of International Information Systems Security Certification Consortium, Inc.

CCNA® is a registered trademark of Cisco Technology, Inc.

Notes:

- If the IT-specific requirements are not noted in the official bachelor's or master's transcript, you must provide official copies of your undergraduate transcripts that show the appropriate coursework.

- The verification of the 2 years' work experience needs to be sent to the university via formal resume/CV.
- Preadmission courses completed at the undergraduate level must be graded C or better; B or better at the graduate level.

Please visit our AMU (https://www.amu.apus.edu/admissions/graduate-requirements.html) or APU (https://www.apu.apus.edu/admissions/graduate-requirements.html) graduate admission page for more information on institutional admission requirements.

Need help?

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NanoCert Requirements (9 semester hours)

Code	Title	Semester Hours
ISSC630	Advanced Cybercrime Analysis	3
ISSC642	Intrusion Detection and Incident Handling	3
ISSC650	Advanced Digital Forensics	3
Total Semester Hours		9

Graduate NanoCert® in Business Continuity

The graduate NanoCert in business continuity is a concentrated program offering a foundation in leadership, communications, risk assessment, and the critical need for crisis planning. This online program will increase a student's comprehension of how a crisis could impact an organization's reputation, value, and long-term sustainability, as well as a focus on short-term continuity in working with its employees, customers, stakeholders, suppliers, and the general public.

NanoCert Objectives

After successfully completing this NanoCert, the student will be able to:

- Explore the role of leadership before, during, and after a crisis.
- Define the impact of crises on the community, the organization, and its stakeholders.
- Apply selected basic AI techniques; judge applicability of more advanced techniques.
- Demonstrate methods of diagnosing and resolving crisis situations.
- Define the role of a crisis management team.
- Evaluate a crisis management model.

NanoCert Requirements (9 semester hours)

Code	Title	Semester Hours
BUSN654	Business Continuity	3
BUSN655	Sustainability and Crisis Management	3
BUSN658	Case Analysis: Crisis Management	3
Total Semester Hours		9

Graduate NanoCert® in Business Project Management

The student will be introduced to the theories, concepts, and practices that align with business project management. In BUSN663, the student will be guided through how the business, outside environment, and other areas that affect a project. The student will also be exposed to the Project Management Institute's talent triangle and the 10 knowledge areas from the Project Management Book of Knowledge (PMBOK® Guide). Through BUSN664, students will delve into the concepts of practical applications creating the scope and the schedule, as well as create a project management plan that will include the scope statement, Work Breakdown Schedule (WBS), activity definition, resource allocation, activity duration estimation, schedule creation, and critical path identification. In BUSN665, the student will learn about project risks, their effect on other project constraints and how to manage them, as well as the quality requirements and processes for a project. Most importantly, the student will have the opportunity to practice several tools and techniques provided in this course.

NanoCert Objectives

After successfully completing this NanoCert, the student will be able to:

- Differentiate between a project, program, and portfolio as defined by the Project Management Institute and defend why the three are important in a company
- Assess project documentation to create a Project Management Information System (PMIS)
- Explain what each mathematical formula means to the project manager
- Articulate how ethics and culture affect the WBS, status report, risk management plan, and the project
- Create the Statement of Work (SoW) and determine the steps for schedule changes
- Discuss the use of the change control board
- Explain how earned value management (EVM) is used to measure project performance and progress
- Learn the importance of the risk management process and the impact of risk attitudes on it
- Understand the importance of risk management planning
- Develop a Risk Management Plan
- Understand the role and content of the quality management plan for a project
- Develop a Quality Management Plan for a project

NanoCert Requirements (9 semester hours)

Code	Title	Semester Hours
BUSN663	Project Management for the Business Professional	3
BUSN664	Advanced Business Project Schedule and Scope Management	3
BUSN665	Advanced Business Project Risk and Quality Management	3
Total Semester Hours		9

Graduate NanoCert® in Counterintelligence

The graduate NanoCert in Counterintelligence is a three-course program including the study of counterintelligence; deception, propaganda, and disinformation; and human intelligence. It is designed for students who wish to heighten their knowledge of counterintelligence.

NanoCert Objectives

After successfully completing this NanoCert, the student will be able to:

- Assess the role of counterintelligence within U.S. national security strategy.
- Produce an advanced assessment of the structure, functions, and operations in U.S. counterintelligence.
- Construct mission target analysis procedures using proper operational approach techniques, development, and recruitment activities at the individual and operational level.
- Evaluate the use of influence/deception techniques in historical cases.
- Understand and recognize psychological theories underpinning informational/deceptive practices.

NanoCert Requirements (9 semester hours)

Code	Title	Semester Hours
INTL610	Counterintelligence	3
INTL623	Human Intelligence (HUMINT)	3
INTL653	Deception, Propaganda and Disinformation	3
Total Semester Hours		9

Graduate NanoCert® in Criminal Intelligence

The graduate NanoCert in Criminal Intelligence is a three-course program designed for learners focused on criminal intelligence analysis, transnational crime and narcotics, and organized crime. It is designed for students who wish to enhance their criminal intelligence knowledge.

NanoCert Objectives

After successfully completing this NanoCert, the student will be able to:

- Analyze the varieties and characteristics of transnational organized crime.
- Evaluate the major organized crime statutes, such as the Harrison Act and the Racketeer Influenced and Corrupt Organizations Act (RICO), and their role in fighting organized crime.
- Analyze the criminal intelligence environment.
- Assess how information is transformed into useable intelligence.
- Examine the connection between transnational crime, narcotics, corruption, and terrorism as a national security policy concern.

NanoCert Requirements (9 semester hours)

Code	Title	Semester Hours
INTL631	Criminal Intelligence Analysis	3
INTL646	Transnational Crime and Narcotics	3
CMRJ524	Organized Crime	3
Total Semester Hours		9

Graduate NanoCert® in Cyber Intelligence

The graduate NanoCert in Cyber Intelligence is a three-course program including the study of cyber intelligence, case studies in foreign cyber threats, and cyber and the intelligence cycle. It is designed for students who wish to heighten their knowledge of cyber intelligence.

NanoCert Objectives

After successfully completing this NanoCert, the student will be able to:

- Analyze the challenges that rapidly advancing technologies and actors create within the cyber domain.
- Assess the legal and policy challenges in the conduct of cyber intelligence operations.
- Examine the history of cyber intelligence operations and assess the attributes of computer network exploitation, defense, and attack.
- Evaluate the intelligence challenge of attribution in cyber-attacks.
- Evaluate high profile cybersecurity case studies.
- Examine current cyberspace policy issues and challenges.

NanoCert Requirements (9 semester hours)

Code	Title	Semester Hours
INTL644	Cyber and the Intelligence Cycle	3
INTL647	Cyber Intelligence	3
INTL649	Case Studies in Foreign Cyber Threats	3
Total Semester Hours		9

Graduate NanoCert® in Entrepreneurship

The graduate NanoCert in Entrepreneurship is a concentrated program for students interested in starting their own venture. This NanoCert will provide a foundational understanding of key concepts required of an entrepreneur to further understand how to successfully plan, organize, and manage basic business operations. This program provides an introduction to entrepreneurial strategy for anyone thinking about opening a business. This NanoCert is intended for graduate students who seek to heighten their knowledge of entrepreneurship.

NanoCert Objectives

After successfully completing this NanoCert, the student will be able to:

- Evaluate the environment in which a business operates.
- Evaluate a current business model using business model generation principles.
- Determine a target market and market segmentation.
- Evaluate various types of funding options for a venture.
- Develop a presentation package of materials for the investor.
- Create key financial statements and financial ratios for a venture.
- Prioritize the marketing strategies to meet the goals of a venture.
- Create a marketing plan for a venture.

NanoCert Requirements (9 semester hours)

Code	Title	Semester Hours
ENTR510	Lean Accelerator	3
ENTR623	Venture Capital	3
ENTR630	Entrepreneurial Marketing	3
Total Semester Hours		9

Graduate NanoCert® in Geospatial Intelligence

The graduate NanoCert in Geospatial Intelligence is a three-course program involving the study of advanced geospatial intelligence, intelligence analysis, and indications and warnings. It is designed for those wishing to gain targeted knowledge in geospatial intelligence.

NanoCert Objectives

After successfully completing this NanoCert, the student will be able to:

- Evaluate the analytic tools, concerns, critical thinking, and problems involved when performing intelligence analysis at the national and international level both in and outside the United States.
- Analyze complex intelligence problems, apply analytic tools, and suggest possible problems and solutions.
- Assess the means by which multiple collection platforms and "big data" are leveraged to produce finished geospatial intelligence.
- Integrate new geospatial technologies from a wide variety of open source applications.
- Evaluate the strategic warning environment and the role of U.S. intelligence.
- Analyze surprise, warning, and intelligence reactions.

NanoCert Requirements (9 semester hours)

Code	Title	Semester Hours
INTL508	Intelligence Analysis	3
INTL627	Advanced Geospatial Intelligence	3
INTL635	Indications and Warnings	3
Total Semester Hours		9

Graduate NanoCert® in Intelligence Analysis

The graduate NanoCert in Intelligence Analysis is a three-course program involving the study of the tradecraft, techniques, and challenges of intelligence analysis. The program is designed for those interested in advancing their knowledge of the discipline.

NanoCert Objectives

After successfully completing this NanoCert, the student will be able to:

- Evaluate the analytic tools, concerns, critical thinking and problems involved when performing intelligence analysis at the national and international level both in and outside the United States.
- Analyze complex intelligence problems, apply analytic tools, and suggest possible solutions.
- Examine the role of U.S. intelligence in indications and warnings.
- Analyze surprise, warning, and intelligence reactions.
- Apply political psychological concepts and methodologies to study political leaders.
- Differentiate the various types of personality-based measures used to study political leaders.

NanoCert Requirements (9 semester hours)

Code	Title	Semester Hours
INTL508	Intelligence Analysis	3
INTL635	Indications and Warnings	3
INTL637	Intelligence Profiling	3
Total Semester Hours		9

Graduate NanoCert® in Leadership Strategies for Diversity, Equity, and Inclusion

The three courses in this NanoCert explore perspectives and strategies for diversity, equity, and inclusion in organizations. Students will examine practices to leverage diversity, equity, and inclusion toward an organizational competitive advantage. Students will become familiarized with tools to lead organizational change, engage employees, manage diverse teams, and utilize diversity and inclusion recruitment strategies. Students will evaluate current organizational practices in diversity and inclusion and prepare recommendations for improvements to the existing practices.

NanoCert Objectives

After successfully completing this NanoCert, the student will be able to:

- Evaluate the advantages of diversity, equity, and inclusion in the workplace.
- Recommend approaches for effective diversity, equity, and inclusion strategies.
- Design diversity, equity, and inclusion recruitment and retention policies.
- Propose solutions to diversity and inclusion challenges faced by organizations.
- Examine strategies to effectively drive organizational change.

NanoCert Requirements (9 semester hours)

Code	Title	Semester Hours
HRMT640	Organizational Strategies for Diversity and Inclusion	3
HRMT641	Critical Perspectives on Diversity Management	3
MGMT619	Leading Organizational Change	3
Total Semester Hours		9

Graduate NanoCert® in Open-Source Intelligence (OSINT)

The graduate NanoCert in Open-Source Intelligence is a three-course program involving the study of collection; open-source intelligence; and deception, propaganda, and disinformation. It is designed for students who wish to advance their knowledge of open-source intelligence without committing to a degree or certificate program.

NanoCert Objectives

After successfully completing this NanoCert, the student will be able to:

- Assess the implications of advances and modes in intelligence collection technology for the 21st century.
- Understand how intelligence collection priorities are established.
- Analyze the nature and functions of OSINT, its strengths and weaknesses, and the growing role it plays in the intelligence process.
- Demonstrate the use of psychological tools in informational/deceptive practices.
- Deconstruct the concept of deception and its applications in different contexts.
- Evaluate the use of influence/deception techniques in historical cases.

NanoCert Requirements (9 semester hours)

Code	Title	Semester Hours
INTL502	Collection	3
INTL622	OSINT	3
INTL653	Deception, Propaganda and Disinformation	3
Total Semester Hours		9

Graduate NanoCert® in Operational Crisis Management

The graduate NanoCert in operational crisis management is a concentrated program offering a crisis management foundation and skills development in using technology to mitigate organizational risk. Variables involved in crisis planning, communication, and management are examined. This NanoCert is designed to help you identify potential internal and external crises and provide insight on how businesses can use artificial intelligence to prepare to face crises and challenges. This online program includes the types of crises, the importance of developing a crisis management plan and implementing a team, and the ways to overcome crisis.

NanoCert Objectives

After successfully completing this NanoCert, the student will be able to:

- Define leadership management during periods of uncertainty.
- Identify crisis communications and strategic assessments of crises.
- Deploy artificial intelligence to prepare to face crises in business.
- Integrate tools necessary to conduct ethically sound crisis management practices.
- Develop appropriate crisis management plan for a given crisis.
- Discuss types of crises.
- Implement a team to respond to the crisis.

NanoCert Requirements (9 semester hours)

Code	Title	Semester Hours
MGMT604	Organizational Crisis Management	3
BUSN656	Artificial Intelligence and Crisis Management	3
BUSN657	Crisis Management for the Business Leader	3
Total Semester Hours		9

Graduate NanoCert® in Organizational Effectiveness

Learners explore key concepts vital to organizational effectiveness. Included are courses related to organizational management, organizational development and organizational crisis management.

NanoCert Objectives

After successfully completing this NanoCert, the student will be able to:

- Create a business model canvas of an organization, analyze the management effectiveness of the organization, and apply appropriate theory and remediation in the recommendation.
- Define leadership management during periods of uncertainty.
- Design a "best practices" manual on how to implement effective teams in an organization.
- Formulate potential solutions for questions introduced in a case study focusing on individual and team leadership, as well as organizational change within a company.

NanoCert Requirements (9 semester hours)

Code	Title	Semester Hours
MGMT604	Organizational Crisis Management	3
MGMT600	Organizational Management	3
MGMT603	Organizational Development	3
Total Semester Hours		9

Graduate NanoCert® in Organizational Leadership

Learners will study a bundle of courses focused on organizational leadership. Included in this program are courses related to organizational management, human resource management, and leadership. This NanoCert is designed to help learners effectively lead organizations, people, departments, and organizational change in a global business environment.

NanoCert Objectives

After successfully completing this NanoCert, the student will be able to:

- Analyze the responsibilities of leaders through lenses of ethical and moral decision-making, use of authority and power, and individual leadership style.
- Examine differences between leaders/managers and analyze perspectives that shape roles and align norms to maintain a healthy organization.
- Synthesize relevant knowledge of the effective use of human resources into a concise plan for implementation within an organization.
- Evaluate the role of individuals, culture, and ethics in the management of organizations.

NanoCert Requirements (9 semester hours)

Code	Title	Semester Hours
HRMT600	Human Resource Management	3
MGMT600	Organizational Management	3
MGMT605	Leadership	3
Total Semester Hours		9

Graduate NanoCert® in Public Administration and Contemporary Security Management

The University's Security Management NanoCert® programs provide a broad understanding of major security threats affecting government, public, and private organizations and entities.

This graduate NanoCert may be of interest to those who wish to pursue a future graduate degree.

The University's Security Management NanoCerts provide government and security professionals and those in the military with an opportunity to advance their knowledge of measures to protect public and private safety.

NOTE: Completion of this program does not award any professional certifications but can be applied toward graduate coursework ultimately leading to a master's degree.

NanoCert Objectives

After successfully completing this NanoCert, the student will be able to:

- Evaluate the role of the bureaucracy in implementing, interpreting, establishing, evaluating, and enforcing public policy at the various levels of state and local government.
- Appraise the current trends in government ethics and ethical codes/regulations to include distribution methods and enforcement.
- Evaluate the professional standards and ethical issues involved in public governance.
- Analyze current strategic planning in security management.
- Generate strategies for ensuring compliance with security regulatory requirements.

NanoCert Requirements (9 semester hours)

Code	Title	Semester Hours
PADM520	Public Administration in Society	3
PADM505	Ethics in Government	3
SCMT509	Contemporary Issues in Security Management	3
Total Semester Hours		9

Graduate NanoCert® in Security Organizational Leadership

The University's Security Management NanoCert® programs provide a broad understanding of major security threats affecting government, public, and private organizations and entities.

This graduate NanoCert may be of interest to those who wish to pursue a future graduate degree.

The University's Security Management NanoCerts provide government and security professionals and those in the military with an opportunity to advance their knowledge of measures to protect public and private safety.

NOTE: Completion of this program does not award any professional certifications but can be applied toward graduate coursework ultimately leading to a master's degree.

NanoCert Objectives

After successfully completing this NanoCert, the student will be able to:

- Compare and contrast the functions of a manager and a leader.
- Evaluate a solution that requires use of cross-functional collaboration or crisis leadership.
- Synthesize an ability to use proven methods, concepts, and theories to develop unique solutions to problems associated with rapidly changing social, economic, and technological situations.
- Examine new paradigms of the art of management and the security director/Chief Security Officer (CSO).

NanoCert Requirements (9 semester hours)

Code	Title	Semester Hours
SCMT511	Chief Security Officer Fundamentals	3
SCMT510	Security Management Ethics	3
SCMT553	Security Program Administration	3
Total Semester Hours		9

Graduate NanoCert® in Teaching Adult Learners Online

This stackable NanoCert is intended for professionals who want to teach postsecondary and other adult learners in a variety of settings such as corporations, government organizations, healthcare agencies, community colleges, and other education contexts. Courses prepare trainers and educators to integrate digital tools/technology in their teaching. Topics include pedagogy, andragogy, characteristics of adult learners, integrating technology into instruction, fair use, copyright, legal and ethical issues associated with online learning, designing instructional activities, and more.

NanoCert Objectives

After successfully completing this NanoCert, the student will be able to:

- Apply various tools to facilitate effective online/hybrid learning
- Evaluate ethical and legal issues related to online learning
- Create instructional activities that support the diverse needs of online and other types of learners

NanoCert Requirements (9 semester hours)

Code	Title	Semester Hours
EDUC621	Online Learning for the Adult and the K-16 Learner	3
EDUC622	Ethics and Legal Issues in Online Learning	3
EDUC625	Instructional Design in Online Learning	3
Total Semester Hours		9

Graduate NanoCert® in Terrorism

The graduate NanoCert in Terrorism is a three-course program involving the study of counterterrorism, assessing the past to forecast the future of terrorism, and domestic terrorism and extremist groups. It is designed for students who wish to advance their knowledge without committing to a degree or certificate program.

NanoCert Objectives

After successfully completing this NanoCert, the student will be able to:

- Evaluate the variables and strategies of terrorism.
- Assess the methodology of combatting terrorism against international and U.S. policy objectives.
- Examine the evolution and impacts of terrorism over the past two centuries. Analyze the likelihood of future terrorist attacks.
- Analyze domestic terrorism and extremism in the United States. Differentiate domestic terrorists/extremists, domestic terrorist and extremist organizations, and domestic terrorist and extremist events since the end of World War II.
- Evaluate past and present attempts to counter domestic terrorism and extremism in the United States.

NanoCert Requirements (9 semester hours)

Code	Title	Semester Hours
INTL650	Counterterrorism	3
INTL652	Terrorism: Assessing the Past to Forecast the Future	3
HLSS523	Domestic Terrorism and Extremist Groups	3
Total Semester Hours		9

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Accounting (ACCT)

ACCT603 Advanced Business Concepts (3 semester hours)

This course covers the knowledge and understanding of general business environment and concepts. The topics in this course include knowledge of corporate governance; economic concepts essential to understanding the global business environment and its impact on an entity's business strategy and financial risk management; financial management processes; information systems and communications; strategic planning and operations management.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ACCT603) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ACCT604 Comprehensive Financial Accounting (3 semester hours)

This course covers the knowledge and understanding of the financial reporting framework used by businesses, not-for-profit, and government entities. The financial reporting frameworks covered in this course include those issued by the FASB, the IASB, the SEC, and the GASB.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ACCT604) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ACCT606 Advanced Auditing Topics (3 semester hours)

This course covers the knowledge and understanding of the following professional standards: Auditing standards promulgated under U.S. GAAS [related to audits of an issuer (a public company), a non-issuer (an entity that is not a public company), government entities, not-for-profit entities, and employee benefit plans], standards related to attestation and assurance engagements, and standards for performing accounting and review services.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ACCT606) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ACCT607 Business Law and Taxation (3 semester hours)

This course the professional ethics issues relating to tax practices and based on the AICPA® Code of Professional Conduct, Treasury Department Circular 230, and rules and regulations for tax return preparers. Business law topics covered include the legal implications of business transactions, auditing, and financial reporting.AICPA® is a registered trademark of the American Institute of Certified Public Accountants.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ACCT607) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ACCT608 Financial Reporting & Analysis (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ACCT608) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ACCT609 Auditing & Assurance I (3 semester hours)

The primary goal of the course is to expand students understanding and application of auditing research, processes, planning, and execution. This course provides an in-depth analysis of a wide range of topics on auditing. Topics include audit reports, responsibilities, objectives, evidence, planning, legal liability, and ethics. (Prerequisite: ACCT400 or equivalent)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ACCT609) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ACCT610 Advanced Accounting (3 semester 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. Please refer to the Course Materials section for additional details on materials and pricing or contact booklist@apus.edu. (Prerequisite: ACCT608)Microsoft Word® and Microsoft Excel® are registered trademarks of Microsoft Corporation.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ACCT610) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ACCT611 Auditing & Assurance II (3 semester hours)
This course is a continuation of the topics introduced in ACCT609. The primary goal of the course is to expand students understanding and application of auditing research, processes, planning, and execution. This course provides an in-depth analysis of a wide range of topics on auditing. Topics include materiality, risks, internal controls, fraud, the audit strategy, the audit program, and audit processes. (Prerequisite: ACCT609)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ACCT611) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ACCT612 International Accounting (3 semester hours)
This course examines methods of international accounting concepts, practices, and issues. The course focuses on the accounting issues encountered by multinational companies engaged in international trade and invested in foreign operations. The course analyzes the global financial environment, foreign exchange market, foreign exchange risks, global financing and investment decisions. (Prerequisite: ACCT610)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ACCT612) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ACCT613 Auditing & Assurance III (3 semester hours)
This course is a continuation of the topics introduced in ACCT609 and ACCT611. The primary goal of the course is to expand students understanding and application of auditing research, processes, planning, and execution. This course provides an in---depth analysis of a wide range of topics on auditing. Topics include audit of the acquisition & payment cycle, audit of payroll & personnel, audit of inventory & warehousing, audit of capital acquisition & repayment, audit of cash & financial instruments, and government audits. (Prerequisite: ACCT611)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ACCT613) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ACCT614 Government & Non-Profit Accounting I (3 semester hours)
The primary goal of the course is to expand students understanding and application of government and non-profit accounting research, processes, planning, and execution. This course provides an in---depth analysis of a wide range of government and non-profit accounting topics. Topics include governmental operating statement accounts, budgets, accounting for general assets, accounting for long-term liabilities, etc. (Prerequisite: ACCT410 or equivalent)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ACCT614) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ACCT615 Individual Tax Research and Planning (3 semester hours)
A study of income determination and concepts for individuals with emphasis of the impact of taxation on personal and/or business decisions, advances student knowledge of research techniques, and understanding of the IRS tax code. Students must have access to Microsoft Word® and Microsoft Excel® software. (Prerequisite: ACCT610)Microsoft Word® and Microsoft Excel® are registered trademarks of Microsoft Corporation.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ACCT615) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ACCT616 Advanced Federal Taxation (3 semester 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)Microsoft Word® and Microsoft Excel® are registered trademarks of Microsoft Corporation.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ACCT616) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ACCT617 Advanced Cost Accounting (3 semester hours)
This course covers the analysis of accumulating and reporting costs of operations, budgets, and other tools of management for measuring profitability of a business enterprise. Emphasis is given to the various cost systems like job order, process cost, standard cost, and variable costing. (Prerequisite: ACCT610)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ACCT617) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ACCT618 Managerial Accounting (3 semester hours)
The focus of managerial accounting is to provide key information to internal parties (e.g., managers) to enable them to make better business decisions. This course will provide students key facets of cost analysis and various cost accounting systems. Students will learn how managerial accounting is used to facilitate and guide business decisions. Topics include planning (e.g., budgets), variance analysis, and overall performance measurement, among others.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ACCT618) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ACCT619 Government & Non-Profit Accounting II (3 semester hours)
This course is a continuation of the topics introduced in ACCT614. The primary goal of the course is to expand students understanding and application of government and non-profit accounting research, processes, planning, and execution. This course provides an in-depth analysis of a wide range of government and non-profit accounting topics. Topics include accounting for business and fiduciary activities of state and local government, auditing and financial reporting requirements of government and non-profit entities, performance measurement, etc. (Prerequisite: ACCT614)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ACCT619) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ACCT620 Forensic Accounting (3 semester hours)
This course is a study of forensic accounting with an emphasis on using accounting techniques in white collar criminal investigations. The course exposes students to criminology topics such as skimming, cash larceny, check tampering, billing schemes, payroll and expense reimbursement irregularities, non-cash misappropriations, corruption, and interviewing witnesses. The course advances student knowledge of auditing, financial statement analysis, and research techniques in the context of fraud. This course requires the student to purchase additional materials. Please refer to the Course Materials section for additional details on materials and pricing or contact booklist@apus.edu. (Prerequisite: ACCT610)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ACCT620) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ACCT621 Government & Non-Profit Accounting III (3 semester hours)
This course is a continuation of the topics introduced in ACCT614 and ACCT619. The primary goal of the course is to expand students understanding and application of government and non-profit accounting research, processes, planning, and execution. This course provides an in-depth analysis of a wide range of government and non-profit accounting topics. Topics include regulation, taxation, accounting standards, and performance measures for non-profit entities and the federal government. (Prerequisite: ACCT619)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ACCT621) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ACCT695 Accounting Theory and Concepts (3 semester hours)
In this course students evaluate how organizations process and report accounting information in adherence to ethical standards and generally accepted accounting principles. Topics include accounting literature related to the accounting cycle, adjusting and closing entries, ethics, financial reporting & analysis, international accounting, auditing, taxation, and governance.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ACCT695) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ACCT699 Financial Accounting Theory Capstone (3 semester hours)
A required capstone course that explores the rationale and structure of accounting theory including the concepts underlying current accounting thought. Students will conduct accounting research and complete a thesis that bears to their intended area of practice and facilitates a broadened perspective by exploring relevant technical constructs in a theoretical context.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ACCT699) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Business (ANLY)

ANLY600 Data Mining (3 semester hours)
This course covers data mining using the R programming language. It offers hands on experience approach through a learn-by-doing-it strategy. It further integrates data mining topics with applied business analytics to address real world data mining cases. It continues the examination of the role of "Data Mining in R", and review statistics techniques in prescriptive analytics, and some predictive analytics. Additionally, some standard techniques and excel functions will be also covered.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ANLY600) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ANLY601 Business Analytics using Python (3 semester hours)
This course covers applications of Python® programming language in business & data analytics including statistical analyses. The course flow includes an overview of Python features from syntax, functions, data types through regular expressions and handling of files. There is additional focus on descriptive analytics and visual analytics through descriptive data analysis, data wrangling, visualization, inferential statistical analysis, and using Python for descriptive analytics tools.Python® is a registered trademark of the Python Software Foundation.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ANLY601) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ANLY602 Business Analytics using SAS (3 semester hours)
Business Analytics using SAS supports the study of data with the help of operational and statistical analysis, optimization techniques, and the communication of output to customers and businesses. This course instructs learners how to improve a business through the use of business intelligence tools afforded by gaining a detailed knowledge of business performance.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ANLY602) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ANLY610 Text Mining (3 semester hours)
This course covers the elements of text mining techniques used to complement data mining methods but for unstructured text. The essential transformation techniques where text is prepared and handled to a form in which it can be mined is discussed and explained. Additionally, some standard techniques and excel functions will be also covered. (Prerequisite: BUSN662)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ANLY610) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ANLY620 Predictive Analytics (3 semester hours)
This course gives emphasis to understanding how the predictive analytic approach flows, as well as the process of analysis starting with a problem, and through effective analytics approach that is cohesive and integrating of various statistical analysis tools for predicting behavior of variables in a modeled relationship. (PREREQUISITE: BUSN662)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ANLY620) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ANLY630 Optimization and Simulation (3 semester hours)
This course primarily covers handling elements of the influence on a business performance that can be constraints for achieving certain results. The course discusses optimization methodologies to support management choices. Students will learn about applying linear programming principals to harness a precise objective considering a set of business constraints. Students will use spreadsheet software to implement and solve these linear programming problems. (Prerequisite: BUSN662)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ANLY630) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ANLY640 Data Management (3 semester hours)
This course covers the elements of research, data collection, sampling, and data management including creating a broad range of quantitative and qualitative data and applying research methodologies while navigating rights and ownership and other ethical components. This course integrates quantitative and qualitative data management to prepare learners to understand how to inventory, store, and backup data. As well as how to create useable data to use, share, ethically reuse data, and covers aspects of digitally preserve data for the future. Students will also learn to create and data management plan. (Prerequisite: BUSN662)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ANLY640) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ANLY645 Enterprise Analytics (3 semester hours)
This course is designed to lead students through various projects and business problem scenarios to enable them to apply concepts learned to quantify elements of alternative elimination, assess data pertinent to the overall decision-making process, and to gain and understanding of the different business functions and how data is used differently in each area.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ANLY645) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ANLY646 Social Media Analytics (3 semester hours)
This course covers the fundamentals of social media analytics, as well as, the basic principles of social media analytics. The knowledge learned in this course studies big data collection, demographic data, transactions, and web analytics. The aim is to help learn social media analytics to understand how social media data can be handled considering online customer behavior so as to make real time decisions.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ANLY646) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ANLY647 Six Sigma Concepts & Tools (3 semester hours)
This course covers of the fundamentals of Six Sigma, describes the analytical tools used and introduces the problem-solving approach to streamline a process. The course covers phases of Six Sigma while outlining the essential steps and guidelines for a successful implementation of the Six Sigma initiative in an organization. Primary focus of the course is on the breakthrough strategy phases Define, Measure, Analyze, Improve, and Control (DMAIC). Goals and objectives of each phase and the associated tools and techniques are discussed to solve business problems.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ANLY647) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ANLY699 Analytics Project (6 semester hours)
Preparation for the Applied Business Analytics Project/Capstone begins on day one of a student's graduate program of study. The theories, research methods, analytical skills, analytical tools, and substantive knowledge obtained through their master's curriculum provide the basis for a major data analysis project. Students will work closely with the assigned faculty member to develop the subject matter of their project. The experiential or practical component of the class aims to apply learning in an aspect of interest related to the degree and concentrations of the student's areas of specialization. It is understood to be a supervised project where data is collected from or about an approved organization. The selection of an organization or site for the project must relate to the content of the student's course work and/or analytics concentration. Goals of the applied project will be submitted by the student using an application for approval to the faculty member and/or Program Director. The organization will serve as an opportunity to experience the practice of business or big data analytics. This option will act as a capstone of the student's program and is to be completed in the student's final semester.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ANLY699) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Business (BUSN)

BUSN501 Critical Thinking and Digital Literacy (3 semester hours)
This BUSN501 Critical Thinking and Digital Literacy course will prepare the transportation and logistics management and reverse logistics management graduate student to address issues associated with critical thinking and digital literacy. Students will be afforded the opportunity to begin to compile artifacts and signature assignments related to their field of study of transportation and logistics management or reverse logistics management. The 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=BUSN501) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

BUSN600 Artificial Intelligence Practices in Business (3 semester hours)
Artificial Intelligence (AI) or machine learning is not considered science fiction anymore. In fact, you probably use it every day without even knowing it. This course is for non-technical professionals. This course will introduce you to a basic understanding of the history of AI, its capabilities, what it offers today in various industries, robotics, the ethics and societal issues around machine learning, and decision-making and AI.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=BUSN600) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

BUSN601 Global Management Perspective (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=BUSN601) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

BUSN602 Managerial Analysis (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=BUSN602) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

BUSN603 Quantitative Analysis (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=BUSN603) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

BUSN620 Strategic Management (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=BUSN620) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

BUSN623 Legal & Ethical Issues in Management (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=BUSN623) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

BUSN624 Principles of E Commerce (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=BUSN624) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

BUSN625 Applied Decision Making (3 semester 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.Microsoft Office ® is a registered trademark of Microsoft Corporation.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=BUSN625) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

BUSN627 Legal, Policy, and Ethical Issues of Crisis Situations (3 semester hours)
This course provides a study of legal, policy, and ethical issues and practices that relate to decision-making in crisis situations in the 21st century U.S. and global environment. Using a case study analysis approach, students are provided readings and comparative case studies for recognition of the important legal issues, ethical approaches, and policy implications involved in such crisis arcs as pandemics, social and political unrest, environmental disaster, communications disruptions, and terrorism.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=BUSN627) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

BUSN640 Nonprofit Law, Governance, and Ethics (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=BUSN640) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

BUSN641 The Nonprofit Organization and Executive Leadership (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=BUSN641) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

BUSN642 Financial Management in Nonprofit Organizations (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=BUSN642) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

BUSN643 Nonprofit Fundraising Planning and Implementation (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=BUSN643) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

BUSN654 Business Continuity (3 semester hours)
BUSN654 introduces students to the elements of continuity for an organization. A business continuity plan (BCP) includes procedures for short- and longer-term issues. Students will gain the knowledge to identify essential services and develop a business continuity plan that will outline the methods for protecting the various components of a business, as well as how to proceed when experiencing a crisis.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=BUSN654) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

BUSN655 Sustainability and Crisis Management (3 semester hours)
BUSN655 introduces the fundamental concepts of crisis management and sustainability in a business. A crisis can happen in an organization anytime, anywhere. Topics include advanced crisis management planning, which is key to sustainability and assures a company has the processes and procedures in place to address almost any issue that may arise. The course also covers the impact of a crisis on an organization's employees, customers, suppliers, and general public; and the sustainability of a company's value.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=BUSN655) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

BUSN656 Artificial Intelligence and Crisis Management (3 semester hours)
BUSN656 covers several key concepts. In the course, the student will learn to identify potential internal and external crises and provide insight on how businesses can use AI to prepare to face crises and challenges. Students will develop an understanding of how AI technology improves the efficiency of the management process during a crisis response. Students will learn how the use of robotics, information sharing using ontologies, and providing multi-agent systems for real-time support and simulated environments assist in crisis management planning. They will also learn about the tools needed to conduct ethically sound crisis management practices.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=BUSN656) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

BUSN657 Crisis Management for the Business Leader (3 semester hours)
BUSN657 introduces the role of leaders/managers in crisis management. Topics include the types of crisis, the importance of developing a crisis management plan and implementing a team, and the ways to overcome crisis. The course also covers the impact of a crisis on an organization's employees, customers, suppliers, and general public; and managing stress during a crisis.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=BUSN657) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

BUSN658 Case Analysis: Crisis Management (3 semester hours)
BUSN658 offers students the opportunity to study some of the most well-known crisis management case studies from the last several years, as well as what can be learned from them. The theory of case study analysis is covered in detail, including problem formulation, research methodology, data collection, and analytical techniques. Concurrently, students will develop a topic statement and concept of analysis for a crisis management plan in an organization of their choosing. The final assignment for the course is a case analysis that includes an overview of the organization; how leadership developed the crisis management plan; an analysis of what happened and why – was the plan successful or not; and the lessons that can be drawn from the study that would improve the field of crisis management. Students will learn a valuable research skill that can be used repeatedly.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=BUSN658) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

BUSN660 Advanced Analytics I (3 semester hours)
This course is designed to lay the groundwork for solution generation and software analysis tools at the intermediate level. Topics to be covered are various business problem solution models, the importance of high-level analysis in the business environment within the context of these models, and a detailed analysis and introduction to the various software tools available to managers. (Prerequisite: BUSN625)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=BUSN660) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

BUSN661 Advanced Analytics II (3 semester hours)
This course is designed to continue the examination of data and its use in the problem-solving process. In this course, students will integrate advanced skills in Microsoft Excel 2010® with data analysis techniques, including an introduction to big data add-ins such as Microsoft PowerPivot® and the use of Data Analysis Expressions (DAX) to create queries in the PowerPivot tool. (Prerequisite: BUSN660)Microsoft Excel 2010® is a registered trademark of Microsoft Corporation.Microsoft PowerPivot® is a registered trademark of Microsoft Corporation.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=BUSN661) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

BUSN662 Applied Advanced Analytics (3 semester hours)
This course provides four case scenario exercises in which students will use the tools learned to create viable case summaries and data-supported solutions. Exercises will range from intermediate to advanced levels of analytical ability and will allow students to create a portfolio demonstrating skills in various business functions and analytical tools. (Prerequisite: BUSN661)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=BUSN662) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

BUSN663 Project Management for the Business Professional (3 semester hours)
This course explores successful project management for business projects. Students will differentiate among projects, programs, and project portfolios and how each supports the other. A project schedule will be created and maintained to simulate a project's life cycle. Students will review the indicators for understanding project success. The course will apply theory and practical knowledge along with standard tools and techniques to drive to project success. This course requires Microsoft Project® software. This software is approximately $10/month and may be downloaded from Microsoft.Microsoft Project® is a registered trademark of Microsoft Corporation.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=BUSN663) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

BUSN664 Advanced Business Project Schedule and Scope Management (3 semester hours)
The course is an in-depth analysis of developing a project schedule and controlling the project scope. The skills reviewed include analyzing a contract and statement of contract for requirements, developing a Work Breakdown Structure, and developing a project schedule to control and monitor a project. This course requires Microsoft Project® software. This software is approximately $10/month and may be downloaded from Microsoft. (Prerequisite: BUSN663)Microsoft Project® is a registered trademark of Microsoft Corporation.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=BUSN664) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

BUSN665 Advanced Business Project Risk and Quality Management (3 semester hours)
This course provides an in-depth analysis of project risk and quality management. These two aspects of project management are considered difficult to make tangible to the project team. This class will introduce students to the tools and techniques to identify, control, and monitor risks and opportunities and how to plan and promote a project's quality program. (Prerequisite: BUSN663)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=BUSN665) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

BUSN666 Advanced Business Project Integration, Resource, and Stakeholder Management (3 semester hours)
This course studies project integration, project human resource management, and stakeholder management. Students will be exposed to the skills to plan, monitor, and control resources to complete a project. Skills will be introduced to understand how to assess project stakeholders and keep them informed regarding the project status. (Prerequisite: BUSN663)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=BUSN666) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

BUSN667 Advanced Business Project Cost Controls (3 semester hours)
This course introduces the advanced concept of project cost management. The concepts of creating a budget and controlling and monitoring the budget and costs through earned value management are explored. The student will also be able to articulate to stakeholders and senior leaders the expectations for a project to finish within its budget. (Prerequisite: BUSN663)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=BUSN667) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

BUSN668 Case Studies in Business Information Security (3 semester hours)
The course is an in-depth analysis of business information security issues and concepts through the examination of relevant case studies and practical examples. Case studies are used to conduct an in-depth exploration of information security and underlying principles. The focus is on current issues related to information security, including risk management problems. The student will identify risks, evaluate risks, and determine risk mitigation and constraints related to information security. The course addresses a range of current topics, such as policies, communication, and management, each of which is vital to information security.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=BUSN668) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

BUSN669 Business Intelligence Analysis (3 semester hours)
The course provides the student with a clear understanding of the importance of aligning business intelligence to organizational strategy, performance, competitiveness, and tactical business decisions. The student will focus on leveraging the organization's internal and external data-rich assets to support business strategies. The student will apply common methods used in business intelligence to analyze data and present findings related to the state of the business.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=BUSN669) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

BUSN695 School of Business Internship (3 semester hours)
Participating in an internship provides students with valuable educational and professional opportunities designed to make connections between theory and practice. During internships, students explore and gain hands on experience in their field of study, exploring practical applications in a professional work environment. The primary responsibility for finding an internship belongs to the student; however, there are a number of resources in place to help the student in their search and application process.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=BUSN695) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

BUSN696 Capstone: E-Portfolio (3 semester hours)
The MBA Capstone E-portfolio course is an option as the final course in the MBA program. This course will prepare MBA students to reflect on their graduate experience by compiling and revising artifacts from previous courses in the program into an organized e-portfolio. The e-portfolio will reflect the student's educational growth from their entry in the MBA program to its completion. In addition, the graduate student will develop the skills necessary to successfully transition to and navigate post-graduate professional activity. Finally, students will be given the resources to connect with the university in an ongoing relationship.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=BUSN696) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

BUSN697 Master's Capstone: E-Portfolio (3 semester hours)
This Master's Capstone E-portfolio course is the final course in the Master's Program. This course will prepare graduate students to reflect on their graduate experience by compiling and revising artifacts from previous courses in the program into an organize e-portfolio. The e-portfolio will reflect the student's educational growth from entry in the graduate program. In addition, the graduate student will develop the skills necessary to successfully transition to and navigate post-graduate life as well as understand the civic and social responsibilities of being educated citizens. Finally, students will be given the resources to connect with APU/AMU in an ongoing relationship.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=BUSN697) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

BUSN698 Comprehensive Examination for MBA (0 semester hours)
Comprehensive final examination for students in the Master of Business Administration program. IMPORTANT: You must have COMPLETED all other courses in the program and have a GPA of 3.0 in order to register for this course. As an MBA student, you must pass this comprehensive exam in order to have your degree conferred. The comprehensive exam must be taken by the course end date or a failing grade will be posted. If you fail your first course attempt to pass the comprehensive exam, you will need to get approval to register for a second attempt of the course and BOTH final course grades will show in your transcript.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=BUSN698) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Business (ECON)

ECON600 Managerial Economics (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ECON600) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ECON610 Global Economics (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ECON610) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Business (ENTR)

ENTR500 Ideation (3 semester hours)
There are two types of entrepreneurs - those that have a myriad of ideas and those that can't think of one idea. This course will help the student identify opportunities for a new business venture by either deciding on one idea they have or helping to create ideas. This course will span the realm of possibilities for a new business venture and the student will leave the course with a plan for taking the idea and turning it into reality.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ENTR500) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ENTR510 Lean Accelerator (3 semester hours)
The Accelerator is a dynamic learning and business development experience, unlike any class you will have had before. You start with your own creative ideas and, through the rigorous lean startup protocol, strive to determine the exact business model by which to launch and go to scale. The Accelerator model is based on lean startup and customer development principles (i.e., innovative business models, scientific approach, hypothesis testing, rapid iteration, minimum viable product, problem-solution fit, and customer discovery).
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ENTR510) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ENTR615 Legal Practices for Small Business (3 semester hours)
This course examines the legal and ethical issues small business owners face in the start-up and growth processes and equips them with the concepts needed to be successful. Students review decisions affecting business formation, including business entity selection and formation, employment law, intellectual property, taxation, government regulation, and contract law.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ENTR615) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ENTR617 Legal Practices for Entrepreneurs (3 semester hours)
This course is intended to address the various legal, tax, and ethical issues that confront individuals and companies in starting up new ventures, either within an existing company or a new start-up company. Students are exposed to the process of buying and/or selling a company, intellectual property, tax implications, and ethical challenges entrepreneurs face.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ENTR617) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ENTR620 Small Business Operations (3 semester hours)
This course focuses on lean processes associated with owning a business and equips students with modeling skills to help them make better decisions in the operations process. Students evaluate different lean operations in areas such as lean six sigma, quality improvement, value creation, project management, the DMAIC process, pricing strategy, assumption testing, and inventory management. *This course uses spreadsheet software.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ENTR620) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ENTR621 International Entrepreneurship (3 semester hours)
This course focuses on international opportunity for new and emerging ventures; market analysis; exporting; joint ventures, regional, legal, and cultural issues; and financing foreign ventures. The course provides students with an understanding of the complexities faced by entrepreneurs doing business in a global environment and with knowledge to help them be successful within the global context.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ENTR621) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ENTR623 Venture Capital (3 semester hours)
This course covers major sources of funding for entrepreneurs - including family and friends, angels, venture capitalists, informal investors, banks, and crowdfunding. Each are reviewed and evaluated in this course. Some topics for this course include valuation, bootstrapping, joint ventures, strategic alliances, and private placements. Students create financial statements, develop a funding plan for a new venture, and create a pitch to present to an investor. *This course uses spreadsheet software.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ENTR623) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ENTR625 Small Business Funding (3 semester hours)
This course examines financial strategies needed to support a small business. 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ENTR625) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ENTR630 Entrepreneurial Marketing (3 semester hours)
This course examines the marketing process and components of a successful marketing strategy for starting and growing a successful entrepreneurial venture. Students learn about the evolving practice of marketing and the potential for entrepreneurial thinking. Focal points range from issues with conventional marketing paradigms to the development of marketing strategy in the digital age.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ENTR630) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ENTR631 Small Business Marketing (3 semester hours)
In this course, students examine the unique marketing challenges faced by entrepreneurs launching new products and/or services. Topics include: designing new offerings, targeting customer segments, and marketing on a tight budget. The course is designed to be useful for small business owners.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ENTR631) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ENTR635 Business Plan Development (3 semester hours)
This course is designed to provide the student with the skills necessary for developing a comprehensive, effectively written business plan for a new business venture. Every business benefits from a business plan. This class helps students understand that a business plan is more than a strategic plan. The motives for a business plan are largely the same for every business: to have an intent, purpose, and direction for the business. This course deals with the critical decisions and action steps entrepreneurs must make in both planning and executing a new venture. The business plan is often a tool used for those who may be interested in the business venture for a variety of reasons. Therefore, the plan 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ENTR635) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ENTR699 Entrepreneurial Project Capstone (3 semester hours)
As a culmination to the graduate-level Master's program in Entrepreneurship, this capstone course focuses on tying together the functional aspects of an entrepreneurial initiative to position it for growth and longevity. Topics covered include elements that must be considered by the entrepreneur to better position the organization for future growth, such as market research, management acumen, funding, etc. Students evaluate the opportunity of their venture as a foundation for the strategic business plan that stresses growth and answers to market shifts. This course may not be taken until all other courses are COMPLETED and student has a 3.0 GPA.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ENTR699) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Child & Family Development (HDFS)

HDFS501 Advanced Child Life Theory and Practice (3 semester hours)
Advanced Child Life Theory and Practice provides students with the knowledge and tools to educate, prepare and support children and their families who are experiencing acute or chronic illness or trauma. This course covers scope of practice, impact of illness, family centered care, therapeutic play, preparation and official documents of the Association of Child Life Professionals. Note: This course is taught by a Certified Child life specialist and meets one of the academic requirements of the Association of Child Life Professionals (ACLP®) to become a Certified Child Life Specialist.ACLP® is a registered trademark of Child Life Council, Inc.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HDFS501) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HDFS502 Therapeutic Play (3 semester hours)
This course will cover the history, theories, techniques, applications, and skills as they relate to therapeutic play. Students will develop therapeutic strategies for meeting children's emotional needs and helping them to cope during times of acute and chronic illness, bereavement, and trauma. (Prerequisite: HDFS501)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HDFS502) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HDFS503 Death, Dying and Grief - A Child's Perspective (3 semester hours)
This course explores issues around death and dying and the impact on children to include the theoretical and multicultural perspectives as well as ethical and moral issues. Students will also examine the impact of death and dying on a family and community. Students will engage with tools such as legacy building and memento creation, identify and utilize resources that promote positive coping skills, and identify strategies for helping children to cope with terminal illness and impending death. (Prerequisite: HDFS501)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HDFS503) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HDFS540 Family Systems (3 semester hours)
This course will examine the ecological or systems approach to understanding families as well as a review of historical and contemporary family theories. The course will include a look at family structure, family dynamics, family relationships, and family roles particularly as they are impacted by a wide range of stressors that necessitate intervention strategies. The nature of families will be explored across cultures and diverse family composition.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HDFS540) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HDFS596 Child Life Practicum Experience (3 semester hours)
This course supports students who are completing a clinical practicum in child life as part of their graduate program in Psychology. This experience will expose students to relevant clinical practices in child life. Students will complete their practicum experience while participating in weekly online discussions throughout the course. Students will be expected to complete a work journal, keep accurate time records, and evaluate their practicum experience. The course will integrate the competencies as outlined by the profession throughout the course. (Prerequisite: HDFS401 or HDFS501)Note: Students are required to secure their own practicum experience. The University does not assist in placement.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HDFS596) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Criminal Justice (CMRJ)

CMRJ500 Criminal Justice Ethics (3 semester 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 law enforcement ethics, research ethics, and are examined.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=CMRJ500) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

CMRJ501 Criminology (3 semester hours)
This course will examine the various theories and their application to criminal justice. Additionally this course will examine the implications of criminal acts in relation to behavior, discipline and causation. Analysis of criminal and non-criminal behavior is also addressed regarding certain causes, controls, and legal aspects of criminal behavior. Crime is analyzed from an interdisciplinary study of social problems and social responsibility perspectives.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=CMRJ501) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

CMRJ504 Drugs, Justice, and Society (3 semester hours)
This course will examine the role of alcohol and drug policies and its impact on the criminal justice system. The course will focus on the pharmacology of popular drugs or abuse and the treatment options associated with them. Additionally this course will examine the history of drug and alcohol prohibition and its effects on current policy. In addition, this course will focus on federal, state, and local agencies efforts on addressing the drug problem while examining the impact of such policies on the United States.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=CMRJ504) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

CMRJ512 Police Administration (3 semester hours)
The student will evaluate policies and procedures that are utilized 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=CMRJ512) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

CMRJ515 Sexual Exploitation/Children (3 semester hours)
This course will examine the social and legal problems involved with the sexual exploitation of children. Major issues that will be examined in this course will be child pornography, prostitution, sex trafficking, pedophilia, and international child abuse issues. This course will also explore options utilized for enforcement of the current laws designed to protect children from these crimes.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=CMRJ515) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

CMRJ518 Deviant Behavior (3 semester hours)
This course examines deviant behavior and the common definitions associated with it. The course further identifies what social deviance is and what is considered to be deviant in today's society. The sociological and psychological issues are also reviewed as they pertain to the methods of sentencing and the criminal justice system's approach to deviance. In addition, the theories associated with deviance are also explored.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=CMRJ518) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

CMRJ522 Forensics (3 semester hours)
Students will explore the role of forensic science in the investigation of crime by introducing the non-scientific student to the field. The course will examine the different forensic science disciplines to include pattern evidence, fingerprints, body fluids, firearms, arson, and drug analysis. Scientific methodology as it applies to each forensic discipline will be discussed as well as technological advances making an impact in the field of forensics. The course will include development of case scenarios in order for students to apply critical thinking skills to learning concepts.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=CMRJ522) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

CMRJ523 Gangs and Gang Prevention (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=CMRJ523) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

CMRJ524 Organized Crime (3 semester hours)
This course examines the historical roots of organized crime and its current role within the American criminal justice system. Structural models are compared for understanding emerging groups. Special attention is paid to dependencies and cooperation among ethnic groups as well. 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, and recruitment).
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=CMRJ524) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

CMRJ525 Negotiations: Crisis and Hostage (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=CMRJ525) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

CMRJ526 Drug Cartels and the Narcotics Threat (3 semester hours)
This course covers the development of the drug cartels and their organization, production, and distribution networks. This course will focus on the regions known as the Golden Triangle and Golden Crescent, and the drugs that are typically manufactured and transported from these areas. This course also provides an overview of U.S. counter-drug efforts and basic information on illicit drugs. Additionally this course provides an historical overview of drug trafficking including a focus on the opium wars in China.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=CMRJ526) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

CMRJ527 Crime and Mental Disorders (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=CMRJ527) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

CMRJ531 Criminal Profiling (3 semester hours)
This course will examine in detail crimes such as murder, serial killing, rape, and related crimes of violence from a socio-psychological 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=CMRJ531) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

CMRJ535 Victimology (3 semester hours)
This course is designed to introduce the student to the study of victims and the relationship that these victims have with their offenders through the criminal justice system. This course addresses how victims are treated within the criminal system and how they are served and assisted through the system. Additionally this class examines theories of victimization, types of victimization, and the consequences of victimization.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=CMRJ535) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

CMRJ591 Seminar on Juvenile Justice and Behavior (3 semester hours)
In today's criminal justice system, there is an ever increasing need to understand the nature of 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=CMRJ591) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

CMRJ601 Cases in Executive Decision Making (3 semester 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 of executive decisions while reflecting on the student's own style and approach to decision making.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=CMRJ601) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

CMRJ620 Policing and Corrections in Homeland Security (3 semester hours)
This course explores the evolving role of police and corrections in the homeland security enterprise. Historical, social, legal, and operational aspects are considered. Threats and strategies specific to police and correctional facilities and best practices in the field are critically assessed. Furthermore, negotiating relationships with other agencies continues to be a challenge for information sharing and dissemination between different law enforcement and correction agencies. This course examines the role the police should play in the task of preventing and responding to terror and the aftermath of terror. Special emphasis is placed on the relationships between the police and their community and how those relationships can be leveraged post 9/11.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=CMRJ620) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

CMRJ696 Capstone - Theory to Practice (3 semester hours)
This course enables the student to demonstrate the understanding of current criminal justice theory by applying theories to practice in the criminal justice system. Students are to address two criminal justice theories from two of the three pillars of the criminal justice system, law enforcement, courts, and corrections. During Week 4, the student will submit a paper with a 20-30 page body on one current criminal justice theory impacting one of the three criminal justice pillar. During Week 8, the student will submit a paper with a 20-30 page body on one current criminal justice theory impacting one of the other two criminal justice pillars. Thus the student will complete two papers. For example the Week 4 paper will have a law enforcement focus while the Week 8 paper will have a corrections focus. The intent of the course is to demonstrate understanding of how criminal justice theories apply in two components of the criminal justice system.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=CMRJ696) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

CMRJ698 Comprehensive Examination in Criminal Justice (0 semester hours)
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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=CMRJ698) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

CMRJ699 Master's Capstone Seminar in Criminal Justice (3 semester hours)
This final course will allow the students to demonstrate their knowledge via the development of a comprehensive capstone project. The student will accomplish this through gathering bibliographic and reference materials on a research topic developed by the student with the assistance of a faculty mentor. The capstone shall be prepared in accordance with the standards of the academic discipline and utilize the theories, research methods and analytical skills, and substantive knowledge obtained through their studies in the master's program. The research seminar proposal must provide a clear and lucid description of problem and a proposed method of addressing the problem. Guidance on the format of the research seminar proposal and a sample proposal are contained in the APUS Thesis Manual. This course may not be taken until all other courses are COMPLETED and student has a 3.0 GPA. Capstone courses are 16 weeks long and cannot be taken along with any other course.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=CMRJ699) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Education (ADHE)

ADHE601 Introduction to Higher Education Administration (3 semester hours)
This course provides a starting place to introduce the primary areas of responsibility for higher education administration with the various contexts in which higher education is situated, whether public or private, for-profit or non-profit, or onground or online. Students learn about the essentials of institutional mission, organizational structure, institutional evaluation and assessment, human resources, governance, financial and budgeting oversight, resource management, decision-making, internal and external constituencies, culture, student services, student outcome assessment, program evaluation, and organizational change associated with university leadership. The course will present and connect organizational theories for higher education administrative practice and delivery that relate to university student persistence, retention, and success.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ADHE601) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ADHE605 Enrollment Management, Admissions, and Finance in Higher Education (3 semester hours)
This foundational course presents an array of enrollment management processes and strategies that contribute to recruitment, retention, admission, and enrollment of students at institutions of higher education, both undergraduate and graduate. Particular attention will be given to the role of various stakeholders in relation to various factors influencing enrollment and admissions: financial aid, scholarships, educational readiness, diversity considerations, academic standards, learning formats, and institutional goals. Students will be exposed to recruitment and enrollment strategies based on current research, enrollment prediction and selection practices, marketing, applicable advisement practices, ethical guidelines, and institutional standards pertaining to student success.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ADHE605) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ADHE611 Technology, Curriculum, and Instruction for the Online Campus (3 semester hours)
Recognizing the constantly-morphing role that technology and innovative online campus platforms play in the landscape of education requires higher education administrators to stay in tune with current trends and emerging modalities. This course explores emerging trends with regard to classroom management systems and best practices in curriculum and instruction for the online institution of higher education. Students will discuss topics involving innovative online and classroom technologies, course management tools, cyber-ethics, instructional practices, curriculum development, classroom support services, and integration of various adjunct platform applications that support student learning in an online campus.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ADHE611) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ADHE613 Communication Strategies for Online Higher Education Administration (3 semester hours)
This course examines the essential approaches and policies related to effective communication in the online administration of higher education involving both internal and external stakeholders. Key topics include communication theory and best practices in a virtual campus environment; identifying differences in onground and online administration; developing, maintaining, and coordinating a remotely working team and support staff; establishing and implementing faculty online teaching practices and accountability; working with disciplinary issues involving online students and faculty; communication issues for human resource development in an online institution; working with staff and faculty expectations across time zones and cultural variances; and, campus/student life in an online environment.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ADHE613) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ADHE621 Online Campus Compliance Issues and Accreditation (3 semester hours)
The unique and emerging issues surrounding government, military, and industry-related compliance in an online context are compounded by the challenge of identifying, implementing, and verifying accreditation standards in a virtual campus. This course prepares students to develop and administer a plan to fulfill current and prevailing standards in higher education. With unique differences in performance expectations across sectors and accrediting bodies, students will examine the development of a process and teams in order to address the array of associated issues of compliance and accreditation in an online context.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ADHE621) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ADHE631 Higher Education Strategic Planning, Innovation, and Institutional Advancement (3 semester hours)
This course introduces students to the practices and methodologies of developing strategic plans that result in the conceptual and practical processes associated with innovation and institutional advancement within higher education. Essential discussion topics include mission, vision, and values alignment, managing and implementing organizational change, marketing/communications/promotion, alumni relations, financial resource development, program evaluation and review, innovative teaching and learning modalities for effective higher education, and strategic planning execution. Students will examine case studies and real-world scenarios, as well as consider the ethics of professional practice and strategic planning in both for-profit and non-profit settings. There will be an examination of resource development strategies and their relationship to university strategic priorities and objectives.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ADHE631) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ADHE639 Community College Administration (3 semester hours)
The community college setting provides unique challenges requiring conceptually relevant and expertise appropriate application of higher education administration. This course examines the history, philosophy, management functionality, and financial resourcing associated with community college administration and the effective navigation skills pertaining to the associated leadership responsibilities. Attention will be given to the preparedness of incoming high school students for college through the forging of relationships with secondary education providers, including dual-enrollment credit programs, and by consideration of graduation and retention rates at the community college level. The course will explore special issues related to the relationship of the community college to the local region and workforce, the role of community college online course instruction with regard to four-year for-profit and non-profit institutions, issues regarding student transfers to four-year institutions, consideration of potential administrative redesign for the future, and initiatives geared toward increasing student outcomes.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ADHE639) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ADHE644 Crisis Management in Higher Education (3 semester hours)
This course prepares college and university administrators to take effective action during crises, as well as to develop protocols and actions steps that diminish the likelihood for future occurrences. Students examine emergency preparedness that extends confidence in the long-term safety, security, and success of their institutions. Key topics also include threat assessment, hazard mitigation, outcome prediction, and organizational resilience and survival amid natural and human-authored emergencies and disasters. Students will draw upon case studies based on actual events, and will discuss risk analysis/assessment and formulation of a comprehensive plan and organizational strategy to alleviate crises and work with support public safety and emergency services agencies during a variety of scenarios, including mass casualty incidents. Risk factors associated with mental health concerns, substance abuse, aggressive behavior, bullying, and violence will also be examined.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ADHE644) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ADHE649 Critical Issues in Higher Education (3 semester hours)
This course examines acute current and future issues and trends that face higher education in America and abroad in a variety of college and university contexts, both onground and online. Students will examine the changing scene of higher education in terms of for-profit and non-profit settings amid the marketing and financial realities that challenge the future realities of public and private universities and colleges. Special focus will be given to current events and controversies. Topics include, but are not limited to the following: the changing demographics of the college and university scene; campus politics, clubs, and campus culture; the impact of technologies and online learning strategies on access to education; the increasing competition and related ethics discussions concerning public/private, for-profit/non-profit, and onground/online universities; and, the prospective direction of higher education within a global and virtual student body. What are the higher educational needs of the student of the future, and what will universities need to consider in order to meet those needs?.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ADHE649) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ADHE695 Capstone (3 semester hours)
The Capstone is the culminating required course for the student who already works in a higher education administration-related role and desires to advance their career. The course exhibits the capability of the student within higher education administration through the demonstration of their synthesis of the related theory and practice. Students work with a faculty advisor to develop a research prospectus that addresses a current issue facing higher education, preferably within the student's context of higher education. The Capstone culminates with an E-Portfolio and Oral Presentation. (Prerequisites: EDUC640 Research Methods; Completion of a concentration related to the program of study.)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ADHE695) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ADHE698 Practicum (3 semester hours)
The Practicum is the culminating required course for the student who is preparing to enter a higher education administration-related role. Students will take theory to practice during practicum and gain supervised professional experience in their concentration. Students will complete 150 hours at an approved practicum site. This course includes a practicum seminar during which students will reflect on their practicum experiences and connect these to the virtual classroom learning they have had in their graduate program. Approval of practicum site and position are required before students can begin their compulsory 150 hours. The Practicum culminates with an E-Portfolio and/or Oral Presentation. (Prerequisite: Completion of all core courses plus at least half of a concentration of courses related to the program of study)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ADHE698) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Education (EDUC)

EDUC500 Philosophy of Education (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC500) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC501 Human Growth and Development (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC501) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC502 Foundations of Curriculum and Instruction (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC502) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC503 The Professional Educator (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC503) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC504 Curriculum, Instruction, and Assessment (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC504) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC505 The Professional School Counselor (3 semester 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. ASCA® is a registered trademark of the American School Counselor Association.CACREP® is a registered trademark of Council for Accreditation of Counseling and Related Educational Programs.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC505) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC507 Professional Orientation and Ethical Practice (3 semester 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. (Prerequisite: EDUC505)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC507) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC511 Foundations of Higher Education (3 semester hours)

Foundations of Higher Education is a comparative and historical survey of colleges and universities in the United States. The historical, social, and philosophical influences and assumptions that have shaped the growth and purpose of higher education will be studied from Colonial era to "virtual" public and private universities. Major areas of focus include the evaluation of higher education, contemporary issues, and policies and practices that characterize the operational environments of higher education institutions in the 21st century, including governance; equity, diversity, and inclusion; curriculum; and accreditation.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC511) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC512 Diversity and Communication in Education (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC512) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC513 Critical Perspectives on Diversity and Culture (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC513) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC514 Critical Perspectives on Diversity and Culture (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC514) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC515 Helping Relationships (3 semester 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: EDUC507)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC515) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC516 Financial Management in Higher Education (3 semester hours)
This course will examine and analyze the factors, challenges, and complexities of financing higher education institutions. Students will develop perspectives of how campuses are funded through a variety of revenue streams while also gaining practical experience to understand financial concepts, processes, institutional considerations, and budgetary tools. (Prerequisites: EDUC511 and either SAHE510 or ADHE601)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC516) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC517 Ethics, Law, and Policies in Higher Education (3 semester hours)
This course will examine ethical and legal issues relevant to higher education institutions and the campus policies commonly in place to address them. Key legal cases, statutes, and constitutional laws will be reviewed and students will use case studies to explore how campus leaders have upheld these decisions and, in some cases, responded to crises. (Prerequisites: EDUC511 and either SAHE510 or ADHE601)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC517) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC518 Educational Psychology (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC518) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC519 The Professional School Leader (3 semester 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 students with opportunities to reflect on personal and professional goals while gaining an understanding of the role of building administrator.Note: This is required as the first course in the M.Ed. in Educational Leadership program.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC519) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC520 The Principalship (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC520) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC522 Supervision of Instruction (3 semester hours)
This course focuses on 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). (Prerequisite: EDUC503).
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC522) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC523 Supervision of Instruction (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC523) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC525 Classroom Management (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC525) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC526 Secondary Teaching Strategies (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC526) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC527 Classroom Management for the 21st Century (3 semester 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 systematic approaches including Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS) and topics such as cultural considerations, data tools, assessment and analysis of behaviors, and fostering community and collaboration in classrooms. 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. Equivalent to EDUC524. (Prerequisite: EDUC503)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC527) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC528 Classroom Management for the Digital Educator (3 semester hours)
This course is designed for the practicing K-12 education professional or leader who teaches in a virtual or hybrid classroom setting. The focus is on proactive and reactive positive classroom management approaches and strategies that are unique to a digital learning environment. Program candidates will explore systematic approaches including Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS) and topics such as cultural considerations, data tools, assessment and analysis of behaviors, and fostering community and collaboration in online classrooms. 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC528) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC530 Assessment, Evaluation, and Testing I (3 semester 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. (Prerequisite: EDUC505)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC530) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC531 Maximizing Student Achievement Through Effective Assessment (3 semester hours)
Educators learn the appropriate methods for selection, administration, and interpretation of assessments in K-12 education and related instructional settings. Research and statistical concepts such as reliability, validity, and standard error of measurement are reviewed. Educators will become familiar with the most frequently used personality, educational, intelligence, formative, and summative assessments. Additional topics include historical perspectives, testing ethics, and assessment accommodations for diverse populations. (Prerequisite: EDUC503)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC531) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC533 Assessment, Evaluation, and Testing II (3 semester hours)
Assessment, Evaluation, and Testing II addresses assessment and intervention plans related to developmental, behavioral, and mental disorders. Candidates will explore mental health diagnosis using DSM-5 criteria, evaluate symptoms and review assessments used in the diagnostic process. Additional topics covered in the course include suicide assessment, addictions, abuse, trauma, eating disorders, and evidence-based treatments. Through case study activities, candidates will conceptualize clients, identify measurable treatment goals and design developmentally and culturally relevant counseling treatment and intervention plans appropriate to the counseling setting. This course also covers evidence-based prevention programs, Response to Intervention, Individuals with Disabilities Education Act (IDEA), Section 504, and initiating appropriate referrals. (Prerequisite: EDUC530)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC533) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC535 Theories of Counseling (3 semester 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.(Prerequisite: EDUC507)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC535) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC536 Foundations of Coaching (3 semester hours)
Foundations of Coaching is an eight-week course designed to introduce the models and basic skills used in executive coaching and/or life coaching practices. This course introduces the vital skills, methods, and strategies required of an effective coach including developing coaching relationships, setting goals and planning, developing awareness, asking powerful questions, communication and language, action and accountability and facilitating learning and results. Participants will examine various coaching models and gain knowledge of the ethical considerations associated with coaching relationships. This training prepares participants to coach individuals, groups, and teams for performance, development, skills and personal/professional growth. Participants will engage in coaching conversations, apply best practices, and practice creating empowering coaching experiences.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC536) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC541 Elementary School Mathematics (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC541) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC542 Elementary School Science (3 semester hours)
The course explores the objectives, methods, and instruction of elementary school science. It examines research related to elementary school science/STEAM instruction with emphasis on innovative science programs. Students, or candidates, will evaluate teaching science to elementary school children with an emphasis on science education trends, science curricular materials, and techniques applicable in the teaching of science in the elementary school. Topics include NGSS, diversity, inquiry instruction, integrating the arts and other subjects, quality children's literature in the discipline, and various instructional models for planning and teaching science.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC542) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC543 Issues, Methods, and Materials in Teaching Social Studies (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC543) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC544 Literature for Elementary School Children (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC544) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC546 Social Studies Curriculum Development (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC546) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC547 Elementary School Social Studies (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC547) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC548 Content Area Literacy (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC548) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC549 Elementary School Arts Across the Curriculum (3 semester hours)

The course addresses visual and performing arts standards and their integration across core elementary curriculum. The course is designed to introduce elementary teacher candidates to the application of visual and performing arts content across the areas of mathematics, science, language/literature, and history/social sciences, including current events and humane topics. The course focuses on learning about, with, and through the arts.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC549) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC550 Elementary School Health and Physical Education (3 semester hours)
Through interconnected activities, this course prepares elementary teacher candidates to address health education topics and physical education and movement to enhance children's learning. The course examines strategies related to developing children's motor skills, fitness, and appreciation of a healthy lifestyle. Topics such as physical growth and maturation, equipment and facilities, classroom management of physical movement activities, psychosocial factors, adaptations for diverse learners, assessment, and health/physical education lesson integration across elementary core curriculum will be addressed.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC550) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC551 Inclusive Elementary Reading and Writing (3 semester hours)
This course examines the methods and materials for teaching and assessing 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, phonics, and the use of technology in teaching reading and writing. The course explores the relationship between reading and writing; strategies for developing listening and speaking skills; materials and methods for students with special needs; integration of the language arts across all areas of the elementary school curriculum; multiple literacies; and the study of literature genres and their relationship to other content areas. NOTE: You may NOT take EDUC551 if you have taken EDUC545 or EDUC552 (Prerequisite: EDUC502)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC551) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC560 Special Education Topics (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC560) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC561 Issues and Ideas in Special Education (3 semester 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: EDUC503)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC561) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC570 Personnel and Human Resource Management (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC570) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC580 School Finance and Facilities (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC580) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC590 Differentiation for Learners in Mixed Ability Classrooms (3 semester hours)
This course is designed to give regular education teachers strategies to use in academically and culturally diverse classrooms. Using case studies as a launching point, course participants will examine the complexities of balancing the needs of gifted education, general education, special education, and culturally diverse students in a standards-driven climate. Use of tiered assignments, alternative assessments targeting different intelligences, and other modifications will be evaluated, implemented, and refined. Course participants will collaborate to address beliefs, best practices, challenges, current research, and ways to apply them to their own teaching practice.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC590) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC596 Literacy Instruction for Struggling and Challenging Students (3 semester hours)
This course explores a variety of issues and strategies related to literacy and literacy assessment in the early and middle grades. Cases focus upon the problems and opportunities related to literacy instruction for at-risk student populations. Course participants will develop instructional This course explores a variety of issues and strategies related to literacy and literacy assessment in the early and middle grades. Content and activities focus on phonemic awareness, phonics, comprehension, vocabulary, and fluency and related strategies through differentiated instruction, technology integration, and family partnerships. The focus of the course is on at-risk student populations and developing effective instructional and diverse assessment skills needed for teaching emergent, beginning, and instructional-level readers. (Prerequisite: EDUC503)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC596) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC600 Diversity and Cultural Issues in TESOL Education (3 semester hours)
This course provides an examination of cultural diversity, including aspects of communication, belief systems, and value orientations, as well as patterns of thinking and behaving with implications for instruction. Basics of second language acquisition theories and practices and fostering home/school relationships for K-12 learners are explored.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC600) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC601 Methods and Materials in TESOL Education (3 semester hours)
This course focuses on evaluating, developing, and applying instructional strategies for supporting English Language Learners (ELLs) in content area learning. Participants will reflect upon using evidence-based assessment and instructional practices to enhance learning in diverse classroom environments. Beliefs, best practices, challenges, current research, and applications to one's own teaching practice will be explored with an emphasis on ELL lesson planning, assessment, and technology integration.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC601) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC603 Applied Linguistics in TESOL Education (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC603) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC604 Leadership in Higher Education (3 semester hours)

In Leadership in Higher Education, students thoroughly examine various leadership theories and develop the ability to draw upon multiple paradigms and perspectives to improve their practices as leaders. Students will analyze current challenges in Student Affairs and discuss the leadership skills needed from all administrators involved. Throughout the course, students will reflect on how their values and philosophical perspectives influence their day-to-day leadership decisions and practices and how they respond to crises. (Prerequisites: EDUC511 and either SAHE510 or ADHE601)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC604) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC611 Identifying and Diagnosing Reading Difficulties (3 semester hours)

This course is designed for classroom teachers to effectively assess classroom reading. Participants will learn how to administer formal and informal measures of reading assessment, including screening, diagnostic, and progress monitoring measures. The assessment-to-instruction connection is emphasized with a focus on emergent literacy, word recognition, fluency, spelling, comprehension, and affective factors. Educators will use a variety of assessment tools, practices, and adaptations to plan and evaluate effective reading instruction.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC611) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC612 Issues and Models of Language Arts Education (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC612) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC613 Teaching Reading and Writing across the Content Areas (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC613) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC614 Living and Learning with Exceptional Students (3 semester hours)

Course participants will develop skills required for teaching students with special learning needs, as well as students who are at-risk for academic or social failure. The concepts of educator collaboration, least restrictive environment, accommodations and modifications, confidentiality, behavior management, identification, categories of disabilities, and giftedness will be reviewed. Educators will analyze beliefs, evidenced-based practices, challenges, and applications to their own teaching practice. (Prerequisite: EDUC503)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC614) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC616 Foundations in Special Education and the Individuals with Disabilities Education (3 semester 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). Course participants will analyze historical aspects, beliefs, evidence-based practices, challenges, and applications to their own teaching practice.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC616) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC618 Classroom Accommodations and Modifications for Special Needs Learners (3 semester 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. Topics 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 also study technologies, assessment, beliefs, challenges, current research, and strategies for specific categories of disabilities.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC618) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC621 Online Learning for the Adult and the K-16 Learner (3 semester hours)
This course examines the similarities and differences of the learning needs and abilities of adult and younger learners. The course emphasizes differentiated instruction and course development as applicable to adult and K-12 learners in traditional, virtual, and hybrid contexts. Topics include a historical perspective, diversity, andragogy versus pedagogy in the online classroom, trends and issues with technology education and online education, LMS elements, and basics of grant writing/technology grant writing.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC621) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC622 Ethics and Legal Issues in Online Learning (3 semester 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 different technological platforms, digital tools, and apps becoming so prevalent in our schools and culture. In this course, online, face-to-face, and hybrid educators will learn about the different types of potential copyright infringement, fair use, and privacy aspects for students, exploring the implication for course development and instruction.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC622) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC623 Online Learning and Student Achievement (3 semester hours)
In this course, educators will develop an understanding of the structure of the different types of digital tools and their effect on raising student achievement. Evidence-based practices that address student achievement gains via technology will be examined. The course guides course participants in evaluating and applying technology across disciplines (e.g., math, science, language arts, social studies, music, art, P.E., and health) and to support students with special needs or who need remediation.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC623) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC624 Assessment of Online Learning (3 semester hours)
In this course, educators will examine various approaches to the assessment of online learning. Topics include types of assessment, technology-enhanced assessment, assessment challenges, and using assessment data to inform instruction. Additionally, course participants will analyze assessment accommodations and explore program evaluation.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC624) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC625 Instructional Design in Online Learning (3 semester hours)
In this course, participants will explore and evaluate the different types of online learning platforms, as well as study the different components of asynchronous and synchronous instructional delivery from the perspective of an educator. Educators will evaluate basic course design principles, activities that foster student engagement, authentic assessment, and integration of media enhancements.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC625) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC627 Group Counseling - Theory and Practice (3 semester 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. (Prerequisites: EDUC515 and EDUC535)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC627) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC629 Personalized and Individualized Online Learning (3 semester hours)
This advanced graduate course will examine the evidence-based practices for individual and collective student personalization in K-16+ classrooms and similar settings. Personalization is closely related to two additionally important approaches: individualization and differentiation. All three require a shift from a teacher-centered approach to an authentic student-centered approach. An effective student-centered focus requires tailoring of lessons to the abilities, interests, preferences, future life dreams, socio-emotional attributes, and other individual and collective needs of diverse students. The course examines motivation, assessment, and technological tools and how they pertain to personalization in online, face-to-face and hybrid contexts.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC629) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC630 Introduction to Students with Autism Spectrum Disorder (ASD) (3 semester hours)
This course provides candidates with an examination of characteristics of students with Autism Spectrum Disorder (ASD) across the lifespan. Defining characteristics as outlined in the current Diagnostic and Statistical Manual of the American Psychiatric Association and multidisciplinary peer-reviewed research are examined. Prevalence rates, etiology, and co-morbid conditions are studied relative to historical progression. Ethical implications and obligations related to ASD evaluation, eligibility determination, and implications for educational programming are analyzed with attention to legislative rights and protections under the Individuals with Disabilities Act (IDEA), Americans with Disabilities Act (ADA), and Section 504 of the Rehabilitation Act of 1973 (Section 504).(Prerequisite: EDUC503)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC630) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC631 Evidence-Based Practice for Students with Autism Spectrum Disorder (ASD) (3 semester hours)
This course provides candidates with examination of the components of and process for evidence-based practice (EBP) in educational programming for students with ASD to include integration of research-validated intervention strategies with other critical factors (i.e., professional judgment and data-based decision making, family values and preferences, and capacity). Intervention strategies with the highest level of empirical support will be examined with attention to qualifying evidence, effective proven outcomes, and ages of individuals. Medication commonly prescribed to students with ASD will be explored related to target behavior and potential side effects. Laws, legislation, and litigation related to EBP for students with ASD will be examined.(Prerequisite: EDUC630)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC631) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC632 Educational Programming for Students with Autism Spectrum Disorder (ASD) (3 semester hours)
This course provides candidates with examination of the components of and process for ASD program development and progress monitoring to include the leadership role. Assessment instruments and procedures specific to the development of effective programs for students with ASD will be studied to include Functional Behavior Assessment and subsequent Behavior Intervention Plans. The process for defining and detailing target skill and behavior goals will be examined in relation to the development of Individualized Education Program and Section 504 Plans. Strategies for facilitating inclusion in the general education classroom will be explored. Laws, legislation, and litigation related to educational programming for students with ASD will be analyzed. (Prerequisite: EDUC631)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC632) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC633 Emotional Intelligence and Coaching Assessments (3 semester hours)
Building on the foundational coaching skills gained in EDUC536 - Emotional Intelligence and Coaching Assessments provides participants with an understanding of emotional intelligence and when and how to use assessments in the coaching experience. Participants learn about Emotional Intelligence (EI) and its role in coaching. Participants examine several coaching assessments to gain familiarity and an understanding of when each assessment is appropriate for coaching. Specifically, participants will consider tools such as the Wheel of Life, Personality Type, DISC, EI, TPI, Strengths, and other assessments designed for diverse settings. Participants will also examine the ethical considerations associated with using assessments in the coaching relationship. (Prerequisite: EDUC536)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC633) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC635 Coaching Groups and Teams (3 semester hours)
Coaching Groups and Teams extends participants' thinking about coaching from coaching individuals to coaching groups and teams. Participants compare strategies for team and group coaching alongside those for coaching individuals. This course offers participants an opportunity to examine coaching groups and teams within an organizational system. As with the other trainings in this series, participants will explore and expand the application of coaching competencies and focus on ethical considerations associated with coaching groups and teams vs. coaching individuals. (Prerequisite: EDUC633)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC635) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC636 Effective Instruction for the Inclusive Classroom (3 semester 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 educators 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC636) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC637 Meaningful Inclusive Instruction and Co-Teaching (3 semester 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: EDUC503)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC637) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC638 Social & Cultural Diversity in Higher Education (3 semester hours)
This course examines the influence of cultural and ethnic differences in the administration of student affairs. Students explore a variety of topics including culture, ethnicity, race, nationality, age, gender, sexual orientation, mental and physical characteristics, education, values, and socioeconomic status. Students discuss how cultural variables affect student affairs advisement. Topics include theories, strategies for effective multicultural advisement, ethical delivery of services, and culturally responsive assessments. This course is designed to develop self-awareness, knowledge, and skills in working with diverse populations.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC638) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC639 Online Teaching Technology Integration (3 semester hours)
This course examines various digital tools, apps, and emerging technologies appropriate for online, face-to-face, and hybrid learning environments, with a focus on online learning integration. Course participants learn about the potential for using social networking sites as vehicles for effective communication that can promote as well as inform. Educators will be exposed to cloud computing, WebQuests, and collaboration tools to be better prepared to integrate technology into K-16 instruction in ways that promote learners connecting, engaging, interacting, creating, problem-solving, and experiencing immersive learning.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC639) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC640 Research Methods in Education (3 semester hours)
This course provides an overview of approaches to research, rationales for methodological choices, integrity of research processes, and tools and techniques for data collection and analysis. Additional topics include reliability and validity, sampling, and evaluating quantitative, qualitative, and mixed methods research designs. There is an emphasis on adhering to ethical principles and creating research designs that are inclusive and diverse. Course participation and activities provide experiences designed to equip practitioners with the knowledge and skills necessary to select, evaluate, and apply findings from extant research and conceptualize research studies related to issues at the K-12 and/or higher education level. (Prerequisites: Either ADHE601, EDUC502, EDUC503, EDUC509, EDUC511, or EDUC621)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC640) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC645 Career Counseling and Development (3 semester hours)
Career Counseling and Development explores career development theories and the career decision making process. Students learn how to encourage motivation by connecting personal values and interests with academics. Topics include multicultural considerations, the relationship between one's career development 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC645) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC650 21st Century Teaching and Learning (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC650) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC651 Technology Leadership in Education (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC651) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC652 Powerful Technology Applications for the Active Learning Environments (3 semester 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 examines how educators may use technology for communication and collaboration among colleagues, staff, parents, students, and the larger community. Additional topics include multicultural considerations, ethics, and copyright. This course aligns with the National Educational Technology Standards for Teachers (NETS•T), developed by the International Society for Technology in Education (ISTE). (Prerequisite: EDUC503)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC652) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC655 Counseling Children, Adolescents, and Teens (3 semester 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: EDUC515 and EDUC535)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC655) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC664 Emerging Issues and Trends in Education Leadership (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC664) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC665 Emerging Issues and Trends in Education Leadership (3 semester hours)

This course examines a framework to address the emerging issues and trends in and supervision and instructional leadership that have the potential to influence the future direction of education. The course focuses on the teacher leader/instructional leader and ways to address evolving challenges in the field in both collaborative and leadership roles within schools. Research, study, discussion, and multifaceted assignments enable candidates in this course to analyze various issues and trends such as safety, technology integration, social justice, advocacy, school improvement, community resources, ethical leadership, and more. (Prerequisite: EDUC503)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC665) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC669 Education, Law, Ethics, and Politics (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC669) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC670 Education Law, Ethics, and Politics (3 semester hours)

This course explores legal, ethical, and political issues related to PreK-12 U.S. education. Topics include NCLB/ESSA, district liability, rights of students and teachers, and issues related to employment and technology. 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 risks and possible strategies to reduce those risks. Ethical and political contextual aspects are explored in relation to public education decision and policy making at the classroom and school levels. (Prerequisite: EDUC503)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC670) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC671 Integrated Elementary Mathematics and Sciences (3 semester hours)
This course emphasizes the objectives, methods, instruction, and integration of elementary school mathematics and science through a STEAM (STEM + the Arts) lens. Educators will examine research related to elementary school mathematics and science instruction with an emphasis on innovative programs and approaches. Activities include analyzing and evaluating educational trends, curricular materials, and techniques related to teaching mathematics and science to elementary school children. Additional topics include brain-based learning, technology integration, thematic/integrated instruction, and quality children's literature as enhancements to facilitate children's understanding of math and science/STEAM concepts and skills. (Prerequisite: EDUC503)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC671) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC672 Integrated Elementary Language Arts and Social Studies (3 semester hours)
This course explores the keys to successful integration of language arts into the elementary social studies curriculum. Social studies is integrative by nature (National Council for the Social Studies, 2017). 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. 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 and language arts skills (e.g., listening, speaking, reading, writing, viewing, and representing) add depth and breadth. (Prerequisite: EDUC503)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC672) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC691 Internship I (3 semester hours)
This course is Part I of the current internship and requires completion of 300 hours of direct on-site experience 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 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. Candidates must enroll in both Internship I and Internship II in order to meet graduate requirements. (Prerequisite: All courses in program including EDUC696)ASCA® is a registered trademark of the American School Counselor Association.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC691) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC692 Internship II (3 semester hours)

This course is Part II of the current internship and requires completion of the remaining 300 hours of direct on-site experience (for a total of 600 hours when totally hours from Internship I and Internship II) 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 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. Candidates must enroll in both Internship I and Internship II in order to meet graduate requirements. (Prerequisites: All courses in program and EDUC691 and EDUC696)CACREP® is a registered trademark of the Council for Accreditation of Counseling and Related Educational Programs.ASCA® is a registered trademark of the American School Counselor Association.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC692) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC694 Capstone: Field-Based Research Project (3 semester hours)

In this capstone course, candidates will apply program theories, content, and skills to address a real-world, field-based issue in an adult education, digital learning, or other pertinent context relative to the academic program of study. This course requires candidates to conceptualize and present an original scholarly research study to include research questions based upon an issue in a face-to-face/online/or hybrid educational setting, a literature review, research methods, data and analysis, discussion, and references. The capstone project requires written, oral, and audiovisual/multimedia components proposed by the candidate and approved by the course instructor. Capstone course work must follow the style requirements established by the Teaching department. All grades for any capstone attempts will appear on the transcript and will be calculated in the GPA. Candidates may choose an 8-week or 16-week course format. This is intended to be the final course in the degree program and all other course work should be completed.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC694) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC695 Capstone Seminar K-12 Learning Organization (3 semester 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. (Prerequisites: EDUC509 or EDUC519 and 30 of 36 program hours completed)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC695) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC696 Practicum (6 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC696) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC698 Capstone: Action Research (3 semester 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. All grades for any capstone attempts will appear on transcript and will be calculated in GPA.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC698) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDUC699 Internship (6 semester 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)CACREP® is a registered trademark of the Council for Accreditation of Counseling and Related Educational Programs.ASCA® is a registered trademark of the American School Counselor Association.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDUC699) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Education (SAHE)

SAHE501 Student Development Theory (3 semester hours)
Student Development Theory is a course focused on the principles and key concepts of working with traditional and nontraditional students in college settings. This course will examine the developmental processes that impact college students, student development theories, and development of effective programs to meet their various learning, personal, career, and identity development needs. (Prerequisites: EDUC511 and either SAHE510 or ADHE601)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SAHE501) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SAHE502 Student Learning and Assessment (3 semester hours)
This course will explore learning theories and provide an overview of implementation strategies for enhancing student academic performance and assisting them with goal achievement. Research on learning and development will be reviewed. Ways to assess the quality of these efforts will be discussed as a means of determining the effectiveness of academic advising initiatives and their impact on student learning and success. (Prerequisites: SAHE510)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SAHE502) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SAHE506 Strategic Planning and Program Evaluation (3 semester hours)
This course will introduce students to the process of developing strategic plans by guiding them through the cyclical process of planning, evaluation, and program review. Students will explore the theories relevant to the steps of this cyclical process and delve into the factors and circumstances that contribute to continuous improvement. Students will learn the necessary skills to evaluate programs by analyzing case studies and offering justifications for programmatic change. (Prerequisites: EDUC604 and SAHE510)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SAHE506) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SAHE508 Organizations, Culture, and Change (3 semester hours)
This course will provide an overview on how organizations work and behave. The culture of organizations will be explored, how cultural values are developed and sustained, and how to bring about change. Students will review organizational theories in higher education and explore concepts related to management, performance, governance, and leadership. (Prerequisites: EDUC511 and either SAHE510 or ADHE601)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SAHE508) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SAHE510 Introduction to Student Affairs (3 semester hours)
Introduction to Student Affairs is an introductory course providing a comprehensive overview of the historical and philosophical foundation of student affairs in higher education. Organizational, management, and leadership theories relevant to college settings, the roles and functions associated with careers in student affairs and college counseling, and contemporary trends and challenges will be examined. Students analyze higher education policies and procedures, programs, and services that meet the needs of diverse students in various institutional settings, including community colleges, four-year universities, and those that offer programs via distance education (Prerequisite: EDUC511)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SAHE510) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SAHE515 The U.S. College Student (3 semester hours)
The U.S. College Student is a study of the characteristics, needs, and goals of college students as they vary across the nation according to student demographics and institution types. The course will involve a consideration of campus environments, curriculum, sociocultural factors, and financial and political issues, and other influences on the student experience. Implications for Student Affairs practice, educational attainment, and student development will be discussed. (Prerequisites: SAHE510)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SAHE515) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SAHE520 Introduction to Academic Advising (3 semester hours)
This course will introduce students to the history and purpose of academic advising in higher education and the critical role it plays in promoting student success, retention, and learning. Students will learn foundational academic advising principles and values, academic advising models, and how academic advising delivery systems and programs have evolved to meet students' changing needs. Essential competencies and skills will be discussed and standards for practice will be closely reviewed. (Prerequisites: SAHE510)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SAHE520) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SAHE533 Academic Advising Theory and Practice (3 semester hours)
In this course students will develop a deeper understanding of various academic advising theories and how they can be put into practice on a day-to-day basis with individuals and groups. Students will also examine their own philosophical perspectives and academic advising styles to identify and become more self-aware of their own personal approaches. Students will develop their personal advising philosophy during this course. Prerequisites: SAHE510 and SAHE520)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SAHE533) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SAHE695 Capstone Seminar for Student Affairs in Higher Education (3 semester hours)
The Capstone is the culminating required course for the student who already works in a higher education student affairs-related role and desires to advance their career. The course exhibits the capability of the student within student affairs through the demonstration of their synthesis of the related theory and practice. Students work with a faculty advisor to develop a research prospectus that addresses a current issue facing student affairs in higher education, preferably within the student's present work context in higher education. The Capstone culminates with an E-Portfolio and/or Oral Presentation. [Prerequisites: EDUC640 Research Methods; Completion of all core courses plus all concentration-specific courses from one of the following concentrations: Academic Advising Concentration, Campus Leadership Concentration, or Career Coaching and Services Concentration].
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SAHE695) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SAHE698 Practicum (3 semester hours)
The Practicum is the culminating required course for the student who is preparing to enter a higher education student affairs-related role. Students will take theory to practice during practicum and gain supervised professional experience in their concentration. Students will complete 150 hours at an approved practicum site. This course includes a practicum seminar during which students will reflect on their practicum experiences and connect these to the virtual classroom learning they have had in their graduate program. Practicum sites and positions must be approved before students can begin their required 150 hours. [Prerequisites: Completion of all core courses plus at least half of the concentration-specific courses from one of the following concentrations: Academic Advising Concentration, Campus Leadership Concentration, or Career Coaching and Services Concentration].
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SAHE698) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Emergency Management (EDMG)

EDMG501 Emergency Management and Public Law (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDMG501) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDMG502 Emergency and Disaster Theory (3 semester hours)
This course establishes the theoretical foundation that enables the study and understanding of what constitutes 'disaster' as a part of the human condition and experience. Students are given a basic understanding of scientific concepts such as fact, theory, and hypothesis. These are then illustrated by analysis and case studies provided by renowned thinkers and writers in the field of emergency and disaster management. Students leave the class with a quality theoretical foundation from which to conduct all of their future master's-level work.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDMG502) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDMG503 Emergency and Disaster Planning and Management (3 semester 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. Students can use this course to springboard into advanced topics within the field as offered by other courses, and is a great place for students to begin their emergency management degree programs.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDMG503) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDMG509 Interagency Disaster Management (3 semester hours)
This course deals with the interaction, coordination, and facilitation between federal, state, and local agencies during preparation, response, and recovery operations. The history of emergency response organizational development is explored, along with the current structural and operational design provided by the National Response Framework (NRF) and the National Incident Management System (NIMS). Finally, the potential for public-private partnerships in disaster response is examined. Students will achieve an understanding of how all of the various agencies work together to achieve emergency management and disaster response goals and objectives.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDMG509) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDMG515 Hazard Mitigation and Resilient Communities (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDMG515) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDMG530 Economics of Disaster (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDMG530) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDMG540 Research Methods in Emergency and Disaster Management (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDMG540) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDMG541 Mass Casualty Incident Management (3 semester 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. The course covers the background and philosophy, parameters, clinical issues, special circumstances (CBRN/WMD), clinical and non-clinical issues, and recovery strategies in Mass Casualty Incident Management. In conjunction with the outlined topics, the course examines a number of Mass Casualty Incident Management Case Studies (New York City, Jerusalem, Toronto, New Orleans, Tokyo and Madrid).
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDMG541) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDMG560 Crisis Action Planning (3 semester hours)
This course examines the role of crisis action planning in emergency management and disaster response. This course begins by examining the art and science of future studies – that is, being able to accurately predict an outcome from a given set of inputs and understand the ramifications. Impacts of global warming are presented. Crisis leadership and management theories and methodologies are examined. Taking these three components into account, and adding in other threats that students envision in forum discussions, students then develop a crisis action plan for an organization of their choice, with the purpose being to provide a plan for organizational survival against the challenges depicted above. Students also select an optional topic from an approved bibliography to present and discuss, on such topics as future climate, weather, social justice, energy, economics, environment, resource depletion, and potential strategies for the survival of civilization. Students will achieve a new and more holistic appreciation of the disaster planning process. The crisis action plans that students develop for this course are consistently implemented in the real world, and are in place in organizations across the globe.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDMG560) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDMG564 Wildland Fire Mitigation and Management (3 semester hours)
A new normal is now present with respect to wildland fire occurrence. Mega-drought, depleted water resources, climate change-enabled forest insect infestations, reduced snowpack, and related impacts have resulted in earlier, more prolonged, and more deadly fire seasons in America's natural wilderness regions. Mitigation of and adaptation to this new normal are important features of protecting the public that students, practitioners, and public officials must be aware of in order to effectively discharge their respective duties. This course will make current and future public officials aware of the challenge, the urgency of action, the opportunities available, and the leadership & management skills needed to guide society during this increasingly critical threat situation.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDMG564) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDMG565 Consequence Management: Terrorism Preparation & Response (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDMG565) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDMG600 Emergency Management Perspectives on Cybersecurity (3 semester hours)
A healthy cyberinfrastructure is the foundation of emergency and disaster management. It provides emergency and disaster management agencies the ability to effectively address and respond to natural disasters, terrorist attacks, and law enforcement issues. Technology has leveled the global playing field, and the impact on the cyberinfrastructure must be assessed among all relevant communities. This means implementing cybersecurity awareness into all levels of emergency and disaster management through: knowledge management, task behavior, dissemination of information, cyberinfrastructure impact awareness, communication, and deterrence. Students will be exposed to planning, management, response, and recovery factors related to cyberinfrastructure, as well as analyze economic, social, and technical aspects of cybersecurity associated with public emergencies and disasters.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDMG600) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDMG611 Case Analysis: Crisis and Disaster (3 semester hours)
This course offers students the opportunity to study a historical disaster of their choosing in depth. The theory of case study analysis is covered in detail—problem formulation, research methodology, data collection, and analytical techniques are examined. Concurrently, students develop a topic statement and concept of analysis for their chosen disaster. The final product of the course is a case analysis that includes a telling of the story of the disaster; a depiction of the methodology that will be utilized to understand the disaster in academic terms; an analysis of what happened and why; and the lessons that can be drawn from the study that would improve the field of emergency and disaster management. Students will learn a valuable research skill that can be used repeatedly throughout their careers.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDMG611) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDMG612 Risk Communications (3 semester hours)
This course examines necessary communication that must be provided by public officials before and during emergencies and disasters in order to protect the public and achieve understanding and cooperation. Specific theories of emergency and disaster communication are examined. The communication surrounding several recent disaster events is analyzed, and students write a press briefing or press release for one of these cases. Finally, students engage in a forum discussion of a disaster of their choice, appropriately titled: 'the good, the bad, and the totally clueless.' Students achieve an enhanced ability to deal with the media and the public before and during crisis situations, which is an extremely valuable skill to have.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDMG612) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDMG650 Social Justice Issues in Emergency Management (3 semester hours)
Emergencies and disasters do or can impact all people, anywhere, at any time. The emergency and disaster management field was developed in recognition of this, and seeks to prepare practitioners and public officials for the challenges that they will face. Evidence indicates that the impact of disasters is not distributed evenly—that in fact, the poor, minorities, and women are disproportionately impacted by disasters. This is something that students, practitioners, and public officials must be aware of in order to effectively and ethically discharge their respective duties. This course will make current and future officials aware of the impacts of race, poverty, gender, and similar social justice issues that they will need to consider in their careers in emergency management and public service.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDMG650) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDMG665 Climate Change Adaptation (3 semester hours)
Climate change and global warming are real, and science has coalesced around the fact that mankind's activities are causing or contributing to the rapid global warming that is currently in progress. Mankind's input into the equation is the burning of carbon fuels, which releases unprecedented levels of carbon dioxide, a highly potent greenhouse gas, into the atmosphere. The field of emergency management typically divides activities into four components: planning, mitigation, response, and recovery. It is now time to add a fifth component: adaptation. Mankind's activities have programmed into the future climate somewhere between one and six degrees Celsius of warming, and a significant but as yet incalculable amount of sea level rise. We do not have the option of stopping or reversing these events, so we must adapt if our civilization is to survive. The student will begin by examining the science itself, courtesy of the Climate Reality Project. The student will examine how the US government has evaluated the situation in the National Climate Assessment. The student will look at both the pessimistic and optimistic possibilities that our future could hold. Students will select a book from a supplemental reading list and report on their topic of choice in the forums. To conclude, students will create a personal Climate Change Adaptation Plan for themselves, their families, and/or their organizations.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDMG665) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDMG691 Climate Change Seminar (3 semester hours)
This course will serve as the final program requirement for the graduate certificate titled: Climate Change Awareness & Leadership. Students must complete all other certificate requirements prior to enrolling in this course. Students will conduct a major action research project that demonstrates their ability to implement leadership principles that will enable society to be aware of, prepare for, mitigate, and adapt to the impacts of climate change. The project must interface with a government agency chartered with the responsibility of protecting the public, or a public institution responsible for the education of children. Class deliverables may include: a municipal climate change awareness and adaptation plan; a community education awareness campaign; a public school awareness project; or similar as negotiated and jointly designed by the student and instructor. At the conclusion of the project, the student will submit a journal that describes the project design, implementation, and impacts in detail.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDMG691) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EDMG699 Emergency and Disaster Management Capstone (3 semester hours)
This course serves as the final program requirement for students achieving the emergency and disaster management master's degree. This course will involve a major research paper or thesis project that demonstrates understanding of and ability to implement the program objectives. The research paper and thesis option will demonstrate understanding of social science research methodology as it applies to the program of study. Students will follow the requirements of the APUS Capstone Manual and the appropriate presentation style guide. NOTE: This course may not be taken until all other courses are completed and the student has a minimum 3.0 GPA. Capstone courses are 16 weeks long and cannot be taken along with any other course.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EDMG699) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Emergency Management (EMHS)

EMHS699 Emergency and Disaster Management & Homeland Security Capstone (3 semester hours)
Preparation for the Emergency & Disaster Management and Homeland Security Master's Thesis Capstone 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 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 topic and a proposed method of analyzing the problem. Students must have completed all other course work before taking the master's thesis seminar. Capstone courses are 16 weeks long and cannot be taken along with any other course.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EMHS699) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Environmental Science (EVSP)

EVSP501 Environmental Management (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EVSP501) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EVSP502 Environmental Economics (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EVSP502) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EVSP503 Environmental Policy, Regulation, and Law (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EVSP503) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EVSP504 Fisheries Management (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EVSP504) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EVSP505 Wildlife Management (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EVSP505) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EVSP506 Restoration Ecology (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EVSP506) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EVSP507 Conservation Biology (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EVSP507) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EVSP508 Environmental Ethics (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EVSP508) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EVSP509 The National Environmental Policy Act (3 semester hours)
This course consists of an in-depth review of the National Environmental Policy Act (NEPA), its legislative background and history, significant case law, and Council of Environmental Quality (CEQ) Guidelines. Students will review examples of agency Categorical Exclusions, Environmental Assessments, and Environmental Impact Statements to become familiar with the documents as a building block for EVSP629 Environmental Impact Analysis. Students will evaluate whether specific documents "meet the intent or spirit" of NEPA, compare state vs. federal NEPA regulations, and review at least one federal agency's NEPA procedures. (Prerequisite: EVSP503)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EVSP509) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EVSP558 Watershed Management (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EVSP558) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EVSP560 Environmental Risk Assessment (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EVSP560) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EVSP561 Elements of Sustainable Design (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EVSP561) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EVSP594 Environmental Toxicology (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EVSP594) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EVSP601 Capstone Proposal (3 semester hours)
This course prepares the student to understand materials and issues associated with but not limited to the scientific method, research design, and qualitative and statistical analysis of data. This course is intended to guide the student through selection of a suitable topic for the capstone project or thesis. Once an approved topic is selected, the student will prepare a formal proposal to be used in the capstone course.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EVSP601) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EVSP605 Energy Policy and Sustainability (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EVSP605) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EVSP627 Landscape Ecology and Planning (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EVSP627) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EVSP628 Global Environmental Change (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EVSP628) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EVSP629 Environmental Impact Analysis (3 semester 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.(Prerequisite: EVSP503)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EVSP629) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EVSP639 Intermediate Environmental Impact Analysis (3 semester hours)
This course will focus on in-depth writing of the Affected Environment and Environmental Consequences sections of an Environmental Impact Statement (EIS). Students will propose and research a project as the basis for the EIS sections to be developed and determine the resources or issues that should be evaluated in the EA/EIS. 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. The final product of the course will be fully developed sections of a Draft EIS (DEIS). (Prerequisite: EVSP629)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EVSP639) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EVSP640 Advanced Environmental Impact Analysis (3 semester hours)
This course will focus on in-depth writing of the Affected Environment, Environmental Consequences, and the Executive Summary sections of an EIS. The completed Final Draft EIS (DEIS) from the Intermediate and Advanced Environmental Impact Analysis courses combined as the final product for this course. Prerequisite: EVSP639.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EVSP640) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EVSP695 Capstone Portfolio (3 semester hours)

This course steps students through the construction of a professional portfolio that highlights major skills gained through their academic course work. The professional digital portfolio will be built using portfolio software and will include both scholarly work and writing geared towards the general audience. The final course output may include the digital portfolio, discipline relevant blog articles, and an oral defense of the portfolio presented to an audience of faculty and peers. NOTE: This is intended to be the final course in the degree program. Students must have a 3.0 GPA to enroll. This course is 8 weeks in length.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EVSP695) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EVSP696 Capstone Project (3 semester hours)

This course gives students the opportunity to address real-world issues relevant to their profession, plan and execute a project, and contribute to their discipline while developing mastery of selected skills. Capstone projects may originate from a wide variety of options such as standard operating procedures, training manuals, comprehensive land management plans, designing sustainable communities, communication plans, remediation site plans, proposals for changes to environmental regulations, or other environmental policy and management solutions. The capstone project option is suggested for students wishing to terminate their formal studies with the MS degree, and who have an interest in the application of solutions to real-world concerns. The format will be proposed by the student and approved by the instructor. The capstone project must demonstrate originality and will follow the style requirements set by the department. NOTE: This is intended to be the final course in the degree program. Students must have a 3.0 GPA to enroll. This course is 16 weeks in length. (Prerequisites: EVSP601)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EVSP696) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EVSP697 Fish and Wildlife Seminar (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EVSP697) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EVSP698 Comprehensive Exam in Environmental Policy and Management (0 semester hours)

Comprehensive final examination for students in the Master of Science in Environmental Policy and Management program. IMPORTANT: You must have COMPLETED all other courses in the program and have a GPA of 3.0 in order to register for this course. As an Environmental Policy student, you must pass this comprehensive exam in order to have your degree conferred. The comprehensive exam must be taken by the course end date or a failing grade will be posted. If you fail your first course attempt to pass the comprehensive exam, you will need to get approval to register for a second attempt of the course and BOTH final course grades will show in your transcript.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EVSP698) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

EVSP699 Environmental Policy and Management Capstone (3 semester hours)

Designed specifically for students with an interest in scholarly research or continuing their academic career in doctoral studies, this course requires students to present original scholarly research. The capstone thesis must have a substantial research component, which will include research questions and presentation of an original argument using proper academic writing conventions. Students writing a capstone thesis will collect and analyze data from carefully documented primary and/or secondary sources, and will develop a rigorous research paper in the style of a traditional scientific paper (i.e., abstract, introduction, methods, results, discussion, references). The capstone thesis must represent an original contribution to the body of knowledge within the broad field of environmental policy and management. The theories, research methods, analytical skills, and substantive knowledge obtained through the Environmental Policy and Management curriculum provide the basis for the thesis project. NOTE: This is intended to be the final course in the degree program. This course is 16 weeks in length. (Prerequisite: EVSP601)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=EVSP699) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Finance (FINC)

FINC600 Corporate Finance (3 semester 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. Please refer to the Course Materials section for additional details on materials and pricing or contact booklist@apus.edu.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=FINC600) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

FINC605 Financial Accounting (3 semester 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. This course requires the student to purchase additional materials. Please refer to the Course Materials section for additional details on materials and pricing or contact booklist@apus.edu.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=FINC605) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

FINC610 Financial Institutions (3 semester 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. Please refer to the Course Materials section for additional details on materials and pricing or contact booklist@apus.edu.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=FINC610) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

FINC615 Investment Management (3 semester hours)
The course studies financial markets, principally equity markets, from an investment decision-making perspective. The course develops a set of conceptual frameworks and analytical tools and then applies these to particular investments and investment strategies chosen from a fairly broad array of companies, securities, and institutional contexts. The focus is on adding value across the spectrum of decisions ranging from position taking in particular securities, to portfolio risk management, and to the delegation to and oversight of professional investment managers. In conjunction, the course explores the competitive dynamics among investment organizations, products, and markets.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=FINC615) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

FINC620 International Finance (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=FINC620) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

FINC625 Entrepreneurship Finance (3 semester 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. This course requires the student to purchase additional materials. Please refer to the Course Materials section for additional details on materials and pricing or contact booklist@apus.edu.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=FINC625) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Foundations (COLL)

COLL501 Analytical Writing for Graduate Students (3 semester hours)
The intent of this course is to encourage and foster the graduate student's analytical thinking and written communication skills. Students will learn advanced analytical techniques and communication strategies that professors at the graduate level across all academic areas expect them to know. Exposed to challenging ideas and potentially new strategies in examining a variety of topics, students will be expected to focus upon critical thinking principles and theories within those topics and then respond to assignments that require them to produce critical essays and a course project. Students will hone their reasoning skills through engagement in the forums and sharpen their writing skills through multiple drafts of papers with substantial feedback from their peers and their instructor. The culmination of the course will be a project that demonstrates the student's growth as a thinker and as a writer.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=COLL501) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Government Contracting and Acquisition (DEFM)

DEFM510 Strategic Planning in the Military and Governmental Agencies (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=DEFM510) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

DEFM531 Advanced Business Solutions for Mission Support (3 semester hours)
This course is a study in realistic scenario-based learning, where students work in teams to practice developing sound business solutions. Student course work is designed to contribute solutions to senior leadership and local supervisors and to provide resources for the contracting career field via a course community-of-practice.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=DEFM531) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

DEFM540 Program and Acquisition Management (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=DEFM540) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

DEFM541 Defense Management Ethics (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=DEFM541) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

DEFM550 Program Manager's Skills (3 semester hours)
This course develops a foundation of concepts and solutions that supports the planning, scheduling, controlling, resource allocation, and performance measurement activities required for successful completion of a project. Tools and concepts such as project charter, scope statement, work breakdown structure, project estimating, and scheduling methodologies are studied. No prerequisite.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=DEFM550) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

DEFM551 Executive Program Manager's Decision Making Skills (3 semester hours)
This course is designed to meet the learning and performance needs of newly selected PEO's, DPEO's, and ACAT I and II Program Managers and Deputy Program Managers. Skills and behaviors are developed through a concentrated study of cases, role playing and scenario analysis. (Prerequisite: DEFM550)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=DEFM551) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Health Information Management (HIMA)

HIMA501 Technology Applications in Health Information Management (3 semester hours)
This is the first course required for students enrolled in the MS in Health Information Management degree program. This course addresses the theoretical and practical applications that information technology (IT) plays in the administration of health information. Students will study how the management and synthesis of healthcare data across a variety of levels within the healthcare system plays an integral role in strategic and tactical decision making. The course provides students with an overview of systems planning, grant and contract development, as well as e-health and electronic medical records. Students will gain a foundational knowledge of IT deployment, adoption, data security and interoperability, privacy, confidentiality, and information management planning. In addition, students will examine the legal and ethical aspects of health information management.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIMA501) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIMA503 Healthcare Vocabulary and Clinical Terminologies (3 semester hours)
This course addresses the nomenclature of healthcare vocabulary and medical terminology for administrators in the health information management (HIM) field. Vocabulary used in the healthcare field provides a common language for practitioners, positively addressing global, as well as safety issues. Students will examine the issues of competing standards, and the different goals and criterions in which terminology and codes were created to address. The course will provide an advanced overview of medical terminology and anatomy used in classification systems in health information management (HIM). Students will study the structures and organization of bodily systems as they relate to the appropriate terminology.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIMA503) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIMA505 Research Methods in Health Information Management (3 semester hours)
This course focuses on the research methods, tools, instruments, and devices used in health information management. It concentrates on the logic of the scientific method, research design, and qualitative and quantitative analysis. This course evaluates methods to collect, classify, categorize, evaluate, assess, and report research data, to formulate valid research questions, and to derive logical conclusions. In addition, the course emphasizes the proficient development of research and writing skills necessary in academic and professional settings. Lastly, students will utilize all of these methods to demonstrate competence in data collection and analysis, as well as strategic and tactical decision making. The principles, practices, tools, and methodologies presented in this course are applicable throughout the program of graduate studies.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIMA505) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIMA550 Clinical Workflow and Process Redesign (3 semester hours)
This course addresses processes in the administration of health information management as they relate to performance, bottlenecks, delays, duplication of effort, and other issues in order to identify areas of improvement. Students will study process mapping and examine how auditing the information content can increase productivity via information technology and automation. Issues related to computerized provider order entries (CPOE) and electronic health records (EHR) will be analyzed associated with safety and quality. Students will examine the symbiotic nature of clinical workflow and process redesign.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIMA550) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIMA600 Financial Management for Health Professionals (3 semester hours)
This course provides students with a foundation in financial management skills and principles applicable to the health care field. Students will examine the difference between accounting and financial management, different reimbursement methodologies, accounting and financial statements, revenue cycle management, and avenues for financing major capital investments. They will learn areas related to managing cash, billings, and collections, alternative forms of ownership, as well as using cost information in decision-making. Additionally, students will be exposed to the laws and regulations that affect health care financial reporting and performance such as the Patient Protection and Affordable Care Act of 2010 and the expansion of health care services into new fields.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIMA600) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIMA605 Legal Issues in Health Information Management (3 semester hours)
This course will provide students with an overview of the legal issues that influence the management of health information. Students will examine areas related to the impact of electronic health records, ethical standards, bioethics, confidentiality, informed consent, and access to health related information. In addition, students will study legal issues related to risk, quality, and utilization management, as well as health care fraud and abuse, through various federal legislation such as the Health Insurance Portability and Accountability Act (HIPAA), the Genetic Information Nondiscrimination Act, and the American Recovery and Reinvestment Act (ARRA).
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIMA605) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIMA610 Healthcare Data Analytics with Lab (4 semester hours)
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 knowledge management in health care. Major topics will include data collection, sharing, and analysis. Students will study the terminology, concepts, models, processes and tools associated with decision support and knowledge management systems. The lab portion of the course will focus on data, statistical and qualitative analysis, explanatory, and predictive modeling where students will evaluate how to leverage data into information and knowledge to enhance systems, quality, cost effectiveness and strategic decision making. (Prerequisite: HIMA600)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIMA610) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIMA620 Corporate Compliance in the Healthcare Industry (3 semester hours)
This course will prepare students to navigate the area of corporate compliance within the health care industry by identifying risks and avoiding possible liability by examining a myriad of laws, regulations, policy guidance, enforcement initiatives, and certifications (e.g. HIPAA, Stark laws). The course will provide students with a foundation in the core elements of corporate compliance. Students will evaluate various tools and strategies necessary for an effective corporate compliance program to protect a health care organization and avoid penalties as a result of non-compliance.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIMA620) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIMA699 Capstone in Health Information Management (3 semester hours)
Students will examine organizational performance measures and outcomes, strategic management and planning, and the leadership and management competencies associated with success in a healthcare environment. The final project will encompass program competency model and requires students to demonstrate an understanding and application of healthcare management and administration communication skills, critical thinking, and problem solving.(Prerequisite: Students may only take this course after the completion of all CORE courses)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIMA699) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Healthcare Administration (HCAD)

HCAD500 Healthcare and Healthcare Systems (3 semester hours)
This course examines an overview of the origins, components, organization, demographics, and trends in the United States Healthcare System. It is intended to serve as an introduction to the complexity of the United States Healthcare System, including how our healthcare system has evolved, settings where healthcare is delivered, how healthcare is financed, healthcare workforce challenges and future trends.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HCAD500) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HCAD501 Technology Applications in Healthcare Organizations (3 semester hours)
This course addresses the role that information technology plays in the health delivery systems in the United States. Students will evaluate how the current and future trends in health information technology impact the quality, safety, and finances of the health care delivery system. The course provides students with a history of the Health Information Technology (HIT) evolution, an overview of current trends and challenges, the impact of HIT on the patient centered delivery system and the continuum of care, as well as the future trajectory of HIT. Students will gain a foundational knowledge of Health Information Technology and its connection with health care delivery systems and health administration. (Prerequisite: HCAD500)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HCAD501) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HCAD510 Leadership and Management in Healthcare Organizations (3 semester hours)
This course examines contemporary leadership and management theories, models, and principles as they relate to healthcare organizations. Further, the course explores the ethics of leadership and the role of a healthcare leader in creating the culture and processes that support a high reliability organization. Students will develop a personal philosophy of ethical, effective leadership. (Prerequisite: HCAD501)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HCAD510) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HCAD520 Legal and Ethical Aspects of Healthcare Administration (3 semester hours)
This course explores legal and ethical dimensions of health care in the context of patients' rights and responsibilities, employee rights and responsibilities, and business practices. The course examines ethical values and principles in healthcare, the Patient Bill of Rights, legal regulations in healthcare, malpractice and risk management, and basics of employment law and labor relations. Students will apply ethical and legal principles to analyze the health administrator's role in case examples involving ethical and legal dilemmas.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HCAD520) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HCAD530 Operational Management in Healthcare (3 semester hours)
This course examines the key elements of operational management, strategic planning processes, project management, and marketing strategies in health care organizations. Interpersonal and communication skills are discussed in the context of change management and development of written business plans. (Prerequisite: HCAD510)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HCAD530) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HCAD605 Human Resource Management in Healthcare (3 semester hours)
This course serves as an advanced course in human resource management with an emphasis on the health care workforce. Students will explore the intricacies associated with recruiting, hiring, and managing healthcare workers. Organizational culture as it pertains to human resources will be examined, and strategic planning will be highlighted. (Prerequisite: HCAD500)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HCAD605) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HCAD650 The Business of Healthcare (3 semester hours)
This course is designed to introduce students to the business side of healthcare. Topics include the regulatory environment, employment law, managing and marketing healthcare services. The course also looks at organized delivery systems including the labs, pharmacies, materials maintenance, and physician practice administration.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HCAD650) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HCAD651 Healthcare Finance (3 semester hours)
This course is designed to give healthcare administration students a foundation in economic principles of health insurance. Topics will include managed care, employer-sponsored health insurance, the functioning of Medicare and Medicaid, the history of health insurance in the United States, and special topics in health insurance. (Prerequisite: HCAD650)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HCAD651) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HCAD652 Operational Quality in Healthcare (3 semester hours)
This course is designed to develop the skills that will allow students to create safe and efficient quality healthcare systems through an understanding of the quality management cycle, goal-setting, and goal obtainment metrics. Topics include creating satisfied patients, high quality service, efficient processes, and examining tools used within the field. (Prerequisite: HCAD650 and HCAD651)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HCAD652) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HCAD697 Healthcare Administration Practicum (3 semester hours)
This advanced course offers students the chance to participate in simulations of experiences they will face as a health administrator. Students will utilize course software to make decisions regarding health care delivery systems, ethical situations, and financial obstacles faced in healthcare organizations and build leadership skills. This 16 week course will provide an opportunity to apply the skills learned in previous classes in a simulated setting.*Please note this course has material fees associated with it.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HCAD697) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HCAD698 Situational Experiences for Healthcare Administrators (4 semester hours)
This advanced course offers students the chance to participate in simulations of experiences they will face as a health administrator. Students will utilize course software to make decisions regarding health care delivery systems, ethical situations, financial obstacles faced in healthcare organizations and build leadership skills. This course will provide an opportunity to apply the skills learned in previous classes in a simulation setting. (Prerequisite: HCAD500 and HCAD652)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HCAD698) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HCAD699 Healthcare Administration Capstone (3 semester hours)
This course focuses on applying theoretical knowledge of strategic management, continuous quality improvement, and compliance in a health care organization. Students will examine organizational performance measures and outcomes, accreditation readiness practices, and quality management programs. Students will explore the roles of organizational leaders involved in ensuring quality, safety, and compliance. Students will be expected to create a professional development plan, based on self- reflection and assessment of the program's competency model and personal leadership and managerial knowledge and skills. (Prerequisite: HCAD698)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HCAD699) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

History (HIST)

HIST500 Historical Research Methods (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST500) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST501 Historiography (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST501) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST510 Graduate Seminar in World History (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST510) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST520 Graduate Seminar in U.S. History (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST520) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST521 Seminar in Public History (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST521) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST522 Archives and Manuscript Management (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST522) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST523 Theory and Practice of Oral History (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST523) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST525 West Virginia History and Culture (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST525) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST531 The Greek Civilization (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST531) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST532 The Roman Republic and Empire (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST532) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST533 Late Antiquity and Byzantium (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST533) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST534 Medieval Europe (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST534) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST535 Renaissance and Reformation (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST535) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST536 History of the Enlightenment (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST536) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST543 18th and 19th Century Europe (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST543) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST551 The American Revolution in Context (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST551) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST552 The Civil War: Seminal Event in American History (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST552) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST553 History of Colonial America (3 semester hours)
This course will examine the political and social history of the thirteen colonies, including their European background, settlement and expansion, beginnings of culture, and the imperial context. Additionally, students will study the social consequences of colonization, migration, and war in America from 1500-1775, including the interaction of British colonists with competing European cultures (French, Dutch, Portuguese, and Spanish), with Native Americans, and with African and Afro-American slaves. The course will also include consideration of the pan-Atlantic context of Early America, cross-cultural contacts, family and gender, labor systems, religious observations, crime, and other themes explored in recent social and cultural theory. (Recommended Prerequisites: HIST500 and HIST501)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST553) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST554 History of the American West (3 semester hours)
This course will explore the history of the trans-Mississippi West from the 16th century to the present. Included will be the numerous historical issues associated with the region, including cultural contact and conflict, economic development, visions and meanings of the West, human interaction with nature and the environment, relationship between western states and the federal government, tourism, the growth of the sunbelt cities, and the shifting nature of race, class, gender, and power in the region. (Recommended Prerequisites: HIST500 and HIST501)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST554) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST555 The United States in the 20th Century (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST555) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST556 U.S. Constitutional History (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST556) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST557 History and Popular Culture (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST557) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST558 The Great War (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST558) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST560 World War II in Context (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST560) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST570 Modern European History (3 semester hours)
This course analyzes modern European history emphasizing its political, intellectual, social, and cultural history from the end on the nineteenth century to the near present day. Key concepts that may be covered are nation-building, empire-building, state-building, the development of ideologies, industrialization, urbanization, ethnic nationalism, and globalization.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST570) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST571 History of Africa (3 semester hours)
This course will analyze various aspects of African Civilizations including the conflicts and historical development of various pre-colonial African kingdoms to the rise the Slave Trade. In addition, emphasis will focus on the development of the plantation economy in the West, changes in the conduct of the slave trade and its impact on African economic, social, and political history. (Recommended Prerequisites: HIST500 and HIST501)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST571) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST572 History of East Asia (3 semester hours)
This course examines the major trends in the development of civilization in East Asia from prehistory to the end of the sixteenth century. While East Asia is generally understood to comprise China, Korea, Japan, and Vietnam, due to limitations of time, the course will focus primarily on developments in Chinese history and their impact on the wider region. At the same time, careful attention will be given to ways in which the smaller nations of the region, Japan in particular, creatively modified the foundations of Chinese civilization so as to create a distinctive civilization of their own. (Recommended Prerequisites: HIST500 and HIST501)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST572) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST573 History of the Middle East (3 semester hours)
This course will explore the Middle East by examining its history, politics, and culture while keeping an eye on the wide variety of individual experience of those living in the Middle East. Included in this process, students will focus on how Middle Eastern peoples have adapted to their physical environment as nomads, city dwellers, empire builders, and developed agriculture. In addition, this course will examine the rise of Islam, the Arabic conquests, early empires and their continuities with the Pre-Islamic past. (Recommended Prerequisites: HIST500 and HIST501)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST573) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST581 The Great Revolutions (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST581) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST586 History of Science (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST586) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST588 History of Religion (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST588) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST597 Graduate Seminar in European History (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST597) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST611 Ancient Warfare (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST611) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST634 History, Theories, and Contemporary Issues in Historic Preservation (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST634) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST635 Museum and Exhibition Culture (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST635) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST636 History and Digital Preservation (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST636) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST642 Nazi Germany and the Holocaust (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST642) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST643 The Ottoman Empire (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST643) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST645 Russia and the Soviet Union (3 semester hours)
This course investigates the political, economic, diplomatic, and cultural history of Russia and the Soviet Union, including the decline of Imperial Russia, the Revolution of 1917, and the collapse of the Soviet Union up to the present. Special attention is given to the characteristics of Imperial Russia at the beginning of the twentieth century, the causes and course of the Russian Revolution, the Soviet system under Stalin; the Great Patriotic War, the post-Stalinist liberalization, the Cold War, the collapse of the USSR, the emergence of the post-Soviet republics, and developments in contemporary Russia.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST645) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST651 America's Indian Wars (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST651) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST652 African-American History (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST652) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST653 History of American Women (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST653) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST657 Antebellum America: Prelude to the Civil War (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST657) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST658 Reconstruction and Post-Civil War America (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST658) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST670 History and Culture of Latin America (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST670) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST680 Special Topic: History (3 semester 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. September 2019 Summer D: Roman MilitaryThis course charts the rise and fall of history's greatest imperial power. Special attention will be paid 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 will also be paid to some of history's greatest soldiers: Hannibal, Scipio Africanus, and Julius Caesar.September 2022 Summer D: HIST680—the HittitesThis course surveys the political, military, social, and religious history of the Hittites, 2000-1190 BCE. The Hittites were one of the superpowers of the Bronze Age and in this course we will see how they fit into the larger world of the Ancient Near East and the Mediterranean. Hittitology is a growing and relatively new field. This presents challenges due to scarcity of materials but also allows us to see how new disciplines approach new bodies of evidence, when fresh discoveries are made regularly. The course will cover the Early Bronze Age Anatolia, the Old Assyrian Colony Period, the Old and New Kingdoms, and the Collapse of the Bronze Age.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST680) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST690 Independent Study: History (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST690) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST691 Writing a Thesis Proposal (3 semester 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. This course should be the LAST course in your program prior to HIST699 and should not be taken earlier in your program.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST691) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST696 Practicum in Applied History (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST696) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST698 Comprehensive Exam in History (0 semester hours)
THIS COURSE WILL REQUIRE A TEST PROCTOR. 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 course period 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. IMPORTANT: You must have COMPLETED all other courses in the program and have a GPA of 3.0 in order to register for this course. As a History student, you must pass this comprehensive exam in order to have your degree conferred. The comprehensive exam must be taken by the course end date or a failing grade will be posted. If you fail your first course attempt to pass the comprehensive exam, you will need to get approval to register for a second attempt of the course and BOTH final course grades will show in your transcript.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST698) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HIST699 Master of Arts in History - Thesis (3 semester 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. This course may not be taken until all other courses are COMPLETED and student has a 3.0 GPA. Capstone courses are 16 weeks long and cannot be taken along with any other course. (Prerequisite: HIST691)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HIST699) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Homeland Security (HLSS)

HLSS500 Research Methods in Homeland Security (3 semester hours)
This course provides basic research methods skills for addressing homeland security studies problems and issues. Students focus on the detailed procedures for conducting qualitative case studies. Students 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. This course prepares students for intermediate and advanced security and intelligence methods.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HLSS500) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HLSS502 Homeland Security and Defense (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HLSS502) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HLSS505 Security Risk Management (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HLSS505) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HLSS508 Privacy & Civil Liberties in Homeland Security (3 semester hours)
This course offers an examination of the challenges associated with balancing civil liberties and securing the homeland. Students will examine critical infrastructure protection, the use of technology, and the need to carry out intelligence gathering in secrecy around the context of civil liberties and civil rights. Recommendations to improve existing homeland security programs and their overall effectiveness to meet emergent future challenges while balancing civil liberties will be discussed.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HLSS508) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HLSS522 Weapons of Mass Destruction and the New Terrorism (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HLSS522) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HLSS523 Domestic Terrorism and Extremist Groups (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HLSS523) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HLSS603 Resilience and Homeland Security (3 semester hours)
With an ever-changing threat vector, the need for a more resilient nation has never been more important. This course will explore different aspects of resilience and its connection to national homeland security. The course further explores resilience and its relationship to critical infrastructure nodes to methods of analysis and risk impact.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HLSS603) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HLSS645 Port Security (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HLSS645) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HLSS697 Creative Project Capstone Option in Homeland Security (3 semester hours)
The Homeland Security Creative Project Capstone gives students the opportunity to address issues of importance in homeland security that are directly or closely related to their own career, occupation, profession, or current position. Creative projects as program capstones may derive from a wide variety of organizationally defined formats such as legislative proposals (local, state or Federal), briefs, standard operating procedures, training program manual, procedure manuals, organizational change proposals, communication plans, or recruitment plans to name but a few. The format will be proposed by the student and approved by the instructor. The creative project must demonstrate originality and will follow the style requirements set by the department - currently the American Psychological Association (APA) Publication Manual. THIS COURSE IS 16 WEEKS.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HLSS697) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HLSS699 Homeland Security Capstone (3 semester hours)
The Master's Capstone Seminar option in Homeland Security is a course that serves as the capstone to a graduate degree in Homeland Security. NOTE: This course may not be taken until all other courses are COMPLETED and student has a 3.0 GPA. THIS COURSE IS 16 WEEKS.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HLSS699) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Hospitality Management (HOSP)

HOSP610 Event Coordination and Management (3 semester hours)
The ability to coordinate and manage various types of events requires excellent attention to detail in achieving the events' components. In this course, you will explore different types and scopes of events coordination in various settings. You will apply multiple management styles in leading diverse work teams. Also, as part of this course, you will learn first-hand how to select an event site location, conduct a needs assessment, and develop practical proposals and agreements for a specific event project. You will analyze the challenges event planners face when coordinating and managing events, working with vendors and sponsors, and create solutions to mitigate these challenges. Finally, you will evaluate the various marketing strategies used by event professionals to market their event projects.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HOSP610) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HOSP620 Financial Planning and Management for Events (3 semester hours)
This course is designed to give you a fundamental understanding of the financial statements that event managers must consider when preparing their events. You will develop event budgets and goals for an event project. You will examine the factors that impact an event's profitability and identify negotiation strategies that contribute to an increase in Return-On-Investment (ROI). As part of this course, you will apply practical methods when making complex financial decision-making in producing various components of an event project. Finally, you will evaluate measures that can improve revenue optimization in an organization.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HOSP620) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HOSP630 Event Risk Management and Safety (3 semester hours)
This course provides an overview of the risk management and safety procedures required in event planning and execution. Emphasis is placed on exploring safety regulations and health security, crisis management, and the liability issues and duty of care to event management. You will examine various methods to identify and mitigate risks in event execution. You will assess ways to implement practices that abide by the American with Disabilities (ADA) Act during site selection, event registration, and admission. Finally, you will evaluate the challenges event managers face with overcrowding and when switching from face-to-face to virtual events during an emergency.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HOSP630) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HOSP640 Leadership in Meeting and Event Planning (3 semester hours)
This course will examine the fundamental understanding of leadership theories and systems approaches to leadership as they apply to planning and executing events. Students will analyze the broad spectrum of sustainability and identify ways to implement best practices into event planning and design in the present and potentially the future. Students will apply the best strategies in recruiting staff and volunteers, evaluate staff performance, and create event policies to include diversity and inclusion. Students will further examine the challenges leaders face in today's organizations and create a proposal to facilitate meeting and event planning in various settings.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HOSP640) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Humanities (HUMN)

HUMN500 Humanities: Research, Study and Use (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HUMN500) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HUMN510 The Ancient World (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HUMN510) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HUMN520 Antiquity and Medieval World (3 semester hours)
This course addresses the possibility of the existence of a proper way or path through life. Texts are chosen based on their ability to clarify moral values in the middle ages and antiquity, and are loosely grouped around themes of devotion, consolation, and the otherworld. Primary texts will be read in conjunction with historical background information. Readings will include selections of the Dead Sea Scrolls, Anchorene Wisse, the letters of Abelard and Heloise, Boethius' Consolation of Philosophy, Old English stoic literature, Chaucer's "Book of the Duchess," and examples of journeys to the otherworld including Aeneus' journey to Hades in Virgil's Aeneid, selections of Dante's Divine Comedy, Beowulf's decent into Grendel's mere, faerie ballads, and The Pearl.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HUMN520) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HUMN530 The Renaissance (3 semester hours)
HUMN530 provides an overview of major works of the Renaissance, and offers a detailed study of its primary thinkers. Issues include the birth of rationalism, individualism, skepticism, and emergent secularism. Questions address the inherent tensions between intellectual tradition and change, and the increasing dominance of the sphere of science. Readings for this course include: Petrarch's Selections from the Canzoniere and Other Works; Elizabeth I's Poems; John Donne's Selected Poems; Machiavelli's The Prince; Francois Rabelais' Gargantua and Pantagruel; Michael de Montaigne's Essays; Miguel de Cervantes Saavedra's Don Quixote; Christopher Marlowe's Doctor Faustus; Shakespeare's Sonnets and The Tempest; Edmund Spenser's "Letter to Raleigh" and The Mutabilitie Cantos.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HUMN530) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HUMN541 Enlightenment and the Modern World (3 semester hours)
HUMN541 provides an overview of major works of the Enlightenment, and offers a detailed study of its primary thinkers. Issues include the birth of rationalism, skepticism, individual liberation and emergent secularism. Questions address the inherent tensions between intellectual tradition and change, and the increasing dominance of the sphere of science. Readings for this course include: Jane Austen's Pride and Prejudice; Mary Wollstonecraft's A Vindication of the Rights of Women; Meriwether Lewis and William Clark's Journals of the Lewis and Clark Expedition; Rousseau's Confessions; Thomas Paine's Common Sense and other Political Writings; and Ekaterina Dashkova's Memoirs.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HUMN541) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HUMN550 Evolution of Earth and Universe (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HUMN550) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HUMN551 Evolution of Life and Intelligence (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HUMN551) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HUMN555 The 19th Century: Romantic and Industrial Revolutions (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HUMN555) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HUMN561 Society, Class and Wealth (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HUMN561) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HUMN571 Individuals, Societies, and the Spirit (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HUMN571) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HUMN697 Humanities Capstone Portfolio Seminar (3 semester hours)
This course provides the framework for students to assemble a culminating portfolio including representative work developed throughout the Humanities MA degree program and will guide students to develop additional assets that demonstrate mastery of institutional and program objectives through degree completion. NOTE: This course may not be taken until all other courses are COMPLETED and student has a 3.0 GPA.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HUMN697) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HUMN699 Humanities Capstone (3 semester hours)
This course provides the framework for students to write a thesis, a major research paper, or develop a creative project. NOTE: This course may not be taken until all other courses are COMPLETED and student has a 3.0 GPA.THIS COURSE IS 16 WEEKS.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HUMN699) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Information Technology (ENTD)

Information Technology (INFO)

INFO531 Management Information Systems (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=INFO531) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

INFO620 Enterprise Database Systems (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=INFO620) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Information Technology (ISSC)

ISSC621 Computer Forensics (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ISSC621) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ISSC630 Advanced Cybercrime Analysis (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ISSC630) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ISSC631 Cyber Ethics: Privacy and Intellectual Property (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ISSC631) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ISSC640 Computer Networks and Data Systems (3 semester 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. Prior knowledge of networks and networking is recommended.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ISSC640) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ISSC641 Telecommunications and Network Security (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ISSC641) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ISSC642 Intrusion Detection and Incident Handling (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ISSC642) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ISSC650 Advanced Digital Forensics (3 semester 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, laptops, netbooks, networks, mobile devices – phones, notepads, PDAs, digital audio and video 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)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ISSC650) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ISSC651 Advanced eDiscovery (3 semester 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)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ISSC651) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ISSC660 Information Assurance (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ISSC660) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ISSC661 Information Assurance: Assessment and Evaluation (3 semester 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)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ISSC661) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ISSC662 Information Assurance: Capability Maturity and Appraisals (3 semester 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)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ISSC662) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ISSC680 Information Security Management (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ISSC680) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ISSC698 Cybersecurity Studies: Capstone Practical (3 semester hours)
This Cybersecurity Studies: Capstone Practical course integrates the knowledge, skills, and posture acquired in the program courses. This course is the capstone course of studies completed toward the graduate degree in Cybersecurity Studies. This course will only be offered in 16-week sessions. Students will complete an applied project design that demonstrates mastery and application of advanced research and analytic skills related to the learning outcomes of this degree program. This course may not be taken until all other courses are COMPLETED and student has a 3.0 GPA.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ISSC698) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ISSC699 Cybersecurity Studies Capstone (3 semester hours)
This Master's degree capstone course in Cybersecurity Studies is an integrative, multi-disciplinary course that applies the knowledge, skills, and attitudes obtained in the core courses. NOTE: This course may not be taken until all other courses are COMPLETED and student has a 3.0 GPA.THIS COURSE IS 16 WEEKS.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ISSC699) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Information Technology (ITCC)

ITCC500 Research Methods in Information Systems and Technology (3 semester hours)
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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ITCC500) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ITCC697 Creative Project Capstone (3 semester hours)
The Information Technology Creative Project Capstone course gives students the opportunity to address real-world issues relevant to their profession, plan and execute a project, contribute to their discipline while developing mastery of selected skills. Creative projects may originate from a wide variety of options such as standard operating procedures, training program manual, organizational change proposals, software and hardware design or development, or other information technology solutions. NOTE: This course may not be taken until all other courses are COMPLETED and student has a 3.0 GPA. THIS COURSE IS 16 WEEKS.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ITCC697) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ITCC698 Information Technology Capstone (3 semester hours)
Capstone course of studies completed toward the graduate degree in Information Technology. The student will complete a research thesis that demonstrates mastery and application of advanced research and analytic skills related to the learning outcomes of this degree program. NOTE: This course may not be taken until all other courses are COMPLETED and student has a 3.0 GPA.THIS COURSE IS 16 WEEKS.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ITCC698) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Information Technology (ITMG)

ITMG624 Information Technology Project Management (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ITMG624) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ITMG625 IT Project Management: Integration, Scope and Time (3 semester 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 are recommended but not required to have access to Microsoft Project®. Course software requirements with the appropriate versions are listed under the course materials site. (Prerequisite: ITMG624)Microsoft Project® is a registered trademark of Microsoft Corporation.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ITMG625) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ITMG626 IT Project Management: Cost and Communications (3 semester 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 are recommended but not required to have access to Microsoft Project®. Course software requirements with the appropriate versions are listed under the course materials site. (Prerequisite: ITMG624)Microsoft Project® is a registered trademark of Microsoft Corporation.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ITMG626) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ITMG627 IT Project Management: HR and Procurement (3 semester 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 are recommended but not required to have access to Microsoft Project®. Course software requirements with the appropriate versions are listed under the course materials site. (Prerequisite: ITMG624)Microsoft Project® is a registered trademark of Microsoft Corporation.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ITMG627) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ITMG628 IT Project Management: Quality and Risk (3 semester 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 are recommended but not required to have access to Microsoft Project®. Course software requirements with the appropriate versions are listed under the course materials site. (Prerequisite: ITMG624)Microsoft Project® is a registered trademark of Microsoft Corporation.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ITMG628) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ITMG630 Project Management for e-Business (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ITMG630) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ITMG636 IT Project Management: Developing Project Schedule (3 semester hours)
This course is an advanced study of the methods and practices associated with developing a project schedule with assigned resources. The course begins with the initiating process group and continues through scope, schedule, and resource planning. Students must have access to Microsoft Project®. Course software requirements, including the appropriate versions, are listed under the course materials site. (Prerequisite: ITMG624)Microsoft Project® is a registered trademark of Microsoft Corporation.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ITMG636) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ITMG637 IT Project Management: The Integrated Project Plan (3 semester hours)
This course is an advanced study of information technology project management with a focus on the integrated project plan. This course will be taught from a mixture of analytical and practical methods. Topics include communication management, human resource management, project quality management, project risk management, procurement management, project stakeholder management, and project closure and lessons learned. It assesses various theories and applies these theories to help students develop effective project plans. This course also addresses the inherent risk in various kinds of plans and examines the principles of effective integrated project plans. Students are recommended to have access to Microsoft Project software. (Prerequisite: ITMG624)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ITMG637) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

ITMG638 IT Project Management: Execution, Monitoring and Control (3 semester hours)
This course is an advanced study of executing, monitoring, and controlling IT projects. Quality projects do not happen; they must be planned, promoted, and practiced intentionally and deliberately. This course examines the various models and methods for directing and managing project work and risk. This course demonstrates how to apply appropriate execution, monitoring, control, and risk responses to minimize project failure. Students must have access to project management software and tools. (Prerequisite: ITMG624)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=ITMG638) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Intelligence Studies (INTL)

INTL501 Strategic Intelligence (3 semester hours)
RECOMMENDED AS THE FIRST COURSE IN THE PROGRAM. 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=INTL501) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

INTL502 Collection (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=INTL502) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

INTL507 Intelligence Operations (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=INTL507) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

INTL508 Intelligence Analysis (3 semester hours)
This course focuses on intelligence analysis including the analysis of international threats to security. The course will provide students with a foundation of human cognition in an effort to help understand why we think the way we do, how we come to formulate biases, and the many analytical, perceptional, and cognitive errors we frequently make in conducting analyses. Students will be provided with a foundation from which to understand and conduct critical analysis. This course affords an opportunity to look at a variety of case studies related to both US and foreign threat analysis and action, including the evolution of responses to threats, perspectives on threat action, principles of threat analysis and response, and assessments of successes and failures of such actions. Students will develop a comprehensive knowledge of intelligence analysis, how intelligence agencies assess and counter international threats in order to guard global security interests, and how various threats affect national security policy and decision-making. (Prerequisite: SSGS500)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=INTL508) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

INTL604 Interagency Operations (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=INTL604) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

INTL610 Counterintelligence (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=INTL610) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

INTL613 Intelligence and Homeland Security (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=INTL613) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

INTL616 Ethical Challenges in the Intelligence Community (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=INTL616) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

INTL621 Signals Intelligence (SIGINT) (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=INTL621) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

INTL622 OSINT (3 semester 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: SSGS500)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=INTL622) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

INTL623 Human Intelligence (HUMINT) (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=INTL623) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

INTL627 Advanced Geospatial Intelligence (3 semester hours)
This course will focus on advanced geospatial analytic techniques and how these techniques aid in decision making in various operational environments. This course will include study of geospatial collections and teach the application of theory and practical utilization of analytical tools, techniques and procedures. 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. The 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: SSGS500)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=INTL627) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

INTL628 Intelligence for Multi-Domain Operations (3 semester hours)
This course introduces students to the new military doctrine for the next 20 years. The military began implementing MDO in 2018, and is the focus of concepts, exercises, and capability development. There are five phases in MDO; compete, penetrate, dis-integrate, exploit, and re-compete. Inherent in MDO is a larger effort to collect and analyze data. Intelligence plays an essential role in the collection and analysis of data. This class looks at how intelligence will support MDO for the foreseeable future.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=INTL628) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

INTL629 Social Media Intelligence: Its Foundations and Applications (3 semester hours)
The last ten years saw the rise of a new type of intelligence – Social Media Intelligence (SOCINT) – representing fertile ground for public and private organizations interested in collecting information regarding potential adversaries and competitors. As a result, SOCINT no longer stands as a subset of Open-Source Intelligence (OSINT) but embodies a discipline of its own requiring specialized knowledge, tools, and techniques. More and more, social media permeates every facet of our lives, asking individuals to give up more of their personal information and privacy, making it imperative to understand how these companies acquire our data and ultimately use/share/sell that information. Couple this with the need to understand the legal, ethical, and privacy issues of its use by organizations acquiring this type of intelligence makes SOCINT an equally important component of the overall intelligence continuum. As different nation-states begin to weaponize social media, it will be necessary for intelligence collectors to detect and deter these attempts at influence. All these issues point to an immediate need to educate individuals charged with collecting and utilizing this dynamic form of intelligence.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=INTL629) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

INTL631 Criminal Intelligence Analysis (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=INTL631) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

INTL635 Indications and Warnings (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=INTL635) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

INTL637 Intelligence Profiling (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=INTL637) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

INTL639 Predicting Public Health Threats: The Role of Medical Intelligence (3 semester hours)
The COVID-19 global pandemic has resulted in an awareness of the value of operational measures of specialized intelligence regarding public health and associated potential impacts on national defense, global security, diplomacy, and public policy. This class examines the role and function of medical intelligence (MI), as directed by U.S. functions of intelligence, public health, and safety. This class focuses on mechanisms to deliver decision advantages in support of American military operations, including the investigation and rapid implementation of control measures, and the collection and analysis of medically based evidence to promulgate preventive actions. Topics include evaluating the efficacy of strategic countermeasures for chemical, biological, radiological, and nuclear weapons; analyzing the application of MI for emerging biotechnology; pandemic potential of existing diseases; biosafety and biosecurity issues; and the appraisal of the effectiveness of collaboration and information dissemination between the American intelligence and public communities, the community of American allies, and other global entities.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=INTL639) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

INTL644 Cyber and the Intelligence Cycle (3 semester hours)
This course looks at cyber and the intelligence cycle from two perspectives. The first is the application of the classic intelligence cycle against cyber targets. The second, parallel track is the use of cyber tools to optimize intelligence operations and the intelligence cycle in particular. This course will discuss the unique role of the cyber domain in the intelligence cycle. Intelligence in cyber is comprised of different characteristics than that of space, air, land and sea. Because cyber information is transmitted instantaneously, it may affect components of the intelligence cycle (collection, analysis, dissemination, etc.) simultaneously rather than sequentially, as is the case with other intelligence collections methods. Students will discuss commercial and defense concepts associated with the intelligence cycle and enterprise information technology infrastructure. Students will also address the challenges that are created due to rapid advancing technologies and existence of multiple actors. (Recommended Prerequisite: SSGS500)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=INTL644) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

INTL646 Transnational Crime and Narcotics (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=INTL646) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

INTL647 Cyber Intelligence (3 semester 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 natures of intelligence collection, operations and analysis across the US Intelligence and Defense communities. (Prerequisite: SSGS500)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=INTL647) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

INTL649 Case Studies in Foreign Cyber Threats (3 semester hours)
This course will examine various case studies in Foreign Cyber Threats and explore the challenges posed by these threats. Through the review of case studies, students will become familiar with the fact that cyber threats are difficult to assess and mitigate given the existence of malicious actors, multiple motives, different but commonly used attack vectors, the internet as a shared and integrated domain, difficulty in predicting potential attacks and the damaging nature of worst-case scenarios. (Prerequisite: SSGS500)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=INTL649) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

INTL650 Counterterrorism (3 semester hours)
This course will examine the evolution of intelligence and counterterrorism while analyzing a framework for combating terrorism. This course will focus on terrorism variables that present a problem to international and U.S. national security, suggest solutions, and provide alternatives to current counterterrorism policies. In this course, your studies will focus on a variety of aspects related to terrorism, counterterrorism, to include historical perspectives, analysis of terrorist organizations, and patterns of terrorism. You will be required to study a range of topics related to terrorism. You will read an arrangement of books and articles that will develop a comprehensive understanding of how counterterrorism impacts national security.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=INTL650) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

INTL652 Terrorism: Assessing the Past to Forecast the Future (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=INTL652) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

INTL653 Deception, Propaganda and Disinformation (3 semester hours)
This course provides an overview of deceptive techniques –how they work and how they can be defeated. It begins by building an understanding of fundamental psychological principles and practices and then taking a look at key information practices. From there, it will look at how some of these practices developed from WWI to the present. Throughout the course, students will be exposed to and will analyze the use of deception and other persuasion techniques in various contexts. These deceptive techniques are illustrated with a series of historical and current case studies, scenarios, and interactive simulations.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=INTL653) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

INTL699 Intelligence Studies Capstone (3 semester hours)
The Master's Capstone in Intelligence Studies is capstone course for graduate programs in Intelligence Studies. NOTE: This course may not be taken until all other courses are COMPLETED and student has a 3.0 GPA.THIS COURSE IS 16 WEEKS.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=INTL699) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Intelligence Studies (SSGS)

SSGS500 Research Design and Methods (3 semester hours)
This course provides basic research methods skills for addressing problems and issues specific to the programs within the School of Security and Global Studies (SSGS). The course covers four basic approaches to social research including experimentation, survey research, field research, and the use of available data. Students will gain foundational knowledge in research planning, design, methodology, data collection, and analysis. This course prepares students for advanced research methods. Students in SSGS graduate studies are expected to be completely familiar with Turabian and APA writing styles. If you do not possess copies of these manuals, here is a link to the library, https://www.apus.edu/apus-library/resources-services/Writing/writing-center.html, specific to writing basics, that has quick style guides in use within SSGS. Purchase of the most recent writing guide in use in your program is highly recommended. If you are unsure what writing style is in use in your program, consult with your academic advisor.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SSGS500) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SSGS595 Internship Program (3 semester hours)
Within this course, students have the opportunity to receive credit for completing an approved internship. Participating in an internship provides students with a valuable educational and professional opportunity. During the internship students explore and gain hands on experience in a field they have an interest in working within. Within the School of Security and Global Studies the primary responsibility for finding an internship belongs to the student, however there are a number of resources in place to help you in your search and application process. Students interested in completing an internship for credit may reach out to their Program Director, Academic Advising, or Career Services for additional information. In addition to completing formal internship hours, students will be required to keep a journal of their internship experiences and will complete a final paper.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SSGS595) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SSGS670 From Academics to the Profession: Publishing in the Social Sciences (3 semester hours)
This graduate workshop is 16 weeks in length and is an introduction to the complex world of academic publishing and is designed to give writers in the School of Security and Global Studies practical experience in getting their work published in peer-reviewed journals. Using Wendy Laura Belcher's best-selling Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success, the course explains the publication process to students and shares strategies for achieving success in the academic writing arena, including setting up a work schedule, identifying appropriate journals for submission, working with editors, writing query letters, clarifying arguments, and organizing material. In a supportive environment, participants revise a previously completed classroom paper, conference paper, thesis, or other work into a peer-reviewed article and submit it for publication. The goal of this course is to aid participants in taking their papers from classroom quality to journal quality and in overcoming anxiety about academic publishing in the process. Students will be required to have completed 24 credits before taking this course. Prior to enrolling students must submit the paper they wish to improve to their program director for approval.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SSGS670) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SSGS690 Independent Study (3 semester hours)
This course is an opportunity for the School of Security and Global Studies graduate student to pursue an independent research project or examine a specific area of Security and Global Studies under the mentorship of a single professor. Participation is at the discretion of the faculty member. This course will require a major research paper of approximately 30-40 pages; there will be no examination. Students will submit a proposal prior to the start of the project, an annotated bibliography, and a final paper at week 8, all of which will count toward the final grade. To be eligible for an independent study, students must be enrolled in a graduate degree program, must have completed 24 hours 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 their academic advisor. Once the course is open the student must complete an official online registration for the course.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SSGS690) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SSGS692 Special Topics (3 semester hours)
This is a special topics course that is designed to afford students the opportunity to examine topics not covered by the existing curriculum. View the course schedule to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates. The subject matter of each special topics courses may vary, and special topics courses may not be offered every month.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SSGS692) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SSGS696 Master's Project Capstone Seminar (3 semester hours)
The School of Security and Global Studies Masters Project Capstone course gives students the opportunity to address issues of public importance that are directly or closely related to their own career, occupation, profession or current position. Creative projects as program capstones may derive from a wide variety of organizationally defined formats such as legislative proposals (local, state or federal), amicus briefs, standard operating procedures, training program manual, procedure manuals, organizational change proposals, communication plans, or recruitment plans to name but a few. The format will be proposed by the student and approved by the instructor. The creative project must demonstrate originality and will follow the style requirements set by the student's academic discipline. For example, a criminal justice student would present work in accordance with the current American Psychological Association (APA) Publication Manual. NOTE: It is mandatory for students to contact their Academic Advising team when they are 2 or 3 courses out from the capstone. Guidance on the format of the research study proposal and a sample proposal are contained in the APUS Research Study Manual. NOTE: This course may not be taken until all other courses are COMPLETED. THIS COURSE IS 16 WEEKS.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SSGS696) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

International Relations (IRLS)

IRLS500 International Relations Theory (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=IRLS500) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

IRLS501 Comparative Political Systems (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=IRLS501) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

IRLS502 International Political Systems (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=IRLS502) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

IRLS503 International Organizations (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=IRLS503) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

IRLS504 International Political Economy (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=IRLS504) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

IRLS600 Strategic Geography and Geopolitics (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=IRLS600) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

IRLS602 Introduction to Global Security (3 semester hours)
Introduction to Global Security addresses the complex global security environment. Focus is placed on the role that actors in the global environment play in the formulation and implementation of international, bilateral, and state policy, norms, and practice related to security issues of global scope and concern. The course also addresses the impact of these security related concerns in the global environment on domestic and international security.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=IRLS602) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

IRLS603 Politics and War (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=IRLS603) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

IRLS611 Conflict Analysis and Resolution: Theory and Practice (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=IRLS611) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

IRLS613 International Negotiation (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=IRLS613) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

IRLS615 Peacekeeping: Structure and Process (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=IRLS615) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

IRLS631 Government and Security in Korea (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=IRLS631) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

IRLS655 Latin American Security Issues (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=IRLS655) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

IRLS660 Seminar in Middle East Politics and Security (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=IRLS660) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

IRLS662 Middle Eastern Culture (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=IRLS662) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

IRLS664 Politics and Culture in Central Asia (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=IRLS664) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

IRLS699 International Relations Capstone (3 semester hours)
The Master's Capstone in International Relations is the capstone course for graduate programs in International Relations. NOTE: This course may not be taken until all other courses are COMPLETED and student has a 3.0 GPA.THIS COURSE IS 16 WEEKS.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=IRLS699) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Legal Studies (LSTD)

LSTD502 Criminal Law (3 semester hours)
This course is an advanced theory and practice of criminal law in the United States. The history, scope, and nature of criminal law will be discussed. This course will analyze the general nature of crime, constitutional limits on crime, and general principals of criminal liability. Topics include: legal language and machinery, parties to crime, classification of offenses, act and intent, capacity to commit crime, and various defenses. Primary emphasis will be the common law and modern statutory criminal codes. Students are provided knowledge of the building blocks of criminal law to include elements of crimes and defenses to criminal charges. The role of the police, criminal courts, and attorneys in the administration of the criminal justice system will be discussed in detail. The course will teach the student how to analyze and brief criminal cases, and identify and discuss criminal issues. An overview of the criminal process and rules of evidence will be provided. This course focuses on the fundamental principles, 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=LSTD502) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

LSTD503 Criminal Justice Process (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=LSTD503) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

LSTD504 Methods of Legal Research and Writing I (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=LSTD504) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

LSTD505 Methods of Legal Research and Writing II (3 semester 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: LSTD504 Methods of Legal Research and Writing I)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=LSTD505) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

LSTD506 Property Law (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=LSTD506) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

LSTD507 International Law (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=LSTD507) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

LSTD508 Contract Law (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=LSTD508) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

LSTD509 Tort Law (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=LSTD509) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

LSTD510 Constitutional Law (3 semester hours)
This course provides the student with a theoretical foundation in Constitutional law. The Constitution divides power. In particular, it apportions authority along three main dimensions: between the state and federal governments; among the branches of the federal government; and between, on the one hand, all levels of government and, on the other hand, individuals. The vast majority of live constitutional questions concern a conflict along one or more of these axes. Students will study issues of policy, principle, philosophy, and constitutional implications by focusing on construction and application. 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=LSTD510) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

LSTD512 Immigration Law (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=LSTD512) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

LSTD516 Homeland Security and the Law (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=LSTD516) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

LSTD517 Law, Ethics and Cybersecurity (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=LSTD517) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

LSTD690 Independent Study: Legal Studies (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=LSTD690) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

LSTD699 Legal Studies Capstone (3 semester hours)
This capstone legal analytical project (CLAP) is the final and ultimate experience for the Master of Legal Studies Program. It is intended to permit students to demonstrate their capacity to deeply research a narrow topic concerning a legal challenge to a segment of American society, as well as thoroughly analyze and succinctly yet thoroughly write about it. The students' chief goal is to validate that they have mastered the three fundamental legal skills of research, analysis and writing. Prerequisite: All other courses must be completed before registering for this course.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=LSTD699) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Management (HRMT)

HRMT600 Human Resource Management (3 semester 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 evaluate 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HRMT600) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HRMT601 Compensation and Benefits (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HRMT601) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HRMT602 Employment Law and Labor Relations (3 semester hours)
This course is a conceptual and functional analysis of the legal framework and principles of employment law. Issues are addressed from a managerial perspective so that students have an opportunity to develop their business decision-making skills, (via employment law scenarios), as they relate to the evaluation of legal ramifications affecting a variety of workplace situations. Topics include the agency-employment relationship; discrimination under Civil Rights Act Title VII and other federal laws based on race/color, gender, age, national origin, religion, pregnancy, and sexual orientation; diversity, affirmative action, and bona fide occupational qualifications; employer negligence in hiring; criminal checks and credit screenings; physical fitness, ethics, and personality tests for employment purposes; vicarious liability, sexual harassment, and workplace violence; challenges with organized labor/unions under the National Labor Relations Act; working standards including pay, hours, age requirements, etc. set by the Fair Labor Standards Act and state equivalents; and challenges arising from the Family and Medical Leave Act.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HRMT602) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HRMT603 Human Resource Policy (3 semester hours)
This course is a comprehensive analysis of how human resource policies are formulated by evaluating the interdependence of human resource and operating functions. Students will have the opportunity to assess policies geared toward high profile HR areas such as talent management, Occupational Health and Safety Administration (OSHA) regulations, employee development and compensation. Emphasis will be placed on policies and strategies as they relate to managing an intergenerational workforce. Additional special topics include network security, workplace violence, and bullying.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HRMT603) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HRMT605 Strategic Human Resource Management Practices (3 semester hours)
The course examines the techniques, policies, processes, strategies, and practices used by companies and managers to leverage effectively and efficiently their human capital. Students will evaluate how HR practices are aligned with organizational objectives. Additional special topics include workforce planning, diversity management, and succession planning.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HRMT605) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HRMT610 Workforce Planning (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HRMT610) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HRMT640 Organizational Strategies for Diversity and Inclusion (3 semester hours)
This course outlines methods for building diversity and inclusion in the overall organizational vision and strategy. The course explores efforts to include diversity and inclusion in all aspects of the organization. The coursework will allow for practice and evaluation of existing strategies. Finally, technologies used to track diversity and inclusion in organizations will be explored.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HRMT640) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

HRMT641 Critical Perspectives on Diversity Management (3 semester hours)
This course examines concepts related to promoting equal opportunities and inclusion in organizations. The course includes effective strategies to encourage collaboration among employees who are from diverse cultural, ethnic, and socio-economic backgrounds. The course will highlight the best ways to foster a diverse and inclusive work environment to improve employee engagement and overall organizational performance.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=HRMT641) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Management (MGMT)

MGMT593 Special Topics in Management (3 semester hours)
Special Topics courses in Management involve timely, unique, or emerging content not contained in the regular course offerings of the program. The purpose of offering this Special Topics course is to teach content that is responsive to industry needs, launch a course quickly to help students gain leading-edge skills, and provide flexibility within the curriculum. The specific topic of this course is determined by the School of Business and will change based on trends in the industry.February and May 2023- Special Topics in Management - Corporate Social Responsibility in a Time of Crisis.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MGMT593) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MGMT600 Organizational Management (3 semester hours)
This course evaluates techniques for structuring and resolving managerial problems in organizations. The main managerial/educational tool used in the course is the business model canvas, which is a contemporary approach to identifying and creating a functional business/management plan in an organizational context. Topics include an examination of organizational theories, organizational framing, metaphorical analysis, systems theory, and organizational diagnosis.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MGMT600) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MGMT601 Organizational Behavior (3 semester hours)
Required first course in the Management program. This course will provide a framework for assessing individual and group behaviors in organizational settings. The primary emphasis will be on developing practical administrative/managerial skills in improving employee performance.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MGMT601) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MGMT603 Organizational Development (3 semester hours)
This course consists of a collection of classic and contemporary readings in Organizational Development covering a broad range of topics including change management, organizational culture, team development, and organizational development diagnostic models. Included are experiential exercises that give students an opportunity to practice their skills and cases that allow students to draw on their experiences to apply the concepts and theories in managerial situations.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MGMT603) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MGMT604 Organizational Crisis Management (3 semester 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 an 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MGMT604) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MGMT605 Leadership (3 semester 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 a unique model for effective leadership that can be tested over time.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MGMT605) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MGMT608 Independent Study: Management Department (3 semester hours)
Independent study enables a student to pursue an academic topic in a field of special interest on a previously approved topic under the supervision of a faculty member and resulting in an academic, practical and/or artistic product. Students are required to prepare a draft proposal of project, and submit to the Program Director, Management for approval prior to registering for the course. Once approval has been obtained, advising department is notified so that student can register for course.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MGMT608) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MGMT610 Cross-Cultural Management (3 semester 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, individual 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 international ethical corporate strategies.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MGMT610) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MGMT615 Strategic Planning (3 semester hours)
Being a strategic or visionary leader has been identified as one of the top five skills needed to be successful in the global economy. This course outlines successful Strategic Management and Planning techniques, and it addresses the fundamentals of the strategic alignment of people, resources and processes to the business vision, mission, and purpose of the organization.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MGMT615) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MGMT617 Leading Teams (3 semester hours)
This course utilizes an experiential format to focus on a variety of concepts and practices associated with developing and managing an effective team. As such, students will engage with classmates in virtual groups for much of the classwork. Students will have the opportunity to evaluate the different approaches to management, motivation, and performance, along with some barriers to effective team efforts.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MGMT617) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MGMT618 Ethics in Leadership (3 semester hours)
Given the corporate scandals of the past, why do we continue to have unethical behavior in organizations? This course addresses the ethical dimensions of leadership with a particular focus on the processes used to raise and resolve ethical dilemmas and conflicts in organizational settings. Students will have the opportunity to explore (1) why some employees may see "gray" versus "black and white" when making a business decision and (2) evaluate internal and external factors which influence and produce deviant behavior in the work environment. Policies, cultures, values and codes of conduct established by various organizations and industry groups will be critically examined.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MGMT618) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MGMT619 Leading Organizational Change (3 semester hours)
Today's global business environment is complex and ever-changing. Change is now a constant and driving change can be a difficult leadership task. This course is designed to help leaders proactively lead change. Students in this course will learn strategies to effectively assess potential drivers of change, facilitate the implementation of change, and become a change agent in an organization by propelling momentum toward positive results. Students will practice skills to move ideas toward results, combat organizational and employee complacency, and overcome resistance to change.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MGMT619) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MGMT621 Leadership in a Time of Crisis (3 semester hours)
This course will examine leadership's role in a time of crisis. The student will learn effective decision-making strategies and reaction strategies leaders should employ during crisis situations. The student will differentiate the types of leadership models to engage in an emergency environment. This course delivers examples on how to adapt to unique situations as well as prioritize procedures during these situations. The areas of contingency planning and disaster preparedness are also covered.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MGMT621) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MGMT622 Risk Management for Leaders (3 semester hours)
This course examines risk management as one of the key responsibilities of leaders. Students will learn to define risk management, best practices for measuring risk and threat assessments to guide organizational response. The course will look at leadership's role in developing strategies to strengthen approaches to external and internal risk.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MGMT622) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MGMT623 Concepts and Processes of Organizational Crisis Management (3 semester hours)
This course explores the critical concepts and processes found in crisis management. The student will be able to illustrate the components required in evaluating and developing plans for crises and disasters at the organization and community level. Techniques for organizational planning with consideration of comprehensive emergency management regulatory requirements for crisis response planning will be covered. Students will create a crisis management plan as their final project.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MGMT623) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MGMT696 Capstone: Portfolio (3 semester hours)
This MGMT696, M.A. in Management Capstone: Portfolio, course is the final course in the Master's Program. This course will prepare graduate student to reflect on their graduate experience by compiling and revising artifacts from previous courses in the program into an organize e-portfolio. The e-portfolio will reflect the student's educational growth from entry in the graduate program. In addition, the graduate student will develop the skills necessary to successfully transition to and navigate post-graduate life as well as understand the civic and social responsibilities of being educated citizens. Finally, students will be given the resources to connect with APU/AMU in an ongoing relationship.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MGMT696) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MGMT698 Comprehensive Examination in Management (0 semester hours)
Comprehensive final examination for students in the Master of Arts in Management program. IMPORTANT: You must have COMPLETED all other courses in the program and have a GPA of 3.0 in order to register for this course. As a Management student, you must pass this comprehensive exam in order to have your degree conferred. The comprehensive exam must be taken by the course end date or a failing grade will be posted. If you fail your first course attempt to pass the comprehensive exam, you will need to get approval to register for a second attempt of the course and BOTH final course grades will show in your transcript.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MGMT698) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Marketing (MKTG)

MKTG600 Marketing Management (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MKTG600) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MKTG601 Strategic Internet Marketing (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MKTG601) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MKTG602 Global Marketing Strategy (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MKTG602) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MKTG603 Consumer Behavior, Emotions, and Narratives (3 semester hours)
This course examines the concepts of consumer behavior in the marketplace. Behavioral aspects of the marketing process from manufacturer to consumer are considered. Consumers' actions during the search, purchase, use, and evaluation of products and services to fulfill needs are explored. This course illuminates how marketers can use the concepts of consumer behavior to influence individuals' purchases of products and services.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MKTG603) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Mathematics (MATH)

MATH530 Applied Statistics (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MATH530) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Military History (MILH)

MILH510 Studies in U.S Military History (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILH510) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILH511 Great Military Philosophers (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILH511) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILH531 Strategy, Tactics & Leadership of the American Revolution (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILH531) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILH532 British Perspective of the American Revolution (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILH532) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILH536 The American Revolution (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILH536) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILH541 Civil War Strategy and Tactics (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILH541) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILH542 Civil War Command and Leadership (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILH542) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILH551 World War II in Europe (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILH551) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILH552 World War II in the Pacific (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILH552) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILH555 World War II: Politics, Political Leadership and Diplomacy (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILH555) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILH565 History of Peacekeeping: 1988 - Present (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILH565) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILH620 War Since 1945 (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILH620) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILH621 The Cold War Era and Aftermath (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILH621) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILH622 Great Power Military Interventions (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILH622) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILH637 The Seven Years War (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILH637) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILH646 Civil War Cavalry and Intelligence (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILH646) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILH654 World War II and the Eastern Front (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILH654) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILH667 The Balkans: Conflict and Peace (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILH667) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILH668 The War in Vietnam (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILH668) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILH669 Arab-Israeli Conflict: Contemporary Politics & Diplomacy (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILH669) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILH680 Special Topic: Military History (3 semester hours)
This course examines, through case studies and hypotheticals, specific Special Operations missions. The initial focus will be World War II and several of its more famous clandestine actions. The course will then progress to the Vietnam War, through the 1980s, and into the shaded world of the War on Terror. After the Second World War the primary focus is the components of what is now called the Special operations Command. Through an analytic essay, a formal decision brief, and weekly forums students will contemplate the factors behind the decision to employ Special Operations forces and discern why missions both succeed and fail.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILH680) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILH690 Independent Study: Military History (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILH690) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILH698 Comprehensive Exam in Military History (0 semester hours)
THIS COURSE WILL REQUIRE A TEST PROCTOR. 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 course period 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. IMPORTANT: You must have COMPLETED all other courses in the program and have a GPA of 3.0 in order to register for this course. As a Military History student, you must pass this comprehensive exam in order to have your degree conferred. The comprehensive exam must be taken by the course end date or a failing grade will be posted. If you fail your first course attempt to pass the comprehensive exam, you will need to get approval to register for a second attempt of the course and BOTH final course grades will show in your transcript.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILH698) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILH699 Military History Capstone (3 semester 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. NOTE: This course may not be taken until all other courses are COMPLETED and student has a 3.0 GPA. THIS COURSE IS 16 WEEKS. (Prerequisite: HIST691)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILH699) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Military Studies (MILS)

MILS500 Research Methods in Military Studies (3 semester 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. This course is required as the first course in the MA in National Security Studies Program.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILS500) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILS510 Strategic Military Leadership (3 semester hours)
This course provides an understanding of strategic leadership as applied to military and civilian aspects of government. Through a broad examination of strategic leadership principles and theories, and relevant case studies, students explore the interaction of strategic leaders with the media, civil society, and the nation's political leaders. Students learn how successful strategic leaders have used transformational leadership skills to innovate, motivate, and transform people and enterprises. (Prerequisites: NSEC500 or MILS500)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILS510) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILS512 Great Military Leaders (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILS512) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILS514 The Making of Strategy (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILS514) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILS521 Strategy, Tactics, & the Operational Art (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILS521) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILS534 Air and Space Power Theory: Strategy and Tactics (3 semester 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. (Prerequisites: MILS500 or NSEC500 for students on previous catalog versions)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILS534) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILS541 Campaign and Battle Analysis (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILS541) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILS560 Joint Warfare Theory and Practice (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILS560) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILS561 Joint Warfare Planning and Implementation (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILS561) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILS562 Joint Warfare Command and Control (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILS562) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILS563 Case Studies in Joint Warfare (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILS563) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILS570 Seminar in Asymmetrical Warfare (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILS570) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILS572 Special Operations Forces Application (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILS572) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILS580 Seminar in Unconventional Warfare (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILS580) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILS583 Insurgency and Revolution (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILS583) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILS620 Studies in Future War (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILS620) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILS635 Air Power in Joint Warfare (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILS635) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILS655 Naval Power in Joint Warfare (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILS655) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILS671 The Non-State Soldier (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILS671) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILS680 Special Topic: Military Studies (3 semester 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. NOTE: Open to graduate students as an elective. Any substitution as a Concentration or Major course must have Dean Approval through your academic advisor.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILS680) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILS690 Independent Study: Military Studies (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILS690) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MILS699 Military Studies Capstone (3 semester hours)
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. NOTE: This course may not be taken until all other courses are COMPLETED and student has a 3.0 GPA. THIS COURSE IS 16 WEEKS.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MILS699) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

National Security Studies (NSEC)

NSEC500 Research Methods in Security and Intelligence Studies-Nat Sec Majors (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=NSEC500) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

NSEC501 Institutions of National Security (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=NSEC501) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

NSEC503 U.S. National Security (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=NSEC503) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

NSEC504 International Security (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=NSEC504) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

NSEC506 Cyber Policy and Practice in National Security (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=NSEC506) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

NSEC608 Regional Security Cooperation (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=NSEC608) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

NSEC610 National Security and Globalization (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=NSEC610) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

NSEC611 Covert Action and National Security (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=NSEC611) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

NSEC612 National Security and Diplomacy (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=NSEC612) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

NSEC613 Current and Emerging Threats to U.S. National Security (3 semester hours)
This course examines contemporary globalization, its links to emergentthreats, 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=NSEC613) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

NSEC614 Political Psychology of Terror Groups (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=NSEC614) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

NSEC620 Foundations in Military Strategy and National Security Policy (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=NSEC620) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

NSEC690 Independent Study: National Security Studies (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=NSEC690) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

NSEC699 National Security Studies Capstone (3 semester hours)
The Master's Capstone in National Security Studies is the capstone course for graduate National Security Studies. NOTE: This course may not be taken until all other courses are COMPLETED and student has a 3.0 GPA. THIS COURSE IS 16 WEEKS.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=NSEC699) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Nursing (NURS)

NURS500 Research and Evidence-Based Practice (3 semester hours)
Advanced degree nurses must integrate evidence-based principles into their daily practice, and promote research-based decision-making in themselves and others. This course focuses on the critical analysis of research and its application to current nursing practice. Ethical issues in the design and conduct of research are addressed. (Prerequisite: NURS502)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=NURS500) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

NURS502 Population-Based Healthcare (3 semester hours)
This course examines how population-based theories and practice inform community/public nursing practice. An emphasis is placed on the ecology of health and the interconnectedness of the biological, behavioral, physical, and socio environmental domains. Students will analyze root causes of health disparities including cultural, political, social, racial, class, gender and economic factors and examine the role of social justice to improving population health. Strategies for collaboration and advocacy with diverse population and groups will be explored.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=NURS502) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

NURS504 Informatics and Technology (3 semester hours)
Rapidly changing healthcare systems demand that advanced degree nurses possess knowledge of the effective use of informatics and technology to enhance patient care in a variety of settings. This course provides students with the knowledge and skills necessary to improve patient outcomes through effective use of these technological resources. Topics include electronic medical records, data analysis, safe management of patient care technology, health literacy, and related ethical issues. (Prerequisite: NURS502)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=NURS504) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

NURS505 Healthcare Systems and Health Policy (3 semester hours)
The advanced degree nurse must promote health, influence the health delivery system, and participate in policy advocacy in order to improve the healthcare outcomes of populations. Students examine the effect of legal and regulatory processes on healthcare delivery at the institutional, local, state and federal levels. Topics include healthcare economics and finance, quality improvement, patient safety, and political advocacy. (Prerequisite: NURS502)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=NURS505) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

NURS507 Leadership for the Master's Prepared Nurse (3 semester hours)
Today's nurse leaders must possess the essential communication, critical-thinking and decision-making skills required to effectively manage teams providing high quality healthcare to diverse populations. This course addresses issues related to inter-professional collaboration, quality improvement initiatives, data-driven decision making, leadership and communication styles and their effect on interaction with members of healthcare teams.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=NURS507) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

NURS601 Advanced Health Assessment (3 semester hours)
This course builds on the undergraduate foundation in health assessment and provides the foundation for the advanced assessment skills required by the Nurse Educator. Teaching methodologies will facilitate the development of skills in conducting comprehensive and systematic assessments of patients throughout the lifespan. This will include physical and psychosocial assessment, risk assessment and functional assessments in diverse populations.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=NURS601) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

NURS604 Advanced Pathophysiology and Pharmacology (3 semester hours)
This course builds on the undergraduate knowledge of pharmacology and the relationship of pharmacological therapies to patient health and outcomes, as well as pathophysiological conditions. Students study the actions and effects of medications as well as complementary and alternative therapies on the human system across the life span. Using a variety of theories and frameworks, students use clinical reasoning to evaluate ambiguous and complex clinical presentations. Students discuss the role of the advanced practice nurse educator in ensuring safe medication practice in a variety of settings.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=NURS604) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

NURS606 Nursing Curriculum Development, Assessment and Evaluation (3 semester hours)
This course will provide the student with the theoretical basis of curriculum development, assessment and evaluation. Students will focus on the process of curriculum design and development; integrating these concepts into the economic, social, regulatory, technological, and ethical influences and trends which impact current nursing practice. (Prerequisite: ALL CORE COURSES IN THE PROGRAM and NURS601 and NURS604)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=NURS606) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

NURS610 Learner-Centered Teaching Methodologies (3 semester hours)
The nurse educator must be proficient in developing and designing curriculum supportive of diverse learners in a variety of settings. This course introduces students to theoretical models and teaching methodologies to create stimulating learner-centered environments in both clinical and academic settings. This course explores the pedagogy of delivering effective nursing curricular content in learning environments that combine face-to-face and distance formats (blended learning) and those that deliver instruction completely online.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=NURS610) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

NURS620 Educational Assessment and Evaluation for Nurse Educators (3 semester hours)
The evaluation of learning is a critical component of advanced practice nursing education. This course explores the strategies and models that nurse educators use to evaluate the effectiveness of their teaching. Students use evaluation data to improve and revise curriculum. Content in this course is applicable to audiences in both academic and clinical education environments.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=NURS620) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

NURS654 Program Development and Evaluation in Community and Public Health Nursing (4 semester hours)
This is a practicum course supporting community and public health nurses practicing at an advanced level. The practicum allows students to build on their previous knowledge in learning to design public health programs to improve health outcomes. Topics include assessing community and public health needs along with planning programs to meet those needs. Students work with the practicum coordinator and faculty to identify a qualified preceptor and select a practicum site. Students will complete 40 of the 160 hours of clinical practice required for completion of the program. (Prerequisites: PBHE520, PBHE527, PBHE550, and PBHE607)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=NURS654) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

NURS694 Community and Public Health Nursing Practicum with Capstone Project (4 semester hours)
This practicum provides community and public health nursing students the opportunity to implement population health programs. The emphasis is on working in the community setting to improve the health of communities and populations. The final 120 hours of clinical practice are required for completion of this practicum. The students will also focus on examining the implications of implementing population health programs. Students will evaluate personal leadership skills utilized to improve patient outcomes through evidence-based practices, quality improvement methods, outcomes measurement, and systems knowledge. All core and specialty courses must be completed before taking this course. (Prerequisites: PBHE520, PBHE527, PBHE550, and PBHE607)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=NURS694) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

NURS695 Practicum in Nursing Education (3 semester hours)
This practicum provides nurse educator students the opportunity to apply specialized learning essential to strengthen and advance their own nursing practice in a particular area or focus in a direct care role. Students work with the practicum coordinator and faculty to identify a qualified preceptor and to select the practicum site for a wide variety of clinical practice settings consistent with AACN®'s Master's Essentials (2011). 160 hours of clinical practice are required for completion of this practicum. All core and specialty courses must be completed before taking this course. This course requires the use of Typhon student practicum tracking software, to be purchased for $90 prior to the start of the practicum.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=NURS695) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

NURS696 Practicum in Nursing Leadership (3 semester hours)
This practicum is completed with a nurse leader in a selected setting and will apply the leadership theories and concepts essential to the nurse leader role. The practicum provides the student the opportunity to apply their learning to their area of interest. Students engage in leadership activities such as committees, staff education, or quality improvement projects. Students work with their faculty member to select the practicum site. 160 clinical hours are required for completion of this practicum. All core and specialty courses must be completed before taking this course. This course requires the use of Typhon student practicum tracking software, to be purchased for $90 prior to the start of the practicum.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=NURS696) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

NURS699 Evidence-Based Practice Capstone Project (3 semester hours)
In this capstone course, students will apply the knowledge acquired throughout their graduate study. They will develop an evidence-based project proposal relevant to a problem or issue in current professional nursing practice. Components include problem identification, thorough literature review, proposal of a solution, an implementation plan, a process of evaluation, and dissemination of findings. Proposals and research are appropriate to the student's area of specialty study: education or leadership.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=NURS699) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Political Science (POLS)

POLS501 Political Philosophy (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=POLS501) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

POLS510 The U.S. Presidency, Congress, & Bureaucracy (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=POLS510) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

POLS511 Political Parties and Interest Group Behavior (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=POLS511) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

POLS512 Diversity in American Politics (3 semester hours)
This course is a study of diverse groups 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 these groups mainly in the United States. In this course, students will explore core political constructs such as governance, policymaking, participation, conflict, and attitudes through the lens of gender, race and ethnicity. The course focuses primarily upon the experiences of several groups: African Americans, Hispanics, Asians, Arabs, women, and gays and lesbians. The goal of this course is to provide students with the necessary theoretical and methodological foundations needed to understand and analyze gender, racial, and ethnic politics in the United States.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=POLS512) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

POLS620 Legislatures and Legislative Behavior (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=POLS620) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

POLS630 The Presidency: Institution and Performance (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=POLS630) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

POLS640 Judicial Politics, Process, and Policy Making (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=POLS640) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

POLS650 Federalism: The American Governance Process (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=POLS650) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

POLS690 Independent Study: Political Science (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=POLS690) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

POLS697 Portfolio and Critical Reflection Paper Capstone in Political Science (3 semester hours)
The course is tailored specifically to political science master's program. The capstone course may be taken only after the completion of all other coursework. Students must successfully complete this requirement before the award of a degree. Students must apply for graduation and have a minimum GPA of 3.0 in order to be able to register for the course. The portfolio will consist of artifacts demonstrating competency in each of the program objectives. Students are expected to retain these artifacts as they progress through their program to prepare for this course. The portfolio contains a substantive analysis that contextualizes each artifact, articulates how the artifact demonstrates mastery of the learning outcome, and evaluates the student's intellectual growth through the program.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=POLS697) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

POLS698 Comprehensive Examination in Political Science (0 semester hours)
The comprehensive final examination is for students in the Master of Arts in Political Science program. The "Comprehensive 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 must be successfully completed before the award of a degree. The purpose of this course is to provide students with a structured and self-paced review of key concepts, theories, and knowledge skill sets in the field of political science. Preparation for a comprehensive examination, however, is the student's responsibility.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=POLS698) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Psychology (PSYC)

PSYC502 Tests and Measurements (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PSYC502) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PSYC503 Introduction to Scholarly and Technical Writing (3 semester hours)
This course provides an overview of the primary concepts, genres and mechanics of academic writing at the graduate and professional level. Students will develop writing and editing skills that will assist them in their success as graduate students and future professionals. Discussions, assignments, readings and editing will be utilized to successfully accomplish the goals of this course.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PSYC503) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PSYC506 Cyberpsychology: Where Psychology and Technology Meet (3 semester hours)
This is an introductory course in Cyberpsychology studying the methods that social media (SM) uses to influence consumer decisions and drive effective marketing techniques. The primary topic covered includes the role of social media platforms in social interaction. Students will become familiar with what SM was intended to do, as well as what it has evolved into and why it poses a risk to normal behavior and decision-making. Additional topics covered include an examination of factors that influence election outcomes, factors that guide thought processes and awareness through targeted messaging, and the use of blacklisting or shadow-banning content. The implications of these processes on consumer behavior will also be discussed.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PSYC506) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PSYC507 Social Science Perspectives on Cyberdeviance (3 semester hours)
This is an introductory course to cyberdeviance with a unique emphasis on the social science components of criminality in cyber settings. Primary topics include the definition of cybercrime, cyberterrorism, cyberwarfare, and cyberbullying with consideration of possible motivation for such occurrences as well the intrapsychic impacts of such circumstances. Further topics include identify theft, hacking, the global implications of cybercrime, child pornography, law enforcement responses to cybercrime, sociological and psychological implications of cybercrime, and the prospective future of cybercrime as technology continues to evolve.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PSYC507) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PSYC509 Child Development (3 semester hours)
This course examines theory and research relating to cognitive, physical, socio-emotional, and moral development from birth to age 18 years. Emphasis is placed on typical development with some examination of challenges faced during development. Cultural differences and commonalities are reviewed. Applications of theory to educational settings are also examined.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PSYC509) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PSYC510 Lifespan Development (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PSYC510) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PSYC511 Learning and Cognition (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PSYC511) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PSYC512 Introduction to Industrial/Organizational Psychology (3 semester hours)
This course provides an overview of the primary concepts and theory in industrial and organizational psychology. Focus will be on understanding human behavior in organizations and the workplace. Concepts such as motivation, leadership, employee training and recruitment, performance measurement, and work/life balance will be discussed.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PSYC512) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PSYC513 Deployment Psychology (3 semester hours)
This course will explore the unique psychology associated with military deployment, both for the person being deployed and their family and loved ones. Military culture, common psychological difficulties such as depression and PTSD, as well as provider self-care and burnout will be discussed.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PSYC513) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PSYC514 Disaster Psychology (3 semester hours)
Students will explore research and historical real world examples of natural and man-made disasters to consider best practices in managing effective emergency response. Specific focus will be on understanding and mitigating post-traumatic stress, as well as military related disasters and emergencies. Students will learn about emergency response, recovery, and follow-up for victims of disaster.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PSYC514) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PSYC515 Social Psychology (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PSYC515) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PSYC520 Personality and Counseling Theories (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PSYC520) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PSYC521 Organizational Behavior (3 semester hours)
In this course, students will learn about human behavior in a variety of organizational contexts. The influence of inter and intrapersonal behavior, motivation, group dynamics, leadership, organizational culture/structure, and ethics in organizational behavior will be explored through study of organizational behavioral theory, research, and case studies.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PSYC521) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PSYC522 Leadership and Change (3 semester hours)
This course will provide students with instruction on the theory and application of leadership behaviors, particularly in the context of leading change. Concepts such as influence, motivation, decision-making, conflict/ negotiation strategies and mentoring will be explored.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PSYC522) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PSYC525 Physiological Psychology (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PSYC525) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PSYC526 Psychopathology (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PSYC526) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PSYC550 Professional Ethics and Standards (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PSYC550) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PSYC601 Qualitative Methods in Social Science Research (3 semester hours)
This course provides an overview of the cross-section of research methods that fall under the rubric of qualitative methodology. In examining these multiple approaches to qualitative methods, this course will discuss issues of research ethics, interviewing methods, conversation and discourse analyses, content analyses, and unobtrusive measures. The completion of this course will have applications in pure research, as well as in clinical assessments.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PSYC601) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PSYC602 Quantitative Methods in Social Science Research (3 semester hours)
This research methods course provides an in-depth examination of quantitative research methods used in sociology and related social sciences. Students will practice designing quantitative research that collects observational, interview, survey, and other types of data.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PSYC602) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PSYC610 Multicultural Issues in Human Behavior (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PSYC610) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PSYC620 Substance Abuse and Addiction (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PSYC620) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PSYC630 Crisis and Emergency Intervention (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PSYC630) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PSYC640 Advanced Topics in Industrial/Organizational Psychology (3 semester hours)
This course provides an in-depth exploration of the industrial organizational theory and research. With a focus on application and problem solving in organizational and work contexts, students will evaluate theories and investigate research on motivation, leadership, employee training, performance management, and work/life balance. (Prerequisite: PSYC512)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PSYC640) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PSYC699 Integrative Capstone Project in Psychology (3 semester 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. NOTE: This course may not be taken until all other courses are COMPLETED and student has a 3.0 GPA.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PSYC699) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Public Administration (MAPP)

MAPP501 Foundations of Governance and Policy (3 semester hours)
In an increasingly complex geopolitical environment, concepts of "governance," "polity," and "policy" need exploration, definition, and clarity. This course lays the multi-disciplinary groundwork for this program, introducing the roots of the field and the expectations of the program. Students will explore the process of policy making, the conditions which influence administrative decisions, and the theoretical underpinnings of the discipline.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MAPP501) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MAPP502 Public Writing (3 semester hours)
The art of good public writing involves many stages: good memos and grant proposals do not just "happen" overnight. And competent reports or engaging press releases do not constitute everything you know about their central subject. They are the product of much thought, research and frequently much revision. The good news is that, like any technique, it is one that can be learned through practice and useful feedback. MAPP 502 is designed to provide just this, with a special emphasis on developing self-evaluation techniques for you to draw from and use professionally long after you have completed your Master's degree.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MAPP502) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MAPP503 Digital Government (3 semester hours)
This course offers an in-depth panorama of the strategies used to design, implement and evaluate effective policies, government information and democratic procedures and practices as they are publicized online in a digital world. We examine the merits of recent initiatives in e-government and e-governance from the perspective of policy administrators and elected officials as well as the increasing array of ways that citizens and civil society groups and organizations can use, and interact with online government information and services. We also look at the problems that many government agencies encounter in their attempts to provide information and services digitally plus what challenges and opportunities may be in store for the e-governance strategies of the future. The course covers issues surrounding democratic accountability and transparency, security and privacy, citizen e-participation, e-performance reporting and public relations in online government communications. It pays special attention to giving students the opportunity to develop practical skills in how to design and develop effective, specific and comprehensive e-government strategies at the local or state level.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MAPP503) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MAPP504 Economics and Public Policy (3 semester hours)
This course critically assesses the role the government plays in the economy and how this affects federal, state and local public policy making and vice versa. We first deconstruct and critique basic economic concepts like public goods and externalities and cover the central theoretical principles that apply to public economics. We then use these to evaluate the federal budget, taxation and income redistribution with a special focus on social security, education, health care and defense policy. Students will develop a critical sense of their own economic policy positions and apply these to their area of concentration.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MAPP504) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

MAPP697 Public Policy Project Capstone (3 semester hours)
The Public Policy Project Capstone course gives students the opportunity to choose a current policy in which they are interested and conduct an in-depth policy analysis from many critical perspectives. This will be supported by submissions of a policy brief, target audience assessment, budgetary analysis and timeline and a strategic media plan. The creative project must demonstrate originality and will follow the style requirements set by the department currently the American Psychological Association (APA) Publication Manual. NOTE: This course may not be taken until all other courses are COMPLETED.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=MAPP697) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Public Administration (PADM)

PADM505 Ethics in Government (3 semester hours)
This course addresses the moral versus legal aspects of public administration. Ethical controversies and real and hypothetical solutions to the issues will be addressed through the components of individual attributes, organizational structure, organizational culture and societal expectations. The administrator's role in ethical decision-making will be examined along with external and internal controls. The course will offer studies in leading and building organizations of integrity and diversity.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PADM505) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PADM510 Administrative Theory (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PADM510) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PADM520 Public Administration in Society (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PADM520) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PADM530 Public Policy (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PADM530) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PADM610 Public Management (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PADM610) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PADM611 Law and Public Policy (3 semester hours)
This course provides an introduction to the law and legal system as it applies to public administration and policy. It covers the interrelation of norms, moral codes and formal laws. The attempt to address social concerns with new laws and regulations has created increased pressure 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PADM611) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PADM612 Public Finance (3 semester hours)
This course covers public budgeting from the public manager's perspective. Whether you are currently or hope to be a manager for federal, state or local government or a local or national nonprofit, this course will give you a good overview of budgeting, and how it relates to you. Topics include budgetary history, revenue and expenditure management, budgeting processes and operating techniques.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PADM612) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PADM615 Program Appraisal (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PADM615) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PADM617 Negotiation and Conflict Resolution (3 semester hours)
This course explores conflict resolution strategies, such as negotiation and mediation, through a series of case studies and role-playing scenarios with an emphasis on ethical practice. Students will be involved in one-on-one, multiple party and inter-agency negotiations. Interpersonal negotiation techniques will be reviewed along with a focus on the ability to assess the influence on cultural diversity on the process. This course involves a high degree of active participation and students should be ready to be in the classroom on a consistent basis to ensure teams are able to accommodate schedules and still satisfactorily practice the concepts taught.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PADM617) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PADM620 Local Political Administration (3 semester hours)
This course will expand the student's understanding of the leading approaches to public administration with a focus on the local and state levels of government. It will cover topics including decision-making, budget and taxation, and electoral and legal differences between state and local governments and other states. It will cover the legislative process, and how it fits into the larger federal system. Students will see the implications to the larger federal issues they have studied and their application to state and local bureaucracies.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PADM620) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PADM697 Creative Project Capstone in Public Administration (3 semester hours)
The Public Administration Creative Project Capstone course gives students the opportunity to address issues of public importance that are directly or closely related to their own career, occupation, profession or current position. Creative projects as program capstones may derive from a wide variety of organizationally defined formats such as legislative proposals (local, state or Federal), amicus briefs, standard operating procedures, training program manual, procedure manuals, organizational change proposals, communication plans, or recruitment plans to name but a few. The format will be proposed by the student and approved by the instructor. The creative project must demonstrate originality and will follow the style requirements set by the department currently the American Psychological Association (APA) Publication Manual. NOTE: It is mandatory for students to contact their Academic Advising team when they are 2 or 3 courses out from the capstone.THIS COURSE IS 16 WEEKS.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PADM697) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PADM698 Comprehensive Examination in Public Administration (0 semester hours)
THIS COURSE REQUIRES A PROCTORED EXAM. Comprehensive final examination for students in the Master of Public Administration program. IMPORTANT: You must have COMPLETED all other courses in the program and have a GPA of 3.0 in order to register for this course. As a Public Administration student, you must pass this comprehensive exam in order to have your degree conferred. The comprehensive exam must be taken by the course end date or a failing grade will be posted. If you fail your first course attempt to pass the comprehensive exam, you will need to get approval to register for a second attempt of the course and BOTH final course grades will show in your transcript.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PADM698) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Public Health (PBHE)

PBHE501 Public Health in America (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PBHE501) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PBHE502 Health Policy (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PBHE502) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PBHE520 Biostatistics with Lab (4 semester 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 520, 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. Students will develop advanced skills in SPSS to run statistical procedures and interpret output. Students will ask questions of data sets, write-up results in briefs, and develop the skills to critique analysis & findings in peer-reviewed literature. NOTE: Students are required to purchase and use the statistical software, SPSS, to successfully complete this course.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PBHE520) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PBHE526 Public Health and Environment (3 semester hours)
The study and analysis of a variety of environmental problems, issues, and exposures emphasizing the interrelationship between humans and the myriad environmental concerns.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PBHE526) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PBHE527 Social and Behavioral Aspects of Health (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PBHE527) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PBHE531 Public Health Program Planning and Evaluation (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PBHE531) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PBHE532 Ethical Issues in Public Health (3 semester hours)
This course will investigate ethical issues in public health through discussion of case studies and applicable ethical theories.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PBHE532) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PBHE540 Emergency Management Health and Medical Issues (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PBHE540) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PBHE550 Research Methods in Public Health (3 semester 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)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PBHE550) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PBHE601 Health Care Administration (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PBHE601) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PBHE605 Quarantine (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PBHE605) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PBHE606 Disaster Health Management (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PBHE606) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PBHE607 Epidemiology (3 semester 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. Students are required to utilize Epi info software to complete their assignments. (Prerequisite: PBHE550)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PBHE607) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PBHE696 Public Health Comprehensive Examination (3 semester hours)
This course serves as the culminating experience for the Master of Public Health degree. Students must pass this course for degree conferral. The Comprehensive Examination ensures that the student has mastered the program competencies, the Council on Education for Public Health (CEPH®) competencies, and the knowledge expected of a professional in the public health field. The course is 8 weeks of self-study using classroom resources and resources from the courses throughout the MPH program followed by an exam structured to mirror the CPH (Certified in Public Health) Exam. The two-part comprehensive exam includes multiple choice questions that mirror the CPH exam followed by in-depth take-home essay questions that address University program and CEPH competencies. The multiple-choice question portion of the Comprehensive Examination will be proctored and students will follow the Comprehensive Exam policies and guidelines as written in the EOP Manual for Master's Programs. Note: The CPH is an exam administered by the National Board of Public Health Examiners for professionals in the public health field (https://www.nbphe.org/). After successful completion of this exam, students are encouraged to sit for the CPH exam (but this is not part of the University's MPH degree program).CEPH® is a registered trademark of the Council on Education for Public Health.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PBHE696) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PBHE697 Public Health Practicum (4 semester hours)
This course is intended to give the student practical experience in public health. This practicum is spent in an appropriate program, under the guidance of an administrator qualified by education and/or experience. The practicum consists of a 180-200 hours 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 are encouraged to consult with their academic advisor with any questions, prior to registration. Typhon student practicum tracking software is required prior to practicum (there will be a one-time $90 fee for the Typhon student practicum tracking software. This fee will be paid directly to the Typhon group). Typhon will give the students the ability to develop a professional portfolio and access the system for 5 years. (Prerequisite: Students may take the practicum after all other CORE courses are completed).
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PBHE697) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PBHE698 Comprehensive Exam in Public Health (0 semester hours)
This course is available as the last step in the pursuit of a Master's in Public Health degree (MPH). The examination ensures that the student has mastered all the program competencies, the CEPH® (Council on Education for Public Health) accreditation requirements, the research skills, and the content expected of a professional in the Public Health field. This course will be developed using Open Educational Resources (OER) and includes many resources, lesson handouts, other readings, course notes, etc. This course will be developed and the exam will be structured to mirror the CPH (Certified in Public Health) Exam questions. The CPH is an exam administered by the National Board of Public Health Examiners for professionals in the public health field (https://www.nbphe.org/). The course development will ensure students and classrooms have the necessary course resources; provide students with the exam protocols; provide students with the exam rubric; provide students with extensive feedback on their work as a way to assist in their preparation (feedback is also designed to help students understand what is considered a passing answer to exam questions); ensure students complete all activities leading up to the exam; submit all exam questions to a plagiarism detection tool; approve the proctor (intends to use Examity or external tools if applicable); and grade the exam using the program-approved rubric. IMPORTANT: Students must have COMPLETED all core requirements and elective courses in the program and have a GPA of 3.0 in order to register for this course. Public Health students must pass this comprehensive exam in order to have their degree conferred. The comprehensive exam must be taken by the course end date or a failing grade will be posted. Students must follow all the requirements regarding the comprehensive exam included in the graduate EOP. CEPH® is a registered trademark of the Council on Education for Public Health.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PBHE698) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

PBHE699 Public Health Capstone (3 semester hours)
This course will involve a major research paper or thesis option that demonstrates understanding of the program objectives. The research paper and thesis 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. NOTE: This course may not be taken until all other courses are COMPLETED and student has a 3.0 GPA. THIS COURSE IS 16 WEEKS.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=PBHE699) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Religion (RELS)

RELS533 Islam (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=RELS533) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Reverse Logistics Management (RLMT)

RLMT500 Reverse Logistics Management (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=RLMT500) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

RLMT501 Practical Applications in Economics Analysis (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=RLMT501) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

RLMT502 Decision Making Strategies in Reverse Logistics Management (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=RLMT502) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

RLMT503 Reverse Logistics Policies and Regulations (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=RLMT503) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

RLMT600 Global Reverse Logistics Management (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=RLMT600) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

RLMT610 Technology in Reverse Logistics Operations (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=RLMT610) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

RLMT620 Resource Commitment and Performance in Reverse Logistics (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=RLMT620) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

RLMT630 Recalls and Returns Management (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=RLMT630) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

RLMT645 Advanced Green Logistics (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=RLMT645) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

RLMT650 Reverse Logistics in the Retail Industry (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=RLMT650) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Science (GEOG)

Science and Society (STEM)

STEM694 STEM Special Topics for Graduate Students (3 semester hours)
Special Topics courses are offered occasionally, in response to student interest, on emerging topics. These courses are limited in their offerings and scope, and the format will vary based on the student interest and the topics to be covered. Enrollment by Program Director approval.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=STEM694) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

STEM695 STEM Internship for Graduate Students (3 semester hours)
Participating in an internship provides students with a valuable educational and professional opportunity. During internships, students explore and gain hands on experience in a field they have an interest in working within. Within the School of Science, Technology, Engineering, and Math the primary responsibility for finding an internship belongs to the student, however there are a number of resources in place to help you in your search, and with the application process.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=STEM695) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Security Management (SCMT)

SCMT507 Assets Protection & Loss Prevention Management (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SCMT507) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SCMT508 Evaluation of Security Programs (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SCMT508) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SCMT509 Contemporary Issues in Security Management (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SCMT509) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SCMT510 Security Management Ethics (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SCMT510) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SCMT511 Chief Security Officer Fundamentals (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SCMT511) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SCMT529 International Terrorism (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SCMT529) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SCMT536 Protective Services (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SCMT536) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SCMT537 Computer Crime (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SCMT537) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SCMT538 Industrial Espionage (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SCMT538) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SCMT544 Security Architecture (3 semester hours)
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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SCMT544) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SCMT545 Airport Security Design (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SCMT545) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SCMT553 Security Program Administration (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SCMT553) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SCMT699 Security Management Capstone (3 semester 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. NOTE: This course may not be taken until all other courses are COMPLETED and student has a 3.0 GPA.THIS COURSE IS 16 WEEKS.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SCMT699) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Sociology (SOCI)

SOCI500 Social Theory in Action (3 semester hours)
This course integrates classical and contemporary sociological theory through application. Students will explore epistemology, examining theory as a framework for studying society. Students will focus on key sociological theories that apply to their research topic interests.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SOCI500) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SOCI501 Professionalism for Sociologists: Ethics, Collaboration, and Career Planning (3 semester hours)
This course explores key professional skills for sociologists. Students examine key ethical issues for social science researchers by learning the position of key sociological professional societies on current social issues. Students learn strategies for developing their professional networks. Students will learn how to manage projects, and create and document collaborative agreements with colleagues. Students will learn to create short and long term career plans. Students will build professional profiles through an online portfolio.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SOCI501) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SOCI530 Introduction to Design Thinking (3 semester hours)
Organizations and businesses face a changing social landscape in which their products and services are inextricably linked with the needs of the people who create and consume those products and services. Stakeholders looking to innovate and seize opportunity, or needing creative solutions to challenges, must thoughtfully integrate knowledge and tools from different disciplines to strike a balance between what is feasible from the organizational perspective and what is needed from the consumer perspective. For stakeholders facing multifaceted challenges, design thinking is an important process and tool that supports creative innovation and user-focused solutions. Students in this course will become familiar with design thinking as an approach and tool, learning how to apply it to their professional and personal goals.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SOCI530) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SOCI531 Applied Design Thinking (3 semester hours)
Design thinking is an approach that helps bridge organizational needs and consumer needs, with deep focus on consumer-driven data that informs innovation and practice. Students learn how to apply design thinking principles through work on case studies as well as application to an issue in their field of study or career. This course focuses on building mixed methods research skills like participant observation, focus groups, interviews, and surveys - to create and test data-informed solutions, and report findings to organizational stakeholders. (Prerequisite: SOCI530)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SOCI531) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SOCI532 Applying Design Thinking to Discipline-specific challenges (3 semester hours)
This course focuses on an applied project related to the student's major field of study or career path. Integrating knowledge and skills from the other courses in the design thinking graduate certificate will be critical in this course. Students will identify a multi-faceted problem or challenge that they want to address from a design thinking perspective, collect and evaluate stakeholder insights and data, and then design and assess multiple solutions. (Prerequisite: SOCI531)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SOCI532) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SOCI603 Advanced Data Analysis for Social Science (3 semester hours)
This is an intermediate course focused on the use of statistical models used in qualitative and quantitative research design and analysis. Students will assess the validity and reliability of different types of statistical tests. Data will be interpreted using analysis of variance or covariance, multiple linear regression, logistic regression, and factor analysis. Students will develop advanced skills in SPSS to run statistical procedures and interpret output. Students will ask questions of data sets, write-up results in briefs, and develop the skills to critique analysis & findings in peer-reviewed literature. NOTE: Students are required to purchase and use the statistical software, SPSS, to successfully complete this course.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SOCI603) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SOCI610 Grant Writing and Fundraising for Social Scientists (3 semester hours)
In this course, students will develop grantsmanship skills specific to social scientists working in academic and public service career fields. Students will learn how to secure funding for competitive research projects. Students will learn to identify appropriate sources of grant funding, tailor their proposals to different funding audiences, write successful grant proposals, manage research budgets, and produce summary presentations and reports for funders. In addition to grant writing, students will explore other fundraising sources and skills for social scientists.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SOCI610) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SOCI620 Social Analysis of Education Systems (3 semester hours)
In this course the social aspects of education and the modern school system in the United States will be examined. The sociological perspective will be used as a lens to explore how life opportunities are shaped by experiences in school; how schools reproduce, reinforce, and challenge relationships of inequality in social, economic, and political structures. Students will explore the development of the modern schools system in the United States. Students will examine career opportunities for sociologists in education.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SOCI620) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SOCI621 Medical Sociology (3 semester hours)
In this course students will assess disparities in health, illness, and healthcare accessibility and quality through application of sociological theory. Students will identify how social processes shape experiences of health, illness, and reform in the healthcare system. Students will examine the role of sociologists in health related career fields such as healthcare administration, public health, and more.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SOCI621) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SOCI690 Independent Study: Sociology (3 semester hours)
This course is an opportunity for sociology students to pursue an independent research project or examine a specific area of sociology 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. 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SOCI690) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SOCI698 Sociology Capstone (3 semester hours)
This course provides students with an opportunity to synthesize and articulate knowledge gained during the Master's in Sociology program. Students will complete a Portfolio and Critical Reflection Paper, and successfully submit this capstone project to the APUS Library. Students will receive substantial guidance and support from their instructor and classmates throughout the course. NOTE: This course may not be taken until all core courses are COMPLETED and student has a 3.0 GPA.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SOCI698) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Space Studies (SPST)

SPST500 Research Methods in Space Studies (3 semester hours)
MUST BE TAKEN AS THE SECOND COURSE IN THE SPACE STUDIES PROGRAM. 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPST500) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPST501 Introduction to Space Studies (3 semester hours)
This course serves as an introduction to the APUS Space Studies Master's program. It describes on the main concentrations in Space Studies: Astronomy, Aerospace Science, Space Policy, and Space Entrepreneurship. It also focuses on the technical writing proficiency expectation for graduate study and the importance of the peer review process in scientific literature. The course explores both current and future directions in NASA space exploration. It also introduces the new United States Space Force (USSF), and considers the implications of the USSF for the direction of our country's space exploration policy.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPST501) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPST502 Introduction to Orbital Mechanics (3 semester 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. (Prerequisites: SPST500 and SPST501)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPST502) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPST503 Chronology of Space (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPST503) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPST504 Remote Sensing Satellites (3 semester 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. (Prerequisites: SPST500 and SPST501)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPST504) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPST611 Aircraft Propulsion Systems (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPST611) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPST612 Rocket Propulsion (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPST612) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPST613 Satellite Communications (3 semester 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. (Prerequisites: SPST500 and SPST501)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPST613) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPST615 Aerodynamics (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPST615) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPST616 Aircraft Design (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPST616) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPST619 The Psychology and Physiology of Space (3 semester hours)
This course is an overview of the human ability to function, work and live for extended periods of time in the environments of space, and interface with the systems supporting successful space travel. An important element of the space medicine / human factors is to develop standards, requirements, and policies to guide the planning, space systems design, and operation. This function also includes the ability to perform repairs and planetary surface investigation, future prospecting, and resource utilization. (Prerequisites: SPST500 and SPST501)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPST619) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPST621 Current and Emerging Space Powers (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPST621) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPST622 Space Policy (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPST622) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPST623 National Space Organization (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPST623) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPST628 Space Operations Structure and Design (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPST628) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPST630 Planetary and Solar System Studies (3 semester 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 labs from the GEAS project website, which is supported by the NSF, and are used with permission. The link for GEAS labs is http://astronomy.nmsu.edu/geas/labs/html/home.shtml.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPST630) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPST631 Astrophysical Studies (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPST631) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPST632 Lunar Geology (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPST632) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPST633 Astronomical Instrumentation (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPST633) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPST634 Comets, Asteroids and Meteorites (3 semester hours)
Asteroids, meteorites, and comets, the leftover material from the formation of our solar system, are all key to understanding its origin. The composition, history and interrelationships of these objects will be covered, as well as their influence on the Earth and other bodies, and what they tell us about the early solar system.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPST634) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPST635 History of Astronomy (3 semester hours)
This course reviews the historical significance and discoveries made by astronomers ranging from the early Greeks and Mayans through the discoveries of recent times using modern techniques and tools such as the Hubble Space Telescope. As both a history class and a science class, this course bridges the two by examining the interconnection of the events and people involved in astronomy through the ages as well as analyzing the observations that have formed the core of humanity's effort to understand and describe what we see around us. The majority of the course materials are primary sources, as students will read many of the original papers that have brought us to our current understanding of the universe. A major component of this course is learning to interpret history for different audiences in a wide variety of writing assignments.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPST635) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPST640 Space Cooperation and Diplomacy (3 semester hours)
This course will examine the importance of international space cooperation and diplomacy, enabling all nations, states, and consortiums to enjoy the benefits of space technology and ensuring the safety, stability, and security of outer space. Students will work in teams or individually and think critically about the importance of cooperating with both allies and if necessary, adversaries, to develop potential solutions to the world's most critical and complex problems in space. Some of the topics of discussion will include the history of civilian and military space development; the ongoing debate on weapons in space; the past and current policy and guidance on space activities; the current threats to the safety and stability of space operations; the types of International cooperation; and a discussion of the cooperation strategies the US should pursue.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPST640) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPST650 Fundamentals of Earth and Planetary Sciences (3 semester hours)
A required course for the graduate concentration in Earth and Planetary Sciences, this survey course provides an overview of key concepts, dominant paradigms, and research frontiers in Earth and planetary sciences. The course provides a required foundation for all incoming students pursuing the Earth and Planetary Sciences concentration within Space Studies. Topics include an overview of the solar system, planetary geology, planetary atmospheres, and planetary mapping. (Prerequisite: SPST501)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPST650) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPST651 Planetary Geology (3 semester hours)
SPST651 Planetary GeologyOver the past decades, spacecraft exploration and related laboratory research on extraterrestrial materials have given us a new understanding of planets and how they are shaped by geological processes. This course will focus on geologic processes, adopting a comparative approach that demonstrates the similarities and differences between planets, and the reasons for these. This course will integrate data from past and present space exploration missions to compare processes operating on the surface of the Earth to processes operating on the surface of other celestial objects. Aspects of mineralogy, petrology, geochemistry, volcanology, sedimentology, geomorphology, tectonics, geophysics, and remote sensing will be used to examine this data and apply it to the geology of rocky bodies in the solar system as well as known exoplanets. (Prerequisite: SPST650)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPST651) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPST652 Geology of the Moon and Mars (3 semester hours)
This course examines the processes which have shaped, and continue to shape, both the surfaces and interiors of the Moon and Mars, such as impact cratering, volcanism, and tectonics. A detailed review of past and current manned/unmanned geological exploration of each body will also be addressed. Critical aspects of the Lunar and Martian geology and environments relevant to human exploration and possible future settlements will be emphasized. (Prerequisite: SPST651)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPST652) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPST653 Small Bodies of the Solar System (3 semester hours)
This class will cover a variety of objects within the solar system considered "small." This includes dwarf planets, moons, asteroids, meteorites, comets, and planetary rings. We will cover the composition, history, and role of these objects within the solar system. We will also address their influence on the Earth and other bodies, and what they tell us about the formation of planetary systems around other stars.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPST653) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPST654 Planetary Mapping (3 semester hours)
This course provides an introduction to the concepts and techniques used for mapping Earth and other planets. This includes the fundamentals of remote sensing and the applications of geographic information systems in terrestrial and extraterrestrial environments.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPST654) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPST655 Planetary Atmospheres (3 semester hours)
This course provides an overview of planetary atmospheres. The atmospheres of Earth, Venus, Mars, and Saturn's moon Titan are considered in detail. Atmospheres of planets orbiting other stars (exoplanets) are also considered.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPST655) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPST671 Space Law (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPST671) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPST690 Independent Study: Space Studies (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPST690) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPST695 Space Studies Capstone Portfolio (3 semester hours)
The portfolio course is designed as an alternative to the SPST699 Capstone Thesis course. The proposed Capstone Portfolio course is an opportunity for students to demonstrate mastery of all the program learning objectives, including a platform to articulate other scholarly work with the professional digital portfolio being built using portfolium software. Students are expected to submit all required components of the portfolio, including keystone assignments from the program which demonstrate mastery of all program objectives. The proposal will also include a forty - fifty page document that is a reflection of the student's graduate experience, summarizing accomplishments, including past and future research efforts. The student will be expected to present the portfolio in an interview-style assessment to a committee of program faculty at the culmination of the course. NOTE: This course may not be taken until all other courses are COMPLETED and student has a 3.0 GPA. THIS COURSE IS 8 WEEKS.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPST695) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPST699 Space Studies Capstone (3 semester 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 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. NOTE: This course may not be taken until all other courses are COMPLETED and student has a 3.0 GPA.THIS COURSE IS 16 WEEKS.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPST699) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Sports and Health (SPHS)

SPHS500 Statistics for Sports and Health Sciences (3 semester hours)

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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPHS500) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPHS501 Advanced Exercise and Sport Physiology (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPHS501) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPHS502 Motor Learning (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPHS502) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPHS503 Nutrition for Sports Performance (3 semester 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. (Prerequisite: SPHS502)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPHS503) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPHS504 Advanced Methods of Strength and Conditioning (3 semester 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. (Prerequisite: SPHS501)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPHS504) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPHS505 Sport Psychology (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPHS505) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPHS506 Essentials of Human Performance and Exercise Science (3 semester 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. (Prerequisite: SPHS501)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPHS506) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPHS507 Advanced Biomechanics (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPHS507) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPHS508 Current Topics in Exercise Science and Human Performance (3 semester 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. (Prerequisites: SPHS501 and SPHS503)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPHS508) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPHS509 Optimal Sports Performance (3 semester 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). (Prerequisite: SPHS501)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPHS509) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPHS510 Ethical and Leadership Principles of Health and Wellness Management (3 semester hours)
This course investigates methods, principles, leadership skills, and ethical decision-making responsibilities of professionals in the field of health and wellness. Readings, interactive tools, discussions, and independent activities provide students opportunities to equip themselves with skills in management, communication, team building, and personal and professional growth. Students apply these skills by taking on ethical and leadership opportunities that shape health and wellness principles and practice. This course provides practical tools they can use to approach leadership roles and ethical decisions that are implicit within health and wellness management. (Prerequisite: SPHS501)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPHS510) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPHS511 Critical Thinking in the Sports and Health Industries (3 semester hours)
Critical Thinking in the Sports and Health Industries course will prepare both Sports Management and Sports and Health Science graduate student to address issues associated with critical thinking in these major areas of study. Students will be afforded the opportunity to begin to compile artifacts and signature assignments related to their field of study of Sports Management or Sports and Health Sciences. The 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPHS511) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPHS520 Current Topics in Health and Wellness Management (3 semester hours)
This course appraises contemporary topics, concepts, principles, and theories affecting health and wellness dimensions relative to our culture and global population. Topics include disease treatment and prevention, nutrition, exercise and fitness, stress management, personal safety, and special populations. Students will explore current issues impacting personal health and wellness across society and generate strategies designed for improving quality of life and developing a healthy lifestyle for a widespread population. (Prerequisites: SPHS501 and SPHS503)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPHS520) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPHS530 Program Design for Health and Wellness Management (3 semester hours)
This course examines administration aspects of health and wellness program design. Students learn to assess, develop, implement, evaluate, and modify health and wellness programs. Strategies for improving muscular strength, endurance, and weight-loss will be critiqued. Program design tactics and appropriate rates of progression will be analyzed for beginners and adult populations. (Prerequisites: SPHS501 and SPHS503)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPHS530) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPHS540 Health and Wellness Coaching and Behavior Change (3 semester hours)
This course examines a range of health related coaching skills including observation, active listening, asking the right questions, and motivating clients to facilitate changes toward health and fitness goals. Students explore coaching strategies for various health and wellness professional settings such as corporate wellness and health promotion, community health organizations, personal training, senior adult, and clients with lifestyle-related diseases. Competencies in health and wellness coaching include building rapport with clients; helping clients identify goals, helping clients identify strategies for action plans geared toward reaching their goals, and building accountability measures to ensure compliance and success. (Prerequisites: SPHS501 and SPHS503)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPHS540) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPHS697 Sports and Health Sciences Capstone (3 semester 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 and health sciences. Research options involve concepts and applications covered throughout the student's learning experience in the master's curriculum; including bioenergetics of exercise and training, techniques in exercise, program design and prescription, and administration of testing and assessment of fitness, health, and wellness. NOTE: This course may not be taken until all other courses are COMPLETED and student has a 3.0 GPA.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPHS697) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Sports Management (SPMT)

SPMT601 History, Culture, and Social Contexts of Sport (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPMT601) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPMT602 Collegiate Sports Administration (3 semester 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.NCAA® is a registered trademark of the National Collegiate Athletic Association.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPMT602) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPMT603 High School Athletic Administration (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPMT603) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPMT605 Coaching Leadership (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPMT605) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPMT606 Techniques in Coaching Strategy (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPMT606) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPMT607 The Sports Industry (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPMT607) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPMT608 Sports Law (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPMT608) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPMT609 Sports Marketing, Promotion, and Public Relations (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPMT609) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPMT610 Sports Finance (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPMT610) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPMT612 Sports Event Management (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPMT612) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPMT613 Sports Entrepreneurship (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPMT613) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPMT614 Coaching Theory, Methods, and Issues (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPMT614) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPMT620 Leadership and Management in Sport (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPMT620) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPMT630 Sales and Promotions in Sport (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPMT630) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPMT650 Legal Issues in High School Athletic Administration (3 semester hours)
This course examines legal issues and considerations facing interscholastic athletic administrators. Major issues explored in this course include managing risk and liability within an interscholastic athletic department and complying with Title IX and gender equity policies. In addition, this course will focus on development of an effective risk management program designed for interscholastic athletics. (Prerequisite: SPMT603)
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPMT650) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPMT696 Experiential Learning and Practicum Experience in Sports Management (6 semester hours)
This course is designed to provide students experiential learning in the field of sports management. Students will apply knowledge gained throughout the sports management graduate program to a professor-approved practicum site. The practicum consists of 160-180 hours of supervised field work over 16 weeks. Throughout the 16 weeks, students will share their practicum experiences with their instructor and classmates through course dialogue and complete a concluding activity designed to culminate programmatic objectives of their graduate program. The experience will entail a partnership between the student, an outside organization, and a supervising professor who is responsible for directing the intellectual content and outside activities of the practicum. 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPMT696) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPMT697 Sports Management Capstone (3 semester 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. NOTE: This course may not be taken until all other courses are COMPLETED and student has a 3.0 GPA.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPMT697) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPMT698 Comprehensive Exam for Sports Management (0 semester hours)
THIS COURSE REQUIRES A PROCTORED EXAM. This comprehensive final examination is for students in the Master of Sciences in Sports Management. IMPORTANT: You must have COMPLETED all other courses in the program and have a GPA of 3.0 in order to register for this course. As a Sports Management student, you must pass this comprehensive exam in order to have your degree conferred. The comprehensive exam must be taken by the course end date or a failing grade will be posted. If you fail your first course attempt to pass the comprehensive exam, you will need to get approval to register for a second attempt of the course and BOTH final course grades will show in your transcript.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPMT698) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SPMT699 Sports Management Practicum and Integration Project (3 semester 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. This course may not be taken until all other courses are COMPLETED and student has a 3.0 GPA.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SPMT699) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Supply Chain Management (SCMG)

SCMG501 Technology in Supply Chain Management (3 semester hours)
This course is the study of the impact of new technologies and methodologies in implementation of innovations in operational, tactical, and strategic initiatives in supply and demand settings. The impact on application of synchronized performance measurements by introducing technology enabled approaches will be reviewed. The critical role of new technology in reduction of cycle time, meeting the far exceeding customer demand, and creation of an effective and efficient setting will be analyzed. Topics such as computational and visibility capabilities and tracking system will be discussed.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SCMG501) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SCMG502 Global Issues in Supply Chain Management (3 semester hours)
This course is a review of challenges and opportunities that we may encounter in management of a supply and demand chain due to Globalization. The course is intended to highlight stumbling blocks which prevent seamless integration of operations, sales and marketing, and finance. Topics such as commercial and global risk, risk mitigating techniques, their use, and legal and ethical issues in a global setting will be discussed.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SCMG502) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SCMG503 Sustainable Supply Chain Strategy (3 semester hours)
This course is a study of supply chain management as an indispensable part of a business's sustainability program. It is critical to know the level of environmental, social, and economic impact and viability of your vendors and customers is becoming increasingly common as all industries move towards a more sustainable future. Government pressures are unlikely to be the driver of this change, but you're already seeing corporate pressures on suppliers and vendors. This course will examine the intersection of the components of sustainability and the tools required to achieve optimum balance with corporate profitability, supplier relationships and customer service.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SCMG503) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SCMG604 Managerial Supply Chain Risk Management (3 semester hours)
This course is a study of the integration of organizational objectives with objectives to optimize operational performance and minimize operational vulnerability. This course will delve into understanding the implementation of strategies to manage every day and exceptional risks along the supply chain through continuous risk assessment with the objective of reducing vulnerability and ensuring continuity. Managing supply chain risk utilizes tools to balance risk exposure with supplier relationships and customer service. Topics include risk concepts, risk management strategies, risk resilience, risk appetite, risk response planning, risk compliance and risk governance.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SCMG604) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SCMG605 Case Studies in Supply Chain Management (3 semester hours)
This course is the study of a series of case studies in supply chain management which demonstrate the application of supply chain principles to optimize organizational outcomes and achieve corporate objectives. Supply chain practitioners often state that theory is fine but case studies are better. But blending the two is the best. Supply chains exist throughout commercial and public sectors. Case studies will be offered in both including the US Department of Defense, the world's largest supply chain. Cases will show the global nature of supply chains and will demonstrate its foundations including SCOR processes such as Plan, Source, Make, Deliver, Return and Enable.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SCMG605) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

SCMG609 Supply Chain Analytics (3 semester hours)
This course is the study of how data analytics will be used in quantitative and qualitative mode to create actionable intelligence across supply and demand chain. We will discuss the use of analytics in the context of supply chain management in descriptive, Topics such as inferential, and prescriptive modes in sourcing, operations, logistics, marketing, sales, and finance. The modeling aspects of integrated supply chain activities for the purpose of decision support system will be studied.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=SCMG609) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Transportation and Logistics (TLMT)

TLMT500 History of Transportation (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=TLMT500) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

TLMT501 Transportation Policy and Planning (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=TLMT501) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

TLMT502 Comparative Transportation Systems (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=TLMT502) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

TLMT600 National Transportation Management (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=TLMT600) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

TLMT601 Transportation Economics (3 semester 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.

View the course schedule (https://www.apus.edu/course-schedule/details.html?c=TLMT601) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

TLMT602 RFID Uses in Logistics (3 semester 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.

View the course schedule (https://www.apus.edu/course-schedule/details.html?c=TLMT602) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

TLMT603 Strategic Intermodal Transportation (3 semester 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.

View the course schedule (https://www.apus.edu/course-schedule/details.html?c=TLMT603) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

TLMT605 Cargo Security Management (3 semester 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.

View the course schedule (https://www.apus.edu/course-schedule/details.html?c=TLMT605) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

TLMT607 Port and Terminal Operations (3 semester 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.

View the course schedule (https://www.apus.edu/course-schedule/details.html?c=TLMT607) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

TLMT611 Global Logistics Management (3 semester 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.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=TLMT611) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

TLMT698 Comprehensive Exam in Transportation and Logistics (0 semester hours)
This course is the comprehensive final examination for students in the Master of Arts in Transportation and Logistics Management program. IMPORTANT: You must have COMPLETED all other courses in the program and have a GPA of 3.0 in order to register for this course. As a Transportation and Logistics Management student, you must pass this comprehensive exam in order to have your degree conferred. The comprehensive exam must be taken by the course end date or a failing grade will be posted. If you fail your first course attempt to pass the comprehensive exam, you will need to get approval to register for a second attempt of the course and BOTH final course grades will show in your transcript.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=TLMT698) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

TLMT699 Transportation and Logistics Management Capstone (3 semester hours)
This course is available to graduate students majoring in transportation and logistics management. This course will involve a major research paper or thesis option that demonstrates understanding of the program objectives. The research paper and thesis 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. NOTE: This course may not be taken until all other courses are COMPLETED and student has a 3.0 GPA.THIS COURSE IS 16 WEEKS.
View the course schedule (https://www.apus.edu/course-schedule/details.html?c=TLMT699) to find out details about each course including prerequisites, course objectives, course materials, a snapshot of the syllabi, and session dates.

Course Materials

Students are encouraged to read the Course Materials section in the Student Handbook (https://www.apus.edu/student-handbook/your-academic-success/course-materials/for-graduate-students.html) 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. APUS Bookstore is our bookstore partner, however, students are encouraged to comparison shop to find the vendor that best suits their needs.

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

The Richard G. Trefry Library

The Trefry Library is an electronic academic library serving students, faculty and staff. It is comprised of thousands of licensed article/scholarly journal databases, books and ebooks, and video collections chosen specifically to support the educational programs at AMU and APU. Students can access the library directly from the classroom or their ecampus page. Faculty access is provided through the classroom and the Faculty Connect portal.

The Trefry Library offers an array of resources and self-help tools like math tutorial videos, streaming film & music, Pronunciator language lab, and information literacy tutorials. We offer information on how to get access to live one-on-one tutoring on a wide variety of subjects, and our Writing@APUS writing reference resource provides supplemental writing support for APUS writers across disciplines.

The mission of the Richard G. Trefry Library is to provide quality resources to support learning across all disciplines. Our goal is to assist students in the development of information literacy skills relevant to the digital era in order to promote research, discovery, and critical thinking. We offer research

and reference guidance, using methods of communication that fit the lifestyle of today's students. We support the university's mission by providing virtual access to American Public University System students and faculty worldwide.

Our staff of professional librarians is available 365 days a year to assist students and faculty with research strategies and website navigation at librarian@apus.edu

Examinations and 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 their 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.

Student Learning Outcomes and Assessment

The American Public University System (APUS) has adopted the Lumina Foundation's Degree Qualifications Profile (DQP) framework across its associate, bachelor's, master's, and doctoral degree programs. The DQP framework illustrates students' expected knowledge and skillset upon earning a degree. Based on more than a decade of research across all levels of higher education, the framework defines expected learning outcomes that all graduates need regardless of academic specialization.

The DQP framework is aligned with APUS's mission of providing a quality higher education while preparing students for service and leadership in a diverse, global society. To ensure that AMU and APU students are prepared for success, student learning outcomes are defined at three levels: institutional (outlined in this catalog); degree program (identified in the degree program descriptions on the AMU/APU websites); and course (identified in the syllabi for each course) levels.

Institutional Student Learning Outcomes

AMU and APU students are expected to demonstrate proficiency in the following learning areas upon completion of any academic program:

- Applied learning is used by students to demonstrate what they can do with what they know.
- Intellectual skills are used by students to think critically and analytically about what they learn, broadening their individual perspectives and experiences.
- Specialized knowledge is the knowledge students demonstrate about their individual fields of study.
- Broad knowledge transcends the typical boundaries of students in the first two years of higher education and encompasses all learning in broad areas through multiple degree levels.
- Civic learning is that which enables students to respond to social, environmental, and economic challenges at local, national, and global levels.
- Digital Information Literacy is concerned with responsibly, safely, ethically, effectively, and efficiently accessing, evaluating, collaborating, organizing, and distributing information in the digital world. It includes using tools, technologies, techniques, and best practices, to develop responsible and safe consumers and communicators of information in the digital information world to support research and to solve real-world problems.

Program Level Student Learning Outcomes

AMU and APU students are expected to achieve student learning outcomes at the **degree program level** upon graduation from a particular degree program. Student learning at the degree program level is assessed through end-of-program capstone experiences to ensure the student has

achieved proficiency of the knowledge and skills expected of a professional in the respective discipline. Signature assessments and standardized tests are examples of measures used to evaluate the effectiveness of students achieving desired learning outcomes at the degree program level.

Course Level Student Learning Outcomes

AMU and APU students are expected to achieve **course level** student learning outcomes upon completion of a course. Course developed exams, simulations, case studies, discussion boards, collaborative research projects, and writing assignments are examples of measures used to evaluate the effectiveness of students achieving desired learning outcomes at the course level.

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, knowledge, and competencies.
- Enables the University to evaluate the effectiveness of its academic courses and programs in terms of achieving the desired learning outcomes for its students.
- Is used for continuous improvement at all levels of the institution.
- Ensures that students are prepared for success in work and citizenship in a diverse, global society.

APUS uses a variety of direct and indirect assessment measures to evaluate student learning and improve the quality of teaching and learning at the undergraduate and graduate levels. The assessment of student learning at APUS is guided by the student learning outcomes posted in the catalog, AMU/APU websites, and courses. Student learning outcomes assessment is conducted at the institutional, degree program, and course level, whereby each level is aligned and designed to complement each other; providing a comprehensive view of student learning and the effectiveness of 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 and to see samples of assessment data please visit the APUS Learning Outcomes Assessment website (http://www.apus.edu/community-scholars/learning-outcomes-assessment).

Institutional Student Learning Outcomes

At the Associate level, the student

Specialized Knowledge	Broad, Integrative Knowledge	Intellectual Skills	Applied Learning	Civic Learning	Digital Information Literacy
Describes the scope and principal features of the field of study, citing core theories and practices, and offers a similar explication of a related field	Describes how existing knowledge or practice is advanced, tested and revised	Identifies, categorizes and distinguishes among ideas, concepts, theories and practical approaches to problems (Analytic inquiry)	Describes in writing a case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; evaluates the learning gained; and analyzes a significant concept or method related to the course of study in light of learning from outside the classroom	Describes their own civic and cultural background, including origins, development, assumptions and predispositions	Develops an appropriate research question using continual refinements and improvements that includes feedback from classmates and instructor
Illustrates the field's current terminology	Describes and examines perspectives on key debates within the field and in society	Identifies, categorizes and appropriately cites information for an academic project, paper or performance (Use of information resources)	Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question	Describes historical and contemporary positions on democratic values and practices, and presents their position on a related problem	Accesses information using simple search strategies and a limited number of familiar search tools
Generates substantially error-free products exhibits, or performances in the field	Illustrates core concepts of the field while executing analytical, practical or creative tasks	Describes how cultural perspectives could affect interpretation of problems in the arts, politics or global relations (Engaging diverse perspectives)		Takes an active role in the community (work, service, co-curricular activities) and examines civic issues encountered and insights gained	Evaluates and selects sources using basic criteria such as relevance to the research question and currency of the information
	Selects and applies recognized methods in interpreting discipline-based problems	Presents accurate calculations and symbolic operations and explains their use either in the field of study or in interpreting social or economic trends (Quantitative fluency)			Communicates information from sources accurately

	Assembles evidence relevant to problems, describes its significance, and uses it in analysis	Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences (Communication fluency)			Attempts to cite sources using a consistent citation style that is appropriate to the discipline
	Describes the ways in which at least two disciplines define, address and justify the importance of a contemporary challenge or problem				Discusses some of the ethical and legal issues revolving around the consumption and production of information in a digital environment

At the Bachelor's level, the student

Specialized Knowledge	Broad, Integrative Knowledge	Intellectual Skills	Applied Learning	Civic Learning	Digital Information Literacy
Defines and explains the boundaries, divisions, styles and practices of the field	Frames a complex scientific, social, technological, economic or aesthetic challenge or problem from the perspectives and literature of at least two academic fields and proposes a "best approach" to the question or challenge using evidence from those fields	Differentiates and evaluates theories and approaches to complex standard and non-standard problems within their major field (Analytic inquiry)	Presents a project, paper, performance or other appropriate task linking knowledge and skills from work, community or research activities with knowledge acquired in academic disciplines; explains how elements were combined to shape meaning or findings; and shows the relationship to relevant scholarship	Explains diverse perspectives on a contested issue and evaluates insights gained from different kinds of evidence reflecting scholarly and community perspectives	Develops an appropriately specific research question or thesis by engaging in independent background research
Defines and properly uses the principal terms in the field, both historical and contemporaneous	Produces, independently or collaboratively, an investigative, creative or practical work that draws on specific theories, tools and methods from at least two academic fields	Incorporates multiple information resources in different media or languages in projects, papers or performances, with appropriate citations; and evaluates the relative merits of competing resources with respect to clearly articulated standards (Use of information resources)	Formulates a question on a topic that addresses more than one academic discipline or practical setting, locates appropriate evidence that addresses the question, evaluates the evidence in relation to the problem's contexts, and articulates conclusions that follow logically from analysis	Develops and justifies a position on a public issue and relates this position to alternative views within the community or policy environment	Accesses information using a variety of search strategies and search tools, refining searches as appropriate

Demonstrates fluency in the use of tools, technologies and methods in the field	Explains a problem in science, the arts, society, human services, economic life or technology from the perspective of at least two academic fields, explains how the methods of inquiry and research in those disciplines can be brought to bear, judges the likelihood that the combination of disciplinary perspectives and methods would contribute to the resolution of the challenge, and justifies the importance of the challenge in a social or global context	Constructs a cultural, political or technological alternate vision of either the natural or human world through a written project, laboratory report, exhibit, performance or community service design; defines the distinct patterns in this alternate vision; and explains how these patterns differ from current realities (Engaging diverse perspectives)	Completes a field-based assignment in the course of study that employs insights from others; evaluates a significant question in relation to concepts, methods or assumptions in at least one academic field; and explains the implications of learning outside the classroom	Collaborates in developing and implementing an approach to a civic issue, evaluates the process and, where applicable, weighs the result	Evaluates and selects sources using multiple criteria, including relevance, currency, authority, and purpose
Evaluates, clarifies and frames a complex question or challenge using perspectives and scholarship from the student's major field and at least one other		Translates verbal problems into mathematical algorithms, constructs valid arguments using the accepted symbolic system of mathematical reasoning, and constructs accurate calculations, estimates, risk analyses or quantitative evaluations of public information through presentations, papers or projects (Quantitative fluency)			Communicates, organizes, and synthesizes information from sources to achieve a specific purpose that goes beyond summarizing those sources

Constructs a project related to a familiar but complex problem in the field of study by assembling, arranging and reformulating ideas, concepts, designs or techniques	Constructs sustained, coherent argument or presentation on technical issues or processes in more than one language and in more than one medium for general and specific audiences; and works through collaboration to address a social, personal or ethical dilemma (Communication fluency)	Quotes, paraphrases, and cites information correctly and consistently, with very few citation errors and misinterpretations/ misuses of source material
Constructs a summative project, paper or practice-based performance that draws on current research, scholarship and/or techniques in the field		Clearly articulates several ethical and legal issues revolving around the consumption and production of information in a digital environment

At the Master's level, the student

Specialized Knowledge	Broad, Integrative Knowledge	Intellectual Skills	Applied Learning	Civic Learning	Digital Information Literacy
Elucidates the major theories, research methods and approaches to inquiry, and/or schools of practice in the field; articulates relevant sources; and illustrates their relationship to allied fields	Articulates how the field has developed in relation to other major domains of inquiry or practice	Disaggregates, adapts, reformulates and employs in an essay or project principal ideas, techniques or methods at the forefront of the field (Analytic inquiry)	Creates a discrete project, paper, exhibit, performance or other appropriate task reflecting integration of knowledge acquired in practicum, work, community or research activities with knowledge and skills from at least two disciplines representing different segments of the curriculum (e.g., computer science and anthropology); documents the sources of the knowledge and skills reflected in the integration; articulates in writing how these elements influenced the resulting product; and assesses the significance of the work in light of major debates or developments in the primary field(s)	Assesses and develops a position on a significant public policy question in the student's field, taking into account scholarly and community perspectives	Effectively develops a focused and sophisticated research question or thesis that engages with questions and ideas that are important to scholars in the discipline

Assesses the contributions of major figures and organizations in the field; describes its major methodologies and practices; and implements at least two such methodologies and practices through projects, papers, exhibits or performances	Designs and executes an applied, investigative or creative work that draws on the perspectives and methods of other fields and assesses the resulting gains and difficulties	Provides adequate evidence through papers, projects, notebooks, computer files or catalogues of expanding, assessing or refining either a recognized information resource or an information base within the field (Use of information resources)	Creates, designs and implements a performance or project in an out-of-class setting requiring application of advanced knowledge to a practical challenge; articulates insights gained from the field experience; assesses, with appropriate citations, selected approaches or scholarly debates applicable to the problem; articulates a reasoned judgment on selected issues in the field; and assesses standards for professional performance and continuing development with specific reference to the experience	Accesses information using effective, well-designed search strategies and search tools that are most appropriate for the specific topic, efficiently and creatively refining searches on the fly as needed
Articulates major challenges involved in practicing the field, elucidates its leading edges, and delineates its current limits with respect to theory, knowledge and practice	Articulates and defends the significance and implications of their specialized work in terms of challenges, trends and developments in a social or global context	Addresses in a project, paper or performance a core issue in the field from the perspective of a different point in time or a different culture, political order or technological context, and elucidates how the perspective contributes to results that depart from current norms, dominant cultural assumptions or technologies (Engaging diverse perspectives)		Evaluates and selects a comprehensive set of sources to engage with that are appropriate to the discipline and the scope of the research question, using multiple criteria to assess relevance, currency, authority, accuracy, purpose, audience and ideological perspective

Initiates, assembles, arranges and reformulates ideas, concepts, designs and techniques in carrying out a project directed at a challenge in the field beyond conventional boundaries	Not seeking a degree in a quantitative field employs and applies mathematical, logical or statistical tools to problems within the field in a project, paper or performance, while the student seeking a degree in a quantitative field articulates and undertakes multiple appropriate applications of quantitative methods, concepts and theories (Quantitative fluency)	Clearly and effectively communicates, organizes, and synthesizes complex and often contradictory information from sources and/ or independent experiments and other data collection strategies to advance knowledge in the discipline
	Creates sustained, coherent explanations and reflections on the student's own work in two or more media or languages to both general and specialized audiences (Communication fluency)	Quotes, paraphrases, and cites information correctly and consistently, always using information in ways that are true to the original context
		Analyzes some of the more advanced ethical and legal issues revolving around the consumption and production of information in a digital environment, such as ongoing controversies about topics such as fair use and privacy in social networking environments

At the Doctoral level, the student

Specialized Knowledge	Broad, Integrative Knowledge	Intellectual Skills	Applied Learning	Civic Learning	Digital Information Literacy
Makes judgments about the merit and efficacy of relevant theories, approaches and concepts of the discipline	Articulates and defends the use of theories, approaches, and concepts relevant to the discipline in a professional and academic setting	Judges the appropriate use of qualitative and quantitative methodologies in the discipline	Applies theories, concepts, and appropriate methods to both real world and simulated real world examples	Analyzes and gains an appreciation for the decision making, beliefs, language, culture and psychology of foreign actors	Demonstrates advanced digital information literacy skills in research and knowledge promulgation, and defends choices made
Makes informed judgments about issues and challenges related to the discipline	Defends research, positions, and judgments made about issues and challenges in a professional and academic setting	Communicates in the style of the discipline in oral and written form	Judges the work of peers and demonstrates ethical and professional behavior in group projects	Reflects upon and analyze lessons learned from partaking in simulated real world, and real world exercises	
	Articulates the development and current academic and professional practice of the discipline	Abides by ethical and professional standards			
	Integrates theories, approaches, concepts, methods, and analysis, and contributes to the body of knowledge in the discipline				

Admission and Registration

The university's admissions team is comprised of dedicated staff members who work to support you from the first time you request information about the university through completion of your first week of courses here. The team provides you with guidance on enrolling in a program, understanding policies and procedures, and also acts as your liaison with financial aid, student services, and other departments at the university. If you have any questions, an admissions team member is ready to help!

Need to speak with a team member?

Admissions representatives are available Monday - Friday from 8 a.m. to 9 p.m., and Saturday - Sunday from 10 a.m. to 6 p.m. All hours are Eastern Time (ET). You can reach us by phone at 877-755-2787 or email at info@apus.edu.

Application and Registration Process

To begin your enrollment process, you will need to review our policies and procedures and declare your academic goal during completion of the online application for admission. Upon completion of the application, an admissions representative will work with you throughout the enrollment process.

Admissions Criteria and Status

Master's & Graduate Certificate Admissions Criteria

- You are required to possess a bachelor's degree or higher from a regionally or nationally accredited institution or the international equivalent.
- Please be prepared to submit a legible color copy of your valid government-issued photo ID (civilian students) or government issued JST or CCAF transcript (military students) upon request.
- You may be required to fulfill additional admission requirements based on the program you select during the admission application.

Admission Status

You will be admitted to the University after you have submitted the online application for admission, verified that you possess a bachelor's degree or higher, and that you meet any additional admission requirements. After you are admitted to the University, an admissions representative is available to walk you through all the follow-up steps and discuss any remaining documentation that will be required.

Doctoral Program Admissions

The Doctoral Success Coach communicates with you, answers your questions about completing the application, and ensures that the necessary documentation is complete.

Admissions Requirements

The programs' public web pages provide the definitive list of admissions requirements. The list below provides an outline for reference.

- *Prior Education and Professional Practice:* MA/MS in the discipline, or closely-related discipline, plus 3-5 years work experience in the field, or closely-related field.
- *Curriculum Vitae (CV) or Resume:* This biographical statement document includes work history, professional accomplishments, service to the profession, and, as appropriate, teaching and research experience.
- *Grade Point Average (GPA):* A master's degree with a minimum GPA of 3.0 (or equivalent) is required.
- *Photo ID*: Submit a legible color copy of your valid government-issued photo ID.
- *Three Doctoral Reference Forms:* Students will be prompted to enter the contact information for at least three academic or professional reference providers.
- *Official Transcripts:* All official transcripts verifying the award of a master's degree must be sent to APUS from the issuing institution and arrive in sealed envelopes or by official electronic copy. No faxed or unsealed transcripts sent by you will be accepted, even for preliminary review purposes. Once received, all admission documents are a permanent part of your student record and the property of APUS. They cannot be returned to you.
- *Unofficial Transcript:* Applicants must provide an unofficial or official copy of other graduate-level work as well as an undergraduate transcript, showing a conferred BA/BS degree.
- *Doctoral Admissions Essay*: Please follow the writing prompt provided to you.
- *Admissions Interview*: Final candidates are interviewed by the Doctoral Admissions Committee.
- *English Proficiency*: If you are from a country whose native language is not English (regardless of current residence), you must provide proof of English proficiency, in one of the following ways:
  - Transcripts from a conferred bachelor's degree or higher in residence at a regionally accredited college/university in the United States.
  - Transcripts from at least 12 semester hours of graduate coursework with a GPA of 3.0 (out of 4.0) in residence at a regionally-accredited institution in the United States.

  - Standardized Test Scores. Please see this link (http://www.apus.edu/student-handbook/your-admission-to-apus/getting-admitted-to-apus/admission-of-international-students.html) for more information.
- Nonrefundable Application Fee of $100 (You may request a fee waiver due to financial hardship through the Doctoral Admissions Coach).
- Applications will only be evaluated once the admissions package is complete.

Categories of Admission

1. Admission to Doctoral Program: This category is used if you satisfy all requirements. There is no provisional admission status due to Federal Student Aid requirements.
2. There is no Post-Baccalaureate entry. You must have already earned a master's degree in the discipline or a closely related discipline, and have 3-5 years of experience in the field or a closely related field.

Equal Opportunity

The University 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

You may register for courses upon acceptance to the University after all of your admission requirements have been met. If you are using Federal Student Aid as your payment type, you will need to select an academic year when you register for courses.

Course Selection

Master's programs typically have a first required course. During course registration, you may be presented with multiple sessions per course. You will also see the name of the professor who is scheduled to teach each session. This helps you to learn more about the professor and decide which session is right for you.

Pre-Dispute Arbitration and Class Action Waiver Disclosures

A student who enrolls at American Public University System ("University") agrees, as a condition of enrollment, to resolve any legal disputes with the University through arbitration. Specifically, the student and University enter into a "pre-dispute arbitration agreement" which means that the student and the University are agreeing to resolve through arbitration any disputes that may arise in the future between the student and the University. Because arbitration is a way to resolve a dispute without filing a lawsuit and going to court, both the University and the student waive any rights to jury trial as part of the pre-dispute arbitration agreement. As an additional condition of enrollment, students agree to waive their right to bring their claims together through a class action lawsuit or class arbitration against the University. These conditions of enrollment apply to all students and all of their legal claims, regardless of whether the student receives financial assistance or loans from the U.S. Department of Education ("ED").

ED requires the following disclosures related to how the above pre-dispute arbitration agreements and class action waivers affect students who receive federal student aid, including students who obtain Federal Direct Loan Program loans. With respect to such students:

1. The University cannot require the student borrower to participate in arbitration or any other internal dispute resolution process prior to filing a borrower defense to repayment claim with ED. Student borrowers may file borrower defense to repayment claims at any time.
2. The University cannot require students to limit, relinquish, or waive their ability to pursue filing a borrower defense claim at any time.
3. All arbitration proceedings conducted under any pre-dispute arbitration agreement toll the limitations period for filing a borrower defense to repayment claim with ED. Students going through arbitration therefore will receive an extension on their deadline to file a borrower defense claim with ED.

Descriptions of the arbitration process are provided in the University's enrollment agreement. As noted in the enrollment agreement, if any of the provisions of the dispute resolution section of the enrollment agreement conflict with the applicable law of the jurisdiction in which a student is located, then conflicts are resolved in favor of the applicable law of that jurisdiction. Additionally, an arbitrator's decision and any award are final and binding on the student and the University, unless within 30 days after the decision the student notifies the University in writing that the student is unsatisfied with an arbitrator's decision and any award. In that case, the student may take other legal action in court to resolve the dispute.

Tuition, Fees, and Financing

We understand that choosing where to start or continue your college education comes with some level of uncertainty, which is why we offer easy-to-understand tuition rates, low-cost fees with no surprises, and plenty of help with financial aid. As you'll quickly discover, our competitive tuition rates make earning your degree here not only a smart investment in your future, but a responsible financial decision.

Masters and Graduate Certificate Tuition and Fees

The University System operates nearly exclusively through tuition revenue and provides affordable education. The following is the current tuition/fee schedule:

Tuition

Tuition Rates per Credit Hour

- Undergraduate: $285 | $250 for active-duty military students*
- Master's Degree and Graduate Certificate: $370 | $250 for active-duty military students*
- Audit: $100

8- and 16-Week Sessions	2 semester hours	3 semester hours	4 semester hours
Undergraduate Academic Credit	$570/$500*	$855/$750*	$1140/$1000*
Graduate Academic Credit	N/A	$1110/$750*	$1480/$1000*
Audit	$200	$300	$400

* Active-duty servicemembers receive a tuition grant that caps undergraduate, master's degree, and graduate certificate tuition at $250/credit hour to ensure there is no out-of-pocket cost. In addition a new master's-level book grant will be available. Both of these grants apply to active-duty servicemembers, their spouse and dependents, and Guard members or Reservists using TA.

[1] Per Course.

Fees

Admission Fee	$0
Registration Fee	$0
Late Registration Fee	$50
Technology Fee - active-duty military servicemembers, and for Guard and Reserve personnel[1]	$0
Technology Fee - Courses other than ENGR and ELEN[1]	$65
Technology Fee - ENGR and ELEN courses[1]	$100
Average Undergraduate Course Materials (per course)	$0
Average Graduate Course Materials (per course) - Active-duty military students	$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	$10
Official paper	$20
Unofficial electronic	$5

[1] Per Course

Doctoral Tuition and Fees

The University System operates nearly exclusively through tuition revenue and provides affordable education. The following is the current doctoral tuition/fee schedule:

Tuition

Global Security

Year one (23 semester hours, 3 terms)	$20,022
Year two (23 semester hours, 3 terms)	$20,022
Year three (10 semester hours, 2 terms, plus 1 term continuous dissertation registration)	$10,010

Residencies: Year 1 and year 3 residency lodging and meals are included in tuition. Year 2 Residency is self-funded by students.

Global Security

For students starting their program in the January 2018 or May 2018 Cohorts:

Year one (23 semester hours, 3 terms)	$24,021
Year two (23 semester hours, 3 terms)	$24,021
Year three (10 semester hours, 2 terms, plus 1 term continuous dissertation registration)	$12,012

Residencies: Year 1 and year 3 residency lodging and meals are included in tuition. Year 2 Residency, travel, room and board are included in tuition.

Strategic Intelligence

Year one (23 semester hours, 3 terms)	$20,022
Year two (23 semester hours, 3 terms)	$20,022
Year three (10 semester hours, 2 terms, plus 1 term continuous dissertation registration)	$10,010

Residencies: Year 1 and year 3 residency lodging and meals are included in tuition. Year 2 Residency is self-funded by students.

Fees

Admission Fee	$0
Application Fee	$100
Registration Fee	$0
Late Registration Fee	$50
Doctoral Course Materials[1]	$0
Graduation Completion Fee	$100
Transcripts Each:	
Official electronic	$10
Official paper	$20
Unofficial electronic	$5

[1] Covered by tuition

Satisfactory Academic Progress (SAP)

Satisfactory Academic Progress (SAP) indicates the successful completion of coursework towards a degree or certificate.

- According to federal regulations, students who fail to make satisfactory academic progress towards their degree or certificate will lose their eligibility to receive Federal Student Aid (FSA).
- This regulation applies to all students applying for financial aid, including those that have not previously received financial aid.
- During the evaluation where a student has failed to meet SAP, they may qualify for a "warning" semester during which they may retain their eligibility to receive FSA.
- Students who lose their aid eligibility may appeal the loss provided there are extenuating circumstances that inhibited their academic progress (i.e. student illness or injury, death of a relative.)
- Students who submit an appeal must provide:
  - A statement that explains the extenuating circumstance under which the student failed to meet SAP ***and*** what has changed that will allow the student to either meet SAP or the requirements of the academic plan.
  - Documentation that confirms the extenuating circumstances and date(s) during which it occurred.
- If an appeal is approved, the student's FSA eligibility is reinstated for one probationary semester.
- If extenuating circumstances do not exist, students may take classes to demonstrate improvement for a future appeal, but they cannot receive FSA to pay for those classes.
- To otherwise restore eligibility for FSA, students must achieve the GPA and credit hour completion targets as defined in the policy.

SAP is evaluated based on grades posted at the end of each semester and prior to the beginning of the upcoming semester (defined as a 16-week period of academic study).

- The criteria used to measure Satisfactory Academic Progress:
  - Cumulative grade point average (qualitative)
  - Credit hour completion/Program Pace (quantitative)
- The requirements of each criterion must be met and are described in detail below

SAP Criteria Based on Cumulative GPA (CGPA) and Credits Completed

Class Level	Total Credits Completed (including transferred credits[1])	Minimum CGPA Required for Financial Aid
Undergraduate Students	6-12	1.50
	13+	2.00
Masters and Graduate Certificate Students	6-8	2.50
	9+	3.00
RN to MSN	6-8	2.50
	9+	3.00
Doctoral Students	6+	3.00

[1] 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.

Credit Hour Completion and Program Pace

Credit hour completion is the quantitative measure of SAP, meaning that students must complete a certain percentage of 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. To maintain SAP, students must achieve a minimum percentage of credits earned versus credits attempted

- A student must complete their program within 150% of the published credits.
- Any course in which the student remains beyond Week One (add/drop) will count towards attempted courses regardless of the grade received.
- Undergraduate courses with a final undergraduate grade of A through D- will be counted towards credits attempted and completed.
- Graduate courses with a final grade of A through C will be counted towards credits attempted and completed.
- Doctoral courses with a final grade of Satisfactory (S) will be counted towards credits attempted and completed.
- Doctoral courses with a final grade of Unsatisfactory (U) are not counted as credits completed but will be considered credits attempted.
- Final grades that fall below the minimums (D- for undergraduates and C for graduates) are not counted as credits completed but will be considered credits attempted.
- Courses with grades of incomplete ("I") will not be considered attempted until a final grade is earned by the student or the Registrar or instructor converts the "I" grade to an "F
- Courses from which a student has withdrawn will be counted towards credits attempted.
- Courses dropped will not be counted towards credits attempted.
- Course retakes: All attempted courses are factored into the credit hour completion percentage.

- Remedial courses do not count towards attempted credits.
- Repeated courses will count as attempted courses.
- For students who change programs, credits that apply to the new program will be counted in credit hour completion and program pace.

  Note: *All students are required to log into each of their courses during Week One and submit an academic activity. Students who do not submit this assignment during the first week of class will be administratively dropped from any courses for which this assignment has not been completed.*

SAP Criteria Based on Credits Attempted versus Credits Completed

Class Level	Credits Attempted	Credits Completed %
Undergraduate Students	6-12	50%
	13-24	60%
	25-36	65%
	37+	67%
Masters and Graduate Certificate Students	6-9	50%
	10-18	60%
	19+	67%
RN to MSN	6-9	50%
	10-18	60%
	19+	67%
Doctoral Students	6-9	67%
	10+	75%

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 factored into determining where they fall on the chart above.

Doctoral Satisfactory Academic Progress (SAP)

Satisfactory Academic Progress (SAP) indicates the successful completion of coursework towards a degree or certificate.

- According to federal regulations, students who fail to make satisfactory academic progress towards their degree or certificate will lose their eligibility to receive Federal Student Aid (FSA).
- This regulation applies to all students applying for financial aid, including those that have not previously received financial aid.
- During the evaluation where a student has failed to meet SAP, they may qualify for a "warning" semester during which they may retain their eligibility to receive FSA.
- Students who lose their aid eligibility may appeal the loss provided there are extenuating circumstances that inhibited their academic progress (i.e. student illness or injury, death of a relative.)
- Students who submit an appeal must provide:
  - A statement that explains the extenuating circumstance under which the student failed to meet SAP ***and*** what has changed that will allow the student to either meet SAP or the requirements of the academic plan.
  - Documentation that confirms the extenuating circumstances and date(s) during which it occurred.

- If an appeal is approved, the student's FSA eligibility is reinstated for one probationary semester.
- If extenuating circumstances do not exist, students may take classes to demonstrate improvement for a future appeal, but they cannot receive FSA to pay for those classes.
- To otherwise restore eligibility for FSA, students must achieve the GPA and credit hour completion targets as defined in the policy.

SAP is evaluated based on grades posted at the end of each semester and prior to the beginning of the upcoming semester (defined as a 16-week period of academic study).

- The criteria used to measure Satisfactory Academic Progress:
  - Cumulative grade point average (qualitative)
  - Credit hour completion/Program Pace (quantitative)
- The requirements of each criterion must be met and are described in detail below

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 doctoral 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 B- and 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 FSA (information on Loss of FSA Eligibility is located under Policies and Procedures for Award of FSA).

SAP Criteria on Cumulative GPA (CGPA) and Credits Completed (Effective July 1, 2019)

Class Level	Total Credits Completed	Minimum CGPA Required for Financial Aid
Doctoral Students	6+	3.0

Credit Hour Completion/Program Pace

- Transfer credits are not accepted in the Doctoral program.
- Credit hour completion is the quantitative measure of SAP, meaning that students must complete a certain percentage of their 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 their program within 150% of the published credits.
  - For example, if your program requirements are 58 credits, you must satisfy all requirements of your program without having to attempt more than 87 credits.
- 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.
- The grades of A through B- will be counted towards credits completed.
- Final grades that fall below the minimums (B- for doctoral) are not counted as credits completed but will be used to determine credits attempted.
- Doctoral students who withdraw will be removed from the cohort and courses that are not completed will count as attempted credits.

- Doctoral students are required to log into their courses during the first week of each course and complete a post or assignment as directed. Students who have not done so will be prompted to complete these activities or request a program hold to withdraw from the term.
- 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.
- 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

Class Level	Credits Attempted	Credits Completed %
Doctoral Students	6-9	67%
	10+	75%

Drop/Withdrawal/Refund and Extension Policies

Students registered for a course are expected to complete all scheduled requirements (as listed in the classroom's course syllabus) within the allotted timeframe: 8 weeks, or 16 weeks. If a student changes their mind about taking a course, or circumstances prevent them from completing a course for which they are registered, they may consider requesting a course drop, withdrawal or extension. Students should be aware that any change to their enrollment status due to dropping, being administratively dropped, or withdrawing may impact their financial aid.

Withdrawal Counseling

Students experiencing difficulties that may 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, academic progress, and eligibility for some forms of financial aid. Required forms are available in the student eCampus.

Drop/Withdrawal Policy and Refunds

Course Drop

If a student decides to drop from a course, the online Drop/Withdrawal Course Form must be submitted by the posted deadline that occurs before the first week of the course has ended. APUS will not consider appeals for a drop after the first week has ended based on late book arrival as it is the student's responsibility to drop the course on time.

There are student funding approval and payment deadlines for each course. The deadlines are posted on the Academic Calendar. Students who do have not their funding approved (i.e.; a confirmed Federal Student Aid package or TA approval) or have not submitted payment by the deadline will automatically be dropped from courses.

During Week One students are required to log into all courses and submit a minimum 250-word introductory forum post for each course. Students who do not submit this forum post during the first week of class will be automatically dropped from any courses in which the forum post has not been completed.

Course Withdrawal

If a student earning academic credit submits an online Drop/Withdrawal Course Form after the first week of the course, then they will be withdrawn and 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. However, a withdrawn course is considered an attempted course and will be factored into the quantitative measure of Satisfactory Academic Progress (SAP) for financial aid.

Students taking courses as Audit (not seeking academic credit) will receive a "W" if they withdraw at any time during the course. Students taking Audit courses are not eligible for any tuition refund after week 1 of their 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.

Tuition Refunds

Tuition refunds are given for courses taken for academic credit under the guidelines listed below.

Institutional Refunds are processed as follows:

- After a course begins, refunds will be based on the weekly course schedule.
- Please find the appropriate session length on the Refund Schedule below to determine the refund.

Students should allow 30 days for the processing of tuition refunds.

Tuition Refund Schedules

The institution refund schedules below apply unless a specific state refund policy applies for a student and the state policy is more beneficial to the student than the below schedules.

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 Week 1	100%
During Week 2	100%
During Weeks 3 and 4	75%

During Weeks 5 through 8	50%
During Weeks 9 through 16	No Refund

Doctoral 16-Week Term Tuition Refund Schedule

The tuition refund schedule is based on term progression, not individual courses

Withdrawal Request Date	Tuition Refund Percentage
Before or During Week 1	100%
During Week 2	100%
During Weeks 3 and 4	75%
During Weeks 5 through 8	50%
During Weeks 9 through 16	No Refund

Military TA Refund Schedule

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 Week 5	40%
During Weeks 6 through 8	No Refund

16-Week Course - Tuition Refund Schedule

Withdrawal Request Date	Tuition Refund Percentage
Before or During Weeks 1 and 2	100%
During Weeks 3 and 4	75%
During Weeks 5 through 8	50%
During Weeks 9 and 10	40%
During Weeks 11 through 16	No Refund

The Department of Defense requires the University to return any unearned Military Tuition Assistance (TA) funds to the Department should a service member withdraw from a course that was paid for using TA. If a service member withdraws from any course on or before the 60% completion date (during week 5 for an 8-week course and during week 9/10 for a 16-week course), a prorated refund will be issued back to the Department for the TA funds that were provided. The schedules above determine the prorated amount of TA funds refunded to the Department based on the date of service member's withdrawal from a course. For example, if a service member withdraws from a course at the 60% mark (during week 5 for an 8-week course and during week 9/10 for a 16-week course), 40% of TA funds used for the course will be returned to the Department. In instances when a service

member stops attending due to a documented military service obligation, the University will work with the affected service member to identify solutions that may not result in a student debt to the University for the portion of TA funds returned to the Department.

Financial Assistance

APUS offers several educational financing options including Federal Student Aid (FSA), grants and loans, alternative (private) loans, and an automatic debit payment plan. Students who intend to use FSA are encouraged to complete the Free Application for Federal Student Aid (FAFSA) as soon as possible, establish an APU Federal Student Aid (FSA) Academic Year online and enter the online Financial Aid Office five weeks (or at least 10 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 Veteran Readiness And Employment (VR&E), *formerly Vocational Rehabilitation*). Students employed in the private sector should consult with their Human Resources department regarding employer-based tuition assistance programs.

Automatic Debit Plan (ADP)

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 and ensures course tuition is paid prior to the end of the academic period. 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, any 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 + technology fee
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 + technology fee
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 contact stuaccounts@apus.edu and make the payment. If payment is not received, the student's account is placed on "balance due hold".

Veterans Benefits Information

Applying for Benefits

Students interested in applying for VA Educational benefits should complete an application for benefits on the VA website, https://www.va.gov/education/how-to-apply/. (http://benefits.va.gov/gibill) Please note, the VA Certifying Official's (VACO) at APUS cannot determine if you are

eligible for VA Educational Benefits. The Department of Veterans Affairs may approve or deny benefits, based on the information provided on the application.

When completing an application for benefits, please use the following information for the school:

American Public University System
111 West Congress Street
Charles Town, WV 25414

If you have never applied for VA Benefits

Students who have never completed an application for VA Benefits should complete the online application, VA Form 22-1990, using the VA's online application (https://www.vets.gov/education/apply-for-education-benefits). Your application will be electronically submitted to the VA Processing Center.

Please print your application and confirmation page for your records, prior to completing the online application. Once the VA has completed review of your application, the VA will mail you a Certificate of Eligibility (COE), outlining the chapter benefit you are entitled to and the number of months of benefit you can use. A copy of the COE is not submitted to the school. You may upload a copy of your COE securely through the Secure Document Upload portal: https://mydocs.apus.edu. Please log in with your eCampus ID and Password to upload the required document(s).

If you are transferring or receiving transferred benefits

Students who are receiving benefits transferred from a service member or veteran will need to complete an online 22-1990e, (https://www.va.gov/education/apply-for-education-benefits/application/1990E/introduction) Application for Family Members to Use Transferred Benefits. Please print your application and confirmation page for your records.

If you have been transferred Chapter 33 benefits, the VA will send you a Certificate of Eligibility, which will need to be submitted to APUS. Please see the Chapter 33 process for more information. You may find more information on the Transfer of Entitlement (http://www.benefits.va.gov/gibill/post911_transfer.asp) option on the VA's website.

APUS requires students to submit a copy of their Transfer of Benefits documents. Documents may be securely uploaded by clicking here (https://online-campus.apus.edu/APUS/APU/pad/SDU/frmMyDocs.aspx?dcid=3).

If you are using survivor and dependent benefits

Students who are receiving benefits for survivors and dependents, will need to complete an online 22-5490 (https://www.va.gov/education/apply-for-education-benefits/application/5490/introduction), Application for Survivors and Dependents' Educational Assistance.

If you are eligible for Dependents Education Assistance (DEA – Chapter 35) or the Fry Scholarship, the VA will send you a Certificate of Eligibility, which will need to be submitted to APUS. You may find more information on Survivor and Dependent Benefits (https://www.va.gov/education/survivor-dependent-benefits) on the VA's website.

APUS requires students to submit a copy of their Survivors and Dependents' documents. Documents may be securely uploaded by clicking here (https://online-campus.apus.edu/APUS/APU/pad/SDU/frmMyDocs.aspx?dcid=3).

Applications for VA Benefits

- For most prompt form processing, please complete your application for VA benefits here. (https://www.vets.gov/education/apply-for-education-benefits)
- If you have never used VA Benefits, please complete the 22-1990. (http://www.va.gov/vaforms/search_action.asp?FormNo=1990&tkey&Action=Search)

- If you have previously used benefits or have changed your program, please complete the 22-1995 (http://www.va.gov/vaforms/search_action.asp?FormNo=1995&tkey&Action=Search).
- If you are transferring Montgomery GI Bill® (Chapter 35) to a spouse or dependent, please complete the 22-5490. (http://www.vba.va.gov/pubs/forms/VBA-22-5490-ARE.pdf)
- If you are using Chapter 35 and you have changed your program or place of training, please complete the 22-5495. (http://www.vba.va.gov/pubs/forms/VBA-22-5495-ARE.pdf)
- If you are transferring Post 9/11 GI Bill® (Chapter 33) to a spouse of dependent, please complete the 22-1990e. (http://www.vba.va.gov/pubs/forms/VBA-22-1990e-ARE.pdf)

"GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at http://www.benefits.va.gov/gibill."

VA Enrollment Information

Enrollment verification cannot be submitted until the APUS Military Assistance Office receives a copy of your completed VA paperwork and you have successfully enrolled in a class. Once your paperwork is processed and you have started classes, the VA Certifying Official will electronically submit your Certification of Enrollment (22-1999). All VA enrollment verifications will be submitted after the session drop period, beginning the second week of your course. Once your enrollment has been submitted, you will receive an email from the VA as verification.

WAVE Enrollment Verification

The VA requires that students using GI Bill® benefits (excluding DEA Ch. 35 & Post 9/11 GI Bill®) verify their enrollment monthly. Verification begins the last day of the month of the courses you are enrolled in. Students will not receive VA benefits if they do not verify through WAVE. Please note, it may take up to 6 weeks for your enrollment information to be available in WAVE. To verify attendance through WAVE, please click here (https://www.gibill.va.gov/wave) or call the VA at 1-877-823-2378.

Using Tuition Assistance and GI Bill ®

Federal law prohibits Active Duty service members from receiving VA benefits for the same course tuition that is being paid by Military Tuition Assistance. Effective November 2014, the Department of Defense announced that they will no longer authorize Tuition Assistance for classes for which a member is also receiving benefits under the Montgomery GI Bill® – Selected Reserve program (Ch. 1606) or any other GI Bill® program other than the Montgomery GI Bill® – Active Duty program (Ch. 30) or the Post-9/11 GI Bill® program (Ch. 33). Active Duty service members who are eligible for Ch. 30 benefits can use non-Active-Duty TA in conjunction with VA benefits. For students using Ch. 33 benefits, TA must be applied to the registration first, and any remaining tuition can be certified under the Ch. 33 benefit.

VA Top-Up Information

The Top-Up benefit may be used when a student is using Active Duty federal tuition assistance and the course cost will not be completely funded by TA. TA Top-Up may be used for Chapter 30 & 33 only. Students who wish to apply for TA Top-Up should contact VAQuestions@apus.edu to request a TA Top-Up Request Form. APUS will submit an enrollment to the VA to include the amount of tuition and fees' remaining after all TA funding has been reduced. Please note, the use of Top-Up will exhaust a portion of your GI Bill® benefits. The amount exhausted depends on the chapter benefit being used and the time length of the courses. For more information regarding the Top-Up option, please click here (http://www.benefits.va.gov/gibill/tuition_assistance.asp).

Department of Veteran Affairs (VA) Payments

Students participating in Montgomery GI Bill® benefits (Chapters 30, 32, 35, and 1606) will receive monthly payments from the VA based on their enrollment status each month enrolled in courses. The VA makes payments based on your monthly attendance and not semester attendance. Payments are sent from the VA by direct deposit or check after you have verified your monthly attendance through WAVE. APUS requires students

using Chapters 30, 32, 35, and 1606 to make payment arrangements with the university prior to the start of courses. A 22-1999 Enrollment Verification will not be submitted until payment arrangements have been finalized.

Tuition and Fees for Chapter 33 are paid directly to APUS. If students are not receiving the 100% benefit rate, payment arrangements will need to be made to the university prior to course access. Current VA payment rates may be viewed here. (http://www.benefits.va.gov/GIBILL/resources/benefits_resources/rate_tables.asp)

The following information pertains to students with a primary payment type of Post 9/11 GI Bill® or Vocational Rehabilitation: If the VA has not made payment within 90 days of APUS submitting an enrollment certification, (1) APUS will not impose any penalties on students, including the assessment of late fees, the denial of access to courses, library resources, or other student services; and (2) APUS will not require that a covered student borrow additional funds because of the student's inability to meet their financial obligations to APUS due to delayed VA payment. If, however, APUS is notified by the VA that a student has exhausted VA entitlements or is not eligible for Veterans Benefits, that student will be responsible for tuition and applicable fees and APUS collection policies will apply.

Basic Allowance for Housing (BAH)

Post 9/11 GI Bill® students (other than those on Active Duty) will receive a housing allowance for courses solely in distance learning. The housing allowance payable is equal to ½ the national average BAH for an E-5 with dependents. A student must be enrolled at a rate of pursuit greater than half time (.51%) to receive this benefit. Please remember, the housing allowance is pro-rated based off your enrollment status, percentage of eligibility, and dates of course enrollments. Current VA payment rates may be viewed here (http://www.benefits.va.gov/GIBILL/resources/benefits_resources/rate_tables.asp).

Using VA Benefits at Multiple Institutions

The VA requires students to declare an institution in which they will receive a degree or certification. VA benefits cannot be used at multiple institutions without declaration of a primary school and subsequent secondary school. For more information regarding using benefits at APUS and another institution, please contact VAQuestions@apus.edu. (VAQuestions@apus.edu)

VA Consent to Enrollments Submitted

When a student selects a VA payment option (Ex. Post 9/11 GI Bill® payment) at the time of registration, you are consenting that you wish to have your enrollment for that particular course(s) submitted to the VA on your behalf. Students who register selecting a payment other than VA will be prompted for consent at the time of registration to have the course(s) submitted to the VA on your behalf. Students who register prior to submitting VA documents to APUS may be required to complete a VA Consent Form to identify courses or terms students would like to have submitted to the VA.

Submitting Enrollments to the VA (VA 22-1999)

APUS will submit all enrollments to the VA electronically, beginning after the course drop period (second week of courses). Once your enrollment has been submitted to the VA, you will receive an automated email from the VA notifying you that the enrollment has been received.

Post 9/11 GI Bill® Monthly Enrollment Verification

Starting in the 2021-2022 school year, Post-9/11 GI Bill® students who receive Monthly Housing Allowance (MHA) and/or kicker payments are required to verify their enrollment to continue receiving their payments. Enrollment verification is a new requirement for Post-9/11 GI Bill® students to verify that they have remained enrolled in the same courses or training every month. Students who receive MHA/kicker payments will have their payments withheld if they fail to verify or report that they are no longer enrolled in their courses or training. To streamline the process, VA is providing the option to verify enrollment easily and securely via text message. For more information regarding this process, please click here (https://benefits.va.gov/gibill/isaksonroe/verification_of_enrollment.asp).

Change of Academic Program

When a VA Student changes their academic program with APUS, the VA will be updated electronically of the change in academic pursuit. A credit evaluation will be completed by APUS for the new program and any credits that are applicable towards the new program of study will be applied. When registering for courses within the new program, students must continue to consent to APUS submitting the new program enrollments to the VA on your behalf.

Yellow Ribbon Program

The Yellow Ribbon Program is an agreement between the VA and participating institutions to cover all or a portion of tuition and fees charged after a student has exceeded the maximum benefit rate. APUS is a Yellow Ribbon participating institution. Please click here (http://www.benefits.va.gov/gibill/yellow_ribbon.asp) for more information about Yellow Ribbon. Contact us for questions about this program at VAQuestions@apus.edu.

Course Drops/Withdrawals

APUS is required to report changes in enrollment to the VA. If you drop or withdraw from a course(s), a 22-1999 enrollment verification will be sent to the VA within 30 days of the change of enrollment. A reduction or termination of enrolled credit hours could result in a student debt with the VA for BAH and books/supplies.

Tuition and fee debts will be issued to the school if students withdraw from a course(s) after the start date. The VA will request repayment of tuition/fees and will send a debt letter to APUS. If the VA debt letter requests school repayment that exceeds the institutional refund policy (https://www.apus.edu/student-handbook/financing-your-education/how-to-pay-for-courses/apus-tuition-refund-schedule.html), students may be assigned a debt to the school. For more information regarding VA school debts, please click here (https://www.apus.edu/student-handbook/financing-your-education/veterans-benefits/va-enrollment-information.html). For more information regarding GI Bill® debts, to include ways to prevent a debt from occurring, please click here (https://www.benefits.va.gov/gibill/resources/education_resources/debt_info.asp).

Mitigating Circumstances

Mitigating circumstances are circumstances beyond the student's control that prevent the student from continuing in school or that cause the student to reduce credits. The VA requires schools to determine any potential mitigating circumstances. Any withdrawal with a mitigating circumstance selected may require additional documentation of the mitigating circumstance to be submitted to APUS prior to the mitigating circumstance being reported. For more information on mitigating circumstances, please click here (https://gibill.custhelp.com/app/answers/detail/a_id/1565/kw/mitigating%20circumstances).

Rounding Out

The practice of "rounding out" provides eligible GI Bill® students in their last term with the option to take additional classes to bring their course load to full-time and receive a full-time monthly housing allowance. VA is only authorized to pay GI Bill® benefits for classes that are part of an approved program of education and count toward completion of that approved program of education. Classes approved for a program of education means those that can be used to satisfy the graduation requirements of the program as specified in the curriculum. Classes that have been previously completed cannot be used to round out the student's course load.

Graduations

When a VA Student has successfully completed the requirements for the program of study and has officially conferred the program of study, APUS will report the student's graduation to the VA via electronic certification. All Post 9/11 GI Bill® students will have the mandatory graduation fee accessed by APUS added to the last VA enrollment submitted for the program being conferred.

Graduate Capstone/Practicum Courses

University policy states Capstone and Practicum Courses must be the last course of your degree program and may be taken only after the completion of all course work. Additionally, no concurrent coursework is permitted. Accordingly, as a program advisory notice, Capstone/Practicum courses are only offered in 16-week sessions. Department of Veterans Affairs (VA) regulations state students must have a rate of pursuit greater than 50% in order to be eligible to receive BAH. The VA will cover course tuition and fees up to the percentage for which you are eligible. Many of our Capstone/Practicum courses have been classified as a research course due to the intensive coursework in class and out of the classroom. Accordingly, research classified Capstone/Practicum courses will qualify for full-time BAH. If your Capstone/Practicum course is not a research-intensive course, your course load will not qualify you for BAH. Please contact VAQuestions@apus.edu. (VAQuestions@apus.edu) for a complete list of programs approved for full-time Capstone/Practicum requirements.

Graduate Comprehensive Exam Courses

University policy states the Comprehensive Exam Course must be the last course of your degree program and may be taken only after the completion of all course work. Additionally, no concurrent coursework is permitted. Accordingly, as a program advisory notice, Comp Exam courses are only offered in non-credit, pass/fail 8-week sessions. Department of Veterans Affairs (VA) regulations state students must have a rate of pursuit greater than 50% in order to be eligible to receive BAH. The VA will cover course tuition and fees up to the percentage for which you are eligible. However, your course load will not qualify you for BAH. Your enrollment will be reported as one credit hour.

Course Extensions

Please note that if you are granted a course extension from your professor, you will not receive VA benefits during the extension period. The VA will automatically discontinue benefits on the day after your original term ending date. Benefits will not start until a new course has been enrolled and the verification has been sent to the VA. Submission of a course extension for VA benefits will likely result in an overpayment to the student and will require future repayment.

Academic Probation / Unsatisfactory Academic Progress

VA requires institutions to report veteran students who are not meeting an institution's academic standards. When APUS is made aware of a VA Student no longer meeting academic standards, notification will be electronically submitted to the VA on the student's VA record.

Excessive Credits

Students who are using VA benefits for courses may not register for courses that are not applicable to the current program of study. Any courses that are deemed not applicable to the current degree program will be considered excessive credits and an enrollment for the courses will not be submitted.

Prior Credits

The VA requires that all prior credit must be evaluated by APUS prior to a student's initial enrollment. Students must identify any prior credit that has been earned. Additionally, a Joint Services Transcript or Community College of the Air Force transcript must be received by APUS for all students who will be using VA benefits for any courses with APUS. Students who are currently having prior credits evaluated are strongly encouraged to register only for courses in which they know they will not receive prior credit. If prior credit is later given for a course a student is currently taking, APUS must terminate the enrollment, as this would constitute excessive credits. Terminations of enrollment will likely result in a reduction in BAH and/or books and supplies payment for the course/term a prior credit was awarded.

Courses for Transfer Programs

Students who are enrolled in an Undergraduate Courses for Transfer program at APUS are restricted by VA policy on which courses APUS can submit for VA benefits. A student must be below a Junior in academic standing. Please note, the junior status also includes any credits previously taken at other institutions. Only General Education courses can be submitted to the VA while a student has an undeclared program, unless a valid Parent School Letter is on file stating the course taken at APUS will transfer to the students Primary School.

Graduate Courses for Transfer courses are not eligible for certification to the VA unless a valid Parent School Letter is on file stating the course taken at APUS will transfer to the students Primary School.

Tutorial Assistance

Tutorial assistance is available to help you pay for tutoring necessary to advance your education. Tutorial assistance is available if you are receiving VA educational assistance at the half-time or greater rate and have a deficiency in a subject, making tutoring necessary. For more information on VA Tutorial Assistance, please click here (https://www.benefits.va.gov/gibill/tutorial_assistance.asp).

VA Enrollment Chart

APUS offers courses in an 8 week and 16 week format. Courses start each month at APUS. All VA enrollments are based on a student's monthly enrollment status. Overlapping course starts may result in differing enrollment statuses than those below.

Course Load and Student Status for VA Benefits

Student status for VA Benefits is based on monthly course load. The chart below applies to VA Benefit requirements for full, three quarter, or half-time benefit levels.

Graduate: 8-Week Courses

Monthly Course Load	Student Status	Rate of Pursuit[1,2]
4+ Credit hours	Full-time	1.00
3 Credit hours	Three-quarter time	.75

Graduate: 16-Week Courses

Monthly Course Load	Student Status	Rate of Pursuit[1,2]
9+ Credit hours	Full-time	1.00
6 Credit hours	Three-quarter time	.75
3 Credit hours	Half-time	.38

Undergraduate: 8-Week Courses

Monthly Course Load	Student Status	Rate of Pursuit[1,2]
6+ Credit hours	Full-time	1.00
5 Credit hours	Three-Quarter Time	.83
4 Credit hours	Three-Quarter Time	.67
3 Credit hours	Half-time	.56
2 Credit hours	Less than Half-time	.38

Undergraduate: 16-Week Courses

Monthly Course Load	Student Status	Rate of Pursuit[1,2]
12+ Credit hours	Full-time	1.00
9 Credit hours	Three-quarter time	.75
6 Credit hours	Half-time	.50
4 Credit hours	Less than Half-time	.33
3 Credit hours	Less than Half-time	.25

1 BAH is only payable for a rate of pursuit greater than .50.

2 Rate of Pursuit is calculated by Department of Veterans Affairs. This calculation is determined by training level, credits taken in a term, and length of term. APUS does not calculate the Rate of Pursuit.

Please note: The above chart does not apply to Federal Student Aid (FSA). If you are applying for Federal Student Aid, there is a different enrollment status standard for determining aid eligibility. Please see the chart below for FSA status definitions.

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Helpful Websites for GI Bill ® Information & Veteran Success

- APUS VA Website: AMU (https://www.amu.apus.edu/tuition-and-financing/paying-for-school/veterans-benefits) | APU (https://www.apu.apus.edu/tuition-and-financing/paying-for-school/veterans-benefits)
- eBenefits Portal (https://www.ebenefits.va.gov/ebenefits-portal/ebenefits.portal)
- GI Bill® Homepage (http://www.gibill.va.gov)
- WAVE Attendance Verification (https://www.gibill.va.gov/wave)
- Apply for VA Benefits (https://www.vets.gov/education/apply-for-education-benefits)
- Transfer of Post 9/11 GI Bill® Benefits to Dependents (http://www.benefits.va.gov/gibill/post911_transfer.asp)
- GI Bill® Benefit Comparison Tools (http://www.benefits.va.gov/gibill/comparison_tool.asp)
- Monthly Payment Rates (http://www.benefits.va.gov/GIBILL/resources/benefits_resources/rate_tables.asp)
- Institutions of Higher Learning Undergraduate & Graduate Degrees (http://www.benefits.va.gov/gibill/higher_learning.asp)
- GI Bill® General Announcements (https://benefits.va.gov/GIBILL/news.asp)
- APUS Disability Accommodations (http://www.apus.edu/about-us/dsa.htm)
- APUS Transfer Credit Center (https://www.amu.apus.edu/transfer-credit)
- APUS Consumer Information Center (https://www.amu.apus.edu/aboutus/consumer-information.html)
- APUS Military & Veterans Resources: AMU (https://www.amu.apus.edu/tuition-and-financing/paying-for-school/veterans-benefits) | APU (https://www.apu.apus.edu/military)
- APUS Student Handbook (http://www.apus.edu/student-handbook)
- APUS Academic Advising Center (http://www.amu.apus.edu/advising)
- APUS Student Veterans of America (https://www.facebook.com/groups/147207151965410)
- Student Handouts, Brochures, Regulations, and other VA Forms (http://www.benefits.va.gov/GIBILL/handouts_forms.asp)
- GI Bill® Customer Service Resource Center (https://ask.va.gov)
- Tutorial Assistance (http://www.benefits.va.gov/gibill/tutorial_assistance.asp)
- Principles of Excellence (http://www.benefits.va.gov/gibill/principles_of_excellence.asp)
- Fry Scholarship (http://www.benefits.va.gov/GIBILL/Fry_scholarship.asp)

- Veterans Readiness & Employment (https://www.va.gov/careers-employment/vocational-rehabilitation)
- VA Licensing & Certification (http://www.benefits.va.gov/gibill/licensing_certification.asp)
- VA Services (http://www.benefits.va.gov/benefits/services.asp)
- APUS Accreditation (http://www.apus.edu/accreditation)
- Forever GI Bill (https://benefits.va.gov/GIBILL/ForeverGIBill.asp)®Updates (http://www.apus.edu/accreditation)
- GI Bill® Overpayments and Debts (https://www.benefits.va.gov/gibill/resources/education_resources/debt_info.asp)
- Non-VA Resources for Student Veterans (https://www.benefits.va.gov/gibill/non_va_resources.asp)
- Manage Veteran Benefits (https://www.va.gov/education/#manage-your-veterans-education-benefits)
- APUS Student Activities (http://www.apu.apus.edu/student-activities)
- Veterans Crisis Line (https://www.veteranscrisisline.net)
- APUS Career Services (http://www.amu.apus.edu/career-services/home)
- APUS Federal Student Aid (FSA) (http://www.amu.apus.edu/tuition-and-financing/paying-for-school/fsa)
- APUS Newsletters (http://www.apus.edu/newsletters)
- APUS Graduate Academic Catalog (https://catalog.apus.edu/graduate)
- APUS Undergraduate Academic Catalog (https://catalog.apus.edu/undergraduate)
- Isakson & Roe Provisions (https://benefits.va.gov/gibill/isaksonroe.asp)
- APUS GI Bill® Comparison Tool Profile (https://www.va.gov/education/gi-bill-comparison-tool/institution/21913148)
- VA COVID-19 FAQ's (https://www.benefits.va.gov/GIBILL/COVID19EducationBenefits.asp)

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California Residents

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss.

Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program who is a California resident or is enrolled in a residency program, and you prepay all or part of your tuition.

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

The STRF assessment is non-refundable and occurs at the time the first payment is made with respect to your enrollment. The current assessment is calculated at the rate of $2.50 per $1,000 of institutional charges for your enrollment and educational program. The actual STRF assessment will appear on your ledger. If you have previously enrolled in the University, any STRF assessment previously paid will be reviewed for adjustments and, if necessary, credited to your current assessment and will appear on your ledger.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, CA 95833, (916) 574-8900 or (888) 370-7589.

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

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

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

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

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

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