President's Message

Dear Student,

For more than a century, University of the Cumberlands has remained true to its mission of providing a quality, affordable education to promising students from all backgrounds.

Cumberlands is different by design. Our academic programs are rigorous yet student-centered. We believe a meaningful education offers a variety of learning opportunities - not just textbook instruction but relevant, hands-on application.

By blending the benefits of a liberal arts education with practical career skills, we provide a learning environment designed to give students the support needed to succeed as principled, ethical leaders.

Our approach to education is personal. We value each and every student and have a community of faculty and staff dedicated to providing support through every step of the academic journey.

Whatever your goals and ambitions, Cumberlands is committed to helping you succeed.

Sincerely,

Larry L. Cockrum
President

About University of the Cumberlands

A Brief History

In 1888, a group of Baptist ministers founded a small college in Kentucky known as the Williamsburg Institute for the purpose of preparing young adults for lives as servant leaders. In 1913, following the acquisition of Highland College, Cumberland College was born. The school became University of the Cumberlands in 2005.

Undaunted by wars, economic depressions, social unrest, and natural disasters, University of the Cumberlands has continuously served students primarily, but not exclusively, from the beautiful Appalachian mountain regions of Kentucky, Tennessee, West Virginia, Virginia, Georgia, North Carolina, South Carolina, Ohio, and Alabama. Now, thanks to the welcome addition of online learning, the University's doors are open to students from all over the world.

The school's vision for providing higher education in an underserved area caught the eye of men like John D. Rockefeller and Andrew Carnegie, both of whom supported the

institution. Cumberlands has produced two governors, five military generals, an admiral, five college and university presidents, a Congressman, ministers, missionaries, legislators, judges, and more. Ten presidents have served Cumberlands, including William James Johnson, E. E. Wood, John Newton Prestridge, Gorman Jones, A. R. Evans, Charles William Elsey, James Lloyd Creech, J. M. Boswell, James H. Taylor, and Larry L. Cockrum, current President.

The Campus

Williamsburg, Kentucky, the location of University of the Cumberlands, is in the southern part of the mountains of Eastern Kentucky. It is about two hundred miles south of Cincinnati-about an equal distance from Louisville and about eighty miles north of Knoxville. It is on Highway 25W and Interstate 75. The business section of the city lies in a small valley of the Cumberland River; the college and chief residence section are situated on the surrounding hills. It is a place of natural beauty and healthful surroundings.

Williamsburg is one of the older cities of the state. It has long been known for its large number of beautiful residences, its churches and schools, and the hospitality of its people. Cumberlands' main campus is situated on three hills which divide it into three distinct parts and afford a magnificent view of the surrounding area. The College's thirty-four buildings are situated on these hills, and a viaduct, spanning the south and middle hills, provides an easy and pleasant passageway to each part of the campus.

Off-Campus Instructional Sites

University of the Cumberlands has two off-campus Instructional Sites that are approved to offer over 50% of a degree program.

University of the Cumberlands Northern Kentucky Campus
410 Meijer Drive
Florence, KY 41042

- Physician Assistant Program
- Coursework supporting Executive Programs (less than 50% of a degree program)

University of the Cumberlands Palla-Institute
406A, 4th Floor, Imperial Towers Ameerpet
Hyderabad, Telangaga-500016
India

- Coursework supporting Executive Programs (Less than 50% of a degree program)

Mission Statement

The mission of University of the Cumberlands is to provide a quality, affordable education to students from all backgrounds through broad-based academics. The institution is grounded in Christian principles and leadership through service.

Vision Statement

The vision of University of the Cumberlands is to be a university of distinction that encourages professional and intellectual growth in a student focused community.

To do so, Cumberlands will:

1. Ensure access to underserved student populations.
2. Pursue excellence in teaching and learning.
3. Foster faith in action through a student focused community.
4. Innovate to improve student learning outcomes and career preparedness.

Institutional Academic Purpose Statement

The purpose statement for University of the Cumberlands is congruent with its mission in offering quality academic programs with Christian values to students of all backgrounds.

The foundation of all of our programs at University of the Cumberlands is our desire to nurture an increased awareness of the pre-eminence of the spiritual dimensions of human life through an appreciation of our historic Christian heritage, as well as through an understanding of Biblical truth and religious values as they apply to daily life. The University's mission to offer "a broad-based liberal arts program enriched with Christian values" is evidenced in our graduate program.

Along with the University's other programs, these curricula attempt to foster in students "a heightened awareness and sensitivity to the search for truth and a deepened responsibility toward humankind." Collectively, the University's graduate programs are intended to provide a breadth of information, an understanding of critical concepts, and a mastery of skills to support a life-long pursuit not only of professional achievement but also of "responsible service and leadership." These endeavors are rooted in an open exchange of ideas within and among academic disciplines and are framed by a Christian sense of responsibility toward self, toward society, and toward God.

Purpose and Plan of the Graduate Program

The Board of Trustees of Cumberland College, on January 8, 1981, voted to approve the establishment of a Graduate Program in Teacher Education. The original charter of the college, as approved by the Kentucky Legislature on April 6, 1888, gave the College the authority to confer the degrees of Master of Arts in Education - Elementary, Middle Grades, Secondary Education, and Special Education. Rank I offerings were approved in 1986, with the Master of Arts in Teaching degree approved in 2005.

In 2008, the Commission also authorized the granting of the M.B.A. degree, the Ed.S. degree, as well as the institution's first doctoral degree, the Ed.D. in Educational Leadership. Since being granted SACSCOC Level VI designation, their highest category, UC has created a host of new graduate programs that are responsive to the needs of the workforce. A full listing of available programming can be found on our website.

Continuum

University of the Cumberlands' offers degrees and experiences that suit the needs of learners across the continuum of professional careers. All masters level degrees are a minimum of 30 credit hours in length. Doctoral level degrees are a minimum of 60 credit hours in length. Graduate courses begin with courses numbered in the 500, which are generally masters level courses. As coursework raises in number to the 600, 700, and 800 level and beyond, so will the complexity and difficulty of the content and student learning outcomes.

Graduate Degrees

University of the Cumberlands

Plaster School of Business

Program Mission/Vision

The mission of the Hutton School of Business and the Plaster Graduate School of Business is to foster academic excellence and student achievement at both the undergraduate and graduate levels. Students are provided with a strong academic foundation in business, and are prepared to become productive, competent, and ethical professionals. The School of Business provides a learning environment that is characterized by student-oriented instructional methodologies and the development of leadership and life-long learning skills in its students.

Program Goals

1. Students will acquire the relevant disciplinary knowledge and competencies appropriate to their program of study.
2. Students will acquire effective business-related professional skills.
3. Students will assess their personal values and connect them to ethical behaviors appropriate to their intended endeavors.

Admission to the MS and MBA Programs

Applicants that do not possess an undergraduate degree in business can be provided access to academic leveling courses. These academic leveling courses include Principles of Accounting, Economics, Finance, Management, and Marketing, as well as Statistics.

Students wishing to pursue the MBA Accounting concentration should have completed an undergraduate degree in accounting or demonstrate completion of accounting studies equivalent to the degree.

Masters Degree

Business Administration, MBA

General MBA: 31 Credit Hours

MBA with Emphasis: 37 Credit Hours

The MBA Program is designed to provide a practical professional development opportunity for individuals already engaged in full-time careers. This program will prepare individuals to embark upon and continue successful careers in business, government, and education.

Learning Outcomes

1. Students will be able to Integrate theory and practical application across business functional areas for strategic analysis, planning, implementation, and control.
2. Students will be able to apply the standards of ethical reasoning skills and behavior to the legal, social, and economic issues in the global business environment.
3. Students will be able to utilize appropriate technological tools and management techniques to analyze complex data with multiple implications for business decision-making.
4. Students will demonstrate advanced professional business communication skills.
5. Students will demonstrate well-developed organizational, leadership, and teamwork skills.

Students can earn the MBA in either a fully online format or an executive format combining online and on-site study. The Executive format program requires attendance at weekend residency classes. Further, the Executive MBA Program meets the needs of international graduate business students. This program provides both in-seat and online coursework. Graduate students joining the Executive MBA program will be employed or conduct projects in business-related positions and participate in Applied Learning Practicum, in which students apply what they are learning in their program to the real world via work or internship experiences.

General MBA: 31 Credit Hours

The general MBA is comprised of twenty-one (21) credit hours of core courses, nine (9) hours of business elective courses and one (1) additional credit hour for a Capstone styled course or Applied Learning Practicum.

Core Courses

BACC 531 - Managerial Accounting

Credit(s): 3 hours
This course focuses on managerial accounting concepts, including costing, budgeting, forecasting, planning, and control. Emphasis is on preparing and using financial statements as well as various managerial reports for decisionmaking.

BADM 533 - Marketing Management

Credit(s): 3 hours
This course acquaints the student with the seminal concepts and models appropriate for marketing management. Course content and experiences will allow students to develop the knowledge base and skills necessary for devising and implementing strategic marketing plans which complement organizational goals.

BADM 534 - Managerial Finance

Credit(s): 3 hours
This course focuses on the advanced study of financial topics, including capital budgeting, risk and cost of capital, capital structure of the firm, financial analysis, leverage, and time value of money. It provides students practical decision-making and problem solving using real world examples.

BADM 535 - Managerial Economics

Credit(s): 3 hours
This course focuses on case analysis using microeconomic theory and statistical techniques to aid in decision-making processes. Topics include demand and cost analysis, pricing in different market and risk conditions, forecasting methods and constrained optimality.

BADM 577 - Business Sustainability, Corporate Governance, and Organizational Ethics

Credit(s): 3 hours
This course explores corporate governance and the ethical issues at an organizational level that are relevant to the development of sustainable business practices. The course covers drivers and sources of business Sustainability, emerging issues in sustainability performance, reporting, and assurance, fundamentals of corporate governance, and emerging business ethics issues.

BADM 582 - Business Analytics for strategic and Organizational Performance

Credit(s): 3 hours
This course is designed to provide the fundamental concepts and broad-based foundation needed to understand the role of business analytics in organizations. By the end of this course, students will develop a sufficient understanding of processes, methodologies, and

tools needed to apply business analytics to solve business problems and inform business decisions and actions. Emphasis is placed on applications and interpretation of results, rather than the taxonomy of models and their statistical properties.

BADM 638 - Strategic Decision-Making

Credit(s): 3 hours
This capstone course integrates the knowledge learned from all functional areas in business into a strategic plan. In addition to reviewing key concepts of business and corporate strategy, the course addresses traditional approaches to industry and competitor analysis and competitive advantage, and contemporary extensions and refinements of these concepts. Analytical tools and techniques are demonstrated through case studies focusing on the relationship between an organization and its environment, competition, market entry, vertical integration, diversification, global competition, and strategic alliances.
Prerequisite(s): BACC 531, BADM 533, BADM 534, BADM 535, BADM 577, and BADM 582

BADM 699 - Capstone

Credit(s): 1 hour
This capstone course is designed to give students an opportunity to integrate and apply knowledge acquired over their entire discipline of study to develop an academic paper or project on a practical business need or business-related problem that contributes to the professional body of knowledge of business and improves business practice. The course will assess students' overall learning experience and intellectual growth in their program of study. Course should be taken during the final semester of study.

OR

INTR 599 - Applied Learning Practicum

Credit(s): 1 hour
This course provides students enrolled in a master's program an opportunity to apply professional applications to their respective academic coursework. The Applied Learning Practicum can be either a practicum or internship in an area directly related to the student's course of study, or a project conducted in collaboration with program faculty applying coursework to a professional setting. Through this course, the University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. The course will be repeated in each semester of student enrollment. As an integral part of the executive formatted programs, this course is required every semester in which a student is taking courses.

Notes:

*All online students who are seeking to earn this degree must take this course in lieu of INTR 599, in addition to meeting all program degree requirements. Executive format students can substitute the required INTR 599 course in lieu of this course as part of their program degree requirements.

** Executive format programs have an applied learning component (internship or practicum) that is an integral and essential part of the established curriculum. Due to the applied learning component required for the degree program, Executive format students must enroll in INTR every term of enrollment.

All candidates completing the Master of Science in Business degree will complete a written Comprehensive Examination in the last semester of their academic program as a graduation requirement.

Business Electives: 9 Credit Hours

The MBA Business Electives are designed to develop competent business professionals who are knowledgeable in the various areas of professional practice.

Choose from:

BADM 538 - Management of Investments

Credit(s): 3 hours
This course focuses on the study of the principles of investments, including the supply of and demand for investment funds; types of stocks, bonds, and other investments; the functions of securities markets; the analysis of different types of securities; and the government regulation of the securities market. The course focuses on investment management decisions and their impact on other functional business elements.

BADM 539 - Research and Grant Writing

Credit(s): 3 hours
This course focuses on developing skills to engage in research, write persuasive and informative business documents, and create and deliver effective presentations. Students will have opportunities to work individually and collaboratively.

Course Objectives

Upon completion of this course:

1. Students will develop an understanding of the sources of potential grants such as government agencies and private foundations and how to find and identify these opportunities.
2. Students will learn to gather and organize required research information and data to support grant proposals.
3. Students will learn how to read and understand grant announcements, effectively plan and draft grant proposals for effectiveness and success of selection while meeting all time requirements.
4. Students will learn administrative and ethics procedures used when managing and overseeing grants awarded by governmental agencies.

BADM 631 - Managing in a Global Environment

Credit(s): 3 hours
This course provides a study of the involvement of American firms in the international community with special emphasis on the impact of foreign competition on domestic markets, management of multinational enterprises and decision-making in the international environment.

BADM 632 - Advanced Human Resource Management

Credit(s): 3 hours
This course is the study of contemporary topics related to effective management of human resources, and emphasizes in- depth research and analysis of the interrelationship of the human resource function in a dynamic business environment.

BADM 690 - Special Projects in Business and Related Subjects

Credit(s): 3 hours
This course is designed to allow students to conduct in-depth investigation, research, and analysis of current topics or specialized study in a specific area of business. Special Projects may be retaken under different subtopics for a cumulative total of six (6) hours.

- Other 500 or 600-level business electives

General MBA with Emphasis: 37 Credit Hours

- Core Courses: 21 Credit Hours
- Emphasis: 15 Credit Hours
- Capstone: 1 Credit Hour

The MBA concentration curriculum is comprised of fifteen (15) credit hours within a concentration, twenty-one (21) hours of core required credit hours and one (1) additional credit hour for a Capstone styled course or Applied Learning Practicum.

Content Emphases: 15 Credit Hours

Fifteen credit hours are earned in courses in one of the following emphases: Accounting, Blockchain, Business Analytics, Entrepreneurship, Healthcare Administration, Information Technology, Marketing, Project Management, Public Administration, or Strategic Management.

Content Emphases are taken in place of the Business Electives listed above.

Accounting

BACC 537 - Taxation of Business Entities

Credit(s): 3 hours
This course focuses on a study of business entity taxation and the tax laws governing corporate taxpayers and their shareholders (who may or may not be individuals). Transactions and issues associated with taxation of entities such as regular C corporations, S corporations, limited liability companies, partnerships, and others.

BACC 539 - Advanced Accounting Information Systems & Analytics

Credit(s): 3 hours
This course focuses on advanced study topics in accounting information systems. Within the course, there will be a comprehensive discussion and analysis of how technology supports the accounting process. By the end of this course, students will be able to incorporate modeling technologies in making decisions within the accounting profession and utilize information technologies to analyze, design and implement accounting information systems. They will also develop an understanding of security risks, internal controls, emerging accounting technology, and data analytics with visualizations within an Accounting Information System (AIS).

BACC 632 - Advanced Governmental and Not-for-Profit Accounting

Credit(s): 3 hours
This course provides for an advanced, intensive study of the accounting and financial reporting procedures for governmental and not-for-profit entities.

BACC 635 - Advanced Accounting Theory

Credit(s): 3 hours
This course is an intensive study of recent developments, research, and literature in accounting theory. A focus of this course is critical analysis of current and emerging issues in accounting practice and theory as reflected in accounting literature.

BACC 637 - Tax Research and Practice

Credit(s): 3 hours
This course expands on concepts related to the federal income tax system as it applies to individuals, corporations, S corporations, partnerships, limited liability organizations, estates/trusts, and not-for-profit organizations. Research of tax issues is an emphasis of the course.

BACC 638 - Advanced Assurance Services

Credit(s): 3 hours
This course focuses on advanced study of selected topics in auditing and assurance services. Internal/external auditing, the impact of the Sarbanes-Oxley Act, and risk assessment will be addressed. This course will include an examination of current academic literature relevant to auditing and assurance services.

BACC 690 - Special Projects in Accounting and Related Subjects

Credit(s): 3 hours
This course is designed to allow students to conduct in depth investigation, research, and analysis of current topics or specialized study in accounting. The course may be retaken under different subtopics for a cumulative total of 6 hours.

Blockchain

BLCN 531 - Introduction to Blockchain and Cryptocurrencies

Credit(s): 3 hours
This course explores the fundamentals of the public, transparent, secure, immutable and distributed database called Blockchain. Blockchains can be used to record and transfer any digital asset not just currency. This course will introduce students to the workings and applications of this new technology. Its potential impact on financial services, government, banking, contracting, and identity management will be discussed. This course provides the background necessary to be able to separate fact from fiction when reading claims about Bitcoin and other cryptocurrencies. Presents conceptual foundations required to engineer secure software that interacts with the Bitcoin network. Integrates ideas from Bitcoin and other cryptocurrencies in applied learning projects.

BLCN 532 - Blockchain Development

Credit(s): 3 hours
This course introduces blockchain on the practical level. The student will get a detailed picture of the components and structures of blockchain business networks, such as ledgers, smart contracts, consensus, certificate authorities, security, roles, transaction processes, participants, and fabrics. The student will also receive experience working with a blockchain to model, build, and test a business network that can query a ledger through programming. Finally, the student will learn how to create a blockchain network.

BLCN 533 - Finance and Blockchain

Credit(s): 3 hours
This course covers digital currencies, Blockchains, cryptographic tokens, and related topics in the FinTech (Financial/Technical) area, perhaps the most significant innovation in the financial world since the advent of doubleentry bookkeeping centuries ago. The technology appears to represent an existential challenge for major parts of the finance industry. It is now commonly suggested by experts that commercial banks and stock exchanges may no longer exist, or may become much smaller, within the next 10 to 20 years, with increasing volumes of payments and exchange taking place on a peer to peer basis. New financing channels such as initial coin offerings have the potential to upend segments of entrepreneurial finance.

BLCN 534 - Fundamentals of Database Systems

Credit(s): 3 hours
Emphasis on the concepts and structures necessary to design and implement a database management system. Topics covered will include data models, normalization, query facilities, file and index organization, security, and database programming. (Course currently taught as BUAN 674)

BLCN 535 - Cryptography

Credit(s): 3 hours
The course examines methods and techniques for concealing data for security purposes. Cryptography plays a major role in securing blockchain technologies. Topics covered will include cryptographic techniques, approaches and technologies. (Course currently taught as ISOL 535)

BLCN 631 - Blockchain Implementation

Credit(s): 3 hours
This course will provide an overview of the structure and mechanism of Bitcoin, Ethereum, Hyperledger and multichain blockchain platforms. The student will learn to setup his/her own private blockchain and deploy smart contracts on Ethereum. The student will also learn to deploy the business network using Hyperledger Composer and be able to setup a private multi-chain environment.
Prerequisite(s): BLCN 531

BLCN 632 - Data Mining

Credit(s): 3 hours
The goal of the course is to introduce students to the current theories, practices, tools and techniques in data mining. Because many topics and concepts in data mining are learned most efficiently through hands-on work with data sets, we will spend time with software analyzing and mining data. The goal is to gain a better understanding of how data mining

is applied and what is involved in data mining projects. (Course currently taught as ITS 632)

BLCN 633 - Global Marketing and Blockchain Technology

Credit(s): 3 hours
This course will research how leveraging high "Velocity" data - such as data from mobile devices - has unearthed knowledge that has helped firms better understand their customers. The significant potential of high "Variety" data - data that is unstructured in the form of text, images, videos, and so on - to make better predictions has been documented in numerous academic studies. Blockchain technology will be used to address the limitation of issues related to the accuracy, reliability, and transparency of the data itself.

BLCN 634 - Human Resource Management and Blockchain

Credit(s): 3 hours
This course will explore how HR will be disrupted by Blockchain technologies. Current disruptions include HR solutions moving to subscription-based models on cloud platforms; organizations emphasizing mobile-first strategies; and employees expect consumer-grade digital services.

BLCN 636 - Legal & Regulatory Framework of Blockchain

Credit(s): 3 hours
This course is developed for high level business people (and those on their way) who want a broad understanding of the legal and regulatory frameworks being developed around blockchain technology. This course will empower business leaders to understand how governments are approaching and potentially regulating the usage of blockchain technology. Students will gain an understanding of how the US Federal government/regulatory agencies, state governments and the governments of foreign nations are treating the implementation of blockchain technology and cryptocurrencies. This course is not a deep legal curriculum, but rather is focused on helping executives grasp the basics of the legislative and regulatory processes specific to the emerging technology.

*BLCN 535 - Cryptography currently taught as ISOL 535 - Cryptography

**BLCN 632 - Data Mining currently taught as ITS 632 - Introduction to Data Mining

*** BLCN 534 - Fundamentals of Database Systems currently taught as BUAN 674 - Database Management Systems for Business Analytics

****All online students who are seeking to earn this degree must take this course in lieu of INTR 599, in addition to meeting all program degree requirements. Executive format students can substitute the required INTR 599 course in lieu of this course as part of their program degree requirements.

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Business Analytics

BUAN 673 - Data Exploration & Visualization

Credit(s): 3 hours
This course covers the fundamentals of data exploration and visualization. Students in this course will learn basic concepts of information visualization and exploratory data analysis techniques. The course explores basic techniques for getting data into a usable format and presenting it visually using various analytical tools. Students will analyze large datasets and effectively communicate their analyses through visualizations. Students will also learn basic visualization design and evaluation principles to create meaningful quantitative and qualitative data displays. No experience in programming is required.

Learning Outcomes:

Upon completion of this course, students should be able to:

- Understand the foundation and characteristics of data.
- Develop an understanding of the processes, methodologies, and tools used to transform data into useful information to inform business decisions and actions.
- Assess data quality, transform data into a usable format, and compile and communicate analyses in persuasive visual reports.
- Select the graphical formats and suitable visualization techniques for a given problem.

BUAN 674 - Database Management Systems for Business Analytics

Credit(s): 3 hours
The course examines the principles of design and functions of Relational Database Management Systems (DBMS), focusing on business domains and business data analytics applications. Topics include database design principles, entity-relationship diagrams, analyzing databases evolution of Database Management systems, Entity Relationships Modeling, Design of a Relational Model, Database Integrity Rules,

Normalization of Database Tables, Data Warehouse, Data Mining, and Database Administration.

Learning Outcomes:

Upon completion of this course, students should be able to:

- Understand the core principles, concepts, and applications of DBMS, focusing on business domains.
- Understand relational data models and their applications and interactions with current data management systems.
- Create conceptual database models using entity-relationship.
- Design data structures limiting redundancy and enforcing data integrity while conforming to organizational requirements.
- Design data models for querying databases and transforming data into useful information to inform business decisions and actions.

BUAN 675 - Business Intelligence and Data Mining

Credit(s): 3 hours
This course is designed to equip students with a practical understanding of the core business intelligence and data mining concepts and techniques and the application of these concepts and techniques to real-world business problems. The course will focus on extracting business intelligence by leveraging large, complex data structures with practical business applications. The hands-on projects emphasize the "know-how" aspect - extracting and applying business intelligence to improve business decision-making.

Learning Outcomes:

Upon completion of this course, students will be able to.

- Apply key quantitative techniques in data mining and business intelligence for analyzing and improving business operations.
- Differentiate, design, and assess various business intelligence (BI) and data mining models.
- Identify and translate real-world business problems into BI and data mining problems.
- Use existing data retrieval and manipulation tools for data/information extraction and enterprise reporting.
- Select an appropriate data mining technique for a specific problem.

BUAN 676 - Business Analytics for Decision Making

Credit(s): 3 hours
This course introduces the fundamentals of data model tools and methods. The emphasis will be on modeling and evaluating uncertainty, understanding the nature of decision-making, efficiently using data and limited information, simulating complex systems, and optimally allocating resources. Students will develop good judgment and the ability to formulate, analyze, and solve managerial problems.

Learning Outcomes:

Upon completion of this course, students will be able to.

- Use the most popular statistical data collection, analysis, and reporting techniques.
- You will be proficient at formatting quantitative information to present to decision-makers.
- Identify and apply important quantitative methods developed in statistics and optimization that are commonly used to solve business-related problems.
- Perform skilled statistical data analysis, summarization, and interpretation of datasets using analytical software.
- Utilize appropriate optimization methods on data to analyze decision outcomes in business environments.

MSAI 599 - Transforming Business with Artificial Intelligence

Credit(s): 3 hours
This course requires students to apply the skills and knowledge developed during the program to create an Artificial Intelligence transformation strategy for an organization.

Learning Objectives

•Learn how to view AI as a tool and not a goal

•Learn how to find AI applications that are particularly well matched to your business strategy

•Learn how to prioritize AI implementation based on risk vs. reward

•Learn how to create a long-term strategy for AI adoption

•Learn how to address AI-specific risks

Entrepreneurship

BADM 631 - Managing in a Global Environment

Credit(s): 3 hours
This course provides a study of the involvement of American firms in the international community with special emphasis on the impact of foreign competition on domestic markets, management of multinational enterprises and decision-making in the international environment.

BADM 632 - Advanced Human Resource Management

Credit(s): 3 hours
This course is the study of contemporary topics related to effective management of human resources, and emphasizes in- depth research and analysis of the interrelationship of the human resource function in a dynamic business environment.

BADM 643 - Sales and Customer Relationship Management

Credit(s): 3 hours
This course provides for an advanced study of sales force issues and the management of the overall customer relationship effort in an organization. Emphasis is placed on identifying approaches for making decisions that lead to a more customer-centric business model. This course serves as an elective for students pursuing the MBA Entrepreneurship Emphasis.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of the Graduate School of Business

BADM 644 - New Venture Development

Credit(s): 3 hours
This course is designed to provide the knowledge and skills necessary to launch a business or social venture. There are three components of the course: (1) Feasibility
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of Graduate School of Business

BADM 645 - Strategic Leadership

Credit(s): 3 hours
This course provides for the study of leadership issues and constructs required for managers. Emphasis is placed on negotiation, conflict resolution, mediation, communication, ethical reasoning, problem-solving, and decisionmaking.

BADM 648 - Entrepreneurial Strategy

Credit(s): 3 hours
This course provides for an advanced study of entrepreneurial strategy formulation. Emphasis in the course is the development of a comprehensive business plan. This course serves as an elective for students pursuing the MBA Entrepreneurship Emphasis.

Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of Graduate School of Business

BADM 694 - Special Projects in Entrepreneurship and Related Subjects

Credit(s): 3 hours
This course is designed to allow students to conduct in depth investigation, research, and analysis of current topics or specialized study in entrepreneurship. The course may be retaken under different subtopics for a cumulative total of 6 hours.

Healthcare Administration

BACC 661 - Healthcare Accounting

Credit(s): 3 hours
This course focuses on the application of accounting and financial management concepts to healthcare organizations. This course serves as an elective for students pursuing the MBA Healthcare Administration Emphasis.

BADM 662 - Customer Satisfaction Measurement

Credit(s): 3 hours
This course provides for a comprehensive study in determining how to measure customer satisfaction. In this course, students will present customer satisfaction strategies which are consistent with an organization's broader goals. This course serves as an elective for students pursuing the MBA Healthcare Administration and Marketing Emphases.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of the Graduate School of Business

BADM 663 - Healthcare Marketing

Credit(s): 3 hours
This course is designed to provide knowledge of the following issues relevant to healthcare marketing: 1) Nature of healthcare markets; 2) Concept of strategic marketing of healthcare organizations; 3) Marketing strategy and planning tools in the healthcare setting; 4) Healthcare customers and consumer behavior; 5) Application of 4Ps of marketing to healthcare marketing; and 6) Research in healthcare marketing. This course serves as an elective for students pursuing the MBA Healthcare Administration and Marketing Emphases.

BADM 664 - Healthcare Finance

Credit(s): 3 hours
This course focuses on the application of finance theory, principles, and concepts to healthcare organizations. This course serves as an elective for students pursuing the MBA Healthcare Administration Emphasis.

Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of Graduate School of Business

BADM 665 - Healthcare Policy and Economics

Credit(s): 3 hours
This course applies general theoretical principles of economics to the healthcare sector. The basic approach is to recognize the importance of scarcity and incentives, allowing for differences particular to healthcare. The demand and the supply for health and medical care are examined theoretically and practically. In addition, the competitiveness of these markets, the relationship with health insurance and the role of government are explored. A focus of the course is decisions made by consumers, providers (physicians, hospitals), insurers, or the government in the area of healthcare. This course serves as an elective for students pursuing the MBA Healthcare Administration Emphasis.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of Graduate School of Business

BADM 667 - Legal and Ethical Issues in Healthcare Administration

Credit(s): 3 hours
This course addresses the legal aspects, code of ethics and policy issues relevant to healthcare. Emphases of the course include confidential communications, advanced directives, consents, professional liability, medical malpractice, release of information, case studies, and the professional code of ethics for medical professionals. The course includes discussion relevant to concepts of professional credentialing and responsibility, liability, and working within legal/ethical boundaries. This course serves as an elective for students pursuing the MBA Healthcare Administration Emphasis.

BADM 668 - Strategic Management in Healthcare Administration

Credit(s): 3 hours
In this capstone course, students will synthesize and apply concepts learned in the Healthcare Administration concentration. The focus of this course requires case analysis to integrate the components of organizational strategy development and execution. Using the provided healthcare case study, students will assess the situation, identify the problem, and develop strategic alternatives in order to recommend a proposed solution. This course serves as an elective for students pursuing the MBA Healthcare Administration Emphasis.

BADM 670 - Digital Health and Analytics

Credit(s): 3 hours
This course introduces students to digital health and analytics aimed to improve patient care outcomes and enhance health delivery system performance. Specific topics will include: an overview of the digital health concepts and related terminologies, data standards, health data security and confidentiality, clinical decision support systems,

population health analytics, big data analytics, consumer health informatics, emerging digital health innovations and applications, and other topics related to digital health and analytics. Course learning objectives and critical core competency skills are achieved using various learning methods, including lectures, discussion questions, participation, written assignments such as experiential-based case studies, and a comprehensive final project.

BADM 696 - Special Projects in Healthcare Administration and Related Subjects

Credit(s): 3 hours
This course is designed to allow students to conduct in depth investigation, research, and analysis of current topics or specialized study in healthcare administration. The course may be retaken under different subtopics for a cumulative total of 6 hours.

Information Technology

BUAN 678 - Emerging Technologies and Digital Innovation

Credit(s): 3
This course explores cutting-edge technologies that are transforming the business landscape and offers a strategic perspective on their adoption and impact. Students will examine innovations such as artificial intelligence, blockchain, cloud computing, Internet of Things (IoT), and edge computing, with a focus on their business applications, risks, and opportunities. Through case studies and real-world examples, students will assess how emerging technologies drive competitive advantage, disrupt traditional industries, and reshape organizational strategy. The course emphasizes innovation management, technology adoption models, and the role of IT leaders in navigating digital transformation.

ITS 530 - Analyzing and Visualizing Data

Credit(s): 3 hours
This course is intended to introduce students to modern programs and technologies that are useful for organizing, manipulating, analyzing, and visualizing data. We start with an overview of the R language, which will become the foundation for your work in this class. Then we'll move on to other useful tools, including working with regular expressions, basic UNIX tools, XML, and SQL.

ITS 531 - Business Intelligence

Credit(s): 3 hours
This course covers theories and applications of business analytics. The focus is on extracting business intelligence from firms' business data for various applications, including (but not limited to) customer segmentation, customer relationship management (CRM), personalization, online recommendation systems, web mining, and product assortment. The emphasis is placed on the 'know-how'

ITS 535 - System Analysis and Design

Credit(s): 3 hours
This course provides a detailed overview of system analysis and design methodologies. You will examine techniques to develop systems more efficiently, such as the system development life cycle (SDLC) and other processes. System requirements, functional design, display, and end-of-project conclusions and analysis are studied and practiced through a variety of activities.

ITS 538 - Database Systems

In this course, you will learn about the basic models and capabilities of standard database management systems (DBMS) packages. Included in the course is an overview of database principles, file-level models, data-level models, operation. The course also emphasizes implementation, maintenance and security considerations. You will study and use methods of DBMS selection and evaluation to implement the design for your proposed database project solution.

Marketing

BADM 643 - Sales and Customer Relationship Management

Credit(s): 3 hours
This course provides for an advanced study of sales force issues and the management of the overall customer relationship effort in an organization. Emphasis is placed on identifying approaches for making decisions that lead to a more customer-centric business model. This course serves as an elective for students pursuing the MBA Entrepreneurship Emphasis.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of the Graduate School of Business

BADM 644 - New Venture Development

Credit(s): 3 hours
This course is designed to provide the knowledge and skills necessary to launch a business or social venture. There are three components of the course: (1) Feasibility
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of Graduate School of Business

BADM 655 - Advanced Brand Management

Credit(s): 3 hours
As products, pricing, promotion, and distribution increasingly become commodities, the new competitive arena is brand value, which creates long-term profitable brand relationships. Building brand equity involves managing brands within the context of other brands, as well as managing brands over multiple categories, over time, and across

multiple market segments. This course is designed to provide the knowledge and skills necessary to build, measure, and manage a brand. This course serves as an elective for students pursuing the MBA Marketing Emphasis.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of the Graduate School of Business

BADM 656 - Business-to-Business (B2B) Marketing

Credit(s): 3 hours
This course is designed to provide in-depth study of issues related to industrial or business-to-business marketing. Many B2B marketing executives indicate that many traditional marketing concepts and principles do not apply in B2B. B2B marketing requires a unique set of marketing concepts and principles versus consumer marketing. Another focus of the course will address a major difference between consumer and business-to-business marketing, namely the amount of people involved in the sale: from both the seller's firm and the purchasing firm. In consumer selling, the user is generally the purchaser. In B2B marketing, both the selling firm and the buying firm includes members of other disciplines (engineering, transportation, warehousing, finance, and others) from the beginning of the process to the time of actual purchase. The addition of these people fosters strong ties between the two firms but also lengthens the time and complexity of the sale.

BADM 657 - Logistics and Supply Chain Management (SCM)

Credit(s): 3 hours
In this course, students will understand that successful Supply Chain Management (SCM) requires cross-functional integration of key business processes within the firm and across the network of firms that comprise the supply chain. The challenge is to determine how to successfully accomplish this integration. In this course, the distinction between logistics and supply chain management is identified and a framework for SCM is presented. Class time is also devoted to each of the eight supply chain processes. This course serves as an elective for students pursuing the MBA Marketing Emphasis.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of the Graduate School of Business

BADM 658 - Marketing Decision-Making & Analytics

Credit(s): 3 hours
The overarching purpose of this course is to orient students to the systematic use of data and state-of-the-art marketing analytics tools to solve real-world marketing problems that add value to an organization's marketing and growth efforts. By the end of this course, students will develop a sufficient understanding of the framework, processes, methodologies, and analytical tools used to transform marketing data into useful information to make strategic marketing decisions. Students will also gain hands-on experience in data-driven approaches to make data-driven marketing decisions.

BADM 662 - Customer Satisfaction Measurement

Credit(s): 3 hours
This course provides for a comprehensive study in determining how to measure customer satisfaction. In this course, students will present customer satisfaction strategies which are consistent with an organization's broader goals. This course serves as an elective for students pursuing the MBA Healthcare Administration and Marketing Emphases. Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of the Graduate School of Business

BADM 663 - Healthcare Marketing

Credit(s): 3 hours
This course is designed to provide knowledge of the following issues relevant to healthcare marketing: 1) Nature of healthcare markets; 2) Concept of strategic marketing of healthcare organizations; 3) Marketing strategy and planning tools in the healthcare setting; 4) Healthcare customers and consumer behavior; 5) Application of 4Ps of marketing to healthcare marketing; and 6) Research in healthcare marketing. This course serves as an elective for students pursuing the MBA Healthcare Administration and Marketing Emphases.

BADM 695 - Special Projects in Marketing and Related Subjects

Credit(s): 3 hours
This course is designed to allow students to conduct in depth investigation, research, and analysis of current topics or specialized study in marketing. The course may be retaken under different subtopics for a cumulative total of 6 hours.

Project Management

BADM 623 - Project Management Processes

Credit(s): 3 hours
This course provides for a scholarly study of project management and is a foundational overview of the discipline through the processes of the "project life cycle". Students will learn about project management in its entirety from the initiation of the project to its closing, and will examine all "knowledge areas" as noted in PMBOK, a leading source in the field of project management. This course serves as one of the requirements for students pursuing the MBA with a concentration in project management or the M.S. in Project Management. This course will also serve as an informational guide for students seeking professional certification in project management areas as offered by PMI (Project Management Institute).

BADM 627 - Project Risk and Quality Management

Credit(s): 3 hours
This course is designed to provide students with a study of two vital areas of knowledge within project management (PM): Project Risk Management and Project Quality Management. Students will learn how to assess, address, and manage risk in order to attain project success and avoid project failure. Students will also learn the importance of project quality through the utilization of project quality tools and quality management planning. This study involves applicable quality concepts that aid in the planning, managing, and controlling of processes. This course is essential for aspiring project managers and will provide the risk management and quality management tools that are needed for effective project management.

BADM 628 - Project Human Resource and Stakeholder Management

Credit(s): 3 hours
This course is designed to address the management of human resources and stakeholders within the framework of projects and their life cycles. While other knowledge areas within project management may often times provide concrete solutions and predictable outcomes, nothing can be more elusive to a project manager than the ability to plan projects where human resource capital and stakeholders are to be identified, selected, analyzed, communicated with, assigned roles, and managed. Project success depends on appropriate human resource allocation and full stakeholder engagement. This course will provide students with the processes and mechanisms to accomplish those same goals.

BADM 633 - Planning the Project

Credit(s): 3 hours
This course examines topics in project management with specific attention to issues and skills of project planning.

BADM 634 - Initiating the Project

Credit(s): 3 hours
This course examines topics in project management with specific attention to issues and skills of project initiation.

BADM 635 - Executing the Project

Credit(s): 3 hours
This course examines topics in project management with specific attention to issues and skills of project execution.

BADM 636 - Monitoring/Controlling and Closing the Project

Credit(s): 3 hours
This course examines topics in project management with specific attention to issues and skills of project monitoring, controlling, and closing.

BADM 637 - Strategic Application in Project Management

Credit(s): 3 hours
This course examines topics in project management with specific attention to issues and skills that managers needs to effectively manage multiple projects. The course overviews/reviews key concepts of project management through the case study method.
Prerequisite(s): BADM 633, BADM 634, BADM 635, BADM 636

Public Administration

BUPA 660 - Fundamentals of Public Administration

Credit(s): 3 hours
The Fundamentals of Public Administration course provides a comprehensive introduction to the key principles, practices, and challenges in the field of public administration. Participants will gain a deep understanding of the unique aspects of managing public organizations, navigating government structures, and addressing the complex issues that arise in the public sector. It provides an understanding of the history, theories and concepts of public administration within governmental organizations with a specific focus on state and local management units and how these are relative to the management and operations of a public enterprise organization.

BUPA 661 - Public Enterprise Systems

Credit(s): 3 hours
The course is designed to equip students with the knowledge and skills necessary to effectively manage and run corporations that are wholly or partially owned or created by government entities. This course delves into the unique challenges and opportunities associated with public enterprises, exploring the intersection of business principles and public administration. The course will explore the similarities and differences between managing a public enterprise versus a governmental agency or private business. Varying case studies will be examined related to transportation, utilities and other public enterprise systems to provide a broad understanding of the nature of managing these hybrid organizations.

BUPA 662 - Emergency Management & Continuity of Operations

Credit(s): 3 hours
The course will provide students with the understanding of the National Incident Management System (NIMS) and the Incident Command Structure (ICS) in relation to emergency planning, response and recovery. Public entities and public enterprise systems participate in many emergency planning and response processes either independently, as part of critical infrastructure, or as part of collaborative efforts with other governmental bodies and agencies. Completion of the course will provide the student with the

knowledge to satisfactorily complete the ICS, 100, 200, 700 and 800 exams through the FEMA Emergency Management Institute.

BUPA 663 - Administrative Law & Regulatory Processes

Credit(s): 3 hours
The course is designed to equip students with a practical understanding of the legislative law-making process and the administrative rule-making process that may impact public agencies and organizations. Students will be able to understand the governmental mechanisms and oversight that control the operations and management of public enterprises.

BUPA 664 - Public Sector Budgeting

Credit(s): 3 hours
The course is designed to provide students with a comprehensive understanding of budgeting methodologies utilized in the public sector and how they relate to private sector budgeting methodologies. The course explores the intricacies of budget development, implementation, and analysis, with a focus on the unique challenges and opportunities that arise in different organizational settings.

Strategic Management

BADM 624 - Competitive Strategy

Credit(s): 3 hours
This course is designed to provide the core concepts and frameworks for competitive strategy. The course is designed around two main questions: (1) Why are some companies more successful than others; and (2) what can we learn from their experiences to identify key drivers of superior performance?

BADM 625 - Mergers and Acquisitions

Credit(s): 3 hours
This course explores mergers and acquisitions as a viable mode of corporate development. The emphasis of this course is the comprehensive framework for executing mergers and acquisitions from initiation to implementation.

BADM 626 - Management Consulting

Credit(s): 3 hours
This course is designed to provide a framework for the management consulting profession. Emphasis is placed on developing proficiencies in a range of skills required to

practice consulting. In this course, students will become familiar with the typical phases in a consulting project.

BADM 631 - Managing in a Global Environment

Credit(s): 3 hours
This course provides a study of the involvement of American firms in the international community with special emphasis on the impact of foreign competition on domestic markets, management of multinational enterprises and decision-making in the international environment.

BADM 632 - Advanced Human Resource Management

Credit(s): 3 hours
This course is the study of contemporary topics related to effective management of human resources, and emphasizes in- depth research and analysis of the interrelationship of the human resource function in a dynamic business environment.

BADM 645 - Strategic Leadership

Credit(s): 3 hours
This course provides for the study of leadership issues and constructs required for managers. Emphasis is placed on negotiation, conflict resolution, mediation, communication, ethical reasoning, problem-solving, and decisionmaking.

BADM 692 - Special Projects in Strategic Management

Credit(s): 3 hours
This course is designed to allow students to conduct in depth investigation, research, and analysis of current topics or specialized study in strategic management. The course may be retaken under different subtopics for a cumulative total of 6 hours.

Business Analytics, M.S.

The Master of Science in Business Analytics is designed to equip students with practical knowledge of data analytics and a full range of state-of-the-art business analytics tools and techniques with relevant industry context for data-driven decision-making. The cutting-edge curriculum provides the foundation to apply business and data analytics to the rapidly changing business and industry challenges that business professionals encounter throughout their careers.

Learning Outcomes:

- Students will develop the analytics skills to collect, visualize, and analyze data to support business decision-making.

- Students will gain hands-on experience with state-of-the-art business analytics tools and innovative techniques and their applications across multiple business disciplines.
- Students will gain experience working in a team setting and develop the interpersonal skills required to communicate effectively, interact, and work in today's rapidly changing business environment.
- Students will learn to incorporate ethical reasoning skills and behavior to make sound, data-driven recommendations and decisions.
- Students will be able to conduct rigorous research and apply research-based strategies that integrate theory and practical applications across business functional areas in the context of overall business operations.

The Master of Science in Business Analytics is comprised of eighteen (18) credit hours of core required credit hours, twelve (12) credit hours of electives, and one (1) additional credit hour for a capstone-styled course or Applied Learning Practicum.

Course Requirements: 31 Credit Hours

BUAN 673 - Data Exploration & Visualization

Credit(s): 3 hours
This course covers the fundamentals of data exploration and visualization. Students in this course will learn basic concepts of information visualization and exploratory data analysis techniques. The course explores basic techniques for getting data into a usable format and presenting it visually using various analytical tools. Students will analyze large datasets and effectively communicate their analyses through visualizations. Students will also learn basic visualization design and evaluation principles to create meaningful quantitative and qualitative data displays. No experience in programming is required.

Learning Outcomes:

Upon completion of this course, students should be able to:

- Understand the foundation and characteristics of data.
- Develop an understanding of the processes, methodologies, and tools used to transform data into useful information to inform business decisions and actions.
- Assess data quality, transform data into a usable format, and compile and communicate analyses in persuasive visual reports.
- Select the graphical formats and suitable visualization techniques for a given problem.

BUAN 674 - Database Management Systems for Business Analytics

Credit(s): 3 hours
The course examines the principles of design and functions of Relational Database Management Systems (DBMS), focusing on business domains and business data analytics applications. Topics include database design principles, entity-relationship diagrams, analyzing databases evolution of Database Management systems, Entity Relationships Modeling, Design of a Relational Model, Database Integrity Rules, Normalization of Database Tables, Data Warehouse, Data Mining, and Database Administration.

Learning Outcomes:

Upon completion of this course, students should be able to:

- Understand the core principles, concepts, and applications of DBMS, focusing on business domains.
- Understand relational data models and their applications and interactions with current data management systems.
- Create conceptual database models using entity-relationship.
- Design data structures limiting redundancy and enforcing data integrity while conforming to organizational requirements.
- Design data models for querying databases and transforming data into useful information to inform business decisions and actions.

BUAN 675 - Business Intelligence and Data Mining

Credit(s): 3 hours
This course is designed to equip students with a practical understanding of the core business intelligence and data mining concepts and techniques and the application of these concepts and techniques to real-world business problems. The course will focus on extracting business intelligence by leveraging large, complex data structures with practical business applications. The hands-on projects emphasize the "know-how" aspect - extracting and applying business intelligence to improve business decision-making.

Learning Outcomes:

Upon completion of this course, students will be able to.

- Apply key quantitative techniques in data mining and business intelligence for analyzing and improving business operations.
- Differentiate, design, and assess various business intelligence (BI) and data mining models.
- Identify and translate real-world business problems into BI and data mining problems.

- Use existing data retrieval and manipulation tools for data/information extraction and enterprise reporting.
- Select an appropriate data mining technique for a specific problem.

BUAN 676 - Business Analytics for Decision Making

Credit(s): 3 hours
This course introduces the fundamentals of data model tools and methods. The emphasis will be on modeling and evaluating uncertainty, understanding the nature of decision-making, efficiently using data and limited information, simulating complex systems, and optimally allocating resources. Students will develop good judgment and the ability to formulate, analyze, and solve managerial problems.

Learning Outcomes:

Upon completion of this course, students will be able to.

- Use the most popular statistical data collection, analysis, and reporting techniques.
- You will be proficient at formatting quantitative information to present to decision-makers.
- Identify and apply important quantitative methods developed in statistics and optimization that are commonly used to solve business-related problems.
- Perform skilled statistical data analysis, summarization, and interpretation of datasets using analytical software.
- Utilize appropriate optimization methods on data to analyze decision outcomes in business environments.

BUAN 677 - Capstone - Business Integrative Analytics

Credit(s): 3 hours
The capstone course provides opportunities to analyze and offer solutions for a multitude of business challenges. The course requires a definition of a problem, an analysis of options, and a comprehensive presentation of findings and solutions. Students will enhance their data analytics skills by applying the advanced quantitative and qualitative skills needed to effectively leverage data to solve business challenges and fuel innovation. Students will also be able to develop real-world analysis, including data collection, analysis, modeling, evaluation, and presentation skills.

Learning Outcomes:

Upon completion of this course, students will be able to.

- Analyze real-world scenarios utilizing appropriate analytical tools.
- Utilize data to evaluate and solve business problems to support business decision-making.
- Develop the ability to formulate and communicate various business strategies that position a firm most favorably in relation to competition to enhance industry attractiveness.
- Develop the ability to apply ethical reasoning skills and behavior to ethical issues arising from strategy formulation and implementation in business analytics.

MSAI 511 - Introduction to Artificial Intelligence

Credit(s): 3 hours
This course is an introduction to Artificial Intelligence for business leaders. The course will teach the fundamentals of Artificial Intelligence from a managerial perspective. It will provide examples of the potential AI offers to a company.

Learning Objectives:

•The meaning behind common AI terminology, including neural networks, machine learning, deep learning, and data science

•The capabilities of AI

•How to spot opportunities to apply AI to problems in an organization

•Introduction to creating machine learning projects

•Building an AI strategy for a company•Ethical implications of using AI

AND

BADM 699 - Capstone

Credit(s): 1 hour
This capstone course is designed to give students an opportunity to integrate and apply knowledge acquired over their entire discipline of study to develop an academic paper or project on a practical business need or business-related problem that contributes to the professional body of knowledge of business and improves business practice. The course

will assess students' overall learning experience and intellectual growth in their program of study. Course should be taken during the final semester of study.

- OR

INTR 599 - Applied Learning Practicum

Credit(s): 1 hour
This course provides students enrolled in a master's program an opportunity to apply professional applications to their respective academic coursework. The Applied Learning Practicum can be either a practicum or internship in an area directly related to the student's course of study, or a project conducted in collaboration with program faculty applying coursework to a professional setting. Through this course, the University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. The course will be repeated in each semester of student enrollment. As an integral part of the executive formatted programs, this course is required every semester in which a student is taking courses.

Notes:

*All online students who are seeking to earn this degree must take this course in lieu of INTR 599, in addition to meeting all program degree requirements. Executive format students can substitute the required INTR 599 course in lieu of this course as part of their program degree requirements.

** Executive format programs have an applied learning component (internship or practicum) that is an integral and essential part of the established curriculum. Due to the applied learning component required for the degree program, Executive format students must enroll in INTR every term of enrollment.

Required Electives: Choose 12 Credit Hours

BACC 539 - Advanced Accounting Information Systems & Analytics

Credit(s): 3 hours
This course focuses on advanced study topics in accounting information systems. Within the course, there will be a comprehensive discussion and analysis of how technology supports the accounting process. By the end of this course, students will be able to incorporate modeling technologies in making decisions within the accounting profession and utilize information technologies to analyze, design and implement accounting information systems. They will also develop an understanding of security risks, internal controls, emerging accounting technology, and data analytics with visualizations within an Accounting Information System (AIS).

BADM 624 - Competitive Strategy

Credit(s): 3 hours
This course is designed to provide the core concepts and frameworks for competitive strategy. The course is designed around two main questions: (1) Why are some companies more successful than others; and (2) what can we learn from their experiences to identify key drivers of superior performance?

BADM 657 - Logistics and Supply Chain Management (SCM)

Credit(s): 3 hours
In this course, students will understand that successful Supply Chain Management (SCM) requires cross-functional integration of key business processes within the firm and across the network of firms that comprise the supply chain. The challenge is to determine how to successfully accomplish this integration. In this course, the distinction between logistics and supply chain management is identified and a framework for SCM is presented. Class time is also devoted to each of the eight supply chain processes. This course serves as an elective for students pursuing the MBA Marketing Emphasis.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of the Graduate School of Business

BADM 658 - Marketing Decision-Making & Analytics

Credit(s): 3 hours
The overarching purpose of this course is to orient students to the systematic use of data and state-of-the-art marketing analytics tools to solve real-world marketing problems that add value to an organization's marketing and growth efforts. By the end of this course, students will develop a sufficient understanding of the framework, processes, methodologies, and analytical tools used to transform marketing data into useful information to make strategic marketing decisions. Students will also gain hands-on experience in data-driven approaches to make data-driven marketing decisions.

BADM 662 - Customer Satisfaction Measurement

Credit(s): 3 hours
This course provides for a comprehensive study in determining how to measure customer satisfaction. In this course, students will present customer satisfaction strategies which are consistent with an organization's broader goals. This course serves as an elective for students pursuing the MBA Healthcare Administration and Marketing Emphases.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of the Graduate School of Business

BADM 668 - Strategic Management in Healthcare Administration

Credit(s): 3 hours
In this capstone course, students will synthesize and apply concepts learned in the

Healthcare Administration concentration. The focus of this course requires case analysis to integrate the components of organizational strategy development and execution. Using the provided healthcare case study, students will assess the situation, identify the problem, and develop strategic alternatives in order to recommend a proposed solution. This course serves as an elective for students pursuing the MBA Healthcare Administration Emphasis.

BADM 670 - Digital Health and Analytics

Credit(s): 3 hours
This course introduces students to digital health and analytics aimed to improve patient care outcomes and enhance health delivery system performance. Specific topics will include: an overview of the digital health concepts and related terminologies, data standards, health data security and confidentiality, clinical decision support systems, population health analytics, big data analytics, consumer health informatics, emerging digital health innovations and applications, and other topics related to digital health and analytics. Course learning objectives and critical core competency skills are achieved using various learning methods, including lectures, discussion questions, participation, written assignments such as experiential-based case studies, and a comprehensive final project.

BADM 688 - Big Data and Financial Analytics

Credit(s): 3 hours
The goal of this course is to familiarize students with big data analysis to a wide range of practical financial problems. By the end of this course, students will develop a sufficient understanding of processes, methodologies, and tools used to transform a large amount of financial data into useful information to inform business decisions and actions. Students will also gain hands-on experience in designing highly scalable systems that can accept, organize, store, and analyze large and complex data structures that have financial applications. The course will use Python and R as the primary data analysis platform. No prior programming experience in Python or R is expected, but familiarity with basic statistics is presumed.

MSAI 599 - Transforming Business with Artificial Intelligence

Credit(s): 3 hours
This course requires students to apply the skills and knowledge developed during the program to create an Artificial Intelligence transformation strategy for an organization.

Learning Objectives

- Learn how to view AI as a tool and not a goal

- Learn how to find AI applications that are particularly well matched to your business strategy

•Learn how to prioritize AI implementation based on risk vs. reward

•Learn how to create a long-term strategy for AI adoption

•Learn how to address AI-specific risks

Engineering Management, M.S.

The Master of Science in Engineering Management program is designed for individuals seeking to bridge the gap between engineering and management, providing the knowledge and skills necessary to lead complex projects and engineering teams effectively. This program combines technical expertise with strategic management practices, preparing graduates to excel in dynamic, technology-driven environments. The curriculum emphasizes systems thinking, data-driven decision-making, project management, and the integration of emerging technologies, such as Artificial Intelligence, into engineering operations.

By the end of the program, graduates will be able to:

- Integrate engineering management principles to improve decision-making, optimize processes, and lead teams effectively.
- Develop and execute strategic project plans that address resource allocation, budgeting, scheduling, and risk management.
- Apply financial and economic analysis to evaluate project feasibility and support strategic decision-making.
- Utilize systems engineering methodologies to design and optimize complex engineering solutions, while harnessing AI technologies to enhance decision-making and operational efficiency in engineering management.
- Assess and manage operational performance in supply chains using advanced analytical tools and technologies.
- Navigate the legal, ethical, and regulatory challenges in engineering and business environments.
- Lead cross-functional engineering teams with a strong focus on collaboration, critical thinking, and effective communication.

Course Requirements: 31 Credit Hours

BADM 537 - Legal, Ethical, and Social Environment

Credit(s): 3 hours
This course is a study of the appropriate roles of business in society, the constraints placed on business by the legal system and government regulation, and the ethical responsibilities of managers. It provides students with an understanding of how the law and the political process affect business strategy and decision making, including the various means and procedures for resolving legal disputes in business matters. The course

highlights ethical conflicts and dilemmas, and provides plausible frameworks for dealing with those conflicts.

BADM 623 - Project Management Processes

Credit(s): 3 hours
This course provides for a scholarly study of project management and is a foundational overview of the discipline through the processes of the "project life cycle". Students will learn about project management in its entirety from the initiation of the project to its closing, and will examine all "knowledge areas" as noted in PMBOK, a leading source in the field of project management. This course serves as one of the requirements for students pursuing the MBA with a concentration in project management or the M.S. in Project Management. This course will also serve as an informational guide for students seeking professional certification in project management areas as offered by PMI (Project Management Institute).

BADM 627 - Project Risk and Quality Management

Credit(s): 3 hours
This course is designed to provide students with a study of two vital areas of knowledge within project management (PM): Project Risk Management and Project Quality Management. Students will learn how to assess, address, and manage risk in order to attain project success and avoid project failure. Students will also learn the importance of project quality through the utilization of project quality tools and quality management planning. This study involves applicable quality concepts that aid in the planning, managing, and controlling of processes. This course is essential for aspiring project managers and will provide the risk management and quality management tools that are needed for effective project management.

BUAN 676 - Business Analytics for Decision Making

Credit(s): 3 hours
This course introduces the fundamentals of data model tools and methods. The emphasis will be on modeling and evaluating uncertainty, understanding the nature of decision-making, efficiently using data and limited information, simulating complex systems, and optimally allocating resources. Students will develop good judgment and the ability to formulate, analyze, and solve managerial problems.

Learning Outcomes:

Upon completion of this course, students will be able to.

- Use the most popular statistical data collection, analysis, and reporting techniques.
- You will be proficient at formatting quantitative information to present to decision-makers.

- Identify and apply important quantitative methods developed in statistics and optimization that are commonly used to solve business-related problems.
- Perform skilled statistical data analysis, summarization, and interpretation of datasets using analytical software.
- Utilize appropriate optimization methods on data to analyze decision outcomes in business environments.

BUEM 625 - Economics and Finance for Engineering Management

Credit(s): 3
The Economics and Finance for Engineering Management course provides students with essential economic and financial knowledge tailored for engineering and technical management. This course covers key concepts in microeconomics, macroeconomics, financial analysis, and budgeting as they apply to engineering projects and organizational decision-making. By integrating economic principles and financial strategies, students will gain the skills necessary to evaluate project viability, optimize resource use, and contribute to strategic financial planning in engineering settings.

BUEM 627 - Systems Engineering

Credit(s): 3
The Systems Engineering course provides students with a comprehensive understanding of systems thinking and its application in managing complex engineering projects. This course covers the principles, methodologies, and tools needed to design, analyze, and manage large-scale systems, emphasizing an integrated approach to engineering solutions. Students will learn to optimize system performance, manage interdependencies, and ensure that engineering projects meet technical and business objectives. Through case studies, simulations, and hands-on projects, students will develop the skills needed to lead and coordinate complex systems in engineering management.

BUEM 628 - Engineering Management

Credit(s): 3
This Engineering Management course equips students with the essential skills to lead and manage complex engineering projects, integrating technical expertise with strategic leadership and management principles. Students will explore topics such as project management, systems engineering, financial decision-making, and operations management to optimize performance and innovation in engineering environments. Emphasis will be placed on developing critical thinking, problem-solving, and effective communication skills to lead engineering teams successfully. Through case studies, collaborative projects, and practical applications, students will learn to address real-world engineering challenges and make informed managerial decisions.

BUEM 629 - AI Applications in Engineering Management

Credit(s): 3
The AI Applications in Engineering Management course explores the integration of artificial intelligence within the engineering management domain. This course provides students with the knowledge and practical skills needed to leverage AI technologies to optimize project outcomes, enhance decision-making, and improve operational efficiency in engineering projects. Students will explore AI-driven solutions for predictive maintenance, process automation, risk management, and resource optimization. The course will also cover the ethical implications and challenges of implementing AI in engineering practices, preparing students for leadership roles in AI-driven engineering environments.

BUEM 630 - Strategic Engineering Leadership and Capstone Project

Credit(s): 3
The Strategic Engineering Leadership and Capstone Project course is a culminating course that integrates the knowledge and skills acquired throughout the Engineering Management program. In this course, students will apply strategic leadership principles to address complex, real-world engineering challenges. The capstone project allows students to work on an engineering management problem or opportunity, leveraging strategic decision-making, leadership, and cross-functional collaboration. Students will be required to lead a team, analyze the problem, develop innovative solutions, and present their recommendations to industry experts. The course aims to prepare students for leadership roles in engineering organizations, equipping them with practical skills and strategic insights.

SCM 615 - Supply Chain Management Operation and Production Technologies

Credit(s): 3 hours
This course focuses on the concepts and techniques used to support and coordinate the operational functions of a firm's supply chain. The course introduces and utilizes software tools to model and analyze the processes used to efficiently develop and deliver products and services through a supply chain. Emerging technologies, including Artificial Intelligence for SCM, will be examined.

Upon Completion of this Course, Students will:

- Document and measure operational performance in a supply chain
- Model, measure, and analyze operational functions
- Work with conflicting objectives and constraints to maximize performance
- Use managerial tools and software to support supply-chain operations
- Better manage the flows of products and operations through a supply chain

AND

BADM 699 - Capstone

Credit(s): 1 hour
This capstone course is designed to give students an opportunity to integrate and apply knowledge acquired over their entire discipline of study to develop an academic paper or project on a practical business need or business-related problem that contributes to the professional body of knowledge of business and improves business practice. The course will assess students' overall learning experience and intellectual growth in their program of study. Course should be taken during the final semester of study.

OR

INTR 599 - Applied Learning Practicum

Credit(s): 1 hour
This course provides students enrolled in a master's program an opportunity to apply professional applications to their respective academic coursework. The Applied Learning Practicum can be either a practicum or internship in an area directly related to the student's course of study, or a project conducted in collaboration with program faculty applying coursework to a professional setting. Through this course, the University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. The course will be repeated in each semester of student enrollment. As an integral part of the executive formatted programs, this course is required every semester in which a student is taking courses.

Notes:

*All online students who are seeking to earn this degree must take this course in lieu of INTR 599, in addition to meeting all program degree requirements. Executive format students can substitute the required INTR 599 course in lieu of this course as part of their program degree requirements.

** Executive format programs have an applied learning component (internship or practicum) that is an integral and essential part of the established curriculum. Due to the applied learning component required for the degree program, Executive format students must enroll in INTR every term of enrollment.

Finance, M.S.

The Master of Science in Finance program at University of the Cumberlands is designed to equip students with the analytic skills and theoretical tools required for a wide range of careers in Finance. The program's rigorous, flexible and cutting-edge curriculum provides

students with the foundational knowledge and research methodology needed to master practical finance issues and a path to earning some of the most popular financial certifications such as the Chartered Financial Analyst (CFA) or Certified Financial Planner (CFP).

The program coursework is designed with illustrative case studies, participatory simulations, and computerized finance models that provide a thorough understanding of present-day financial theories and practices vital to the financial industry. Through this coursework, the Master of Science in Finance program has identified the following learning goals and intended learning outcomes:

Program Goals:

1. Students will acquire advanced knowledge, relevant financial tools, and appropriate analytical techniques applicable to finance.
2. Students will acquire the research skills needed to integrate financial theories and practices across a range of business functions.
3. Students will acquire the ability to apply ethical decision-making framework to decisions that have ethical considerations.
4. Students will acquire the ability to collaborate productively and communicate effectively.

Learning Outcomes:

1. Students will be able to demonstrate advanced knowledge of present-day financial theories and practices.
2. Students will be able to perform sophisticated financial analyses using the appropriate financial tools, techniques, and technologies pertinent to a range of financial issues.
3. Students will be able to conduct rigorous research and apply research-based strategies that integrate theory and practical applications across business functional areas in the context of overall business operations.
4. Students will be able to apply the standards of ethical reasoning skills and behavior to ethical issues in the financial profession and practice.
5. Students will be able to work in a team environment and effectively communicate recommendations of financial analyses guided by high professional standards.

The Master of Science in Finance is comprised of thirty (30) hours of core courses and one (1)
additional credit hour for a Capstone styled course:

Course Requirements: 31 Credit Hours

BACC 681 - Financial Accounting and Analysis

Credit(s): 3 hours
This course is designed to provide an understanding of the primary financial statements -

balance sheet, income statement, statement of cash flow, and statement of changes in equity - and a thorough framework for analyzing and interpreting reported financial information from the perspective of financial statement users. Upon completion of this course, students will develop a sufficient understanding of corporate financial statements and the technical skills needed to research, analyze, and interpret financial statements. This course is recommended for students and professionals who want to gain an in-depth understanding of corporate financial performance and results and students planning a career in the financial industry or general management.

BADM 682 - Quantitative Methods for Finance

Credit(s): 3 hours
This course is designed to provide an understanding of the quantitative methods and techniques used in financial analysis and investment decision making. This course explores in greater depth the key quantitative techniques and their application to problems in the finance and investment environment. Upon completion of this course, students will gain hands-on experience in quantitative analysis and develop the skills necessary to use quantitative methods in financial decision making. Considerable attention is paid to the quantitative topics covered in the Chartered Financial Analyst (CFA) and Financial Risk Manager (FRM) exam.

BADM 683 - Financial Services, Regulation, and Ethics

Credit(s): 3 hours
This course explores the ethical issues in the financial services industry and the legal and regulatory frameworks that govern the financial system. It provides students with a critical understanding of the ethical issues confronting financial professionals and a broad and in-depth knowledge of the legal and regulatory issues in the financial services industry. Students will leave this course with the relevant knowledge of the legal and regulatory environment in which business operates and the ability to develop the framework necessary to make proper ethical decisions. Particular attention is paid to the knowledge areas covered in the Certified Regulatory Compliance Manager (CRCM) exam offered by the American Bankers Association.

BADM 684 - Financial Modeling and Valuation

Credit(s): 3 hours
The objective of this course is to develop the financial modeling skills necessary to build interactive valuation models for firms. This course explores in greater depth the appropriate valuation concepts, techniques, and models used in typical finance and investment practice. This course will involve extensive use of spreadsheets and other computerbased models to analyze the impacts of investment and financial decisions related to financial statement analysis in the finance and investment context. Ultimately, students who complete this course develop financial modeling skills for performing financial analyses and understand how various financial decisions may impact firm and shareholder value.

BADM 685 - Economics Analysis for Decision Making

Credit(s): 3 hours
This course is designed to provide an understanding of the framework for effective managerial decision making in an economic context. This course teaches the skills required to understand how various economic decisions may impact a firm in the business world through the use of economic models and specialized economic techniques. Students will leave this course with a good understanding of the economic decision models, tools, and techniques that are useful to firm managers in making business and financial decisions.

BADM 686 - Corporate Finance

Credit(s): 3 hours
This course focuses on issues in corporate finance from the perspective of financial managers who are involved in making and analyzing corporate financial decisions. This course provides an understanding of the corporate's financial decision-making processes - how managers forecast financial needs, assess opportunities, and implement strategies that create enterprise value and maximizes a firm's value. Upon completion of this course, students should acquire the analytical skills for making value-enhancing corporate investment decisions.

BADM 687 - Financial Planning and Wealth Management

Credit(s): 3 hours
This course examines the financial issues arising from personal financial planning and investment management. Among the topics included are financial planning, life cycle financial planning, retirement and estate planning, tax planning, investment planning, wealth management, employment benefits management, risk management, insurance, asset allocation, securities trading, and client communication strategies. This course is recommended for students who wish to become practitioners in financial planning and wealth management and for professionals considering a career transition or career advancement in the financial planning and wealth management industry. Considerable attention is paid to the topics covered in the Certified Financial Planner (CFP) program.

BADM 688 - Big Data and Financial Analytics

Credit(s): 3 hours
The goal of this course is to familiarize students with big data analysis to a wide range of practical financial problems. By the end of this course, students will develop a sufficient understanding of processes, methodologies, and tools used to transform a large amount of financial data into useful information to inform business decisions and actions. Students will also gain hands-on experience in designing highly scalable systems that can accept, organize, store, and analyze large and complex data structures that have financial applications. The course will use Python and R as the primary data analysis platform. No

prior programming experience in Python or R is expected, but familiarity with basic statistics is presumed.

BADM 689 - Global Capital Markets and International Finance

Credit(s): 3 hours
This course is designed to provide an understanding of international finance within the context of global capital markets. The focus is on global capital markets and the financial management of firms that operate in the emerging global competitive environment. The course will examine the different types of securities in the capital markets across debt, equity, and derivatives and how these different markets around the world interact to create value for corporations and their stakeholders. Considerable attention will also be directed to specific topics of international finance such as international investment management, foreign exchange markets, managing exchange rate exposure and risk, and various other risk management issues.

BADM 691 - Capstone - Strategic Financial Management

Credit(s): 3 hours
This capstone course is designed to give students an opportunity to integrate and apply knowledge from earlier courses to make practical, real-world business decisions. The course is designed with tools that provide students with in-depth training in strategic thought development, analytical thinking, and problem-solving skills that can be applied to solve complex financial problems. It focuses on using illustrative case studies and computerized business models that utilize a students' financial knowledge to real-world scenarios.

AND

BADM 699 - Capstone

Credit(s): 1 hour
This capstone course is designed to give students an opportunity to integrate and apply knowledge acquired over their entire discipline of study to develop an academic paper or project on a practical business need or business-related problem that contributes to the professional body of knowledge of business and improves business practice. The course will assess students' overall learning experience and intellectual growth in their program of study. Course should be taken during the final semester of study.

OR

INTR 599 - Applied Learning Practicum

Credit(s): 1 hour
This course provides students enrolled in a master's program an opportunity to apply professional applications to their respective academic coursework. The Applied Learning

Practicum can be either a practicum or internship in an area directly related to the student's course of study, or a project conducted in collaboration with program faculty applying coursework to a professional setting. Through this course, the University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. The course will be repeated in each semester of student enrollment. As an integral part of the executive formatted programs, this course is required every semester in which a student is taking courses.

Notes:

*All online students who are seeking to earn this degree must take this course in lieu of INTR 599, in addition to meeting all program degree requirements. Executive format students can substitute the required INTR 599 course in lieu of this course as part of their program degree requirements.

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Global Business with Blockchain Technology, M.S.

The Master of Science in Global Business with Blockchain Technology will instruct students to be business leaders though the application of Blockchain technologies. As a discipline, Blockchain was originally developed as the accounting method for the virtual currency Bitcoin. Currently, Blockchain is being used as a distributed ledger technology solving complex problems in diverse fields. With the combination of the ubiquitous nature of stored information and the associated risks of fraud, the field of Blockchain technology can fill a critical need for almost every organization. The proposed master's program in Blockchain Technology prepares candidates for the advanced practical role of the use of Blockchain technologies to identify potential novel applications of the technology in the fields of accounting, human resources, marketing, banking, voter registration, and real estate.

Upon graduation students are encouraged to take the internationally recognized Certified Blockchain Professional (C|BP) certification exam. It is the program's overall goal to equip students with skills and an industry certification to maximize their marketability with employers. The program's primary goals are for the students to succeed in their careers along with providing the highest quality candidates for organizations.

Program Goals:

1. Students will be able to develop programming code to implement crypto assets and perform Blockchain data mining with foundational terminology.
2. Students will be able to implement database solutions in the context of Blockchain technology.
3. Students will be able to analyze the technology's impact on different aspects of business.
4. Students will be able to address specific needs and challenges in the field of Blockchain Technology.

Learning Outcomes:

1. Students will have a basic understanding of blockchain and crypto assets.
2. Students will be able to develop blockchain applications with a modern programming language.
3. Students will be able to apply cryptography techniques to secure data.
4. Students will be able to apply data mining techniques to Blockchain technology.
5. Students will be able to implement database solutions in the context of Blockchain technology.
6. Students will be able to evaluate an organization's infrastructure to prevent future security attacks.
7. Students will be able to analyze how Blockchain impacts the financial industry, marketing, and human resources.
8. Students will be able to explore how Blockchain can be utilized in diverse businesses.
9. Students will be able to clearly assess ways to use Blockchain technology in an organization.

Students can earn the MS, Global Business with Blockchain Technology in either a fully online format or an executive format combining online and on-site study. The Executive format program requires attendance at weekend residency classes. Further, the Executive MS, Global Business with Blockchain Technology Program meets the needs. of international graduate business students. This program provides both in-seat and online coursework. Graduate students joining the Executive MS, Global Business with Blockchain Technology program will be employed or conduct projects in business-related positions and participate in Applied Learning Practicum, in which students apply what they are learning in their program to the real world via work or internship experiences.

Course Requirements: 31 Credit Hours

BLCN 531 - Introduction to Blockchain and Cryptocurrencies

Credit(s): 3 hours
This course explores the fundamentals of the public, transparent, secure, immutable and distributed database called Blockchain. Blockchains can be used to record and transfer any digital asset not just currency. This course will introduce students to the workings and applications of this new technology. Its potential impact on financial services,

government, banking, contracting, and identity management will be discussed. This course provides the background necessary to be able to separate fact from fiction when reading claims about Bitcoin and other cryptocurrencies. Presents conceptual foundations required to engineer secure software that interacts with the Bitcoin network. Integrates ideas from Bitcoin and other cryptocurrencies in applied learning projects.

BLCN 532 - Blockchain Development

Credit(s): 3 hours
This course introduces blockchain on the practical level. The student will get a detailed picture of the components and structures of blockchain business networks, such as ledgers, smart contracts, consensus, certificate authorities, security, roles, transaction processes, participants, and fabrics. The student will also receive experience working with a blockchain to model, build, and test a business network that can query a ledger through programming. Finally, the student will learn how to create a blockchain network.

BLCN 533 - Finance and Blockchain

Credit(s): 3 hours
This course covers digital currencies, Blockchains, cryptographic tokens, and related topics in the FinTech (Financial/Technical) area, perhaps the most significant innovation in the financial world since the advent of doubleentry bookkeeping centuries ago. The technology appears to represent an existential challenge for major parts of the finance industry. It is now commonly suggested by experts that commercial banks and stock exchanges may no longer exist, or may become much smaller, within the next 10 to 20 years, with increasing volumes of payments and exchange taking place on a peer to peer basis. New financing channels such as initial coin offerings have the potential to upend segments of entrepreneurial finance.

BLCN 534 - Fundamentals of Database Systems

Credit(s): 3 hours
Emphasis on the concepts and structures necessary to design and implement a database management system. Topics covered will include data models, normalization, query facilities, file and index organization, security, and database programming. (Course currently taught as BUAN 674)

BLCN 535 - Cryptography

Credit(s): 3 hours
The course examines methods and techniques for concealing data for security purposes. Cryptography plays a major role in securing blockchain technologies. Topics covered will include cryptographic techniques, approaches and technologies. (Course currently taught as ISOL 535)

BLCN 631 - Blockchain Implementation

Credit(s): 3 hours
This course will provide an overview of the structure and mechanism of Bitcoin, Ethereum, Hyperledger and multichain blockchain platforms. The student will learn to setup his/her own private blockchain and deploy smart contracts on Ethereum. The student will also learn to deploy the business network using Hyperledger Composer and be able to setup a private multi-chain environment.
Prerequisite(s): BLCN 531

BLCN 632 - Data Mining

Credit(s): 3 hours
The goal of the course is to introduce students to the current theories, practices, tools and techniques in data mining. Because many topics and concepts in data mining are learned most efficiently through hands-on work with data sets, we will spend time with software analyzing and mining data. The goal is to gain a better understanding of how data mining is applied and what is involved in data mining projects. (Course currently taught as ITS 632)

BLCN 633 - Global Marketing and Blockchain Technology

Credit(s): 3 hours
This course will research how leveraging high "Velocity" data - such as data from mobile devices - has unearthed knowledge that has helped firms better understand their customers. The significant potential of high "Variety" data - data that is unstructured in the form of text, images, videos, and so on - to make better predictions has been documented in numerous academic studies. Blockchain technology will be used to address the limitation of issues related to the accuracy, reliability, and transparency of the data itself.

BLCN 634 - Human Resource Management and Blockchain

Credit(s): 3 hours
This course will explore how HR will be disrupted by Blockchain technologies. Current disruptions include HR solutions moving to subscription-based models on cloud platforms; organizations emphasizing mobile-first strategies; and employees expect consumer-grade digital services.

BLCN 636 - Legal & Regulatory Framework of Blockchain

Credit(s): 3 hours
This course is developed for high level business people (and those on their way) who want a broad understanding of the legal and regulatory frameworks being developed around blockchain technology. This course will empower business leaders to understand how governments are approaching and potentially regulating the usage of blockchain technology. Students will gain an understanding of how the US Federal government/regulatory agencies, state governments and the governments of foreign

nations are treating the implementation of blockchain technology and cryptocurrencies. This course is not a deep legal curriculum, but rather is focused on helping executives grasp the basics of the legislative and regulatory processes specific to the emerging technology.

BADM 699 - Capstone

Credit(s): 1 hour
This capstone course is designed to give students an opportunity to integrate and apply knowledge acquired over their entire discipline of study to develop an academic paper or project on a practical business need or business-related problem that contributes to the professional body of knowledge of business and improves business practice. The course will assess students' overall learning experience and intellectual growth in their program of study. Course should be taken during the final semester of study.

OR

INTR 599 - Applied Learning Practicum

Credit(s): 1 hour
This course provides students enrolled in a master's program an opportunity to apply professional applications to their respective academic coursework. The Applied Learning Practicum can be either a practicum or internship in an area directly related to the student's course of study, or a project conducted in collaboration with program faculty applying coursework to a professional setting. Through this course, the University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. The course will be repeated in each semester of student enrollment. As an integral part of the executive formatted programs, this course is required every semester in which a student is taking courses.

Notes:

*BLCN 535 - Cryptography currently taught as ISOL 535 - Cryptography

**BLCN 632 - Data Mining currently taught as ITS 632 - Introduction to Data Mining

*** BLCN 534 - Fundamentals of Database Systems currently taught as BUAN 674 - Database Management Systems for Business Analytics

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Healthcare Administration, M.S.

The Master of Science in Healthcare Administration is designed to equip students with practical knowledge and skills applicable to real-world healthcare administration. This degree will prepare students for various managerial and leadership roles in the healthcare industry. The cutting-edge curriculum, founded on innovative techniques and a practice-enabled learning model, emphasizes conceptual, analytical, and practical real-world experiences critical to managing contemporary healthcare organizations.

Learning Outcomes:

- Students will demonstrate advanced knowledge of present-day healthcare theories and practices.
- Students will gain hands-on experience and application-based skills, allowing them to advance as successful healthcare leaders in contemporary healthcare organizations.
- Students will gain teamwork experience and develop the interpersonal skills required to communicate effectively, interact, and collaborate in today's rapidly changing healthcare environment.
- Students will apply ethical reasoning, strategies, and behaviors to resolve ethical and business healthcare issues.
- Students will conduct rigorous research and apply research-based strategies that integrate theory and practical applications across business functional areas in healthcare administration.

Course Requirements: 31 Credit Hours

BADM 532 - Organizational Behavior

Credit(s): 3 hours
This course is the study of individual and group behavior within diverse organizations. Examination of organizational structure, processes, norms and values is included. Emphasis is given on the topics of leadership, management styles, organizational fit and change, motivation, group dynamics, and business process efficiency.

BACC 661 - Healthcare Accounting

Credit(s): 3 hours
This course focuses on the application of accounting and financial management concepts to healthcare organizations. This course serves as an elective for students pursuing the MBA Healthcare Administration Emphasis.

BADM 662 - Customer Satisfaction Measurement

Credit(s): 3 hours
This course provides for a comprehensive study in determining how to measure customer satisfaction. In this course, students will present customer satisfaction strategies which are consistent with an organization's broader goals. This course serves as an elective for students pursuing the MBA Healthcare Administration and Marketing Emphases.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of the Graduate School of Business

BADM 663 - Healthcare Marketing

Credit(s): 3 hours
This course is designed to provide knowledge of the following issues relevant to healthcare marketing: 1) Nature of healthcare markets; 2) Concept of strategic marketing of healthcare organizations; 3) Marketing strategy and planning tools in the healthcare setting; 4) Healthcare customers and consumer behavior; 5) Application of 4Ps of marketing to healthcare marketing; and 6) Research in healthcare marketing. This course serves as an elective for students pursuing the MBA Healthcare Administration and Marketing Emphases.

BADM 664 - Healthcare Finance

Credit(s): 3 hours
This course focuses on the application of finance theory, principles, and concepts to healthcare organizations. This course serves as an elective for students pursuing the MBA Healthcare Administration Emphasis.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of Graduate School of Business

BADM 665 - Healthcare Policy and Economics

Credit(s): 3 hours
This course applies general theoretical principles of economics to the healthcare sector. The basic approach is to recognize the importance of scarcity and incentives, allowing for differences particular to healthcare. The demand and the supply for health and medical care are examined theoretically and practically. In addition, the competitiveness of these markets, the relationship with health insurance and the role of government are explored. A focus of the course is decisions made by consumers, providers (physicians, hospitals), insurers, or the government in the area of healthcare. This course serves as an elective for students pursuing the MBA Healthcare Administration Emphasis.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of Graduate School of Business

BADM 667 - Legal and Ethical Issues in Healthcare Administration

Credit(s): 3 hours
This course addresses the legal aspects, code of ethics and policy issues relevant to healthcare. Emphases of the course include confidential communications, advanced directives, consents, professional liability, medical malpractice, release of information, case studies, and the professional code of ethics for medical professionals. The course includes discussion relevant to concepts of professional credentialing and responsibility, liability, and working within legal/ethical boundaries. This course serves as an elective for students pursuing the MBA Healthcare Administration Emphasis.

BADM 670 - Digital Health and Analytics

Credit(s): 3 hours
This course introduces students to digital health and analytics aimed to improve patient care outcomes and enhance health delivery system performance. Specific topics will include: an overview of the digital health concepts and related terminologies, data standards, health data security and confidentiality, clinical decision support systems, population health analytics, big data analytics, consumer health informatics, emerging digital health innovations and applications, and other topics related to digital health and analytics. Course learning objectives and critical core competency skills are achieved using various learning methods, including lectures, discussion questions, participation, written assignments such as experiential-based case studies, and a comprehensive final project.

BADM 668 - Strategic Management in Healthcare Administration

Credit(s): 3 hours
In this capstone course, students will synthesize and apply concepts learned in the Healthcare Administration concentration. The focus of this course requires case analysis to integrate the components of organizational strategy development and execution. Using the provided healthcare case study, students will assess the situation, identify the problem, and develop strategic alternatives in order to recommend a proposed solution. This course serves as an elective for students pursuing the MBA Healthcare Administration Emphasis.

MSAI 544 - Application of AI in Healthcare

Credit(s): 3 hours
This course presents practical applications of how AI can transform the way healthcare is delivered. Deep learning examples from AI will be used to demonstrate how healthcare organizations can use algorithms to help them make better business and clinical decisions, improve patient experiences, and attract and retain employees.
Pre-/Co-requisite(s): None.

AND

BADM 699 - Capstone

Credit(s): 1 hour
This capstone course is designed to give students an opportunity to integrate and apply knowledge acquired over their entire discipline of study to develop an academic paper or project on a practical business need or business-related problem that contributes to the professional body of knowledge of business and improves business practice. The course will assess students' overall learning experience and intellectual growth in their program of study. Course should be taken during the final semester of study.

- OR

INTR 599 - Applied Learning Practicum

Credit(s): 1 hour
This course provides students enrolled in a master's program an opportunity to apply professional applications to their respective academic coursework. The Applied Learning Practicum can be either a practicum or internship in an area directly related to the student's course of study, or a project conducted in collaboration with program faculty applying coursework to a professional setting. Through this course, the University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. The course will be repeated in each semester of student enrollment. As an integral part of the executive formatted programs, this course is required every semester in which a student is taking courses.

Notes:

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Project Management, M.S.

The Master of Science in Project Management is designed to develop competent business professionals who are knowledgeable in the various areas of project management. Students completing this degree will be prepared to manage projects within an organization.

Students completing the M.S. in Project Management will be able to:

1. Utilize advanced knowledge of the project management process, including planning the project, initiating the project, executing the project, monitoring the project, and controlling the project.
2. Develop advanced analytical and critical thinking skills to evaluate information, solve problems, and make sound ethical decisions in the different areas of project management.
3. Conduct research on issues and questions relevant to the project management practice.
4. Examine the ethical and legal responsibilities of project managers.

Students can earn the MS, Project Management in either a fully online format or an executive format combining online and on-site study. The Executive format program requires attendance at weekend residency classes. Further, the Executive MS, Project Management Program meets the needs. of international graduate business students. This program provides both in-seat and online coursework. Graduate students joining the Executive MS, Project Management program will be employed or conduct projects in business-related positions and participate in Applied Learning Practicum, in which students apply what they are learning in their program to the real world via work or internship experiences.

Course Requirements: 31 Credit Hours

BADM 532 - Organizational Behavior

Credit(s): 3 hours
This course is the study of individual and group behavior within diverse organizations. Examination of organizational structure, processes, norms and values is included. Emphasis is given on the topics of leadership, management styles, organizational fit and change, motivation, group dynamics, and business process efficiency.

BADM 537 - Legal, Ethical, and Social Environment

Credit(s): 3 hours
This course is a study of the appropriate roles of business in society, the constraints placed on business by the legal system and government regulation, and the ethical responsibilities of managers. It provides students with an understanding of how the law and the political process affect business strategy and decision making, including the various means and procedures for resolving legal disputes in business matters. The course highlights ethical conflicts and dilemmas, and provides plausible frameworks for dealing with those conflicts.

BADM 623 - Project Management Processes

Credit(s): 3 hours
This course provides for a scholarly study of project management and is a foundational overview of the discipline through the processes of the "project life cycle". Students will

learn about project management in its entirety from the initiation of the project to its closing, and will examine all "knowledge areas" as noted in PMBOK, a leading source in the field of project management. This course serves as one of the requirements for students pursuing the MBA with a concentration in project management or the M.S. in Project Management. This course will also serve as an informational guide for students seeking professional certification in project management areas as offered by PMI (Project Management Institute).

BADM 627 - Project Risk and Quality Management

Credit(s): 3 hours
This course is designed to provide students with a study of two vital areas of knowledge within project management (PM): Project Risk Management and Project Quality Management. Students will learn how to assess, address, and manage risk in order to attain project success and avoid project failure. Students will also learn the importance of project quality through the utilization of project quality tools and quality management planning. This study involves applicable quality concepts that aid in the planning, managing, and controlling of processes. This course is essential for aspiring project managers and will provide the risk management and quality management tools that are needed for effective project management.

BADM 628 - Project Human Resource and Stakeholder Management

Credit(s): 3 hours
This course is designed to address the management of human resources and stakeholders within the framework of projects and their life cycles. While other knowledge areas within project management may often times provide concrete solutions and predictable outcomes, nothing can be more elusive to a project manager than the ability to plan projects where human resource capital and stakeholders are to be identified, selected, analyzed, communicated with, assigned roles, and managed. Project success depends on appropriate human resource allocation and full stakeholder engagement. This course will provide students with the processes and mechanisms to accomplish those same goals.

BADM 633 - Planning the Project

Credit(s): 3 hours
This course examines topics in project management with specific attention to issues and skills of project planning.

BADM 634 - Initiating the Project

Credit(s): 3 hours
This course examines topics in project management with specific attention to issues and skills of project initiation.

BADM 635 - Executing the Project

Credit(s): 3 hours
This course examines topics in project management with specific attention to issues and skills of project execution.

BADM 636 - Monitoring/Controlling and Closing the Project

Credit(s): 3 hours
This course examines topics in project management with specific attention to issues and skills of project monitoring, controlling, and closing.

BADM 637 - Strategic Application in Project Management

Credit(s): 3 hours
This course examines topics in project management with specific attention to issues and skills that managers needs to effectively manage multiple projects. The course overviews/reviews key concepts of project management through the case study method. Prerequisite(s): BADM 633, BADM 634, BADM 635, BADM 636

AND

BADM 699 - Capstone

Credit(s): 1 hour
This capstone course is designed to give students an opportunity to integrate and apply knowledge acquired over their entire discipline of study to develop an academic paper or project on a practical business need or business-related problem that contributes to the professional body of knowledge of business and improves business practice. The course will assess students' overall learning experience and intellectual growth in their program of study. Course should be taken during the final semester of study.

OR

INTR 599 - Applied Learning Practicum

Credit(s): 1 hour
This course provides students enrolled in a master's program an opportunity to apply professional applications to their respective academic coursework. The Applied Learning Practicum can be either a practicum or internship in an area directly related to the student's course of study, or a project conducted in collaboration with program faculty applying coursework to a professional setting. Through this course, the University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. The course will be repeated in each semester of student enrollment. As an integral part of the executive formatted programs, this course is required every semester in which a student is taking courses.

Notes:

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Strategic Management, M.S.

The Master of Science in Strategic Management is designed to develop competent business professionals who are equipped with the core concepts, frameworks, and techniques of strategic management. Students completing this degree will be prepared to step into a management or leadership position within an organization.

Students completing the M.S. in Strategic Management will be able to:

1. Utilize advanced knowledge of management.
2. Develop advanced analytical and critical thinking skills to evaluate information, solve problems, and make sound ethical decisions in the different areas of management.
3. Formulate management strategies designed to allow the organization to achieve its objectives.
4. Examine the ethical and legal responsibilities of managers.

Students can earn the MS, Strategic Management in either a fully online format or an executive format combining online and on-site study. The Executive format program requires attendance at weekend residency classes. Further, the Executive MS, Strategic Management Program meets the needs of international graduate business students. This program provides both in-seat and online coursework. Graduate students joining the Executive MS, Strategic Management program will be employed or conduct projects in business-related positions and participate in Applied Learning Practicum, in which students apply what they are learning in their program to the real world via work or internship experiences.

Course Requirements: 31 Credit Hours

BACC 532 - Strategic Management Accounting

Credit(s): 3 hours
In this course, students will learn to use a range of analytic tools for costing, decision making, planning and control and consider their applicability within the context of

strategic management. Topics for discussion will include: the role of accounting information in management decision making; workflow and process analysis; measuring and reporting sustainability; an introduction to cost terms and inventory costing; product and service costing; cost behavior; activity-based costing and activity-based management; pricing decisions and customer-profitability analysis; budgeting; direct cost variances and management control; balanced scorecard; and strategic profitability analysis.

BADM 624 - Competitive Strategy

Credit(s): 3 hours
This course is designed to provide the core concepts and frameworks for competitive strategy. The course is designed around two main questions: (1) Why are some companies more successful than others; and (2) what can we learn from their experiences to identify key drivers of superior performance?

BADM 625 - Mergers and Acquisitions

Credit(s): 3 hours
This course explores mergers and acquisitions as a viable mode of corporate development. The emphasis of this course is the comprehensive framework for executing mergers and acquisitions from initiation to implementation.

BADM 626 - Management Consulting

Credit(s): 3 hours
This course is designed to provide a framework for the management consulting profession. Emphasis is placed on developing proficiencies in a range of skills required to practice consulting. In this course, students will become familiar with the typical phases in a consulting project.

BADM 631 - Managing in a Global Environment

Credit(s): 3 hours
This course provides a study of the involvement of American firms in the international community with special emphasis on the impact of foreign competition on domestic markets, management of multinational enterprises and decision-making in the international environment.

BADM 632 - Advanced Human Resource Management

Credit(s): 3 hours
This course is the study of contemporary topics related to effective management of human resources, and emphasizes in- depth research and analysis of the interrelationship of the human resource function in a dynamic business environment.

BADM 645 - Strategic Leadership

Credit(s): 3 hours
This course provides for the study of leadership issues and constructs required for managers. Emphasis is placed on negotiation, conflict resolution, mediation, communication, ethical reasoning, problem-solving, and decisionmaking.

BADM 652 - Strategic Organizational Design

Credit(s): 3 hours
This course focuses on organizational strategy and the competitive advantage of organizational design. Special emphasis will be placed on contemporary organizations and the concepts, strategy, and design driving their success.

BADM 677 - Business Ethics, Corporate Governance, and Social Responsibility

Credit(s): 3 hours
This course focuses on corporate governance and covers the complex environment in which managers confront ethical decision-making. It draws heavily on examples of high-profile organizations and uses cases to illustrate the integration of corporate governance, corporate social responsibility, and ethics into key strategic business decisions. Upon completion of this course, students will learn how to develop an ethical corporate culture and make decisions that reflect organizational values and the expectations of stakeholders.

BADM 698 - Strategic Management (Capstone)

Credit(s): 3 hours
A capstone investigation of how strategy interacts with and guides an organization within its internal and external environments. The focus of the course is on corporate- and business unit-level strategy, strategy development, strategy implementation, and the overall strategic management process. Topics include organizational mission, vision, goal setting, environmental assessment, and strategic decision making. Techniques such as industry analysis, competitive analysis, and portfolio analysis are presented. Course discussion addresses strategic implementation as it relates to organizational structure, policy, leadership, and evaluation issues. The ability to "think strategically" and to weigh things from the perspective of the total enterprise operating in an increasingly global market environment is emphasized. Case analyses and text material are used to integrate knowledge and skills gained through previous study.
Prerequisite(s): BACC 532, BADM 524, BADM 625, BADM 626, BADM 631, BADM 632, BADM 645, BADM 652, BADM 677

AND

BADM 699 - Capstone

Credit(s): 1 hour
This capstone course is designed to give students an opportunity to integrate and apply knowledge acquired over their entire discipline of study to develop an academic paper or project on a practical business need or business-related problem that contributes to the professional body of knowledge of business and improves business practice. The course will assess students' overall learning experience and intellectual growth in their program of study. Course should be taken during the final semester of study.

OR

INTR 599 - Applied Learning Practicum

Credit(s): 1 hour
This course provides students enrolled in a master's program an opportunity to apply professional applications to their respective academic coursework. The Applied Learning Practicum can be either a practicum or internship in an area directly related to the student's course of study, or a project conducted in collaboration with program faculty applying coursework to a professional setting. Through this course, the University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. The course will be repeated in each semester of student enrollment. As an integral part of the executive formatted programs, this course is required every semester in which a student is taking courses.

Notes:

*All online students who are seeking to earn this degree must take this course in lieu of INTR 599, in addition to meeting all program degree requirements. Executive format students can substitute the required INTR 599 course in lieu of this course as part of their program degree requirements.

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Strategic Marketing, M.S.

Program Description:

The Master of Science in Strategic Marketing is designed to equip students with advanced marketing knowledge, in-demand skills, and strategic competencies essential for careers in today's global, digital and fast-paced business environment. By integrating the latest marketing practices and theories with emerging technologies and innovations, this cutting-edge curriculum prepares students to make data-driven marketing decisions,

develop advanced marketing strategies, and lead marketing initiatives that drive business success in the ever-changing world & competitive landscape of business in the 21st century.

Learning Outcomes:

- Students will be able to leverage advanced digital marketing tools and techniques to create comprehensive strategies that effectively engage digital-first audiences and optimize online presence.
- Students will demonstrate proficiency in integrating sales management and customer relationship strategies with traditional and digital marketing plans to enhance customer loyalty, drive sales growth, and improve business outcomes.
- Students will master the ability to develop and manage powerful brand strategies in both consumer and business markets, understanding the unique challenges and opportunities in each sector.
- Students will be capable of interpreting complex data sets to make evidence-based marketing decisions, enabling them to address and adapt to dynamic market conditions effectively.
- Students will conduct rigorous research and apply research-based strategies that integrate theory and practical applications across business functional areas in strategic marketing.

Required Courses: 31 Credit Hours

BADM 621 - Strategic Digital Marketing

Credit(s): 3
This course is an introduction to the field of digital marketing. This course is designed for business and marketing students looking to gain foundational skills in digital marketing. Digital marketing includes practices such as eCommerce, email marketing, marketing technologies, segmentation, digital strategy, digital advertising, and social media. Each area will be covered with materials that relate the concepts to current business practices. The course focuses on the theories, strategies, tools, methods, and applications of digital marketing. Students will review literature and materials to learn best practices and methods relevant to today's business environment. Additionally, the course will cover management and strategic planning in digital marketing. Topics include digital business growth, strategies for connecting with digital consumers, eCommerce, online consumer behavior, SEO/SEM, social media, artificial intelligence technology, digital media, mobile apps, email marketing and more. Through building a strategic digital marketing plan, students will orient themselves with not just learning the concepts but bringing them together for a comprehensive plan that incorporates how these concepts are applied towards a specific digital marketing challenge or opportunity.

BADM 643 - Sales and Customer Relationship Management

Credit(s): 3 hours
This course provides for an advanced study of sales force issues and the management of the overall customer relationship effort in an organization. Emphasis is placed on identifying approaches for making decisions that lead to a more customer-centric business model. This course serves as an elective for students pursuing the MBA Entrepreneurship Emphasis.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of the Graduate School of Business

BADM 656 - Business-to-Business (B2B) Marketing

Credit(s): 3 hours
This course is designed to provide in-depth study of issues related to industrial or business-to-business marketing. Many B2B marketing executives indicate that many traditional marketing concepts and principles do not apply in B2B. B2B marketing requires a unique set of marketing concepts and principles versus consumer marketing. Another focus of the course will address a major difference between consumer and business-to-business marketing, namely the amount of people involved in the sale: from both the seller's firm and the purchasing firm. In consumer selling, the user is generally the purchaser. In B2B marketing, both the selling firm and the buying firm includes members of other disciplines (engineering, transportation, warehousing, finance, and others) from the beginning of the process to the time of actual purchase. The addition of these people fosters strong ties between the two firms but also lengthens the time and complexity of the sale.

BADM 658 - Marketing Decision-Making & Analytics

Credit(s): 3 hours
The overarching purpose of this course is to orient students to the systematic use of data and state-of-the-art marketing analytics tools to solve real-world marketing problems that add value to an organization's marketing and growth efforts. By the end of this course, students will develop a sufficient understanding of the framework, processes, methodologies, and analytical tools used to transform marketing data into useful information to make strategic marketing decisions. Students will also gain hands-on experience in data-driven approaches to make data-driven marketing decisions.

BADM 662 - Customer Satisfaction Measurement

Credit(s): 3 hours
This course provides for a comprehensive study in determining how to measure customer satisfaction. In this course, students will present customer satisfaction strategies which are consistent with an organization's broader goals. This course serves as an elective for students pursuing the MBA Healthcare Administration and Marketing Emphases.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of the Graduate School of Business

BADM 663 - Healthcare Marketing

Credit(s): 3 hours
This course is designed to provide knowledge of the following issues relevant to healthcare marketing: 1) Nature of healthcare markets; 2) Concept of strategic marketing of healthcare organizations; 3) Marketing strategy and planning tools in the healthcare setting; 4) Healthcare customers and consumer behavior; 5) Application of 4Ps of marketing to healthcare marketing; and 6) Research in healthcare marketing. This course serves as an elective for students pursuing the MBA Healthcare Administration and Marketing Emphases.

BADM 655 - Advanced Brand Management

Credit(s): 3 hours
As products, pricing, promotion, and distribution increasingly become commodities, the new competitive arena is brand value, which creates long-term profitable brand relationships. Building brand equity involves managing brands within the context of other brands, as well as managing brands over multiple categories, over time, and across multiple market segments. This course is designed to provide the knowledge and skills necessary to build, measure, and manage a brand. This course serves as an elective for students pursuing the MBA Marketing Emphasis.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of the Graduate School of Business

BADM 671 - Strategic Marketing & Research (Capstone)

Credit(s): 3
The Strategic Marketing Capstone course is designed as the culminating experience for students completing their marketing program. This course integrates key concepts and skills from previous courses, including Customer Relationship Management (CRM), Brand Management, Marketing Analytics, Business-to-Business (B2B) Marketing, and more. Students will engage in a comprehensive strategic marketing project that requires them to synthesize and apply their accumulated knowledge and expertise. This hands-on project will challenge students to develop a strategic marketing plan, demonstrating their ability to analyze market opportunities, devise creative solutions, and implement effective marketing strategies in a real-world context. Through collaborative work and individual assignments, students will showcase their proficiency in strategic thinking, problem-solving, and professional communication, preparing them for advanced roles in the marketing field.

MSAI 599 - Transforming Business with Artificial Intelligence

Credit(s): 3 hours
This course requires students to apply the skills and knowledge developed during the program to create an Artificial Intelligence transformation strategy for an organization.

Learning Objectives

•Learn how to view AI as a tool and not a goal

•Learn how to find AI applications that are particularly well matched to your business strategy

•Learn how to prioritize AI implementation based on risk vs. reward

•Learn how to create a long-term strategy for AI adoption

•Learn how to address AI-specific risks

SCM 620 - Supply Chain Management Logistics, Transportation, and Distribution Systems

Credit(s): 3 hours
This course presents core knowledge related to procurement, operations, logistics, and coordinating the flow of products from raw material sourcing and acquisition through delivery to the end user. Topics include the principles and concepts of logistics planning, cost integration, transportation (water, rail, road, air), distribution, and customer service.

Upon completion of this course, students will:

- Manage supply-chain logistics to minimize functional pitfalls
- Define and analyze alternative distribution pathways
- Model and analyze transportation scenarios to minimize cost
- Maximize capacity throughput through distribution planning
- Integrate customer-service concerns into logistical operations

AND

BADM 699 - Capstone

Credit(s): 1 hour
This capstone course is designed to give students an opportunity to integrate and apply knowledge acquired over their entire discipline of study to develop an academic paper or project on a practical business need or business-related problem that contributes to the professional body of knowledge of business and improves business practice. The course will assess students' overall learning experience and intellectual growth in their program of study. Course should be taken during the final semester of study.

OR

INTR 599 - Applied Learning Practicum

Credit(s): 1 hour
This course provides students enrolled in a master's program an opportunity to apply professional applications to their respective academic coursework. The Applied Learning Practicum can be either a practicum or internship in an area directly related to the student's course of study, or a project conducted in collaboration with program faculty applying coursework to a professional setting. Through this course, the University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. The course will be repeated in each semester of student enrollment. As an integral part of the executive formatted programs, this course is required every semester in which a student is taking courses.

Notes:

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Supply Chain Management, M.S.

The master's degree in supply-chain management seeks to equip students with the knowledge and skills necessary to manage complex supply-chain systems effectively. Program goals and outcomes programs include:

Learning Goals	Learning Outcomes
Students will develop advanced knowledge, relevant managerial skills, and technical expertise necessary to develop, control, enhance, and effectively manage a complex supply-chain system	• Students will have a thorough understanding of the principles of and applications that Supply Chain Management is used for in contemporary commerce. • Students will be able to develop models and conduct sophisticated analyses using analytical tools and techniques to support Supply Chain Management.

Learning Goals	Learning Outcomes
Students will develop critical thinking and problem-solving abilities to address supply chain challenges, such as cost reduction, risk management, and supply chain disruptions	• Students will be able to recognize and structure complex supply chain problems, utilize ethical reasoning skills, and work to enhance the value chain in business and organizational settings
Students will acquire technology skills associated with supply chain management and operation.	• Students will demonstrate proficiency with modern SCM technology applications, personal productivity tools, and management software.
Students will develop communication and collaboration skills necessary to work effectively with cross-functional teams, suppliers, and customers	• Students will be able to work in a team environment and effectively communicate their recommendations for Supply Chain Management and interface with stakeholders from different functional areas of the organization.
Students will learn to apply an ethical decision-making framework to decisions with ethical considerations.	• Students will be able to apply ethical reasoning skills and behavior to ethical issues in the supply chain management profession and practice.

Ultimately, the goal of the master's program in supply chain management is to prepare graduates to lead and manage complex supply-chain systems, drive innovation, effectively utilize technology, and create value for organizations and stakeholders. The program goals for the master's in supply chain management are aligned with the APICS Certified Supply Chain Professional certification.

Course Requirements: 31 Credit Hours

SCM 600 - Supply Chain Management Foundations

Credit(s): 3 hours
This course introduces the concepts and principles of Supply Chain Management, supply-chain management systems and technologies. Topics covered include a comprehensive overview of the global supply chain management systems, technologies for planning and coordinating sourcing, procurement, conversion, and the associated logistics to manage

material and information flow. The objective is to create net value, develop robust infrastructure, manage global logistics, and synchronize supply and demand across the supply chain.

Upon Completion of this Course, Students will:

- Understand the fundamentals of supply chain management and the role supply chain management plays in commerce and the Global economy.
- Understand the changing dynamics of global supply chains and their impacts on organizational performance.
- Develop supply-chain performance metricsiv.
- Use information technology to enhance SCM performancev.
- Develop supply chain systems that are aligned with organizational strategy

SCM 605 - Supply Chain Management Reporting Systems

Credit(s): 3 hours
This course will provide an overview of the administrative, accounting, and financial systems used for planning, measuring, reporting, and controlling supply chains. Topics include accounting procedures and systems used to manage operations and organizational processes, support purchasing and procurement, financial controls, and supply chain performance measurement.

Upon Completion of this Course, Students will:

- Assess the financial impacts of supply-chain decisions on users and providers of services
- Create basic budgets for supply-chain operations
- Perform basic financial analyses on supply chain problemsiv.
- Determine real costs for different supply chain decisions
- Manage operations using key financial performance indicators

SCM 610 - Supply Chain Management Modeling, Simulation, and Analytics

Credit(s): 3 hours
This course focuses on the techniques and technologies used for analytics and data modeling of supply chains and their associated elements. Topics include the application of decision analysis and support technologies, simulation, visualization, and optimization techniques to supply-chain problems.

Upon Completion of this Course, Students will:

- Create supply chain models from abstracted business data
- Solve simple and complex supply chain models using objectives and constraints
- Simulate basic supply-chain scenarios to support decision making
- Apply optimization techniques to supply-chain problems
- Use data visualization to communicate complex supply-chain ideas and results

SCM 615 - Supply Chain Management Operation and Production Technologies

Credit(s): 3 hours
This course focuses on the concepts and techniques used to support and coordinate the operational functions of a firm's supply chain. The course introduces and utilizes software tools to model and analyze the processes used to efficiently develop and deliver products and services through a supply chain. Emerging technologies, including Artificial Intelligence for SCM, will be examined.

Upon Completion of this Course, Students will:

- Document and measure operational performance in a supply chain
- Model, measure, and analyze operational functions
- Work with conflicting objectives and constraints to maximize performance
- Use managerial tools and software to support supply-chain operations
- Better manage the flows of products and operations through a supply chain

SCM 620 - Supply Chain Management Logistics, Transportation, and Distribution Systems

Credit(s): 3 hours
This course presents core knowledge related to procurement, operations, logistics, and coordinating the flow of products from raw material sourcing and acquisition through delivery to the end user. Topics include the principles and concepts of logistics planning, cost integration, transportation (water, rail, road, air), distribution, and customer service.

Upon completion of this course, students will:

- Manage supply-chain logistics to minimize functional pitfalls
- Define and analyze alternative distribution pathways
- Model and analyze transportation scenarios to minimize cost
- Maximize capacity throughput through distribution planning
- Integrate customer-service concerns into logistical operations

SCM 625 - Supply Chain Management Inventory, Warehousing, and Forecasting

Credit(s): 3 hours
This course emphasizes the dynamics of inventory management, warehouse operations, capacity planning, and managing multi-facility networks. Topics include inventory management systems, warehouse layouts and management, order-picking strategies, material requirements planning systems, and forecasting models and methods.

Upon Completion of this Course, Students will:

- Understand the evolution of modern warehousing and distribution centers and their impact on supply-chains
- Develop efficient warehouse layouts and flows
- Define appropriate picking strategies and technologies for different applications
- Perform inventory analyses to reduce costs, turn-over times, and losses
- Perform forecasts using popular forecast techniques

SCM 630 - Supply Chain Management Planning and Control Systems

Credit(s): 3 hours
This course focuses on the tools and techniques used to plan, control, and optimize complex supply chain elements. Topics include planning and controlling supply chain systems, the application of systems theory and concepts, project management, matrix organizational structures, scheduling and sequencing, resource allocation, and technologies used to support supply-chain activities.

Upon Completion of this Course, Students will:

- Understand the unique nature of supply-chain planning and control systems
- Apply project-management techniques to practical supply-chain problems
- Utilize Material Requirement Planning (MRP) technology to manage resources
- Apply the KPIs of Schedule, Cost, and Quality to supply-chain projects

SCM 635 - Supply Chain Management Quality Assurance and Control Systems

Credit(s): 3 hours
This course focuses on the processes, tools, techniques, and systems used in the quality assurance and control aspect of supply chain management. Topics include quality planning, assurance, control, and improvement for products and services in the supply chain.

Upon Completion of this Course, Students will:

- Understand the relationship between Quality Control (QC), company performance, and customer satisfaction
- Develop quality metrics for use in supply-chain operations
- Measure and evaluate KPIs for quality improvement over time
- Deploy popular QC techniques and tools in supply-chain scenarios
- Use QC data to guide managerial and supply-chain decisions

SCM 640 - Supply Chain Management Sourcing, Procurement, and Contract Administration

Credit(s): 3 hours
This course examines the firm's value-creation process from product development through order receipt and customer delivery. Topics include strategic sourcing for the supply chain, the use of Blockchain technology in the supply chain, integration and coordination with supply-chain partners, and enterprise resource planning systems.

Upon Completion of this Course, Students will:

- Work effectively with suppliers and stakeholders to improve the supply chain
- Improve financial results through improved procurement processes and technology
- Build resiliency into the supply chain through strategic sourcing
- Develop methods and technologies to support sources and stakeholders
- Effectively manage contractual relationships, expectations, and communications

SCM 645 - Supply Chain Management Sustainability, Resilience and Risk Analysis

Credit(s): 3 hours
This course provides an understanding of the identification, management, and mitigation of risk in complex supply chains. Topics include risk identification, assessment and analysis, sustainment, resilience, treatment, communication, and risk responses.

Upon Completion of this Course, Students will:

- Understand the nature of risk and risk management in the supply chain
- Implement new technologies to assess threats, vulnerabilities, and consequences
- Sustain operations through responsiveness, improvisation, contingency planning, and interoperability.

SCM 695 - Supply Chain Management - Capstone

Credit(s): 1 hour
This capstone course is designed to allow students to integrate and apply the knowledge acquired over their entire program of study to develop an academic paper or project on a practical supply chain need or supply chain-related problem that contributes to the professional body of knowledge of business and improves business practice. The course will assess students' overall learning experience and intellectual growth. The course should be taken during the final semester of study.

Upon Completion of this Course, Students will:

- Develop and complete a research paper or project in supply chain management that improves business practice.
- Identify and synthesize a range of research literature logically, clearly, and concisely.
- Identify recommendations and discuss implications for evidence-based practice based on the literature synthesis.
- Demonstrate the ability to effectively communicate research findings that contributes to the professional body of knowledge of business

OR

INTR 599 - Applied Learning Practicum

Credit(s): 1 hour
This course provides students enrolled in a master's program an opportunity to apply professional applications to their respective academic coursework. The Applied Learning Practicum can be either a practicum or internship in an area directly related to the student's course of study, or a project conducted in collaboration with program faculty applying coursework to a professional setting. Through this course, the University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. The course will be repeated in each semester of student enrollment. As an integral part of the executive formatted programs, this course is required every semester in which a student is taking courses.

Notes:

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Doctoral Degree

Business Administration, DBA

Requirements: 66 Credit Hours

The Doctor of Business Administration at University of the Cumberlands is designed to be an applied doctorate for working professionals who are driven to lead and innovate. The DBA enables students to develop advanced levels of competency in conducting applied research and in the comprehension of theoretical and applied literature in the discipline.

The program consists of four components: 1) Core courses; 2) Specialization courses; 3) Research courses; and 4) the Dissertation. Through this course structure, the Doctor of Business Administration Program seeks to prepare candidates:

1. To synthesize and integrate current research and literature to problems found in the areas of accounting, finance, economics, management, and marketing.
2. To construct research-based, strategic, effective, and ethical solutions to optimize organizational performance (both domestic and international).
3. To develop advanced communication, collaboration, research, and critical thinking skills.
4. To execute rigorous research and present scholarly work that contributes to the professional body of knowledge of business and provides linkages to practical business applications.

Core Courses - 18 Credit Hours

BACC 731 - Advanced Managerial Accounting

Credit(s): 3 hours
This advanced accounting research seminar course will provide students with principles and core concepts of managerial accounting. Students will conduct a study of various managerial accounting processes and systems used by managers to ensure organizational goals and strategies are implemented as intended. Topics include job and process costing, activity- based costing, cost- volume profit relationships, operating budget planning and control, capital budgeting, and pricing decisions among others. The final project in the seminar will be the development of a scholarly research paper analyzing a contemporary managerial accounting problem.

BADM 733 - Strategic Marketing: Research and Practice

Credit(s): 3 hours
This advanced marketing research seminar course will provide students with principles and core concepts of strategic marketing. Students will conduct a study of various strategic marketing concepts and practices used by managers to ensure organizational goals and strategies are implemented as intended. Topics include marketing strategies such as customer segmentation and creation of customer, company and collaborative value, marketing tactics such as managing products services, brand, and price, and managing marketing positions, new products, sales growth and product lines among others. The final project in the seminar will be the development of a scholarly research paper analyzing a contemporary strategic marketing problem.

BADM 734 - Corporate Finance: Fiscal Management in a Global Climate

Credit(s): 3 hours
This advanced corporate finance research seminar course will provide students with principles and core concepts of corporate finance as it relates to fiscal management in a global environment. Students will conduct a study of various global corporate finance concepts and practices used by managers to ensure organizational goals and strategies are implemented as intended. Topics include the environment of global finance, foreign exchange risk management, global financing strategy, global investment strategy, and global reporting and controlling decisions among others. The final project in the seminar will be the development of a scholarly research paper analyzing a contemporary global corporate finance problem.

BADM 735 - Comparative Economics

Credit(s): 3 hours
This advanced research seminar course will provide students with principles and core concepts of comparative economic systems. Managers in a global economy need to be acutely aware of the different systems of economic organization including capitalism, socialism and mixed economy. Students will conduct a study of various economic organization concepts and practices in order to ensure optimal efficiency in meeting organizational goals and strategies in various countries that have different economic models. The final project in the seminar will be the development of a scholarly research paper analyzing a contemporary comparative economic problem.

BADM 737 - Managerial Ethics and Social Responsibility

Credit(s): 3 hours
This advanced management research seminar course will provide students with principles and core concepts of managerial ethics and social responsibility. Managers need to be sensitive to issues of social responsibility and ethical behavior. This sensitivity is often a result of pressures from the public, various interest groups, governmental entities, and media coverage. Students will conduct a study of various managerial ethics and social responsibility concepts and practices used by managers to ensure organizational goals and strategies are implemented as intended. Topics include ethical decision-making,

corporate culture, corporate social responsibility, ethics and marketing, and business and environmental sustainability among others. The final project in the seminar will be the development of a scholarly research paper analyzing a contemporary ethical management and social responsibility problem.

BADM 838 - Strategic Thinking, Decision-Making and Innovation

Credit(s): 3 hours
This advanced research seminar course will provide students with principles and core concepts for strategic thinking, decision-making and sustainable innovation within an organization. Students will conduct a study of various theories and practices including the aspects strategic theories, strategic thinking versus strategic planning, strategic thinking learning process, role of culture in strategic thinking, role of analysis in strategic decision-making, and creating sustainable innovation within an organization, among others. The final project in the seminar will be the development of a scholarly research paper analyzing contemporary strategic thinking, decision-making and innovation issues within organizations.

Professional Research- 24 Credit Hours

DSRT 734 - Inferential Statistics in Decision-making

Credit(s): 3 hours
This course focuses on the descriptive and inferential statistics commonly used in organizational administration. Course activities include the application of statistical methods to research design, as well as an investigation of how these methods can contribute to school improvement. Specific concepts include measures of central tendency and variability, probability theory, estimation and significance, and correlation and regression.

DSRT 834 - Advanced Statistical Applications

Credit(s): 3 hours
This course focuses on the application of inferential statistics and incorporation of advanced statistical techniques. Specific concepts include developing research instruments, assessment of the reliability and validity of research instruments, analysis and interpretation of survey results, use of Cronbach's alpha, factor analysis, multiple regression, multivariate analysis of variance, and other advanced statistical tests used in research. Students will be exposed to the use of statistical software to analyze data using various statistical tests. Topics covered in this course would allow the application of knowledge in the analysis of data in a quantitative dissertation.
Prerequisite(s): DSRT 734

DSRT 837 - Professional Writing and Proposal Development

Credit(s): 3 hours
This course is an introductory overview of writing and organizational skills necessary for completion of a dissertation and submission of articles for publication. It includes components of research design.

DSRT 850 - Qualitative Research Methods

Credit(s): 3 hours
The course is designed to provide doctoral students with an in-depth understanding of qualitative methods and procedures of research. Topics discussed will include epistemology, the use of logic and drawing conclusions, the role of deduction, detection of logical fallacies and false argumentation, and the forms of qualitative study: Narratives, phenomenologies, ethnographies, grounded theory, and case studies, conceptualizing research designs, the collection and analyzing data/research, and drawing inferences. Special attention is given to making sound decisions regarding the selection of appropriate designs and methods for investigating research questions.

DSRT 736 - Dissertation Seminar

Credit(s): 3 hours
This course provides guided instruction on the design and writing of a dissertation proposal focused on organizationbased research. Course activities are intended to strengthen skills in writing, project design, and research methods.
Prerequisite(s): DSRT 734 and DSRT 837

DSRT 839 - Advanced Research Methods

Credit(s): 3 hours
The course is designed to provide doctoral students with an in-depth analysis of the methods and procedures of research used in the various subfields of education. Topics include conceptualizing research designs, writing research proposals, constructing measurement instruments, collecting and analyzing qualitative and quantitative data, and drawing inferences. Special attention is given to making sound decisions regarding the selection of appropriate designs and methods for investigating research questions. The student will develop a proposal that will, upon approval of the student's advisor and program director, serve as the first three chapters of student's dissertation.
Prerequisite(s): DSRT 734, DSRT 837 and DSRT 736.

DSRT 930 - Dissertation

Credit(s): 3 hours
These courses are an independent application of research, design, and methodology that leads to the completion of an original research study under the guidance of the student's Dissertation Director. Subject to the final approval of the Dissertation Director and evaluators, the degree candidate writes the dissertation and prepares for its oral defense. DSRT 930 and DSRT 931 are taken consecutively for 3 credits each.

Prerequisite(s): all coursework, including those in the content specialty area, needs to be completed; Comprehensive exams need to be successfully passed; and IRB approval must be secured. Advisor approval is also necessary to register for the 930 sequence; if the dissertation is not completed at the end of DSRT 931, the candidate enrolls in DSRT 931 as needed, for 3 credit hours each term, until the dissertation is completed and defended.

DSRT 931 - Dissertation

Credit(s): 3 hours
These courses are an independent application of research, design, and methodology that leads to the completion of an original research study under the guidance of the student's Dissertation Director. Subject to the final approval of the Dissertation Director and evaluators, the degree candidate writes the dissertation and prepares for its oral defense. DSRT 930 and 931 are taken consecutively for 3 credits each.
Prerequisite(s): Prerequisites: all coursework, including those in the content specialty area, needs to be completed; Comprehensive exams need to be successfully passed; and IRB approval must be secured. Advisor approval is also necessary to register for the DSRT 930 sequence; if the dissertation is not completed at the end of DSRT 931, the candidate enrolls in DSRT 931 as needed, for 3 credit hours each term, until the dissertation is completed and defended.

Notes:

If the dissertation is not completed at the end of DSRT 931, the candidate repeats DSRT 931 as needed, for three (3) credit hours each term, until the dissertation is completed and successfully defended.

Content Specialty Area- 24 Credit Hours

Content Specialty courses may not be populated exclusively by doctoral students. However, doctoral students taking these courses will engage in learning activities beyond those expected of masters-level students. These learning activities are detailed on course syllabi. Other courses, including courses offered for transfer credit, may be certified by the Registrar as doctoral-level Content Specialty courses if documentation of the learning experiences noted above can be offered through the syllabus, a portfolio of student work, or a detailed statement by the course professor.

Content Specialty Area

Twenty-four (24) hours are earned in courses in one of the following business-related disciplines. Classes available include but are not limited to those listed below.

Accounting Emphasis: 24 Credit Hours

BACC 537 - Taxation of Business Entities

Credit(s): 3 hours
This course focuses on a study of business entity taxation and the tax laws governing corporate taxpayers and their shareholders (who may or may not be individuals). Transactions and issues associated with taxation of entities such as regular C corporations, S corporations, limited liability companies, partnerships, and others.

BACC 539 - Advanced Accounting Information Systems & Analytics

Credit(s): 3 hours
This course focuses on advanced study topics in accounting information systems. Within the course, there will be a comprehensive discussion and analysis of how technology supports the accounting process. By the end of this course, students will be able to incorporate modeling technologies in making decisions within the accounting profession and utilize information technologies to analyze, design and implement accounting information systems. They will also develop an understanding of security risks, internal controls, emerging accounting technology, and data analytics with visualizations within an Accounting Information System (AIS).

BACC 632 - Advanced Governmental and Not-for-Profit Accounting

Credit(s): 3 hours
This course provides for an advanced, intensive study of the accounting and financial reporting procedures for governmental and not-for-profit entities.

BACC 635 - Advanced Accounting Theory

Credit(s): 3 hours
This course is an intensive study of recent developments, research, and literature in accounting theory. A focus of this course is critical analysis of current and emerging issues in accounting practice and theory as reflected in accounting literature.

BACC 637 - Tax Research and Practice

Credit(s): 3 hours
This course expands on concepts related to the federal income tax system as it applies to individuals, corporations, S corporations, partnerships, limited liability organizations, estates/trusts, and not-for-profit organizations. Research of tax issues is an emphasis of the course.

BACC 638 - Advanced Assurance Services

Credit(s): 3 hours
This course focuses on advanced study of selected topics in auditing and assurance services. Internal/external auditing, the impact of the Sarbanes-Oxley Act, and risk assessment will be addressed. This course will include an examination of current academic literature relevant to auditing and assurance services.

AND

- Students will choose other 600-level business electives Credit(s): 6 hours

OR

BACC 690 - Special Projects in Accounting and Related Subjects

Credit(s): 3 hours
This course is designed to allow students to conduct in depth investigation, research, and analysis of current topics or specialized study in accounting. The course may be retaken under different subtopics for a cumulative total of 6 hours.

for a total of 6 credit hours

Blockchain Emphasis: 24 Credit Hours

BLCN 531 - Introduction to Blockchain and Cryptocurrencies

Credit(s): 3 hours
This course explores the fundamentals of the public, transparent, secure, immutable and distributed database called Blockchain. Blockchains can be used to record and transfer any digital asset not just currency. This course will introduce students to the workings and applications of this new technology. Its potential impact on financial services, government, banking, contracting, and identity management will be discussed. This course provides the background necessary to be able to separate fact from fiction when reading claims about Bitcoin and other cryptocurrencies. Presents conceptual foundations required to engineer secure software that interacts with the Bitcoin network. Integrates ideas from Bitcoin and other cryptocurrencies in applied learning projects.

BLCN 532 - Blockchain Development

Credit(s): 3 hours
This course introduces blockchain on the practical level. The student will get a detailed picture of the components and structures of blockchain business networks, such as ledgers, smart contracts, consensus, certificate authorities, security, roles, transaction processes, participants, and fabrics. The student will also receive experience working with a blockchain to model, build, and test a business network that can query a ledger through programming. Finally, the student will learn how to create a blockchain network.

BLCN 533 - Finance and Blockchain

Credit(s): 3 hours
This course covers digital currencies, Blockchains, cryptographic tokens, and related topics in the FinTech (Financial/Technical) area, perhaps the most significant innovation in the financial world since the advent of doubleentry bookkeeping centuries ago. The

technology appears to represent an existential challenge for major parts of the finance industry. It is now commonly suggested by experts that commercial banks and stock exchanges may no longer exist, or may become much smaller, within the next 10 to 20 years, with increasing volumes of payments and exchange taking place on a peer to peer basis. New financing channels such as initial coin offerings have the potential to upend segments of entrepreneurial finance.

BLCN 535 - Cryptography

Credit(s): 3 hours
The course examines methods and techniques for concealing data for security purposes. Cryptography plays a major role in securing blockchain technologies. Topics covered will include cryptographic techniques, approaches and technologies. (Course currently taught as ISOL 535)

BLCN 631 - Blockchain Implementation

Credit(s): 3 hours
This course will provide an overview of the structure and mechanism of Bitcoin, Ethereum, Hyperledger and multichain blockchain platforms. The student will learn to setup his/her own private blockchain and deploy smart contracts on Ethereum. The student will also learn to deploy the business network using Hyperledger Composer and be able to setup a private multi-chain environment.
Prerequisite(s): BLCN 531

BLCN 632 - Data Mining

Credit(s): 3 hours
The goal of the course is to introduce students to the current theories, practices, tools and techniques in data mining. Because many topics and concepts in data mining are learned most efficiently through hands-on work with data sets, we will spend time with software analyzing and mining data. The goal is to gain a better understanding of how data mining is applied and what is involved in data mining projects. (Course currently taught as ITS 632)

BLCN 633 - Global Marketing and Blockchain Technology

Credit(s): 3 hours
This course will research how leveraging high "Velocity" data - such as data from mobile devices - has unearthed knowledge that has helped firms better understand their customers. The significant potential of high "Variety" data - data that is unstructured in the form of text, images, videos, and so on - to make better predictions has been documented in numerous academic studies. Blockchain technology will be used to address the limitation of issues related to the accuracy, reliability, and transparency of the data itself.

BLCN 634 - Human Resource Management and Blockchain

Credit(s): 3 hours
This course will explore how HR will be disrupted by Blockchain technologies. Current disruptions include HR solutions moving to subscription-based models on cloud platforms; organizations emphasizing mobile-first strategies; and employees expect consumer-grade digital services.

BLCN 636 - Legal & Regulatory Framework of Blockchain

Credit(s): 3 hours
This course is developed for high level business people (and those on their way) who want a broad understanding of the legal and regulatory frameworks being developed around blockchain technology. This course will empower business leaders to understand how governments are approaching and potentially regulating the usage of blockchain technology. Students will gain an understanding of how the US Federal government/regulatory agencies, state governments and the governments of foreign nations are treating the implementation of blockchain technology and cryptocurrencies. This course is not a deep legal curriculum, but rather is focused on helping executives grasp the basics of the legislative and regulatory processes specific to the emerging technology.

*BLCN 535 - Cryptography currently taught as ISOL 535 - Cryptography

**BLCN 632 - Data Mining currently taught as ITS 632 - Introduction to Data Mining

*** BLCN 534 - Fundamentals of Database Systems currently taught as BUAN 674 - Database Management Systems for Business Analytics

****All online students who are seeking to earn this degree must take this course in lieu of INTR 599, in addition to meeting all program degree requirements. Executive format students can substitute the required INTR 599 course in lieu of this course as part of their program degree requirements.

Executive format programs have an applied learning component (internship or practicum) that is an integral and essential part of the established curriculum. Due to the applied learning component required for the degree program, Executive format students must enroll in INTR every term of enrollment.

Business Analytics Emphasis: 24 Credit Hours

BUAN 673 - Data Exploration & Visualization

Credit(s): 3 hours
This course covers the fundamentals of data exploration and visualization. Students in this course will learn basic concepts of information visualization and exploratory data analysis techniques. The course explores basic techniques for getting data into a usable format and presenting it visually using various analytical tools. Students will analyze large datasets and effectively communicate their analyses through visualizations. Students will also learn basic visualization design and evaluation principles to create meaningful quantitative and qualitative data displays. No experience in programming is required.

Learning Outcomes:

Upon completion of this course, students should be able to:

- Understand the foundation and characteristics of data.
- Develop an understanding of the processes, methodologies, and tools used to transform data into useful information to inform business decisions and actions.
- Assess data quality, transform data into a usable format, and compile and communicate analyses in persuasive visual reports.
- Select the graphical formats and suitable visualization techniques for a given problem.

BUAN 674 - Database Management Systems for Business Analytics

Credit(s): 3 hours
The course examines the principles of design and functions of Relational Database Management Systems (DBMS), focusing on business domains and business data analytics applications. Topics include database design principles, entity-relationship diagrams, analyzing databases evolution of Database Management systems, Entity Relationships Modeling, Design of a Relational Model, Database Integrity Rules, Normalization of Database Tables, Data Warehouse, Data Mining, and Database Administration.

Learning Outcomes:

Upon completion of this course, students should be able to:

- Understand the core principles, concepts, and applications of DBMS, focusing on business domains.
- Understand relational data models and their applications and interactions with current data management systems.
- Create conceptual database models using entity-relationship.
- Design data structures limiting redundancy and enforcing data integrity while conforming to organizational requirements.

- Design data models for querying databases and transforming data into useful information to inform business decisions and actions.

BUAN 675 - Business Intelligence and Data Mining

Credit(s): 3 hours
This course is designed to equip students with a practical understanding of the core business intelligence and data mining concepts and techniques and the application of these concepts and techniques to real-world business problems. The course will focus on extracting business intelligence by leveraging large, complex data structures with practical business applications. The hands-on projects emphasize the "know-how" aspect - extracting and applying business intelligence to improve business decision-making.

Learning Outcomes:

Upon completion of this course, students will be able to.

- Apply key quantitative techniques in data mining and business intelligence for analyzing and improving business operations.
- Differentiate, design, and assess various business intelligence (BI) and data mining models.
- Identify and translate real-world business problems into BI and data mining problems.
- Use existing data retrieval and manipulation tools for data/information extraction and enterprise reporting.
- Select an appropriate data mining technique for a specific problem.

BUAN 676 - Business Analytics for Decision Making

Credit(s): 3 hours
This course introduces the fundamentals of data model tools and methods. The emphasis will be on modeling and evaluating uncertainty, understanding the nature of decision-making, efficiently using data and limited information, simulating complex systems, and optimally allocating resources. Students will develop good judgment and the ability to formulate, analyze, and solve managerial problems.

Learning Outcomes:

Upon completion of this course, students will be able to.

- Use the most popular statistical data collection, analysis, and reporting techniques.

- You will be proficient at formatting quantitative information to present to decision-makers.
- Identify and apply important quantitative methods developed in statistics and optimization that are commonly used to solve business-related problems.
- Perform skilled statistical data analysis, summarization, and interpretation of datasets using analytical software.
- Utilize appropriate optimization methods on data to analyze decision outcomes in business environments.

MSAI 511 - Introduction to Artificial Intelligence

Credit(s): 3 hours
This course is an introduction to Artificial Intelligence for business leaders. The course will teach the fundamentals of Artificial Intelligence from a managerial perspective. It will provide examples of the potential AI offers to a company.

Learning Objectives:

•The meaning behind common AI terminology, including neural networks, machine learning, deep learning, and data science

•The capabilities of AI

•How to spot opportunities to apply AI to problems in an organization

•Introduction to creating machine learning projects

•Building an AI strategy for a company•Ethical implications of using AI

MSAI 599 - Transforming Business with Artificial Intelligence

Credit(s): 3 hours
This course requires students to apply the skills and knowledge developed during the program to create an Artificial Intelligence transformation strategy for an organization.

Learning Objectives

•Learn how to view AI as a tool and not a goal

•Learn how to find AI applications that are particularly well matched to your business strategy

•Learn how to prioritize AI implementation based on risk vs. reward

•Learn how to create a long-term strategy for AI adoption

•Learn how to address AI-specific risks

- **And Choose two elective courses (6 credit hours) from the following list:**

BACC 539 - Advanced Accounting Information Systems & Analytics

Credit(s): 3 hours
This course focuses on advanced study topics in accounting information systems. Within the course, there will be a comprehensive discussion and analysis of how technology supports the accounting process. By the end of this course, students will be able to incorporate modeling technologies in making decisions within the accounting profession and utilize information technologies to analyze, design and implement accounting information systems. They will also develop an understanding of security risks, internal controls, emerging accounting technology, and data analytics with visualizations within an Accounting Information System (AIS).

BADM 657 - Logistics and Supply Chain Management (SCM)

Credit(s): 3 hours
In this course, students will understand that successful Supply Chain Management (SCM) requires cross-functional integration of key business processes within the firm and across the network of firms that comprise the supply chain. The challenge is to determine how to successfully accomplish this integration. In this course, the distinction between logistics and supply chain management is identified and a framework for SCM is presented. Class time is also devoted to each of the eight supply chain processes. This course serves as an elective for students pursuing the MBA Marketing Emphasis.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of the Graduate School of Business

BADM 658 - Marketing Decision-Making & Analytics

Credit(s): 3 hours
The overarching purpose of this course is to orient students to the systematic use of data and state-of-the-art marketing analytics tools to solve real-world marketing problems that add value to an organization's marketing and growth efforts. By the end of this course, students will develop a sufficient understanding of the framework, processes, methodologies, and analytical tools used to transform marketing data into useful information to make strategic marketing decisions. Students will also gain hands-on experience in data-driven approaches to make data-driven marketing decisions.

BADM 662 - Customer Satisfaction Measurement

Credit(s): 3 hours
This course provides for a comprehensive study in determining how to measure customer satisfaction. In this course, students will present customer satisfaction strategies which are consistent with an organization's broader goals. This course serves as an elective for students pursuing the MBA Healthcare Administration and Marketing Emphases. Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of the Graduate School of Business

BADM 668 - Strategic Management in Healthcare Administration

Credit(s): 3 hours
In this capstone course, students will synthesize and apply concepts learned in the Healthcare Administration concentration. The focus of this course requires case analysis to integrate the components of organizational strategy development and execution. Using the provided healthcare case study, students will assess the situation, identify the problem, and develop strategic alternatives in order to recommend a proposed solution. This course serves as an elective for students pursuing the MBA Healthcare Administration Emphasis.

BADM 670 - Digital Health and Analytics

Credit(s): 3 hours
This course introduces students to digital health and analytics aimed to improve patient care outcomes and enhance health delivery system performance. Specific topics will include: an overview of the digital health concepts and related terminologies, data standards, health data security and confidentiality, clinical decision support systems, population health analytics, big data analytics, consumer health informatics, emerging digital health innovations and applications, and other topics related to digital health and analytics. Course learning objectives and critical core competency skills are achieved using various learning methods, including lectures, discussion questions, participation, written assignments such as experiential-based case studies, and a comprehensive final project.

BADM 688 - Big Data and Financial Analytics

Credit(s): 3 hours
The goal of this course is to familiarize students with big data analysis to a wide range of practical financial problems. By the end of this course, students will develop a sufficient understanding of processes, methodologies, and tools used to transform a large amount of financial data into useful information to inform business decisions and actions. Students will also gain hands-on experience in designing highly scalable systems that can accept, organize, store, and analyze large and complex data structures that have financial applications. The course will use Python and R as the primary data analysis platform. No prior programming experience in Python or R is expected, but familiarity with basic statistics is presumed.

- Or 6 Credit Hours of INTR 799/899 Applied Learning Practicum - for Exective Students

Entrepreneurship Emphasis: 24 Credit Hours

BADM 631 - Managing in a Global Environment

Credit(s): 3 hours
This course provides a study of the involvement of American firms in the international community with special emphasis on the impact of foreign competition on domestic markets, management of multinational enterprises and decision-making in the international environment.

BADM 632 - Advanced Human Resource Management

Credit(s): 3 hours
This course is the study of contemporary topics related to effective management of human resources, and emphasizes in- depth research and analysis of the interrelationship of the human resource function in a dynamic business environment.

BADM 643 - Sales and Customer Relationship Management

Credit(s): 3 hours
This course provides for an advanced study of sales force issues and the management of the overall customer relationship effort in an organization. Emphasis is placed on identifying approaches for making decisions that lead to a more customer-centric business model. This course serves as an elective for students pursuing the MBA Entrepreneurship Emphasis.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of the Graduate School of Business

BADM 644 - New Venture Development

Credit(s): 3 hours
This course is designed to provide the knowledge and skills necessary to launch a business or social venture. There are three components of the course: (1) Feasibility
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of Graduate School of Business

BADM 645 - Strategic Leadership

Credit(s): 3 hours
This course provides for the study of leadership issues and constructs required for managers. Emphasis is placed on negotiation, conflict resolution, mediation, communication, ethical reasoning, problem-solving, and decisionmaking.

BADM 648 - Entrepreneurial Strategy

Credit(s): 3 hours
This course provides for an advanced study of entrepreneurial strategy formulation. Emphasis in the course is the development of a comprehensive business plan. This course serves as an elective for students pursuing the MBA Entrepreneurship Emphasis. Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of Graduate School of Business

AND

Students will choose other 600-level business electives: Credit(s): 6 hours

OR

BADM 694 - Special Projects in Entrepreneurship and Related Subjects

Credit(s): 3 hours
This course is designed to allow students to conduct in depth investigation, research, and analysis of current topics or specialized study in entrepreneurship. The course may be retaken under different subtopics for a cumulative total of 6 hours.

for a total of 6 credit hours

Finance Emphasis: 24 Credit Hours

BACC 681 - Financial Accounting and Analysis

Credit(s): 3 hours
This course is designed to provide an understanding of the primary financial statements - balance sheet, income statement, statement of cash flow, and statement of changes in equity - and a thorough framework for analyzing and interpreting reported financial information from the perspective of financial statement users. Upon completion of this course, students will develop a sufficient understanding of corporate financial statements and the technical skills needed to research, analyze, and interpret financial statements. This course is recommended for students and professionals who want to gain an in-depth understanding of corporate financial performance and results and students planning a career in the financial industry or general management.

BADM 682 - Quantitative Methods for Finance

Credit(s): 3 hours
This course is designed to provide an understanding of the quantitative methods and techniques used in financial analysis and investment decision making. This course explores in greater depth the key quantitative techniques and their application to problems in the finance and investment environment. Upon completion of this course,

students will gain hands-on experience in quantitative analysis and develop the skills necessary to use quantitative methods in financial decision making. Considerable attention is paid to the quantitative topics covered in the Chartered Financial Analyst (CFA) and Financial Risk Manager (FRM) exam.

BADM 683 - Financial Services, Regulation, and Ethics

Credit(s): 3 hours
This course explores the ethical issues in the financial services industry and the legal and regulatory frameworks that govern the financial system. It provides students with a critical understanding of the ethical issues confronting financial professionals and a broad and in-depth knowledge of the legal and regulatory issues in the financial services industry. Students will leave this course with the relevant knowledge of the legal and regulatory environment in which business operates and the ability to develop the framework necessary to make proper ethical decisions. Particular attention is paid to the knowledge areas covered in the Certified Regulatory Compliance Manager (CRCM) exam offered by the American Bankers Association.

BADM 684 - Financial Modeling and Valuation

Credit(s): 3 hours
The objective of this course is to develop the financial modeling skills necessary to build interactive valuation models for firms. This course explores in greater depth the appropriate valuation concepts, techniques, and models used in typical finance and investment practice. This course will involve extensive use of spreadsheets and other computerbased models to analyze the impacts of investment and financial decisions related to financial statement analysis in the finance and investment context. Ultimately, students who complete this course develop financial modeling skills for performing financial analyses and understand how various financial decisions may impact firm and shareholder value.

BADM 685 - Economics Analysis for Decision Making

Credit(s): 3 hours
This course is designed to provide an understanding of the framework for effective managerial decision making in an economic context. This course teaches the skills required to understand how various economic decisions may impact a firm in the business world through the use of economic models and specialized economic techniques. Students will leave this course with a good understanding of the economic decision models, tools, and techniques that are useful to firm managers in making business and financial decisions.

BADM 687 - Financial Planning and Wealth Management

Credit(s): 3 hours
This course examines the financial issues arising from personal financial planning and

investment management. Among the topics included are financial planning, life cycle financial planning, retirement and estate planning, tax planning, investment planning, wealth management, employment benefits management, risk management, insurance, asset allocation, securities trading, and client communication strategies. This course is recommended for students who wish to become practitioners in financial planning and wealth management and for professionals considering a career transition or career advancement in the financial planning and wealth management industry. Considerable attention is paid to the topics covered in the Certified Financial Planner (CFP) program.

BADM 688 - Big Data and Financial Analytics

Credit(s): 3 hours
The goal of this course is to familiarize students with big data analysis to a wide range of practical financial problems. By the end of this course, students will develop a sufficient understanding of processes, methodologies, and tools used to transform a large amount of financial data into useful information to inform business decisions and actions. Students will also gain hands-on experience in designing highly scalable systems that can accept, organize, store, and analyze large and complex data structures that have financial applications. The course will use Python and R as the primary data analysis platform. No prior programming experience in Python or R is expected, but familiarity with basic statistics is presumed.

BADM 689 - Global Capital Markets and International Finance

Credit(s): 3 hours
This course is designed to provide an understanding of international finance within the context of global capital markets. The focus is on global capital markets and the financial management of firms that operate in the emerging global competitive environment. The course will examine the different types of securities in the capital markets across debt, equity, and derivatives and how these different markets around the world interact to create value for corporations and their stakeholders. Considerable attention will also be directed to specific topics of international finance such as international investment management, foreign exchange markets, managing exchange rate exposure and risk, and various other risk management issues.

Healthcare Administration Emphasis: 24 Credit Hours

BACC 661 - Healthcare Accounting

Credit(s): 3 hours
This course focuses on the application of accounting and financial management concepts to healthcare organizations. This course serves as an elective for students pursuing the MBA Healthcare Administration Emphasis.

BADM 662 - Customer Satisfaction Measurement

Credit(s): 3 hours
This course provides for a comprehensive study in determining how to measure customer satisfaction. In this course, students will present customer satisfaction strategies which are consistent with an organization's broader goals. This course serves as an elective for students pursuing the MBA Healthcare Administration and Marketing Emphases.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of the Graduate School of Business

BADM 663 - Healthcare Marketing

Credit(s): 3 hours
This course is designed to provide knowledge of the following issues relevant to healthcare marketing: 1) Nature of healthcare markets; 2) Concept of strategic marketing of healthcare organizations; 3) Marketing strategy and planning tools in the healthcare setting; 4) Healthcare customers and consumer behavior; 5) Application of 4Ps of marketing to healthcare marketing; and 6) Research in healthcare marketing. This course serves as an elective for students pursuing the MBA Healthcare Administration and Marketing Emphases.

BADM 664 - Healthcare Finance

Credit(s): 3 hours
This course focuses on the application of finance theory, principles, and concepts to healthcare organizations. This course serves as an elective for students pursuing the MBA Healthcare Administration Emphasis.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of Graduate School of Business

BADM 665 - Healthcare Policy and Economics

Credit(s): 3 hours
This course applies general theoretical principles of economics to the healthcare sector. The basic approach is to recognize the importance of scarcity and incentives, allowing for differences particular to healthcare. The demand and the supply for health and medical care are examined theoretically and practically. In addition, the competitiveness of these markets, the relationship with health insurance and the role of government are explored. A focus of the course is decisions made by consumers, providers (physicians, hospitals), insurers, or the government in the area of healthcare. This course serves as an elective for students pursuing the MBA Healthcare Administration Emphasis.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of Graduate School of Business

BADM 667 - Legal and Ethical Issues in Healthcare Administration

Credit(s): 3 hours
This course addresses the legal aspects, code of ethics and policy issues relevant to

healthcare. Emphases of the course include confidential communications, advanced directives, consents, professional liability, medical malpractice, release of information, case studies, and the professional code of ethics for medical professionals. The course includes discussion relevant to concepts of professional credentialing and responsibility, liability, and working within legal/ethical boundaries. This course serves as an elective for students pursuing the MBA Healthcare Administration Emphasis.

BADM 668 - Strategic Management in Healthcare Administration

Credit(s): 3 hours
In this capstone course, students will synthesize and apply concepts learned in the Healthcare Administration concentration. The focus of this course requires case analysis to integrate the components of organizational strategy development and execution. Using the provided healthcare case study, students will assess the situation, identify the problem, and develop strategic alternatives in order to recommend a proposed solution. This course serves as an elective for students pursuing the MBA Healthcare Administration Emphasis.

AND

BADM 670 - Digital Health and Analytics

Credit(s): 3 hours
This course introduces students to digital health and analytics aimed to improve patient care outcomes and enhance health delivery system performance. Specific topics will include: an overview of the digital health concepts and related terminologies, data standards, health data security and confidentiality, clinical decision support systems, population health analytics, big data analytics, consumer health informatics, emerging digital health innovations and applications, and other topics related to digital health and analytics. Course learning objectives and critical core competency skills are achieved using various learning methods, including lectures, discussion questions, participation, written assignments such as experiential-based case studies, and a comprehensive final project.

OR

BADM 696 - Special Projects in Healthcare Administration and Related Subjects

Credit(s): 3 hours
This course is designed to allow students to conduct in depth investigation, research, and analysis of current topics or specialized study in healthcare administration. The course may be retaken under different subtopics for a cumulative total of 6 hours.

Marketing Emphasis: 24 Credit Hours

BADM 643 - Sales and Customer Relationship Management

Credit(s): 3 hours
This course provides for an advanced study of sales force issues and the management of the overall customer relationship effort in an organization. Emphasis is placed on identifying approaches for making decisions that lead to a more customer-centric business model. This course serves as an elective for students pursuing the MBA Entrepreneurship Emphasis.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of the Graduate School of Business

BADM 655 - Advanced Brand Management

Credit(s): 3 hours
As products, pricing, promotion, and distribution increasingly become commodities, the new competitive arena is brand value, which creates long-term profitable brand relationships. Building brand equity involves managing brands within the context of other brands, as well as managing brands over multiple categories, over time, and across multiple market segments. This course is designed to provide the knowledge and skills necessary to build, measure, and manage a brand. This course serves as an elective for students pursuing the MBA Marketing Emphasis.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of the Graduate School of Business

BADM 656 - Business-to-Business (B2B) Marketing

Credit(s): 3 hours
This course is designed to provide in-depth study of issues related to industrial or business-to-business marketing. Many B2B marketing executives indicate that many traditional marketing concepts and principles do not apply in B2B. B2B marketing requires a unique set of marketing concepts and principles versus consumer marketing. Another focus of the course will address a major difference between consumer and business-to-business marketing, namely the amount of people involved in the sale: from both the seller's firm and the purchasing firm. In consumer selling, the user is generally the purchaser. In B2B marketing, both the selling firm and the buying firm includes members of other disciplines (engineering, transportation, warehousing, finance, and others) from the beginning of the process to the time of actual purchase. The addition of these people fosters strong ties between the two firms but also lengthens the time and complexity of the sale.

BADM 657 - Logistics and Supply Chain Management (SCM)

Credit(s): 3 hours
In this course, students will understand that successful Supply Chain Management (SCM) requires cross-functional integration of key business processes within the firm and across the network of firms that comprise the supply chain. The challenge is to determine how to successfully accomplish this integration. In this course, the distinction between logistics and supply chain management is identified and a framework for SCM is presented. Class

time is also devoted to each of the eight supply chain processes. This course serves as an elective for students pursuing the MBA Marketing Emphasis.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of the Graduate School of Business

BADM 658 - Marketing Decision-Making & Analytics

Credit(s): 3 hours
The overarching purpose of this course is to orient students to the systematic use of data and state-of-the-art marketing analytics tools to solve real-world marketing problems that add value to an organization's marketing and growth efforts. By the end of this course, students will develop a sufficient understanding of the framework, processes, methodologies, and analytical tools used to transform marketing data into useful information to make strategic marketing decisions. Students will also gain hands-on experience in data-driven approaches to make data-driven marketing decisions.

BADM 662 - Customer Satisfaction Measurement

Credit(s): 3 hours
This course provides for a comprehensive study in determining how to measure customer satisfaction. In this course, students will present customer satisfaction strategies which are consistent with an organization's broader goals. This course serves as an elective for students pursuing the MBA Healthcare Administration and Marketing Emphases.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of the Graduate School of Business

BADM 663 - Healthcare Marketing

Credit(s): 3 hours
This course is designed to provide knowledge of the following issues relevant to healthcare marketing: 1) Nature of healthcare markets; 2) Concept of strategic marketing of healthcare organizations; 3) Marketing strategy and planning tools in the healthcare setting; 4) Healthcare customers and consumer behavior; 5) Application of 4Ps of marketing to healthcare marketing; and 6) Research in healthcare marketing. This course serves as an elective for students pursuing the MBA Healthcare Administration and Marketing Emphases.

AND

BADM 644 - New Venture Development

Credit(s): 3 hours
This course is designed to provide the knowledge and skills necessary to launch a business or social venture. There are three components of the course: (1) Feasibility
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of Graduate School of Business

OR

BADM 695 - Special Projects in Marketing and Related Subjects

Credit(s): 3 hours
This course is designed to allow students to conduct in depth investigation, research, and analysis of current topics or specialized study in marketing. The course may be retaken under different subtopics for a cumulative total of 6 hours.

Project Management Emphasis: 24 Credit Hours

BADM 623 - Project Management Processes

Credit(s): 3 hours
This course provides for a scholarly study of project management and is a foundational overview of the discipline through the processes of the "project life cycle". Students will learn about project management in its entirety from the initiation of the project to its closing, and will examine all "knowledge areas" as noted in PMBOK, a leading source in the field of project management. This course serves as one of the requirements for students pursuing the MBA with a concentration in project management or the M.S. in Project Management. This course will also serve as an informational guide for students seeking professional certification in project management areas as offered by PMI (Project Management Institute).

BADM 627 - Project Risk and Quality Management

Credit(s): 3 hours
This course is designed to provide students with a study of two vital areas of knowledge within project management (PM): Project Risk Management and Project Quality Management. Students will learn how to assess, address, and manage risk in order to attain project success and avoid project failure. Students will also learn the importance of project quality through the utilization of project quality tools and quality management planning. This study involves applicable quality concepts that aid in the planning, managing, and controlling of processes. This course is essential for aspiring project managers and will provide the risk management and quality management tools that are needed for effective project management.

BADM 628 - Project Human Resource and Stakeholder Management

Credit(s): 3 hours
This course is designed to address the management of human resources and stakeholders within the framework of projects and their life cycles. While other knowledge areas within project management may often times provide concrete solutions and predictable outcomes, nothing can be more elusive to a project manager than the ability to plan projects where human resource capital and stakeholders are to be identified, selected, analyzed, communicated with, assigned roles, and managed. Project success depends on

appropriate human resource allocation and full stakeholder engagement. This course will provide students with the processes and mechanisms to accomplish those same goals.

BADM 633 - Planning the Project

Credit(s): 3 hours
This course examines topics in project management with specific attention to issues and skills of project planning.

BADM 634 - Initiating the Project

Credit(s): 3 hours
This course examines topics in project management with specific attention to issues and skills of project initiation.

BADM 635 - Executing the Project

Credit(s): 3 hours
This course examines topics in project management with specific attention to issues and skills of project execution.

BADM 636 - Monitoring/Controlling and Closing the Project

Credit(s): 3 hours
This course examines topics in project management with specific attention to issues and skills of project monitoring, controlling, and closing.

- And one 600-level business elective **Credit(s):** 3 hours

Public Administration Emphasis: 24 Credit Hours

BUPA 660 - Fundamentals of Public Administration

Credit(s): 3 hours
The Fundamentals of Public Administration course provides a comprehensive introduction to the key principles, practices, and challenges in the field of public administration. Participants will gain a deep understanding of the unique aspects of managing public organizations, navigating government structures, and addressing the complex issues that arise in the public sector. It provides an understanding of the history, theories and concepts of public administration within governmental organizations with a specific focus on state and local management units and how these are relative to the management and operations of a public enterprise organization.

BUPA 661 - Public Enterprise Systems

Credit(s): 3 hours
The course is designed to equip students with the knowledge and skills necessary to effectively manage and run corporations that are wholly or partially owned or created by government entities. This course delves into the unique challenges and opportunities associated with public enterprises, exploring the intersection of business principles and public administration. The course will explore the similarities and differences between managing a public enterprise versus a governmental agency or private business. Varying case studies will be examined related to transportation, utilities and other public enterprise systems to provide a broad understanding of the nature of managing these hybrid organizations.

BUPA 662 - Emergency Management & Continuity of Operations

Credit(s): 3 hours
The course will provide students with the understanding of the National Incident Management System (NIMS) and the Incident Command Structure (ICS) in relation to emergency planning, response and recovery. Public entities and public enterprise systems participate in many emergency planning and response processes either independently, as part of critical infrastructure, or as part of collaborative efforts with other governmental bodies and agencies. Completion of the course will provide the student with the knowledge to satisfactorily complete the ICS, 100, 200, 700 and 800 exams through the FEMA Emergency Management Institute.

BUPA 663 - Administrative Law & Regulatory Processes

Credit(s): 3 hours
The course is designed to equip students with a practical understanding of the legislative law-making process and the administrative rule-making process that may impact public agencies and organizations. Students will be able to understand the governmental mechanisms and oversight that control the operations and management of public enterprises.

BUPA 664 - Public Sector Budgeting

Credit(s): 3 hours
The course is designed to provide students with a comprehensive understanding of budgeting methodologies utilized in the public sector and how they relate to private sector budgeting methodologies. The course explores the intricacies of budget development, implementation, and analysis, with a focus on the unique challenges and opportunities that arise in different organizational settings.

- AND Choose three elective courses (9 credit hours) from the following:

BACC 632 - Advanced Governmental and Not-for-Profit Accounting

Credit(s): 3 hours
This course provides for an advanced, intensive study of the accounting and financial reporting procedures for governmental and not-for-profit entities.

BADM 539 - Research and Grant Writing

Credit(s): 3 hours
This course focuses on developing skills to engage in research, write persuasive and informative business documents, and create and deliver effective presentations. Students will have opportunities to work individually and collaboratively.

Course Objectives

Upon completion of this course:

1. Students will develop an understanding of the sources of potential grants such as government agencies and private foundations and how to find and identify these opportunities.
2. Students will learn to gather and organize required research information and data to support grant proposals.
3. Students will learn how to read and understand grant announcements, effectively plan and draft grant proposals for effectiveness and success of selection while meeting all time requirements.
4. Students will learn administrative and ethics procedures used when managing and overseeing grants awarded by governmental agencies.

BADM 623 - Project Management Processes

Credit(s): 3 hours
This course provides for a scholarly study of project management and is a foundational overview of the discipline through the processes of the "project life cycle". Students will learn about project management in its entirety from the initiation of the project to its closing, and will examine all "knowledge areas" as noted in PMBOK, a leading source in the field of project management. This course serves as one of the requirements for students pursuing the MBA with a concentration in project management or the M.S. in Project Management. This course will also serve as an informational guide for students seeking professional certification in project management areas as offered by PMI (Project Management Institute).

BADM 632 - Advanced Human Resource Management

Credit(s): 3 hours
This course is the study of contemporary topics related to effective management of human resources, and emphasizes in- depth research and analysis of the interrelationship of the human resource function in a dynamic business environment.

BADM 645 - Strategic Leadership

Credit(s): 3 hours
This course provides for the study of leadership issues and constructs required for managers. Emphasis is placed on negotiation, conflict resolution, mediation, communication, ethical reasoning, problem-solving, and decisionmaking.

BADM 652 - Strategic Organizational Design

Credit(s): 3 hours
This course focuses on organizational strategy and the competitive advantage of organizational design. Special emphasis will be placed on contemporary organizations and the concepts, strategy, and design driving their success.

BADM 665 - Healthcare Policy and Economics

Credit(s): 3 hours
This course applies general theoretical principles of economics to the healthcare sector. The basic approach is to recognize the importance of scarcity and incentives, allowing for differences particular to healthcare. The demand and the supply for health and medical care are examined theoretically and practically. In addition, the competitiveness of these markets, the relationship with health insurance and the role of government are explored. A focus of the course is decisions made by consumers, providers (physicians, hospitals), insurers, or the government in the area of healthcare. This course serves as an elective for students pursuing the MBA Healthcare Administration Emphasis.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of Graduate School of Business

LEAD 531 - Introduction to Non-Profit Management

Credit(s): 3 hours
This course is designed with a focus on understanding organizational aspects related to non-profit management and best practices in leading non-profit organizations. Students will explore issues leaders face while managing nonprofit organizations, board governance, grant writing, fundraising, managing employees and volunteers, and marketing strategies.

Strategic Management Emphasis: 24 Credit Hours

BADM 624 - Competitive Strategy

Credit(s): 3 hours
This course is designed to provide the core concepts and frameworks for competitive strategy. The course is designed around two main questions: (1) Why are some companies more successful than others; and (2) what can we learn from their experiences to identify key drivers of superior performance?

BADM 625 - Mergers and Acquisitions

Credit(s): 3 hours
This course explores mergers and acquisitions as a viable mode of corporate development. The emphasis of this course is the comprehensive framework for executing mergers and acquisitions from initiation to implementation.

BADM 626 - Management Consulting

Credit(s): 3 hours
This course is designed to provide a framework for the management consulting profession. Emphasis is placed on developing proficiencies in a range of skills required to practice consulting. In this course, students will become familiar with the typical phases in a consulting project.

BADM 631 - Managing in a Global Environment

Credit(s): 3 hours
This course provides a study of the involvement of American firms in the international community with special emphasis on the impact of foreign competition on domestic markets, management of multinational enterprises and decision-making in the international environment.

BADM 632 - Advanced Human Resource Management

Credit(s): 3 hours
This course is the study of contemporary topics related to effective management of human resources, and emphasizes in- depth research and analysis of the interrelationship of the human resource function in a dynamic business environment.

BADM 645 - Strategic Leadership

Credit(s): 3 hours
This course provides for the study of leadership issues and constructs required for managers. Emphasis is placed on negotiation, conflict resolution, mediation, communication, ethical reasoning, problem-solving, and decisionmaking.

AND

- Students will choose other 600-level business electives **Credit(s):** 6 hours

OR

BADM 692 - Special Projects in Strategic Management

Credit(s): 3 hours
This course is designed to allow students to conduct in depth investigation, research, and analysis of current topics or specialized study in strategic management. The course may be retaken under different subtopics for a cumulative total of 6 hours.

for a total of 6 credit hours

Supply Chain Management: 24 Credit Hours

SCM 600 - Supply Chain Management Foundations

Credit(s): 3 hours
This course introduces the concepts and principles of Supply Chain Management, supply-chain management systems and technologies. Topics covered include a comprehensive overview of the global supply chain management systems, technologies for planning and coordinating sourcing, procurement, conversion, and the associated logistics to manage material and information flow. The objective is to create net value, develop robust infrastructure, manage global logistics, and synchronize supply and demand across the supply chain.

Upon Completion of this Course, Students will:

- Understand the fundamentals of supply chain management and the role supply chain management plays in commerce and the Global economy.
- Understand the changing dynamics of global supply chains and their impacts on organizational performance.
- Develop supply-chain performance metricsiv.
- Use information technology to enhance SCM performancev.
- Develop supply chain systems that are aligned with organizational strategy

SCM 605 - Supply Chain Management Reporting Systems

Credit(s): 3 hours
This course will provide an overview of the administrative, accounting, and financial systems used for planning, measuring, reporting, and controlling supply chains. Topics include accounting procedures and systems used to manage operations and organizational processes, support purchasing and procurement, financial controls, and supply chain performance measurement.

Upon Completion of this Course, Students will:

- Assess the financial impacts of supply-chain decisions on users and providers of services
- Create basic budgets for supply-chain operations
- Perform basic financial analyses on supply chain problemsiv.
- Determine real costs for different supply chain decisions
- Manage operations using key financial performance indicators

SCM 610 - Supply Chain Management Modeling, Simulation, and Analytics

Credit(s): 3 hours
This course focuses on the techniques and technologies used for analytics and data modeling of supply chains and their associated elements. Topics include the application of decision analysis and support technologies, simulation, visualization, and optimization techniques to supply-chain problems.

Upon Completion of this Course, Students will:

- Create supply chain models from abstracted business data
- Solve simple and complex supply chain models using objectives and constraints
- Simulate basic supply-chain scenarios to support decision making
- Apply optimization techniques to supply-chain problems
- Use data visualization to communicate complex supply-chain ideas and results

SCM 620 - Supply Chain Management Logistics, Transportation, and Distribution Systems

Credit(s): 3 hours
This course presents core knowledge related to procurement, operations, logistics, and coordinating the flow of products from raw material sourcing and acquisition through delivery to the end user. Topics include the principles and concepts of logistics planning, cost integration, transportation (water, rail, road, air), distribution, and customer service.

Upon completion of this course, students will:

- Manage supply-chain logistics to minimize functional pitfalls
- Define and analyze alternative distribution pathways
- Model and analyze transportation scenarios to minimize cost
- Maximize capacity throughput through distribution planning
- Integrate customer-service concerns into logistical operations

SCM 635 - Supply Chain Management Quality Assurance and Control Systems

Credit(s): 3 hours
This course focuses on the processes, tools, techniques, and systems used in the quality assurance and control aspect of supply chain management. Topics include quality planning, assurance, control, and improvement for products and services in the supply chain.

Upon Completion of this Course, Students will:

- Understand the relationship between Quality Control (QC), company performance, and customer satisfaction
- Develop quality metrics for use in supply-chain operations
- Measure and evaluate KPIs for quality improvement over time
- Deploy popular QC techniques and tools in supply-chain scenarios
- Use QC data to guide managerial and supply-chain decisions

SCM 640 - Supply Chain Management Sourcing, Procurement, and Contract Administration

Credit(s): 3 hours
This course examines the firm's value-creation process from product development through order receipt and customer delivery. Topics include strategic sourcing for the supply chain, the use of Blockchain technology in the supply chain, integration and coordination with supply-chain partners, and enterprise resource planning systems.

Upon Completion of this Course, Students will:

- Work effectively with suppliers and stakeholders to improve the supply chain
- Improve financial results through improved procurement processes and technology
- Build resiliency into the supply chain through strategic sourcing
- Develop methods and technologies to support sources and stakeholders
- Effectively manage contractual relationships, expectations, and communications

SCM 625 - Supply Chain Management Inventory, Warehousing, and Forecasting

Credit(s): 3 hours
This course emphasizes the dynamics of inventory management, warehouse operations,

capacity planning, and managing multi-facility networks. Topics include inventory management systems, warehouse layouts and management, order-picking strategies, material requirements planning systems, and forecasting models and methods.

Upon Completion of this Course, Students will:

- Understand the evolution of modern warehousing and distribution centers and their impact on supply-chains
- Develop efficient warehouse layouts and flows
- Define appropriate picking strategies and technologies for different applications
- Perform inventory analyses to reduce costs, turn-over times, and losses
- Perform forecasts using popular forecast techniques

SCM 615 - Supply Chain Management Operation and Production Technologies

Credit(s): 3 hours
This course focuses on the concepts and techniques used to support and coordinate the operational functions of a firm's supply chain. The course introduces and utilizes software tools to model and analyze the processes used to efficiently develop and deliver products and services through a supply chain. Emerging technologies, including Artificial Intelligence for SCM, will be examined.

Upon Completion of this Course, Students will:

- Document and measure operational performance in a supply chain
- Model, measure, and analyze operational functions
- Work with conflicting objectives and constraints to maximize performance
- Use managerial tools and software to support supply-chain operations
- Better manage the flows of products and operations through a supply chain

Executive students can substitute SCM 625 (Supply Chain Management Inventory, Warehousing, and Forecasting) and SCM 615 (Supply Chain Management Operation and Production Technologies) with six credit hours of INTR 799 /INTR 899 Applied Learning Practicum.

Business, Ph.D.

The PhD in Business at University of the Cumberlands is designed to be a research doctorate for those wishing to teach and research in higher education. The Ph.D. in Business enables students to develop advanced levels of competency in conducting

applied research and in the comprehension of theoretical and applied literature in the discipline.

Program Goals:

The program consists of four components: 1) Core courses; 2) Specialization courses; 3) Research courses; and 4) the Dissertation. Through this course structure, the PhD in Business seeks to prepare candidates:

1. To synthesize and integrate current research and literature to problems found in the areas of accounting, finance, economics, management, and marketing.
2. To construct research-based, strategic, effective, and ethical solutions to optimize organizational performance (both domestic and international).
3. To develop advanced communication, collaboration, research, and critical thinking skills.
4. To execute rigorous research and present scholarly work that contributes to the professional body of knowledge of business and provides linkages to practical business applications.

Students can earn the PhD in Business in either a fully online format or an executive format combining online and on-site study. The Executive format program requires attendance at weekend residency classes. Further, the Executive PhD in Business Program meets the needs of international graduate business students. This program provides both in-seat and online coursework. Graduate students joining the Executive PhD in Business program will be employed or conduct projects in business-related positions and participate in Applied Learning Practicum, in which students apply what they are learning in their program to the real world via work or internship experiences.

Professional Sensitivity:

While the program's schedule requires considerable independent learning and preparation on the part of the candidate prior to each session, the schedule nevertheless enables in-depth, active learning based on critical and reflective thinking. The format allows assignments to be handled comfortably, while candidates maintain their continuing professional responsibilities. The program is designed with an applied learning component that is an integral (essential) part of the established curriculum. This allows students the opportunity to apply their studies to their place of employment.

Professional Application:

For executive format students, the applied learning component (internship/practicum) is established as an integral (essential) part of the established curriculum. Due to the applied learning component required for the degree program, executive format students must enroll in INTR every term of enrollment.

Course Requirements: 66 Credit Hours

Core Courses: 18 Credit Hours

BACC 731 - Advanced Managerial Accounting

Credit(s): 3 hours
This advanced accounting research seminar course will provide students with principles and core concepts of managerial accounting. Students will conduct a study of various managerial accounting processes and systems used by managers to ensure organizational goals and strategies are implemented as intended. Topics include job and process costing, activity- based costing, cost- volume profit relationships, operating budget planning and control, capital budgeting, and pricing decisions among others. The final project in the seminar will be the development of a scholarly research paper analyzing a contemporary managerial accounting problem.

BADM 733 - Strategic Marketing: Research and Practice

Credit(s): 3 hours
This advanced marketing research seminar course will provide students with principles and core concepts of strategic marketing. Students will conduct a study of various strategic marketing concepts and practices used by managers to ensure organizational goals and strategies are implemented as intended. Topics include marketing strategies such as customer segmentation and creation of customer, company and collaborative value, marketing tactics such as managing products services, brand, and price, and managing marketing positions, new products, sales growth and product lines among others. The final project in the seminar will be the development of a scholarly research paper analyzing a contemporary strategic marketing problem.

BADM 734 - Corporate Finance: Fiscal Management in a Global Climate

Credit(s): 3 hours
This advanced corporate finance research seminar course will provide students with principles and core concepts of corporate finance as it relates to fiscal management in a global environment. Students will conduct a study of various global corporate finance concepts and practices used by managers to ensure organizational goals and strategies are implemented as intended. Topics include the environment of global finance, foreign exchange risk management, global financing strategy, global investment strategy, and global reporting and controlling decisions among others. The final project in the seminar will be the development of a scholarly research paper analyzing a contemporary global corporate finance problem.

BADM 735 - Comparative Economics

Credit(s): 3 hours
This advanced research seminar course will provide students with principles and core concepts of comparative economic systems. Managers in a global economy need to be acutely aware of the different systems of economic organization including capitalism, socialism and mixed economy. Students will conduct a study of various economic organization concepts and practices in order to ensure optimal efficiency in meeting organizational goals and strategies in various countries that have different economic models. The final project in the seminar will be the development of a scholarly research paper analyzing a contemporary comparative economic problem.

BADM 737 - Managerial Ethics and Social Responsibility

Credit(s): 3 hours
This advanced management research seminar course will provide students with principles and core concepts of managerial ethics and social responsibility. Managers need to be sensitive to issues of social responsibility and ethical behavior. This sensitivity is often a result of pressures from the public, various interest groups, governmental entities, and media coverage. Students will conduct a study of various managerial ethics and social responsibility concepts and practices used by managers to ensure organizational goals and strategies are implemented as intended. Topics include ethical decision-making, corporate culture, corporate social responsibility, ethics and marketing, and business and environmental sustainability among others. The final project in the seminar will be the development of a scholarly research paper analyzing a contemporary ethical management and social responsibility problem.

BADM 838 - Strategic Thinking, Decision-Making and Innovation

Credit(s): 3 hours
This advanced research seminar course will provide students with principles and core concepts for strategic thinking, decision-making and sustainable innovation within an organization. Students will conduct a study of various theories and practices including the aspects strategic theories, strategic thinking versus strategic planning, strategic thinking learning process, role of culture in strategic thinking, role of analysis in strategic decision-making, and creating sustainable innovation within an organization, among others. The final project in the seminar will be the development of a scholarly research paper analyzing contemporary strategic thinking, decision-making and innovation issues within organizations.

Professional Research: 24 Credit Hours

DSRT 734 - Inferential Statistics in Decision-making

Credit(s): 3 hours
This course focuses on the descriptive and inferential statistics commonly used in organizational administration. Course activities include the application of statistical methods to research design, as well as an investigation of how these methods can

contribute to school improvement. Specific concepts include measures of central tendency and variability, probability theory, estimation and significance, and correlation and regression.

DSRT 834 - Advanced Statistical Applications

Credit(s): 3 hours
This course focuses on the application of inferential statistics and incorporation of advanced statistical techniques. Specific concepts include developing research instruments, assessment of the reliability and validity of research instruments, analysis and interpretation of survey results, use of Cronbach's alpha, factor analysis, multiple regression, multivariate analysis of variance, and other advanced statistical tests used in research. Students will be exposed to the use of statistical software to analyze data using various statistical tests. Topics covered in this course would allow the application of knowledge in the analysis of data in a quantitative dissertation.
Prerequisite(s): DSRT 734

DSRT 837 - Professional Writing and Proposal Development

Credit(s): 3 hours
This course is an introductory overview of writing and organizational skills necessary for completion of a dissertation and submission of articles for publication. It includes components of research design.

DSRT 850 - Qualitative Research Methods

Credit(s): 3 hours
The course is designed to provide doctoral students with an in-depth understanding of qualitative methods and procedures of research. Topics discussed will include epistemology, the use of logic and drawing conclusions, the role of deduction, detection of logical fallacies and false argumentation, and the forms of qualitative study: Narratives, phenomenologies, ethnographies, grounded theory, and case studies, conceptualizing research designs, the collection and analyzing data/research, and drawing inferences. Special attention is given to making sound decisions regarding the selection of appropriate designs and methods for investigating research questions.

DSRT 736 - Dissertation Seminar

Credit(s): 3 hours
This course provides guided instruction on the design and writing of a dissertation proposal focused on organizationbased research. Course activities are intended to strengthen skills in writing, project design, and research methods.
Prerequisite(s): DSRT 734 and DSRT 837

DSRT 839 - Advanced Research Methods

Credit(s): 3 hours
The course is designed to provide doctoral students with an in-depth analysis of the methods and procedures of research used in the various subfields of education. Topics include conceptualizing research designs, writing research proposals, constructing measurement instruments, collecting and analyzing qualitative and quantitative data, and drawing inferences. Special attention is given to making sound decisions regarding the selection of appropriate designs and methods for investigating research questions. The student will develop a proposal that will, upon approval of the student's advisor and program director, serve as the first three chapters of student's dissertation.
Prerequisite(s): DSRT 734, DSRT 837 and DSRT 736.

DSRT 930 - Dissertation

Credit(s): 3 hours
These courses are an independent application of research, design, and methodology that leads to the completion of an original research study under the guidance of the student's Dissertation Director. Subject to the final approval of the Dissertation Director and evaluators, the degree candidate writes the dissertation and prepares for its oral defense. DSRT 930 and DSRT 931 are taken consecutively for 3 credits each.
Prerequisite(s): all coursework, including those in the content specialty area, needs to be completed; Comprehensive exams need to be successfully passed; and IRB approval must be secured. Advisor approval is also necessary to register for the 930 sequence; if the dissertation is not completed at the end of DSRT 931, the candidate enrolls in DSRT 931 as needed, for 3 credit hours each term, until the dissertation is completed and defended.

DSRT 931 - Dissertation

Credit(s): 3 hours
These courses are an independent application of research, design, and methodology that leads to the completion of an original research study under the guidance of the student's Dissertation Director. Subject to the final approval of the Dissertation Director and evaluators, the degree candidate writes the dissertation and prepares for its oral defense. DSRT 930 and 931 are taken consecutively for 3 credits each.
Prerequisite(s): Prerequisites: all coursework, including those in the content specialty area, needs to be completed; Comprehensive exams need to be successfully passed; and IRB approval must be secured. Advisor approval is also necessary to register for the DSRT 930 sequence; if the dissertation is not completed at the end of DSRT 931, the candidate enrolls in DSRT 931 as needed, for 3 credit hours each term, until the dissertation is completed and defended.

Notes:

If the dissertation is not completed at the end of DSRT 931, the candidate repeats DSRT 931 as needed, for three (3) credit hours each term, until the dissertation is completed and successfully defended.

Content Speciality Emphasis Area: 24 Credit Hours

Content Emphasis courses may not be populated exclusively by doctoral students. However, doctoral students taking these courses will engage in learning activities beyond those expected of masters-level students. These learning activities are detailed on course syllabi. Other courses, including courses offered for transfer credit, may be certified by the Registrar as doctoral-level Content Emphasis courses if documentation of the learning experiences noted above can be offered through the syllabus, a portfolio of student work, or a detailed statement by the course professor.

Accounting Emphasis: 24 Credit Hours

BACC 537 - Taxation of Business Entities

Credit(s): 3 hours
This course focuses on a study of business entity taxation and the tax laws governing corporate taxpayers and their shareholders (who may or may not be individuals). Transactions and issues associated with taxation of entities such as regular C corporations, S corporations, limited liability companies, partnerships, and others.

BACC 539 - Advanced Accounting Information Systems & Analytics

Credit(s): 3 hours
This course focuses on advanced study topics in accounting information systems. Within the course, there will be a comprehensive discussion and analysis of how technology supports the accounting process. By the end of this course, students will be able to incorporate modeling technologies in making decisions within the accounting profession and utilize information technologies to analyze, design and implement accounting information systems. They will also develop an understanding of security risks, internal controls, emerging accounting technology, and data analytics with visualizations within an Accounting Information System (AIS).

BACC 632 - Advanced Governmental and Not-for-Profit Accounting

Credit(s): 3 hours
This course provides for an advanced, intensive study of the accounting and financial reporting procedures for governmental and not-for-profit entities.

BACC 635 - Advanced Accounting Theory

Credit(s): 3 hours
This course is an intensive study of recent developments, research, and literature in accounting theory. A focus of this course is critical analysis of current and emerging issues in accounting practice and theory as reflected in accounting literature.

BACC 637 - Tax Research and Practice

Credit(s): 3 hours
This course expands on concepts related to the federal income tax system as it applies to individuals, corporations, S corporations, partnerships, limited liability organizations, estates/trusts, and not-for-profit organizations. Research of tax issues is an emphasis of the course.

BACC 638 - Advanced Assurance Services

Credit(s): 3 hours
This course focuses on advanced study of selected topics in auditing and assurance services. Internal/external auditing, the impact of the Sarbanes-Oxley Act, and risk assessment will be addressed. This course will include an examination of current academic literature relevant to auditing and assurance services.

BACC 690 - Special Projects in Accounting and Related Subjects

Credit(s): 3 hours
This course is designed to allow students to conduct in depth investigation, research, and analysis of current topics or specialized study in accounting. The course may be retaken under different subtopics for a cumulative total of 6 hours.

AND

Choose other 600-level business electives **Credit(s):** 3 hours - For online students.

OR

INTR 799 - Applied Learning Practicum

Credit(s): 1 hour
This course provides students enrolled in a doctorate program an opportunity to apply professional applications to their respective academic coursework. The Applied Learning Practicum can be either a practicum or internship in an area directly related to the student's course of study, or a project conducted in collaboration with program faculty applying coursework to a professional setting. Through this course, the University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. The course will be repeated in each semester of student enrollment. As an integral part of the executive formatted programs, this course is required every semester in which a student is taking courses.

INTR 899 - Applied Learning Practicum, Dissertation Phase

Credit(s): 3 hours
INTR 899 is designed to enhance the educational experience of the dissertation phase for

doctoral students. Students will utilize the course to maintain dissertation progress and ensure alignment of research topic with a professional setting within the student's academic discipline and professional experience/interests. Through this course, the University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. As an integral part of the executive formatted programs, this course must be taken every semester during the dissertation phase for executive-format students.

Blockchain Emphasis: 24 Credit Hours

BLCN 531 - Introduction to Blockchain and Cryptocurrencies

Credit(s): 3 hours
This course explores the fundamentals of the public, transparent, secure, immutable and distributed database called Blockchain. Blockchains can be used to record and transfer any digital asset not just currency. This course will introduce students to the workings and applications of this new technology. Its potential impact on financial services, government, banking, contracting, and identity management will be discussed. This course provides the background necessary to be able to separate fact from fiction when reading claims about Bitcoin and other cryptocurrencies. Presents conceptual foundations required to engineer secure software that interacts with the Bitcoin network. Integrates ideas from Bitcoin and other cryptocurrencies in applied learning projects.

BLCN 532 - Blockchain Development

Credit(s): 3 hours
This course introduces blockchain on the practical level. The student will get a detailed picture of the components and structures of blockchain business networks, such as ledgers, smart contracts, consensus, certificate authorities, security, roles, transaction processes, participants, and fabrics. The student will also receive experience working with a blockchain to model, build, and test a business network that can query a ledger through programming. Finally, the student will learn how to create a blockchain network.

BLCN 533 - Finance and Blockchain

Credit(s): 3 hours
This course covers digital currencies, Blockchains, cryptographic tokens, and related topics in the FinTech (Financial/Technical) area, perhaps the most significant innovation in the financial world since the advent of doubleentry bookkeeping centuries ago. The technology appears to represent an existential challenge for major parts of the finance industry. It is now commonly suggested by experts that commercial banks and stock exchanges may no longer exist, or may become much smaller, within the next 10 to 20 years, with increasing volumes of payments and exchange taking place on a peer to peer basis. New financing channels such as initial coin offerings have the potential to upend segments of entrepreneurial finance.

BLCN 631 - Blockchain Implementation

Credit(s): 3 hours
This course will provide an overview of the structure and mechanism of Bitcoin, Ethereum, Hyperledger and multichain blockchain platforms. The student will learn to setup his/her own private blockchain and deploy smart contracts on Ethereum. The student will also learn to deploy the business network using Hyperledger Composer and be able to setup a private multi-chain environment.
Prerequisite(s): BLCN 531

BLCN 633 - Global Marketing and Blockchain Technology

Credit(s): 3 hours
This course will research how leveraging high "Velocity" data - such as data from mobile devices - has unearthed knowledge that has helped firms better understand their customers. The significant potential of high "Variety" data - data that is unstructured in the form of text, images, videos, and so on - to make better predictions has been documented in numerous academic studies. Blockchain technology will be used to address the limitation of issues related to the accuracy, reliability, and transparency of the data itself.

BLCN 634 - Human Resource Management and Blockchain

Credit(s): 3 hours
This course will explore how HR will be disrupted by Blockchain technologies. Current disruptions include HR solutions moving to subscription-based models on cloud platforms; organizations emphasizing mobile-first strategies; and employees expect consumer-grade digital services.

Students will choose BLCN 632 - Data Mining / BLCN 535 - Cryptography , and BLCN 636 - Legal & Regulatory Framework of Blockchain - <u>For online students</u>.

OR

INTR 799 - Applied Learning Practicum /INTR 899 - Applied Learning Practicum, Dissertation Phase (6 credit hours) - <u>For executive students</u>

*BLCN 535 - Cryptography currently taught as ISOL 535 - Cryptography

**BLCN 632 - Data Mining currently taught as ITS 632 - Introduction to Data Mining

*** BLCN 534 - Fundamentals of Database Systems currently taught as BUAN 674 - Database Management Systems for Business Analytics

****All online students who are seeking to earn this degree must take this course in lieu of INTR 599, in addition to meeting all program degree requirements. Executive format students can substitute the required INTR 599 course in lieu of this course as part of their program degree requirements.

Executive format programs have an applied learning component (internship or practicum) that is an integral and essential part of the established curriculum. Due to the applied learning component required for the degree program, Executive format students must enroll in INTR every term of enrollment.

Business Analytics Emphasis: 24 Credit Hours

BUAN 673 - Data Exploration & Visualization

Credit(s): 3 hours
This course covers the fundamentals of data exploration and visualization. Students in this course will learn basic concepts of information visualization and exploratory data analysis techniques. The course explores basic techniques for getting data into a usable format and presenting it visually using various analytical tools. Students will analyze large datasets and effectively communicate their analyses through visualizations. Students will also learn basic visualization design and evaluation principles to create meaningful quantitative and qualitative data displays. No experience in programming is required.

Learning Outcomes:

Upon completion of this course, students should be able to:

- Understand the foundation and characteristics of data.
- Develop an understanding of the processes, methodologies, and tools used to transform data into useful information to inform business decisions and actions.
- Assess data quality, transform data into a usable format, and compile and communicate analyses in persuasive visual reports.
- Select the graphical formats and suitable visualization techniques for a given problem.

BUAN 674 - Database Management Systems for Business Analytics

Credit(s): 3 hours
The course examines the principles of design and functions of Relational Database Management Systems (DBMS), focusing on business domains and business data analytics applications. Topics include database design principles, entity-relationship diagrams, analyzing databases evolution of Database Management systems, Entity Relationships Modeling, Design of a Relational Model, Database Integrity Rules,

Normalization of Database Tables, Data Warehouse, Data Mining, and Database Administration.

Learning Outcomes:

Upon completion of this course, students should be able to:

- Understand the core principles, concepts, and applications of DBMS, focusing on business domains.
- Understand relational data models and their applications and interactions with current data management systems.
- Create conceptual database models using entity-relationship.
- Design data structures limiting redundancy and enforcing data integrity while conforming to organizational requirements.
- Design data models for querying databases and transforming data into useful information to inform business decisions and actions.

BUAN 675 - Business Intelligence and Data Mining

Credit(s): 3 hours
This course is designed to equip students with a practical understanding of the core business intelligence and data mining concepts and techniques and the application of these concepts and techniques to real-world business problems. The course will focus on extracting business intelligence by leveraging large, complex data structures with practical business applications. The hands-on projects emphasize the "know-how" aspect - extracting and applying business intelligence to improve business decision-making.

Learning Outcomes:

Upon completion of this course, students will be able to.

- Apply key quantitative techniques in data mining and business intelligence for analyzing and improving business operations.
- Differentiate, design, and assess various business intelligence (BI) and data mining models.
- Identify and translate real-world business problems into BI and data mining problems.
- Use existing data retrieval and manipulation tools for data/information extraction and enterprise reporting.
- Select an appropriate data mining technique for a specific problem.

BUAN 676 - Business Analytics for Decision Making

Credit(s): 3 hours
This course introduces the fundamentals of data model tools and methods. The emphasis will be on modeling and evaluating uncertainty, understanding the nature of decision-making, efficiently using data and limited information, simulating complex systems, and optimally allocating resources. Students will develop good judgment and the ability to formulate, analyze, and solve managerial problems.

Learning Outcomes:

Upon completion of this course, students will be able to.

- Use the most popular statistical data collection, analysis, and reporting techniques.
- You will be proficient at formatting quantitative information to present to decision-makers.
- Identify and apply important quantitative methods developed in statistics and optimization that are commonly used to solve business-related problems.
- Perform skilled statistical data analysis, summarization, and interpretation of datasets using analytical software.
- Utilize appropriate optimization methods on data to analyze decision outcomes in business environments.

MSAI 511 - Introduction to Artificial Intelligence

Credit(s): 3 hours
This course is an introduction to Artificial Intelligence for business leaders. The course will teach the fundamentals of Artificial Intelligence from a managerial perspective. It will provide examples of the potential AI offers to a company.

Learning Objectives:

•The meaning behind common AI terminology, including neural networks, machine learning, deep learning, and data science

•The capabilities of AI

•How to spot opportunities to apply AI to problems in an organization

•Introduction to creating machine learning projects

•Building an AI strategy for a company•Ethical implications of using AI

MSAI 599 - Transforming Business with Artificial Intelligence

Credit(s): 3 hours
This course requires students to apply the skills and knowledge developed during the program to create an Artificial Intelligence transformation strategy for an organization.

Learning Objectives

- Learn how to view AI as a tool and not a goal
- Learn how to find AI applications that are particularly well matched to your business strategy
- Learn how to prioritize AI implementation based on risk vs. reward
- Learn how to create a long-term strategy for AI adoption
- Learn how to address AI-specific risks

Choose six (6) Elective credit hours from the following:

BACC 539 - Advanced Accounting Information Systems & Analytics

Credit(s): 3 hours
This course focuses on advanced study topics in accounting information systems. Within the course, there will be a comprehensive discussion and analysis of how technology supports the accounting process. By the end of this course, students will be able to incorporate modeling technologies in making decisions within the accounting profession and utilize information technologies to analyze, design and implement accounting information systems. They will also develop an understanding of security risks, internal controls, emerging accounting technology, and data analytics with visualizations within an Accounting Information System (AIS).

BADM 657 - Logistics and Supply Chain Management (SCM)

Credit(s): 3 hours
In this course, students will understand that successful Supply Chain Management (SCM) requires cross-functional integration of key business processes within the firm and across the network of firms that comprise the supply chain. The challenge is to determine how to successfully accomplish this integration. In this course, the distinction between logistics and supply chain management is identified and a framework for SCM is presented. Class time is also devoted to each of the eight supply chain processes. This course serves as an elective for students pursuing the MBA Marketing Emphasis.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of the Graduate School of Business

BADM 658 - Marketing Decision-Making & Analytics

Credit(s): 3 hours
The overarching purpose of this course is to orient students to the systematic use of data and state-of-the-art marketing analytics tools to solve real-world marketing problems that add value to an organization's marketing and growth efforts. By the end of this course, students will develop a sufficient understanding of the framework, processes, methodologies, and analytical tools used to transform marketing data into useful information to make strategic marketing decisions. Students will also gain hands-on experience in data-driven approaches to make data-driven marketing decisions.

BADM 662 - Customer Satisfaction Measurement

Credit(s): 3 hours
This course provides for a comprehensive study in determining how to measure customer satisfaction. In this course, students will present customer satisfaction strategies which are consistent with an organization's broader goals. This course serves as an elective for students pursuing the MBA Healthcare Administration and Marketing Emphases. Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of the Graduate School of Business

BADM 668 - Strategic Management in Healthcare Administration

Credit(s): 3 hours
In this capstone course, students will synthesize and apply concepts learned in the Healthcare Administration concentration. The focus of this course requires case analysis to integrate the components of organizational strategy development and execution. Using the provided healthcare case study, students will assess the situation, identify the problem, and develop strategic alternatives in order to recommend a proposed solution. This course serves as an elective for students pursuing the MBA Healthcare Administration Emphasis.

BADM 670 - Digital Health and Analytics

Credit(s): 3 hours
This course introduces students to digital health and analytics aimed to improve patient care outcomes and enhance health delivery system performance. Specific topics will include: an overview of the digital health concepts and related terminologies, data standards, health data security and confidentiality, clinical decision support systems, population health analytics, big data analytics, consumer health informatics, emerging digital health innovations and applications, and other topics related to digital health and analytics. Course learning objectives and critical core competency skills are achieved using various learning methods, including lectures, discussion questions, participation, written assignments such as experiential-based case studies, and a comprehensive final project.

BADM 688 - Big Data and Financial Analytics

Credit(s): 3 hours
The goal of this course is to familiarize students with big data analysis to a wide range of practical financial problems. By the end of this course, students will develop a sufficient understanding of processes, methodologies, and tools used to transform a large amount of financial data into useful information to inform business decisions and actions. Students will also gain hands-on experience in designing highly scalable systems that can accept, organize, store, and analyze large and complex data structures that have financial applications. The course will use Python and R as the primary data analysis platform. No prior programming experience in Python or R is expected, but familiarity with basic statistics is presumed.

- OR six (6) credit hours of INTR 799/899 Applied Learning Practicum - For Exective Students

Entrepreneurship Emphasis: 24 Credit Hours

BADM 631 - Managing in a Global Environment

Credit(s): 3 hours
This course provides a study of the involvement of American firms in the international community with special emphasis on the impact of foreign competition on domestic markets, management of multinational enterprises and decision-making in the international environment.

BADM 632 - Advanced Human Resource Management

Credit(s): 3 hours
This course is the study of contemporary topics related to effective management of human resources, and emphasizes in- depth research and analysis of the interrelationship of the human resource function in a dynamic business environment.

BADM 643 - Sales and Customer Relationship Management

Credit(s): 3 hours
This course provides for an advanced study of sales force issues and the management of the overall customer relationship effort in an organization. Emphasis is placed on identifying approaches for making decisions that lead to a more customer-centric business model. This course serves as an elective for students pursuing the MBA Entrepreneurship Emphasis.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of the Graduate School of Business

BADM 644 - New Venture Development

Credit(s): 3 hours
This course is designed to provide the knowledge and skills necessary to launch a business or social venture. There are three components of the course: (1) Feasibility Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of Graduate School of Business

BADM 645 - Strategic Leadership

Credit(s): 3 hours
This course provides for the study of leadership issues and constructs required for managers. Emphasis is placed on negotiation, conflict resolution, mediation, communication, ethical reasoning, problem-solving, and decisionmaking.

BADM 648 - Entrepreneurial Strategy

Credit(s): 3 hours
This course provides for an advanced study of entrepreneurial strategy formulation. Emphasis in the course is the development of a comprehensive business plan. This course serves as an elective for students pursuing the MBA Entrepreneurship Emphasis. Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of Graduate School of Business

BADM 694 - Special Projects in Entrepreneurship and Related Subjects

Credit(s): 3 hours
This course is designed to allow students to conduct in depth investigation, research, and analysis of current topics or specialized study in entrepreneurship. The course may be retaken under different subtopics for a cumulative total of 6 hours.

AND

Students will choose other 600-level business electives **Credit(s):** 6 hours - For online students.

OR

INTR 799 - Applied Learning Practicum

Credit(s): 1 hour
This course provides students enrolled in a doctorate program an opportunity to apply professional applications to their respective academic coursework. The Applied Learning Practicum can be either a practicum or internship in an area directly related to the student's course of study, or a project conducted in collaboration with program faculty applying coursework to a professional setting. Through this course, the University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Department approval is

required to determine if the placement aligns with the program of study. The course will be repeated in each semester of student enrollment. As an integral part of the executive formatted programs, this course is required every semester in which a student is taking courses.

INTR 899 - Applied Learning Practicum, Dissertation Phase

Credit(s): 3 hours
INTR 899 is designed to enhance the educational experience of the dissertation phase for doctoral students. Students will utilize the course to maintain dissertation progress and ensure alignment of research topic with a professional setting within the student's academic discipline and professional experience/interests. Through this course, the University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. As an integral part of the executive formatted programs, this course must be taken every semester during the dissertation phase for executive-format students.

Finance Emphasis: 24 Credit Hours

BADM 682 - Quantitative Methods for Finance

Credit(s): 3 hours
This course is designed to provide an understanding of the quantitative methods and techniques used in financial analysis and investment decision making. This course explores in greater depth the key quantitative techniques and their application to problems in the finance and investment environment. Upon completion of this course, students will gain hands-on experience in quantitative analysis and develop the skills necessary to use quantitative methods in financial decision making. Considerable attention is paid to the quantitative topics covered in the Chartered Financial Analyst (CFA) and Financial Risk Manager (FRM) exam.

BADM 683 - Financial Services, Regulation, and Ethics

Credit(s): 3 hours
This course explores the ethical issues in the financial services industry and the legal and regulatory frameworks that govern the financial system. It provides students with a critical understanding of the ethical issues confronting financial professionals and a broad and in-depth knowledge of the legal and regulatory issues in the financial services industry. Students will leave this course with the relevant knowledge of the legal and regulatory environment in which business operates and the ability to develop the framework necessary to make proper ethical decisions. Particular attention is paid to the knowledge areas covered in the Certified Regulatory Compliance Manager (CRCM) exam offered by the American Bankers Association.

BADM 684 - Financial Modeling and Valuation

Credit(s): 3 hours
The objective of this course is to develop the financial modeling skills necessary to build interactive valuation models for firms. This course explores in greater depth the appropriate valuation concepts, techniques, and models used in typical finance and investment practice. This course will involve extensive use of spreadsheets and other computerbased models to analyze the impacts of investment and financial decisions related to financial statement analysis in the finance and investment context. Ultimately, students who complete this course develop financial modeling skills for performing financial analyses and understand how various financial decisions may impact firm and shareholder value.

BADM 687 - Financial Planning and Wealth Management

Credit(s): 3 hours
This course examines the financial issues arising from personal financial planning and investment management. Among the topics included are financial planning, life cycle financial planning, retirement and estate planning, tax planning, investment planning, wealth management, employment benefits management, risk management, insurance, asset allocation, securities trading, and client communication strategies. This course is recommended for students who wish to become practitioners in financial planning and wealth management and for professionals considering a career transition or career advancement in the financial planning and wealth management industry. Considerable attention is paid to the topics covered in the Certified Financial Planner (CFP) program.

BADM 688 - Big Data and Financial Analytics

Credit(s): 3 hours
The goal of this course is to familiarize students with big data analysis to a wide range of practical financial problems. By the end of this course, students will develop a sufficient understanding of processes, methodologies, and tools used to transform a large amount of financial data into useful information to inform business decisions and actions. Students will also gain hands-on experience in designing highly scalable systems that can accept, organize, store, and analyze large and complex data structures that have financial applications. The course will use Python and R as the primary data analysis platform. No prior programming experience in Python or R is expected, but familiarity with basic statistics is presumed.

BADM 689 - Global Capital Markets and International Finance

Credit(s): 3 hours
This course is designed to provide an understanding of international finance within the context of global capital markets. The focus is on global capital markets and the financial management of firms that operate in the emerging global competitive environment. The course will examine the different types of securities in the capital markets across debt, equity, and derivatives and how these different markets around the world interact to create value for corporations and their stakeholders. Considerable attention will also be

directed to specific topics of international finance such as international investment management, foreign exchange markets, managing exchange rate exposure and risk, and various other risk management issues.

AND

BACC 681 - Financial Accounting and Analysis

Credit(s): 3 hours
This course is designed to provide an understanding of the primary financial statements - balance sheet, income statement, statement of cash flow, and statement of changes in equity - and a thorough framework for analyzing and interpreting reported financial information from the perspective of financial statement users. Upon completion of this course, students will develop a sufficient understanding of corporate financial statements and the technical skills needed to research, analyze, and interpret financial statements. This course is recommended for students and professionals who want to gain an in-depth understanding of corporate financial performance and results and students planning a career in the financial industry or general management.

BADM 685 - Economics Analysis for Decision Making

Credit(s): 3 hours
This course is designed to provide an understanding of the framework for effective managerial decision making in an economic context. This course teaches the skills required to understand how various economic decisions may impact a firm in the business world through the use of economic models and specialized economic techniques. Students will leave this course with a good understanding of the economic decision models, tools, and techniques that are useful to firm managers in making business and financial decisions.

OR

INTR 799 - Applied Learning Practicum

Credit(s): 1 hour
This course provides students enrolled in a doctorate program an opportunity to apply professional applications to their respective academic coursework. The Applied Learning Practicum can be either a practicum or internship in an area directly related to the student's course of study, or a project conducted in collaboration with program faculty applying coursework to a professional setting. Through this course, the University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. The course will be repeated in each semester of student enrollment. As an integral part of the executive formatted programs, this course is required every semester in which a student is taking courses.

INTR 899 - Applied Learning Practicum, Dissertation Phase

Credit(s): 3 hours
INTR 899 is designed to enhance the educational experience of the dissertation phase for doctoral students. Students will utilize the course to maintain dissertation progress and ensure alignment of research topic with a professional setting within the student's academic discipline and professional experience/interests. Through this course, the University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. As an integral part of the executive formatted programs, this course must be taken every semester during the dissertation phase for executive-format students.

Healthcare Administration Emphasis: 24 Credit Hours

BACC 661 - Healthcare Accounting

Credit(s): 3 hours
This course focuses on the application of accounting and financial management concepts to healthcare organizations. This course serves as an elective for students pursuing the MBA Healthcare Administration Emphasis.

BADM 662 - Customer Satisfaction Measurement

Credit(s): 3 hours
This course provides for a comprehensive study in determining how to measure customer satisfaction. In this course, students will present customer satisfaction strategies which are consistent with an organization's broader goals. This course serves as an elective for students pursuing the MBA Healthcare Administration and Marketing Emphases. Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of the Graduate School of Business

BADM 663 - Healthcare Marketing

Credit(s): 3 hours
This course is designed to provide knowledge of the following issues relevant to healthcare marketing: 1) Nature of healthcare markets; 2) Concept of strategic marketing of healthcare organizations; 3) Marketing strategy and planning tools in the healthcare setting; 4) Healthcare customers and consumer behavior; 5) Application of 4Ps of marketing to healthcare marketing; and 6) Research in healthcare marketing. This course serves as an elective for students pursuing the MBA Healthcare Administration and Marketing Emphases.

BADM 664 - Healthcare Finance

Credit(s): 3 hours
This course focuses on the application of finance theory, principles, and concepts to healthcare organizations. This course serves as an elective for students pursuing the MBA Healthcare Administration Emphasis.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of Graduate School of Business

BADM 665 - Healthcare Policy and Economics

Credit(s): 3 hours
This course applies general theoretical principles of economics to the healthcare sector. The basic approach is to recognize the importance of scarcity and incentives, allowing for differences particular to healthcare. The demand and the supply for health and medical care are examined theoretically and practically. In addition, the competitiveness of these markets, the relationship with health insurance and the role of government are explored. A focus of the course is decisions made by consumers, providers (physicians, hospitals), insurers, or the government in the area of healthcare. This course serves as an elective for students pursuing the MBA Healthcare Administration Emphasis.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of Graduate School of Business

BADM 667 - Legal and Ethical Issues in Healthcare Administration

Credit(s): 3 hours
This course addresses the legal aspects, code of ethics and policy issues relevant to healthcare. Emphases of the course include confidential communications, advanced directives, consents, professional liability, medical malpractice, release of information, case studies, and the professional code of ethics for medical professionals. The course includes discussion relevant to concepts of professional credentialing and responsibility, liability, and working within legal/ethical boundaries. This course serves as an elective for students pursuing the MBA Healthcare Administration Emphasis.

BADM 668 - Strategic Management in Healthcare Administration

Credit(s): 3 hours
In this capstone course, students will synthesize and apply concepts learned in the Healthcare Administration concentration. The focus of this course requires case analysis to integrate the components of organizational strategy development and execution. Using the provided healthcare case study, students will assess the situation, identify the problem, and develop strategic alternatives in order to recommend a proposed solution. This course serves as an elective for students pursuing the MBA Healthcare Administration Emphasis.

AND

BADM 670 - Digital Health and Analytics

Credit(s): 3 hours
This course introduces students to digital health and analytics aimed to improve patient care outcomes and enhance health delivery system performance. Specific topics will include: an overview of the digital health concepts and related terminologies, data standards, health data security and confidentiality, clinical decision support systems, population health analytics, big data analytics, consumer health informatics, emerging digital health innovations and applications, and other topics related to digital health and analytics. Course learning objectives and critical core competency skills are achieved using various learning methods, including lectures, discussion questions, participation, written assignments such as experiential-based case studies, and a comprehensive final project.

OR

BADM 696 - Special Projects in Healthcare Administration and Related Subjects

Credit(s): 3 hours
This course is designed to allow students to conduct in depth investigation, research, and analysis of current topics or specialized study in healthcare administration. The course may be retaken under different subtopics for a cumulative total of 6 hours.

OR

INTR 799 - Applied Learning Practicum

Credit(s): 1 hour
This course provides students enrolled in a doctorate program an opportunity to apply professional applications to their respective academic coursework. The Applied Learning Practicum can be either a practicum or internship in an area directly related to the student's course of study, or a project conducted in collaboration with program faculty applying coursework to a professional setting. Through this course, the University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. The course will be repeated in each semester of student enrollment. As an integral part of the executive formatted programs, this course is required every semester in which a student is taking courses.

INTR 899 - Applied Learning Practicum, Dissertation Phase

Credit(s): 3 hours
INTR 899 is designed to enhance the educational experience of the dissertation phase for doctoral students. Students will utilize the course to maintain dissertation progress and ensure alignment of research topic with a professional setting within the student's academic discipline and professional experience/interests. Through this course, the University will have a Collaborative/Cooperative Agreement with all practicum or

internship sites before the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. As an integral part of the executive formatted programs, this course must be taken every semester during the dissertation phase for executive-format students.

Marketing Emphasis: 24 Credit Hours

BADM 643 - Sales and Customer Relationship Management

Credit(s): 3 hours
This course provides for an advanced study of sales force issues and the management of the overall customer relationship effort in an organization. Emphasis is placed on identifying approaches for making decisions that lead to a more customer-centric business model. This course serves as an elective for students pursuing the MBA Entrepreneurship Emphasis.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of the Graduate School of Business

BADM 655 - Advanced Brand Management

Credit(s): 3 hours
As products, pricing, promotion, and distribution increasingly become commodities, the new competitive arena is brand value, which creates long-term profitable brand relationships. Building brand equity involves managing brands within the context of other brands, as well as managing brands over multiple categories, over time, and across multiple market segments. This course is designed to provide the knowledge and skills necessary to build, measure, and manage a brand. This course serves as an elective for students pursuing the MBA Marketing Emphasis.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of the Graduate School of Business

BADM 656 - Business-to-Business (B2B) Marketing

Credit(s): 3 hours
This course is designed to provide in-depth study of issues related to industrial or business-to-business marketing. Many B2B marketing executives indicate that many traditional marketing concepts and principles do not apply in B2B. B2B marketing requires a unique set of marketing concepts and principles versus consumer marketing. Another focus of the course will address a major difference between consumer and business-to-business marketing, namely the amount of people involved in the sale: from both the seller's firm and the purchasing firm. In consumer selling, the user is generally the purchaser. In B2B marketing, both the selling firm and the buying firm includes members of other disciplines (engineering, transportation, warehousing, finance, and others) from the beginning of the process to the time of actual purchase. The addition of these people fosters strong ties between the two firms but also lengthens the time and complexity of the sale.

BADM 657 - Logistics and Supply Chain Management (SCM)

Credit(s): 3 hours
In this course, students will understand that successful Supply Chain Management (SCM) requires cross-functional integration of key business processes within the firm and across the network of firms that comprise the supply chain. The challenge is to determine how to successfully accomplish this integration. In this course, the distinction between logistics and supply chain management is identified and a framework for SCM is presented. Class time is also devoted to each of the eight supply chain processes. This course serves as an elective for students pursuing the MBA Marketing Emphasis.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of the Graduate School of Business

BADM 658 - Marketing Decision-Making & Analytics

Credit(s): 3 hours
The overarching purpose of this course is to orient students to the systematic use of data and state-of-the-art marketing analytics tools to solve real-world marketing problems that add value to an organization's marketing and growth efforts. By the end of this course, students will develop a sufficient understanding of the framework, processes, methodologies, and analytical tools used to transform marketing data into useful information to make strategic marketing decisions. Students will also gain hands-on experience in data-driven approaches to make data-driven marketing decisions.

BADM 662 - Customer Satisfaction Measurement

Credit(s): 3 hours
This course provides for a comprehensive study in determining how to measure customer satisfaction. In this course, students will present customer satisfaction strategies which are consistent with an organization's broader goals. This course serves as an elective for students pursuing the MBA Healthcare Administration and Marketing Emphases.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of the Graduate School of Business

BADM 663 - Healthcare Marketing

Credit(s): 3 hours
This course is designed to provide knowledge of the following issues relevant to healthcare marketing: 1) Nature of healthcare markets; 2) Concept of strategic marketing of healthcare organizations; 3) Marketing strategy and planning tools in the healthcare setting; 4) Healthcare customers and consumer behavior; 5) Application of 4Ps of marketing to healthcare marketing; and 6) Research in healthcare marketing. This course serves as an elective for students pursuing the MBA Healthcare Administration and Marketing Emphases.

AND

BADM 644 - New Venture Development

Credit(s): 3 hours
This course is designed to provide the knowledge and skills necessary to launch a business or social venture. There are three components of the course: (1) Feasibility
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of Graduate School of Business

OR

BADM 695 - Special Projects in Marketing and Related Subjects

Credit(s): 3 hours
This course is designed to allow students to conduct in depth investigation, research, and analysis of current topics or specialized study in marketing. The course may be retaken under different subtopics for a cumulative total of 6 hours.

OR

INTR 799 - Applied Learning Practicum

Credit(s): 1 hour
This course provides students enrolled in a doctorate program an opportunity to apply professional applications to their respective academic coursework. The Applied Learning Practicum can be either a practicum or internship in an area directly related to the student's course of study, or a project conducted in collaboration with program faculty applying coursework to a professional setting. Through this course, the University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. The course will be repeated in each semester of student enrollment. As an integral part of the executive formatted programs, this course is required every semester in which a student is taking courses.

INTR 899 - Applied Learning Practicum, Dissertation Phase

Credit(s): 3 hours
INTR 899 is designed to enhance the educational experience of the dissertation phase for doctoral students. Students will utilize the course to maintain dissertation progress and ensure alignment of research topic with a professional setting within the student's academic discipline and professional experience/interests. Through this course, the University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. As an integral part of the executive formatted programs, this course must be taken every semester during the dissertation phase for executive-format students.

Project Management Emphasis: 24 Credit Hours

BADM 623 - Project Management Processes

Credit(s): 3 hours
This course provides for a scholarly study of project management and is a foundational overview of the discipline through the processes of the "project life cycle". Students will learn about project management in its entirety from the initiation of the project to its closing, and will examine all "knowledge areas" as noted in PMBOK, a leading source in the field of project management. This course serves as one of the requirements for students pursuing the MBA with a concentration in project management or the M.S. in Project Management. This course will also serve as an informational guide for students seeking professional certification in project management areas as offered by PMI (Project Management Institute).

BADM 627 - Project Risk and Quality Management

Credit(s): 3 hours
This course is designed to provide students with a study of two vital areas of knowledge within project management (PM): Project Risk Management and Project Quality Management. Students will learn how to assess, address, and manage risk in order to attain project success and avoid project failure. Students will also learn the importance of project quality through the utilization of project quality tools and quality management planning. This study involves applicable quality concepts that aid in the planning, managing, and controlling of processes. This course is essential for aspiring project managers and will provide the risk management and quality management tools that are needed for effective project management.

BADM 633 - Planning the Project

Credit(s): 3 hours
This course examines topics in project management with specific attention to issues and skills of project planning.

BADM 634 - Initiating the Project

Credit(s): 3 hours
This course examines topics in project management with specific attention to issues and skills of project initiation.

BADM 635 - Executing the Project

Credit(s): 3 hours
This course examines topics in project management with specific attention to issues and skills of project execution.

BADM 636 - Monitoring/Controlling and Closing the Project

Credit(s): 3 hours
This course examines topics in project management with specific attention to issues and skills of project monitoring, controlling, and closing.

AND

BADM 628 - Project Human Resource and Stakeholder Management

Credit(s): 3 hours
This course is designed to address the management of human resources and stakeholders within the framework of projects and their life cycles. While other knowledge areas within project management may often times provide concrete solutions and predictable outcomes, nothing can be more elusive to a project manager than the ability to plan projects where human resource capital and stakeholders are to be identified, selected, analyzed, communicated with, assigned roles, and managed. Project success depends on appropriate human resource allocation and full stakeholder engagement. This course will provide students with the processes and mechanisms to accomplish those same goals.

- And another 600-level business elective **Credit(s):** 3 hours - For online students

OR

INTR 799 - Applied Learning Practicum

Credit(s): 1 hour
This course provides students enrolled in a doctorate program an opportunity to apply professional applications to their respective academic coursework. The Applied Learning Practicum can be either a practicum or internship in an area directly related to the student's course of study, or a project conducted in collaboration with program faculty applying coursework to a professional setting. Through this course, the University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. The course will be repeated in each semester of student enrollment. As an integral part of the executive formatted programs, this course is required every semester in which a student is taking courses.

INTR 899 - Applied Learning Practicum, Dissertation Phase

Credit(s): 3 hours
INTR 899 is designed to enhance the educational experience of the dissertation phase for doctoral students. Students will utilize the course to maintain dissertation progress and ensure alignment of research topic with a professional setting within the student's academic discipline and professional experience/interests. Through this course, the

University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. As an integral part of the executive formatted programs, this course must be taken every semester during the dissertation phase for executive-format students.

Public Administration Emphasis: 24 Credit Hours

BUPA 660 - Fundamentals of Public Administration

Credit(s): 3 hours
The Fundamentals of Public Administration course provides a comprehensive introduction to the key principles, practices, and challenges in the field of public administration. Participants will gain a deep understanding of the unique aspects of managing public organizations, navigating government structures, and addressing the complex issues that arise in the public sector. It provides an understanding of the history, theories and concepts of public administration within governmental organizations with a specific focus on state and local management units and how these are relative to the management and operations of a public enterprise organization.

BUPA 661 - Public Enterprise Systems

Credit(s): 3 hours
The course is designed to equip students with the knowledge and skills necessary to effectively manage and run corporations that are wholly or partially owned or created by government entities. This course delves into the unique challenges and opportunities associated with public enterprises, exploring the intersection of business principles and public administration. The course will explore the similarities and differences between managing a public enterprise versus a governmental agency or private business. Varying case studies will be examined related to transportation, utilities and other public enterprise systems to provide a broad understanding of the nature of managing these hybrid organizations.

BUPA 662 - Emergency Management & Continuity of Operations

Credit(s): 3 hours
The course will provide students with the understanding of the National Incident Management System (NIMS) and the Incident Command Structure (ICS) in relation to emergency planning, response and recovery. Public entities and public enterprise systems participate in many emergency planning and response processes either independently, as part of critical infrastructure, or as part of collaborative efforts with other governmental bodies and agencies. Completion of the course will provide the student with the knowledge to satisfactorily complete the ICS, 100, 200, 700 and 800 exams through the FEMA Emergency Management Institute.

BUPA 663 - Administrative Law & Regulatory Processes

Credit(s): 3 hours
The course is designed to equip students with a practical understanding of the legislative law-making process and the administrative rule-making process that may impact public agencies and organizations. Students will be able to understand the governmental mechanisms and oversight that control the operations and management of public enterprises.

BUPA 664 - Public Sector Budgeting

Credit(s): 3 hours
The course is designed to provide students with a comprehensive understanding of budgeting methodologies utilized in the public sector and how they relate to private sector budgeting methodologies. The course explores the intricacies of budget development, implementation, and analysis, with a focus on the unique challenges and opportunities that arise in different organizational settings.

AND

Choose 9 Elective credit hours from the following*:

BACC 632 - Advanced Governmental and Not-for-Profit Accounting

Credit(s): 3 hours
This course provides for an advanced, intensive study of the accounting and financial reporting procedures for governmental and not-for-profit entities.

BADM 539 - Research and Grant Writing

Credit(s): 3 hours
This course focuses on developing skills to engage in research, write persuasive and informative business documents, and create and deliver effective presentations. Students will have opportunities to work individually and collaboratively.

Course Objectives

Upon completion of this course:

1. Students will develop an understanding of the sources of potential grants such as government agencies and private foundations and how to find and identify these opportunities.

2. Students will learn to gather and organize required research information and data to support grant proposals.
3. Students will learn how to read and understand grant announcements, effectively plan and draft grant proposals for effectiveness and success of selection while meeting all time requirements.
4. Students will learn administrative and ethics procedures used when managing and overseeing grants awarded by governmental agencies.

BADM 623 - Project Management Processes

Credit(s): 3 hours
This course provides for a scholarly study of project management and is a foundational overview of the discipline through the processes of the "project life cycle". Students will learn about project management in its entirety from the initiation of the project to its closing, and will examine all "knowledge areas" as noted in PMBOK, a leading source in the field of project management. This course serves as one of the requirements for students pursuing the MBA with a concentration in project management or the M.S. in Project Management. This course will also serve as an informational guide for students seeking professional certification in project management areas as offered by PMI (Project Management Institute).

BADM 632 - Advanced Human Resource Management

Credit(s): 3 hours
This course is the study of contemporary topics related to effective management of human resources, and emphasizes in- depth research and analysis of the interrelationship of the human resource function in a dynamic business environment.

BADM 645 - Strategic Leadership

Credit(s): 3 hours
This course provides for the study of leadership issues and constructs required for managers. Emphasis is placed on negotiation, conflict resolution, mediation, communication, ethical reasoning, problem-solving, and decisionmaking.

BADM 652 - Strategic Organizational Design

Credit(s): 3 hours
This course focuses on organizational strategy and the competitive advantage of organizational design. Special emphasis will be placed on contemporary organizations and the concepts, strategy, and design driving their success.

BADM 665 - Healthcare Policy and Economics

Credit(s): 3 hours
This course applies general theoretical principles of economics to the healthcare sector. The basic approach is to recognize the importance of scarcity and incentives, allowing for differences particular to healthcare. The demand and the supply for health and medical care are examined theoretically and practically. In addition, the competitiveness of these markets, the relationship with health insurance and the role of government are explored. A focus of the course is decisions made by consumers, providers (physicians, hospitals), insurers, or the government in the area of healthcare. This course serves as an elective for students pursuing the MBA Healthcare Administration Emphasis.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of Graduate School of Business

LEAD 531 - Introduction to Non-Profit Management

Credit(s): 3 hours
This course is designed with a focus on understanding organizational aspects related to non-profit management and best practices in leading non-profit organizations. Students will explore issues leaders face while managing nonprofit organizations, board governance, grant writing, fundraising, managing employees and volunteers, and marketing strategies.

Notes:

*Online students will have the opportunity to choose three electives, totaling nine (9) credit hours. Executive students have the option to allocate six (6) credit hours of INTR 799/899 Applied Learning Practicum towards fulfilling their elective requirements.

Strategic Management Emphasis: 24 Credit Hours

BADM 624 - Competitive Strategy

Credit(s): 3 hours
This course is designed to provide the core concepts and frameworks for competitive strategy. The course is designed around two main questions: (1) Why are some companies more successful than others; and (2) what can we learn from their experiences to identify key drivers of superior performance?

BADM 625 - Mergers and Acquisitions

Credit(s): 3 hours
This course explores mergers and acquisitions as a viable mode of corporate development. The emphasis of this course is the comprehensive framework for executing mergers and acquisitions from initiation to implementation.

BADM 626 - Management Consulting

Credit(s): 3 hours
This course is designed to provide a framework for the management consulting profession. Emphasis is placed on developing proficiencies in a range of skills required to practice consulting. In this course, students will become familiar with the typical phases in a consulting project.

BADM 631 - Managing in a Global Environment

Credit(s): 3 hours
This course provides a study of the involvement of American firms in the international community with special emphasis on the impact of foreign competition on domestic markets, management of multinational enterprises and decision-making in the international environment.

BADM 632 - Advanced Human Resource Management

Credit(s): 3 hours
This course is the study of contemporary topics related to effective management of human resources, and emphasizes in- depth research and analysis of the interrelationship of the human resource function in a dynamic business environment.

BADM 645 - Strategic Leadership

Credit(s): 3 hours
This course provides for the study of leadership issues and constructs required for managers. Emphasis is placed on negotiation, conflict resolution, mediation, communication, ethical reasoning, problem-solving, and decisionmaking.

AND

- Students will choose other 600-level business electives **Credit(s):** 6 hours - For online students.

OR

BADM 692 - Special Projects in Strategic Management

Credit(s): 3 hours
This course is designed to allow students to conduct in depth investigation, research, and analysis of current topics or specialized study in strategic management. The course may be retaken under different subtopics for a cumulative total of 6 hours.

OR

INTR 799 - Applied Learning Practicum

Credit(s): 1 hour
This course provides students enrolled in a doctorate program an opportunity to apply professional applications to their respective academic coursework. The Applied Learning Practicum can be either a practicum or internship in an area directly related to the student's course of study, or a project conducted in collaboration with program faculty applying coursework to a professional setting. Through this course, the University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. The course will be repeated in each semester of student enrollment. As an integral part of the executive formatted programs, this course is required every semester in which a student is taking courses.

INTR 899 - Applied Learning Practicum, Dissertation Phase

Credit(s): 3 hours
INTR 899 is designed to enhance the educational experience of the dissertation phase for doctoral students. Students will utilize the course to maintain dissertation progress and ensure alignment of research topic with a professional setting within the student's academic discipline and professional experience/interests. Through this course, the University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. As an integral part of the executive formatted programs, this course must be taken every semester during the dissertation phase for executive-format students.

Supply Chain Management Emphasis: 24 Credit Hours

SCM 600 - Supply Chain Management Foundations

Credit(s): 3 hours
This course introduces the concepts and principles of Supply Chain Management, supply-chain management systems and technologies. Topics covered include a comprehensive overview of the global supply chain management systems, technologies for planning and coordinating sourcing, procurement, conversion, and the associated logistics to manage material and information flow. The objective is to create net value, develop robust infrastructure, manage global logistics, and synchronize supply and demand across the supply chain.

Upon Completion of this Course, Students will:

- Understand the fundamentals of supply chain management and the role supply chain management plays in commerce and the Global economy.
- Understand the changing dynamics of global supply chains and their impacts on organizational performance.
- Develop supply-chain performance metricsiv.

- Use information technology to enhance SCM performancev.
- Develop supply chain systems that are aligned with organizational strategy

SCM 605 - Supply Chain Management Reporting Systems

Credit(s): 3 hours
This course will provide an overview of the administrative, accounting, and financial systems used for planning, measuring, reporting, and controlling supply chains. Topics include accounting procedures and systems used to manage operations and organizational processes, support purchasing and procurement, financial controls, and supply chain performance measurement.

Upon Completion of this Course, Students will:

- Assess the financial impacts of supply-chain decisions on users and providers of services
- Create basic budgets for supply-chain operations
- Perform basic financial analyses on supply chain problemsiv.
- Determine real costs for different supply chain decisions
- Manage operations using key financial performance indicators

SCM 610 - Supply Chain Management Modeling, Simulation, and Analytics

Credit(s): 3 hours
This course focuses on the techniques and technologies used for analytics and data modeling of supply chains and their associated elements. Topics include the application of decision analysis and support technologies, simulation, visualization, and optimization techniques to supply-chain problems.

Upon Completion of this Course, Students will:

- Create supply chain models from abstracted business data
- Solve simple and complex supply chain models using objectives and constraints
- Simulate basic supply-chain scenarios to support decision making
- Apply optimization techniques to supply-chain problems
- Use data visualization to communicate complex supply-chain ideas and results

SCM 620 - Supply Chain Management Logistics, Transportation, and Distribution Systems

Credit(s): 3 hours
This course presents core knowledge related to procurement, operations, logistics, and coordinating the flow of products from raw material sourcing and acquisition through delivery to the end user. Topics include the principles and concepts of logistics planning, cost integration, transportation (water, rail, road, air), distribution, and customer service.

Upon completion of this course, students will:

- Manage supply-chain logistics to minimize functional pitfalls
- Define and analyze alternative distribution pathways
- Model and analyze transportation scenarios to minimize cost
- Maximize capacity throughput through distribution planning
- Integrate customer-service concerns into logistical operations

SCM 635 - Supply Chain Management Quality Assurance and Control Systems

Credit(s): 3 hours
This course focuses on the processes, tools, techniques, and systems used in the quality assurance and control aspect of supply chain management. Topics include quality planning, assurance, control, and improvement for products and services in the supply chain.

Upon Completion of this Course, Students will:

- Understand the relationship between Quality Control (QC), company performance, and customer satisfaction
- Develop quality metrics for use in supply-chain operations
- Measure and evaluate KPIs for quality improvement over time
- Deploy popular QC techniques and tools in supply-chain scenarios
- Use QC data to guide managerial and supply-chain decisions

SCM 640 - Supply Chain Management Sourcing, Procurement, and Contract Administration

Credit(s): 3 hours
This course examines the firm's value-creation process from product development through order receipt and customer delivery. Topics include strategic sourcing for the supply chain, the use of Blockchain technology in the supply chain, integration and coordination with supply-chain partners, and enterprise resource planning systems.

Upon Completion of this Course, Students will:

- Work effectively with suppliers and stakeholders to improve the supply chain
- Improve financial results through improved procurement processes and technology
- Build resiliency into the supply chain through strategic sourcing
- Develop methods and technologies to support sources and stakeholders
- Effectively manage contractual relationships, expectations, and communications

SCM 625 - Supply Chain Management Inventory, Warehousing, and Forecasting

Credit(s): 3 hours
This course emphasizes the dynamics of inventory management, warehouse operations, capacity planning, and managing multi-facility networks. Topics include inventory management systems, warehouse layouts and management, order-picking strategies, material requirements planning systems, and forecasting models and methods.

Upon Completion of this Course, Students will:

- Understand the evolution of modern warehousing and distribution centers and their impact on supply-chains
- Develop efficient warehouse layouts and flows
- Define appropriate picking strategies and technologies for different applications
- Perform inventory analyses to reduce costs, turn-over times, and losses
- Perform forecasts using popular forecast techniques

SCM 615 - Supply Chain Management Operation and Production Technologies

Credit(s): 3 hours
This course focuses on the concepts and techniques used to support and coordinate the operational functions of a firm's supply chain. The course introduces and utilizes software tools to model and analyze the processes used to efficiently develop and deliver products and services through a supply chain. Emerging technologies, including Artificial Intelligence for SCM, will be examined.

Upon Completion of this Course, Students will:

- Document and measure operational performance in a supply chain
- Model, measure, and analyze operational functions
- Work with conflicting objectives and constraints to maximize performance
- Use managerial tools and software to support supply-chain operations
- Better manage the flows of products and operations through a supply chain

* Executive students can substitute SCM 625 and SCM 615 with six (6) credit hours of INTR 799/INTR 899 Applied Learning Practicum.

Post-Baccalaureate Certificate

Business Analytics Graduate Certificate

he Business Analytics Certificate Program is a twelve (12) credit hour online certificate program designed to equip students with advanced analytical skills, strategic insights, and practical experiences in the realm of business analytics. With a focus on data-driven decision-making, predictive modeling, data visualization, and the ethical considerations of data usage, this program offers a rigorous, adaptable, and innovative curriculum. Through hands-on learning experiences and cutting-edge methodologies, students will develop the expertise and competencies needed to leverage data effectively, optimize business strategies, and drive sustainable growth in dynamic market environments.

Learning Outcomes:

•Students will demonstrate proficiency in exploring, preprocessing, and managing large datasets, employing techniques such as data cleaning, transformation, normalization, and database management.

•Students will develop the ability to effectively visualize complex data sets using a variety of tools and techniques, and interpret visualizations to extract meaningful insights, trends, and patterns.

•Students will apply a range of analytical techniques, including data mining, statistical analysis, and machine learning, to extract actionable insights from data and solve real-world business problems.

•Students will integrate data analytics methodologies into decision-making processes, framing business problems, formulating hypotheses, and making informed decisions across various functional areas, considering ethical, legal, and social implications.

Required Courses: 12 Credit Hours

BUAN 673 - Data Exploration & Visualization

Credit(s): 3 hours
This course covers the fundamentals of data exploration and visualization. Students in this course will learn basic concepts of information visualization and exploratory data analysis techniques. The course explores basic techniques for getting data into a usable format and presenting it visually using various analytical tools. Students will analyze large datasets and effectively communicate their analyses through visualizations.

Students will also learn basic visualization design and evaluation principles to create meaningful quantitative and qualitative data displays. No experience in programming is required.

Learning Outcomes:

Upon completion of this course, students should be able to:

- Understand the foundation and characteristics of data.
- Develop an understanding of the processes, methodologies, and tools used to transform data into useful information to inform business decisions and actions.
- Assess data quality, transform data into a usable format, and compile and communicate analyses in persuasive visual reports.
- Select the graphical formats and suitable visualization techniques for a given problem.

BUAN 674 - Database Management Systems for Business Analytics

Credit(s): 3 hours
The course examines the principles of design and functions of Relational Database Management Systems (DBMS), focusing on business domains and business data analytics applications. Topics include database design principles, entity-relationship diagrams, analyzing databases evolution of Database Management systems, Entity Relationships Modeling, Design of a Relational Model, Database Integrity Rules, Normalization of Database Tables, Data Warehouse, Data Mining, and Database Administration.

Learning Outcomes:

Upon completion of this course, students should be able to:

- Understand the core principles, concepts, and applications of DBMS, focusing on business domains.
- Understand relational data models and their applications and interactions with current data management systems.
- Create conceptual database models using entity-relationship.
- Design data structures limiting redundancy and enforcing data integrity while conforming to organizational requirements.
- Design data models for querying databases and transforming data into useful information to inform business decisions and actions.

BUAN 675 - Business Intelligence and Data Mining

Credit(s): 3 hours
This course is designed to equip students with a practical understanding of the core business intelligence and data mining concepts and techniques and the application of these concepts and techniques to real-world business problems. The course will focus on extracting business intelligence by leveraging large, complex data structures with practical business applications. The hands-on projects emphasize the "know-how" aspect - extracting and applying business intelligence to improve business decision-making.

Learning Outcomes:

Upon completion of this course, students will be able to.

- Apply key quantitative techniques in data mining and business intelligence for analyzing and improving business operations.
- Differentiate, design, and assess various business intelligence (BI) and data mining models.
- Identify and translate real-world business problems into BI and data mining problems.
- Use existing data retrieval and manipulation tools for data/information extraction and enterprise reporting.
- Select an appropriate data mining technique for a specific problem.

BUAN 676 - Business Analytics for Decision Making

Credit(s): 3 hours
This course introduces the fundamentals of data model tools and methods. The emphasis will be on modeling and evaluating uncertainty, understanding the nature of decision-making, efficiently using data and limited information, simulating complex systems, and optimally allocating resources. Students will develop good judgment and the ability to formulate, analyze, and solve managerial problems.

Learning Outcomes:

Upon completion of this course, students will be able to.

- Use the most popular statistical data collection, analysis, and reporting techniques.
- You will be proficient at formatting quantitative information to present to decision-makers.
- Identify and apply important quantitative methods developed in statistics and optimization that are commonly used to solve business-related problems.
- Perform skilled statistical data analysis, summarization, and interpretation of datasets using analytical software.

- Utilize appropriate optimization methods on data to analyze decision outcomes in business environments.

Notes:

These courses can be pursued individually to earn a stand-alone certificate or serve as the initial step towards completing our Master of Science in Business Analytics program.

Entrepreneurship and New Venture Development Graduate Certificate

The Graduate Certificate in Entrepreneurship and New Venture Development is a twelve (12) credit hour online certificate program designed to equip students with the entrepreneurial mindset, practical skills, and real-world experiences with a focus on entrepreneurial creativity, new venture creation and development, entrepreneurial management and finance and the ethical and social responsibilities of entrepreneurs. The program's rigorous, flexible, and cutting-edge curriculum provides the experiential and applied learningopportunities to develop the innovative mindset and relevant competencies required to start new businesses, optimize business operations, and implement processes to sustain growth in competitive markets.

Learning Outcomes:

Students will develop the entrepreneurial mindset to identify business opportunities and construct feasibility analyses to scale and manage new business ventures using state-of-the-art techniques and critical analytical skills.

Students will develop an understanding of the processes and methodologies required to start and sustain entrepreneurial enterprises, optimize business operations, and implement processes to sustain growth in competitive markets.

Students will develop leadership skills focused on entrepreneurial and team leadership and the interpersonal skills required to communicate effectively and thrive in a multidisciplinary team environment.

Students will develop an understanding of the fundamental ethical principles necessary to operate a business successfully

Admission Requirements:
A minimum undergraduate cumulative GPA of 2.0 is required to be admitted.

Course Requirements: 12 Credit Hours

BADM 644 - New Venture Development

Credit(s): 3 hours
This course is designed to provide the knowledge and skills necessary to launch a business or social venture. There are three components of the course: (1) Feasibility Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of Graduate School of Business

BADM 645 - Strategic Leadership

Credit(s): 3 hours
This course provides for the study of leadership issues and constructs required for managers. Emphasis is placed on negotiation, conflict resolution, mediation, communication, ethical reasoning, problem-solving, and decisionmaking.

BADM 648 - Entrepreneurial Strategy

Credit(s): 3 hours
This course provides for an advanced study of entrepreneurial strategy formulation. Emphasis in the course is the development of a comprehensive business plan. This course serves as an elective for students pursuing the MBA Entrepreneurship Emphasis. Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of Graduate School of Business

BADM 624 - Competitive Strategy

Credit(s): 3 hours
This course is designed to provide the core concepts and frameworks for competitive strategy. The course is designed around two main questions: (1) Why are some companies more successful than others; and (2) what can we learn from their experiences to identify key drivers of superior performance?

Courses may be taken as a stand-alone certificate or as an initial step toward our Master of Business Administration (MBA).

Financial Management Graduate Certificate

The Graduate Certificate in Financial Management is a twelve (12) credit hour online certificate program designed to equip students with the analytic skills and theoretical knowledge needed for a wide range of professional careers in finance. The program's rigorous, flexible, and cutting-edge curriculum provides students with the foundational knowledge required to create innovative solutions for financial issues and articulate impactful financial decisions to decision-makers.

Learning Outcomes:

1. Students will be able to perform sophisticated financial analyses using the appropriate financial tools, techniques, and technologies pertinent to a wide range of financial issues.
2. Students will develop a thorough understanding of the purpose of financial statements and the importance of financial reporting in evaluating a company's performance in relation to strategic business decision-making and forecasting.
3. Students will develop an understanding of the appropriate valuation concepts, techniques, and models used in typical finance and investment practice.
4. Students will develop an understanding of the financial planning and wealth management process from the perspective of a practicing financial planner & wealth manager.
5. Students will develop an understanding of the processes, methodologies, and tools used to transform a large amount of financial data into useful information to inform business decisions and actions.

The program can serve as a first step to a master's degree in finance. Graduates of the program will be eligible for admission to the Master of Science in Finance degree program upon completing a master's admission application and submitting all required documentation.

Admission Requirements:

A minimum undergraduate cumulative GPA of 2.0 is required to be admitted to the Financial Management Certificate Program

Course Requirements: 12 Credit Hours

BACC 681 - Financial Accounting and Analysis

Credit(s): 3 hours
This course is designed to provide an understanding of the primary financial statements - balance sheet, income statement, statement of cash flow, and statement of changes in equity - and a thorough framework for analyzing and interpreting reported financial information from the perspective of financial statement users. Upon completion of this course, students will develop a sufficient understanding of corporate financial statements and the technical skills needed to research, analyze, and interpret financial statements. This course is recommended for students and professionals who want to gain an in-depth understanding of corporate financial performance and results and students planning a career in the financial industry or general management.

BADM 684 - Financial Modeling and Valuation

Credit(s): 3 hours
The objective of this course is to develop the financial modeling skills necessary to build interactive valuation models for firms. This course explores in greater depth the appropriate valuation concepts, techniques, and models used in typical finance and investment practice. This course will involve extensive use of spreadsheets and other

computerbased models to analyze the impacts of investment and financial decisions related to financial statement analysis in the finance and investment context. Ultimately, students who complete this course develop financial modeling skills for performing financial analyses and understand how various financial decisions may impact firm and shareholder value.

BADM 687 - Financial Planning and Wealth Management

Credit(s): 3 hours
This course examines the financial issues arising from personal financial planning and investment management. Among the topics included are financial planning, life cycle financial planning, retirement and estate planning, tax planning, investment planning, wealth management, employment benefits management, risk management, insurance, asset allocation, securities trading, and client communication strategies. This course is recommended for students who wish to become practitioners in financial planning and wealth management and for professionals considering a career transition or career advancement in the financial planning and wealth management industry. Considerable attention is paid to the topics covered in the Certified Financial Planner (CFP) program.

BADM 688 - Big Data and Financial Analytics

Credit(s): 3 hours
The goal of this course is to familiarize students with big data analysis to a wide range of practical financial problems. By the end of this course, students will develop a sufficient understanding of processes, methodologies, and tools used to transform a large amount of financial data into useful information to inform business decisions and actions. Students will also gain hands-on experience in designing highly scalable systems that can accept, organize, store, and analyze large and complex data structures that have financial applications. The course will use Python and R as the primary data analysis platform. No prior programming experience in Python or R is expected, but familiarity with basic statistics is presumed.

Global Business Blockchain Graduate Certificate

The Blockchain Business Certificate is a twelve (12) credit hour graduate-level online certificate program designed to equip students with the necessary skills, practical knowledge of blockchain technology, and understanding of the application of blockchain technology in the business field that they can leverage in their current role or achieve the career advancement they seek in the emerging field of blockchain technology. The Program shares courses with the MSc in Global Business with Blockchain Technology, which has recently been the first Blockchain Business program to be accredited by The International Accreditation Council for Business Education (IACBE).

Learning Outcomes:

1. The ability to analyze and apply Blockchain Technology in multiple aspects of business and corporate leadership.
2. Learn to research and understand the laws and regulations impacting Blockchain Technology.
3. Examine how and why Blockchain Technology will be a disruptive and/or enhancing technology for business, finance and other fields.
4. Determine how Blockchain Technology will automate business tasks and make them more accurate, immutable, and transparent.
5. Evaluate how Blockchain Technology will remove intermediaries in transactional and contractual relationships allowing reduction of costs and efficiencies in traditional and emerging systems.

Successful completion of the program provides the education needed to understand the basic components of Blockchain Technology and how this technology can be applied and implemented in the business, government and non-profit organizations. Graduates of the program will also be eligible for admission to the Master of Science in Global Business with Blockchain technology degree program upon completing a master's application and submitting all required documentation.

Admission Requirements:

A minimum undergraduate cumulative GPA of 2.0 is required to be admitted to the Business and Blockchain Certificate Program.

Course Requirements: 12 Credit Hours

BLCN 531 - Introduction to Blockchain and Cryptocurrencies

Credit(s): 3 hours
This course explores the fundamentals of the public, transparent, secure, immutable and distributed database called Blockchain. Blockchains can be used to record and transfer any digital asset not just currency. This course will introduce students to the workings and applications of this new technology. Its potential impact on financial services, government, banking, contracting, and identity management will be discussed. This course provides the background necessary to be able to separate fact from fiction when reading claims about Bitcoin and other cryptocurrencies. Presents conceptual foundations required to engineer secure software that interacts with the Bitcoin network. Integrates ideas from Bitcoin and other cryptocurrencies in applied learning projects.

- Choose 9 Credit Elective Hours from the following:

BLCN 636 - Legal & Regulatory Framework of Blockchain

Credit(s): 3 hours
This course is developed for high level business people (and those on their way) who want a broad understanding of the legal and regulatory frameworks being developed around blockchain technology. This course will empower business leaders to understand how governments are approaching and potentially regulating the usage of blockchain technology. Students will gain an understanding of how the US Federal government/regulatory agencies, state governments and the governments of foreign nations are treating the implementation of blockchain technology and cryptocurrencies. This course is not a deep legal curriculum, but rather is focused on helping executives grasp the basics of the legislative and regulatory processes specific to the emerging technology.

BLCN 533 - Finance and Blockchain

Credit(s): 3 hours
This course covers digital currencies, Blockchains, cryptographic tokens, and related topics in the FinTech (Financial/Technical) area, perhaps the most significant innovation in the financial world since the advent of doubleentry bookkeeping centuries ago. The technology appears to represent an existential challenge for major parts of the finance industry. It is now commonly suggested by experts that commercial banks and stock exchanges may no longer exist, or may become much smaller, within the next 10 to 20 years, with increasing volumes of payments and exchange taking place on a peer to peer basis. New financing channels such as initial coin offerings have the potential to upend segments of entrepreneurial finance.

BLCN 633 - Global Marketing and Blockchain Technology

Credit(s): 3 hours
This course will research how leveraging high "Velocity" data - such as data from mobile devices - has unearthed knowledge that has helped firms better understand their customers. The significant potential of high "Variety" data - data that is unstructured in the form of text, images, videos, and so on - to make better predictions has been documented in numerous academic studies. Blockchain technology will be used to address the limitation of issues related to the accuracy, reliability, and transparency of the data itself.

BLCN 634 - Human Resource Management and Blockchain

Credit(s): 3 hours
This course will explore how HR will be disrupted by Blockchain technologies. Current disruptions include HR solutions moving to subscription-based models on cloud platforms; organizations emphasizing mobile-first strategies; and employees expect consumer-grade digital services.

Marketing Analytics and Digital Strategy Graduate Certificate

Program Description

The Certificate in Marketing Analytics and Digital Strategy prepares students and professionals to thrive in today's rapidly evolving marketing environment. This interdisciplinary program blends foundational marketing principles with advanced tools in analytics, digital strategy, customer insight, and artificial intelligence. Whether you're a student seeking to enhance your career readiness or a professional looking to upskill, this certificate offers hands-on experience and real-world applications that build expertise in data-driven marketing, digital engagement, and strategic innovation.

Learning Outcomes

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

1. Use marketing analytics to support evidence-based decision-making and performance evaluation.
2. Create and implement digital marketing strategies that effectively reach and engage target audiences.
3. Apply customer satisfaction measurement techniques to improve customer experience and loyalty.
4. Explore and leverage artificial intelligence tools to drive marketing innovation and automation.
5. Integrate digital and analytical approaches to address real-world marketing challenges across industries.

Required Courses: 12 Credit Hours

BADM 621 - Strategic Digital Marketing

Credit(s): 3
This course is an introduction to the field of digital marketing. This course is designed for business and marketing students looking to gain foundational skills in digital marketing. Digital marketing includes practices such as eCommerce, email marketing, marketing technologies, segmentation, digital strategy, digital advertising, and social media. Each area will be covered with materials that relate the concepts to current business practices. The course focuses on the theories, strategies, tools, methods, and applications of digital marketing. Students will review literature and materials to learn best practices and methods relevant to today's business environment. Additionally, the course will cover management and strategic planning in digital marketing. Topics include digital business growth, strategies for connecting with digital consumers, eCommerce, online consumer behavior, SEO/SEM, social media, artificial intelligence technology, digital media, mobile apps, email marketing and more. Through building a strategic digital marketing plan, students will orient themselves with not just learning the concepts but bringing them together for a comprehensive plan that incorporates how these concepts are applied towards a specific digital marketing challenge or opportunity.

BADM 658 - Marketing Decision-Making & Analytics

Credit(s): 3 hours
The overarching purpose of this course is to orient students to the systematic use of data and state-of-the-art marketing analytics tools to solve real-world marketing problems that add value to an organization's marketing and growth efforts. By the end of this course, students will develop a sufficient understanding of the framework, processes, methodologies, and analytical tools used to transform marketing data into useful information to make strategic marketing decisions. Students will also gain hands-on experience in data-driven approaches to make data-driven marketing decisions.

BADM 662 - Customer Satisfaction Measurement

Credit(s): 3 hours
This course provides for a comprehensive study in determining how to measure customer satisfaction. In this course, students will present customer satisfaction strategies which are consistent with an organization's broader goals. This course serves as an elective for students pursuing the MBA Healthcare Administration and Marketing Emphases. Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of the Graduate School of Business

MSAI 599 - Transforming Business with Artificial Intelligence

Credit(s): 3 hours
This course requires students to apply the skills and knowledge developed during the program to create an Artificial Intelligence transformation strategy for an organization.

Learning Objectives

- Learn how to view AI as a tool and not a goal
- Learn how to find AI applications that are particularly well matched to your business strategy
- Learn how to prioritize AI implementation based on risk vs. reward
- Learn how to create a long-term strategy for AI adoption
- Learn how to address AI-specific risks

Non-Profit Management Graduate Certificate

Program Description

The Graduate Certificate in Non-Profit Management is designed to equip students with practical knowledge in the management and administration of non-profit organizations.

The curriculum provides the foundation to apply theories, methodologies and practices to the management of non-profit organizations. The program will provide students with the skills, capabilities, knowledge and tools needed to serve in managerial and supervisory roles within non-profits.

Learning Outcomes:

- Graduates will understand organizational aspects related to non-profit management and best practices in leading non-profit organizations.
- Students will explore issues leaders face while managing non-profit organizations, board governance, grant writing, fundraising, managing employees and volunteers, and marketing strategies.
- Graduates will develop skills to engage in research, write persuasive and informative business documents, and create and deliver effective presentations.
- Students will learn the effective management of human resources through in-depth research and analysis of the interrelationship of the human resource function in organizations.
- Students will acquire in-depth knowledge and practical skills in the accounting and financial reporting procedures for governmental and not-for-profit entities.

Course Requirements: 12 Credit Hours

BACC 632 - Advanced Governmental and Not-for-Profit Accounting

Credit(s): 3 hours
This course provides for an advanced, intensive study of the accounting and financial reporting procedures for governmental and not-for-profit entities.

BADM 539 - Research and Grant Writing

Credit(s): 3 hours
This course focuses on developing skills to engage in research, write persuasive and informative business documents, and create and deliver effective presentations. Students will have opportunities to work individually and collaboratively.

Course Objectives

Upon completion of this course:

1. Students will develop an understanding of the sources of potential grants such as government agencies and private foundations and how to find and identify these opportunities.

2. Students will learn to gather and organize required research information and data to support grant proposals.
3. Students will learn how to read and understand grant announcements, effectively plan and draft grant proposals for effectiveness and success of selection while meeting all time requirements.
4. Students will learn administrative and ethics procedures used when managing and overseeing grants awarded by governmental agencies.

BADM 632 - Advanced Human Resource Management

Credit(s): 3 hours
This course is the study of contemporary topics related to effective management of human resources, and emphasizes in- depth research and analysis of the interrelationship of the human resource function in a dynamic business environment.

LEAD 531 - Introduction to Non-Profit Management

Credit(s): 3 hours
This course is designed with a focus on understanding organizational aspects related to non-profit management and best practices in leading non-profit organizations. Students will explore issues leaders face while managing nonprofit organizations, board governance, grant writing, fundraising, managing employees and volunteers, and marketing strategies.

Project Management Graduate Certificate

The Project Management Certificate is a twelve (12) credit hour graduate-level online certificate program designed to equip students with the necessary skills, practical knowledge, professional tools, and innovative techniques that they can leverage in their current role or achieve the career advancement they seek in today's projectized world. The coursework is industry-driven and teaches the most up-to-date project management methodology, proven strategies and, hands-on tools that meet the professional development needs. of modern project managers. The Program shares courses with the MS in Project Management, which is an Authorized Training Partner (#4320) through Project Management Institute, Inc. and accredited by The International Accreditation Council for Business Education (IACBE).

Learning Outcomes:

1. Students will develop the project management skill set required to effectively plan, manage, execute, monitor, control, and close projects regardless of industry.
2. Students will learn a suite of tools and gain innovative techniques required to drive successful project outcomes.

3. Students will gain experience working in a team setting and develop interpersonal skills required to effectively communicate, interact, and work in a dynamic project management environment.
4. Students will acquire the ability to incorporate ethical reasoning skills and behavior to ethical issues in the project management profession and practice.

Successful completion of the program provides the educational hours needed to sit for the Project Management Professional (PMP) or the Certified Associate in Project Management (CAPM) certification exams available through Project Management Institute, Inc. Graduates of the program will also be eligible for admission to the Master of Science in Project Management degree program upon completing a master's application and submitting all required documentation.

Admission Requirements:

A minimum undergraduate cumulative GPA of 2.0 is required to be admitted to the Project Management Certificate Program.

Course Requirements: 12 Credit Hours

BADM 633 - Planning the Project

Credit(s): 3 hours
This course examines topics in project management with specific attention to issues and skills of project planning.

BADM 634 - Initiating the Project

Credit(s): 3 hours
This course examines topics in project management with specific attention to issues and skills of project initiation.

BADM 635 - Executing the Project

Credit(s): 3 hours
This course examines topics in project management with specific attention to issues and skills of project execution.

BADM 636 - Monitoring/Controlling and Closing the Project

Credit(s): 3 hours
This course examines topics in project management with specific attention to issues and skills of project monitoring, controlling, and closing.

Counseling

Department Mission

The mission of the Department of Counseling is to provide excellence in innovative academic programs grounded in service & leadership to develop professional counselors and counselor educators to serve diverse populations.

Masters Program Mission

The mission of the Masters programs is to develop counselors with a strong professional identity and demonstrated specialized knowledge, skills, and dispositions to serve diverse populations

Masters Programs Overview

Through its Master of Arts in Clinical Mental Health Counseling (CMHC)and Addiction Counseling (AC) programs, University of the Cumberlands offers a graduate program for those students aspiring to become Licensed Professional Counselors. These programs are designed to serve both recent baccalaureate graduates and other professionals who desire to broaden their expertise as mental health counselors and addiction counselors in community settings. The aim of these degree programs is to provide students with the academic background and requirements that enable one to become a Licensed Professional Counselor or Licensed Addiction Counselor. These programs are 60-hour master's degree programs. The majority of the coursework is offered in an online format in 8week sessions (bi-terms). Two bi-terms make up a semester. Students may enter the program at the beginning of each bi-term during the fall, spring, or summer semesters.

Masters Program Goals Objectives

Program goals for the Counseling programs include the following:

Goal 1: Facilitate professional counselor identity development aligned with the ACA Code of Ethics.

- Participation in the MA program will increase knowledge of the ACA code of ethics.
  (CACREP 2016 II. F.1.i, j, k, l, m; F.5.d)
- The program makes continuous and systematic efforts to provide opportunities to develop counselor identity.
  (CACREP 2016 I.F, I.I, I.M, I.N, I.P, I.S, I.W, I.X, II.1.a-h)
- Participation in the M.A. program will increase student knowledge of and involvement in counseling organizations and professional development.
  (CACREP 2016 II C, F.1.f)

Goal 2: Prepare culturally competent counselors to serve diverse populations.

- The program makes continuous and systematic efforts to hire/enroll and retain diverse faculty and students
  (CACREP 2016 I.K, I.Q)
- Participation in the M.A. program will increase student knowledge of theories, models, and competencies related multicultural counseling, cultural identity development, social justice, and advocacy.
  (CACREP 2016 II. F.2.b, c.)
- Participation in the M.A. program will increase student skill in addressing cultural factors relevant to clinical mental health, including heritage, beliefs, help-seeking behaviors, and the impact of power and privilege on counselors and clients.
  (CACREP 2016 II. F.2.d, e, f; AC 3.j; CMHC 2.j)

Goal 3: Develop an understanding of developmental theory and persons in context across the lifespan.

- Participation in the MA program will increase student knowledge in developmental theory across the lifespan, theories of learning, as well as normal and abnormal personality development.
  (CACREP 2016 II. F.3.a, F.3.b, F.3.c)
- Participation in the MA program will increase student knowledge of effects of crises on persons of all ages and strategies for optimal development and wellness over the lifespan. (CACREP 2016 II. F.3.g, F.3.i)

Goal 4: Prepare students to effectively apply career development theory, acknowledging related life-work roles and factors.

- Participation in the MA program will increase student knowledge in career development theory, resources, and interventions.
  (CACREP 2016 II. F.4.a, c, j)
- Participation in the MA program will increase student skill in assessing abilities, interests, values, personality, work environment, and other factors that contribute to career development, planning, and decision making.
  (CACREP 2016 II. F.4.d, e, i)

Goal 5: Prepare counselors who demonstrate effective counseling skills and techniques.

- Participation in the MA program will increase student knowledge of theories, skills, and differentiated approaches to client conceptualization and treatment in clinical mental health counseling.
  (CACREP 2016 II F.3.h, F.5.a, F.5.b, F.5.g, MAC 1.b, 1.d)
- Participation in the MA program fieldwork courses will increase student effectiveness in developing relevant outcomes, treatment plans, and culturally relevant strategies for establishing and maintaining counseling relationships.
  (CACREP 2016 II F.5.d, F.5.h, F.5.i, CMHC 3.b)
- The MA program will provide opportunity for students to receive formative and summative evaluations of counseling performance from site and university

supervisors during fieldwork courses.
(CACREP 2016 III B, C, H, I, L, M)

Goal 6: Prepare counselors who demonstrate effective group counseling skills and techniques.

- Participation in the MA program will increase student knowledge of ethical and culturally relevant strategies for designing and facilitating groups, including theoretical foundations and therapeutic factors
  (CACREP 2016 II. F.6.a, c, g)
- The MA program will provide an opportunity for students to participate as a member of a counseling group
  (CACREP 2016 II. F.6.h)
- Participation in the fieldwork component of the MA program will increase student skill in leading or coleading psychoeducational or counseling groups.
  (CACREP 2016 III.E)

Goal 7: Develop counselors who are effective with assessment, diagnosis, and intervention planning.

- Participation in the M.A. program will increase student knowledge in using assessments for diagnostic and intervention planning, including identifying trauma or risk for harm.
  (CACREP 2016 II F.7.c, F.7.d, F.7.e, CMHC 2.d)
- Participation in the fieldwork component of the M.A. program will increase student skill in using assessment results in an ethical and culturally relevant way to diagnose developmental, behavioral, and mental disorders.
  (CACREP 2016 II F.7.l, F.7.m)

Goal 8: Prepare counselors to effectively utilize research in clinical practice and program evaluation.

- Participation in the program will increase students' knowledge of quantitative and qualitative research and program evaluation.
  (CACREP 2016 II, F.8.f, g, h)
- Participation in the program will increase students' understanding of the ethical and legal considerations of research.
  (CACREP 2016 II, F.8.j)
- Participation in the program will prepare counselors to analyze and use peer-reviewed research data to inform assessment, interventions, and treatment planning.
  (CACREP 2016 II, F.8.a, b, e, i)

Goal 9: Promote the attitudes and dispositions that facilitate academic success and effective counseling.

- The program will evaluate students on their professional dispositions and performance consistent with institutional due process policies and the counseling profession's ethical codes and standards of practice
  (CACREP 2016 I.O)
- The M.A. program faculty will systematically assess student dispositions and provide referrals for student remediation as needed.
  (CACREP 2016 I O)
- The M.A. program will increase student knowledge about counselor characteristics that influence the counseling process.
  (CACREP 2016 II F.5.f)

Goal 10: Equip students with the foundational knowledge and skills that prepare them to seek licensure as a professional counselor.

- The M.A. program will provide information regarding eligibility for licensure as a professional counselor in multiple formats throughout the duration of the program.
  (CACREP 2016 I M, N, II F.1.g)
- The M.A. program fieldwork courses will provide opportunities to develop the individual and group counseling skills to prepare for licensure as a professional counselor.
  (CACREP 2016 III E, F, G, J, K)

Clinical Experiences

Clinical experiences provide students the opportunity to do therapy under the supervision of a licensed mental health professional. Through the field placement experience, practicum and internship, students will apply what has been learned in class and grow in their counseling skills, knowledge, and confidence. Finding a good site/experience along with a good on-site supervisor is important to maximize the experience.

Students will normally begin their clinical experiences in their second year of full-time study. The first clinical experience is a practicum, which requires 100 hours of which 40 are direct client-contact hours and 60 are indirect hours. After the Practicum has been successfully completed, a student will participate in two (2) Internship experiences. An Internship experience requires a minimum of 300 hours, 120 of which must be direct client-contact hours and 180 indirect hours. State requirements for the minimum number of internship hours vary, so students need to review the requirements for the state in which they will seek licensure to make sure they complete the minimum.

Students may begin the Practicum semester after a minimum of 21 semester hours, depending on their individual Plan of Study (POS). Students will be able to begin the Practicum after the following steps have been successfully completed:

- Promotion to Good Standing Status within the department

1. Good standing status - a student must complete a minimum of 21 hours, successfully pass a least two Student Performance Reviews and be in Good Standing with the School of Social and Behavioral Sciences and University with a 3.0 GPA or higher.

- Submit Practicum/Internship Application and related paperwork. Note a new application is required for each semester of practicum and internship respectively.
- Successful completion of prerequisites:
    - COUN 530 - Introduction to the Counseling Profession
    - COUN 533 - Legal and Ethical Issues in Counseling
    - COUN 536 - Human Growth and Development
    - COUN 537 - Etiology and Diagnosis of Mental Disorders
    - COUN 539 - Theories in Counseling
    - COUN 630 - Process and Techniques in Counseling or COUN 639 - Theories & Techniques for Treatment of Process Addictions & Substance Abuse for Addictions Counseling program.
    - COUN 637 - Group Counseling

      Students may begin the Internship (COUN 646 - Counseling Internship /COUN 648 - Addiction Counseling Internship) after successful completion of the following:
    - COUN 534 - Lifestyle and Career Development
    - COUN 632 - Advanced Clinical Assessment
    - COUN 636 - Theory and Practice of Multicultural Counseling
    - COUN 638 - Research Methods and Program Evaluation
    - COUN 645 - Counseling Practicum

Complete information about clinical experiences can be found in the Practicum and Internship Handbook. Some of the information will include how to find a site/experience, what satisfies the requirements for a site/experience, and who can be an on-site supervisor. In the semester prior to beginning practicum, the student needs to complete all the work necessary to be ready to begin the practicum experience on the day that the course starts.

For more information about clinical experiences, please consult the Practicum and Internship Handbook.

Licensure Information

The CACREP-accredited Master of Arts in Clinical Mental Health Counseling and Master of Arts in Addiction Counseling are designed to lead to professional licensure as outlined by individual state boards of counseling. Before enrolling in a counseling program, students are encouraged to consult the rules and regulations regarding Professional Counseling in their particular state. Graduation in these programs do not guarantee licensure as a professional counselor in all states or other jurisdictions. Students are responsible for meeting all academic and professional requirements for graduation.

Further information regarding these academic and professional requirements is outlined in this handbook. Students enrolled in the Master of Arts in Clinical Mental Health Counseling and Addiction Counseling programs are responsible for knowing the material outlined in this handbook. Further, it is the sole responsibility of the student, not the program, to obtain information regarding prerequisites for licensure as outlined by their particular state counseling licensure board.

Specifically, students should make note of the following:

- State regulations regarding licensure opportunities if an applicant has a previous felony conviction.
- State regulations regarding the type and number of academic courses and practicum/internship hours.
- The state accreditation requirements for educational institutions.
- The state regulations and requirements for online graduate education programs.

*To obtain a state's web address, view State Licensure Boards

Masters Degree

Clinical Mental Health Counseling, M.A.

The mission of the Masters programs is to develop counselors with a strong professional identity and demonstrated specialized knowledge, skills, and dispositions to serve diverse populations.

Additional Program information, visit the degree information tab: Counseling

Masters Programs Overview

Through its Master of Arts in Clinical Mental Health Counseling (CMHC)and Addiction Counseling (AC) programs, University of the Cumberlands offers a graduate program for those students aspiring to become Licensed Professional Counselors. These programs are designed to serve both recent baccalaureate graduates and other professionals who desire to broaden their expertise as mental health counselors and addiction counselors in community settings. The aim of these degree programs is to provide students with the academic background and requirements that enable one to become a Licensed Professional Counselor or Licensed Addiction Counselor. These programs are 60-hour master's degree programs. The majority of the coursework is offered in an online format in 8 week sessions (bi-terms). Two bi-terms make up a semester. Students may enter the program at the beginning of each bi-term during the fall, spring, or summer semesters.

Course Requirements: 60 Credit Hours

COUN 529 - CMHC Program Orientation

Credit(s): 0 hours
This course introduces new Clinical Mental Health Counseling students to graduate level study at University of the Cumberlands and to the Counseling Profession. Students will learn basics to support the early formation of counselor identity as well as the academic resources that support their success across the Clinical Mental Health Program at University of the Cumberlands.

COUN 530 - Introduction to the Counseling Profession

Credit(s): 3 hours
This course is an overview and examination of the counseling profession including sub-specializations of mental health counseling, school counseling, addiction counseling and rehabilitation counseling. It is designed to assist the student in developing his/her professional identity as a counselor. The course will examine historical, philosophical, and social/political influences on contemporary counseling practices, as well as equip the student with an introduction to the practical aspects of a counseling practice (treatment planning, developing the helping relationship, collaboration/referral, etc.). An in-depth examination will be made into the organizations of professional counselors as well as their credentialing and licensing.
Co-requisite(s): COUN 529

COUN 533 - Legal and Ethical Issues in Counseling

Credit(s): 3 hours
Legal and ethical issues and practices are integral to the professional counselor. This course will examine topics such as confidentiality, ethical competence, professional relationships, testing and malpractice as outlined in the American Counseling Association (ACA) code of ethics and the counseling profession. Emphasis will be placed upon critical thinking and the development of skills in evaluating and resolving ethical dilemmas encountered in a mental health counseling practice.

COUN 534 - Lifestyle and Career Development

Credit(s): 3 hours
A thorough examination of major theories of career development and use of career assessment instruments will help equip students in evaluating and applying approaches to career counseling. This course will explore the relationship between career choice, individual skills, and lifestyle, and explore career/occupational resources available to a counselor in order to empower clients to make effective career/lifestyle choices.

COUN 535 - Psychological Assessment in Clinical Practice

Credit(s): 3 hours
This course will provide an exploration of the structure, administration, interpretation and uses of various psychological tests typically utilized in a counseling practice. Specific assessment procedures will include (but are not limited to) testing: cognitive ability,

personality dynamics, achievement, aptitude, adaptive behavior, and emotional characteristics. Special attention will be paid to helping students develop awareness of the process of conducting a comprehensive assessment, interpreting assessment results and how to communicate those results to clients.
Prerequisite(s): COUN 630 and COUN 638

COUN 536 - Human Growth and Development

Credit(s): 3 hours
This course will focus on human development from conception through adulthood. This course will provide an overview of development in the following areas: physical, cognitive, psychological, social-emotional, and moral. The five areas of development will be examined through various developmental theories with applications to therapeutic settings. Students will examine developmental crises that may be the source of problems that become the focus in a counseling setting.

COUN 537 - Etiology and Diagnosis of Mental Disorders

Credit(s): 3 hours
One of the primary roles of counselors in community settings is to recognize the diagnostic criteria for mental disorders, understand its possible causes, and begin to develop appropriate treatment or referral plans for addressing the problems associated with psychopathology. This course is designed to provide students with a comprehensive study of the etiology of abnormal behavior. In addition, students will learn how to facilitate the diagnostic process. This will include intimate familiarity with the Diagnostic and Statistical Manual of Mental Disorders, and other tools for facilitating accurate mental health diagnoses and treatment plans.

COUN 539 - Theories in Counseling

Credit(s): 3 hours
This course provides a comprehensive overview of the various theories of counseling. The student will critically examine the historical/theoretical frameworks that the major theories of counseling use. Attention is given to personality structure and individual behavior from which these are derived.

COUN 632 - Advanced Clinical Assessment

Credit(s): 3 hours
This course is designed to instruct the student in advanced concepts and applications of clinical and personality assessments. This course is intended to provide a thorough understanding of theory and concepts relevant to objective clinical assessment, as well as to build skills needed to administer, score, and interpret well
Prerequisite(s): COUN 535

COUN 633 - Counseling during Grief and Crisis

Credit(s): 3 hours
This course will provide a basic overview of theory and interventions used when working with clients who seek out counseling during times of crisis. Crisis interventions address urgent situations that are triggered by a specific life event. Course material will address social/emotional problems associated with mental illness (depression, OCD, suicide, etc.), bereavement, or other social losses (health/chronic illness, divorce, unemployment, etc.) and how the counselor can intervene to prevent ongoing impairment or distress for clients.

COUN 636 - Theory and Practice of Multicultural Counseling

Credit(s): 3 hours
This course is designed to provide students with a comprehensive study of the skills, techniques, and information necessary to facilitate a counseling process in a cross-cultural counseling relationship. Students will be encouraged to develop self-awareness of their own cultural biases as well as awareness of many other cultures. Special attention will be given to dimensions of culture, ethnicity, lifestyle, religion, socioeconomic status, and gender issues and how those factors affect the counseling relationship and the choice of treatment processes.

COUN 637 - Group Counseling

Credit(s): 3 hours
This course is designed to provide students with a comprehensive overview of the various group counseling theories. In addition, this course will help students link various theoretical perspectives in group dynamics to its practice in therapeutic settings. Students will learn how to assess interpersonal and group dynamics, identify and practice group facilitation skills, manage group process and recognize how and when group treatment may or may not be a beneficial treatment process for particular individuals or problems.
Prerequisite(s): COUN 530, COUN 536, COUN 539, COUN 630

COUN 638 - Research Methods and Program Evaluation

Credit(s): 3 hours
This course will introduce research methods and statistical procedures that are necessary to the design, application, and evaluation of current research in the field of counseling. Analyzing and critiqued published empirical findings will be emphasized in the course. Topics will include research ethics, descriptive and inferential statistics, quasi-experimental designs, correlational research methods, nonparametric statistics, qualitative and mixed methodology, and program evaluation.

COUN 639 - Theories & Techniques for Treatment of Process Addictions & Substance Abuse

Credit(s): 3 hours
This course is designed to provide students with a framework to assess and treat clients

with addictive disorders. This course will cover advanced strategies and techniques for working with issues of substance abuse and process addictions. Students are given the practical application of managing a client's case from initial diagnosis through discharge and aftercare. In addition, the student will explore the relatedness of these strategies with current ethical and professional issues in the field.
Prerequisite(s): COUN 530 and COUN 539

COUN 645 - Counseling Practicum

Credit(s): 3 hours
The practicum is a class that allows candidates to promote their development as a skilled practitioner capable of applying the knowledge base in counseling in an ethical, reflective, and culturally responsive manner. This course is intended to provide candidates with faculty supervision of direct counseling experience at placement sites and supplements the on- site and on-line supervision experience.
Prerequisite(s): COUN 530, COUN 533,COUN 535 , COUN 536, COUN 537, COUN 539, COUN 630, COUN 637, and COUN 638

COUN 646 - Counseling Internship

Credit(s): 3 hours
Internship I continues the field experience for the counseling student. This clinical experience is designed to provide the student with a real-world experience that will create the necessary bridge between training and professionalism. Candidates are expected to function per the expectations of other full-time employees and counseling staff at the internship site. Internship experiences must follow a successful practicum experience.
Prerequisite(s): COUN 534, COUN 632, COUN 636, COUN 638, COUN 645

COUN 647 - Counseling Internship II

Credit(s): 3 hours
Internship II is the final field experience for the counseling student who desires to practice as a licensed professional. This clinical experience is designed to provide the student with additional real-world experiences that will create the necessary bridge between training and professionalism. Candidates are expected to function per the expectations of other full-time employees and counseling staff at the internship site. Internship II must follow a successful completion of the practicum and Internship I experience.

Specialization Courses

COUN 630 - Process and Techniques in Counseling

Credit(s): 3 hours
Includes an examination of the clinical interview including the process and techniques of different schools of thought in current counseling practice. In addition, the student will

understand the implications of culture on the counseling experience and the importance of counselor self-awareness.
Prerequisite(s): COUN 529, COUN 530, and COUN 539

COUN 631 - Private Practice and Clinical Supervision

Credit(s): 3 hours
This course is designed to help the student conceptualize their own private practice and give them the knowledge and tools to be a successful entrepreneur. This course will focus on the business-related aspects of professional counseling. Additionally, this course presents conceptual and empirical literature on counseling supervision, including models, approaches/techniques, relationship and process issues, and ethical and legal considerations.

COUN 634 - Marriage and Family Counseling

Credit(s): 3 hours
This course provides an overview of the field of marriage and family therapy. Students will be introduced to family systems theory, explore their own family dynamics and be exposed to a wide range of skills and techniques designed to help couples and families cope with or overcome emotional, relational or behavioral problems. Students will be given opportunities to practice facilitating mock-family sessions to sharpen their skills as a therapist.

COUN 635 - Child and Adolescent Counseling

Credit(s): 3 hours
This course examines issues related to the counseling of children and adolescents. Focus is on the application of counseling principles and theories to this specific population. Techniques for interviewing children and their families, methods for designing and evaluating treatment plans, age-appropriate assessment procedures, and ethical standards and legal requirements will also be addressed.

Comprehensive Exam

COUN 551 - CMHC Comprehensive Exam

Credit(s): 0 hours
This course provides students with the opportunity to demonstrate mastery of the content learned across the Clinical Mental Health Program curriculum. Each student is required to pass the Department of Counseling comprehensive examination, which is called the Counselor Preparation Comprehensive Examination (CPCE), in order to graduate. Students will take the exam while concurrently registered for COUN 646 or COUN 647. This exam will take place online and is proctored via the Center for Credentialing and Education (CCE). Students must achieve a passing score as set by the program and the

CCE to pass this course and complete their program of study. Students who do not pass this exam after three attempts will be dismissed from the program.

Doctoral Degree

Counselor Education and Supervision, Ph.D.

Requirements: 66 Credit Hours

The mission of the Ph.D. program is to develop counselor educators and supervisors who are innovative in their contributions to the profession through research, leadership, advocacy, and advanced clinical excellence.

Additional Program information, visit the degree information tab: Counseling

CES Core Coursework: 36 Credit Hours

CES 700 - CES Program Orientation

Credit(s): 0 hours
This course introduces new Counselor Education and Supervision students to doctoral level study at University of Cumberlands and to the Counseling Education and Supervision Profession. Students will learn basics to support the formation of counselor educator and supervisor identity, as well as the academic resources that support their success across the Counselor Education and Supervision Program at University of the Cumberlands.
Co-requisite(s): CES 705

CES 704 - Professional Writing

Credit(s): 3 hours
This course is an introductory overview of writing and organizational skills necessary for completion of doctoral level written and oral communication, such as dissertation, peer-reviewed articles, grant proposal, and conference proposals. The course will introduce the basic elements of professional communication and research design, in alignment with the most current edition of APA format.

CES 705 - Introduction to CES: Professional Identity

Credit(s): 3 hours
This course introduces students to advanced study in Counselor Education and Supervision with a focus on professional identity development. The course is designed to foster growth in professional identity development through the introduction of the major domains of CES programs including: research, leadership, teaching, supervision, and advanced clinical work. Course supports the early engagement in professional development through focus on leadership, research, grant writing and program

evaluation.
Co-requisite(s): CES 700

CES 715 - Online Counseling and Supervision

Credit(s): 3 hours
Course provides the knowledge and skills necessary to effectively counsel and supervise counseling online. Instruction includes a survey of the history of counseling; types of online counseling environments, supervision strategies, and methods and best practices of counseling and supervising online.

CES 730 - Andragogy in Counselor Education and Supervision

Credit(s): 3 hours
This course investigates best practice in Counselor Education. It will explore how to best educate the diverse adult learner and those who pursue the counseling field as a career. This course further explores the various settings and platforms in which learning takes place.

CES 731 - Multicultural Issues in Counselor Education and Supervision

Credit(s): 3 hours
This course is a study of the personal, social, political, affective, and behavioral considerations of diversity, explored through critical reflection. The course utilizes a broad view of diversity which includes factors such as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities. Multicultural competencies (awareness, knowledge, and skills) in counseling are emphasized. Awareness is centered on understanding the multiple value systems and worldviews that shape a complex and multi-faceted cultural identity. Emphasis is placed on insight gained into one's own cultural socialization and biases. Knowledge focuses on acquiring accurate understanding of the various cultural groups within our society. Skills relate to providing counseling services to reduce the risk of indirectly or directly oppressing or showing bias in the counseling relationship. Efforts will be made to provide counselors with practical skills, strategies and techniques for use when working with students and clients from a variety of cultural backgrounds. This course is designed to invite and encourage students to become ethical; effective advanced multiculturally competent counselor educators, supervisors, and researchers.

CES 733 - Ethical and Legal Issues in Counselor Education and Supervision

Credit(s): 3 hours
This course examines the professional identity of mental health counselors, counselor educators and supervisors. Students will gain an understanding of professional functioning in a variety of settings. Legal, ethical, and best practice issues encountered by

professional counselors will be examined. The ethical standards of the profession will be explored as outlined in the American Counseling Association (ACA) code of ethics.

CES 735 - Advanced Counseling Theories and Skills

Credit(s): 3 hours
This course focuses on the integration of theory and practice for advanced counseling students. Critical analysis of several major theories of counseling/personality will be completed. The course will provide a contextual background for advanced clinical work, understanding of theoretical material, and the ability to conceptualize and apply counseling theory specific to client history, diagnosis, and presentation.
Prerequisite(s): CES 704

CES 831 - Theories and Techniques of Clinical Supervision

Credit(s): 3 hours
This course will examine clinical supervision theory and techniques currently used in counseling while introducing students to supervision as a specialty. Focusing on developmental issues of both supervisors and clinicians, this course will study methods that can be used to enhance counselor competency, and issues related to supervising utilizing multiple counseling models.

CES 833 - Leadership & Advocacy in Professional Counseling

Credit(s): 3 hours
This course is a study of various theories and models of professional leadership and advocacy. Students will utilize the knowledge gained to design and implement a structured, criterion--focused advocacy plan addressing a current, topical, political issue effecting professional counselors and the clients they serve. Implementation of the plan will require direct advocacy through face-to-face contact with legislative representatives on behalf of the profession and related stakeholders.

CES 835 - Online Teaching & Learning in Counselor Education

Credit(s): 3 hours
This course provides the knowledge and skills necessary to effectively design an online course, develop curriculum, and deliver it digitally. Instruction focuses on online learning environments, instructional design strategies, methods and best practices of teaching and learning online, assessment, responding to diverse needs, self-care for faculty and students, and ethical and legal concerns. Discussion is also provided on learning management systems (LMS) and communication management software.

CES 837 - Neuroanatomy & Behavioral Medicine for Professional Counseling

Credit(s): 3 hours
Neuroanatomy & Behavioral Medicine for Professional Counseling. This is an online

synchronous course that will provide an overview of the anatomy of the brain as related to cognitive function, dysfunction, and dysregulation. An understanding of mental health diagnosis from an endogenous perspective will be taught. While professional counselors do not prescribe medications, and this course will not advocate for any prescriptive privileges for professional counselors, it remains the practice that counselors are often the first to notice and to detect indications of side effects, client concerns, and lack of adherence related to psychotropic medications. Etiology and treatment of anxiety disorders, mood disorders, thought disorders will be addressed. Also, the recognition of medical emergencies and chronic conditions related to medications will be addressed. Classes of psychotropic medications each of these disorders will be addressed.

Choose: 3 Elective Credit Hours

CES 737 - Trauma Counseling: Etiology, Treatment, and Interventions

Credit(s): 3 hours
This is an online course that will provide an overview of trauma counseling, treatment, and interventions. It will cover topics including neuroscience of trauma, trauma and related assessments, psychopharmacology, and treatment for various populations and trauma histories. Additionally, it will address significant research findings related to the Adverse Childhood Experiences Study (ACES) and comorbid diagnoses. This course will require students to engage in a weekly class meetings and discussions in an online format. Students will need to be a licensed counselor, doctoral student, or a master's student. Prerequisites include a master's level course in counseling theory, ethics, and techniques.

CES 710 - Mindfulness Based Cognitive Behavioral Interventions in Mental Health Counseling

Credit(s): 3 hours
The course will focus on the theory and evidence based practice of Mindfulness-Based Cognitive Behavioral Therapy (MBCBT) by engaging mental health clients in the process of change. The student will learn to help their clients explore and resolve their ambivalence by enhancing intrinsic motivation for change. MBCBT will be explored as a stand-alone intervention, as a method of increasing client adherence to other intervention approaches, or as a general counseling approach underlying all client interactions. Given the wide variety of application, this class is appropriate for those who are interested in substance abuse and addiction practice or in adapting these methods and theory to guide counseling for other behaviors and populations.

COUN 538 - Introduction to Play Therapy

Credit(s): 3 hours
Introduction to Play Therapy provides the student with instruction in history, theories, and applications of play therapy consistent with APT requirements for educational

instruction in these areas, and as such, will provide 20 Continuing Education (CE) hours towards the mandatory 150 required for RPT certification.

COUN 540 - Human Sexuality in Counseling

Credit(s): 3 hours
This course will provide information to counseling professionals whose work will bring them into contact with clients experiencing problems and concerns with their sexuality. It is designed to develop 1) students' knowledge related to human sexuality, 2) an understanding of the varied sexuality issues which may be found in professional practice, 3)

Notes:

*CES 738 or CES 851 may also be used to fulfill elective credits

Clinical Coursework: 9 Credit Hours

CES 931 - Advanced Clinical Practicum

Credit(s): 3 hours
A 100-clock-hour doctoral level supervised clinical placement in which 40 hours are in direct service with clients. The program may allow a variety of placement options. However, all placements must be approved by the student's advisor prior to initiation. See the CES Student Handbook for further specifics and necessary practicum documentation materials.
Prerequisite(s): CES 735

CES 953 - Advanced Clinical Internship I

Credit(s): 3 hours
Internship I continues the field experience for the counselor education and supervision student. The clinical experience is designed to provide the student with a real-world experience that will create the necessary bridge between training and leadership in the profession. Students are expected to complete hours in clinical practice, supervision, teaching, and research.
Prerequisite(s): CES 730, CES 731, CES 733, CES 734, CES 831, CES 835, CES 850, CES 833 and CES 931

CES 955 - Advanced Clinical Internship II

Credit(s): 3 hours
Internship II continues the field experience for the counselor education and supervision student. The clinical experience is designed to provide the student with a real-world experience that will create the necessary bridge between training and leadership in the profession. Students are expected to complete hours in clinical practice, supervision,

teaching, and research.
Prerequisite(s): CES 833, CES 734, CES 850, CES 953

Research Coursework: 9 Credit Hours

Nine hours of the degree are earned through a series of courses focusing on research methods and research University of the Cumberlands Graduate Catalog, activities. The research courses culminate in the completion of a dissertation. Both CES 734 and CES 850 are required for all students. Each student will select either CES 851 or CES 738 depending on the methodology you intend to pursue with your dissertation research. Students may take both advanced research design courses and count one as their elective.

CES 734 - Quantitative Research Design

Credit(s): 3 hours
This course focuses on the descriptive and inferential statistics commonly used in educational administration. Course activities include the application of statistical methods to research design, as well as an investigation of how these methods can contribute to institutional improvement. Specific concepts include measures of central tendency and variability, probability theory, estimation and significance, and correlation and regression. Credit, 3 hours. Students will define and describe the essential characteristics of quantitative research. Students will apply inferential statistical tests on problems requiring parametric and non-parametric analyses. Students will identify potential research designs for various problems. Students will analyze and critique statistical information in the professional literature on a topic related to their own research project.
Prerequisite(s): CES 705

CES 850 - Qualitative Research Design

Credit(s): 3 hours
The course is designed to provide doctoral students with an in-depth understanding of qualitative methods and procedures of research. Topics discussed will include epistemology, the use of logic and drawing conclusions, the role of deduction, detection of logical fallacies and false argumentation, and the forms of qualitative study: Narratives, phenomenologies, ethnographies, grounded theory, and case studies, conceptualizing research designs, the collection and analyzing data/research, and drawing inferences. Special attention is given to making sound decisions regarding the selection of appropriate designs and methods for investigating research questions.
Prerequisite(s): CES 705

CES 851 - Advanced Qualitative Research Design

Credit(s): 3 hours
This course provides an in-depth exploration of advanced qualitative research methods, including theoretical foundations, interpretive frameworks, data collection, analysis techniques, and practical applications. Students will learn to develop rigorous,

trustworthiness research designs, collect high quality data, and develop foundational data analysis skills. By the end of the course, students will be prepared to undertake independent qualitative research projects and contribute to the field of counselor education and supervision.
Prerequisite(s): CES 850

OR

CES 738 - Advanced Quantitative Research Design

Credit(s): 3 hours
This course focuses on the application of inferential statistics and incorporation of advanced statistical techniques. Specific concepts include developing research instruments, assessment of the reliability and validity of research instruments, analysis and interpretation of survey results, use of Cronbach's alpha, factor analysis, multiple regression, multivariate analysis of variance, and other advanced statistical tests used in research. Students will be exposed to the use of statistical software to analyze data using various statistical tests. Topics covered in this course would allow the application of knowledge in the analysis of data in a quantitative dissertation.
Prerequisite(s): CES 734

Dissertation Sequence: 12 Credit Hours

CES 838 - CES Comprehensive Exam

Credit(s): 0 hours
This course provides students with the opportunity to demonstrate mastery of the content learned across multiple domains of the Counselor Education and Supervision curriculum. Each student is required to pass the Department of Counseling doctoral comprehensive examination to be approved to continue with the dissertation course sequence and graduate. Students will take the exam prior to enrolling in CES 736 Dissertation Seminar. This exam will take place during the term in which the student enrolls in this course. Students will respond to a series of prompts by answering 10 multiple choice questions per prompt. Students must achieve a passing score as set by the program to pass this course and proceed with their program of study. Students who do not pass all portions of the exam after a maximum of three attempts will be dismissed from the program.
Prerequisite(s): CES 704, CES 705, CES 735, CES 730, CES 731, CES 733, CES 734, CES 831, CES 835, CES 850, CES 931

CES 736 - Dissertation Seminar

Credit(s): 3 hours
This course provides guided instruction on the design and writing of the literature component of a dissertation proposal. Issues or topics should appeal to unit, institution, or region-based research of an academic nature. Courses activities are intended strengthen

skills in writing, project design, and critical assessment of evidence.
Prerequisite(s): CES 838

CES 839 - Advanced Educational Research

Credit(s): 3 hours
The course is designed to provide doctoral students with an in-depth analysis of the methods and procedures of research used in the various subfields of education. Topics include conceptualizing research designs, writing research proposals, constructing measurement instruments, collecting and analyzing qualitative and quantitative data, and drawing inferences. Special attention is given to making sound decisions regarding the selection of appropriate designs and methods for investigating research questions. The student will develop a proposal that will upon approval of the student's advisor and Program Director, serve as the first three chapters of student's dissertation.
Prerequisite(s): CES 736

Students must be enrolled in a minimum of two semesters of dissertation coursework for a total of six (6) credit hours.

CES 950 - Dissertation

Credit(s): 3 hours
This course is an independent application of research, design, and methodology that leads to the completion of an original research study under the guidance of the student's dissertation committee. In collaboration with the student's dissertation committee chair and at least two other graduate faculty members approved by the Department, the student completes a written research project and oral defense.
Prerequisite(s): CES 839

CES 951 - Dissertation

Credit(s): 3 hours
This course is an independent application of research, design, and methodology that leads to the completion of an original research study under the guidance of the student's dissertation committee. In collaboration with the student's dissertation committee chair and at least two other graduate faculty members approved by the Department, the student completes a written research project and oral defense. Repeatable for 3 credits each term until student successfully defends their dissertation.
Prerequisite(s): CES 950

Note on Dissertation Credits and Procedures:

The candidate must file an Intent to Graduate at the beginning of term of intended completion; must schedule Oral Dissertation Defense at least two weeks prior to Intended Date; and must file approved dissertation with Program Director prior to graduation.

School of Computer and Information Technology

Program Mission/Vision

The School of Computer and Information Sciences strives for excellence in creating, applying, and imparting knowledge in information technology through comprehensive educational programs, research in collaboration with industry and government, dissemination through scholarly publications, and service to professional societies, the community, the state, and the nation.

Program Goals

1. To prepare information technologists with the knowledge to properly secure facilities, equipment and software.
2. To prepare information technologists with the knowledge to create and implement a plan to provide for disaster prevention and recovery.
3. To prepare information technologists with the proper techniques for implementing security plans that ensures compliance with various laws and identifying and investigating breaches in compliance.
4. To prepare information technologists to address specific needs and challenges in the field of Information Security.

Program Emphasis Choices

Students pursuing Digital Forensics M.S. have the following choices of emphases:
Criminal Justice Emphasis
Cyber Security Emphasis

Students pursuing Information Technology PhD have the following choices of emphases:
Blockchain Emphasis
Digital Forensics Emphasis
Information Securities Emphasis
Information Technology Emphasis
Cyber Engineering Emphasis

Masters Degree

Artificial Intelligence, M.S.

Students will develop skills needed to design, implement, and manage AI systems and solutions in a variety of professional settings. The program combines theoretical learning with practical, hands-on, project-based learning, allowing students to apply their knowledge to real-world scenarios

Program Goals:

Students will develop proficiency in advanced artificial intelligence concepts, develop relevant AI skills, and learn appropriate techniques for AI deployment in various industries.

Learning Outcomes:

1. Students will acquire the comprehensive knowledge and skills needed to implement complex AI applications.
2. Students will be able to conduct advanced analyses using relevant analytical tools, techniques, and technologies.
3. Students will learn to apply research-oriented strategies that will help them remain current in this dynamic field.
4. Students will be capable of applying appropriate reasoning abilities and behavioral norms to ethical dilemmas in the deployment of artificial intelligence applications.
5. Students will be proficient in collaborating with a team and effectively articulating recommendations for AI solutions and adhering to professional standards

The Master of Science in Artificial Intelligence is comprised of (30) hours of core required credit hours, and one
(1) additional credit hour for a Capstone styled course or Applied Learning Practicum:

Course Requirements: 31 Credit Hours

MSAI 511 - Introduction to Artificial Intelligence

Credit(s): 3 hours
This course is an introduction to Artificial Intelligence for business leaders. The course will teach the fundamentals of Artificial Intelligence from a managerial perspective. It will provide examples of the potential AI offers to a company.

Learning Objectives:

•The meaning behind common AI terminology, including neural networks, machine learning, deep learning, and data science

•The capabilities of AI

•How to spot opportunities to apply AI to problems in an organization

•Introduction to creating machine learning projects

•Building an AI strategy for a company•Ethical implications of using AI

MSAI 531 - Neural Networks and Deep Learning

Credit(s): 3 hours
This course explores the principles of neural networks, starting from the basic building blocks and progressing to complex architectures. The course topics include: activation functions, feed-forward networks, backpropagation, gradient descent optimization, regularization techniques, and model evaluation. In addition, this course covers deep learning, convolutional neural networks (CNNs) for image analysis and recognition, recurrent neural networks (RNNs) for sequential data modeling, and attention mechanisms for tasks like language processing and machine translation.

Learning Objectives:

- •Develop an understanding of the core concepts underlying neural networks, including neuron functioning, activation functions, and forward and backward propagation principles.

- •Demonstrate the ability to design and implement neural network architectures, ranging from basic feedforward networks to advanced models such as convolutional neural networks (CNNs) and recurrent neural networks (RNNs).

- •Learn various optimization methods, including gradient descent and its variants, and become skilled in selecting and applying appropriate optimization strategies to improve training efficiency and model performance.•Explore practical applications of neural networks in image analysis, natural language processing, and sequence modeling, and understand how to tailor network architectures to different problem domains.

- •Develop an awareness of ethical challenges related to bias, fairness, and interpretability in deep learning models, and learn strategies to mitigate these issues when designing and deploying neural networks.

- •Be exposed to advances and trends in neural network research, including: attention mechanisms, generative models like GANs and VAEs, and emerging techniques such as neural architecture search and explainable AI

MSAI 532 - Natural Language Processing

Credit(s): 3 hours
In this course, you will master the ability to analyze and visualize data in meaningful ways using Python to help solve complex business problems. During this course, you will have the opportunity to analyze real-world datasets to identify patterns and relationships in data. You will get hands-on experience working with and creating data science projects. No prior knowledge of programming or Python is required to take this course.

Course Learning Objectives:

1. Understand the fundamental concepts and significance of Natural Language Processing (NLP) in the context of artificial intelligence and data analysis.

2. Apply various text preprocessing techniques to clean and prepare unstructured text data for NLP tasks.

3. Utilize different types of word embeddings to represent words and documents numerically, enabling effective machine learning on text data.

4. Implement and evaluate sentiment analysis models to classify emotions and opinions present in text data.

5. Design and develop sequence-to-sequence models using encoder-decoder architectures for tasks like machine translation and text summarization.

6. Demonstrate awareness of ethical considerations in NLP, including potential algorithm biases and strategies to mitigate them, ensuring responsible NLP application development.

MSAI 544 - Application of AI in Healthcare

Credit(s): 3 hours
This course presents practical applications of how AI can transform the way healthcare is delivered. Deep learning examples from AI will be used to demonstrate how healthcare organizations can use algorithms to help them make better business and clinical decisions, improve patient experiences, and attract and retain employees.

Learning Objectives:

•Identify the business value of AI in healthcare

•Provide user-centric experiences for patients

•Connect disparate healthcare data•Improve efficiency in operations

•Attract/retain providers and personnel that are a good fit for your organization

•Learn about cutting-edge advances of AI in caregiving

MSAI 578 - Data Visualization

Credit(s): 3 hours
This course analyzes techniques and algorithms for creating effective visualizations based on principles from graphic design, visual art, perceptual psychology, and cognitive science. The course is targeted towards students interested in using visualization in their work and students interested in building better visualization tools and systems.

Learning Objectives:

- •Understand the value of visualization.
- •Become familiar with data and image models.
- •Study visualization design.
- •Apply popular visualization tools. Use visualization techniques such as heat maps, tree maps, and waterfalls
- .•Learn how to build charts, interactive dashboards, story interfaces, and how to communicate the analysis with others

MSAI 630 - Generative AI with Large Language Models

Credit(s): 3 hours
This course examines the evolving landscape of generative artificial intelligence technology. Generative AI, powered by Large Language Models, has emerged as a transformative technology with many applications. This class explores the theory, techniques, and practical applications of Generative AI using Large Language Models and their associated applications. Students will explore the intricacies of large language models (e.g., ChatGPT), developing a comprehensive understanding of their underlying mechanisms. Students will harness the power of these models to create text, media, and other forms of content that emulate human-like creativity and problem solving.

Learning Objectives:

- •Comprehend the theoretical underpinnings of generative models, neural networks, and the evolution of Large Language Models (LLMs), demonstrating knowledge of how LLMs have transformed the field of AI
- •Gain proficiency in the architecture and training methodologies of Large Language Models, including pre-training and fine-tuning techniques, and demonstrate the ability to critically analyze model performance.
- •Develop the skills to generate diverse forms of textual content using LLMs, ranging from coherent articles and stories to creative writing and dialogue generation, showcasing an understanding of how LLMs capture language patterns.
- •Apply generative AI principles to generate media beyond text, including images, audio, and video, displaying competence in adapting LLM capabilities to various creative domains.

•Evaluate the ethical implications and potential biases associated with generative AI, and apply strategies to mitigate these issues, reflecting a responsible and ethical approach to AI development.

•Utilize LLMs to develop practical applications, such as interactive chatbots, content generators, and problem-solving tools, illustrating the ability to translate theoretical knowledge into functional real-world solutions

MSAI 631 - Artificial Intelligence for Human-Computer Interaction

Credit(s): 3 hours
This course examines the convergence of Artificial Intelligence (AI) and Human-Computer Interaction (HCI) and how they have revolutionized the ways we interact with machines and systems. The class emphasizes the symbiotic relationship between AI and HCI, equipping students with the knowledge and skills to design, develop, and optimize intelligent interactive systems.

Learning Objectives:

•Comprehend the foundational concepts of Artificial Intelligence (AI) and Human-Computer Interaction (HCI) and recognize how their integration shapes modern interactive systems, user experiences, and digital interfaces.

•Apply user-centered design principles, usability heuristics, and accessibility guidelines to design and develop intuitive, user-friendly interfaces that cater to diverse user needs and preferences

•Demonstrate proficiency in integrating machine learning techniques, such as pattern recognition, classification, and clustering, to create real-time interfaces that adapt to user interactions and preferences.

•Develop expertise in creating AI-powered natural language interfaces by exploring concepts in Natural Language Processing (NLP), enabling the design of conversational agents, chatbots, and voice-driven applications.

•Identify potential ethical challenges related to AI-powered interfaces, including bias, privacy, transparency, and accountability, and propose strategies to address these concerns while designing HCI solutions.

•Gain practical experience in designing, prototyping, and evaluating AI-driven interactive systems through hands-on projects, applying usability testing and iterative design to refine and optimize the user experience.

MSAI 632 - Application of AI in Risk Management

Credit(s): 3 hours
This course assesses how AI can be used to identify, evaluate, and prioritize risks. The course also demonstrates how AI can be used to quantify risks and strengthen risk management strategies.

Learning objectives:

- •Identify the business value of AI in risk management
- •Learn why risk management is critical for every business
- •Learn the challenges of risk management
- •Learn how AI can analyze the history of risk cases to identify early signs of potential future issues
- •Learn how AI can quantify the potential impact of various risks•Learn how AI can help organizations better budget resources based on risk

MSAI 633 - Ethics in Artificial Intelligence

Credit(s): 3 hours
This course guides students to an understanding of the ethical implications of AI technologies across various domains, including healthcare, finance, autonomous vehicles, social media, and more. Using a variety of learning modalities, students will critically examine the ethical dimensions of AI and develop a robust framework for responsible AI innovation.

Learning Objectives:

- •Identify and classify key ethical challenges and dilemmas that arise in the design, development, and deployment of artificial intelligence technologies.
- •Apply established ethical frameworks and guidelines to assess and guide the ethical decision-making process in various AI contexts.
- •Critically evaluate the presence of bias in AI algorithms and propose strategies to address bias for fair and equitable outcomes.
- •Analyze the societal impact of AI, considering ethical considerations related to employment, privacy, and the broader well-being of individuals and communities.
- •Understand the accountability and responsibility of AI creators, developers, and users in instances of AI-related incidents, and propose strategies for mitigating risks

.• Participate in informed discussions on AI ethics, articulating complex ethical concepts clearly and constructively to contribute to the responsible advancement of AI technologies

MSAI 599 - Transforming Business with Artificial Intelligence

Credit(s): 3 hours
This course requires students to apply the skills and knowledge developed during the program to create an Artificial Intelligence transformation strategy for an organization.

Learning Objectives

•Learn how to view AI as a tool and not a goal

•Learn how to find AI applications that are particularly well matched to your business strategy

•Learn how to prioritize AI implementation based on risk vs. reward

•Learn how to create a long-term strategy for AI adoption

•Learn how to address AI-specific risks

MSAI 699 - Capstone Course

Credit(s): 1 hour
This capstone course is designed to allow students to integrate and apply the knowledge acquired over their entire program of study to develop an academic paper or project on a practical business need or business-related problem that contributes to the professional body of knowledge of business and improves business practice. The course will assess students' overall learning experience and intellectual growth in their discipline of study. The course should be taken during the final semester of study.

Upon the completion of the course, students will be able to

:•Develop and complete a research paper or project in business and business-related settings that improve business practice.

•Identify and synthesize a range of research literature in a logical, clear, and concise manner.

•Identify recommendations and discuss implications for evidence-based practice based upon the literature synthesis.

•Demonstrate the ability to effectively communicate research findings that contributes to the professional body of knowledge of business.

- OR

INTR 599 - Applied Learning Practicum

Credit(s): 1 hour
This course provides students enrolled in a master's program an opportunity to apply professional applications to their respective academic coursework. The Applied Learning Practicum can be either a practicum or internship in an area directly related to the student's course of study, or a project conducted in collaboration with program faculty applying coursework to a professional setting. Through this course, the University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. The course will be repeated in each semester of student enrollment. As an integral part of the executive formatted programs, this course is required every semester in which a student is taking courses.

Notes:

*All online students who are seeking to earn this degree must take this course in lieu of INTR 599, in addition to meeting all program degree requirements. Executive format students can substitute the required INTR 599 course in lieu of this course as part of their program degree requirements.

** Executive format programs have an applied learning component (internship or practicum) that is an integral and essential part of the established curriculum. Due to the applied learning component required for the degree program, Executive format students must enroll in INTR every term of enrollment.

Computer Science, M.S.

The Master of Science in Computer Science at University of the Cumberlands in its School of Computer and Information Sciences provides a practical understanding of data science through a hands-on approach that includes working on major end-to-end projects and exercises.

The Master of Science in Computer Science (MSCS) is designed to equip students with the knowledge and skills required for professional careers as Computer Scientists, Mobile Application Developer, Senior DevOps Engineer, Senior Software Engineer, Information Security Analysts, Systems Architect, or as IT Project Manager. The courses are designed to be rigorous, technical, analytic, and contemporary to provide students with the knowledge and skills needed for success in the Computer Science function of their chosen industry.

Upon graduation, you'll be able to:

1. Demonstrate advanced knowledge to be able to identify, understand, and utilize emerging technologies and trends in the field of computer science.
2. Develop solutions to complex computer science problems.
3. Examine computer processes and programming methodologies and deploy secure systems.
4. Apply relevant computer science knowledge when given a problem or scenario.
5. Utilize principles and techniques associated with software development in real-world applications.
6. Demonstrate understanding of professional, ethical, legal, security and social issues and responsibilities in the field of computer science.

The Master of Science in Computer Science contains the following 30 credit hours of core courses and one (1) additional credit hour for a Capstone styled course or Applied Learning Practicum

Course Requirements: 31 Credit Hours

MSCS 531 - Computer Architecture and Design

Credit(s): 3 hours
The course will also cover the architectural aspects of computer systems such as microprocessor design, memory system design, input/output techniques, and multiprocessor systems. It will explore the principles and techniques used in the design of advanced computer hardware and elaborate on the trade-offs between performance, complexity, and energy efficiency.

MSCS 532 - Algorithm and Data Structures

Credit(s): 3 hours
This course will cover an in-depth exploration of advanced algorithms and data structures, building on the foundational knowledge acquired in undergraduate computer science courses. The course will cover topics such as advanced sorting and searching algorithms, graph algorithms, dynamic programming, greedy algorithms, and advanced data structures like B-trees, AVL trees, and graph data structures. Students will also learn about algorithmic paradigms, complexity analysis, and NP-completeness.

MSCS 533 - Software Engineering and Multiplatform App Development

Credit(s): 3 hours
This course will cover an in-depth understanding of the principles, methodologies, and techniques used in the software engineering process, with a special emphasis on multiplatform app development. The course will cover both traditional and agile software development methodologies. In the multiplatform app development section, students will gain hands-on experience in developing applications that can run on various platforms,

including Android, iOS, and Windows. They will learn about different multiplatform development tools and frameworks, such as Xamarin, React Native, and Flutter. The course will also cover advanced topics such as software architecture, design patterns, software quality assurance, and project management.

MSCS 534 - Principles of Cyber Security

Credit(s): 3 hours
This course examines the security domain, both informational and physical. It includes understanding the concepts of cyber-threats, and vulnerabilities of a secure network.

* cross-listed as MSCE 534 - Principles of Cybersecurity

MSCS 535 - Secure Software Development

Credit(s): 3 hours
This course will cover an in-depth understanding of the principles and methodologies used in secure software development. The course will cover various aspects of security, including secure coding practices, software vulnerabilities, threat modeling, and security testing. The course will also explore the legal and ethical issues related to software security.

MSCS 630 - Advanced Operating Systems

Credit(s): 3 hours
This course will cover an in-depth understanding of the principles and design strategies used in modern operating systems. The course will explore the intricacies of operating system components, including process management, memory management, file systems, and I/O systems. The course will also cover the latest trends and developments in operating system design, such as cloud computing, real-time systems, and mobile operating systems.

MSCS 631 - Advanced Computer Networks

Credit(s): 3 hours
This course offers an in-depth study of modern networking concepts, protocols, and architectures, focusing on advanced topics like network design, performance analysis, and security. Key areas include routing algorithms, QoS, SDN, virtualization, and emerging technologies such as 5G, IoT, and cloud computing.

MSCS 632 - Advanced Programming Languages

Credit(s): 3 hours
This course will cover an in-depth understanding of the principles, paradigms, designs, and implementations of high-level programming languages. The course will explore a variety of modern programming languages, their syntax, semantics, and pragmatics, as

well as the theoretical concepts behind them. The course will also cover topics such as type systems, control structures, data structures, concurrency, exception handling, and memory management.

MSCS 633 - Advance Artificial Intelligence

Credit(s): 3 hours
This course will cover the advanced concepts, methodologies, and current research trends in the field of Artificial Intelligence (AI). The course will explore complex AI algorithms, neural networks, deep learning, and reinforcement learning. Students will learn how to design and implement AI systems capable of tasks such as problem-solving, decision-making, and learning from data. The course will also cover ethical considerations and societal impacts of AI.

MSCS 634 - Advanced Big Data and Data Mining

Credit(s): 3 hours
This course will cover the advanced concepts and techniques of Big Data and Data Mining. The course will cover advanced topics such as machine learning algorithms, predictive modeling, data visualization, and data warehousing. Students will learn how to apply these techniques to extract valuable insights from complex, real-world data sets. The course will also explore the ethical considerations and challenges associated with big data and data mining.

MSCS 699 - Computer Science Capstone

Credit(s): 1 hour
This capstone course will focus on the development and completion of a substantial project in a specific area of computer science under the guidance of a faculty mentor. This course will provide an opportunity for students to integrate and apply the knowledge and skills they have acquired throughout their coursework. The course aims to enhance students' problem-solving skills, technical expertise, creativity, and ability to work independently. It also emphasizes the importance of effective communication, project management, and teamwork in the field of computer science.

- OR

INTR 599 - Applied Learning Practicum

Credit(s): 1 hour
This course provides students enrolled in a master's program an opportunity to apply professional applications to their respective academic coursework. The Applied Learning Practicum can be either a practicum or internship in an area directly related to the student's course of study, or a project conducted in collaboration with program faculty applying coursework to a professional setting. Through this course, the University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before

the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. The course will be repeated in each semester of student enrollment. As an integral part of the executive formatted programs, this course is required every semester in which a student is taking courses.

Notes:

*All online students who are seeking to earn this degree must take this course in lieu of INTR 599, in addition to meeting all program degree requirements. Executive format students can substitute the required INTR 599 course in lieu of this course as part of their program degree requirements.

** Executive format programs have an applied learning component (internship or practicum) that is an integral and essential part of the established curriculum. Due to the applied learning component required for the degree program, Executive format students must enroll in INTR every term of enrollment.

Cyber Engineering, M.S.

The Master of Science in Cyber-Engineering at University of the Cumberlands focuses on training professionals to develop security solutions within the engineering process, helping in the creation of relevant IT devices, applications and tools.

This graduate degree program in cyber-engineering is comprised of 31 required credit hours with courses delivered in an 8-week bi-term format. All but one course is three semester credit-hours. Each course is aligned with the program's goals. Students can earn the MS, Cyber engineering in either a fully online format or an executive format combining online and on-site study. The Executive format program requires attendance at weekend residency classes. This program provides both in-seat and online coursework. Graduate students joining the Executive MS, Cyber engineering program will be employed or conduct projects in business-related positions and participate in Applied Learning Practicum, in which students apply what they are learning in their program to the real world via work or internship experiences.

An outline of the Program of Studies for the Master of Science in Cyber-Engineering is provided below:

Mission and Goals

Upon completion of this cyber-engineering degree program, you will have the skills needed to pursue upper-level positions in relevant IT security fields. You will have the tools you need to provide solutions to secure networks and protect critical infrastructure from cyber threats. This program seeks to help you:

1. Understand the role policy plays in engineering secure systems. Examine the role assurance plays in security, in the development, design and deployment of software and hardware products.
2. Evaluate trusted systems and implement designs into secure systems.
3. Gain the cyber-engineering tools needed to provide solution to secure network and the knowledge to protect infrastructures from cyber threats.
4. Assess security systems using the principles of network forensics.

The Master of Science in Cyber-Engineering is comprised of thirty (30) hours of core courses and one (1)
additional credit hour for a Capstone styled course:

Course Requirements: 31 Credit Hours

MSCE 530 - Principle of Cyber-Engineering

Credit(s): 3 hours
In this course students will learn the basic principles of cyber-engineering and understand the concepts of risks, threats, vulnerability, and the basic principles of a secure system. Students will examine the security policy and understand from the cyber-engineering perspective the application of the same to a secure system.

MSCE 531 - Cyber-Engineering and the Network

Credit(s): 3 hours
The course will cover the strategies for protecting networks with a focus on cyber-engineering and processes. Students will examine network configurations to provide recommendations and insights to protect the infrastructure.

MSCE 532 - Digital Forensics and Cyber-Engineering

Credit(s): 3 hours
Students in this course will examine the relationships between the capabilities of digital forensics, especially as they may recreate the causes and symptoms of a security incident, and how to leverage them toward creating cyberengineering solutions.

MSCE 533 - Computer Interaction and Usability Engineering

Credit(s): 3 hours
This course covers current trends in human computer interaction, case studies and research related to computer interaction. Students will be made to understand the benefits and uses of computer interaction, and be able to provide the basic knowledge to investigate cases related with the topic of usability engineering.

MSCE 534 - Principles of Cybersecurity

Credit(s): 3 hours
This course examines the security domain, both informational and physical. It includes understanding the concepts of cyber-threats, and vulnerabilities of a secure network.

MSCE 535 - Cyber-Engineering Access Control

Credit(s): 3 hours
The course will instruct students on the best practices associated with access control. There is a focus on design, devices, and models associated with protecting applications and data.

MSCE 630 - Network System Engineering

Credit(s): 3 hours
This course examines the software and hardware of secure and sustainable networks. This includes systems network, advanced configurations of security devices such as in IPS, and secure cloud computing.

MSCE 631 - Robotics System Engineering

Credit(s): 3 hours
This course covers the main topics of designing microprocessor-controlled, electrical and mechanical systems, and involves a cognitive understanding of the process of designing a robot. Students will acquire the knowledge about how to manipulate robotic systems and understand the mechanical and electrical interaction between robots and their surroundings.

MSCE 632 - Artificial Intelligence

Credit(s): 3 hours
This course covers the main topics of problem solving, scheduling, planning, programing natural language, computer objectives, and machine learning tools.

MSCE 690 - Cyber-Engineering Project

Credit(s): 3 hours
This relatively independent and practicum-leaning course will take the student on a journey by marrying all of the degree program's theoretical and conceptual lessons to a problem-solving end. By working with the instructor the student will identify a cyber-engineering problem in the field, conduct graduate-level research into its scope, origins, and effects, and then invent alternative solutions. The student will be able to attest to the experience in applying their newfound CE knowledge to a real world, or simulated, issue that, by virtue of their knowledge and skills, can be solved.
Prerequisite(s): At least 2

MSCE 699 - Cyber-Engineering Project Communications

Credit(s): 1 hour
This course extends from MSCE 690 - Cyber-Engineering Project by affording the student an opportunity to perfect their communicative skills in a leadership role within the discipline of cyber-engineering. The one credit-hour course aims to take the student's MSCE 690 research to its most practical point where they will demonstrate to the instructor, through both an APA-styled written work product and a live video conference, that the project effectively solves an academic problem in the CE domain.
Prerequisite(s): MSCE 690, or concurrent enrollment in both courses

OR

INTR 599 - Applied Learning Practicum

Credit(s): 1 hour
This course provides students enrolled in a master's program an opportunity to apply professional applications to their respective academic coursework. The Applied Learning Practicum can be either a practicum or internship in an area directly related to the student's course of study, or a project conducted in collaboration with program faculty applying coursework to a professional setting. Through this course, the University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. The course will be repeated in each semester of student enrollment. As an integral part of the executive formatted programs, this course is required every semester in which a student is taking courses.

Notes:

*All online students who are seeking to earn this degree must take this course in lieu of INTR 599, in addition to meeting all program degree requirements. Executive format students can substitute the required INTR 599 course in lieu of this course as part of their program degree requirements.

** Executive format programs have an applied learning component (internship or practicum) that is an integral and essential part of the established curriculum. Due to the applied learning component required for the degree program, Executive format students must enroll in INTR every term of enrollment.

Data Science, M.S.

The Master of Science in Data Science (MSDS) at University of the Cumberlands in its School of Computer and Information Sciences provides a practical understanding of data science through a hands-on approach that includes working on major end-to-end projects and exercises.

Data science is an interdisciplinary field focused on extracting knowledge from large data sets and applying the knowledge to provide insight in a wide variety of disciplines. Data Science is composed of formatting data for analysis, determining the algorithm used for the analysis, processing the data, creating a plan of action based on the analysis, and presenting the results in an easy-to-understand format. Data Science integrates skills from statistics, computer science, business, mathematics, information science, information visualization, data integration, graphic design, and communication.

Students can earn the MSDS in either a fully online format or an executive format combining online and on-site study. The Executive format program requires attendance at weekend residency classes. Further, the Executive MSDS program meets the needs of international graduate students. This program provides both hybrid and online coursework. Graduate students joining the Executive MSDS program will be employed or conduct projects in discipline-related positions and participate in Applied Learning Practicum, in which students apply what they are learning in their program to the real world via work or internship experiences.

Program Goals:

- Students will use data analysis tools to analyze issues involving big-data and develop in-depth understanding of the key technologies in data science and business analytics.
- Students will use Data Science, which involves effective management skills and practice problem analysis and decision-making.
- Students will use Data Science tools to gain practical, hands-on experience with data science programming languages, coursework, and applied research experiences.

Course Requirements: 31 Credit Hours

MSDS 530 - Fundamentals of Data Science

Credit(s): 3 hours
Introduction to foundational concepts, technologies, and theories of data and data science. This includes methods in data acquisition, cleaning, and visualization. Taught in Python using NumPy, Pandas, Matplotlib, and Seaborn. Includes an introduction to Python, IPython, and Jupyter Notebooks.

MSDS 531 - Statistics for Data Science

Credit(s): 3 hours
Many statisticians have argued that data science is not a new field, but rather another name for statistics. In this course, you will apply quantitative principles to the collection, analysis, and presentation of numerical data. The fundamentals of Data Science, statistics, and Machine Learning will be presented in this course. It will enable you to define statistics and essential terms related to it, explain measures of central tendency and

dispersion, and comprehend skewness, correlation, regression, distribution. You will be able to make data-driven predictions through statistical inference.

MSDS 532 - Data Science Programming with Python

Credit(s): 3 hours
In this course, you will master the ability to analyze and visualize data in meaningful ways using Python to help solve complex business problems. During this course, you will have the opportunity to analyze real-world datasets to identify patterns and relationships in data. You will get hands-on experience working with and creating data science projects. No prior knowledge of programming or Python is required to take this course.

MSDS 533 - Data Management for Data Science

Credit(s): 3 hours
In this course students will be introduced to the principles of database management systems and techniques. Topics covered include data models; data cleaning; query languages; database tuning and optimization; data warehousing; data integration, and parallel processing.

MSDS 534 - Deep Learning

Credit(s): 3 hours
This course is an introduction to deep learning, a branch of machine learning concerned with the development and application of modern neural networks. Deep learning algorithms extract layered high-level representations of data in a way that maximizes performance on a given task. For example, asked to recognize faces, a deep neural network may learn to represent image pixels first with edges, followed by larger shapes, then parts of the face like eyes and ears, and, finally, individual face identities. Deep learning is behind many recent advances in AI, including Siri's speech recognition, Facebook's tag suggestions and self-driving cars.

MSDS 535 - Data Mining

Credit(s): 3 hours
In this course we will introduce the principles of Data Mining and applications and an overview of data warehousing and data mining. Topics include the: data mining concepts and methods, such as association rule mining, classification, and clustering; and the applications of data-mining techniques and its relationship to Big Data. The course is targeted both towards students interested in using the concepts and principles of Data Mining in their own work, as well as students interested in building better applications, tools and systems analyze Big Data.

MSDS 630 - Natural Language Processing

Credit(s): 3 hours
This course equips the learner with tools and techniques and add natural language processing to their research and help them understand the use of data science toolset. These skills can be used in various applications such as part of speech tagging and machine translation, among others. You'll develop the skills you need to start applying natural language processing techniques to real-world challenges and applications.

MSDS 631 - R Programming

Credit(s): 3 hours
In this course you will learn how to program in R and how to use R for effective data analysis. You will learn how to install and configure software necessary for a statistical programming environment, discuss generic programming language concepts as they are implemented in a high-level statistical language. The course covers practical issues in statistical computing which includes programming in R, reading data into R, accessing R packages, writing R functions, debugging, and organizing and commenting R code. Topics in statistical data analysis and optimization will provide working examples.

MSDS 632 - Big Data

Credit(s): 3 hours
This course will instruct you how to work with Big Data and its components. Deep-dive into Hadoop and its ecosystem including MapReduce, HDFS, Yarn, HBase, Impala, Sqoop and Flume. Finally, you will get an introduction to Apache Spark which is the next step in Big Data after Hadoop.

MSDS 690 - Data Science Capstone: Theory

Credit(s): 3 hours
This course is part one of a two-course capstone sequence where students organize project teams, select the topics of interest to their project, write the idea paper of the proposed project and begin with the process of data collection and preparing project data sets.
Prerequisite(s): MSDS curriculum, other than Capstones, completed or concurrently completing

MSDS 699 - Data Science Capstone: Practicum

Credit(s): 1 hours
Through dedicated mentoring sessions, students will learn how to solve a real-world, industry-aligned Data Science problem, from data processing and model building to reporting business results and insights. The project is the final step in the learning path and will provide a portfolio system to showcase the student's expertise to future employers.
Prerequisite(s): MSDS 690

OR

INTR 599 - Applied Learning Practicum

Credit(s): 1 hour
This course provides students enrolled in a master's program an opportunity to apply professional applications to their respective academic coursework. The Applied Learning Practicum can be either a practicum or internship in an area directly related to the student's course of study, or a project conducted in collaboration with program faculty applying coursework to a professional setting. Through this course, the University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. The course will be repeated in each semester of student enrollment. As an integral part of the executive formatted programs, this course is required every semester in which a student is taking courses.

Notes:

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Information Systems Security, M.S.

The Master of Science in Information Systems Security at University of the Cumberlands focuses on information systems security challenges relating to mitigating the risk of loss or disclosure of data. With the combination of the ubiquitous nature of electronic information and the associated security risks, the field of information security has become a critical need for every organization.

Students can earn the MS, Information Systems Security in either a fully online format or an executive format combining online and on-site study. The Executive format program requires attendance at weekend residency classes. Further, the Executive MS, Information Systems Security Program meets the needs of international graduate business students. This program provides both in-seat and online coursework. Graduate students joining the Executive MS, Information Systems Security program will be employed or conduct projects in business-related positions and participate in Applied Learning Practicum, in which students apply what they are learning in their program to the real world via work or internship experiences.

University of the Cumberlands has been named a National Center of Academic Excellence in Cyber Defense (CAE-CD) by the National Security Agency (NSA) and the Department of Homeland Security (DHS). There are just over 200 universities nationwide with CAE-CD designation. Only three other universities in Kentucky are included in this elite group.

Program Goals:

- To prepare information technologists with the knowledge to properly secure facilities, equipment, networks, and software
- To prepare information technologists with the knowledge to create and implement a plan for disaster prevention and recovery.
- To prepare information technologists with the proper techniques for implementing security plans that insure compliance with various laws and identifying and investigating breaches in compliance.
- To prepare information technologists to address specific needs and challenges in the field of Information Security.

Course Requirements: 31 Credit Hours

ISOL 531 - Access Control

Credit(s): 3 hours
The course provides an in-depth study of the three main security principles: availability, integrity and confidentiality. The course examines mechanisms used to control what resources an entity can access, and the extent of the entity's capabilities to interact with the resource. The course also examines approaches to auditing how the entity interacts with the resource.

ISOL 532 - Telecommunications and Network Security

Credit(s): 3 hours
The course provides fundamental concepts of networking including: examination of public and private communication systems, networking topologies, devices, protocols, and remote access. It additionally explores strategies on identifying areas for security vulnerabilities on networks.

ISOL 533 - Information Security and Risk Management

Credit(s): 3 hours
The course provides a methodology to identify an institution's information technology assets, the proper way to determine the necessary level of protection required, and techniques for developing budgets for security implementations.

ISOL 534 - Application Security

Credit(s): 3 hours
This course discusses methods to increase the security of application development and thwart attacker attempts to manipulate code. It also explores the software lifecycle and change control to reduce the probability of poorly written applications that allows an attacker to exploit coding errors. Database development models will be introduced focusing on choosing the best model to increase security.

ISOL 535 - Cryptography

Credit(s): 3 hours
The course examines methods and techniques for concealing data for security purposes. Topics covered will include cryptographic techniques, approaches, and technologies.

ISOL 536 - Security Architecture and Design

Credit(s): 3 hours
The course focuses on the concepts and standards for designing and implementing secure software systems.

ISOL 631 - Operations Security

Credit(s): 3 hours
The course examines controls over personnel, hardware, software, and systems. It also covers possible abuse channels and proper countermeasures.

ISOL 632 - Business Continuity Planning and Disaster Recovery Planning

Credit(s): 3 hours
The course examines the preservation of business activities when faced with disruptions or disasters. It involves the processes that are used to create a business continuity and disaster recovery plan and strategies for critical resource recovery.

ISOL 633 - Legal Regulations, Compliance, and Investigation

Credit(s): 3 hours
This course helps students understand the various types of cybercrimes, and law enforcement's responses to them through digital forensics. The legal environment of cyberspace will be unpacked as the student becomes familiar with how technology facilitates social relationships between deviants and criminals. From hacking and online fraud to sexual exploitation, intellectual property theft, cyberbullying, and even cyber-terrorism and warfare, digital forensics investigations, cybercrime policies, and legislation are presented as strategic solutions to make the world wide web and its users secure.

ISOL 634 - Physical Security

Credit(s): 3 hours
The course examines risks, threats, and countermeasures to secure data, personnel and hardware. This involves facility creation and selection concerns, facility access control methods, and safety issues.

ISOL 699 - Info Security Project

Credit(s): 1 hour
All students are required to demonstrate the ability to demonstrate the ability to clearly evaluate a particular information security need, identify potential solutions, evaluate the alternatives, and implement the best solution. This project will draw upon portfolio case assignments completed in previous courses to produce a complete solution for the assigned problem. It will be evaluated using the same rubric that was used to assess the individual course portfolio assignments.

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INTR 599 - Applied Learning Practicum

Credit(s): 1 hour
This course provides students enrolled in a master's program an opportunity to apply professional applications to their respective academic coursework. The Applied Learning Practicum can be either a practicum or internship in an area directly related to the student's course of study, or a project conducted in collaboration with program faculty applying coursework to a professional setting. Through this course, the University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. The course will be repeated in each semester of student enrollment. As an integral part of the executive formatted programs, this course is required every semester in which a student is taking courses.

Notes:

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Information Technology Leadership, M.S.

The Master of Science in Information Technology Leadership at University of the Cumberlands focuses on the advanced practice role of an Information Technology practitioner with a focus on Leadership skills and theory. This program is designed to meet the aggressive demand for qualified data scientists in leadership capacities in virtually every sector of the economy, with classes in computer science, data intelligence, analytics, security, strategic planning, governance, and global economy.

Students can earn the MS, Information Technology Leadership in either a fully online format or an executive format combining online and on-site study. The Executive format program requires attendance at weekend residency classes. This program provides both in-seat and online coursework. Graduate students joining the Executive MS, Information Technology Leadership program will be employed or conduct projects in business-related positions and participate in Applied Learning Practicum, in which students apply what they are learning in their program to the real world via work or internship experiences.

Program Description:

The Master of Science in Information Technology Leadership program is comprised of (30) hours of core required credit hours, and one (1) additional credit hour for a Capstone styled course or Applied Learning Practicum.

Course Requirements: 31 Credit Hours

ITS 831 - Information Technology Importance in Strategic Planning

Credit(s): 3 hours
This course focuses on the information technology leader's collaborative roles working with an organization's senior leadership, including aligning business strategy with IT strategy, acting as an equal contributor to the formation of organizational strategy, and integrating ethical policies and practices into an organization. Learners evaluate multidisciplinary research and practices related to leadership, organizational structures, and culture. Through the lens of complexity/chaos and change theories, learners analyze information technology's role in contributing to organizational resiliency.

ITS 832 - Information Technology in a Global Economy

Credit(s): 3 hours
This course covers theory, development and impacts of national and international policy on IT. It explores how frequent shifts in public policy require IT businesses to adjust rapidly to adhere to regulations. Students will develop sophisticated strategies to be able to adapt to the changing environment including new technologies, global transfer and analysis.

ITS 833 - Information Governance

Credit(s): 3 hours
This course presents key issues related to the discipline of information governance and

how it is being applied to electronic document and records management, email, social media, cloud computing, mobile computing, and, in fact, the management and output of information organization wide. IG leverages information technologies to enforce policies, procedures and controls to manage information risk in compliance with legal and litigation demands, external regulatory requirements, and internal governance objectives. Information Governance: Concepts, Strategies, and Best Practices reveals how, and why, to utilize IG and leverage information technologies to control, monitor, and enforce information access and security policies.

ITS 834 - Emerging Threats and Countermeasures

Credit(s): 3 hours
This course covers security issues and current best practices in several applicative domains, ranging from the enterprise to the military. Discusses emerging security threats and available countermeasures with respect to the most recent network and computing technologies, including wireless networks, computer-controlled physical systems, and social networks. Concludes by presenting current trends and open problems.

ITS 835 - Enterprise Risk Management

Credit(s): 3 hours
This course goes beyond looking at risk management from the confines of quantitative topics to cover the full spectrum of risks that may emerge in enterprises. It covers a more holistic approach that includes the decisions and actions of employees in an active enterprise. It uses case studies to demonstrate the issues and challenges in total risk management. Finally, the course explores techniques for balancing enterprise risk and reward to enable performance optimization.

ITS 836 - Data Science and Big Data Analytics

Credit(s): 3 hours
In this course the students explore key data analysis and management techniques, which applied to massive datasets are the cornerstone that enables real-time decision making in distributed environments, business intelligence in the Web, and scientific discovery at large scale. In particular, students examine the map-reduce parallel computing paradigm and associated technologies such as distributed file systems, no-sql databases, and stream computing engines. This highly interactive course is based on the problem-based learning philosophy. Students are expected to make use of technologies to design highly scalable systems that can process and analyze Big Data for a variety of scientific, social, and environmental challenges.

LEAS 830 - Leadership in Theory and Practice

Credit(s): 3 hours
In this home-based project, the candidate applies adult learning theories and leadership principles to an initiative within the home institution or in an educational setting

approved by the instructor. The course culminates in a written project that assesses the types of learning and or leadership models used in the initiative as well as the outcome. The paper should be at least 20 pages in length.

LEAS 835 - The Change Process

Credit(s): 3 hours
The course offers an interdisciplinary approach to the management of the change process with respect to individuals, groups, local community, and the American society. Drawing on concepts from the psychology of learning, human resource management, and sociology, the course looks at how educators and various social and political forces, including government policies and court decisions, interact with local culture to impact individual and corporate human behavior.

LEAS 836 - Current Trends in Leadership

Credit(s): 3 hours
This course provides an examination and critical analysis of current trends and issues in leadership. The course will evaluate current research and literature in the field of leadership to provide an assessment and discussion of current trends and issues.

LEAC 834 - Leadership in Historical Context

Credit(s): 3 hours
The course examines the practical application of leadership throughout history. It places special emphasis upon the contextual actions of leaders and the dynamics of time and place. This course exposes students to a wide range of historical leaders, their leadership techniques, and the consequences of their leadership decisions. Students will evaluate the classical understanding of leadership, particularly from a Greco-Roman perspective.

LEAR 710 - Capstone Project

Credit(s): 1 hour
The course integrates the concepts presented in the leadership and research core courses. Students will develop a Capstone project an approved topic in the form of a case report, comprehensive literature review, evidence-based report, or other approved format to demonstrate an integration of knowledge gained throughout the program.

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INTR 799 - Applied Learning Practicum

Credit(s): 1 hour
This course provides students enrolled in a doctorate program an opportunity to apply professional applications to their respective academic coursework. The Applied Learning Practicum can be either a practicum or internship in an area directly related to the

student's course of study, or a project conducted in collaboration with program faculty applying coursework to a professional setting. Through this course, the University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. The course will be repeated in each semester of student enrollment. As an integral part of the executive formatted programs, this course is required every semester in which a student is taking courses.

Information Technology, M.S.

The Master of Science in Information Technology at University of the Cumberlands focuses on the advanced practice role of the use of predictive analytics to identify cyber threats, employ big data analytics to improving healthcare, and empower smart cities in making data-driven policy changes critical for societal well-being. This program is designed to meet the aggressive demand for qualified data scientists in virtually every sector of the economy, with classes in computer science, data intelligence, analytics, and security.

Students can earn the MS, Information Technology in either a fully online format or an executive format combining online and on-site study. The Executive format program requires attendance at weekend residency classes. Further, the Executive MS, Information Technology Program meets the needs of international graduate business students. This program provides both in-seat and online coursework. Graduate students joining the Executive MS, Information Technology program will be employed or conduct projects in business-related positions and participate in Applied Learning Practicum, in which students apply what they are learning in their program to the real world via work or internship experiences.

The Master of Science in Information Technology is comprised of (30) hours of core required credit hours, and one (1) additional credit hour for a Capstone styled course or Applied Learning Practicum.

Program Goals:

- Students will use data analysis tools to analyze issues involving data and perform data visualization.
- Students will use Business Intelligence from firms' business data in cross-functional key areas, such as accounting, sales, production, customer data, and other elements.
- Students will understand cloud management and security mechanisms. Students will use Information technology to involve effective decision-making and governance.
- Students will be introduced to disruptive technology such as Blockchain to understand the potential impact on financial services, government, banking, and contracting.

Requirements: 31 Credit Hours

ITS 530 - Analyzing and Visualizing Data

Credit(s): 3 hours
This course is intended to introduce students to modern programs and technologies that are useful for organizing, manipulating, analyzing, and visualizing data. We start with an overview of the R language, which will become the foundation for your work in this class. Then we'll move on to other useful tools, including working with regular expressions, basic UNIX tools, XML, and SQL.

ITS 531 - Business Intelligence

Credit(s): 3 hours
This course covers theories and applications of business analytics. The focus is on extracting business intelligence from firms' business data for various applications, including (but not limited to) customer segmentation, customer relationship management (CRM), personalization, online recommendation systems, web mining, and product assortment. The emphasis is placed on the 'know-how'

ITS 532 - Cloud Computing

Credit(s): 3 hours
This course is designed as a primer for cloud computing which many believe is the third major wave of computing, after mainframe and client-server computing. The course examines this technology from a business perspective. The course is designed to deliver a holistic and balanced view of business model, technological infrastructure, and security issues of cloud computing useful for the technology student to understand the business challenges and the business student to understand the technology challenges.

ITS 535 - System Analysis and Design

Credit(s): 3 hours
This course provides a detailed overview of system analysis and design methodologies. You will examine techniques to develop systems more efficiently, such as the system development life cycle (SDLC) and other processes. System requirements, functional design, display, and end-of-project conclusions and analysis are studied and practiced through a variety of activities.

ITS 536 - Human Computer Interaction and Usability

This course takes an interdisciplinary approach to the study of Human Computer Interaction (HCI), viewing it from multiple angles to understand its implications in organizational and societal contexts. Students explore design principles of HCI and learn best practices for the evaluation and implementation of interactive computing systems

designed for human use. This course takes beginner students all the way up to advanced concepts.

ITS 537 - Information Technologies and Mobile Applications

In this course, students uncover the technologies, devices, operating systems and tools behind mobile apps. The course focuses on mobile app development software and students practice creating apps for different devices and on a range of operating systems such as Android and iOS.

ITS 538 - Database Systems

In this course, you will learn about the basic models and capabilities of standard database management systems (DBMS) packages. Included in the course is an overview of database principles, file-level models, data-level models, operation. The course also emphasizes implementation, maintenance and security considerations. You will study and use methods of DBMS selection and evaluation to implement the design for your proposed database project solution.

ITS 630 - Organization Leadership and Decision Making

Credit(s): 3 hours
One of the most important skills a business leader needs to have concerning technology involves effective decision making and governance. This class will consist of a case study approach presenting different scenarios that require decisions to be made on technology issues that are relevant to today's business environment. Students will develop the skills for understanding the components and elements of these technology decisions, and assess associated risks. This course will draw upon a cross section of technology, finance, security, project management, leadership, and other aspects of effective decision making.

ITS 631 - Operational Excellence

Credit(s): 3 hours
This course focuses on the skills & knowledge to guide an organization in its best use of technology to achieve its business goals and objectives. Although technical knowledge & skills are essential for technology professionals, this course focuses on the development of more general leadership skills. The ability to communicate with a broad set of stakeholders is essential & this course will offer exercises in skills such as negotiation, persuasion, agility, coaching & facilitation through case studies, role playing and simulation. Technology leaders must also understand the elements of developing & implementing an overall IT Strategy for the organization. This course will review the various levels of strategy & how strategy is implemented.

ITS 632 - Introduction to Data Mining

Credit(s): 3 hours
The goal of the course is to introduce students to the current theories, practices, tools and techniques in data mining. Because many topics and concepts in data mining are learned most efficiently through hands-on work with data sets, we will spend time with software analyzing and mining data. The goal is to gain a better understanding of how data mining is applied and what is involved in data mining projects.

ITS 699 - Information Technology Project

Credit(s): 1 hour*
Students are required to demonstrate ability to clearly evaluate a particular information technology need, identify potential solutions, evaluate the alternatives, and implement the best solution. *Successful completion of 1 hour in INTR 599/INTR 799 will replace ITS 699

OR

INTR 599 - Applied Learning Practicum

Credit(s): 1 hour
This course provides students enrolled in a master's program an opportunity to apply professional applications to their respective academic coursework. The Applied Learning Practicum can be either a practicum or internship in an area directly related to the student's course of study, or a project conducted in collaboration with program faculty applying coursework to a professional setting. Through this course, the University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. The course will be repeated in each semester of student enrollment. As an integral part of the executive formatted programs, this course is required every semester in which a student is taking courses.

Notes:

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Doctoral Degree

Information Technology, Ph.D.

Requirements: 60 Credit Hours

The Doctorate of Philosophy in Information Technology at University of the Cumberlands focuses on the advanced practice role of the use of predictive analytics to identify cyber threats, employ big data analytics to improving healthcare, and empower smart cities in making data-driven policy changes critical for societal well-being. This program is designed to meet the aggressive demand for qualified data scientists in virtually every sector of the economy, with classes in computer science, data intelligence, analytics, security, strategic planning, governance and global economy.

Students can earn the PhD, Information Technology in either a fully online format or an executive format combining online and on-site study. The Executive format program requires attendance at weekend residency classes. Further, the Executive PhD, Information Technology Program meets the needs of international graduate business students. This program provides both in-seat and online coursework. Graduate students joining the Executive PhD, Information Technology program will be employed or conduct projects in business-related positions and participate in Applied Learning Practicum, in which students apply what they are learning in their program to the real world via work or internship experiences.

Program Study

The Doctorate of Philosophy in Information Technology is comprised of the following eighteen (18) hours of core required credit hours, at least twenty-four (24) hours of professional research courses, and eighteen (18) hours in a content specialty.

Program Emphasis Choices

- Artificial Intelligence Emphasis
- Blockchain Emphasis
- Computer Science Emphasis
- Cyber Engineering Emphasis
- Data Science Emphasis
- Digital Forensics Emphasis
- Information Securities Emphasis
- Information Technology Emphasis

Program Sensitivity

While the program's schedule requires considerable independent learning and preparation on the part of the candidate prior to each session, the schedule nevertheless enables in-depth, active learning based on critical and reflective thinking. The format allows assignments to be handled comfortably, while candidates maintain their continuing professional responsibilities. The program is designed with an applied learning

component that is an integral (essential) part of the established curriculum. This allows students the opportunity to apply their studies to their place of employment.

PhD IT Program Requirements

Research

Students will formally identify a dissertation topic and write the review of the literature in fulfillment of the requirements for DSRT 736 - Dissertation Seminar. The remaining sections of the first three chapters of the dissertation will be written while enrolled in DSRT 839 - Advanced Research Methods. Candidates will carry out their research to complete the dissertation.

Comprehensive Exam

Candidates sit for the Comprehensive Examination prior to enrolling DSRT 930. The specific content, structure, and scheduling of this examination is determined by the Program Director. Tailored to each student's program of study, questions on the Comprehensive Examination are generated by the program's four content-related goals:

1. Expand information sciences through advanced study.
2. Promote critical thinking and problem-solving skills to include leadership at the organizational and system level and the ability to evaluate and improve the quality and safety of Information Sciences.
3. Afford structured and supervised research experiences so that students develop the technical, conceptual and communication skills that are required to conduct high quality, independent research.
4. Provide training in basic and advanced information systems theory and practice so that students master the technical and conceptual tools needed for conducting high quality research.
5. Instill ethical leadership, service, and values.

The Comprehensive Examination is proctored and graded by contributing members of program faculty, with passing marks required on all sections of the examination before the student may register for DSRT 930.

The Dissertation

The dissertation is the capstone experience in the PhD program of Information Technology. A dissertation is a research- based project that may use a wide-range of statistical, quantitative, and qualitative methods. However, in the University's practitioner-focused program, the dissertation is conceived as a reality-based project in which the candidate engages in authentic professional problem-solving to extend best practices in the field. Specific details on dissertation requirements are included in the Dissertation Handbook.

All program features highlighted above combine to make the doctoral program at University of the Cumberlands a rigorous academic experience focused on strengthening the skills of information technology professionals.

Core Courses: 18 Credit Hours

ITS 831 - Information Technology Importance in Strategic Planning

Credit(s): 3 hours
This course focuses on the information technology leader's collaborative roles working with an organization's senior leadership, including aligning business strategy with IT strategy, acting as an equal contributor to the formation of organizational strategy, and integrating ethical policies and practices into an organization. Learners evaluate multidisciplinary research and practices related to leadership, organizational structures, and culture. Through the lens of complexity/chaos and change theories, learners analyze information technology's role in contributing to organizational resiliency.

ITS 832 - Information Technology in a Global Economy

Credit(s): 3 hours
This course covers theory, development and impacts of national and international policy on IT. It explores how frequent shifts in public policy require IT businesses to adjust rapidly to adhere to regulations. Students will develop sophisticated strategies to be able to adapt to the changing environment including new technologies, global transfer and analysis.

ITS 833 - Information Governance

Credit(s): 3 hours
This course presents key issues related to the discipline of information governance and how it is being applied to electronic document and records management, email, social media, cloud computing, mobile computing, and, in fact, the management and output of information organization wide. IG leverages information technologies to enforce policies, procedures and controls to manage information risk in compliance with legal and litigation demands, external regulatory requirements, and internal governance objectives. Information Governance: Concepts, Strategies, and Best Practices reveals how, and why, to utilize IG and leverage information technologies to control, monitor, and enforce information access and security policies.

ITS 834 - Emerging Threats and Countermeasures

Credit(s): 3 hours
This course covers security issues and current best practices in several applicative domains, ranging from the enterprise to the military. Discusses emerging security threats and available countermeasures with respect to the most recent network and computing

technologies, including wireless networks, computer-controlled physical systems, and social networks. Concludes by presenting current trends and open problems.

ITS 835 - Enterprise Risk Management

Credit(s): 3 hours
This course goes beyond looking at risk management from the confines of quantitative topics to cover the full spectrum of risks that may emerge in enterprises. It covers a more holistic approach that includes the decisions and actions of employees in an active enterprise. It uses case studies to demonstrate the issues and challenges in total risk management. Finally, the course explores techniques for balancing enterprise risk and reward to enable performance optimization.

ITS 836 - Data Science and Big Data Analytics

Credit(s): 3 hours
In this course the students explore key data analysis and management techniques, which applied to massive datasets are the cornerstone that enables real-time decision making in distributed environments, business intelligence in the Web, and scientific discovery at large scale. In particular, students examine the map-reduce parallel computing paradigm and associated technologies such as distributed file systems, no-sql databases, and stream computing engines. This highly interactive course is based on the problem-based learning philosophy. Students are expected to make use of technologies to design highly scalable systems that can process and analyze Big Data for a variety of scientific, social, and environmental challenges.

Professional Research: 24 Credit Hours

DSRT 734 - Inferential Statistics in Decision-making

Credit(s): 3 hours
This course focuses on the descriptive and inferential statistics commonly used in organizational administration. Course activities include the application of statistical methods to research design, as well as an investigation of how these methods can contribute to school improvement. Specific concepts include measures of central tendency and variability, probability theory, estimation and significance, and correlation and regression.

DSRT 736 - Dissertation Seminar

Credit(s): 3 hours
This course provides guided instruction on the design and writing of a dissertation proposal focused on organizationbased research. Course activities are intended to strengthen skills in writing, project design, and research methods.
Prerequisite(s): DSRT 734 and DSRT 837

DSRT 837 - Professional Writing and Proposal Development

Credit(s): 3 hours
This course is an introductory overview of writing and organizational skills necessary for completion of a dissertation and submission of articles for publication. It includes components of research design.

DSRT 839 - Advanced Research Methods

Credit(s): 3 hours
The course is designed to provide doctoral students with an in-depth analysis of the methods and procedures of research used in the various subfields of education. Topics include conceptualizing research designs, writing research proposals, constructing measurement instruments, collecting and analyzing qualitative and quantitative data, and drawing inferences. Special attention is given to making sound decisions regarding the selection of appropriate designs and methods for investigating research questions. The student will develop a proposal that will, upon approval of the student's advisor and program director, serve as the first three chapters of student's dissertation.
Prerequisite(s): DSRT 734, DSRT 837 and DSRT 736.

DSRT 850 - Qualitative Research Methods

Credit(s): 3 hours
The course is designed to provide doctoral students with an in-depth understanding of qualitative methods and procedures of research. Topics discussed will include epistemology, the use of logic and drawing conclusions, the role of deduction, detection of logical fallacies and false argumentation, and the forms of qualitative study: Narratives, phenomenologies, ethnographies, grounded theory, and case studies, conceptualizing research designs, the collection and analyzing data/research, and drawing inferences. Special attention is given to making sound decisions regarding the selection of appropriate designs and methods for investigating research questions.

DSRT 930 - Dissertation

Credit(s): 3 hours
These courses are an independent application of research, design, and methodology that leads to the completion of an original research study under the guidance of the student's Dissertation Director. Subject to the final approval of the Dissertation Director and evaluators, the degree candidate writes the dissertation and prepares for its oral defense. DSRT 930 and DSRT 931 are taken consecutively for 3 credits each.
Prerequisite(s): all coursework, including those in the content specialty area, needs to be completed; Comprehensive exams need to be successfully passed; and IRB approval must be secured. Advisor approval is also necessary to register for the 930 sequence; if the dissertation is not completed at the end of DSRT 931, the candidate enrolls in DSRT 931 as needed, for 3 credit hours each term, until the dissertation is completed and defended.

DSRT 931 - Dissertation

Credit(s): 3 hours
These courses are an independent application of research, design, and methodology that leads to the completion of an original research study under the guidance of the student's Dissertation Director. Subject to the final approval of the Dissertation Director and evaluators, the degree candidate writes the dissertation and prepares for its oral defense. DSRT 930 and 931 are taken consecutively for 3 credits each.
Prerequisite(s): Prerequisites: all coursework, including those in the content specialty area, needs to be completed; Comprehensive exams need to be successfully passed; and IRB approval must be secured. Advisor approval is also necessary to register for the DSRT 930 sequence; if the dissertation is not completed at the end of DSRT 931, the candidate enrolls in DSRT 931 as needed, for 3 credit hours each term, until the dissertation is completed and defended.

DSRT 834 - Advanced Statistical Applications

Credit(s): 3 hours
This course focuses on the application of inferential statistics and incorporation of advanced statistical techniques. Specific concepts include developing research instruments, assessment of the reliability and validity of research instruments, analysis and interpretation of survey results, use of Cronbach's alpha, factor analysis, multiple regression, multivariate analysis of variance, and other advanced statistical tests used in research. Students will be exposed to the use of statistical software to analyze data using various statistical tests. Topics covered in this course would allow the application of knowledge in the analysis of data in a quantitative dissertation.
Prerequisite(s): DSRT 734

OR

INTR 799 - Applied Learning Practicum

Credit(s): 1 hour
This course provides students enrolled in a doctorate program an opportunity to apply professional applications to their respective academic coursework. The Applied Learning Practicum can be either a practicum or internship in an area directly related to the student's course of study, or a project conducted in collaboration with program faculty applying coursework to a professional setting. Through this course, the University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. The course will be repeated in each semester of student enrollment. As an integral part of the executive formatted programs, this course is required every semester in which a student is taking courses.

INTR 899 - Applied Learning Practicum, Dissertation Phase

Credit(s): 3 hours
INTR 899 is designed to enhance the educational experience of the dissertation phase for doctoral students. Students will utilize the course to maintain dissertation progress and ensure alignment of research topic with a professional setting within the student's academic discipline and professional experience/interests. Through this course, the University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. As an integral part of the executive formatted programs, this course must be taken every semester during the dissertation phase for executive-format students.

Notes:

* If the dissertation is not completed at the end of DSRT 931, the candidate repeats DSRT 931 as needed, for three (3) credit hours each term, until the dissertation is completed and successfully defended.

** For Executive format students, the applied learning component (internship/practicum) is an integral and essential part of the established curriculum. Due to this applied learning component required for the Executive format students, they must enroll in INTR 799 or INTR 899 - Applied Learning Practicum, Dissertation Phase every term of enrollment.

Content Specialty Area: 18 Credit Hours

Artificial Intelligence Emphasis

MSAI 511 - Introduction to Artificial Intelligence

Credit(s): 3 hours
This course is an introduction to Artificial Intelligence for business leaders. The course will teach the fundamentals of Artificial Intelligence from a managerial perspective. It will provide examples of the potential AI offers to a company.

Learning Objectives:

- The meaning behind common AI terminology, including neural networks, machine learning, deep learning, and data science
- The capabilities of AI
- How to spot opportunities to apply AI to problems in an organization
- Introduction to creating machine learning projects

•Building an AI strategy for a company•Ethical implications of using AI

MSAI 531 - Neural Networks and Deep Learning

Credit(s): 3 hours
This course explores the principles of neural networks, starting from the basic building blocks and progressing to complex architectures. The course topics include: activation functions, feed-forward networks, backpropagation, gradient descent optimization, regularization techniques, and model evaluation. In addition, this course covers deep learning, convolutional neural networks (CNNs) for image analysis and recognition, recurrent neural networks (RNNs) for sequential data modeling, and attention mechanisms for tasks like language processing and machine translation.

Learning Objectives:

•Develop an understanding of the core concepts underlying neural networks, including neuron functioning, activation functions, and forward and backward propagation principles.

•Demonstrate the ability to design and implement neural network architectures, ranging from basic feedforward networks to advanced models such as convolutional neural networks (CNNs) and recurrent neural networks (RNNs).

•Learn various optimization methods, including gradient descent and its variants, and become skilled in selecting and applying appropriate optimization strategies to improve training efficiency and model performance.•Explore practical applications of neural networks in image analysis, natural language processing, and sequence modeling, and understand how to tailor network architectures to different problem domains.

•Develop an awareness of ethical challenges related to bias, fairness, and interpretability in deep learning models, and learn strategies to mitigate these issues when designing and deploying neural networks.

•Be exposed to advances and trends in neural network research, including: attention mechanisms, generative models like GANs and VAEs, and emerging techniques such as neural architecture search and explainable AI

MSAI 532 - Natural Language Processing

Credit(s): 3 hours
In this course, you will master the ability to analyze and visualize data in meaningful ways using Python to help solve complex business problems. During this course, you will have the opportunity to analyze real-world datasets to identify patterns and relationships in data. You will get hands-on experience working with and creating data science projects. No prior knowledge of programming or Python is required to take this course.

Course Learning Objectives:

1. Understand the fundamental concepts and significance of Natural Language Processing (NLP) in the context of artificial intelligence and data analysis.

2. Apply various text preprocessing techniques to clean and prepare unstructured text data for NLP tasks.

3. Utilize different types of word embeddings to represent words and documents numerically, enabling effective machine learning on text data.

4. Implement and evaluate sentiment analysis models to classify emotions and opinions present in text data.

5. Design and develop sequence-to-sequence models using encoder-decoder architectures for tasks like machine translation and text summarization.

6. Demonstrate awareness of ethical considerations in NLP, including potential algorithm biases and strategies to mitigate them, ensuring responsible NLP application development.

MSAI 544 - Application of AI in Healthcare

Credit(s): 3 hours
This course presents practical applications of how AI can transform the way healthcare is delivered. Deep learning examples from AI will be used to demonstrate how healthcare organizations can use algorithms to help them make better business and clinical decisions, improve patient experiences, and attract and retain employees.

Learning Objectives:

•Identify the business value of AI in healthcare

•Provide user-centric experiences for patients

•Connect disparate healthcare data•Improve efficiency in operations

•Attract/retain providers and personnel that are a good fit for your organization

•Learn about cutting-edge advances of AI in caregiving

MSAI 578 - Data Visualization

Credit(s): 3 hours
This course analyzes techniques and algorithms for creating effective visualizations based on principles from graphic design, visual art, perceptual psychology, and cognitive

science. The course is targeted towards students interested in using visualization in their work and students interested in building better visualization tools and systems.

Learning Objectives:

- •Understand the value of visualization.
- •Become familiar with data and image models.
- •Study visualization design.
- •Apply popular visualization tools. Use visualization techniques such as heat maps, tree maps, and waterfalls
- .•Learn how to build charts, interactive dashboards, story interfaces, and how to communicate the analysis with others

MSAI 630 - Generative AI with Large Language Models

Credit(s): 3 hours
This course examines the evolving landscape of generative artificial intelligence technology. Generative AI, powered by Large Language Models, has emerged as a transformative technology with many applications. This class explores the theory, techniques, and practical applications of Generative AI using Large Language Models and their associated applications. Students will explore the intricacies of large language models (e.g., ChatGPT), developing a comprehensive understanding of their underlying mechanisms. Students will harness the power of these models to create text, media, and other forms of content that emulate human-like creativity and problem solving.

Learning Objectives:

- •Comprehend the theoretical underpinnings of generative models, neural networks, and the evolution of Large Language Models (LLMs), demonstrating knowledge of how LLMs have transformed the field of AI
- •Gain proficiency in the architecture and training methodologies of Large Language Models, including pre-training and fine-tuning techniques, and demonstrate the ability to critically analyze model performance.
- •Develop the skills to generate diverse forms of textual content using LLMs, ranging from coherent articles and stories to creative writing and dialogue generation, showcasing an understanding of how LLMs capture language patterns.
- •Apply generative AI principles to generate media beyond text, including images, audio, and video, displaying competence in adapting LLM capabilities to various creative domains.

•Evaluate the ethical implications and potential biases associated with generative AI, and apply strategies to mitigate these issues, reflecting a responsible and ethical approach to AI development.

•Utilize LLMs to develop practical applications, such as interactive chatbots, content generators, and problem-solving tools, illustrating the ability to translate theoretical knowledge into functional real-world solutions

MSAI 631 - Artificial Intelligence for Human-Computer Interaction

Credit(s): 3 hours
This course examines the convergence of Artificial Intelligence (AI) and Human-Computer Interaction (HCI) and how they have revolutionized the ways we interact with machines and systems. The class emphasizes the symbiotic relationship between AI and HCI, equipping students with the knowledge and skills to design, develop, and optimize intelligent interactive systems.

Learning Objectives:

•Comprehend the foundational concepts of Artificial Intelligence (AI) and Human-Computer Interaction (HCI) and recognize how their integration shapes modern interactive systems, user experiences, and digital interfaces.

•Apply user-centered design principles, usability heuristics, and accessibility guidelines to design and develop intuitive, user-friendly interfaces that cater to diverse user needs and preferences

•Demonstrate proficiency in integrating machine learning techniques, such as pattern recognition, classification, and clustering, to create real-time interfaces that adapt to user interactions and preferences.

•Develop expertise in creating AI-powered natural language interfaces by exploring concepts in Natural Language Processing (NLP), enabling the design of conversational agents, chatbots, and voice-driven applications.

•Identify potential ethical challenges related to AI-powered interfaces, including bias, privacy, transparency, and accountability, and propose strategies to address these concerns while designing HCI solutions.

•Gain practical experience in designing, prototyping, and evaluating AI-driven interactive systems through hands-on projects, applying usability testing and iterative design to refine and optimize the user experience.

MSAI 632 - Application of AI in Risk Management

Credit(s): 3 hours
This course assesses how AI can be used to identify, evaluate, and prioritize risks. The course also demonstrates how AI can be used to quantify risks and strengthen risk management strategies.

Learning objectives:

- •Identify the business value of AI in risk management
- •Learn why risk management is critical for every business
- •Learn the challenges of risk management
- •Learn how AI can analyze the history of risk cases to identify early signs of potential future issues
- •Learn how AI can quantify the potential impact of various risks•Learn how AI can help organizations better budget resources based on risk

MSAI 633 - Ethics in Artificial Intelligence

Credit(s): 3 hours
This course guides students to an understanding of the ethical implications of AI technologies across various domains, including healthcare, finance, autonomous vehicles, social media, and more. Using a variety of learning modalities, students will critically examine the ethical dimensions of AI and develop a robust framework for responsible AI innovation.

Learning Objectives:

- •Identify and classify key ethical challenges and dilemmas that arise in the design, development, and deployment of artificial intelligence technologies.
- •Apply established ethical frameworks and guidelines to assess and guide the ethical decision-making process in various AI contexts.
- •Critically evaluate the presence of bias in AI algorithms and propose strategies to address bias for fair and equitable outcomes.
- •Analyze the societal impact of AI, considering ethical considerations related to employment, privacy, and the broader well-being of individuals and communities.
- •Understand the accountability and responsibility of AI creators, developers, and users in instances of AI-related incidents, and propose strategies for mitigating risks

.• Participate in informed discussions on AI ethics, articulating complex ethical concepts clearly and constructively to contribute to the responsible advancement of AI technologies

MSAI 599 - Transforming Business with Artificial Intelligence

Credit(s): 3 hours
This course requires students to apply the skills and knowledge developed during the program to create an Artificial Intelligence transformation strategy for an organization.

Learning Objectives

•Learn how to view AI as a tool and not a goal

•Learn how to find AI applications that are particularly well matched to your business strategy

•Learn how to prioritize AI implementation based on risk vs. reward

•Learn how to create a long-term strategy for AI adoption

•Learn how to address AI-specific risks

Blockchain Emphasis

BLCN 531 - Introduction to Blockchain and Cryptocurrencies

Credit(s): 3 hours
This course explores the fundamentals of the public, transparent, secure, immutable and distributed database called Blockchain. Blockchains can be used to record and transfer any digital asset not just currency. This course will introduce students to the workings and applications of this new technology. Its potential impact on financial services, government, banking, contracting, and identity management will be discussed. This course provides the background necessary to be able to separate fact from fiction when reading claims about Bitcoin and other cryptocurrencies. Presents conceptual foundations required to engineer secure software that interacts with the Bitcoin network. Integrates ideas from Bitcoin and other cryptocurrencies in applied learning projects.

BLCN 532 - Blockchain Development

Credit(s): 3 hours
This course introduces blockchain on the practical level. The student will get a detailed picture of the components and structures of blockchain business networks, such as ledgers, smart contracts, consensus, certificate authorities, security, roles, transaction processes, participants, and fabrics. The student will also receive experience working

with a blockchain to model, build, and test a business network that can query a ledger through programming. Finally, the student will learn how to create a blockchain network.

BLCN 533 - Finance and Blockchain

Credit(s): 3 hours
This course covers digital currencies, Blockchains, cryptographic tokens, and related topics in the FinTech (Financial/Technical) area, perhaps the most significant innovation in the financial world since the advent of doubleentry bookkeeping centuries ago. The technology appears to represent an existential challenge for major parts of the finance industry. It is now commonly suggested by experts that commercial banks and stock exchanges may no longer exist, or may become much smaller, within the next 10 to 20 years, with increasing volumes of payments and exchange taking place on a peer to peer basis. New financing channels such as initial coin offerings have the potential to upend segments of entrepreneurial finance.

BLCN 534 - Fundamentals of Database Systems

Credit(s): 3 hours
Emphasis on the concepts and structures necessary to design and implement a database management system. Topics covered will include data models, normalization, query facilities, file and index organization, security, and database programming. (Course currently taught as BUAN 674)

BLCN 535 - Cryptography

Credit(s): 3 hours
The course examines methods and techniques for concealing data for security purposes. Cryptography plays a major role in securing blockchain technologies. Topics covered will include cryptographic techniques, approaches and technologies. (Course currently taught as ISOL 535)

BLCN 631 - Blockchain Implementation

Credit(s): 3 hours
This course will provide an overview of the structure and mechanism of Bitcoin, Ethereum, Hyperledger and multichain blockchain platforms. The student will learn to setup his/her own private blockchain and deploy smart contracts on Ethereum. The student will also learn to deploy the business network using Hyperledger Composer and be able to setup a private multi-chain environment.
Prerequisite(s): BLCN 531

BLCN 632 - Data Mining

Credit(s): 3 hours
The goal of the course is to introduce students to the current theories, practices, tools and

techniques in data mining. Because many topics and concepts in data mining are learned most efficiently through hands-on work with data sets, we will spend time with software analyzing and mining data. The goal is to gain a better understanding of how data mining is applied and what is involved in data mining projects. (Course currently taught as ITS 632)

BLCN 633 - Global Marketing and Blockchain Technology

Credit(s): 3 hours
This course will research how leveraging high "Velocity" data - such as data from mobile devices - has unearthed knowledge that has helped firms better understand their customers. The significant potential of high "Variety" data - data that is unstructured in the form of text, images, videos, and so on - to make better predictions has been documented in numerous academic studies. Blockchain technology will be used to address the limitation of issues related to the accuracy, reliability, and transparency of the data itself.

BLCN 634 - Human Resource Management and Blockchain

Credit(s): 3 hours
This course will explore how HR will be disrupted by Blockchain technologies. Current disruptions include HR solutions moving to subscription-based models on cloud platforms; organizations emphasizing mobile-first strategies; and employees expect consumer-grade digital services.

BLCN 636 - Legal & Regulatory Framework of Blockchain

Credit(s): 3 hours
This course is developed for high level business people (and those on their way) who want a broad understanding of the legal and regulatory frameworks being developed around blockchain technology. This course will empower business leaders to understand how governments are approaching and potentially regulating the usage of blockchain technology. Students will gain an understanding of how the US Federal government/regulatory agencies, state governments and the governments of foreign nations are treating the implementation of blockchain technology and cryptocurrencies. This course is not a deep legal curriculum, but rather is focused on helping executives grasp the basics of the legislative and regulatory processes specific to the emerging technology.

*BLCN 535 - Cryptography currently taught as ISOL 535 - Cryptography

**BLCN 632 - Data Mining currently taught as ITS 632 - Introduction to Data Mining

*** BLCN 534 - Fundamentals of Database Systems currently taught as BUAN 674 - Database Management Systems for Business Analytics

****All online students who are seeking to earn this degree must take this course in lieu of INTR 599, in addition to meeting all program degree requirements. Executive format students can substitute the required INTR 599 course in lieu of this course as part of their program degree requirements.

Executive format programs have an applied learning component (internship or practicum) that is an integral and essential part of the established curriculum. Due to the applied learning component required for the degree program, Executive format students must enroll in INTR every term of enrollment.

Computer Science Emphasis

MSCS 531 - Computer Architecture and Design

Credit(s): 3 hours
The course will also cover the architectural aspects of computer systems such as microprocessor design, memory system design, input/output techniques, and multiprocessor systems. It will explore the principles and techniques used in the design of advanced computer hardware and elaborate on the trade-offs between performance, complexity, and energy efficiency.

MSCS 532 - Algorithm and Data Structures

Credit(s): 3 hours
This course will cover an in-depth exploration of advanced algorithms and data structures, building on the foundational knowledge acquired in undergraduate computer science courses. The course will cover topics such as advanced sorting and searching algorithms, graph algorithms, dynamic programming, greedy algorithms, and advanced data structures like B-trees, AVL trees, and graph data structures. Students will also learn about algorithmic paradigms, complexity analysis, and NP-completeness.

MSCS 533 - Software Engineering and Multiplatform App Development

Credit(s): 3 hours
This course will cover an in-depth understanding of the principles, methodologies, and techniques used in the software engineering process, with a special emphasis on multiplatform app development. The course will cover both traditional and agile software development methodologies. In the multiplatform app development section, students will gain hands-on experience in developing applications that can run on various platforms, including Android, iOS, and Windows. They will learn about different multiplatform development tools and frameworks, such as Xamarin, React Native, and Flutter. The course will also cover advanced topics such as software architecture, design patterns, software quality assurance, and project management.

MSCS 534 - Principles of Cyber Security

Credit(s): 3 hours
This course examines the security domain, both informational and physical. It includes understanding the concepts of cyber-threats, and vulnerabilities of a secure network.

MSCS 535 - Secure Software Development

Credit(s): 3 hours
This course will cover an in-depth understanding of the principles and methodologies used in secure software development. The course will cover various aspects of security, including secure coding practices, software vulnerabilities, threat modeling, and security testing. The course will also explore the legal and ethical issues related to software security.

MSCS 630 - Advanced Operating Systems

Credit(s): 3 hours
This course will cover an in-depth understanding of the principles and design strategies used in modern operating systems. The course will explore the intricacies of operating system components, including process management, memory management, file systems, and I/O systems. The course will also cover the latest trends and developments in operating system design, such as cloud computing, real-time systems, and mobile operating systems.

MSCS 631 - Advanced Computer Networks

Credit(s): 3 hours
This course offers an in-depth study of modern networking concepts, protocols, and architectures, focusing on advanced topics like network design, performance analysis, and security. Key areas include routing algorithms, QoS, SDN, virtualization, and emerging technologies such as 5G, IoT, and cloud computing.

MSCS 632 - Advanced Programming Languages

Credit(s): 3 hours
This course will cover an in-depth understanding of the principles, paradigms, designs, and implementations of high-level programming languages. The course will explore a variety of modern programming languages, their syntax, semantics, and pragmatics, as well as the theoretical concepts behind them. The course will also cover topics such as type systems, control structures, data structures, concurrency, exception handling, and memory management.

MSCS 633 - Advance Artificial Intelligence

Credit(s): 3 hours
This course will cover the advanced concepts, methodologies, and current research trends in the field of Artificial Intelligence (AI). The course will explore complex AI

algorithms, neural networks, deep learning, and reinforcement learning. Students will learn how to design and implement AI systems capable of tasks such as problem-solving, decision-making, and learning from data. The course will also cover ethical considerations and societal impacts of AI.

MSCS 634 - Advanced Big Data and Data Mining

Credit(s): 3 hours
This course will cover the advanced concepts and techniques of Big Data and Data Mining. The course will cover advanced topics such as machine learning algorithms, predictive modeling, data visualization, and data warehousing. Students will learn how to apply these techniques to extract valuable insights from complex, real-world data sets. The course will also explore the ethical considerations and challenges associated with big data and data mining.

MSCS 699 - Computer Science Capstone

Credit(s): 1 hour
This capstone course will focus on the development and completion of a substantial project in a specific area of computer science under the guidance of a faculty mentor. This course will provide an opportunity for students to integrate and apply the knowledge and skills they have acquired throughout their coursework. The course aims to enhance students' problem-solving skills, technical expertise, creativity, and ability to work independently. It also emphasizes the importance of effective communication, project management, and teamwork in the field of computer science.

Cyber Engineering Emphasis

MSCE 530 - Principle of Cyber-Engineering

Credit(s): 3 hours
In this course students will learn the basic principles of cyber-engineering and understand the concepts of risks, threats, vulnerability, and the basic principles of a secure system. Students will examine the security policy and understand from the cyber-engineering perspective the application of the same to a secure system.

MSCE 531 - Cyber-Engineering and the Network

Credit(s): 3 hours
The course will cover the strategies for protecting networks with a focus on cyber-engineering and processes. Students will examine network configurations to provide recommendations and insights to protect the infrastructure.

MSCE 532 - Digital Forensics and Cyber-Engineering

Credit(s): 3 hours
Students in this course will examine the relationships between the capabilities of digital forensics, especially as they may recreate the causes and symptoms of a security incident, and how to leverage them toward creating cyberengineering solutions.

MSCE 533 - Computer Interaction and Usability Engineering

Credit(s): 3 hours
This course covers current trends in human computer interaction, case studies and research related to computer interaction. Students will be made to understand the benefits and uses of computer interaction, and be able to provide the basic knowledge to investigate cases related with the topic of usability engineering.

MSCE 534 - Principles of Cybersecurity

Credit(s): 3 hours
This course examines the security domain, both informational and physical. It includes understanding the concepts of cyber-threats, and vulnerabilities of a secure network.

MSCE 535 - Cyber-Engineering Access Control

Credit(s): 3 hours
The course will instruct students on the best practices associated with access control. There is a focus on design, devices, and models associated with protecting applications and data.

MSCE 630 - Network System Engineering

Credit(s): 3 hours
This course examines the software and hardware of secure and sustainable networks. This includes systems network, advanced configurations of security devices such as in IPS, and secure cloud computing.

MSCE 631 - Robotics System Engineering

Credit(s): 3 hours
This course covers the main topics of designing microprocessor-controlled, electrical and mechanical systems, and involves a cognitive understanding of the process of designing a robot. Students will acquire the knowledge about how to manipulate robotic systems and understand the mechanical and electrical interaction between robots and their surroundings.

MSCE 632 - Artificial Intelligence

Credit(s): 3 hours
This course covers the main topics of problem solving, scheduling, planning, programing natural language, computer objectives, and machine learning tools.

Data Science Emphasis

MSDS 530 - Fundamentals of Data Science

Credit(s): 3 hours
Introduction to foundational concepts, technologies, and theories of data and data science. This includes methods in data acquisition, cleaning, and visualization. Taught in Python using NumPy, Pandas, Matplotlib, and Seaborn. Includes an introduction to Python, IPython, and Jupyter Notebooks.

MSDS 531 - Statistics for Data Science

Credit(s): 3 hours
Many statisticians have argued that data science is not a new field, but rather another name for statistics. In this course, you will apply quantitative principles to the collection, analysis, and presentation of numerical data. The fundamentals of Data Science, statistics, and Machine Learning will be presented in this course. It will enable you to define statistics and essential terms related to it, explain measures of central tendency and dispersion, and comprehend skewness, correlation, regression, distribution. You will be able to make data-driven predictions through statistical inference.

MSDS 532 - Data Science Programming with Python

Credit(s): 3 hours
In this course, you will master the ability to analyze and visualize data in meaningful ways using Python to help solve complex business problems. During this course, you will have the opportunity to analyze real-world datasets to identify patterns and relationships in data. You will get hands-on experience working with and creating data science projects. No prior knowledge of programming or Python is required to take this course.

MSDS 533 - Data Management for Data Science

Credit(s): 3 hours
In this course students will be introduced to the principles of database management systems and techniques. Topics covered include data models; data cleaning; query languages; database tuning and optimization; data warehousing; data integration, and parallel processing.

MSDS 534 - Deep Learning

Credit(s): 3 hours
This course is an introduction to deep learning, a branch of machine learning concerned

with the development and application of modern neural networks. Deep learning algorithms extract layered high-level representations of data in a way that maximizes performance on a given task. For example, asked to recognize faces, a deep neural network may learn to represent image pixels first with edges, followed by larger shapes, then parts of the face like eyes and ears, and, finally, individual face identities. Deep learning is behind many recent advances in AI, including Siri's speech recognition, Facebook's tag suggestions and self-driving cars.

MSDS 535 - Data Mining

Credit(s): 3 hours
In this course we will introduce the principles of Data Mining and applications and an overview of data warehousing and data mining. Topics include the: data mining concepts and methods, such as association rule mining, classification, and clustering; and the applications of data-mining techniques and its relationship to Big Data. The course is targeted both towards students interested in using the concepts and principles of Data Mining in their own work, as well as students interested in building better applications, tools and systems analyze Big Data.

MSDS 630 - Natural Language Processing

Credit(s): 3 hours
This course equips the learner with tools and techniques and add natural language processing to their research and help them understand the use of data science toolset. These skills can be used in various applications such as part of speech tagging and machine translation, among others. You'll develop the skills you need to start applying natural language processing techniques to real-world challenges and applications.

MSDS 631 - R Programming

Credit(s): 3 hours
In this course you will learn how to program in R and how to use R for effective data analysis. You will learn how to install and configure software necessary for a statistical programming environment, discuss generic programming language concepts as they are implemented in a high-level statistical language. The course covers practical issues in statistical computing which includes programming in R, reading data into R, accessing R packages, writing R functions, debugging, and organizing and commenting R code. Topics in statistical data analysis and optimization will provide working examples.

MSDS 632 - Big Data

Credit(s): 3 hours
This course will instruct you how to work with Big Data and its components. Deep-dive into Hadoop and its ecosystem including MapReduce, HDFS, Yarn, HBase, Impala, Sqoop and Flume. Finally, you will get an introduction to Apache Spark which is the next step in Big Data after Hadoop.

Digital Forensics Emphasis

MSDF 530 - Digital Forensics Tools and Techniques

Credit(s): 3 hours
This course explores the tools and methodologies used to investigate and analyze digital evidence. Topics include: digital forensics, the preservation, identification, extraction, and analysis of electronic evidence from various digital devices, including computers, mobile devices, and network systems.

MSDF 531 - Windows Digital Forensics

Credit(s): 3 hours
This example-driven course instructs the student to build a skillset in order to perform digital forensics examinations in the Windows environment. The core skills necessary to perform forensic analysis of digital data will be covered. We will learn how to acquire and analyze data from a Windows system. Many digital forensics tools and techniques will be used in this course. In addition, you will explore the Windows registry and its role in digital investigations and computer forensics. The Windows Registry is a vital component of the Windows operating system, storing critical system and user configuration settings, application information, and evidence of user activity.

MSDF 532 - Windows Registry Forensics

Credit(s): 3 hours
This course explores the Windows Registry and its role in digital investigations and computer forensics. The Windows Registry is a vital component of the Windows operating system, storing critical system and user configuration settings, application information, and evidence of user activity. Students will learn how to examine, analyze, and recover evidence from a computer's Registry.

MSDF 534 - Wireless Security and Forensics

Credit(s): 3 hours
This course examines the principles, methodologies, and techniques involved in securing and investigating wireless networks and mobile devices, as the techniques employed in forensic examinations related to these technologies. In addition, you will develop the knowledge needed to uncover and solve complex cybercrimes.

MSDF 630 - Digital Forensics Evidence

Credit(s): 3 hours
This course focuses on how evidence needed to support a computer-crime investigation is investigated, collected and managed. Students will learn how to use tools and techniques in the acquisition, preservation, examination, and presentation of digital evidence.

MSDF 633 - Computer Crimes and Digital Forensics

Credit(s): 3 hours
This course investigates the evolving field of digital investigations, forensics, and computer crime including hacking, fraud, data breaches, and identity theft. Students will develop the knowledge and skills needed to uncover digital fingerprints, trace online activities, and solve complex cybercrimes.

MSDF 631 - Malware Analysis and Mitigation

Credit(s): 3 hours
This course examines malicious software, exploring its various forms, behaviors, and attack vectors. Students will develop an understanding of malware analysis methodologies, tools, and techniques used to identify, analyze, and combat malicious software.

MSDF 632 - INFOSEC Leadership and Communications

Credit(s): 3 hours
This course focuses on developing leadership and communication skills, making informed decisions, fostering collaboration, and supporting impactful change within the organization. Students will learn to effectively lead teams, communicate strategies, and navigate complex organizational environments in the context of information security.

MSDF 634 - Web Browser Forensics

Credit(s): 3 hours
This course introduces digital investigation of Internet data and how to extract crucial evidence from web browsers. Students will learn how to explore various web browser technologies, examine the internal processes of web applications, and understand the intricacies of web-based data storage and retrieval mechanisms.

Information Security Emphasis

ISOL 531 - Access Control

Credit(s): 3 hours
The course provides an in-depth study of the three main security principles: availability, integrity and confidentiality. The course examines mechanisms used to control what resources an entity can access, and the extent of the entity's capabilities to interact with the resource. The course also examines approaches to auditing how the entity interacts with the resource.

ISOL 532 - Telecommunications and Network Security

Credit(s): 3 hours
The course provides fundamental concepts of networking including: examination of public and private communication systems, networking topologies, devices, protocols, and remote access. It additionally explores strategies on identifying areas for security vulnerabilities on networks.

ISOL 533 - Information Security and Risk Management

Credit(s): 3 hours
The course provides a methodology to identify an institution's information technology assets, the proper way to determine the necessary level of protection required, and techniques for developing budgets for security implementations.

ISOL 534 - Application Security

Credit(s): 3 hours
This course discusses methods to increase the security of application development and thwart attacker attempts to manipulate code. It also explores the software lifecycle and change control to reduce the probability of poorly written applications that allows an attacker to exploit coding errors. Database development models will be introduced focusing on choosing the best model to increase security.

ISOL 535 - Cryptography

Credit(s): 3 hours
The course examines methods and techniques for concealing data for security purposes. Topics covered will include cryptographic techniques, approaches, and technologies.

ISOL 536 - Security Architecture and Design

Credit(s): 3 hours
The course focuses on the concepts and standards for designing and implementing secure software systems.

ISOL 631 - Operations Security

Credit(s): 3 hours
The course examines controls over personnel, hardware, software, and systems. It also covers possible abuse channels and proper countermeasures.

ISOL 632 - Business Continuity Planning and Disaster Recovery Planning

Credit(s): 3 hours
The course examines the preservation of business activities when faced with disruptions or disasters. It involves the processes that are used to create a business continuity and disaster recovery plan and strategies for critical resource recovery.

ISOL 633 - Legal Regulations, Compliance, and Investigation

Credit(s): 3 hours
This course helps students understand the various types of cybercrimes, and law enforcement's responses to them through digital forensics. The legal environment of cyberspace will be unpacked as the student becomes familiar with how technology facilitates social relationships between deviants and criminals. From hacking and online fraud to sexual exploitation, intellectual property theft, cyberbullying, and even cyber-terrorism and warfare, digital forensics investigations, cybercrime policies, and legislation are presented as strategic solutions to make the world wide web and its users secure.

ISOL 634 - Physical Security

Credit(s): 3 hours
The course examines risks, threats, and countermeasures to secure data, personnel and hardware. This involves facility creation and selection concerns, facility access control methods, and safety issues.

Information Technology Emphasis

ITS 530 - Analyzing and Visualizing Data

Credit(s): 3 hours
This course is intended to introduce students to modern programs and technologies that are useful for organizing, manipulating, analyzing, and visualizing data. We start with an overview of the R language, which will become the foundation for your work in this class. Then we'll move on to other useful tools, including working with regular expressions, basic UNIX tools, XML, and SQL.

ITS 531 - Business Intelligence

Credit(s): 3 hours
This course covers theories and applications of business analytics. The focus is on extracting business intelligence from firms' business data for various applications, including (but not limited to) customer segmentation, customer relationship management (CRM), personalization, online recommendation systems, web mining, and product assortment. The emphasis is placed on the 'know-how'

ITS 532 - Cloud Computing

Credit(s): 3 hours
This course is designed as a primer for cloud computing which many believe is the third major wave of computing, after mainframe and client-server computing. The course examines this technology from a business perspective. The course is designed to deliver a holistic and balanced view of business model, technological infrastructure, and security

issues of cloud computing useful for the technology student to understand the business challenges and the business student to understand the technology challenges.

ITS 535 - System Analysis and Design

Credit(s): 3 hours
This course provides a detailed overview of system analysis and design methodologies. You will examine techniques to develop systems more efficiently, such as the system development life cycle (SDLC) and other processes. System requirements, functional design, display, and end-of-project conclusions and analysis are studied and practiced through a variety of activities.

ITS 536 - Human Computer Interaction and Usability

This course takes an interdisciplinary approach to the study of Human Computer Interaction (HCI), viewing it from multiple angles to understand its implications in organizational and societal contexts. Students explore design principles of HCI and learn best practices for the evaluation and implementation of interactive computing systems designed for human use. This course takes beginner students all the way up to advanced concepts.

ITS 537 - Information Technologies and Mobile Applications

In this course, students uncover the technologies, devices, operating systems and tools behind mobile apps. The course focuses on mobile app development software and students practice creating apps for different devices and on a range of operating systems such as Android and iOS.

ITS 538 - Database Systems

In this course, you will learn about the basic models and capabilities of standard database management systems (DBMS) packages. Included in the course is an overview of database principles, file-level models, data-level models, operation. The course also emphasizes implementation, maintenance and security considerations. You will study and use methods of DBMS selection and evaluation to implement the design for your proposed database project solution.

ITS 630 - Organization Leadership and Decision Making

Credit(s): 3 hours
One of the most important skills a business leader needs to have concerning technology involves effective decision making and governance. This class will consist of a case study approach presenting different scenarios that require decisions to be made on technology issues that are relevant to today's business environment. Students will develop the skills for understanding the components and elements of these technology decisions, and assess

associated risks. This course will draw upon a cross section of technology, finance, security, project management, leadership, and other aspects of effective decision making.

ITS 631 - Operational Excellence

Credit(s): 3 hours
This course focuses on the skills & knowledge to guide an organization in its best use of technology to achieve its business goals and objectives. Although technical knowledge & skills are essential for technology professionals, this course focuses on the development of more general leadership skills. The ability to communicate with a broad set of stakeholders is essential & this course will offer exercises in skills such as negotiation, persuasion, agility, coaching & facilitation through case studies, role playing and simulation. Technology leaders must also understand the elements of developing & implementing an overall IT Strategy for the organization. This course will review the various levels of strategy & how strategy is implemented.

ITS 632 - Introduction to Data Mining

Credit(s): 3 hours
The goal of the course is to introduce students to the current theories, practices, tools and techniques in data mining. Because many topics and concepts in data mining are learned most efficiently through hands-on work with data sets, we will spend time with software analyzing and mining data. The goal is to gain a better understanding of how data mining is applied and what is involved in data mining projects.

Post-Baccalaureate Certificate

Artificial Intelligence Graduate Certificate

The Graduate Certificate in Artificial Intelligence is a twelve (12) credit hour online certificate program offers will help help cultivate artificial intelligence skills such as deep learning algorithms, NLP libraries, python programming, problem solving, reinforcement learning, and ensuring privacy for users. This aligns with the university's mission related to being committed to enhancing students' professional knowledge and to strengthen their commitment to professional service and ethical decision-making.

Required Courses: 12 Credit Hours

MSAI 531 - Neural Networks and Deep Learning

Credit(s): 3 hours
This course explores the principles of neural networks, starting from the basic building blocks and progressing to complex architectures. The course topics include: activation functions, feed-forward networks, backpropagation, gradient descent optimization, regularization techniques, and model evaluation. In addition, this course covers deep learning, convolutional neural networks (CNNs) for image analysis and recognition,

recurrent neural networks (RNNs) for sequential data modeling, and attention mechanisms for tasks like language processing and machine translation.

Learning Objectives:

- •Develop an understanding of the core concepts underlying neural networks, including neuron functioning, activation functions, and forward and backward propagation principles.

- •Demonstrate the ability to design and implement neural network architectures, ranging from basic feedforward networks to advanced models such as convolutional neural networks (CNNs) and recurrent neural networks (RNNs).

- •Learn various optimization methods, including gradient descent and its variants, and become skilled in selecting and applying appropriate optimization strategies to improve training efficiency and model performance.•Explore practical applications of neural networks in image analysis, natural language processing, and sequence modeling, and understand how to tailor network architectures to different problem domains.

- •Develop an awareness of ethical challenges related to bias, fairness, and interpretability in deep learning models, and learn strategies to mitigate these issues when designing and deploying neural networks.

- •Be exposed to advances and trends in neural network research, including: attention mechanisms, generative models like GANs and VAEs, and emerging techniques such as neural architecture search and explainable AI

MSAI 532 - Natural Language Processing

Credit(s): 3 hours
In this course, you will master the ability to analyze and visualize data in meaningful ways using Python to help solve complex business problems. During this course, you will have the opportunity to analyze real-world datasets to identify patterns and relationships in data. You will get hands-on experience working with and creating data science projects. No prior knowledge of programming or Python is required to take this course.

Course Learning Objectives:

1. Understand the fundamental concepts and significance of Natural Language Processing (NLP) in the context of artificial intelligence and data analysis.

2. Apply various text preprocessing techniques to clean and prepare unstructured text data for NLP tasks.

3. Utilize different types of word embeddings to represent words and documents numerically, enabling effective machine learning on text data.

4. Implement and evaluate sentiment analysis models to classify emotions and opinions present in text data.

5. Design and develop sequence-to-sequence models using encoder-decoder architectures for tasks like machine translation and text summarization.

6. Demonstrate awareness of ethical considerations in NLP, including potential algorithm biases and strategies to mitigate them, ensuring responsible NLP application development.

MSAI 630 - Generative AI with Large Language Models

Credit(s): 3 hours
This course examines the evolving landscape of generative artificial intelligence technology. Generative AI, powered by Large Language Models, has emerged as a transformative technology with many applications. This class explores the theory, techniques, and practical applications of Generative AI using Large Language Models and their associated applications. Students will explore the intricacies of large language models (e.g., ChatGPT), developing a comprehensive understanding of their underlying mechanisms. Students will harness the power of these models to create text, media, and other forms of content that emulate human-like creativity and problem solving.

Learning Objectives:

•Comprehend the theoretical underpinnings of generative models, neural networks, and the evolution of Large Language Models (LLMs), demonstrating knowledge of how LLMs have transformed the field of AI

•Gain proficiency in the architecture and training methodologies of Large Language Models, including pre-training and fine-tuning techniques, and demonstrate the ability to critically analyze model performance.

•Develop the skills to generate diverse forms of textual content using LLMs, ranging from coherent articles and stories to creative writing and dialogue generation, showcasing an understanding of how LLMs capture language patterns.

•Apply generative AI principles to generate media beyond text, including images, audio, and video, displaying competence in adapting LLM capabilities to various creative domains.

•Evaluate the ethical implications and potential biases associated with generative AI, and apply strategies to mitigate these issues, reflecting a responsible and ethical approach to AI development.

•Utilize LLMs to develop practical applications, such as interactive chatbots, content generators, and problem-solving tools, illustrating the ability to translate theoretical knowledge into functional real-world solutions

MSAI 633 - Ethics in Artificial Intelligence

Credit(s): 3 hours
This course guides students to an understanding of the ethical implications of AI technologies across various domains, including healthcare, finance, autonomous vehicles, social media, and more. Using a variety of learning modalities, students will critically examine the ethical dimensions of AI and develop a robust framework for responsible AI innovation.

Learning Objectives:

•Identify and classify key ethical challenges and dilemmas that arise in the design, development, and deployment of artificial intelligence technologies.

•Apply established ethical frameworks and guidelines to assess and guide the ethical decision-making process in various AI contexts.

•Critically evaluate the presence of bias in AI algorithms and propose strategies to address bias for fair and equitable outcomes.

•Analyze the societal impact of AI, considering ethical considerations related to employment, privacy, and the broader well-being of individuals and communities.

•Understand the accountability and responsibility of AI creators, developers, and users in instances of AI-related incidents, and propose strategies for mitigating risks

.• Participate in informed discussions on AI ethics, articulating complex ethical concepts clearly and constructively to contribute to the responsible advancement of AI technologies

Data Science Graduate Certificate

The Graduate Certificate in Data Science is a twelve (12) credit hour online certificate program offers will help cultivate artificial intelligence skills such as critical thinking, problem solving, data visualization, R programming, python programming, and deep learning. This aligns with the university's mission related to being committed to enhancing students' professional knowledge and to strengthen their commitment to professional service and ethical decision-making.

Course Requirements: 12 Credit Hours

MSDS 531 - Statistics for Data Science

Credit(s): 3 hours
Many statisticians have argued that data science is not a new field, but rather another name for statistics. In this course, you will apply quantitative principles to the collection, analysis, and presentation of numerical data. The fundamentals of Data Science, statistics, and Machine Learning will be presented in this course. It will enable you to define statistics and essential terms related to it, explain measures of central tendency and dispersion, and comprehend skewness, correlation, regression, distribution. You will be able to make data-driven predictions through statistical inference.

MSDS 532 - Data Science Programming with Python

Credit(s): 3 hours
In this course, you will master the ability to analyze and visualize data in meaningful ways using Python to help solve complex business problems. During this course, you will have the opportunity to analyze real-world datasets to identify patterns and relationships in data. You will get hands-on experience working with and creating data science projects. No prior knowledge of programming or Python is required to take this course.

MSDS 534 - Deep Learning

Credit(s): 3 hours
This course is an introduction to deep learning, a branch of machine learning concerned with the development and application of modern neural networks. Deep learning algorithms extract layered high-level representations of data in a way that maximizes performance on a given task. For example, asked to recognize faces, a deep neural network may learn to represent image pixels first with edges, followed by larger shapes, then parts of the face like eyes and ears, and, finally, individual face identities. Deep learning is behind many recent advances in AI, including Siri's speech recognition, Facebook's tag suggestions and self-driving cars.

MSDS 631 - R Programming

Credit(s): 3 hours
In this course you will learn how to program in R and how to use R for effective data analysis. You will learn how to install and configure software necessary for a statistical programming environment, discuss generic programming language concepts as they are implemented in a high-level statistical language. The course covers practical issues in statistical computing which includes programming in R, reading data into R, accessing R packages, writing R functions, debugging, and organizing and commenting R code. Topics in statistical data analysis and optimization will provide working examples.

Digital Forensics Graduate Certificate

The Graduate Certificate in Digital Forensics is a twelve (12) credit hour online certificate program will help cultivate a unique set of skills that will prepare students to uncover valuable information related to cybercrimes, data breaches, intellectual property theft, financial fraud, and other illicit activities. This aligns with the university's mission related to being committed to enhancing students' professional knowledge and to strengthen their commitment to professional service and ethical decision-making.

Required Courses: 12 Credit Hours

MSDF 531 - Windows Digital Forensics

Credit(s): 3 hours
This example-driven course instructs the student to build a skillset in order to perform digital forensics examinations in the Windows environment. The core skills necessary to perform forensic analysis of digital data will be covered. We will learn how to acquire and analyze data from a Windows system. Many digital forensics tools and techniques will be used in this course. In addition, you will explore the Windows registry and its role in digital investigations and computer forensics. The Windows Registry is a vital component of the Windows operating system, storing critical system and user configuration settings, application information, and evidence of user activity.

MSDF 534 - Wireless Security and Forensics

Credit(s): 3 hours
This course examines the principles, methodologies, and techniques involved in securing and investigating wireless networks and mobile devices, as the techniques employed in forensic examinations related to these technologies. In addition, you will develop the knowledge needed to uncover and solve complex cybercrimes.

MSDF 535 - Network Forensics

Credit(s): 3 hours
In this course, you will receive a deeper understanding of cybersecurity responses, which includes investigating packet captures to examining network communications; locating host-based artifacts and analyzing network logs; understanding what intrusion detection systems are; and how to leverage them and what to do in an incident whether in a corporate IT environment or in an industrial environment where digital forensics are not so readily available. At the end of the course, you will have the essential skills for bringing evidence to light that a traditional digital forensics investigator may not have. In addition, the course will delve into extracting crucial evidence from web browsers.

MSDF 631 - Malware Analysis and Mitigation

Credit(s): 3 hours
This course examines malicious software, exploring its various forms, behaviors, and attack vectors. Students will develop an understanding of malware analysis

methodologies, tools, and techniques used to identify, analyze, and combat malicious software.

Criminal Justice

Program Mission/Vision

The Master of Science in Justice Administration (MJA) program is designed to serve recent baccalaureate graduates and in-service professionals who wish to secure further training in and credentials for effective service and leadership in justice administration. The program's features and course rotation described below enable a candidate to complete the MJA degree easily within 12-24 months.

The Criminal Justice Specialization of the Ph.D. in Leadership degree is designed to serve master's graduates who wish to secure further education for purposes of attempting to secure positions or promotions in the area of criminal justice and/or higher education, as a result of completing a Specialty area reflective of effective learning and leadership in advanced criminal justice study.

The Master of Science in Justice Administration program provides pre-professionals a strong foundation in the knowledge, skills, and critical thinking attributes required in the various careers served by this discipline. It also prepares in-service professionals for leadership, management, and administration positions in their sub-field of choice. For all of its candidates, the program nurtures essential professional attributes, providing a broad knowledge base of the criminal justice system while also fostering the professional dispositions and ethics required for successful leadership in justice administration.

Program Goals

The program seeks to:

1. Prepare students for professional careers and advancement within the criminal justice system.
2. Provide students with a comprehension of the theoretical and philosophical principles of the courts, law enforcement, corrections, juvenile justice, and other essential disciplines connected to the criminal justice system in the 21st century.
3. Enhance critical thinking and communication skills through the application of statistics and social science research methods.
4. Prepare students for leadership positions within criminal justice agencies at the local, state, and federal levels, as well as in the private sector.

Admission to the Criminal Justice Department

Admission to the Master of Science in Justice Administration program will be based on evidence that the applicant has demonstrated academic proficiency and the capability for success at the graduate level.

Full Admission

Upon Admission to the Master's in Justice Administration program, new students must participate in and complete an Advising Meeting with the program Director prior to completing the enrollment process.

Advanced Standing

Students seeking the MJA degree may begin the MJA program with 'Advanced Standing' if, upon enrollment, they have completed educational courses or earned educational certifications through the Kentucky Law Enforcement Council (KLEC) or any other appropriately credentialed professional agency outside of Kentucky.

Students admitted with Advanced Standing will receive up to twelve (12) hours of transfer credit in either CROL 661 or CROL 662, CROL 663, CROL 664, CROL 665, or CROL 667 (see course descriptions) depending upon the advanced education they have completed through the Kentucky Law Enforcement Council (KLEC) or through another appropriately credentialed professional agency or organization (including out-of-state agencies/organizations).

Formal documentation of these educational hours must be filed with the Director of Graduate Studies and are subject to submission and review by the Registrar before credit is awarded for CROL 661, CROL 662, CROL 663, CROL 664, CROL 665, or CROL 667. These KLEC education programs, or their equivalent, cannot be combined with nor substituted by any other KLEC course(s) for MJA credit. Candidates who have already been fully admitted to the program and wish for KLEC or an outside agency education credits to fulfill their degree requirements must apply to the Director of the program for purposes of having their prior course work evaluated by the Director and MJA graduate faculty.

Note: Any written communication between a Justice Administration faculty or staff member, the UC Registrar, or an employee of the UC Registrar's office and a currently enrolled or formerly enrolled University of the Cumberlands criminal justice student regarding acceptance or approval of courses included in a transfer credit/credit by evaluation application does not constitute an official transcript.

Assessment

In an effort to ensure the MJA Policy and Procedure regarding transfer of credit and credit by evaluation is working effectively the Director of Graduate Studies and the University Registrar meet at least once annually for the specific purpose of reviewing

awards of credit and to collaboratively determine if adjustments to the MJA Policy and Procedure are warranted.

Transfer and Course Credit Procedures

Upon Admission into the MJA Program a student will notify the Director of Graduate Studies in writing of a willingness to have prior credit posted to his or her MJA degree plan.

The Director of Graduate Studies will respond to the student in writing indicating specific documents the student must arrange to have delivered to the Director for the evaluation process to commence.

Upon receipt of all applicable documents pertaining to the student's request, the Director of Graduate Studies and a minimum of one (1) graduate faculty member will review the documentation presented and reach a collaborative decision as to the award or non-award of academic credit that may be utilized for MJA degree credit (in instances other than when precedent or Articulation Agreements/MOUs serve as the frame of reference).

The Director will then forward the recommendation for award of credit to the University Registrar for review and, upon final approval, posting of the recommended credit to the student's degree plan and official transcript.

Masters Degree

Justice Administration, M.S.

Requirements: 31 Credit Hours

The quantity and quality of Core Course requirements are an especially noteworthy component in a professional leadership program like the Master of Science in Justice Administration. The Core requires successful completion of a grouping of academically rigorous courses that prepare program graduates to succeed in a variety of real-world professional positions. Students must also successfully navigate an in-depth collection of upper-level courses that comprise their chosen Emphasis area, which expands their knowledge of the various sub-fields of the justice system as they move toward becoming leaders in the field of criminal justice upon graduation from the Master's program

For Additional program information: Criminal Justice

Required Core Courses: 19 Credit Hours

CROL 531 - Foundations in Justice Administration

Credit(s): 3 hours
This course is an overview of all the knowledge and skills of an administrator in the justice system. These skills include the ability to budget an organization with monetary limitation, the aptitude to know what needs the public has at a given time, and the resources to form professional integration and evaluation plans for new policy. This course will also be an overview of professional administrative ethics and morals, and an analysis of effective managerial processes as it pertains to civil liability.

CROL 533 - Practical Research Evaluation

Credit(s): 3 hours
This course explores how criminal justice leaders use research from criminal justice-related databases to create and implement strategies, policies, procedures, and practices related to topics including, but not limited to: crime rates, law, mental health, employee retention, and drug use.

CROL 534 - Applied Data Analysis in Justice Administration

Credit(s): 3 hours
This course provides an overview of the fundamentals of data interpretation in the administration and management of criminal justice organizations. Students will learn how to interpret acquired data and will learn how to utilize state-of-the-art technology tools to generate evidence-based agency decisions that lead to positive outcomes.

CROL 535 - Ethical Issues in Justice Administration

Credit(s): 3 hours
This course explores personal, situational, and professional ethical issues and boundaries in Justice Administration. The discussion will weave through various points of interest such as corruption, codes of ethics, race/gender discrimination, ethical, moral and design flaws in research settings, and use of force. The course will stay to the point of ethical issues faced by criminal justice professionals in today's society, and how administrator's decide to handle with the results of each predicament.

CROL 699 - Contemporary Issues in Justice Administration

Credit(s): 1 hour
This course serves as the capstone experience for the Master of Science in Justice Administration degree, providing an essential bridge between classroom learning and real-world professional experience. During this course, students who have completed at least twenty-one (21) credit hours toward their degree examine, analyze, and evaluate issues in justice administration that are emerging from the foundational courses they completed from the Master's curriculum. This course allows students to explore an issue of their choosing for the purpose of developing in-depth knowledge that will be useful to the student as they move into roles in the field of justice administration.

Required Core Elective Courses:

(Choose 2 courses from the list below)

CROL 532 - Criminological Theories in Justice Administration

Credit(s): 3 hours
This course provides an overview of the founding principles of the major criminological theories, including sociological, biological, economic, environmental, and psychological theories about the etiology of crime. Theories can be empirically validated and translate their principles into policy will be examined, also in terms of the context in which they were presented and their implications on the justice administrative system.

CROL 536 - Human Resource Management

Credit(s): 3 hours
This course offers an in-depth examination of the administration and practices of the human resource cabinets of different agencies. This course will also discuss sound management principles, the selection process, training and education, transfer/discharge and performance evaluation as it relates to criminal justice organizations. Reasons for motivation within a company, as well as worker satisfaction and salary administration will also be discussed.

CROL 537 - Leadership Fundamentals

Credit(s): 3 hours
This course explores conceptual and theoretical leadership fundamentals in a criminal justice setting so that the students may apply these learned leadership skills and principles to where they may work or administrate. The course material will best show how to apply lessons learned from leaders past and present in the current work place. The students will be educated on the use of various management models as they relate to criminal justice.

CROL 538 - Legal Issues in Justice Administration

Credit(s): 3 hours
This course examines broad legal issues across the criminal justice system and within the confines of justice administration. Contemporary issues, policies, and laws that justice administrators have to deal with on a daily basis will also be at the center of this course, with a particular focus on seminal and recent federal case law applicable to all areas of criminal justice.

Required Emphasis-12 Credit Hours

Completion of a minimum of 12 credit hours from 1 of the following Emphasis areas

Addiction Studies

CROL 650 - Addiction and the Offender Population

Credit(s): 3 hours
This course is designed to explore the dynamics of addiction counseling, with a focus on the offender population; and with a particular emphasis on motivational interviewing and stages of the addiction treatment process. This course will also examine diagnosis and the components of the treatment process including the development of treatment plans, goal setting, and appropriate referrals to treatment modalities. Students will explore differences in working with the offender population particularly as it relates to sanctions necessary for effective supervision and support from the criminal justice System. Professional pitfalls will be clarified. Students will also acquire basic knowledge of the pharmacology and neurobiology of drugs and setting up meaningful urine testing programs.

CROL 651 - Recovery and Relapse

Credit(s): 3 hours
This course is designed to introduce the student to recovery and relapse processes. The student will learn the stages of change and the various phases of the recovery process. Students will be able to recognize the behavioral criteria for someone who is in stable recovery, versus instability and relapse potential. Included in this course is an exploration of the psychological causes and manifestations of craving, treatment strategies in relapse prevention planning, nutritional variables that contribute to relapse, relapse issues among various populations, and support factors to maintain a healthy recovery.

CROL 689 - Drugs and Crime

Credit(s): 3 hours
This course focuses on the nature and scope of the relationship between drugs, alcohol, and crime, and the effect of anti-drug legislation on the criminal justice system in an historical and contemporary context. Literature affirming or denying the relationship between drugs and crime will be analyzed and evaluated, with various methods for accumulating data being examined and utilized.
Prerequisite(s): None

CROL 691 - Life-Course Criminology

Credit(s): 3 hours
This course provides an exploration of crime and deviance based on the life course theoretical perspective. The theoretical underpinnings, research methodologies, and empirical research of this framework will be studied. Issues to be discussed include: the development of criminal careers, the cessation and evolution of criminal behavior over the life course (specifically trajectories, transitions, and turning points), and qualitative and quantitative research methodologies specific to life course criminology. Also, this course will examine criminal justice policy implications and applications related to life

course criminology.
Prerequisite(s): None

Corrections

CROL 633 - Corrections Administration

Credit(s): 3 hours
This course provides an overview of the most significant issues to correctional facilities, administrators, officers and those within the criminal justice system. This course seeks to provide an examination of the harsh realities afforded by corrections systems, physical and mental health problems within the corrections system, gangs and their separate issues, and women in prison. The privatization of prisons is also a topic that will be discussed, along with the use of contemporary technology in the corrections system.

CROL 634 - Critical Issues in Community-Based Corrections

Credit(s): 3 hours
This course provides an overview of the most significant issues to correctional facilities, administrators, officers and those within the criminal justice system. This course examines the harsh realities afforded by corrections systems, physical and mental health problems within the corrections system, gangs and their separate issues, and women in prison. The privatization of prisons is also a topic that will be discussed, along with the use of contemporary technology in the corrections system.

CROL 621 - Sex Crimes: Myths & Motives

Credit(s): 3 hours
This course provides a legal, sociological, and psychological examination of sex crimes and sex offenders. Drawing from theory, real-life cases, and sex offender typologies, the course explores the myths and motives among a variety of sex crimes and the people who commit them. The student will encounter topics such as sex offender recidivism, sex offending over the life-course, sex offender registration and community notification, and the collateral consequences. Additional topics including sex offender treatment programs and internet-based sex offending are also discussed.

CROL 641 - Violent Offenders: Crimes & Psychology

Credit(s): 3 hours
This course explores and reviews serious violent offenses including: homicide, rape, robbery, murder, aggravated assault, serial killing, and arson. Students will explore and analyze the psychological similarities and differences of the perpetrators of each type of offense and how the public and the criminal justice system are impacted by the processing of violent crime cases.

Criminal Psychology

CROL 621 - Sex Crimes: Myths & Motives

Credit(s): 3 hours
This course provides a legal, sociological, and psychological examination of sex crimes and sex offenders. Drawing from theory, real-life cases, and sex offender typologies, the course explores the myths and motives among a variety of sex crimes and the people who commit them. The student will encounter topics such as sex offender recidivism, sex offending over the life-course, sex offender registration and community notification, and the collateral consequences. Additional topics including sex offender treatment programs and internet-based sex offending are also discussed.

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CROL 689 - Drugs and Crime

Credit(s): 3 hours
This course focuses on the nature and scope of the relationship between drugs, alcohol, and crime, and the effect of anti-drug legislation on the criminal justice system in an historical and contemporary context. Literature affirming or denying the relationship between drugs and crime will be analyzed and evaluated, with various methods for accumulating data being examined and utilized.
Prerequisite(s): None

CROL 691 - Life-Course Criminology

Credit(s): 3 hours
This course provides an exploration of crime and deviance based on the life course theoretical perspective. The theoretical underpinnings, research methodologies, and empirical research of this framework will be studied. Issues to be discussed include: the development of criminal careers, the cessation and evolution of criminal behavior over the life course (specifically trajectories, transitions, and turning points), and qualitative and quantitative research methodologies specific to life course criminology. Also, this course will examine criminal justice policy implications and applications related to life course criminology.
Prerequisite(s): None

Cybersecurity

ISOL 533 - Information Security and Risk Management

Credit(s): 3 hours
The course provides a methodology to identify an institution's information technology assets, the proper way to determine the necessary level of protection required, and techniques for developing budgets for security implementations.

ISOL 536 - Security Architecture and Design

Credit(s): 3 hours
The course focuses on the concepts and standards for designing and implementing secure software systems.

CROL 635 - Legal and Ethical Issues in Homeland Security

Credit(s): 3 hours
This course offers a broad-based examination of all aspects that govern and give power to U.S. national security. The legal framework included in Common Law, the U.S. Constitution and legal opinions within the branches of government will be discussed as it pertains to how different branches within the U.S. government share national security powers. There will also be a focus on the legality and ethical considerations relevant when organizing counterterrorism efforts, as well as a general discussion over investigating terrorism and the evolution of terrorist efforts and counterterrorist technology.

CROL 636 - Critical Issues in Homeland Security

Credit(s): 3 hours
This course offers an examination of anti-terrorism/extremism theories in contemporary law enforcement. It will provide an analysis of terrorist behavior, different terrorist typologies and extreme behavior as the foundation for all terrorist activity. The industry of homeland security and the misunderstood role of homeland security organizations will be discussed, as well as contemporary reasons for terrorist exploits. The legality of acts taken within the U.S. will be discussed in detail, as well as an unraveling of U.S. domestic terrorism policy.

Digital Forensics

MSDF 531 - Windows Digital Forensics

Credit(s): 3 hours
This example-driven course instructs the student to build a skillset in order to perform digital forensics examinations in the Windows environment. The core skills necessary to perform forensic analysis of digital data will be covered. We will learn how to acquire and analyze data from a Windows system. Many digital forensics tools and techniques will be used in this course. In addition, you will explore the Windows registry and its role in digital investigations and computer forensics. The Windows Registry is a vital

component of the Windows operating system, storing critical system and user configuration settings, application information, and evidence of user activity.

MSDF 534 - Wireless Security and Forensics

Credit(s): 3 hours
This course examines the principles, methodologies, and techniques involved in securing and investigating wireless networks and mobile devices, as the techniques employed in forensic examinations related to these technologies. In addition, you will develop the knowledge needed to uncover and solve complex cybercrimes.

CROL 621 - Sex Crimes: Myths & Motives

Credit(s): 3 hours
This course provides a legal, sociological, and psychological examination of sex crimes and sex offenders. Drawing from theory, real-life cases, and sex offender typologies, the course explores the myths and motives among a variety of sex crimes and the people who commit them. The student will encounter topics such as sex offender recidivism, sex offending over the life-course, sex offender registration and community notification, and the collateral consequences. Additional topics including sex offender treatment programs and internet-based sex offending are also discussed.

CROL 641 - Violent Offenders: Crimes & Psychology

Credit(s): 3 hours
This course explores and reviews serious violent offenses including: homicide, rape, robbery, murder, aggravated assault, serial killing, and arson. Students will explore and analyze the psychological similarities and differences of the perpetrators of each type of offense and how the public and the criminal justice system are impacted by the processing of violent crime cases.

Homeland Security

CROL 635 - Legal and Ethical Issues in Homeland Security

Credit(s): 3 hours
This course offers a broad-based examination of all aspects that govern and give power to U.S. national security. The legal framework included in Common Law, the U.S. Constitution and legal opinions within the branches of government will be discussed as it pertains to how different branches within the U.S. government share national security powers. There will also be a focus on the legality and ethical considerations relevant when organizing counterterrorism efforts, as well as a general discussion over investigating terrorism and the evolution of terrorist efforts and counterterrorist technology.

CROL 636 - Critical Issues in Homeland Security

Credit(s): 3 hours
This course offers an examination of anti-terrorism/extremism theories in contemporary law enforcement. It will provide an analysis of terrorist behavior, different terrorist typologies and extreme behavior as the foundation for all terrorist activity. The industry of homeland security and the misunderstood role of homeland security organizations will be discussed, as well as contemporary reasons for terrorist exploits. The legality of acts taken within the U.S. will be discussed in detail, as well as an unraveling of U.S. domestic terrorism policy.

CROL 689 - Drugs and Crime

Credit(s): 3 hours
This course focuses on the nature and scope of the relationship between drugs, alcohol, and crime, and the effect of anti-drug legislation on the criminal justice system in an historical and contemporary context. Literature affirming or denying the relationship between drugs and crime will be analyzed and evaluated, with various methods for accumulating data being examined and utilized.
Prerequisite(s): None

CROL 691 - Life-Course Criminology

Credit(s): 3 hours
This course provides an exploration of crime and deviance based on the life course theoretical perspective. The theoretical underpinnings, research methodologies, and empirical research of this framework will be studied. Issues to be discussed include: the development of criminal careers, the cessation and evolution of criminal behavior over the life course (specifically trajectories, transitions, and turning points), and qualitative and quantitative research methodologies specific to life course criminology. Also, this course will examine criminal justice policy implications and applications related to life course criminology.
Prerequisite(s): None

Juvenile Justice

CROL 637 - Juvenile Justice Administration and Management

Credit(s): 3 hours
This course explores the juvenile justice system, focusing on the responsibilities of being a public manager of a juvenile justice organization. The focus of this course is to build the knowledge base of the student on contemporary juvenile justice issues and to teach the student how to apply theories of management to public systems as they pertain to juvenile justice. The extent of juvenile gangs in the U.S., drug rings and other contemporary issues will be covered.

CROL 639 - Family Violence

Credit(s): 3 hours
This course is a comprehensive examination covering the major types of family violence across the lifespan, including child maltreatment, intimate partner violence, and elder abuse. Students will learn legal, sociological, and psychological approaches involved when encountering and attempting to resolve violent encounters between family members.

CROL 621 - Sex Crimes: Myths & Motives

Credit(s): 3 hours
This course provides a legal, sociological, and psychological examination of sex crimes and sex offenders. Drawing from theory, real-life cases, and sex offender typologies, the course explores the myths and motives among a variety of sex crimes and the people who commit them. The student will encounter topics such as sex offender recidivism, sex offending over the life-course, sex offender registration and community notification, and the collateral consequences. Additional topics including sex offender treatment programs and internet-based sex offending are also discussed.

CROL 641 - Violent Offenders: Crimes & Psychology

Credit(s): 3 hours
This course explores and reviews serious violent offenses including: homicide, rape, robbery, murder, aggravated assault, serial killing, and arson. Students will explore and analyze the psychological similarities and differences of the perpetrators of each type of offense and how the public and the criminal justice system are impacted by the processing of violent crime cases.

Law Enforcement

CROL 631 - Law Enforcement Administration

Credit(s): 3 hours
This course examines the best way to enforce the law, policing administration, internal affairs as it relates specifically to policing institutions, and managing special units. Students will also learn about the trends in community policing, restorative justice programs and crime prevention, and contemporary issues in policing structure as it relates to administrative purposes.

CROL 632 - Critical Issues in Law Enforcement

Credit(s): 3 hours
This course discusses all aspects of policing. From the history and different theories of policing, to restorative policing, to community policing, a holistic view of police life and obligation will be shown to the student. Contemporary police problem- solving theories and theory application will be covered.

CROL 677 - Applied Leadership

Credit(s): 3 hours
This course is an advanced leadership course with a focus on developing leaders' abilities to critically assess and evaluate different leadership styles, with a focus on self-examination for purposes of applying techniques and skills to the practice of leadership in the field.
Prerequisite(s): None

CROL 641 - Violent Offenders: Crimes & Psychology

Credit(s): 3 hours
This course explores and reviews serious violent offenses including: homicide, rape, robbery, murder, aggravated assault, serial killing, and arson. Students will explore and analyze the psychological similarities and differences of the perpetrators of each type of offense and how the public and the criminal justice system are impacted by the processing of violent crime cases.

CJ Education and Leadership

CROL 661 - KLEC Law Enforcement Officer Training

Credit(s): 6 hours
Advanced Standing credit is awarded upon documentation of successful completion of Intermediate Law Enforcement Officer/or Advanced Deputy Sheriff (total 160 hours of training) plus Completion of Advanced Law Enforcement Officer (160 hours of training). Documentation of this training from the Kentucky Department of Criminal Justice Training DOCJT must be reviewed by the Program Director and the Registrar and is kept on file by the Registrar with other student records.

CROL 662 - KLEC Law Enforcement Manager Training

Credit(s): 6 hours
Advanced Standing credit is awarded upon documentation of successful completion of 2 of the following tracks: Law enforcement Supervisor (160 hours of training) Law Enforcement Manager (200 to 400 hours of advanced training)

CROL 663 - Criminal Justice Training and Education

Credit(s): 6 hours
Advanced Standing credit is awarded upon receipt of documentation of successful completion of criminal justice professional training and education received from a properly recognized and credentialed criminal justice agency or organization (total 320 hours of training and education). Documentation of this training must be reviewed by the Program Director and the Registrar and is kept on file by the Registrar with other student records.

CROL 664 - Criminal Justice Training and Education II

Credit(s): 6 hours
Advanced Standing credit is awarded upon receipt of documentation of successful completion of criminal justice professional training and education received from a properly recognized and credentialed criminal justice agency or organization (total 320 hours of training and education). Documentation of this training and education must be reviewed by the Program Director and the Registrar and is kept on file by the Registrar with other student records.
Prerequisite(s): CROL 663

CROL 665 - KLEC Executive Decision Making

Credit(s): 6 hours
Advanced Standing credit is awarded upon documentation of successful completion of two of the following Certifications in the Management career track: Law Enforcement Executive (160 hours of training) and Law Enforcement Chief Executive (160 hours of advanced training). Documentation of this training from the Career Development Program mandated by the Kentucky Justice Cabinet must be reviewed by the Program Director and the Registrar and is kept on file by the Registrar with other student records.

CROL 667 - KLEC Fundamental Leadership

Credit(s): 3 hours
Advanced Standing credit is awarded upon documentation of successful completion and certification in the following track: Law Enforcement Training Officer (total 160 hours of training). Documentation of this training from the Career Development Program mandated by the Kentucky Justice Cabinet must be reviewed by the Program Director and the Registrar and is kept on file by the Registrar with other student records.

CROL 677 - Applied Leadership

Credit(s): 3 hours
This course is an advanced leadership course with a focus on developing leaders' abilities to critically assess and evaluate different leadership styles, with a focus on self-examination for purposes of applying techniques and skills to the practice of leadership in the field.
Prerequisite(s): None

CROL 681 - Proseminar in Criminal Justice

Credit(s): 3 hours
This course is a review of classical and recent literature in criminal justice. Trends and issues that transcend the components of the criminal justice system will be researched, analyzed, and evaluated.
Prerequisite(s): None

CROL 635 - Legal and Ethical Issues in Homeland Security

Credit(s): 3 hours
This course offers a broad-based examination of all aspects that govern and give power to U.S. national security. The legal framework included in Common Law, the U.S. Constitution and legal opinions within the branches of government will be discussed as it pertains to how different branches within the U.S. government share national security powers. There will also be a focus on the legality and ethical considerations relevant when organizing counterterrorism efforts, as well as a general discussion over investigating terrorism and the evolution of terrorist efforts and counterterrorist technology.

CROL 636 - Critical Issues in Homeland Security

Credit(s): 3 hours
This course offers an examination of anti-terrorism/extremism theories in contemporary law enforcement. It will provide an analysis of terrorist behavior, different terrorist typologies and extreme behavior as the foundation for all terrorist activity. The industry of homeland security and the misunderstood role of homeland security organizations will be discussed, as well as contemporary reasons for terrorist exploits. The legality of acts taken within the U.S. will be discussed in detail, as well as an unraveling of U.S. domestic terrorism policy.

Post-Baccalaureate Certificate

Criminal Justice Management Graduate Certificate

The Criminal Justice Management Certificate is a graduate-level online certificate delivered in an asynchronous format.

Course Requirements: 12 Credit Hours

CROL 531 - Foundations in Justice Administration

Credit(s): 3 hours
This course is an overview of all the knowledge and skills of an administrator in the justice system. These skills include the ability to budget an organization with monetary limitation, the aptitude to know what needs the public has at a given time, and the resources to form professional integration and evaluation plans for new policy. This course will also be an overview of professional administrative ethics and morals, and an analysis of effective managerial processes as it pertains to civil liability.

CROL 537 - Leadership Fundamentals

Credit(s): 3 hours
This course explores conceptual and theoretical leadership fundamentals in a criminal

justice setting so that the students may apply these learned leadership skills and principles to where they may work or administrate. The course material will best show how to apply lessons learned from leaders past and present in the current work place. The students will be educated on the use of various management models as they relate to criminal justice.

CROL 631 - Law Enforcement Administration

Credit(s): 3 hours
This course examines the best way to enforce the law, policing administration, internal affairs as it relates specifically to policing institutions, and managing special units. Students will also learn about the trends in community policing, restorative justice programs and crime prevention, and contemporary issues in policing structure as it relates to administrative purposes.

CROL 632 - Critical Issues in Law Enforcement

Credit(s): 3 hours
This course discusses all aspects of policing. From the history and different theories of policing, to restorative policing, to community policing, a holistic view of police life and obligation will be shown to the student. Contemporary police problem- solving theories and theory application will be covered.

Notes:

Note 1: Credit for courses taken to satisfy the requirements of the Criminal Justice Management Certificate cannot be earned through application of transfer credit or similar methods.

Note 2: Students who successfully complete the Criminal Justice Management Certificate (minimum cumulative GPA of 3.0) will be eligible for admission to the Master of Science in Justice Administration program upon completing a Master's application and submitting all required documentation.

School of Education

Program Mission/Vision

The School of Education will provide strong initial and advanced academic programs to teacher candidates and other school personnel that instill in them a commitment to a strong work ethic and prepare them for lives committed to excellence, professional integrity, and leadership that will impact candidate learning. By being Reflective Constructors of Quality Learning Experiences through Critical Thinking, graduates will possess the knowledge, skills, dispositions and spiritual values that will serve the needs of a diverse learning community.

Program Goals

The School of Education will prepare teacher candidates and other school personnel to be Reflective Constructors of Quality Learning Experiences through Critical Thinking and subsequently provide them with academic and practical experiences. Graduates will possess well-developed philosophies that will reflect conceptual, strategic, evaluative, and communicative knowledge as well as an understanding of technology that will help them meet the needs of diverse populations.

Purpose and Plan of the Graduate Program

The Board of Trustees of Cumberland College, on January 8, 1981, voted to approve the establishment of a Graduate Program in Teacher Education. The original charter of the college, as approved by the Kentucky Legislature on April 6, 1888, gave the College the authority to confer the degrees of Master of Arts in Education - Elementary, Middle Grades, Secondary Education and Special Education. Rank I offerings were approved in 1986, with the Master of Arts in Teaching degree approved in 2005 with the Ed.S. added in 2008.

University of the Cumberlands presents a plan of studies for those candidates who are interested in a career in teaching. The Master of Arts in Education is designed for candidates who currently hold teaching certificates and who wish to further their education by earning a Master's degree. The Master of Arts in Teaching degree is an alternate route to teacher certification and offers graduate programs for initial certification for those who currently do not hold a valid license in the desired content area.

Graduate courses are offered during the regular fall and spring terms and in the summer. A well-trained faculty dedicated to quality teaching and individual candidate attention is available. Rank II and Rank I programs, which meet Kentucky Certification standards for professional advancement, are available as well as the traditional degree of Master of Arts in Education. The previous Master of Arts in Elementary, Middle Grades, and Secondary was replaced with the new Teacher Leader Program for the Master of Arts in Education in 2011. Any master's degree program option also provides a foundation for doctoral study in a related field for those candidates who wish to continue studies beyond the master's level. Other certification programs offered are Instructional Leadership: Principalship, Literacy Specialist, Special Education Certification, School Superintendent, Director of Pupil Personnel, Director of Special Education, Supervisor of Instruction, Rank 1 Special Education - LBD, ESL Endorsement, School Safety Endorsement, School Counseling Standard Certification, and Master of the Arts in Teaching degree.

Program Goals

The overall goal at the School of Education supports the University's goal to provide learning experiences that enable graduates to become leaders in moral deliberation, to use their reflective-critical thinking and problemsolving skills to become productive members of a democratic society. With this in mind, the Education Department has adopted the motto, "Reflective Constructors of Quality Learning Experiences through Critical Thinking," as the foundation of its mission and vision.

1. Graduate programs leading to the completion of certification or degree will provide an extensive awareness of current issues and trends within its field of study.
2. Graduate programs leading to the completion of certification or degree will provide academic and practical experiences to develop the knowledge, skills and dispositions within its field of study.
3. Graduate Programs will train qualified, ethical teachers and administrators in competencies leading to certification-licensure in approved programs that serve the technological and diverse demands of public and private schools.
4. Graduate programs instill leadership qualities within graduate candidates that may effectuate meaningful educational change.

Admission to the School of Education

University of the Cumberlands has established qualitative and quantitative requirements for the admission of candidates whose education preparation evidences the potential for a high-level performance. All admissions materials must be received in the Graduate Admissions Office.

Application Process for Master of Arts in Teaching (MAT)

- MAT degree admission requires a grade point average of at least 2.75 on a 4.0 scale.
- Submit three letters of recommendation (one from past or present professors and/or professional associates and one from an employer) on the Disposition Survey form.
- Completed Background Check.
- MAED, Rank I and administrative certification, or degree admission requires a grade point average of at least 3.00 on a 4.0 scale.
- Submit one copy of the Provisional/Valid Teaching Certificate OR Statement of Eligibility
- All applicants must be certified teachers and have an adequate number of years' experience if applicable. *(See program requirements for more information)*
- Submit one copy of the appropriate standardized test score sheet per the candidate's program.

- Submit three letters of recommendation (one from past or present professors and/or professional associates and one from an employer) on the Disposition Survey form.
- Documentation of Teaching Experience (3 years for all programs other than School Counseling) and/or Administrative Experience (2 years) depending upon the program.
- Admission Status:

Conditional Admittance:

- Candidates who do not have all the paperwork in the Graduate Admissions Office by the third week of the term will be provisionally admitted to the University. Failure to complete the required paperwork by the fourth week will result in a candidate being dropped from all coursework. The candidate may not continue in the program until all paperwork is received.
- Individuals who are admitted into the University without meeting all admissions requirements may take up to 12 hours of coursework but are not officially a part of the Graduate Education Program.

Full Admittance to the University:

Candidates who meet all the above requirements and who have successfully completed the application process may be fully admitted to the university with admission to the Graduate Education Program pending Graduate Education Committee approval.

Full Admittance into Teacher Education Program (Certification):

All documents must be on file in the Graduate Admissions Office prior to the beginning of the term. Failure to complete the above requirements will result in a candidate being dropped from all coursework. After notification of acceptance, the candidate will enroll in coursework. An advisor will be assigned by the Graduate Student Success office. All graduate candidates who are beginning a new program must reapply for subsequent programs. A candidate who has just finished a Master's degree, for example, must reapply before beginning a Rank I program.

Statement of Support/Memorandum of Understanding

For programs within the School of Education (SOE) that require clinical experiences, the department must formalize a statement of support or memorandum of understanding (MOU) between the partnering district and the School of Education. This document will delineate the professional responsibilities between the collaborating entities to enhance support for the candidate during clinical experiences. A database of existing MOUs is maintained within the SOE; please check with staff at the end of your first semester of enrollment on the status of your particular site.

Dispositions

A candidate's dispositions are refined throughout the graduate experience. There is a continuous assessment of a candidate's progress toward increased characteristics reflecting a candidate's attitudes and behaviors that will enable development into a more successful teacher. This assessment is accomplished through a systematic and supportive process. There are three specific disposition collection points throughout the program: (1) letters of recommendation at entrance; (2) dispositions surveys from professors at midpoint.

During the candidate's tenure at University of the Cumberlands, his/her professors will discuss the progress of the particular candidate during faculty meetings or conferences with the Chair of Graduate Education. If concerns arise, an Individual Action Plan will be completed by the concerned faculty/instructor. The forms are given to the Chair of Graduate Education. At the discretion of the Chair, the Educator Preparation Advisory Committee will be convened for the purpose of resolving the disposition concern(s). The candidate can meet with the Committee for the purpose of clarification of issues, providing an opportunity to hear the candidate, to share any concerns and to provide assistance. The Graduate Education Committee may make the following recommendations concerning the graduate: (1) Referral to the Academic Vice President, or (2) A conference with faculty for the purpose of resolving the disposition concern.

Exit Criteria

Program Post-Test

Candidates in all School of Education programs will complete a post-test similar to the pre-test taken at the beginning of each program. The post-test is designed to evaluate the candidate's growth of knowledge and skills within the program.

The purposes of the post-test are (a) to fulfill the requirement of the Graduate School to provide the knowledge and skills required for the candidate's certificate program, and (b) to evaluate the ability of graduate candidates to synthesize the materials presented in educational coursework to be able to be recommended for the associate certificate program. The post-test is given in the capstone course of each program. During all coursework and exit requirements, graduate candidates are expected to demonstrate professional competencies.

Capstone Project/Portfolio

The ePortfolio/Professional Portfolio is both a formative and summative evaluation representing the culmination of the Master of Arts in Teaching (MAT) and all advanced programs. The Portfolio consists of the development and submission of a Portfolio through I-Learn. The items (artifacts) in the portfolio demonstrate that the candidate can meaningfully analyze, synthesize, evaluate and apply the knowledge gained from

graduate courses taken to real life education experiences while demonstrating proficiency in data literacy, use of research, collaboration, use of technology, and ethical leadership. The Portfolio will document how candidates meet the appropriate Standards. The Capstone Project is a formative and summative evaluation representing the culmination of the Education Specialist (Ed.S.) programs. The Capstone Project consists of the completion of a project through the development of specific pieces through the coursework, culminating in a holistic project. The Capstone Project demonstrates that the Ed.S. candidate can meaningfully analyze, synthesize, evaluate and apply the knowledge gained from graduate courses taken to real life education experiences.

Rank Change and Teacher Certification

Certification of all candidates completing an education program at University of the Cumberlands is vested by the Education Professional Standards Board (EPSB) and is contingent upon satisfactory completion of requirements (which vary somewhat from state to state). Specific requirements are available from each State Education Department.

When a candidate finishes a program leading to initial certification, a teaching endorsement, or a rank change, it is the student's responsibility to file certification paperwork with the EPSB. Applications from other states must be obtained by the candidate from the appropriate State Department.

Candidates who are employed on an emergency basis contingent upon enrollment must submit the appropriate documentation verifying employment in order to apply for a temporary certificate from the EPSB. Candidates must complete a CATP application for a new Temporary Provisional Certificate each year of their three-year alternative program. See also Degree Time Limit section.

Graduate Advanced Education Programs

Continuous Assessment for all Administrative Programs.

Admission to University

1. Holds Rank II
2. Cumulative GPA of 3.0 or higher
3. Three letters of recommendation supporting favorable disposition
4. Valid teaching license
5. Qualifies for KY teaching certificate.
6. Three years of verified teaching experience

Admission to EPP

1. Cumulative GPA of 3.0 on a 4.0 scale
2. Kentucky Professional Code of Ethics signed.

3. UC Character and Fitness
4. UC Contract of Understanding
5. Completion of pre-test during first course in program.

Admission to Practicum

1. GPA 3.0 or higher
2. Registration for Practicum Requested
3. Two Favorable Disposition Assessment

Exit Requirements

1. All coursework completed.
2. At least Twenty-one (21) hours completed at University of the Cumberlands
3. Cumulative GPA of 3.0 or higher
4. Completion of required Field/Clinical Experience
5. Two more Favorable Disposition Assessments (4 total)
6. Professional Portfolio Completed
7. Application for graduation submitted if completing a degree program.
8. Post-test completed.
9. Six (6) year time limit not exceeded.

Required for Certification

1. CA-1 Submitted
2. Passing Score on EPSB Required Exam

Masters Degree

Art, Integrated Music, Health, PE (P - 12), MAT

Requirements: 33 Credit Hours

(P-12) - Art, Integrated Music, Physical Education, Health

Professional Education - 30 Credit Hours

EDOL 520 - Clinical I

Credit(s): 3 hours
This is the introductory course in the Masters of Art program and provides a basic introduction to the Clinical Experiences within the program. This course is designed to give candidates an overview of current trend in teaching, on all levels - elementary, middle, and high - and within the various roles within education. This is a sixteen-week course taught through an asynchronous format with the Professor. This course requires 55 field hours for Track A candidates and 10 field hours for Track B candidates.

EDOL 523 - Introduction to Educational Technology

Credit(s): 3 hours
This class is a survey of the field of educational technology. It surveys the pedagogical applications of widely used media, materials and technology that form part of the knowledge and skills that modern teachers should possess to instruct candidates in the classroom. Reviewing websites, selecting software, surfing the internet, construction of classroom web pages and using other Internet protocols and software to supplement classroom instruction are all possess that modern teachers should be familiar with and be able to handle well to enhance their teaching skills.
Prerequisite(s): Department Permission to register for this course

EDOL 540 - The P-12 School

Credit(s): 3 hours
This course provides candidates with a conceptual framework and a practical guide for teaching a variety of levels and a variety of subjects. The course seeks to explore and analyze contrasting strategies for the instruction and assessment of P-12 school candidates. Emphasis is placed on planning for instruction, the selection and implementation of appropriate teaching models, instructional materials, instructional delivery, and evaluation techniques, and on reducing the achievement gap between sub-populations.

EDOL 541 - Clinical II

Credit(s): 3 hours
This course provides a forum for observation, participation and implementation of coursework learning within the P- 12 classroom prior to the traditional Practicum/Student Teaching semester. This course is designed to give candidates an understanding of current trends in teaching, on all levels - elementary, middle, and high - and within the various roles within education. This course requires 55 field hours for Track A candidates and 10 field hours for Track B candidates.

EDOL 621 - Educational Psychology

Credit(s): 3 hours
Introduction to current issues in educational psychology. Topics include, but are not limited to: child and adolescent development, learning, motivation, information processing and evaluation. Includes study of the exceptional child and understanding of multicultural education.

EDOL 639 - Seminar

Credit(s): 3 hours
A seminar approach to the methods of teaching, providing students with an opportunity to explore in-depth particular problems associated with methodology; individual

demonstration, oral reports, and group discussion pertinent to areas of specialization. An emphasis of study of the Reflective Model and the Kentucky Internship Program is included.

SPOL 530 - Characteristics, Identification, and Instruction of Students with Disabilities

Credit(s): 3 hours
This is a course of directed study designed to explore each federal disability category. Teacher candidates will be exposed to the federal laws and regulations regarding special education as well as the identification process. Additionally teacher candidates will be able to describe current practices including Response to Intervention and research-based, specially designed instruction. This course is a pre-requisite for all other courses in the Special Education program.
Prerequisite(s): None

SPOL 635 - Classroom Behavior Management for Special Student Populations

Credit(s): 3 hours
This course is designed to prepare teachers to collect and analyze data on various behaviors resulting in a functional behavior assessment and a behavior intervention plan. Other topics include Social Skills instruction and reinforcers.
Prerequisite(s): None

REOL 533 - Teaching Reading in the Content Areas

Credit(s): 3 hours
This course will look at the processes, principles and practices that support literacy development in the content area classroom. Candidates will learn effective strategies for integrating reading/writing instruction in the content areas for diverse populations. Clinical experience hours required.
Prerequisite(s): None

EDOL 699 - Clinical III, Practicum in Education

Credit(s): 3 hours
This practicum course is designed for those candidates completing the MAT degree and currently working in a public or private elementary, middle or secondary school. The college professor will direct the practicum and provide in-class time for study, analysis, and reflection. This course has a $75 fee.
Prerequisite(s): Passing appropriate PRAXIS scores; GPA 3.0. Requires advisor permission to register

OR

EDOL 698 - Practicum/Student Teaching: Clinical III

Credit(s): 3 hours
Actual classroom teaching under supervision of cooperating schools in elementary, middle or secondary area. The college professor will direct the student teaching and provide in-class time for study, analysis, and reflection. This course has a $200 fee.
Prerequisite(s): Pass appropriate PRAXIS scores, GPA 3.0. Requires advisor permission to register

Area of Specialization: 3 Credit Hours

Requirement: Candidates must have 30 undergraduate hours OR a major within their area of specialization.

ART 531 - Methods and Materials for Teaching Art

Credit(s): 3 hours
This course focuses on the basic techniques and methods for planning, teaching and assessing art P-12. National, state, and visual arts guidelines of a comprehensive art education program will be reviewed. The course emphasizes various hands-on activities for use of tools, materials, and methods for creating a variety of P-12 art studio projects.
Five Field Experience Hours Required.

OR

HEOL 530 - Methods and Materials for Teaching Health

Credit(s): 3 hours
This course is designed to provide candidates with the necessary skills to plan and implement a variety of health promotion lessons and methods in elementary, middle and secondary school classrooms. Emphasis will be on facilitating prepared units/lessons to respective target.
Five Field/Clinical Experience Hours required.

OR

MUOL 533 - Methods and Materials for Teaching Music

Credit(s): 3 hours
This course is focused primarily on the preparation of classroom teachers to effectively use and teach music concepts and skills to elementary, middle and secondary candidates, regardless of their prior musical background. Pre-service teachers will learn to design and deliver lessons in music that include singing, movement classroom instrument performance, simply music note reading, and listening to enhanced conceptual learning for candidates. Candidates will examine such issues as music curricula, goals and objectives of the music program and the different aspects involved in teaching music.
Five Field/Clinical Experience Hours required

OR

PEOL 530 - Methods and Materials for Teaching Physical Education

Credit(s): 3 hours
The purpose of this course is to prepare candidates to plan, organize and conduct a physical education program for candidates in grades P-12. Candidates will be provided background knowledge about physical education content, skill themes and movement concepts. Candidates will acquire knowledge and skills in various individual and team sports including life sports.
Five Field/Clinical Experience Hours required.

Notes:

[1] Course requires Field/Clinical Experience Hours
[2]Passing scores on PRAXIS content must be received by UC before enrollment in the course.

Business & Marketing, (5 - 12) MAT

Requirements: 36 Credit Hours

(5-12 Certification)

Professional Education - 33 Credit Hours

EDOL 520 - Clinical I

Credit(s): 3 hours
This is the introductory course in the Masters of Art program and provides a basic introduction to the Clinical Experiences within the program. This course is designed to give candidates an overview of current trend in teaching, on all levels - elementary, middle, and high - and within the various roles within education. This is a sixteen-week course taught through an asynchronous format with the Professor. This course requires 55 field hours for Track A candidates and 10 field hours for Track B candidates.

EDOL 523 - Introduction to Educational Technology

Credit(s): 3 hours
This class is a survey of the field of educational technology. It surveys the pedagogical applications of widely used media, materials and technology that form part of the knowledge and skills that modern teachers should possess to instruct candidates in the classroom. Reviewing websites, selecting software, surfing the internet, construction of classroom web pages and using other Internet protocols and software to supplement classroom instruction are all possess that modern teachers should be familiar with and be

able to handle well to enhance their teaching skills.
Prerequisite(s): Department Permission to register for this course

EDOL 541 - Clinical II

Credit(s): 3 hours
This course provides a forum for observation, participation and implementation of coursework learning within the P- 12 classroom prior to the traditional Practicum/Student Teaching semester. This course is designed to give candidates an understanding of current trends in teaching, on all levels - elementary, middle, and high - and within the various roles within education. This course requires 55 field hours for Track A candidates and 10 field hours for Track B candidates.

EDOL 537 - The Middle School

Credit(s): 3 hours
Provides candidates with a conceptual framework and a practical guide for teaching in the middle school. The objectives of this course are to understand the differences between middle school and junior high; to explore the history of the Middle School Movement; to become familiar with defining characteristics of middle schools; and to study the behaviors and learning of middle school candidates.
Five Field/Clinical Experience Hours required.

EDOL 538 - The Modern Secondary School

Credit(s): 3 hours
This course provides candidates with a conceptual framework and a practical guide for teaching a variety of courses at the secondary school level. The course features a study of current methods and materials for approved subject areas in secondary school. Emphasis is placed on planning for instruction, the selection and implementation of appropriate teaching models, instructional materials, instructional delivery, and evaluation techniques.
Five Field/Clinical Experience Hours required.

EDOL 621 - Educational Psychology

Credit(s): 3 hours
Introduction to current issues in educational psychology. Topics include, but are not limited to: child and adolescent development, learning, motivation, information processing and evaluation. Includes study of the exceptional child and understanding of multicultural education.

EDOL 639 - Seminar

Credit(s): 3 hours
A seminar approach to the methods of teaching, providing students with an opportunity to

explore in-depth particular problems associated with methodology; individual demonstration, oral reports, and group discussion pertinent to areas of specialization. An emphasis of study of the Reflective Model and the Kentucky Internship Program is included.

SPOL 530 - Characteristics, Identification, and Instruction of Students with Disabilities

Credit(s): 3 hours
This is a course of directed study designed to explore each federal disability category. Teacher candidates will be exposed to the federal laws and regulations regarding special education as well as the identification process. Additionally teacher candidates will be able to describe current practices including Response to Intervention and research-based, specially designed instruction. This course is a pre-requisite for all other courses in the Special Education program.
Prerequisite(s): None

SPOL 635 - Classroom Behavior Management for Special Student Populations

Credit(s): 3 hours
This course is designed to prepare teachers to collect and analyze data on various behaviors resulting in a functional behavior assessment and a behavior intervention plan. Other topics include Social Skills instruction and reinforcers.
Prerequisite(s): None

REOL 533 - Teaching Reading in the Content Areas

Credit(s): 3 hours
This course will look at the processes, principles and practices that support literacy development in the content area classroom. Candidates will learn effective strategies for integrating reading/writing instruction in the content areas for diverse populations. Clinical experience hours required.
Prerequisite(s): None

EDOL 699 - Clinical III, Practicum in Education

Credit(s): 3 hours
This practicum course is designed for those candidates completing the MAT degree and currently working in a public or private elementary, middle or secondary school. The college professor will direct the practicum and provide in-class time for study, analysis, and reflection. This course has a $75 fee.
Prerequisite(s): Passing appropriate PRAXIS scores; GPA 3.0. Requires advisor permission to register

OR

EDOL 698 - Practicum/Student Teaching: Clinical III

Credit(s): 3 hours
Actual classroom teaching under supervision of cooperating schools in elementary, middle or secondary area. The college professor will direct the student teaching and provide in-class time for study, analysis, and reflection. This course has a $200 fee.
Prerequisite(s): Pass appropriate PRAXIS scores, GPA 3.0. Requires advisor permission to register

Area of Specialization: 3 Credit Hours

Requirement: Candidates must have 30 undergraduate hours OR a major within their area of specialization.

BUOL 531 - Methods and Materials for the Teaching of Business

Credit(s): 3 hours
This class is designed to prepare candidates to become instructors of business education. Methods and assignments employed in the class are designed to develop techniques of classroom management, motivation, planning, and evaluation of instructional experiences.
Five Field/Clinical Experience Hours required.

Notes:

[1] Course requires Field/Clinical Experience Hours
[2]Passing scores on PRAXIS content must be received by UC before enrollment in the course.

Elementary, MAT

Course Requirements: 42 Credit Hours

EDOL 520 - Clinical I

Credit(s): 3 hours
This is the introductory course in the Masters of Art program and provides a basic introduction to the Clinical Experiences within the program. This course is designed to give candidates an overview of current trend in teaching, on all levels - elementary, middle, and high - and within the various roles within education. This is a sixteen-week course taught through an asynchronous format with the Professor. This course requires 55 field hours for Track A candidates and 10 field hours for Track B candidates.

EDOL 523 - Introduction to Educational Technology

Credit(s): 3 hours
This class is a survey of the field of educational technology. It surveys the pedagogical applications of widely used media, materials and technology that form part of the

knowledge and skills that modern teachers should possess to instruct candidates in the classroom. Reviewing websites, selecting software, surfing the internet, construction of classroom web pages and using other Internet protocols and software to supplement classroom instruction are all possess that modern teachers should be familiar with and be able to handle well to enhance their teaching skills.
Prerequisite(s): Department Permission to register for this course

EDOL 539 - Modern Elementary School

Credit(s): 3 hours
This course seeks to explore and analyze contrasting strategies for the instruction and assessment of elementary school candidates as well as to examine the infusion of technology and software applications into candidate instruction and assessment. Candidates will research and compare and contrast curriculum standards for Kentucky and other states. New and innovative practices for effective and appropriate classroom, school-wide, and district policies will also be examined. Attention will focus on reducing the achievement gap between sub-populations. Required for all elementary majors.
Five Field/Clinical Experience Hours required.
Prerequisite(s): None

EDOL 541 - Clinical II

Credit(s): 3 hours
This course provides a forum for observation, participation and implementation of coursework learning within the P- 12 classroom prior to the traditional Practicum/Student Teaching semester. This course is designed to give candidates an understanding of current trends in teaching, on all levels - elementary, middle, and high - and within the various roles within education. This course requires 55 field hours for Track A candidates and 10 field hours for Track B candidates.

EDOL 621 - Educational Psychology

Credit(s): 3 hours
Introduction to current issues in educational psychology. Topics include, but are not limited to: child and adolescent development, learning, motivation, information processing and evaluation. Includes study of the exceptional child and understanding of multicultural education.

EDOL 639 - Seminar

Credit(s): 3 hours
A seminar approach to the methods of teaching, providing students with an opportunity to explore in-depth particular problems associated with methodology; individual demonstration, oral reports, and group discussion pertinent to areas of specialization. An emphasis of study of the Reflective Model and the Kentucky Internship Program is included.

SPOL 530 - Characteristics, Identification, and Instruction of Students with Disabilities

Credit(s): 3 hours
This is a course of directed study designed to explore each federal disability category. Teacher candidates will be exposed to the federal laws and regulations regarding special education as well as the identification process. Additionally teacher candidates will be able to describe current practices including Response to Intervention and research-based, specially designed instruction. This course is a pre-requisite for all other courses in the Special Education program.
Prerequisite(s): None

SPOL 635 - Classroom Behavior Management for Special Student Populations

Credit(s): 3 hours
This course is designed to prepare teachers to collect and analyze data on various behaviors resulting in a functional behavior assessment and a behavior intervention plan. Other topics include Social Skills instruction and reinforcers.
Prerequisite(s): None

REOL 531 - Reading and Writing Foundations

Credit(s): 3 hours
This course is designed as an introductory course in reading. Basic skills in readiness, word recognition, comprehension, study skills, and rate will be emphasized. Different approaches to the teaching of reading (basal, LEA, linguistics, and integrated literature content area reading). This course is a required prerequisite to ALL READING COURSES.

REOL 534 - Methods and Materials for Teaching Language Arts K-5

Credit(s): 3 hours
This course is the study of methods and materials suitable for teaching reading and writing at various public/private school K-5 grade levels. The intent is to introduce teachers to the burgeoning theories of teaching the various elements of the elementary school reading and writing curriculum. Candidates will study research in the field of reading and writing instruction, develop a variety of daily and unit plans that incorporate new techniques and theories, practice writing evaluation, and be introduced to other aspects which enter into the elementary teacher's classroom situation.
Clinical experience hours required.
Prerequisite(s): None

HIOL 530 - Methods and Materials for Teaching Social Studies

Credit(s): 3 hours
An analysis of content area, methodology, and instructional techniques; application of methods to the skill and content area of social studies.

Five Field/Clinical Experience Hours required.
Prerequisite(s): None

MAOL 532 - Methods and Material for Teaching Math

Credit(s): 3 hours
The study of the methods and materials suitable for teaching Mathematics at various public/private school grade levels. The intent is to introduce teachers to the ever-increasing theories of teaching the elements of mathematics in the curriculum. Candidates will take an active approach to teaching mathematics to learners. All candidates will study current relevant research in the field of mathematics instruction, develop a variety of daily and unit plans that incorporate new and current techniques and theories, practice evaluation techniques and to be introduced to other aspects which is appropriate for a mathematics instructors classroom.
Five Field/Clinical Experience Hours required.

SCOL 530 - Methods & Materials for Teaching Science at the Elementary Level

Credit(s): 3 hours
Designed as a survey of selected basic principles from earth/space science and the physical and biological sciences, this course provides a body of content essential for the teaching of science in the elementary school.
Five Field/Clinical Experience Hours Required.

EDOL 699 - Clinical III, Practicum in Education

Credit(s): 3 hours
This practicum course is designed for those candidates completing the MAT degree and currently working in a public or private elementary, middle or secondary school. The college professor will direct the practicum and provide in-class time for study, analysis, and reflection. This course has a $75 fee.
Prerequisite(s): Passing appropriate PRAXIS scores; GPA 3.0. Requires advisor permission to register

OR

EDOL 698 - Practicum/Student Teaching: Clinical III

Credit(s): 3 hours
Actual classroom teaching under supervision of cooperating schools in elementary, middle or secondary area. The college professor will direct the student teaching and provide in-class time for study, analysis, and reflection. This course has a $200 fee.
Prerequisite(s): Pass appropriate PRAXIS scores, GPA 3.0. Requires advisor permission to register

Notes:

[1] Course requires Field/Clinical Experience Hours
*Pre-requisite to all READ courses
[2]Passing scores on PRAXIS content must be received by UC before enrollment in the course.

Interdisciplinary Early Childhood Education, MAT

Requirements: 42 Credit Hours

MAT Core: 24 Credit Hours

EDOL 520 - Clinical I

Credit(s): 3 hours
This is the introductory course in the Masters of Art program and provides a basic introduction to the Clinical Experiences within the program. This course is designed to give candidates an overview of current trend in teaching, on all levels - elementary, middle, and high - and within the various roles within education. This is a sixteen-week course taught through an asynchronous format with the Professor. This course requires 55 field hours for Track A candidates and 10 field hours for Track B candidates.

EDOL 523 - Introduction to Educational Technology

Credit(s): 3 hours
This class is a survey of the field of educational technology. It surveys the pedagogical applications of widely used media, materials and technology that form part of the knowledge and skills that modern teachers should possess to instruct candidates in the classroom. Reviewing websites, selecting software, surfing the internet, construction of classroom web pages and using other Internet protocols and software to supplement classroom instruction are all possess that modern teachers should be familiar with and be able to handle well to enhance their teaching skills.
Prerequisite(s): Department Permission to register for this course

EDOL 621 - Educational Psychology

Credit(s): 3 hours
Introduction to current issues in educational psychology. Topics include, but are not limited to: child and adolescent development, learning, motivation, information processing and evaluation. Includes study of the exceptional child and understanding of multicultural education.

REOL 531 - Reading and Writing Foundations

Credit(s): 3 hours
This course is designed as an introductory course in reading. Basic skills in readiness, word recognition, comprehension, study skills, and rate will be emphasized. Different

approaches to the teaching of reading (basal, LEA, linguistics, and integrated literature content area reading). This course is a required prerequisite to ALL READING COURSES.

EDOL 547 - Diversity in a Multicultural Society

Credit(s): 3 hours
This course is designed for classroom teachers and other school personnel to explore the role that culture plays and has played in our lives, classrooms, city and country. The impact of race, class, gender, sexual orientation, and other aspects of social group identities on teaching and learning as they relate to contexts both in and out of schools will be examined. Candidates will analyze the nature and manifestations of culture, the concepts of cultural contact, and the history of cultural diversity in the United States and particular in the classroom. Dynamics of prejudice and biases are studied, and emphasis is placed on delineating curriculum and practices that honor, motivate, and empower all candidates. Examination of personal biases and identification of areas of deficient knowledge is encouraged.
Prerequisite(s): None

EDOL 639 - Seminar

Credit(s): 3 hours
A seminar approach to the methods of teaching, providing students with an opportunity to explore in-depth particular problems associated with methodology; individual demonstration, oral reports, and group discussion pertinent to areas of specialization. An emphasis of study of the Reflective Model and the Kentucky Internship Program is included.

EDOL 541 - Clinical II

Credit(s): 3 hours
This course provides a forum for observation, participation and implementation of coursework learning within the P- 12 classroom prior to the traditional Practicum/Student Teaching semester. This course is designed to give candidates an understanding of current trends in teaching, on all levels - elementary, middle, and high - and within the various roles within education. This course requires 55 field hours for Track A candidates and 10 field hours for Track B candidates.

EDOL 698 - Practicum/Student Teaching: Clinical III

Credit(s): 3 hours
Actual classroom teaching under supervision of cooperating schools in elementary, middle or secondary area. The college professor will direct the student teaching and provide in-class time for study, analysis, and reflection. This course has a $200 fee.
Prerequisite(s): Pass appropriate PRAXIS scores, GPA 3.0. Requires advisor permission to register

OR

EDOL 699 - Clinical III, Practicum in Education

Credit(s): 3 hours
This practicum course is designed for those candidates completing the MAT degree and currently working in a public or private elementary, middle or secondary school. The college professor will direct the practicum and provide in-class time for study, analysis, and reflection. This course has a $75 fee.
Prerequisite(s): Passing appropriate PRAXIS scores; GPA 3.0. Requires advisor permission to register

IECE Emphasis: 18 Credit Hours

IECE 530 - Methods & Materials for Teaching Kindergarten

Credit(s): 3 hours
The course is designed to provide the student with a basis for creating meaningful learning experiences in the kindergarten classroom. Topics include methods and materials, addressing the needs of all learners, and comparison of curricula.
Field Experience hours required.
Prerequisite(s): N/A

IECE 533 - Introduction to Early Childhood Special Education

Credit(s): 3 hours
This course is an overview of young learners with exceptionalities. Emphasis is on characteristics, analysis, understanding, identification, and prioritization of educational practices, learning environments, instruction strategies and accommodations for young learners with special needs.
Field Experience hours required.

IECE 634 - Early Childhood Curriculum & Methods

Credit(s): 3 hours
This course is a blend of theory and application to help candidates understand why and how to design and implement developmentally appropriate curriculum and practice, helping children achieve national and state standards through a play-based curriculum. Emphasis is on goals, environment, materials and the collaboration of teachers and parents.
Field experience hours required.

IECE 536 - Screening & Assessment in Early Childhood

Credit(s): 3 hours
This course focuses on providing the educator with the knowledge and skills to facilitate,

implement, or review for proper use the required screenings and assessments of health, physical development, and ongoing learning status of infants, toddlers, preschool, and kindergarten children, including those with disabilities and to communicate results to students, parents, and partners.
Field Experience hours required.

IECE 537 - Health & Safety Issues in Early Childhood

Credit(s): 3 hours
This course is designed to provide the candidate with a comprehensive understanding of the nutrition, health, and safety needs of children from birth through school age. Candidates learn when, where, and how to make healthcare referrals for young children. Candidates develop a working knowledge of all applicable health regulations for young children. Candidates are required to become trained in CPR.
Field Experience hours required.
Prerequisite(s): N/A

IECE 635 - Classroom Management in Early Childhood Settings

Credit(s): 3 hours
This course is designed to assist teachers in developing the practical application of effective management techniques based upon current research of best practices in classroom management and encompasses all of the teacher's interactions with students, classroom environment (rules & procedures), instructional strategies, and development of engaging work. Also, the distinction will be made between a "well managed" class and a class of engaged learners. Other topics include Social Skills instruction and reinforcers.
Field Experience hours required.

Notes:

[1] Course requires Field/Clinical Experience Hours

Continuous Assessment For all MAT programs

Entrance to University Requirements General:

1. Application to University
2. Bachelor's Degree from accredited IHE
3. Cumulative GPA 2.75 (or 3.0 in last 30 hours)

Specialized to Program:

1. Three References/Dispositional Surveys
2. Signed copy of Kentucky Code of Ethics
3. Character and Fitness

Entrance to Unit Requirements (Pillar IV)

1. Cumulative GPA 2.75
2. Content GPA of 3.0 or higher
3. Professional GPA of 3.0 or higher
4. Signed Ky. Code of Ethics
5. Character and Fitness
6. State/Local Background Check:

Midpoint Requirements (Pillar V):

1. Successful completion of PRAXIS II Content
2. Cum. GPA 3.00
3. Content GPA 3.00
4. Professional GPA 3.00
5. Two (2) Favorable Dispositions
6. Completion of Clinical I and II
7. Signed Ky. Code of Ethics
8. Character and Fitness
9. FBI Background Check
10. Successful completion of Pillar V ePortfolio
11. Successful completion of Field & Clinical Hours (Track A)
12. Successful completion of Observation/Mentoring Hours (Track B)

Exit Requirements (Pillar VI):

1. Twenty-one (21) Hours Completed at UC
2. Cum. GPA 3.00
3. Content GPA 3.00
4. Professional GPA 3.00
5. Two (2) Favorable Dispositions
6. Completion of Clinical III
7. Signed Ky. Code of Ethics
8. Character and Fitness
9. Successful completion of Pillar VI ePortfolio
10. Successful completion of Field & Clinical Hours (Track A)
11. Successful completion of Observation/Mentoring Hours (Track B)
12. Graduation Application Completed
13. Six (6) Year Time Limit Not Exceeded
14. CA-1 or CA-TP Completed

Literacy Specialist, M.A.Ed.

Requirements: 30 Credit Hours

Educational Foundations Core - 9 Credit Hours

EDOL 547 - Diversity in a Multicultural Society

Credit(s): 3 hours
This course is designed for classroom teachers and other school personnel to explore the role that culture plays and has played in our lives, classrooms, city and country. The impact of race, class, gender, sexual orientation, and other aspects of social group identities on teaching and learning as they relate to contexts both in and out of schools will be examined. Candidates will analyze the nature and manifestations of culture, the concepts of cultural contact, and the history of cultural diversity in the United States and particular in the classroom. Dynamics of prejudice and biases are studied, and emphasis is placed on delineating curriculum and practices that honor, motivate, and empower all candidates. Examination of personal biases and identification of areas of deficient knowledge is encouraged.
Prerequisite(s): None

EDOL 630 - Research Methods in Education

Credit(s): 3 hours
Introduction to research in education; the purpose of research and ethical considerations; identification of appropriate research methods and interpretation of findings. Standards for written reviews of literature.

EDOL 634 - Curriculum Management and Assessment

Credit(s): 3 hours
This course is designed to prepare the master teacher and practicing school administrator for developing, evaluating and managing curricula. It will also examine the national, state, district and school roles in curricular matters including data analysis based on schools' continuous improvement plan. Further, this course will address the importance of the school portfolio as an effective way to exhibit a school's goals, achievements, and vision for improvement.
Prerequisite(s): None

Area of Specialization - 15 Credit Hours

ENOL 531 - Writing Instruction for the Content Areas

Credit(s): 3 hours
This course teaches strategies for including writing activities and project based learning into all content areas. The intent is to show teachers in fields other than English that writing can become an integral academic component in their fields in grades K-12. Students will study research in the field of writing across the curriculum and develop a variety of daily and unit plans that incorporate writing experiences.
Clinical experience hours required.
Prerequisite(s): REOL 530

REOL 530 - Reading and Writing Foundations

Credit(s): 3 hours
This course is designed as an introductory course in reading. Basic skills in readiness, word recognition, comprehension, study skills, and rate will be emphasized. Different approaches to the teaching of reading (basal, LEA, linguistics, and integrated literature content area reading). This course is a required prerequisite to ALL READING COURSES. Requires GSS permission to register.

REOL 632 - Strategies for Reading Programs

Credit(s): 3 hours
The study of incorporating literacy standards in English/Language Arts classrooms as well as content areas. Emphasis is on non-traditional, high interest materials used in innovative procedures as well as techniques and materials appropriate for the correction of reading disabilities.
Prerequisite(s): None

REOL 630 - Diagnosis of Reading and Writing Problems

Credit(s): 3 hours
This course is the study of current research in the implementation of standardized and informal diagnostic procedures for the appraisal of reading and writing problems. Candidates will conduct a case study focusing on struggling readers and writers across diverse populations.
Clinical experience hours required.
Prerequisite(s): REOL 531. This course is a prerequisite to REOL 632

REOL 533 - Teaching Reading in the Content Areas

Credit(s): 3 hours
This course will look at the processes, principles and practices that support literacy development in the content area classroom. Candidates will learn effective strategies for integrating reading/writing instruction in the content areas for diverse populations.
Clinical experience hours required.
Prerequisite(s): None

Professional Courses - 6 Credit Hours

REOL 633 - Literacy Leadership

Credit(s): 3 hours
This is the final core course in the Reading and Writing Program. It is an intensive and comprehensive investigation of problems related to reading and writing as well as a review and practice of current teaching methods and innovative approaches to develop a comprehensive building-level literacy plan. A Diversity/Multicultural Reflection is also a

part of the coursework.
Prerequisite(s): None

EDOL 647 - Teacher Leader in Professional Learning Communities

Credit(s): 3 hours
This course places teachers in a position to understand the critical role they play in creating a climate of continuous, systemic improvement in schools through the establishment of professional learning communities and the development of Teacher Leader. Candidates will gain understanding of how the relationships among the development of learning communities, Teacher Leader, school effectiveness, college readiness standards, and sitebased accountability can positively improve schools.
Prerequisite(s): EDOL 630,EDOL 634,EDOL 547,REOL 530,REOL 632,REOL 630,REOL 533,REOL 633,ENOL 531 OR EDOL 630,EDOL 643,EDOL 563,EDOL 542,EDOL 634,REOL 533,ADOL 655,ADOL 631,ADOL 653. Requires advisor permission to register

Middle School, MAT

Requirements: 33-36 Credit Hours

Professional Education: 33-36 Credit Hours

EDOL 520 - Clinical I

Credit(s): 3 hours
This is the introductory course in the Masters of Art program and provides a basic introduction to the Clinical Experiences within the program. This course is designed to give candidates an overview of current trend in teaching, on all levels - elementary, middle, and high - and within the various roles within education. This is a sixteen-week course taught through an asynchronous format with the Professor. This course requires 55 field hours for Track A candidates and 10 field hours for Track B candidates.

EDOL 523 - Introduction to Educational Technology

Credit(s): 3 hours
This class is a survey of the field of educational technology. It surveys the pedagogical applications of widely used media, materials and technology that form part of the knowledge and skills that modern teachers should possess to instruct candidates in the classroom. Reviewing websites, selecting software, surfing the internet, construction of classroom web pages and using other Internet protocols and software to supplement classroom instruction are all possess that modern teachers should be familiar with and be able to handle well to enhance their teaching skills.
Prerequisite(s): Department Permission to register for this course

EDOL 537 - The Middle School

Credit(s): 3 hours
Provides candidates with a conceptual framework and a practical guide for teaching in the middle school. The objectives of this course are to understand the differences between middle school and junior high; to explore the history of the Middle School Movement; to become familiar with defining characteristics of middle schools; and to study the behaviors and learning of middle school candidates.
Five Field/Clinical Experience Hours required.

EDOL 621 - Educational Psychology

Credit(s): 3 hours
Introduction to current issues in educational psychology. Topics include, but are not limited to: child and adolescent development, learning, motivation, information processing and evaluation. Includes study of the exceptional child and understanding of multicultural education.

EDOL 541 - Clinical II

Credit(s): 3 hours
This course provides a forum for observation, participation and implementation of coursework learning within the P- 12 classroom prior to the traditional Practicum/Student Teaching semester. This course is designed to give candidates an understanding of current trends in teaching, on all levels - elementary, middle, and high - and within the various roles within education. This course requires 55 field hours for Track A candidates and 10 field hours for Track B candidates.

EDOL 639 - Seminar

Credit(s): 3 hours
A seminar approach to the methods of teaching, providing students with an opportunity to explore in-depth particular problems associated with methodology; individual demonstration, oral reports, and group discussion pertinent to areas of specialization. An emphasis of study of the Reflective Model and the Kentucky Internship Program is included.

REOL 531 - Reading and Writing Foundations

Credit(s): 3 hours
This course is designed as an introductory course in reading. Basic skills in readiness, word recognition, comprehension, study skills, and rate will be emphasized. Different approaches to the teaching of reading (basal, LEA, linguistics, and integrated literature content area reading). This course is a required prerequisite to ALL READING COURSES.

OR

REOL 533 - Teaching Reading in the Content Areas

Credit(s): 3 hours
This course will look at the processes, principles and practices that support literacy development in the content area classroom. Candidates will learn effective strategies for integrating reading/writing instruction in the content areas for diverse populations. Clinical experience hours required.
Prerequisite(s): None

SPOL 530 - Characteristics, Identification, and Instruction of Students with Disabilities

Credit(s): 3 hours
This is a course of directed study designed to explore each federal disability category. Teacher candidates will be exposed to the federal laws and regulations regarding special education as well as the identification process. Additionally teacher candidates will be able to describe current practices including Response to Intervention and research-based, specially designed instruction. This course is a pre-requisite for all other courses in the Special Education program.
Prerequisite(s): None

SPOL 635 - Classroom Behavior Management for Special Student Populations

Credit(s): 3 hours
This course is designed to prepare teachers to collect and analyze data on various behaviors resulting in a functional behavior assessment and a behavior intervention plan. Other topics include Social Skills instruction and reinforcers.
Prerequisite(s): None

EDOL 699 - Clinical III, Practicum in Education

Credit(s): 3 hours
This practicum course is designed for those candidates completing the MAT degree and currently working in a public or private elementary, middle or secondary school. The college professor will direct the practicum and provide in-class time for study, analysis, and reflection. This course has a $75 fee.
Prerequisite(s): Passing appropriate PRAXIS scores; GPA 3.0. Requires advisor permission to register

OR

EDOL 698 - Practicum/Student Teaching: Clinical III

Credit(s): 3 hours
Actual classroom teaching under supervision of cooperating schools in elementary, middle or secondary area. The college professor will direct the student teaching and provide in-class time for study, analysis, and reflection. This course has a $200 fee.

Prerequisite(s): Pass appropriate PRAXIS scores, GPA 3.0. Requires advisor permission to register

Area Of Specialization: 3 hours for each area

(Candidates may choose to specialize in one OR two content areas.) Candidates must have a major or 30 hours in a single content area within that specialization for one specialty area or 24-27 hours in each of two specialty areas.

Additional graduate or undergraduate hours may be required of the candidate.

The decision regarding the requirement of additional coursework will be made by the Chair of Graduate Education during the admissions process.

ENOL 532 - Methods and Materials for Teaching English, Language Arts, 6-12

Credit(s): 3 hours
This course is the study of methods and materials suitable for teaching English at grades 6-12 in public/private schools. The intent is to introduce teachers to the burgeoning theories of teaching the various elements of the English Language Arts curriculum. Students will study research in the field of English instruction, develop a variety of daily and unit plans that incorporate new techniques and theories, practice writing evaluation, and be introduced to other aspects which enter into the English teacher's classroom situation.
Field Experience Hours Required.
Prerequisite(s): None

OR

MAOL 532 - Methods and Material for Teaching Math

Credit(s): 3 hours
The study of the methods and materials suitable for teaching Mathematics at various public/private school grade levels. The intent is to introduce teachers to the ever-increasing theories of teaching the elements of mathematics in the curriculum. Candidates will take an active approach to teaching mathematics to learners. All candidates will study current relevant research in the field of mathematics instruction, develop a variety of daily and unit plans that incorporate new and current techniques and theories, practice evaluation techniques and to be introduced to other aspects which is appropriate for a mathematics instructors classroom.
Five Field/Clinical Experience Hours required.

OR

HIOL 530 - Methods and Materials for Teaching Social Studies

Credit(s): 3 hours
An analysis of content area, methodology, and instructional techniques; application of methods to the skill and content area of social studies.
Five Field/Clinical Experience Hours required.
Prerequisite(s): None

OR

SCOL 530 - Methods & Materials for Teaching Science at the Elementary Level

Credit(s): 3 hours
Designed as a survey of selected basic principles from earth/space science and the physical and biological sciences, this course provides a body of content essential for the teaching of science in the elementary school.
Five Field/Clinical Experience Hours Required.

Notes:

[1] Course requires Field/Clinical Experience Hours
[2]Passing scores on PRAXIS content must be received by UC before enrollment in the course.

Option 6 Program, MAT, MAED, Ed.S.

Option 6 is Kentucky's university-based alternative certification route. Teacher or administrative candidates who are fully admitted into one of the programs below are eligible for hire via Option 6. Upon receiving an offer for hire in a qualifying position, Option 6 candidates may earn a temporary/provisional license for employment while concurrently completing coursework in one of the programs below. The following programs provide eligibility for Option 6 upon full admission:

- Art (P-12), MAT
- Integrated Music (P-12), MAT
- Physical Education (P-12), MAT
- Health (P-12), MAT
- Business and Marketing (P-12), MAT
- Interdisciplinary Early Childhood Education (IECE), MAT
- Elementary (P-5), MAT
- Middle School (5-9), MAT
- Secondary (8-12), MAT
- Special Education: Moderate and Severe Disabilities (P-12), MAT
- Special Education: Learning and Behavior Disorders (P-12), MAT
- School Principal, MAED
- School Principal, Ed.S.

The Option 6 program is for individuals enrolled concurrently with employment as a teacher (in the MAT program) or as an administrator (in the MAED or Ed.S. programs). Candidates in the Option 6 programs follow Track B for Continuous Assessment, while candidates in the Traditional programs follow Track A for Continuous Assessment. Students must have passing scores on all state-required exams before a recommendation can be made for professional licensure.

Principal (P-12), M.A.Ed.,

Administration Certification: Level I-30 Credit Hours

Certification Level I

All courses require field/clinical experience hours to pass the course.

ADOL 636 - School Law I

Credit(s): 3 hours
A course that is designed to provide basic legal information to the educational professional. Candidates in this course examine court decisions at both the federal and state level. Topics examined in this class include teacher dismissal and non-renewal, the rights of candidates and teachers, religious expressions in the school, etc.
Prerequisite(s): None

ADM 650 - Introduction to School Leadership

Credit(s): 3 hours
This course provides aspiring school leaders with an introduction to the roles and responsibilities of school leaders and practical application at the district, school, and community levels. The leadership and management function and duties of the principal are examined. This class is designed to introduce the theories, concepts, and skills needed for school leaders to be highly effective including curriculum and instruction, assessment of instructional programs, human resource management, school climate and culture, organization structures and operations, and school and community relations. Requires permission from GSS to register.

ADM 661 - The School Principal's Role in Improving School Climate and Culture

Credit(s): 3 hours
This course is intended to provide the principal candidate with an understanding of the educational relevance of involving the greater community (parents, neighborhoods, businesses, etc.) to enhance and support student achievement; organizational relationships between schools within and outside schools; power, multicultural awareness; major opinion leaders; vision and mission articulation; and interpersonal skills. The content of the course emphasizes the following concepts: the importance of diversity in developing and implementing curriculum; strategies to reinforce norms of

behavior and to promote effective change; elements of and impact of school culture; the use of data to influence school culture; the value of active partners/stakeholders; individual and collective accountability; modeling professional ethics; and equity and diversity. Module1: Organizing and Managing Shared Work within a Professional Learning Community. Module2: Developing and Reflecting on Professional Learning Communities. Module e: Assessing and Sustaining Professional Learning Communities.
Pre-/Co-requisite(s): None

ADM 662 - School and Community Relations

Credit(s): 3 hours
This course is designed to help develop candidates understand the knowledge, dispositions, and performance ability to promote success of all students by exercising visionary, cultural, ethical and political leadership. The focus of this course is on facilitating the development, articulation, implementation, and stewardship of a school vision. The purpose of this course is to provide strategic approaches to interact with the political and social forces in order to shape educational decisions. During the course, candidates will analyze the impact of school decisions on school and community relations.
Pre-/Co-requisite(s): None

ADM 670 - Resource Allocation: Strategic Management and School Budgeting

Credit(s): 3 hours
This course analyzes the principles, practices, policies, revenues, and expenditures of strategic management and planning, school budgeting, and school resource allocation at the building level.
Pre-/Co-requisite(s): None

ADM 671 - The Principal's Role in Curriculum Leadership

Credit(s): 3 hours
This course examines the principles and practices essential to developing and administering curricular programs, including knowledge and understanding about measurability, scope and sequence, taxonomy, program designs, and the fit between a planned program and a taught or implemented one. Module 1: Analyzing Curriculum Documents; Module 2: Analyzing Student Work- Instruction and Learning Interventions; Module 3: Providing Excellence in Curriculum for All.
Pre-/Co-requisite(s): None

ADM 672 - Assessing the Instructional Program & Monitoring Student Performance

Credit(s): 3 hours
This culminating course in the principal preparation program is designed to aid the principal candidate in predicting, understanding, and controlling the fundamental principles of learning and assessment as they apply to the role of the principal. Relevant

readings, analysis of sample assessment processes, and use of protocols will provide principals an understanding of those assessment strategies needed to evaluate the instructional program, support teacher effectiveness, and monitor students' performance, thus improve student learning. This course includes: Course Introduction: From the Classroom to the Nation's Capital: Aligning and Assessing the Impact of the CIA (Curriculum, Instruction, and Assessment). Module 1: Using Unit of Study/ Lesson Plan Monitoring to Improve Student Achievement; Module 2: Legal Aspects and Budgetary Issues Associated with Assessing the Instructional Program and Monitoring Student Performance; Module 3: Signature Assessment: Capstone Conferencing.
Pre-/Co-requisite(s): None

ADM 675 - The School Principal's Role in Creating Organizational Structures & Operations

Credit(s): 3 hours
This course integrates the predominate approaches to leadership, management theory, and operations management concepts to structure competitive organizations, shape organizational behavior, enhance organizational effectiveness, and foster an organizational culture that adapts and capitalizes on change. Analyzes the interaction of individual, group, and organizational dynamics that influence human behavior in an organization and determines appropriate management approaches to foster a productive work environment. Module 1; Module 2; Module 3.
Pre-/Co-requisite(s): None

ADM 676 - Human Resource Leadership

Credit(s): 3 hours
This course is a study of the role of the school leader in the dimensions of the personnel function: planning, recruitment, selection, placement, development, and supervision of school faculty and staff. In addition, a focus of this course includes legal and ethical aspects of federal, state, and local personnel policies and procedures. Module 1: Obtaining Positive and Proactive Personnel; Module 2: Obtaining Proper Paperwork; Module 3: Applying the Principles of a Positive, Proactive Culture and Climate; Module 4: Legal Considerations Regarding Employment and Dismissal.
Pre-/Co-requisite(s): None

ADM 679 - Research and Development: Capstone Project

Credit(s): 3 hours
This course provides field experiences and opportunities for candidates pursuing Level 1 Principal Certification to complete the Capstone Project. The University Advisor and University Mentor will work with the aspiring candidate on the development of this research project in preparation for the committee presentation.
Prerequisite(s): ADM 650, ADM 661, ADM 662, ADM 670, ADM 671, ADM 672, ADM 675,ADM 676, ADOL 636

School Counseling, M.A.Ed.

Requirements: 45 Credit Hours

EDOL 630 - Research Methods in Education

Credit(s): 3 hours
Introduction to research in education; the purpose of research and ethical considerations; identification of appropriate research methods and interpretation of findings. Standards for written reviews of literature.

EDOL 631 - Advanced Human Development, Learning Behavior

Credit(s): 3 hours
Study of the lifespan from conception to young adulthood is studied with emphasis upon biological, intellectual, and psychosocial development. Also included are units on exceptional pupils and understanding of multicultural education. Required for all Master's Degree programs.
Prerequisite(s): None

SPOL 530 - Characteristics, Identification, and Instruction of Students with Disabilities

Credit(s): 3 hours
This is a course of directed study designed to explore each federal disability category. Teacher candidates will be exposed to the federal laws and regulations regarding special education as well as the identification process. Additionally teacher candidates will be able to describe current practices including Response to Intervention and research-based, specially designed instruction. This course is a pre-requisite for all other courses in the Special Education program.
Prerequisite(s): None

COOL 530 - Introduction to School Counseling

Credit(s): 3 hours
This course is the introductory course in the school counseling program and provides a basic introduction to school counseling at the K-12 level. This course is designed to give candidates an overview of current trends in school counseling, on both a local and national level. Topics to be covered include: Historical basis for school counseling, assessing school guidance needs, and planning, implementing, and evaluating a guidance program based on the National School model. This course is a prerequisite for ALL other counseling courses.
Five Field/Clinical Experience Hours required. Requires GSS permission to register.

COOL 531 - Social and Cultural Foundations of Counseling

Credit(s): 3 hours
This course provides an understanding and application of the social and cultural foundations associated with school counseling. This course is also designed to emphasize various cultural factors, poverty, ethnicity, ageism and disabilities and how those factors impact and affect cognition, emotion, behavior and social interactions in both the school and community. Ethical issues related to multicultural aspects of counseling will be addressed as well.
Prerequisite(s): None

COOL 536 - Psychological Assessments

Credit(s): 3 hours
The course is intended to provide a survey of key areas of relevance in psychological assessment across a variety of settings. As an introduction to psychological assessment, the course focuses on the fundamental goals and principles of psychological assessment in both applied and theoretical contexts. Ability, interest, personality, vocational, marital and clinical tests will be examined.
Prerequisite(s): None

COOL 538 - Counseling Individuals with Diverse Needs

Credit(s): 3 hours
This course is designed to help prepare school counselors to provide the collaborative services for individuals with diverse needs in elementary, secondary and post-secondary educational settings. The course includes topics including IDEA, Section 504, learning disabilities, identification of candidates suspected of having a disability, transition planning, working with parents and collaboration with related service specialists.
Five Field/Clinical Experience Hours required.
Prerequisite(s): None

COOL 539 - Career Development

Credit(s): 3 hours
The purpose of this course is to introduce candidates wishing to become school counselors to various career development theories, career counseling procedures and techniques, career assessment tools, career development program planning, and sources of occupational information. Emphasis is placed on empirically-based theories, theoretically based counseling interventions, and current issues in the world of work and vocational counseling.
Five Field/Clinical Experience Hours required.
Prerequisite(s): None

COOL 540 - Counseling Theories & Techniques I

Credit(s): 3 hours
This course is an introduction to the theories and techniques supporting counseling.

Theories of personality and the causes and severity of abnormal behavior will serve as frameworks for therapeutic intervention strategies. Particular emphasis will be placed on applying theory to professional practice in each of the three disciplines, as well as exploring the diverse responsibilities the counselor must demonstrate in each of these roles.
Prerequisite(s): None

COOL 630 - Introduction to Addiction Counseling

Credit(s): 3 hours
Candidates in this course explore the fundamental concepts and issues necessary to gain an understanding of drug/alcohol counseling. Participants will be able to define chemical dependency and describe the various models of addiction. Criteria for Substance Abuse Disorders will be examined and applied to illustrative case studies. Participants will also be able to identify and discuss the unique clinical issues involved in treating the rising population. These include: denial and defenses, stages of recovery, relapse and relapse prevention counseling, shame and guilt, co-occurring disorders, effects on the family, intervention, and 12-Step groups. Modalities of treatment and treatment practices will also be discussed. The participants will gain an understanding of the knowledge, skills, and abilities required to be an effective counselor. The participants will be introduced to a code of ethics for the professional and will be able to discuss its importance.
Five Field/Clinical Experience Hours required.
Prerequisite(s): None

COOL 631 - Legal and Ethical Issues in Counseling

Credit(s): 3 hours
This course provides an overview of the school counseling profession with an emphasis on the application of ethical and legal processes to current school issues. The course explores the basics of ethics, values, and morals against the backdrop of school counseling. Ethical and legal issues are analyzed including: informed consent, confidentiality and privileged communications, records, technology and, professionalism and malpractice, resolving legal and ethical issues, codes of ethics and standards of practice.
Prerequisite(s): None

COOL 632 - Advanced Clinical Assessment

Credit(s): 3 hours
This course is designed to introduce advanced candidates to the concepts and applications of personality assessment with a specific focus on objective assessment methods. This course is intended to provide a thorough understanding of theory and concepts relevant to objective personality assessment, as well as to build skills needed to administer, score, and interpret well-known personality inventories.
Prerequisite(s): None

COOL 634 - Group Counseling

Credit(s): 3 hours
Candidates investigate group dynamics processes related to counseling theory and participate in group counseling demonstrations. Group counseling will be clearly differentiated from group guidance. Potential uses of group counseling in schools and methods of organizing group counseling sessions are addressed. Candidates are expected to arrange a visit to a school or agency to observe an actual group at the level for which they are seeking certification or the age groups with which they will be involved.
Five Field/Clinical Experience Hours required.
Prerequisite(s): None

COOL 636 - Counseling Aspects of Grief and Loss

Credit(s): 3 hours
This course will address the relevant knowledge and skill base needed to provide the school counselor to work effectively with individuals and families coping with a range of experiences life transitions, divorce, physical health changes, foster placement, as well as death and bereavement experiences. Candidates will explore the dynamics of attachment and loss, life cycle reactions and needs of the dying and bereaved. The grief process and factors to consider in work with grieving children, adolescents and adults will be introduced. The assessment of complicated grief reactions and social work roles and tasks in facilitating the grief process will also be presented.
Prerequisite(s): None

COOL 637 - Counseling Practicum

Credit(s): 3 hours
The practicum is a class that allows candidates to promote their development as a skilled practitioner capable of applying the knowledge base in counseling in an ethical, reflective, and culturally responsive manner. This course is intended to provide candidates with faculty supervision of direct counseling experience at placement sites and supplements the on- site and on-line supervision experience.
Prerequisite(s): COOL 531,COOL 536, COOL 538, COOL 539, COOL 540, COOL 630, COOL 631, COOL 632, COOL 633, COOL 634, COOL 635, COOL 636. Requires advisor permission to register

OR

COOL 638 - Counseling Internship

Credit(s): 3 hours
The internship is the culminating field experience of the Masters of Arts in Education School Counseling program. The internship is designed to provide the advanced candidate with an on-site placement in a public or private school setting that will create the necessary bridge between training and professionalism. Candidates are expected to

function per the expectations of other full-time employees and counseling staff at the internship site.
Prerequisite(s): COOL 530 - Introduction to School Counseling

Notes:

[1]Prerequisite to all COOL courses

Secondary, MAT

Requirements: 33 Credit Hours

Professional Education: 30 Credit Hours

EDOL 520 - Clinical I

Credit(s): 3 hours
This is the introductory course in the Masters of Art program and provides a basic introduction to the Clinical Experiences within the program. This course is designed to give candidates an overview of current trend in teaching, on all levels - elementary, middle, and high - and within the various roles within education. This is a sixteen-week course taught through an asynchronous format with the Professor. This course requires 55 field hours for Track A candidates and 10 field hours for Track B candidates.

EDOL 523 - Introduction to Educational Technology

Credit(s): 3 hours
This class is a survey of the field of educational technology. It surveys the pedagogical applications of widely used media, materials and technology that form part of the knowledge and skills that modern teachers should possess to instruct candidates in the classroom. Reviewing websites, selecting software, surfing the internet, construction of classroom web pages and using other Internet protocols and software to supplement classroom instruction are all possess that modern teachers should be familiar with and be able to handle well to enhance their teaching skills.
Prerequisite(s): Department Permission to register for this course

EDOL 538 - The Modern Secondary School

Credit(s): 3 hours
This course provides candidates with a conceptual framework and a practical guide for teaching a variety of courses at the secondary school level. The course features a study of current methods and materials for approved subject areas in secondary school. Emphasis is placed on planning for instruction, the selection and implementation of appropriate teaching models, instructional materials, instructional delivery, and evaluation techniques.
Five Field/Clinical Experience Hours required.

EDOL 541 - Clinical II

Credit(s): 3 hours
This course provides a forum for observation, participation and implementation of coursework learning within the P- 12 classroom prior to the traditional Practicum/Student Teaching semester. This course is designed to give candidates an understanding of current trends in teaching, on all levels - elementary, middle, and high - and within the various roles within education. This course requires 55 field hours for Track A candidates and 10 field hours for Track B candidates.

EDOL 621 - Educational Psychology

Credit(s): 3 hours
Introduction to current issues in educational psychology. Topics include, but are not limited to: child and adolescent development, learning, motivation, information processing and evaluation. Includes study of the exceptional child and understanding of multicultural education.

EDOL 639 - Seminar

Credit(s): 3 hours
A seminar approach to the methods of teaching, providing students with an opportunity to explore in-depth particular problems associated with methodology; individual demonstration, oral reports, and group discussion pertinent to areas of specialization. An emphasis of study of the Reflective Model and the Kentucky Internship Program is included.

REOL 531 - Reading and Writing Foundations

Credit(s): 3 hours
This course is designed as an introductory course in reading. Basic skills in readiness, word recognition, comprehension, study skills, and rate will be emphasized. Different approaches to the teaching of reading (basal, LEA, linguistics, and integrated literature content area reading). This course is a required prerequisite to ALL READING COURSES.

OR

REOL 533 - Teaching Reading in the Content Areas

Credit(s): 3 hours
This course will look at the processes, principles and practices that support literacy development in the content area classroom. Candidates will learn effective strategies for integrating reading/writing instruction in the content areas for diverse populations. Clinical experience hours required.
Prerequisite(s): None

SPOL 530 - Characteristics, Identification, and Instruction of Students with Disabilities

Credit(s): 3 hours
This is a course of directed study designed to explore each federal disability category. Teacher candidates will be exposed to the federal laws and regulations regarding special education as well as the identification process. Additionally teacher candidates will be able to describe current practices including Response to Intervention and research-based, specially designed instruction. This course is a pre-requisite for all other courses in the Special Education program.
Prerequisite(s): None

SPOL 635 - Classroom Behavior Management for Special Student Populations

Credit(s): 3 hours
This course is designed to prepare teachers to collect and analyze data on various behaviors resulting in a functional behavior assessment and a behavior intervention plan. Other topics include Social Skills instruction and reinforcers.
Prerequisite(s): None

EDOL 699 - Clinical III, Practicum in Education

Credit(s): 3 hours
This practicum course is designed for those candidates completing the MAT degree and currently working in a public or private elementary, middle or secondary school. The college professor will direct the practicum and provide in-class time for study, analysis, and reflection. This course has a $75 fee.
Prerequisite(s): Passing appropriate PRAXIS scores; GPA 3.0. Requires advisor permission to register

OR

EDOL 698 - Practicum/Student Teaching: Clinical III

Credit(s): 3 hours
Actual classroom teaching under supervision of cooperating schools in elementary, middle or secondary area. The college professor will direct the student teaching and provide in-class time for study, analysis, and reflection. This course has a $200 fee.
Prerequisite(s): Pass appropriate PRAXIS scores, GPA 3.0. Requires advisor permission to register

Area of Specialization: 3 Credit Hours

Requirement: Candidates must have 30 undergraduate hours OR a major within their area of specialization. Also, additional graduate or undergraduate hours in Chemistry, Biology, Physics or Earth Science may be required of the candidate. The decision

regarding the requirement of additional coursework will be made by the Graduate Admissions Office during the admissions process.

SCOL 531 - Methods & Materials for Teaching Science at the Middle and Secondary Levels

Credit(s): 3 hours
Designed as a survey of selected fundamental principles from the physical and biological sciences, this course will be education specific and provide effective strategies for teaching science at the middle and secondary levels.

OR

ENOL 532 - Methods and Materials for Teaching English, Language Arts, 6-12

Credit(s): 3 hours
This course is the study of methods and materials suitable for teaching English at grades 6-12 in public/private schools. The intent is to introduce teachers to the burgeoning theories of teaching the various elements of the English Language Arts curriculum. Students will study research in the field of English instruction, develop a variety of daily and unit plans that incorporate new techniques and theories, practice writing evaluation, and be introduced to other aspects which enter into the English teacher's classroom situation.
Field Experience Hours Required.
Prerequisite(s): None

OR

MAOL 532 - Methods and Material for Teaching Math

Credit(s): 3 hours
The study of the methods and materials suitable for teaching Mathematics at various public/private school grade levels. The intent is to introduce teachers to the ever-increasing theories of teaching the elements of mathematics in the curriculum. Candidates will take an active approach to teaching mathematics to learners. All candidates will study current relevant research in the field of mathematics instruction, develop a variety of daily and unit plans that incorporate new and current techniques and theories, practice evaluation techniques and to be introduced to other aspects which is appropriate for a mathematics instructors classroom.
Five Field/Clinical Experience Hours required.

OR

HIOL 530 - Methods and Materials for Teaching Social Studies

Credit(s): 3 hours
An analysis of content area, methodology, and instructional techniques; application of methods to the skill and content area of social studies.
Five Field/Clinical Experience Hours required.
Prerequisite(s): None

Notes:

[1] Course requires Field/Clinical Experience Hours
[2]Passing scores on PRAXIS content must be received by UC before enrollment in the course.

Special Education: Learning and Behavior Disorders (P-12), M.A.Ed.

Course Requirements: 30 Credit Hours

All courses require field/clinical experience hours to pass the course.

EDOL 544 - Creating the Effective Inclusive Classroom

Credit(s): 3 hours
This course focuses on enhancing teachers' abilities to engage a diverse body of candidates, including those often described as reluctant learners, marginalized, or at risk of failure within our school system. Teachers will develop their capacity to increase candidate motivation through an examination of various theories linked to practical applications. For example, using principles of critical pedagogy, teachers will link curriculum to issues candidates face in their daily lives. Strategies learned will include those aimed at helping candidates build self-determination as they take responsibility for and think critically about their learning. Teachers will hone their pedagogy to enhance teacher-candidate relationships, maximize learning opportunities through cooperative and collaborative learning, differentiate instruction, and create an environment where all candidates can be successful.
Five Field/Clinical Experience Hours required.

MAOL 531 - Teaching Math to Learners with Disabilities

Credit(s): 3 hours
The overall context in which these teaching approaches are considered are the national curricular reforms in mathematics. This course focuses on pedagogy and its relationship to subject matter, curriculum, and pedagogical knowledge. The roles of learners within the context of the school are also considered. Specific attention is provided in this course to the teaching that responds to the reform recommendations identified by the NCTM and higher standards in mathematics in education.

REOL 531 - Reading and Writing Foundations

Credit(s): 3 hours
This course is designed as an introductory course in reading. Basic skills in readiness, word recognition, comprehension, study skills, and rate will be emphasized. Different approaches to the teaching of reading (basal, LEA, linguistics, and integrated literature content area reading). This course is a required prerequisite to ALL READING COURSES.

SPOL 530 - Characteristics, Identification, and Instruction of Students with Disabilities

Credit(s): 3 hours
This is a course of directed study designed to explore each federal disability category. Teacher candidates will be exposed to the federal laws and regulations regarding special education as well as the identification process. Additionally teacher candidates will be able to describe current practices including Response to Intervention and research-based, specially designed instruction. This course is a pre-requisite for all other courses in the Special Education program.
Prerequisite(s): None

SPOL 533 - Collaborative Curriculum and Transition Planning

Credit(s): 3 hours
Review of all levels of transition (P-12) for students with disabilities. Exploration of resources and strategies to implement transition planning at all levels with a focus on collaboration among school personnel and other professionals in the areas of curriculum and transition.

SPOL 631 - Special Education Assessment and Evaluation

Credit(s): 3 hours
Principles of evaluation regarding academic, social and personal characteristics of individuals with disabilities. Students will use assessment and evaluation as a basis of program design and management. (5 clinical hours associated with this course).
Prerequisite(s): SPOL 530 - Characteristics, Identification, and Instruction of Students with Disabilities

SPOL 632 - Consultation and Collaboration for Curriculum Design

Credit(s): 3 hours
This course is designed to assist teachers in collaborating and consulting with colleagues regarding specially designed instruction for individuals with disabilities. Knowledge and skills include designing, adapting, and evaluating materials, methods, and resources for individuals with a variety of characteristics. Teaching the core curriculum is included. Various models of instruction including strategic teaching are explored. Communications skills and barriers to professional relationships are discussed. Assistive technology, adaptive devices and equipment are discussed.
Prerequisite(s): None

SPOL 634 - Working with Parents of Candidates with Disabilities

Credit(s): 3 hours
This course is designed to prepare teachers to interact appropriately with parents of candidates with disabilities. The course includes the development of competencies in conducting parent conferences, interviews, home-family assessments, and parent training programs.
Prerequisite(s): EDOL 544, SPOL 530,SPOL 533,SPOL 631,SPOL 632,SPOL 635,SPOL 637,REOL 531,MAOL 531

SPOL 635 - Classroom Behavior Management for Special Student Populations

Credit(s): 3 hours
This course is designed to prepare teachers to collect and analyze data on various behaviors resulting in a functional behavior assessment and a behavior intervention plan. Other topics include Social Skills instruction and reinforcers.
Prerequisite(s): None

SPOL 637 - Methods and Materials of Instructional Interventions for Students with Learning and Behavior Disabilities

Credit(s): 3 hours
This method course content focuses on classroom-based assessment and delivery of specially designed, researchbased instruction including strategies for RTI, co-teaching and collaboration, and content areas.
Field experience hours required.
Prerequisite(s): None

Continuous Assessment

Entrance to the University

1. Bachelor's Degree from accredited IHE
2. Cumulative GPA of 3.0 or higher
3. Three letters of recommendation supporting favorable dispositions
4. Valid Teaching License

Entrance to the Unit

1. Cumulative GPA of 3.0 on a 4.0 scale
2. Kentucky Professional Code of Ethics signed by candidate.
3. UC Character and Fitness signed by candidate.
4. UC Contract of Understanding
5. Completion of Program Pre-Test within first course

Midpoint Requirements (Pillar V):

1. GPA 3.0 or higher
2. Two Favorable Disposition Assessments
3. Kentucky Professional Code of Ethics signed by candidate.
4. UC Character and Fitness signed by candidate.

Exit Requirements (Pillar VI):

1. Fifteen (15) hours of 600 level courses completed.
2. At least Eighteen (18) hours completed at University of the Cumberlands
3. Cumulative graduate GPA of 3.0 or higher
4. Two more favorable disposition assessments (4 total)
5. Professional Portfolio Completed
6. Field and Clinical Hours Completed
7. Post-test completed.

Required for Certification

1. CA-1 Submitted
2. Passing Score on EPSB Required Exam

Special Education: Learning and Behavior Disorders (P-12), MAT

Course Requirements: 42 Credit Hours

EDOL 520 - Clinical I

Credit(s): 3 hours
This is the introductory course in the Masters of Art program and provides a basic introduction to the Clinical Experiences within the program. This course is designed to give candidates an overview of current trend in teaching, on all levels - elementary, middle, and high - and within the various roles within education. This is a sixteen-week course taught through an asynchronous format with the Professor. This course requires 55 field hours for Track A candidates and 10 field hours for Track B candidates.

EDOL 523 - Introduction to Educational Technology

Credit(s): 3 hours
This class is a survey of the field of educational technology. It surveys the pedagogical applications of widely used media, materials and technology that form part of the knowledge and skills that modern teachers should possess to instruct candidates in the classroom. Reviewing websites, selecting software, surfing the internet, construction of classroom web pages and using other Internet protocols and software to supplement classroom instruction are all possess that modern teachers should be familiar with and be able to handle well to enhance their teaching skills.
Prerequisite(s): Department Permission to register for this course

EDOL 541 - Clinical II

Credit(s): 3 hours
This course provides a forum for observation, participation and implementation of coursework learning within the P- 12 classroom prior to the traditional Practicum/Student Teaching semester. This course is designed to give candidates an understanding of current trends in teaching, on all levels - elementary, middle, and high - and within the various roles within education. This course requires 55 field hours for Track A candidates and 10 field hours for Track B candidates.

EDOL 547 - Diversity in a Multicultural Society

Credit(s): 3 hours
This course is designed for classroom teachers and other school personnel to explore the role that culture plays and has played in our lives, classrooms, city and country. The impact of race, class, gender, sexual orientation, and other aspects of social group identities on teaching and learning as they relate to contexts both in and out of schools will be examined. Candidates will analyze the nature and manifestations of culture, the concepts of cultural contact, and the history of cultural diversity in the United States and particular in the classroom. Dynamics of prejudice and biases are studied, and emphasis is placed on delineating curriculum and practices that honor, motivate, and empower all candidates. Examination of personal biases and identification of areas of deficient knowledge is encouraged.
Prerequisite(s): None

EDOL 621 - Educational Psychology

Credit(s): 3 hours
Introduction to current issues in educational psychology. Topics include, but are not limited to: child and adolescent development, learning, motivation, information processing and evaluation. Includes study of the exceptional child and understanding of multicultural education.

MAOL 531 - Teaching Math to Learners with Disabilities

Credit(s): 3 hours
The overall context in which these teaching approaches are considered are the national curricular reforms in mathematics. This course focuses on pedagogy and its relationship to subject matter, curriculum, and pedagogical knowledge. The roles of learners within the context of the school are also considered. Specific attention is provided in this course to the teaching that responds to the reform recommendations identified by the NCTM and higher standards in mathematics in education.

REOL 531 - Reading and Writing Foundations

Credit(s): 3 hours
This course is designed as an introductory course in reading. Basic skills in readiness, word recognition, comprehension, study skills, and rate will be emphasized. Different approaches to the teaching of reading (basal, LEA, linguistics, and integrated literature content area reading). This course is a required prerequisite to ALL READING COURSES.

SPOL 530 - Characteristics, Identification, and Instruction of Students with Disabilities

Credit(s): 3 hours
This is a course of directed study designed to explore each federal disability category. Teacher candidates will be exposed to the federal laws and regulations regarding special education as well as the identification process. Additionally teacher candidates will be able to describe current practices including Response to Intervention and research-based, specially designed instruction. This course is a pre-requisite for all other courses in the Special Education program.
Prerequisite(s): None

SPOL 533 - Collaborative Curriculum and Transition Planning

Credit(s): 3 hours
Review of all levels of transition (P-12) for students with disabilities. Exploration of resources and strategies to implement transition planning at all levels with a focus on collaboration among school personnel and other professionals in the areas of curriculum and transition.

SPOL 631 - Special Education Assessment and Evaluation

Credit(s): 3 hours
Principles of evaluation regarding academic, social and personal characteristics of individuals with disabilities. Students will use assessment and evaluation as a basis of program design and management. (5 clinical hours associated with this course).
Prerequisite(s): SPOL 530 - Characteristics, Identification, and Instruction of Students with Disabilities

SPOL 635 - Classroom Behavior Management for Special Student Populations

Credit(s): 3 hours
This course is designed to prepare teachers to collect and analyze data on various behaviors resulting in a functional behavior assessment and a behavior intervention plan. Other topics include Social Skills instruction and reinforcers.
Prerequisite(s): None

SPOL 637 - Methods and Materials of Instructional Interventions for Students with Learning and Behavior Disabilities

Credit(s): 3 hours
This method course content focuses on classroom-based assessment and delivery of specially designed, researchbased instruction including strategies for RTI, co-teaching and collaboration, and content areas.
Field experience hours required.
Prerequisite(s): None

SPOL 638 - Legal Aspects Rules and Regulations of Special Education

Credit(s): 3 hours
Analysis of legislation, litigation, and administrative rulings related to special education. The course will emphasize on the development of legally sound policies and procedures to ensure a free and appropriate education for students with disabilities.
Prerequisite(s): None

AND

EDOL 699 - Clinical III, Practicum in Education

Credit(s): 3 hours
This practicum course is designed for those candidates completing the MAT degree and currently working in a public or private elementary, middle or secondary school. The college professor will direct the practicum and provide in-class time for study, analysis, and reflection. This course has a $75 fee.
Prerequisite(s): Passing appropriate PRAXIS scores; GPA 3.0. Requires advisor permission to register

OR

EDOL 698 - Practicum/Student Teaching: Clinical III

Credit(s): 3 hours
Actual classroom teaching under supervision of cooperating schools in elementary, middle or secondary area. The college professor will direct the student teaching and provide in-class time for study, analysis, and reflection. This course has a $200 fee.
Prerequisite(s): Pass appropriate PRAXIS scores, GPA 3.0. Requires advisor permission to register

Notes:

[1] Course requires Field/Clinical Experience Hours
[2]Passing scores on PRAXIS content must be received by UC before enrollment in the course.

Special Education: Moderate and Severe Disabilities (P-12), MAT

Course Requirements: 42 Credit Hours

EDOL 520 - Clinical I

Credit(s): 3 hours
This is the introductory course in the Masters of Art program and provides a basic introduction to the Clinical Experiences within the program. This course is designed to give candidates an overview of current trend in teaching, on all levels - elementary, middle, and high - and within the various roles within education. This is a sixteen-week course taught through an asynchronous format with the Professor. This course requires 55 field hours for Track A candidates and 10 field hours for Track B candidates.

EDOL 523 - Introduction to Educational Technology

Credit(s): 3 hours
This class is a survey of the field of educational technology. It surveys the pedagogical applications of widely used media, materials and technology that form part of the knowledge and skills that modern teachers should possess to instruct candidates in the classroom. Reviewing websites, selecting software, surfing the internet, construction of classroom web pages and using other Internet protocols and software to supplement classroom instruction are all possess that modern teachers should be familiar with and be able to handle well to enhance their teaching skills.
Prerequisite(s): Department Permission to register for this course

EDOL 541 - Clinical II

Credit(s): 3 hours
This course provides a forum for observation, participation and implementation of coursework learning within the P- 12 classroom prior to the traditional Practicum/Student Teaching semester. This course is designed to give candidates an understanding of current trends in teaching, on all levels - elementary, middle, and high - and within the various roles within education. This course requires 55 field hours for Track A candidates and 10 field hours for Track B candidates.

EDOL 547 - Diversity in a Multicultural Society

Credit(s): 3 hours
This course is designed for classroom teachers and other school personnel to explore the role that culture plays and has played in our lives, classrooms, city and country. The impact of race, class, gender, sexual orientation, and other aspects of social group identities on teaching and learning as they relate to contexts both in and out of schools will be examined. Candidates will analyze the nature and manifestations of culture, the concepts of cultural contact, and the history of cultural diversity in the United States and particular in the classroom. Dynamics of prejudice and biases are studied, and emphasis is placed on delineating curriculum and practices that honor, motivate, and empower all candidates. Examination of personal biases and identification of areas of deficient

knowledge is encouraged.
Prerequisite(s): None

EDOL 621 - Educational Psychology

Credit(s): 3 hours
Introduction to current issues in educational psychology. Topics include, but are not limited to: child and adolescent development, learning, motivation, information processing and evaluation. Includes study of the exceptional child and understanding of multicultural education.

MAOL 531 - Teaching Math to Learners with Disabilities

Credit(s): 3 hours
The overall context in which these teaching approaches are considered are the national curricular reforms in mathematics. This course focuses on pedagogy and its relationship to subject matter, curriculum, and pedagogical knowledge. The roles of learners within the context of the school are also considered. Specific attention is provided in this course to the teaching that responds to the reform recommendations identified by the NCTM and higher standards in mathematics in education.

REOL 531 - Reading and Writing Foundations

Credit(s): 3 hours
This course is designed as an introductory course in reading. Basic skills in readiness, word recognition, comprehension, study skills, and rate will be emphasized. Different approaches to the teaching of reading (basal, LEA, linguistics, and integrated literature content area reading). This course is a required prerequisite to ALL READING COURSES.

SPOL 533 - Collaborative Curriculum and Transition Planning

Credit(s): 3 hours
Review of all levels of transition (P-12) for students with disabilities. Exploration of resources and strategies to implement transition planning at all levels with a focus on collaboration among school personnel and other professionals in the areas of curriculum and transition.

SPOL 631 - Special Education Assessment and Evaluation

Credit(s): 3 hours
Principles of evaluation regarding academic, social and personal characteristics of individuals with disabilities. Students will use assessment and evaluation as a basis of program design and management. (5 clinical hours associated with this course).
Prerequisite(s): SPOL 530 - Characteristics, Identification, and Instruction of Students with Disabilities

SPOL 638 - Legal Aspects Rules and Regulations of Special Education

Credit(s): 3 hours
Analysis of legislation, litigation, and administrative rulings related to special education. The course will emphasize on the development of legally sound policies and procedures to ensure a free and appropriate education for students with disabilities.
Prerequisite(s): None

SPOL 645 - Classroom Behavior Management for Students with Moderate and Severe Disabilities

Credit(s): 3
This course equips educators with the knowledge and skills needed to effectively manage classroom behaviors of students with moderate and severe disabilities. Participants will learn to conduct functional behavior assessments, analyze behavior data, and develop behavior intervention plans. Additionally, the course covers strategies for teaching social skills and implementing effective reinforcement techniques.
Prerequisite(s): SPOL 530

SPOL 647 - Methods, Materials, and Instructional Design for Students with Moderate and Severe Disabilities

Credit(s): 3
This course provides a comprehensive examination of methods, materials, and instructional design tailored to meet the unique learning needs of students with moderate and severe disabilities. Topics include the development and implementation of individualized education plans (IEPs), the use of evidence-based instructional strategies, collaboration with colleagues and other professionals, and the integration of technology. Field experience hours are required.
Prerequisite(s): SPOL 530

AND

EDOL 698 - Practicum/Student Teaching: Clinical III

Credit(s): 3 hours
Actual classroom teaching under supervision of cooperating schools in elementary, middle or secondary area. The college professor will direct the student teaching and provide in-class time for study, analysis, and reflection. This course has a $200 fee.
Prerequisite(s): Pass appropriate PRAXIS scores, GPA 3.0. Requires advisor permission to register

OR

EDOL 699 - Clinical III, Practicum in Education

Credit(s): 3 hours
This practicum course is designed for those candidates completing the MAT degree and currently working in a public or private elementary, middle or secondary school. The college professor will direct the practicum and provide in-class time for study, analysis, and reflection. This course has a $75 fee.
Prerequisite(s): Passing appropriate PRAXIS scores; GPA 3.0. Requires advisor permission to register

Notes:

[1] Course requires Field/Clinical Experience hours

[2] Passing scores on PRAXIS content area must be received by UC before enrollment in the course

Teacher Leader (P-12) M.A.Ed. - Business & Marketing Emphasis

Requirements: 30 Credit Hours

Teacher Leader Core Curriculum - 12 Credit Hours

REOL 533 - Teaching Reading in the Content Areas

Credit(s): 3 hours
This course will look at the processes, principles and practices that support literacy development in the content area classroom. Candidates will learn effective strategies for integrating reading/writing instruction in the content areas for diverse populations. Clinical experience hours required.
Prerequisite(s): None

EDOL 630 - Research Methods in Education

Credit(s): 3 hours
Introduction to research in education; the purpose of research and ethical considerations; identification of appropriate research methods and interpretation of findings. Standards for written reviews of literature.

EDOL 643 - Best Practices for Coaching and Mentoring Teachers

Credit(s): 3 hours
The purpose of this class is to equip teacher leaders with the theoretical understanding, knowledge and skill necessary to coach and/or mentor first and second year teachers as well as other teachers wishing to examine their practice. This course will focus on the development of the knowledge and skills to assist teachers in developing a cycle of reflective practice and improving their pedagogy. Teacher leaders will also learn and apply key features of adult learning and development. Additional topics will include

building rapport among colleagues, conducting classroom observations, developing effective listening and questioning skills, providing constructive feedback to colleagues, and fostering a collaborative working environment among all stakeholders. The course will seek further to engage and seek input from local school districts regarding specific areas of concern derived in part from formal and informal teacher observations. Prerequisite(s): Requires GSS approval to register

EDOL 647 - Teacher Leader in Professional Learning Communities

Credit(s): 3 hours
This course places teachers in a position to understand the critical role they play in creating a climate of continuous, systemic improvement in schools through the establishment of professional learning communities and the development of Teacher Leader. Candidates will gain understanding of how the relationships among the development of learning communities, Teacher Leader, school effectiveness, college readiness standards, and sitebased accountability can positively improve schools. Prerequisite(s): EDOL 630,EDOL 634,EDOL 547,REOL 530,REOL 632,REOL 630,REOL 533,REOL 633,ENOL 531 OR EDOL 630,EDOL 643,EDOL 563,EDOL 542,EDOL 634,REOL 533,ADOL 655,ADOL 631,ADOL 653. Requires advisor permission to register

Teacher Leader Endorsement Curriculum - 18 Credit Hours

This area of specialization in the Teacher Leader Program will NOT change the area a candidate is certified to teach

BADM 532 - Organizational Behavior

Credit(s): 3 hours
This course is the study of individual and group behavior within diverse organizations. Examination of organizational structure, processes, norms and values is included. Emphasis is given on the topics of leadership, management styles, organizational fit and change, motivation, group dynamics, and business process efficiency.

BADM 533 - Marketing Management

Credit(s): 3 hours
This course acquaints the student with the seminal concepts and models appropriate for marketing management. Course content and experiences will allow students to develop the knowledge base and skills necessary for devising and implementing strategic marketing plans which complement organizational goals.

BADM 535 - Managerial Economics

Credit(s): 3 hours
This course focuses on case analysis using microeconomic theory and statistical

techniques to aid in decision-making processes. Topics include demand and cost analysis, pricing in different market and risk conditions, forecasting methods and constrained optimality.

BADM 537 - Legal, Ethical, and Social Environment

Credit(s): 3 hours
This course is a study of the appropriate roles of business in society, the constraints placed on business by the legal system and government regulation, and the ethical responsibilities of managers. It provides students with an understanding of how the law and the political process affect business strategy and decision making, including the various means and procedures for resolving legal disputes in business matters. The course highlights ethical conflicts and dilemmas, and provides plausible frameworks for dealing with those conflicts.

BADM 631 - Managing in a Global Environment

Credit(s): 3 hours
This course provides a study of the involvement of American firms in the international community with special emphasis on the impact of foreign competition on domestic markets, management of multinational enterprises and decision-making in the international environment.

BADM 690 - Special Projects in Business and Related Subjects

Credit(s): 3 hours
This course is designed to allow students to conduct in-depth investigation, research, and analysis of current topics or specialized study in a specific area of business. Special Projects may be retaken under different subtopics for a cumulative total of six (6) hours.

Teacher Leader (P-12), M.A.Ed. - English as a Second Language Emphasis

Requirements: 30 Credit Hours

Teacher Leader Core Curriculum - 12 Credit Hours

REOL 533 - Teaching Reading in the Content Areas

Credit(s): 3 hours
This course will look at the processes, principles and practices that support literacy development in the content area classroom. Candidates will learn effective strategies for integrating reading/writing instruction in the content areas for diverse populations. Clinical experience hours required.
Prerequisite(s): None

EDOL 630 - Research Methods in Education

Credit(s): 3 hours
Introduction to research in education; the purpose of research and ethical considerations; identification of appropriate research methods and interpretation of findings. Standards for written reviews of literature.

EDOL 643 - Best Practices for Coaching and Mentoring Teachers

Credit(s): 3 hours
The purpose of this class is to equip teacher leaders with the theoretical understanding, knowledge and skill necessary to coach and/or mentor first and second year teachers as well as other teachers wishing to examine their practice. This course will focus on the development of the knowledge and skills to assist teachers in developing a cycle of reflective practice and improving their pedagogy. Teacher leaders will also learn and apply key features of adult learning and development. Additional topics will include building rapport among colleagues, conducting classroom observations, developing effective listening and questioning skills, providing constructive feedback to colleagues, and fostering a collaborative working environment among all stakeholders. The course will seek further to engage and seek input from local school districts regarding specific areas of concern derived in part from formal and informal teacher observations.
Prerequisite(s): Requires GSS approval to register

EDOL 647 - Teacher Leader in Professional Learning Communities

Credit(s): 3 hours
This course places teachers in a position to understand the critical role they play in creating a climate of continuous, systemic improvement in schools through the establishment of professional learning communities and the development of Teacher Leader. Candidates will gain understanding of how the relationships among the development of learning communities, Teacher Leader, school effectiveness, college readiness standards, and sitebased accountability can positively improve schools.
Prerequisite(s): EDOL 630,EDOL 634,EDOL 547,REOL 530,REOL 632,REOL 630,REOL 533,REOL 633,ENOL 531 OR EDOL 630,EDOL 643,EDOL 563,EDOL 542,EDOL 634,REOL 533,ADOL 655,ADOL 631,ADOL 653. Requires advisor permission to register

Teacher Leader Endorsement Curriculum - 18 Credit Hours

This area of specialization in the Teacher Leader Program will NOT change the area a candidate is certified to teach

All courses require field/clinical experience hours to pass the course.

ADOL 653 - Assessment of and for Student Learning

Credit(s): 3 hours
This course will provides an introduction to research in education, including the purpose

of research, basic statistics, identification of appropriate research methods, interpretation of findings, research report development and ethical and legal considerations pertinent to the professional educator. The course also provides an introduction to the design and implementation of evaluations of educational programs. Students will be introduced to the theory and practice of educational evaluation by focusing the research review on evaluation reports and papers. The work is contextualized in key issues in k - 12 and higher education, including assessment of the educational performance of students, schools, and teachers, the impact of educational policies, measurement of the efficacy of specific instructional programs and materials, and exploration of the relationships between teacher education and teacher quality. Required of all Master Degree programs and must be taken within the first fifteen (15) semester hours. (It is highly recommended that this course is taken in the first nine (9) semester credit hours.)
Prerequisite(s): None

ESLO 610 - Teaching ESL in a Multicultural Society

Credit(s): 3 hours
The focus of this course is the examination of how people do and do not learn an additional language. It is the introductory course for candidates pursuing a master's degree in English as a Second Language (ESL) and/or K-12 certification in either English to Speakers of Other Languages (ESOL) and/or Languages Other Than English (LOTE)-French and Spanish. Candidates examine the major theories of second language acquisition and discuss their implications for the second and foreign language classroom. The primary goals of this course are (a) to familiarize candidates with major theoretical issues in second/foreign language learning in formal and informal situations; (b) to provide candidates with opportunities to observe and reflect on language learning situations and language learners in second and foreign language learning contexts; more skillful at making appropriate teaching decisions that will nurture language learning among all students and especially among the culturally and linguistically diverse.

ESLO 615 - Phonology for ESL Teachers

Credit(s): 3 hours
This course explores many of the classic and current topics in sound patterns of the world's languages, and the theories and skills used to analyze them. Further, this course is an introduction to phonology and its application to the teaching of English as a second or foreign language. Students learn the phonological structure of the English language, analyze examples from language learner data, diagnose pronunciation difficulties experienced by English language learners (ELLs) from different first languages, and identify instructional strategies for assisting ELLs to perceive and produce challenging English sounds.

ESLO 620 - Methods and Materials for Teaching ESL

Credit(s): 3 hours
This course is designed for ESL educators and classroom teachers working with students

for whom English is a second or other language. Candidates will explore the relationship of culture to language learning as well as nonlinguistic cultural issues such as the concept of time/space, the role of the teacher, and concepts of health and common medical practices. They will learn ways to support learners' adaptations to new schools and settings. Increased knowledge of language acquisition and function will help refine curriculum structures and instructional strategies that support effective language learning.

ESLO 630 - Methods for Teaching English as an International Language

Credit(s): 3 hours
This course is ESL educators and classroom teachers working with students for whom English is a second or other language. Course participants will explore the relationship of culture to language learning as well as ways to support learners' adaptations to new schools and settings. Increased knowledge of language acquisition and function will help course participants refine curriculum structures and instructional strategies that support effective language learning.

ESLO 635 - Teaching ESL through Reading and Writing

Credit(s): 3 hours
This course focuses on current approaches to the teaching and learning of reading and writing in English as a Second Language. The relationship of second language reading and writing to language learning, including oral development. A critical evaluation of existing literacy materials available for second language learners. This course is designed to give Masters

Teacher Leader (P-12), M.A.Ed. - English Emphasis

Requirements: 30 Credit Hours

Teacher Leader Core Curriculum - 12 Credit Hours

REOL 533 - Teaching Reading in the Content Areas

Credit(s): 3 hours
This course will look at the processes, principles and practices that support literacy development in the content area classroom. Candidates will learn effective strategies for integrating reading/writing instruction in the content areas for diverse populations. Clinical experience hours required.
Prerequisite(s): None

EDOL 630 - Research Methods in Education

Credit(s): 3 hours
Introduction to research in education; the purpose of research and ethical considerations;

identification of appropriate research methods and interpretation of findings. Standards for written reviews of literature.

EDOL 643 - Best Practices for Coaching and Mentoring Teachers

Credit(s): 3 hours
The purpose of this class is to equip teacher leaders with the theoretical understanding, knowledge and skill necessary to coach and/or mentor first and second year teachers as well as other teachers wishing to examine their practice. This course will focus on the development of the knowledge and skills to assist teachers in developing a cycle of reflective practice and improving their pedagogy. Teacher leaders will also learn and apply key features of adult learning and development. Additional topics will include building rapport among colleagues, conducting classroom observations, developing effective listening and questioning skills, providing constructive feedback to colleagues, and fostering a collaborative working environment among all stakeholders. The course will seek further to engage and seek input from local school districts regarding specific areas of concern derived in part from formal and informal teacher observations.
Prerequisite(s): Requires GSS approval to register

EDOL 647 - Teacher Leader in Professional Learning Communities

Credit(s): 3 hours
This course places teachers in a position to understand the critical role they play in creating a climate of continuous, systemic improvement in schools through the establishment of professional learning communities and the development of Teacher Leader. Candidates will gain understanding of how the relationships among the development of learning communities, Teacher Leader, school effectiveness, college readiness standards, and sitebased accountability can positively improve schools.
Prerequisite(s): EDOL 630,EDOL 634,EDOL 547,REOL 530,REOL 632,REOL 630,REOL 533,REOL 633,ENOL 531 OR EDOL 630,EDOL 643,EDOL 563,EDOL 542,EDOL 634,REOL 533,ADOL 655,ADOL 631,ADOL 653. Requires advisor permission to register

Teacher Leader Endorsement Curriculum - 18 Credit Hours

This area of specialization in the Teacher Leader Program will NOT change the area a candidate is certified to teach

ENOL 534 - British Literature

Credit(s): 3 hours
This course offers an in-depth study of a specific period, author, and/or genre of British literature. The particular focus of the course will change from year to year. Common topics may be Romantic literature and Victorian fiction. Other potential topics could be non-Shakespearean Renaissance drama, Restoration drama, the eighteenth-century novel, the works of John Milton, and Victorian poetry. Students will produce a research

paper/project commensurate with the program's standards for graduate level classes. Offered every fall semester. May be repeated for up to nine hours if topic changes.

- ENOL 534 - British Literature **Credit(s):** 3 hours (Repeat with Different Topic)

ENOL 535 - Studies in Modern Literature

Credit(s): 3 hours
This course examines a varied combination of English, American, and world literature of the twentieth century. The specific focus will change from year to year. A given course may be organized according to genre (fiction, poetry, or drama), topic (e. g. Southern Renaissance, expatriate literature of the 1920's, Joyce, Yeats, and Eliot. or Williams, Miller, O'Neill). Students will produce a research paper/project commensurate with the program standards for graduate level classes. Students will critique works by English, American, and/or other authors. Students will contrast works of fiction, poetry, and drama. Students will investigate the various genres written during a given period or by given authors. Offered every spring semester May be repeated for up to nine hours if topic changes.

- ENOL 535 - Studies in Modern Literature **Credit(s):** 3 hours (Repeat with Different Topic)

ENOL 550 - Creative Writing

Credit(s): 3 hours
Students in this course will be introduced to the fundamentals of writing literary fiction, poetry, and creative nonfiction through the analysis of technique in published work and through the development and revision of original creative writing. This course is appropriate for absolute beginners and for writers who have worked well in one or more genres and want to expand their range. Students will produce a portfolio that includes a self-analysis and work in three genres: fiction, creative nonfiction, and poetry.

REOL 536 - Young Adult and Children's Literature

Credit(s): 3 hours
This course is designed to encompass all grade levels. Children's books and young adult novels with varying topics and maturity levels will be examined with a focus on how to incorporate them into the K-12 curriculum. Candidates will have the opportunity to discover a study on the importance technology plays in teaching literature.
Clinical experience hours required.
Prerequisite(s): None

Teacher Leader (P-12), M.A.Ed. - Health & Physical Education Emphasis

Requirements: 30 Credit Hours

Teacher Leader Core Curriculum - 12 Credit Hours

EDOL 630 - Research Methods in Education

Credit(s): 3 hours
Introduction to research in education; the purpose of research and ethical considerations; identification of appropriate research methods and interpretation of findings. Standards for written reviews of literature.

REOL 533 - Teaching Reading in the Content Areas

Credit(s): 3 hours
This course will look at the processes, principles and practices that support literacy development in the content area classroom. Candidates will learn effective strategies for integrating reading/writing instruction in the content areas for diverse populations. Clinical experience hours required.
Prerequisite(s): None

EDOL 643 - Best Practices for Coaching and Mentoring Teachers

Credit(s): 3 hours
The purpose of this class is to equip teacher leaders with the theoretical understanding, knowledge and skill necessary to coach and/or mentor first and second year teachers as well as other teachers wishing to examine their practice. This course will focus on the development of the knowledge and skills to assist teachers in developing a cycle of reflective practice and improving their pedagogy. Teacher leaders will also learn and apply key features of adult learning and development. Additional topics will include building rapport among colleagues, conducting classroom observations, developing effective listening and questioning skills, providing constructive feedback to colleagues, and fostering a collaborative working environment among all stakeholders. The course will seek further to engage and seek input from local school districts regarding specific areas of concern derived in part from formal and informal teacher observations.
Prerequisite(s): Requires GSS approval to register

EDOL 647 - Teacher Leader in Professional Learning Communities

Credit(s): 3 hours
This course places teachers in a position to understand the critical role they play in creating a climate of continuous, systemic improvement in schools through the establishment of professional learning communities and the development of Teacher Leader. Candidates will gain understanding of how the relationships among the development of learning communities, Teacher Leader, school effectiveness, college readiness standards, and sitebased accountability can positively improve schools.
Prerequisite(s): EDOL 630,EDOL 634,EDOL 547,REOL 530,REOL 632,REOL 630,REOL 533,REOL 633,ENOL 531 OR EDOL 630,EDOL 643,EDOL 563,EDOL

542,EDOL 634,REOL 533,ADOL 655,ADOL 631,ADOL 653. Requires advisor permission to register

Teacher Leader Endorsement Curriculum -18 Credit Hours

This area of specialization in the Teacher Leader Program will NOT change the area a candidate is certified to teach

HHP 533 - Behavior Change in Health Promotion

Credit(s): 3 hours
This course will integrate psychological theory and practical application strategies of positive behavior change facilitation in health and fitness promotion.

Learning Outcomes:

The students will be able to:
1. Investigate and apply health behavior change and motivational theories.
2. Discuss barriers and factors that influence lifestyle behaviors and change.
3. Integrate intervention strategies to promote behavior change, adherence, and resilience.
4. Review how to facilitate change through different methods such as motivational interviewing, supportive feedback skills, and technology.
5. Summarize how to be an effective facilitator and the importance of ethical responsibilities including confidentiality.

HHP 534 - Exercise Physiology

Credit(s): 3 hours
This is a study of various factors that affect human performance to include regulatory mechanism, adaptations, and changes as a result of physical activity.

HHP 536 - Foundations of Physical Activity in Health Promotion

Credit(s): 3 hours
This course will be a comprehensive examination of classic and contemporary global studies showing the influence of physical activity on chronic disease. This information can be used in leading individuals, communities, and global society toward improved health and quality of life.

HHP 630 - Health Promotion through Physical Activity

Credit(s): 3 hours
In this course, students will demonstrate their competencies of health promotion program

planning and evaluation. This course will assist in the preparation for the ACSM/NPAS for Physical Activity in Public Health Specialist Certification exam.

HHP 632 - Social Determinants in Health Promotion

Credit(s): 3 hours
This course investigates current issues and trends influenced by societal, environmental, and situational factors in the areas of health, physical activity, and fitness. Real world health disparities, equity, and diversity will be discussed with ways to consider, prompt, and navigate more inclusive health promotion solutions.

Learning Outcomes

Upon completion of this course, students will be able to:
1. Identify and evaluate health disparities and inequity in the prevention and management of chronic conditions.
2. Discuss how to improve health outcomes for individuals and populations.
3. Describe and demonstrate how to improve participant/client-centeredness and the participants'/clients' experience of health promotion.
4. Explain and implement culturally appropriate skills to educate individuals and communities on how to prevent and manage health conditions as well as advocating for social change.

5. Facilitate and support individuals and communities to develop skills to promote their own health such as risk reduction behaviors, behavior change, and chronic disease management.

HHP 635 - Youth Health and Fitness

Credit(s): 3 hours
The course is designed to explore the health and developmental benefits of fitness training on youth. This course will also assist in the understanding of safe, age-appropriate exercise, fitness assessment, and program design. This course assists in the preparation for a youth fitness specialist certification.

HHP 637 - Applied Sports Medicine

Credit(s): 3 hours
This course will overview prevention, recognition, and management of sport and exercise injuries and other conditions influencing human performance and safety.

HHP 638 - Administrative and Management Strategies

Credit(s): 3 hours
The course will study basic concepts, theories, and practical application pertaining to administration and management of sport and fitness programs. Topics may include organizational structure and function, program development and administration, human resource management, financial management, information management, and legal considerations.

HHP 639 - Special Topics

Credit(s): 3 hours
The course is designed to provide information that is of particular interest to the fields of Health and Human Performance. Topics will vary. Course may be repeated with different topics.

Teacher Leader (P-12), M.A.Ed. - Interdisciplinary Studies, P-5 Emphasis

Requirements: 30 Credit Hours

Teacher Leader Core Curriculum - 12 Credit Hours

REOL 533 - Teaching Reading in the Content Areas

Credit(s): 3 hours
This course will look at the processes, principles and practices that support literacy development in the content area classroom. Candidates will learn effective strategies for integrating reading/writing instruction in the content areas for diverse populations. Clinical experience hours required.
Prerequisite(s): None

EDOL 630 - Research Methods in Education

Credit(s): 3 hours
Introduction to research in education; the purpose of research and ethical considerations; identification of appropriate research methods and interpretation of findings. Standards for written reviews of literature.

EDOL 643 - Best Practices for Coaching and Mentoring Teachers

Credit(s): 3 hours
The purpose of this class is to equip teacher leaders with the theoretical understanding, knowledge and skill necessary to coach and/or mentor first and second year teachers as well as other teachers wishing to examine their practice. This course will focus on the development of the knowledge and skills to assist teachers in developing a cycle of reflective practice and improving their pedagogy. Teacher leaders will also learn and apply key features of adult learning and development. Additional topics will include building rapport among colleagues, conducting classroom observations, developing

effective listening and questioning skills, providing constructive feedback to colleagues, and fostering a collaborative working environment among all stakeholders. The course will seek further to engage and seek input from local school districts regarding specific areas of concern derived in part from formal and informal teacher observations.
Prerequisite(s): Requires GSS approval to register

EDOL 647 - Teacher Leader in Professional Learning Communities

Credit(s): 3 hours
This course places teachers in a position to understand the critical role they play in creating a climate of continuous, systemic improvement in schools through the establishment of professional learning communities and the development of Teacher Leader. Candidates will gain understanding of how the relationships among the development of learning communities, Teacher Leader, school effectiveness, college readiness standards, and sitebased accountability can positively improve schools.
Prerequisite(s): EDOL 630,EDOL 634,EDOL 547,REOL 530,REOL 632,REOL 630,REOL 533,REOL 633,ENOL 531 OR EDOL 630,EDOL 643,EDOL 563,EDOL 542,EDOL 634,REOL 533,ADOL 655,ADOL 631,ADOL 653. Requires advisor permission to register

Teacher Leader Endorsement Curriculum - 18 Credit Hours

This area of specialization in the Teacher Leader Program will NOT change the area a candidate is certified to teach

REOL 534 - Methods and Materials for Teaching Language Arts K-5

Credit(s): 3 hours
This course is the study of methods and materials suitable for teaching reading and writing at various public/private school K-5 grade levels. The intent is to introduce teachers to the burgeoning theories of teaching the various elements of the elementary school reading and writing curriculum. Candidates will study research in the field of reading and writing instruction, develop a variety of daily and unit plans that incorporate new techniques and theories, practice writing evaluation, and be introduced to other aspects which enter into the elementary teacher's classroom situation.
Clinical experience hours required.
Prerequisite(s): None

ADOL 653 - Assessment of and for Student Learning

Credit(s): 3 hours
This course will provides an introduction to research in education, including the purpose of research, basic statistics, identification of appropriate research methods, interpretation of findings, research report development and ethical and legal considerations pertinent to the professional educator. The course also provides an introduction to the design and implementation of evaluations of educational programs. Students will be introduced to

the theory and practice of educational evaluation by focusing the research review on evaluation reports and papers. The work is contextualized in key issues in k - 12 and higher education, including assessment of the educational performance of students, schools, and teachers, the impact of educational policies, measurement of the efficacy of specific instructional programs and materials, and exploration of the relationships between teacher education and teacher quality. Required of all Master Degree programs and must be taken within the first fifteen (15) semester hours. (It is highly recommended that this course is taken in the first nine (9) semester credit hours.)
Prerequisite(s): None

EDOL 539 - Modern Elementary School

Credit(s): 3 hours
This course seeks to explore and analyze contrasting strategies for the instruction and assessment of elementary school candidates as well as to examine the infusion of technology and software applications into candidate instruction and assessment. Candidates will research and compare and contrast curriculum standards for Kentucky and other states. New and innovative practices for effective and appropriate classroom, school-wide, and district policies will also be examined. Attention will focus on reducing the achievement gap between sub-populations. Required for all elementary majors. Five Field/Clinical Experience Hours required.
Prerequisite(s): None

SPOL 635 - Classroom Behavior Management for Special Student Populations

Credit(s): 3 hours
This course is designed to prepare teachers to collect and analyze data on various behaviors resulting in a functional behavior assessment and a behavior intervention plan. Other topics include Social Skills instruction and reinforcers.
Prerequisite(s): None

REOL 531 - Reading and Writing Foundations

Credit(s): 3 hours
This course is designed as an introductory course in reading. Basic skills in readiness, word recognition, comprehension, study skills, and rate will be emphasized. Different approaches to the teaching of reading (basal, LEA, linguistics, and integrated literature content area reading). This course is a required prerequisite to ALL READING COURSES.

EDOL 542 - Change, Professional Development and Teacher Improvement

Credit(s): 3 hours
This course is intended to provide advanced candidates with an overview of various planning and decision-making models that are appropriate for district and campus planning. Focus will be placed on the complex roles and responsibilities of the teacher

leader at the elementary, middle and secondary levels. The course provides a framework for new visions of learning and strategies for restructuring classrooms and schools with professional development while remaining mindful of the need for stakeholder engagement. Instructional methodology will include site-based experiences, group discussions and simulations, electronic communications, research studies, identification of effective practices, interaction with practitioners in administration, and personal reflection.
Prerequisite(s): EDOL 643

Teacher Leader (P-12), M.A.Ed. - Mathematics Emphasis

Requirements: 30 Credit Hours

Teacher Leader Core Curriculum - 12 Credit Hours

REOL 533 - Teaching Reading in the Content Areas

Credit(s): 3 hours
This course will look at the processes, principles and practices that support literacy development in the content area classroom. Candidates will learn effective strategies for integrating reading/writing instruction in the content areas for diverse populations. Clinical experience hours required.
Prerequisite(s): None

EDOL 630 - Research Methods in Education

Credit(s): 3 hours
Introduction to research in education; the purpose of research and ethical considerations; identification of appropriate research methods and interpretation of findings. Standards for written reviews of literature.

EDOL 643 - Best Practices for Coaching and Mentoring Teachers

Credit(s): 3 hours
The purpose of this class is to equip teacher leaders with the theoretical understanding, knowledge and skill necessary to coach and/or mentor first and second year teachers as well as other teachers wishing to examine their practice. This course will focus on the development of the knowledge and skills to assist teachers in developing a cycle of reflective practice and improving their pedagogy. Teacher leaders will also learn and apply key features of adult learning and development. Additional topics will include building rapport among colleagues, conducting classroom observations, developing effective listening and questioning skills, providing constructive feedback to colleagues, and fostering a collaborative working environment among all stakeholders. The course will seek further to engage and seek input from local school districts regarding specific areas of concern derived in part from formal and informal teacher observations.
Prerequisite(s): Requires GSS approval to register

EDOL 647 - Teacher Leader in Professional Learning Communities

Credit(s): 3 hours
This course places teachers in a position to understand the critical role they play in creating a climate of continuous, systemic improvement in schools through the establishment of professional learning communities and the development of Teacher Leader. Candidates will gain understanding of how the relationships among the development of learning communities, Teacher Leader, school effectiveness, college readiness standards, and sitebased accountability can positively improve schools. Prerequisite(s): EDOL 630,EDOL 634,EDOL 547,REOL 530,REOL 632,REOL 630,REOL 533,REOL 633,ENOL 531 OR EDOL 630,EDOL 643,EDOL 563,EDOL 542,EDOL 634,REOL 533,ADOL 655,ADOL 631,ADOL 653. Requires advisor permission to register

Teacher Leader Endorsement Curriculum - 18 Credit Hours

This area of specialization in the Teacher Leader Program will NOT change the area a candidate is certified to teach

MAOL 530 - Topics in Mathematics I

Credit(s): 3 hours
Topics are selected from arithmetic and number theory, statistics in research, geometry, and other topics. May be repeated.

- MAOL 530 - Topics in Mathematics I **Credit(s):** 3 hours [1] (Repeat with Different Topic)

MAOL 630 - Topics in Mathematics II

Credit(s): 3 hours
Topics are selected from statistics, calculus, and Mathematical structure and analysis. May be repeated.

- MAOL 630 - Topics in Mathematics II **Credit(s):** 3 hours [1] (Repeat with Different Topic)

MAOL 631 - Topics in Geometry

Credit(s): 3 hours
Designed for both the candidate in the field of education and for the candidate pursuing further study in mathematics. The candidate is provided the opportunity to study Euclidean Geometry as an axiomatic system and the work completed in this course is intended to serve as resource material for teaching geometry in the public school, for teaching geometry in the junior college or college and in further mathematics study.

- MAOL 631 - Topics in Geometry **Credit(s):** 3 hours [1] (Repeat with Different Topic)

Notes:

[1]Repeatable course

Teacher Leader (P-12), M.A.Ed. - School Community Leader Emphasis

Requirements: 30 Credit Hours

Teacher Leader Core Curriculum - 12 Credit Hours

REOL 533 - Teaching Reading in the Content Areas

Credit(s): 3 hours
This course will look at the processes, principles and practices that support literacy development in the content area classroom. Candidates will learn effective strategies for integrating reading/writing instruction in the content areas for diverse populations. Clinical experience hours required.
Prerequisite(s): None

EDOL 630 - Research Methods in Education

Credit(s): 3 hours
Introduction to research in education; the purpose of research and ethical considerations; identification of appropriate research methods and interpretation of findings. Standards for written reviews of literature.

EDOL 643 - Best Practices for Coaching and Mentoring Teachers

Credit(s): 3 hours
The purpose of this class is to equip teacher leaders with the theoretical understanding, knowledge and skill necessary to coach and/or mentor first and second year teachers as well as other teachers wishing to examine their practice. This course will focus on the development of the knowledge and skills to assist teachers in developing a cycle of reflective practice and improving their pedagogy. Teacher leaders will also learn and apply key features of adult learning and development. Additional topics will include building rapport among colleagues, conducting classroom observations, developing effective listening and questioning skills, providing constructive feedback to colleagues, and fostering a collaborative working environment among all stakeholders. The course will seek further to engage and seek input from local school districts regarding specific areas of concern derived in part from formal and informal teacher observations.
Prerequisite(s): Requires GSS approval to register

EDOL 647 - Teacher Leader in Professional Learning Communities

Credit(s): 3 hours
This course places teachers in a position to understand the critical role they play in creating a climate of continuous, systemic improvement in schools through the establishment of professional learning communities and the development of Teacher Leader. Candidates will gain understanding of how the relationships among the development of learning communities, Teacher Leader, school effectiveness, college readiness standards, and sitebased accountability can positively improve schools.
Prerequisite(s): EDOL 630,EDOL 634,EDOL 547,REOL 530,REOL 632,REOL 630,REOL 533,REOL 633,ENOL 531 OR EDOL 630,EDOL 643,EDOL 563,EDOL 542,EDOL 634,REOL 533,ADOL 655,ADOL 631,ADOL 653. Requires advisor permission to register

Teacher Leader Endorsement Curriculum - 18 Credit Hours

This area of specialization in the Teacher Leader Program will NOT change the area a candidate is certified to teach

All courses require field/clinical experience hours to pass the course.

ADOL 631 - School Program Improvement

Credit(s): 3 hours
This course identifies some of the innovative research and programs driving school improvement. Initiatives currently in place in America's schools will be discussed and examined. Further, the course provides the candidate with ways to access current educational conditions at the school and district level as well as provide suggestions regarding instituting change.
Prerequisite(s): None

ADOL 653 - Assessment of and for Student Learning

Credit(s): 3 hours
This course will provides an introduction to research in education, including the purpose of research, basic statistics, identification of appropriate research methods, interpretation of findings, research report development and ethical and legal considerations pertinent to the professional educator. The course also provides an introduction to the design and implementation of evaluations of educational programs. Students will be introduced to the theory and practice of educational evaluation by focusing the research review on evaluation reports and papers. The work is contextualized in key issues in k - 12 and higher education, including assessment of the educational performance of students, schools, and teachers, the impact of educational policies, measurement of the efficacy of specific instructional programs and materials, and exploration of the relationships between teacher education and teacher quality. Required of all Master Degree programs and must be taken within the first fifteen (15) semester hours. (It is highly recommended that this course is taken in the first nine (9) semester credit hours.)
Prerequisite(s): None

ADOL 655 - Team Leadership

Credit(s): 3 hours
This course provides the candidate with the basic concepts and the essential skills of leadership that are required to lead and manage others. The course is designed to provide an examination of theories, concepts, research and practices in teacher leadership and conflict resolution. It is designed to promote creative, innovative leadership among emerging leaders in the education professions. The class will also examine approaches to building group and team competencies, paying particular attention to effective decision-making and communication in conflict resolution. Finally, the course will focus special attention on diagnosing the intentional and hidden dynamics that support and sometimes undermine team effectiveness. .)
Prerequisite(s): None

EDOL 542 - Change, Professional Development and Teacher Improvement

Credit(s): 3 hours
This course is intended to provide advanced candidates with an overview of various planning and decision-making models that are appropriate for district and campus planning. Focus will be placed on the complex roles and responsibilities of the teacher leader at the elementary, middle and secondary levels. The course provides a framework for new visions of learning and strategies for restructuring classrooms and schools with professional development while remaining mindful of the need for stakeholder engagement. Instructional methodology will include site-based experiences, group discussions and simulations, electronic communications, research studies, identification of effective practices, interaction with practitioners in administration, and personal reflection.
Prerequisite(s): EDOL 643

EDOL 562 - Theories of Teaching and Learning

Credit(s): 3 hours
This course will provide a current and comprehensive overview of research and theory related to human learning. The course will emphasize major concepts of learning theory but will also cover relevant motivational, developmental, and classroom management theory. Standardized testing, test interpretation, college readiness and use of results are stressed through studies of principles of development of assessment tools. Intelligence, language learning motivation and persistence are included.

EDOL 634 - Curriculum Management and Assessment

Credit(s): 3 hours
This course is designed to prepare the master teacher and practicing school administrator for developing, evaluating and managing curricula. It will also examine the national, state, district and school roles in curricular matters including data analysis based on schools' continuous improvement plan. Further, this course will address the importance of

the school portfolio as an effective way to exhibit a school's goals, achievements, and vision for improvement.
Prerequisite(s): None

Continuous Assessment for all M.A.Ed. Literacy Specialist and Teacher Leader Programs

Entrance to University Requirements

1. Application to University
2. Bachelor's Degree from accredited IHE
3. Cumulative GPA 3.0
4. Three (3) Letters of Recommendation
5. Signed copy of Kentucky Code of Ethics
6. Valid Teaching License

Entrance to Unit Requirements (Pillar IV)

1. Cumulative GPA 3.0
2. Signed Kentucky Code of Ethics
3. Signed Character & Fitness
4. UC Contract of Understanding
5. Completion of Program Pre-Test within first course taken after admission to program
6. Midpoint Requirements (Pillar V)
7. EDOL 630 Taken
8. Cumulative GPA of 3.0
9. Two More Favorable Dispositions
10. Signed copy of Kentucky Code of Ethics
11. Signed Character & Fitness

Exit Requirements (Pillar VI)

1. Fifteen (15) hours of 600 level courses completed.
2. Twenty-one (21) Hours Completed at University of the Cumberlands
3. Cumulative GPA 3.0 or Higher
4. Two more Favorable Disposition Assessments (4 total)
5. Degree Graduation Application Completed
6. Comprehensive Portfolio Completed
7. CA-1 Submitted to UC Certification Office
8. To Submit for Literacy Specialist (P-12) Certification Candidate Must Pass Appropriate Kentucky Required
9. Praxis II Exam. www.ets.org/praxis
10. Six (6) Year Time Limit Not Exceeded Twenty-one (21) Hours Completed at UC

Teacher Leader (P-12), M.A.Ed. - School Safety Emphasis

Requirements: 30 Credit Hours

Teacher Leader Core Curriculum - 12 Credit Hours

REOL 533 - Teaching Reading in the Content Areas

Credit(s): 3 hours
This course will look at the processes, principles and practices that support literacy development in the content area classroom. Candidates will learn effective strategies for integrating reading/writing instruction in the content areas for diverse populations. Clinical experience hours required.
Prerequisite(s): None

EDOL 630 - Research Methods in Education

Credit(s): 3 hours
Introduction to research in education; the purpose of research and ethical considerations; identification of appropriate research methods and interpretation of findings. Standards for written reviews of literature.

EDOL 643 - Best Practices for Coaching and Mentoring Teachers

Credit(s): 3 hours
The purpose of this class is to equip teacher leaders with the theoretical understanding, knowledge and skill necessary to coach and/or mentor first and second year teachers as well as other teachers wishing to examine their practice. This course will focus on the development of the knowledge and skills to assist teachers in developing a cycle of reflective practice and improving their pedagogy. Teacher leaders will also learn and apply key features of adult learning and development. Additional topics will include building rapport among colleagues, conducting classroom observations, developing effective listening and questioning skills, providing constructive feedback to colleagues, and fostering a collaborative working environment among all stakeholders. The course will seek further to engage and seek input from local school districts regarding specific areas of concern derived in part from formal and informal teacher observations.
Prerequisite(s): Requires GSS approval to register

EDOL 647 - Teacher Leader in Professional Learning Communities

Credit(s): 3 hours
This course places teachers in a position to understand the critical role they play in creating a climate of continuous, systemic improvement in schools through the establishment of professional learning communities and the development of Teacher Leader. Candidates will gain understanding of how the relationships among the development of learning communities, Teacher Leader, school effectiveness, college readiness standards, and sitebased accountability can positively improve schools.
Prerequisite(s): EDOL 630,EDOL 634,EDOL 547,REOL 530,REOL 632,REOL

630,REOL 533,REOL 633,ENOL 531 OR EDOL 630,EDOL 643,EDOL 563,EDOL 542,EDOL 634,REOL 533,ADOL 655,ADOL 631,ADOL 653. Requires advisor permission to register

School Safety Endorsement Curriculum - 18 Credit Hours

SSE 535 - Introduction to School Safety

Credit(s): 3 hours
This course is an introduction to school safety and security regulations, policies, and procedures.

SSE 544 - School Emergency and Crisis Preparedness

Credit(s): 3 hours
This course prepares individuals to respond to safety threats using a trauma-informed approach.

SSE 553 - School Security, Crime, and Violence Prevention

Credit(s): 3 hours
This course prepares individuals to prepare for, collect, and review school security risk data and collaborate with outside agencies to mitigate risks.

SSE 562 - Physical Plant Security

Credit(s): 3 hours
This course prepares individuals to evaluate physical security needs, conduct cost-effectiveness of physical security controls, and collaborate with outside public safety officials to annually review and revise policies and procedures.

ADOL 641 - School System Administration

Credit(s): 3 hours
This course examines and analyzes the daily job responsibilities of a public school superintendent including areas such as financial management, instructional support and improvement, the management of and planning for school facilities and federal program management.
Prerequisite(s): None

ADOL 636 - School Law I

Credit(s): 3 hours
A course that is designed to provide basic legal information to the educational professional. Candidates in this course examine court decisions at both the federal and state level. Topics examined in this class include teacher dismissal and non-renewal, the

rights of candidates and teachers, religious expressions in the school, etc.
Prerequisite(s): None

Teacher Leader (P-12), M.A.Ed. - Social Studies Emphasis

Requirements: 30 Credit Hours

Teacher Leader Core Curriculum - 12 Credit Hours

REOL 533 - Teaching Reading in the Content Areas

Credit(s): 3 hours
This course will look at the processes, principles and practices that support literacy development in the content area classroom. Candidates will learn effective strategies for integrating reading/writing instruction in the content areas for diverse populations. Clinical experience hours required.
Prerequisite(s): None

EDOL 630 - Research Methods in Education

Credit(s): 3 hours
Introduction to research in education; the purpose of research and ethical considerations; identification of appropriate research methods and interpretation of findings. Standards for written reviews of literature.

EDOL 643 - Best Practices for Coaching and Mentoring Teachers

Credit(s): 3 hours
The purpose of this class is to equip teacher leaders with the theoretical understanding, knowledge and skill necessary to coach and/or mentor first and second year teachers as well as other teachers wishing to examine their practice. This course will focus on the development of the knowledge and skills to assist teachers in developing a cycle of reflective practice and improving their pedagogy. Teacher leaders will also learn and apply key features of adult learning and development. Additional topics will include building rapport among colleagues, conducting classroom observations, developing effective listening and questioning skills, providing constructive feedback to colleagues, and fostering a collaborative working environment among all stakeholders. The course will seek further to engage and seek input from local school districts regarding specific areas of concern derived in part from formal and informal teacher observations.
Prerequisite(s): Requires GSS approval to register

EDOL 647 - Teacher Leader in Professional Learning Communities

Credit(s): 3 hours
This course places teachers in a position to understand the critical role they play in creating a climate of continuous, systemic improvement in schools through the

establishment of professional learning communities and the development of Teacher Leader. Candidates will gain understanding of how the relationships among the development of learning communities, Teacher Leader, school effectiveness, college readiness standards, and sitebased accountability can positively improve schools. Prerequisite(s): EDOL 630,EDOL 634,EDOL 547,REOL 530,REOL 632,REOL 630,REOL 533,REOL 633,ENOL 531 OR EDOL 630,EDOL 643,EDOL 563,EDOL 542,EDOL 634,REOL 533,ADOL 655,ADOL 631,ADOL 653. Requires advisor permission to register

Teacher Leader Endorsement Curriculum - 18 Credit Hours

This area of specialization in the Teacher Leader Program will NOT change the area a candidate is certified to teach

HIOL 531 - Studies in History

Credit(s): 3 hours
Different topics will be offered on a specific period of history. The course may be repeated for up to six hours credit and upper class undergraduates may take the course with permission of the Chair of Graduate Education.

- HIOL 531 - Studies in History **Credit(s):** 3 hours
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Specialist Degree

Director of Pupil Personnel, Ed.S.

Administration Level I **Certification Only** : 18 Credit Hours

Ed.S and Level II Certification: 30 Credit Hours

Administration Level I Certification: 18 Credit Hours

ADOL 630 - Introduction to Educational Administration

Credit(s): 3 hours
This course reviews the theories of administration and practice at the district and community levels. This class is designed to introduce the candidate to the theories and

concepts of administration including personnel, finance, law, school organization and curriculum. Research studies which have been completed by state and regional administrative groups and frequent seminars in administration are held. Requires GSS permission to register.

ADOL 631 - School Program Improvement

Credit(s): 3 hours
This course identifies some of the innovative research and programs driving school improvement. Initiatives currently in place in America's schools will be discussed and examined. Further, the course provides the candidate with ways to access current educational conditions at the school and district level as well as provide suggestions regarding instituting change.
Prerequisite(s): None

ADOL 632 - Human Resource Management and Supervision

Credit(s): 3 hours
This course is a study of the role of the school administrator in managing the human resource function. Included in this course is a study of the organizational dimensions of the personnel function, along with planning, recruitment, selection, placement, development, and appraisal of the individual. This course also deals with the school administrator in his/her capacity as supervisor of the human resources of the school. In addition, the legal aspects of Human Resource Administration are discussed.
Five Field/Clinical Experience Hours required.
Prerequisite(s): None

ADOL 641 - School System Administration

Credit(s): 3 hours
This course examines and analyzes the daily job responsibilities of a public school superintendent including areas such as financial management, instructional support and improvement, the management of and planning for school facilities and federal program management.
Prerequisite(s): None

SPOL 530 - Characteristics, Identification, and Instruction of Students with Disabilities

Credit(s): 3 hours
This is a course of directed study designed to explore each federal disability category. Teacher candidates will be exposed to the federal laws and regulations regarding special education as well as the identification process. Additionally teacher candidates will be able to describe current practices including Response to Intervention and research-based, specially designed instruction. This course is a pre-requisite for all other courses in the Special Education program.
Prerequisite(s): None

ADOL 667 - Practicum: Director of Pupil Personnel

Credit(s): 3 hours
Supervised practicum designed to provide experiences at the elementary, middle, and high school level. The candidate, acting under the supervision and direction of one or more supervisors for 100 hours, will perform all the normal functions of a Director Pupil Personnel including program evaluation and improvement. The 100 hours will be divided between two different school districts. Formal documentation is required. The college professor will direct the practicum and provide in- class time for study, analysis, and reflection. This course has a $75 fee. This course should be taken at the end of the program. Permission of Chair of Graduate Education required. 3 semester hours.
Prerequisite(s): ADOL 630,ADOL 631,ADOL 632,ADOL 641,SPOL 530. Requires advisor permission to register

Ed.S and Level II Certification: 30 Credit Hours

All courses require field/clinical experience hours to pass the course.

ADOL 636 - School Law I

Credit(s): 3 hours
A course that is designed to provide basic legal information to the educational professional. Candidates in this course examine court decisions at both the federal and state level. Topics examined in this class include teacher dismissal and non-renewal, the rights of candidates and teachers, religious expressions in the school, etc.
Prerequisite(s): None

ADOL 637 - School Law II

Credit(s): 3 hours
This course continues the goals of ADOL 636 and places additional emphasis in specific areas of school law including Special Education, government requirements such as the Americans with Disabilities Act (ADA), Occupational Safety Health Administration (OSHA), and other state and federal requirements. Candidates in this class will additionally conduct research on a legal issue of their choosing.
Prerequisite(s): ADOL 630

ADM 662 - School and Community Relations

Credit(s): 3 hours
This course is designed to help develop candidates understand the knowledge, dispositions, and performance ability to promote success of all students by exercising visionary, cultural, ethical and political leadership. The focus of this course is on facilitating the development, articulation, implementation, and stewardship of a school vision. The purpose of this course is to provide strategic approaches to interact with the political and social forces in order to shape educational decisions. During the course,

candidates will analyze the impact of school decisions on school and community relations.
Pre-/Co-requisite(s): None

ADM 670 - Resource Allocation: Strategic Management and School Budgeting

Credit(s): 3 hours
This course analyzes the principles, practices, policies, revenues, and expenditures of strategic management and planning, school budgeting, and school resource allocation at the building level.
Pre-/Co-requisite(s): None

Director of Special Education, Ed.S.

Administration Level I **Certification Only**: 18 Credit Hours

Ed.S and Level II Certification: 30 Credit Hours

Administration Level I Certification: 18 Credit Hours

ADOL 630 - Introduction to Educational Administration

Credit(s): 3 hours
This course reviews the theories of administration and practice at the district and community levels. This class is designed to introduce the candidate to the theories and concepts of administration including personnel, finance, law, school organization and curriculum. Research studies which have been completed by state and regional administrative groups and frequent seminars in administration are held. Requires GSS permission to register.

ADOL 632 - Human Resource Management and Supervision

Credit(s): 3 hours
This course is a study of the role of the school administrator in managing the human resource function. Included in this course is a study of the organizational dimensions of the personnel function, along with planning, recruitment, selection, placement, development, and appraisal of the individual. This course also deals with the school administrator in his/her capacity as supervisor of the human resources of the school. In addition, the legal aspects of Human Resource Administration are discussed.
Five Field/Clinical Experience Hours required.
Prerequisite(s): None

ADOL 636 - School Law I

Credit(s): 3 hours
A course that is designed to provide basic legal information to the educational

professional. Candidates in this course examine court decisions at both the federal and state level. Topics examined in this class include teacher dismissal and non-renewal, the rights of candidates and teachers, religious expressions in the school, etc.
Prerequisite(s): None

SPOL 632 - Consultation and Collaboration for Curriculum Design

Credit(s): 3 hours
This course is designed to assist teachers in collaborating and consulting with colleagues regarding specially designed instruction for individuals with disabilities. Knowledge and skills include designing, adapting, and evaluating materials, methods, and resources for individuals with a variety of characteristics. Teaching the core curriculum is included. Various models of instruction including strategic teaching are explored. Communications skills and barriers to professional relationships are discussed. Assistive technology, adaptive devices and equipment are discussed.
Prerequisite(s): None

SPOL 636 - Advanced Assessment Strategies and Prescriptive Writing

Credit(s): 3 hours
This course contains advanced preparation in assessment foundations, techniques, procedures, data interpretation, and writing of prescriptive programs of specially designed instruction for individuals with learning and behavior disabilities.
Prerequisite(s): None

ADOL 668 - Practicum: Director of Special Education

Credit(s): 3 hours
Supervised practicum designed to provide experiences at the elementary, middle, and high school level. The candidate, acting under the supervision and direction of one or more supervisors for 100 hours, will perform all the normal functions of a Director of Special Education, including program evaluation and improvement. The 100 hours will be divided between two different school districts. Formal documentation is required. The college professor will direct the practicum and provide in-class time for study, analysis, and reflection. This course has a $75 fee. This course should be taken at the end of the program. Permission of Chair of Graduate Education required. 3 semester hours.
Prerequisite(s): ADOL 630, ADOL 632 ADOL 636, SPOL 632,SPOL 636. Requires advisor permission to register

Ed.S and Level II Certification: 30 Credit Hours

All courses require field/clinical experience hours to pass the course.

ADOL 633 - Applied Research in Education

Credit(s): 3 hours
The interpretation, synthesis, and analysis of educational research findings as they relate to action research and program management. The emphasis is placed on conducting applied research or program evaluation, including the development of instruments, collection and interpretation of data, and presentation of findings.
Prerequisite(s): None

ADOL 634 - Business Management in Public Schools

Credit(s): 3 hours
This course analyzes the principles, practices, policies, revenues and expenditures of school funds and school resource allocation at the district and school level. Special attention is given to school budgeting. Other topics in this course may be discussed featuring - but not limited to - finance formulas, financial accounting, purchasing and supply problems, school construction, school equipment, and school insurance.
Prerequisite(s): None

ADOL 637 - School Law II

Credit(s): 3 hours
This course continues the goals of ADOL 636 and places additional emphasis in specific areas of school law including Special Education, government requirements such as the Americans with Disabilities Act (ADA), Occupational Safety Health Administration (OSHA), and other state and federal requirements. Candidates in this class will additionally conduct research on a legal issue of their choosing.
Prerequisite(s): ADOL 630

ADM 662 - School and Community Relations

Credit(s): 3 hours
This course is designed to help develop candidates understand the knowledge, dispositions, and performance ability to promote success of all students by exercising visionary, cultural, ethical and political leadership. The focus of this course is on facilitating the development, articulation, implementation, and stewardship of a school vision. The purpose of this course is to provide strategic approaches to interact with the political and social forces in order to shape educational decisions. During the course, candidates will analyze the impact of school decisions on school and community relations.
Pre-/Co-requisite(s): None

Principal, Ed.S.

Course Requirements: 36 Credit Hours

Administration Certification Level I: 30 Credit Hours

ADM 650 - Introduction to School Leadership

Credit(s): 3 hours
This course provides aspiring school leaders with an introduction to the roles and responsibilities of school leaders and practical application at the district, school, and community levels. The leadership and management function and duties of the principal are examined. This class is designed to introduce the theories, concepts, and skills needed for school leaders to be highly effective including curriculum and instruction, assessment of instructional programs, human resource management, school climate and culture, organization structures and operations, and school and community relations. Requires permission from GSS to register.

ADM 661 - The School Principal's Role in Improving School Climate and Culture

Credit(s): 3 hours
This course is intended to provide the principal candidate with an understanding of the educational relevance of involving the greater community (parents, neighborhoods, businesses, etc.) to enhance and support student achievement; organizational relationships between schools within and outside schools; power, multicultural awareness; major opinion leaders; vision and mission articulation; and interpersonal skills. The content of the course emphasizes the following concepts: the importance of diversity in developing and implementing curriculum; strategies to reinforce norms of behavior and to promote effective change; elements of and impact of school culture; the use of data to influence school culture; the value of active partners/stakeholders; individual and collective accountability; modeling professional ethics; and equity and diversity. Module1: Organizing and Managing Shared Work within a Professional Learning Community. Module2: Developing and Reflecting on Professional Learning Communities. Module e: Assessing and Sustaining Professional Learning Communities.
Pre-/Co-requisite(s): None

ADM 662 - School and Community Relations

Credit(s): 3 hours
This course is designed to help develop candidates understand the knowledge, dispositions, and performance ability to promote success of all students by exercising visionary, cultural, ethical and political leadership. The focus of this course is on facilitating the development, articulation, implementation, and stewardship of a school vision. The purpose of this course is to provide strategic approaches to interact with the political and social forces in order to shape educational decisions. During the course, candidates will analyze the impact of school decisions on school and community relations.
Pre-/Co-requisite(s): None

ADM 670 - Resource Allocation: Strategic Management and School Budgeting

Credit(s): 3 hours
This course analyzes the principles, practices, policies, revenues, and expenditures of strategic management and planning, school budgeting, and school resource allocation at the building level.
Pre-/Co-requisite(s): None

ADM 671 - The Principal's Role in Curriculum Leadership

Credit(s): 3 hours
This course examines the principles and practices essential to developing and administering curricular programs, including knowledge and understanding about measurability, scope and sequence, taxonomy, program designs, and the fit between a planned program and a taught or implemented one. Module 1: Analyzing Curriculum Documents; Module 2: Analyzing Student Work- Instruction and Learning Interventions; Module 3: Providing Excellence in Curriculum for All.
Pre-/Co-requisite(s): None

ADM 672 - Assessing the Instructional Program & Monitoring Student Performance

Credit(s): 3 hours
This culminating course in the principal preparation program is designed to aid the principal candidate in predicting, understanding, and controlling the fundamental principles of learning and assessment as they apply to the role of the principal. Relevant readings, analysis of sample assessment processes, and use of protocols will provide principals an understanding of those assessment strategies needed to evaluate the instructional program, support teacher effectiveness, and monitor students' performance, thus improve student learning. This course includes: Course Introduction: From the Classroom to the Nation's Capital: Aligning and Assessing the Impact of the CIA (Curriculum, Instruction, and Assessment). Module 1: Using Unit of Study/ Lesson Plan Monitoring to Improve Student Achievement; Module 2: Legal Aspects and Budgetary Issues Associated with Assessing the Instructional Program and Monitoring Student Performance; Module 3: Signature Assessment: Capstone Conferencing.
Pre-/Co-requisite(s): None

ADM 675 - The School Principal's Role in Creating Organizational Structures & Operations

Credit(s): 3 hours
This course integrates the predominate approaches to leadership, management theory, and operations management concepts to structure competitive organizations, shape organizational behavior, enhance organizational effectiveness, and foster an organizational culture that adapts and capitalizes on change. Analyzes the interaction of individual, group, and organizational dynamics that influence human behavior in an organization and determines appropriate management approaches to foster a productive work environment. Module 1; Module 2; Module 3.
Pre-/Co-requisite(s): None

ADM 676 - Human Resource Leadership

Credit(s): 3 hours
This course is a study of the role of the school leader in the dimensions of the personnel function: planning, recruitment, selection, placement, development, and supervision of school faculty and staff. In addition, a focus of this course includes legal and ethical aspects of federal, state, and local personnel policies and procedures. Module 1: Obtaining Positive and Proactive Personnel; Module 2: Obtaining Proper Paperwork; Module 3: Applying the Principles of a Positive, Proactive Culture and Climate; Module 4: Legal Considerations Regarding Employment and Dismissal.
Pre-/Co-requisite(s): None

ADM 679 - Research and Development: Capstone Project

Credit(s): 3 hours
This course provides field experiences and opportunities for candidates pursuing Level 1 Principal Certification to complete the Capstone Project. The University Advisor and University Mentor will work with the aspiring candidate on the development of this research project in preparation for the committee presentation.
Prerequisite(s): ADM 650, ADM 661, ADM 662, ADM 670, ADM 671, ADM 672, ADM 675,ADM 676, ADOL 636

ADOL 636 - School Law I

Credit(s): 3 hours
A course that is designed to provide basic legal information to the educational professional. Candidates in this course examine court decisions at both the federal and state level. Topics examined in this class include teacher dismissal and non-renewal, the rights of candidates and teachers, religious expressions in the school, etc.
Prerequisite(s): None

Administration Certification Level II- 6 Credit Hours

All Courses require Field/Clinical Experience Hours

ADM 677 - Seminar on Educational Change: Instructional Leadership

Credit(s): 3 hours
This course focuses on the leadership challenges presented by today's dynamic education environment and examines the organizational change process as it relates to educational settings. Emphasis is on management and leadership strategies and behaviors that facilitate effective change and transformation efforts.
Prerequisite(s): Candidate must have successfully completed Level 1 Certification in Principalship
Pre-/Co-requisite(s): None

ADM 678 - The School Principal: Instructional Leadership and Culture and Climate

Credit(s): 3 hours
This course is designed to provide authentic learning experiences that incorporate an understanding of the School Principal as an Instructional Leader in creating appositive culture and climate. The course focuses on understanding the school as an organization with systems, structures and operations which impact school culture; identifying, assessing and shaping school culture; identifying, defining and recognizing critical elements of school culture; and identifying, addressing barriers to positive school culture. Course content will connect to prior knowledge gained during Level 1 to extend that learning and build capacity of new principals. Module 1: Understanding the Impact of School Culture; Module 2: Knowledge and Understanding of the Impact of Professional Learning Communities on School Culture; Module 3: Understanding How to Improve Family and Community Partnerships to Make a Positive Impact on School Culture. Prerequisite(s): Candidate must have successfully completed Level 1 Certification in Principalship. 3 semester hours

Continuous Assessment for Ed.S. and MAED Principal

Admission to University

1. Master's degree from an accredited institution of higher education
2. G.P.A. of 3.0 or higher
3. Qualify for KY teaching certificate.
4. Three letters of recommendation
5. Three years of full-time teaching experience
6. Valid Teaching Certificate

Admission to EPP

1. Signed Kentucky Code of Ethics
2. Signed UC Character and Fitness
3. UC Contract of Understanding
4. Written statement documenting skills and understandings in specific areas.
5. Statement of Support from a School District signed by the Superintendent/Designee
6. Completion of Pre-test during first course

Admission to Capstone

1. GPA 3.0
2. Two Favorable Disposition Assessments
3. Application to Enroll in Capstone Course

Exit Requirements

1. Thirty-six (36) hours of 600 Level courses
2. At least twenty-seven (27) hours completed at University of the Cumberlands
3. Successful Capstone Project
4. Cumulative GPA of 3.0
5. Completion of 205 Field and Clinical Experience Hours
6. Six (6) year time limit not exceeded.
7. Application for Graduation submitted.
8. Professional Portfolio submitted.
9. Completion of Program Post-test

Required for Certification

1. CA-1 Submitted
2. Passing Score on EPSB Required Exam

School Counseling, Ed.S.

Course Requirements: 30 Credit Hours

ADOL 630 - Introduction to Educational Administration

Credit(s): 3 hours
This course reviews the theories of administration and practice at the district and community levels. This class is designed to introduce the candidate to the theories and concepts of administration including personnel, finance, law, school organization and curriculum. Research studies which have been completed by state and regional administrative groups and frequent seminars in administration are held. Requires GSS permission to register.

ADM 662 - School and Community Relations

Credit(s): 3 hours
This course is designed to help develop candidates understand the knowledge, dispositions, and performance ability to promote success of all students by exercising visionary, cultural, ethical and political leadership. The focus of this course is on facilitating the development, articulation, implementation, and stewardship of a school vision. The purpose of this course is to provide strategic approaches to interact with the political and social forces in order to shape educational decisions. During the course, candidates will analyze the impact of school decisions on school and community relations.
Pre-/Co-requisite(s): None

COOL 536 - Psychological Assessments

Credit(s): 3 hours
The course is intended to provide a survey of key areas of relevance in psychological

assessment across a variety of settings. As an introduction to psychological assessment, the course focuses on the fundamental goals and principles of psychological assessment in both applied and theoretical contexts. Ability, interest, personality, vocational, marital and clinical tests will be examined.
Prerequisite(s): None

COOL 539 - Career Development

Credit(s): 3 hours
The purpose of this course is to introduce candidates wishing to become school counselors to various career development theories, career counseling procedures and techniques, career assessment tools, career development program planning, and sources of occupational information. Emphasis is placed on empirically-based theories, theoretically based counseling interventions, and current issues in the world of work and vocational counseling.
Five Field/Clinical Experience Hours required.
Prerequisite(s): None

COOL 630 - Introduction to Addiction Counseling

Credit(s): 3 hours
Candidates in this course explore the fundamental concepts and issues necessary to gain an understanding of drug/alcohol counseling. Participants will be able to define chemical dependency and describe the various models of addiction. Criteria for Substance Abuse Disorders will be examined and applied to illustrative case studies. Participants will also be able to identify and discuss the unique clinical issues involved in treating the rising population. These include: denial and defenses, stages of recovery, relapse and relapse prevention counseling, shame and guilt, co-occurring disorders, effects on the family, intervention, and 12-Step groups. Modalities of treatment and treatment practices will also be discussed. The participants will gain an understanding of the knowledge, skills, and abilities required to be an effective counselor. The participants will be introduced to a code of ethics for the professional and will be able to discuss its importance.
Five Field/Clinical Experience Hours required.
Prerequisite(s): None

COOL 632 - Advanced Clinical Assessment

Credit(s): 3 hours
This course is designed to introduce advanced candidates to the concepts and applications of personality assessment with a specific focus on objective assessment methods. This course is intended to provide a thorough understanding of theory and concepts relevant to objective personality assessment, as well as to build skills needed to administer, score, and interpret well-known personality inventories.
Prerequisite(s): None

COOL 633 - Children and Adolescent Counseling

Credit(s): 3 hours
This course provides specialized knowledge and skills training in counseling children and adolescents. Students will learn to assess behavior and incorporate developmentally, ethnically, legally, and gender appropriate strategies and techniques to meet the needs of counseling children and adolescents. Students will examine various theoretical, behavioral, and play therapy techniques for counseling children and adolescents.
Prerequisite(s): None

COOL 635 - Leadership, Advocacy, and Accountability in School Counseling

Credit(s): 3 hours
A comprehensive study is made of contemporary practices of leadership, advocacy, and accountability in the school counseling profession. The course includes study of the transformation of the role of the professional school counselor, comprehensive guidance programs and the National Model, accountability measures, leadership qualities and styles, legal and ethical practices, and multiculturalism in the schools in the 21st century.
Prerequisite(s): None

COOL 636 - Counseling Aspects of Grief and Loss

Credit(s): 3 hours
This course will address the relevant knowledge and skill base needed to provide the school counselor to work effectively with individuals and families coping with a range of experiences life transitions, divorce, physical health changes, foster placement, as well as death and bereavement experiences. Candidates will explore the dynamics of attachment and loss, life cycle reactions and needs of the dying and bereaved. The grief process and factors to consider in work with grieving children, adolescents and adults will be introduced. The assessment of complicated grief reactions and social work roles and tasks in facilitating the grief process will also be presented.
Prerequisite(s): None

COOL 639 - Counseling Theories and Techniques II

Credit(s): 3 hours
This course will provide an advanced look into the major theories of counseling. The student will go beyond the basics of each theory and take their theoretical foundation and build on it through the use of advanced techniques. Each student will be able to use methods and concepts from each theory but also the freedom to develop their own eclectic model of treatment that can fit the client's theory of change.
Prerequisite(s): None

Continuous Assessment or MAED and Ed.S. School Counselor

Entrance to University

1. Master's degree from an accredited IHE with at least 30 hours

2. G.P.A. of 3.0 or higher on a 4.0 scale
3. Three letters of recommendation supporting favorable dispositions (Screening to determine existing skills and dispositions in leadership)

Entrance to Program (Pillar IV)

1. Cumulative G.P.A. of 3.0 or higher on a 4.0 scale
2. Signed Kentucky Professional Code of Ethics
3. Signed UC Character and Fitness
4. Completion of Program Pre-Test within first course taken after admission to program

Midpoint Requirements (Pillar V):

1. Minimum 3.0 Cumulative GPA
2. Two favorable disposition assessments
3. Signed Kentucky Professional Code of Ethics
4. Signed UC Character and Fitness

Exit Requirements (Pillar VI):

1. Eighteen (18) hours of 600 level courses
2. Eighteen (18) hours completed at University of the Cumberlands
3. Six (6) year time limit not exceeded.
4. Successful Completion of Capstone (COOL 635)
5. Cumulative graduate GPA of 3.0 on a 4.0 scale
6. Two more favorable disposition assessments (4 total)
7. CA-1 Completed
8. Completed Graduate Application
9. Completion of program post-test unless taken previously in MAED

School Superintendent, Ed.S.

Requirements: 30 Credit Hours

Certification Only: 12 Credit Hours

ADOL 644 - Introduction to District Administration

Credit(s): 3 hours
This course reviews the theories of administration and practice at the district and community levels. This class is designed to introduce the candidate to the theories and concepts of administration including leadership theory and development; including impact of board leadership on student learning; community engagement focused on student learning; capacity building; district management; culturally responsive leadership; ethics; and professional development. Instructional Leadership at the chief executive officer (CEO) level is the subject of this standardsbased course. The

application of strategic planning skills to enhance teaching and learning; to ensure alignment among curriculum, curriculum resources, and assessment; and to support the collection and use of multiple measures of success are promulgated through the requirements of this course. Emphasis is placed on skills designed to advocate, nurture, and sustain an instructional program and a culture that supports student learning and staff professional growth. Staff evaluation, improving staff performance, and effective models of supervision are emphasized. Requires GSS permission to register.

ADOL 672 - School System Administration and Regulation

Credit(s): 3 hours
This course address the federal, state, and local laws governing school system administration with an emphasis on the following school functions: finance; personnel; food service; facilities; transportation; school safety; and school

ADOL 671 - Instructional Leadership: School Superintendent

Credit(s): 3 hours
This course provides candidates with the understanding and skills to facilitate rigorous curriculum, engaging instruction, professional development, and a comprehensive assessment system; implement of an aligned, rigorous, standards-based curriculum in every school which prepares all students to be globally competitive for postsecondary education and work; collaborate with district staff and school leaders to coordinate a system of support that ensures engaging and relevant instruction in every classroom; ensure that a comprehensive assessment system is appropriately used at the district, school, and classroom level for informed decision making that improves learning; work with district and school staff to develop and implement a coordinated system of student academic support for students whose achievement does not meet established benchmarks; and ensure that the school system has an articulated design for preschool, early childhood, middle childhood, adolescent, and adult education that represents research and best practice.
Prerequisite(s): None

ADOL 669 - Practicum: School Superintendent

Credit(s): 3 hours
Supervised practicum designed to provide experiences at the elementary, middle and high school level. The candidate, acting under the supervision and direction of one or more supervisors for 100 hours, will perform all the normal functions of a superintendent including program evaluation and improvement. The 100 hours will be divided between two different school districts. Formal documentation is required. The college professor will direct the practicum and provide in-class time for study, analysis and reflection. This course has a $75 fee. This course should be taken at the end of the program. Permission of Chair of Graduate Education required.
Prerequisite(s): ADOL 644, ADOL 671, ADOL 672. Requires advisor permission to register

Ed.S Requirements: 18 Credit Hours

All courses require field/clinical experience hours to pass the course.

ADOL 631 - School Program Improvement

Credit(s): 3 hours
This course identifies some of the innovative research and programs driving school improvement. Initiatives currently in place in America's schools will be discussed and examined. Further, the course provides the candidate with ways to access current educational conditions at the school and district level as well as provide suggestions regarding instituting change.
Prerequisite(s): None

ADOL 643 - Special Education and School Leadership

Credit(s): 3 hours
The administration of the special education program in public and private schools is a significant component of an administrator's duties. This course seeks to familiarize prospective school administrators with the laws of special education and other laws related to handicapped children in schools. Three legislative enactments IDEA, Section 504, and the Americans with Disabilities Act (ADA) will be addressed. The course also focuses on related topics including; (1) due process hearings, (2) remedies available to parents and school districts, (3) school records, (4) the identification and evaluation of children with disabilities including the process for evaluations, individualized education plans, placement, notice and consent, (5) discipline and (6) best practices for establishing a working relationship with parents of special education candidates.
Five Field/Clinical Experience Hours required.
Prerequisite(s): None

ADOL 628 - Leading the Professional Learning Community

Credit(s): 3 hours
This course offers effective ideas, strategies and tools to improve instructional practice and raise student achievement through the use of Professional Learning Communities (PLC). Using literature from today's educational leaders, you will study the PLC process including: how to establish effective PLC in your school, process and structure of PLC meetings, the use of data to drive PLC decisions, and the benefits of using a collaborative approach to improving instructional practice. Utilizing PLC empowers all educational stakeholders to embrace and maximize a collaborative, trusting, environment to increases academic achievement. A focus of the course is the superintendent's role in organizing, leading and supporting Professional Learning Communities at the district and school levels.
Prerequisite(s): None

ADOL 632 - Human Resource Management and Supervision

Credit(s): 3 hours
This course is a study of the role of the school administrator in managing the human resource function. Included in this course is a study of the organizational dimensions of the personnel function, along with planning, recruitment, selection, placement, development, and appraisal of the individual. This course also deals with the school administrator in his/her capacity as supervisor of the human resources of the school. In addition, the legal aspects of Human Resource Administration are discussed.
Five Field/Clinical Experience Hours required.
Prerequisite(s): None

ADOL 634 - Business Management in Public Schools

Credit(s): 3 hours
This course analyzes the principles, practices, policies, revenues and expenditures of school funds and school resource allocation at the district and school level. Special attention is given to school budgeting. Other topics in this course may be discussed featuring - but not limited to - finance formulas, financial accounting, purchasing and supply problems, school construction, school equipment, and school insurance.
Prerequisite(s): None

EDOL 547 - Diversity in a Multicultural Society

Credit(s): 3 hours
This course is designed for classroom teachers and other school personnel to explore the role that culture plays and has played in our lives, classrooms, city and country. The impact of race, class, gender, sexual orientation, and other aspects of social group identities on teaching and learning as they relate to contexts both in and out of schools will be examined. Candidates will analyze the nature and manifestations of culture, the concepts of cultural contact, and the history of cultural diversity in the United States and particular in the classroom. Dynamics of prejudice and biases are studied, and emphasis is placed on delineating curriculum and practices that honor, motivate, and empower all candidates. Examination of personal biases and identification of areas of deficient knowledge is encouraged.
Prerequisite(s): None

Continuous Assessment

Admission to University

1. Rank II and Master's Degree in Education from an accredited IHE
2. Cumulative GPA of 3.0 or higher
3. Three letters of recommendation supporting favorable dispositions
4. Three (3) years teaching experience
5. Two (2) years educational administration experience
6. Valid Teaching License
7. Level II Principal or Supervisor of Instruction Certification

Admission to EPP

1. Cumulative GPA of 3.0 or higher
2. Signed copy of Ky Code of Ethics
3. UC Character and Fitness Completed
4. UC Contract of Understanding
5. Letter of recommendation from a supervisor or education/agency representative
6. Admission Portfolio Submitted
7. Admission Interview Completed
8. Completion of Program Pre-test during first course

Admission to Practicum

1. GPA 3.0 or higher
2. Application for Practicum
3. Two favorable disposition assessments
4. Review of Professional Growth Plan with District Mentor

Exit Requirements

1. Minimum of twenty-one (21) hours completed at UC.
2. Completion of 115 Field and Clinical Experience hours
3. Two more favorable disposition assessments (4 total)
4. Professional Portfolio submitted.
5. Capstone Presented
6. Review of Professional Growth Plan with District Mentor
7. Post-test completed.
8. Application for graduation submitted.

Required for Certification

1. CA-1 Submitted
2. Passing Score on EPSB Required Exam

Supervisor of Instruction, Ed.S.

Administration Level I Certification Only: 18 Credit Hours

Ed.S and Level II Certification: 30 Credit Hours

Administration Level I Certification: 18 Credit Hours

ADOL 630 - Introduction to Educational Administration

Credit(s): 3 hours
This course reviews the theories of administration and practice at the district and community levels. This class is designed to introduce the candidate to the theories and

concepts of administration including personnel, finance, law, school organization and curriculum. Research studies which have been completed by state and regional administrative groups and frequent seminars in administration are held. Requires GSS permission to register.

ADOL 631 - School Program Improvement

Credit(s): 3 hours
This course identifies some of the innovative research and programs driving school improvement. Initiatives currently in place in America's schools will be discussed and examined. Further, the course provides the candidate with ways to access current educational conditions at the school and district level as well as provide suggestions regarding instituting change.
Prerequisite(s): None

ADOL 632 - Human Resource Management and Supervision

Credit(s): 3 hours
This course is a study of the role of the school administrator in managing the human resource function. Included in this course is a study of the organizational dimensions of the personnel function, along with planning, recruitment, selection, placement, development, and appraisal of the individual. This course also deals with the school administrator in his/her capacity as supervisor of the human resources of the school. In addition, the legal aspects of Human Resource Administration are discussed.
Five Field/Clinical Experience Hours required.
Prerequisite(s): None

ADOL 636 - School Law I

Credit(s): 3 hours
A course that is designed to provide basic legal information to the educational professional. Candidates in this course examine court decisions at both the federal and state level. Topics examined in this class include teacher dismissal and non-renewal, the rights of candidates and teachers, religious expressions in the school, etc.
Prerequisite(s): None

ADOL 639 - The Supervisor

Credit(s): 3 hours
This course examines the role of the school supervisor at the three levels of public schools. The course provides an analysis also of the duties and responsibilities of supervisors assigned to specific subjects and grade levels.

ADOL 665 - Practicum: Supervisor of Instruction

Credit(s): 3 hours
Supervised practicum designed to provide experiences at the elementary, middle, and high school level. The student, acting under the supervision and direction of one or more supervisors for 100 hours, will perform all the normal functions of a Supervisor of Instruction, including program evaluation and improvement. The 100 hours will be divided between two different schools. Formal documentation is required. The college professor will direct the practicum and provide in-class time for study, analysis, and reflection. This course has a $75 fee. This course should be taken at the end of the program. Permission of Department Chair required. 3 semester hours.
Prerequisite(s): ADOL 630,ADOL 631, ADOL 632, ADOL 636, ADOL 639. Requires advisor permission to register

Ed.S and Level II Certification: 30 Credit Hours

All courses require field/clinical experience hours to pass the course.

ADM 662 - School and Community Relations

Credit(s): 3 hours
This course is designed to help develop candidates understand the knowledge, dispositions, and performance ability to promote success of all students by exercising visionary, cultural, ethical and political leadership. The focus of this course is on facilitating the development, articulation, implementation, and stewardship of a school vision. The purpose of this course is to provide strategic approaches to interact with the political and social forces in order to shape educational decisions. During the course, candidates will analyze the impact of school decisions on school and community relations.
Pre-/Co-requisite(s): None

EDOL 634 - Curriculum Management and Assessment

Credit(s): 3 hours
This course is designed to prepare the master teacher and practicing school administrator for developing, evaluating and managing curricula. It will also examine the national, state, district and school roles in curricular matters including data analysis based on schools' continuous improvement plan. Further, this course will address the importance of the school portfolio as an effective way to exhibit a school's goals, achievements, and vision for improvement.
Prerequisite(s): None

EDOL 636 - Problems in Education

Credit(s): 3 hours
An examination of principles and practices, changing goals and processes in Education. Analysis of topical problems faced by society in shaping educational programs in the

school. May be taken more than once.
Prerequisite(s): None

EDOL 547 - Diversity in a Multicultural Society

Credit(s): 3 hours
This course is designed for classroom teachers and other school personnel to explore the role that culture plays and has played in our lives, classrooms, city and country. The impact of race, class, gender, sexual orientation, and other aspects of social group identities on teaching and learning as they relate to contexts both in and out of schools will be examined. Candidates will analyze the nature and manifestations of culture, the concepts of cultural contact, and the history of cultural diversity in the United States and particular in the classroom. Dynamics of prejudice and biases are studied, and emphasis is placed on delineating curriculum and practices that honor, motivate, and empower all candidates. Examination of personal biases and identification of areas of deficient knowledge is encouraged.
Prerequisite(s): None

Graduate Certificate

Standard Certificate in School Counseling

Requirements: 6-9 Credit Hours

This certificate is issued to holders of a provisional certificate in School Counseling with completion of one (1) year of full- time employment as a provisionally certified school counselor (two years if no previous teaching experience) in a public school or non-public school that meets the state performance standards as established in KRS 156.160.

Six (6) hours for Standard Certification or **Nine (9) hours for Provisional Certification** Candidate will choose the appropriate number of hours from the following courses in order to be recommended for the Standard Certificate or Provisional Certificate in School Counseling:

Course Requirements

COOL 531 - Social and Cultural Foundations of Counseling

Credit(s): 3 hours
This course provides an understanding and application of the social and cultural foundations associated with school counseling. This course is also designed to emphasize various cultural factors, poverty, ethnicity, ageism and disabilities and how those factors impact and affect cognition, emotion, behavior and social interactions in both the school and community. Ethical issues related to multicultural aspects of counseling will be addressed as well.
Prerequisite(s): None

COOL 539 - Career Development

Credit(s): 3 hours
The purpose of this course is to introduce candidates wishing to become school counselors to various career development theories, career counseling procedures and techniques, career assessment tools, career development program planning, and sources of occupational information. Emphasis is placed on empirically-based theories, theoretically based counseling interventions, and current issues in the world of work and vocational counseling.
Five Field/Clinical Experience Hours required.
Prerequisite(s): None

COOL 630 - Introduction to Addiction Counseling

Credit(s): 3 hours
Candidates in this course explore the fundamental concepts and issues necessary to gain an understanding of drug/alcohol counseling. Participants will be able to define chemical dependency and describe the various models of addiction. Criteria for Substance Abuse Disorders will be examined and applied to illustrative case studies. Participants will also be able to identify and discuss the unique clinical issues involved in treating the rising population. These include: denial and defenses, stages of recovery, relapse and relapse prevention counseling, shame and guilt, co-occurring disorders, effects on the family, intervention, and 12-Step groups. Modalities of treatment and treatment practices will also be discussed. The participants will gain an understanding of the knowledge, skills, and abilities required to be an effective counselor. The participants will be introduced to a code of ethics for the professional and will be able to discuss its importance.
Five Field/Clinical Experience Hours required.
Prerequisite(s): None

COOL 632 - Advanced Clinical Assessment

Credit(s): 3 hours
This course is designed to introduce advanced candidates to the concepts and applications of personality assessment with a specific focus on objective assessment methods. This course is intended to provide a thorough understanding of theory and concepts relevant to objective personality assessment, as well as to build skills needed to administer, score, and interpret well-known personality inventories.
Prerequisite(s): None

COOL 633 - Children and Adolescent Counseling

Credit(s): 3 hours
This course provides specialized knowledge and skills training in counseling children and adolescents. Students will learn to assess behavior and incorporate developmentally, ethnically, legally, and gender appropriate strategies and techniques to meet the needs of counseling children and adolescents. Students will examine various theoretical,

behavioral, and play therapy techniques for counseling children and adolescents.
Prerequisite(s): None

COOL 635 - Leadership, Advocacy, and Accountability in School Counseling

Credit(s): 3 hours
A comprehensive study is made of contemporary practices of leadership, advocacy, and accountability in the school counseling profession. The course includes study of the transformation of the role of the professional school counselor, comprehensive guidance programs and the National Model, accountability measures, leadership qualities and styles, legal and ethical practices, and multiculturalism in the schools in the 21st century.
Prerequisite(s): None

COOL 636 - Counseling Aspects of Grief and Loss

Credit(s): 3 hours
This course will address the relevant knowledge and skill base needed to provide the school counselor to work effectively with individuals and families coping with a range of experiences life transitions, divorce, physical health changes, foster placement, as well as death and bereavement experiences. Candidates will explore the dynamics of attachment and loss, life cycle reactions and needs of the dying and bereaved. The grief process and factors to consider in work with grieving children, adolescents and adults will be introduced. The assessment of complicated grief reactions and social work roles and tasks in facilitating the grief process will also be presented.
Prerequisite(s): None

Non-Degree Endorsement

English as a Second Language (ESL) Endorsement

Course Requirement: 15 Credit Hours

ESLO 610 - Teaching ESL in a Multicultural Society

Credit(s): 3 hours
The focus of this course is the examination of how people do and do not learn an additional language. It is the introductory course for candidates pursuing a master's degree in English as a Second Language (ESL) and/or K-12 certification in either English to Speakers of Other Languages (ESOL) and/or Languages Other Than English (LOTE)-French and Spanish. Candidates examine the major theories of second language acquisition and discuss their implications for the second and foreign language classroom. The primary goals of this course are (a) to familiarize candidates with major theoretical issues in second/foreign language learning in formal and informal situations; (b) to provide candidates with opportunities to observe and reflect on language learning situations and language learners in second and foreign language learning contexts; more

skillful at making appropriate teaching decisions that will nurture language learning among all students and especially among the culturally and linguistically diverse.

ESLO 615 - Phonology for ESL Teachers

Credit(s): 3 hours
This course explores many of the classic and current topics in sound patterns of the world's languages, and the theories and skills used to analyze them. Further, this course is an introduction to phonology and its application to the teaching of English as a second or foreign language. Students learn the phonological structure of the English language, analyze examples from language learner data, diagnose pronunciation difficulties experienced by English language learners (ELLs) from different first languages, and identify instructional strategies for assisting ELLs to perceive and produce challenging English sounds.

ESLO 620 - Methods and Materials for Teaching ESL

Credit(s): 3 hours
This course is designed for ESL educators and classroom teachers working with students for whom English is a second or other language. Candidates will explore the relationship of culture to language learning as well as nonlinguistic cultural issues such as the concept of time/space, the role of the teacher, and concepts of health and common medical practices. They will learn ways to support learners' adaptations to new schools and settings. Increased knowledge of language acquisition and function will help refine curriculum structures and instructional strategies that support effective language learning.

ESLO 630 - Methods for Teaching English as an International Language

Credit(s): 3 hours
This course is ESL educators and classroom teachers working with students for whom English is a second or other language. Course participants will explore the relationship of culture to language learning as well as ways to support learners' adaptations to new schools and settings. Increased knowledge of language acquisition and function will help course participants refine curriculum structures and instructional strategies that support effective language learning.

ESLO 635 - Teaching ESL through Reading and Writing

Credit(s): 3 hours
This course focuses on current approaches to the teaching and learning of reading and writing in English as a Second Language. The relationship of second language reading and writing to language learning, including oral development. A critical evaluation of existing literacy materials available for second language learners. This course is designed to give Masters

Continuous Assessment:

Entrance to University

1. Application to University
2. Bachelor's degree from accredited IHE
3. Cumulative GPA of 3.0
4. Three letters of recommendation
5. Signed copy of KY Code of Ethics
6. Valid teaching license

Entrance to Unit

1. Signed Kentucky Code of Ethics
2. Signed Character and Fitness
3. Pre-test completed during first course.

Midpoint

1. Cumulative GPA of 3.0
2. Two favorable disposition assessments
3. Signed KY Code of Ethics
4. Signed Character and Fitness

Exit

1. Fifteen hours of 600 level courses
2. Minimum of nine hours completed at University of the Cumberlands
3. Cumulative GPA of 3.0 or higher
4. Two more favorable disposition assessments (4 total)
5. Six-year time limit not exceeded.
6. CA-1 Submitted to UC Certification Office
7. Candidates must pass the English to Speakers of Other Languages portion of the Praxis II Exam.
8. Post-test completed.

Literacy Specialist Endorsement

Course Requirements: 12 Credit Hours

ENOL 531 - Writing Instruction for the Content Areas

Credit(s): 3 hours
This course teaches strategies for including writing activities and project based learning into all content areas. The intent is to show teachers in fields other than English that writing can become an integral academic component in their fields in grades K-12. Students will study research in the field of writing across the curriculum and develop a variety of daily and unit plans that incorporate writing experiences.

Clinical experience hours required.
Prerequisite(s): REOL 530

REOL 630 - Diagnosis of Reading and Writing Problems

Credit(s): 3 hours
This course is the study of current research in the implementation of standardized and informal diagnostic procedures for the appraisal of reading and writing problems. Candidates will conduct a case study focusing on struggling readers and writers across diverse populations.
Clinical experience hours required.
Prerequisite(s): REOL 531. This course is a prerequisite to REOL 632

REOL 533 - Teaching Reading in the Content Areas

Credit(s): 3 hours
This course will look at the processes, principles and practices that support literacy development in the content area classroom. Candidates will learn effective strategies for integrating reading/writing instruction in the content areas for diverse populations.
Clinical experience hours required.
Prerequisite(s): None

REOL 633 - Literacy Leadership

Credit(s): 3 hours
This is the final core course in the Reading and Writing Program. It is an intensive and comprehensive investigation of problems related to reading and writing as well as a review and practice of current teaching methods and innovative approaches to develop a comprehensive building-level literacy plan. A Diversity/Multicultural Reflection is also a part of the coursework.
Prerequisite(s): None

Continuous Assessment:

Entrance to University

1. Application to University
2. Master's degree from accredited IHE
3. Cumulative GPA of 3.0
4. Three letters of recommendation
5. Signed copy of KY Code of Ethics
6. Valid teaching license

Entrance to Unit

1. Signed Kentucky Code of Ethics

2. Signed Character and Fitness
3. UC Contract of Understanding
4. Pre-test completed during first course.

Midpoint

1. Cumulative GPA of 3.0
2. Two favorable disposition assessments
3. Signed KY Code of Ethics
4. Signed Character and Fitness

Exit

1. Twelve hours completed at University of the Cumberlands
2. Cumulative GPA of 3.0 or higher
3. Two more favorable disposition assessments (4 total)
4. Six-year time limit not exceeded.
5. CA-1 Submitted to UC Certification Office
6. To submit for Literacy Specialist Endorsement, candidate must pass appropriate KY required Praxis II Exam.
7. Post-test completed.

School Safety Endorsement

Course Requirements: 12 Credit Hours

SSE 535 - Introduction to School Safety

Credit(s): 3 hours
This course is an introduction to school safety and security regulations, policies, and procedures.

SSE 544 - School Emergency and Crisis Preparedness

Credit(s): 3 hours
This course prepares individuals to respond to safety threats using a trauma-informed approach.

SSE 553 - School Security, Crime, and Violence Prevention

Credit(s): 3 hours
This course prepares individuals to prepare for, collect, and review school security risk data and collaborate with outside agencies to mitigate risks.

SSE 562 - Physical Plant Security

Credit(s): 3 hours
This course prepares individuals to evaluate physical security needs, conduct cost-effectiveness of physical security controls, and collaborate with outside public safety officials to annually review and revise policies and procedures.

Continuous Assessment:

Entrance to the University

1. Bachelor's Degree from accredited IHE
2. G.P.A. of 3.00 or higher
3. Three letters of recommendation supporting favorable dispositions rating candidates in Critical Thinking, Creativity, Communication, and Collaboration
4. Valid Teaching License

Entrance to the Unit

1. Cumulative G.P.A. of 3.00 or higher
2. Kentucky Professional Code of Ethics signed by candidate.
3. UC Character and Fitness signed by candidate.
4. UC Contract of Understanding
5. Completion of Program Pre-Test within first course taken after admission to program

Midpoint Requirements:

1. 3.0 or higher G.P.A. in coursework
2. Two favorable disposition assessments
3. Kentucky Professional Code of Ethics signed by candidate.
4. UC Character and Fitness signed by candidate.

Exit Requirements:

1. A minimum of 21 hours completed at University of the Cumberlands
2. Exit Portfolio (standards based)
3. G.P.A. of 3.0 or higher
4. Total 4 disposition assessments
5. Field/Clinical Experience completed.
6. Maximum 6-year time limit
7. CA-1 submitted to EPSB.
8. Completion of program Post-Test

Non-Degree Proficiency Evaluation

Art, Health, Music, and Physical Education (P-12) Proficiency

The Proficiency Evaluation Program at University of the Cumberlands provides a pathway for certified educators to add additional certification areas to an existing teaching certificate. Unlike traditional programs with a fixed course sequence, each candidate's prior coursework is reviewed by the Proficiency Coordinator, and an individualized Educator Learning Plan (ELP) is developed. Most candidates complete 6-18 credit hours, along with relevant Praxis exams and a comprehensive exam to earn additional certification. This pathway also qualifies for provisional licensure, allowing educators to begin teaching in the new certification area while completing the ELP.

Business & Marketing (P-12) Proficiency

The Proficiency Evaluation Program at University of the Cumberlands provides a pathway for certified educators to add additional certification areas to an existing teaching certificate. Unlike traditional programs with a fixed course sequence, each candidate's prior coursework is reviewed by the Proficiency Coordinator, and an individualized Educator Learning Plan (ELP) is developed. Most candidates complete 6-18 credit hours, along with relevant Praxis exams and a comprehensive exam to earn additional certification. This pathway also qualifies for provisional licensure, allowing educators to begin teaching in the new certification area while completing the ELP.

Elementary Education (P-5) Proficiency

The Proficiency Evaluation Program at University of the Cumberlands provides a pathway for certified educators to add additional certification areas to an existing teaching certificate. Unlike traditional programs with a fixed course sequence, each candidate's prior coursework is reviewed by the Proficiency Coordinator, and an individualized Educator Learning Plan (ELP) is developed. Most candidates complete 6-18 credit hours, along with relevant Praxis exams and a comprehensive exam to earn additional certification. This pathway also qualifies for provisional licensure, allowing educators to begin teaching in the new certification area while completing the ELP.

Interdisciplinary Early Childhood Education Proficiency

The Proficiency Evaluation Program at University of the Cumberlands provides a pathway for certified educators to add additional certification areas to an existing teaching certificate. Unlike traditional programs with a fixed course sequence, each candidate's prior coursework is reviewed by the Proficiency Coordinator, and an individualized Educator Learning Plan (ELP) is developed. Most candidates complete 6-18 credit hours, along with relevant Praxis exams and a comprehensive exam to earn additional certification. This pathway also qualifies for provisional licensure, allowing educators to begin teaching in the new certification area while completing the ELP.

Middle School Proficiency

The Proficiency Evaluation Program at University of the Cumberlands provides a pathway for certified educators to add additional certification areas to an existing

teaching certificate. Unlike traditional programs with a fixed course sequence, each candidate's prior coursework is reviewed by the Proficiency Coordinator, and an individualized Educator Learning Plan (ELP) is developed. Most candidates complete 6-18 credit hours, along with relevant Praxis exams and a comprehensive exam to earn additional certification. This pathway also qualifies for provisional licensure, allowing educators to begin teaching in the new certification area while completing the ELP.

Secondary Proficiency

The Proficiency Evaluation Program at University of the Cumberlands provides a pathway for certified educators to add additional certification areas to an existing teaching certificate. Unlike traditional programs with a fixed course sequence, each candidate's prior coursework is reviewed by the Proficiency Coordinator, and an individualized Educator Learning Plan (ELP) is developed. Most candidates complete 6-18 credit hours, along with relevant Praxis exams and a comprehensive exam to earn additional certification. This pathway also qualifies for provisional licensure, allowing educators to begin teaching in the new certification area while completing the ELP.

Special Education Learning & Behavior Disorders (LBD) (P-12) Proficiency

The Proficiency Evaluation Program at University of the Cumberlands provides a pathway for certified educators to add additional certification areas to an existing teaching certificate. Unlike traditional programs with a fixed course sequence, each candidate's prior coursework is reviewed by the Proficiency Coordinator, and an individualized Educator Learning Plan (ELP) is developed. Most candidates complete 6-18 credit hours, along with relevant Praxis exams and a comprehensive exam to earn additional certification. This pathway also qualifies for provisional licensure, allowing educators to begin teaching in the new certification area while completing the ELP.

Special Education Moderate and Severe Disabilities (MSD) (P-12) Proficiency

The Proficiency Evaluation Program at University of the Cumberlands provides a pathway for certified educators to add additional certification areas to an existing teaching certificate. Unlike traditional programs with a fixed course sequence, each candidate's prior coursework is reviewed by the Proficiency Coordinator, and an individualized Educator Learning Plan (ELP) is developed. Most candidates complete 6-18 credit hours, along with relevant Praxis exams and a comprehensive exam to earn additional certification. This pathway also qualifies for provisional licensure, allowing educators to begin teaching in the new certification area while completing the ELP.

Health, Exercise and Sport Science

Program Mission

The Master of Science in Coaching and Fitness Leadership focuses on how to coach, teach, and influence individual or team performance by developing an ethical and

effective leadership style. This program targets sport and performance professionals preparing to reach their goals by emphasizing practical application while offering strong academic content.

The Master of Science in Health and Human Performance focuses on understanding health and wellness at all levels. Particular attention to prevention and intervention through lifestyle choices and physical activity will address chronic health diseases, which are considered a global problem but controllable. This program targets health and fitness promotion professionals in preparing to implement strategies appropriate to diverse populations.

Program Vision

The purpose of the Health, Exercise and Sport Science Master programs at University of the Cumberlands is to serve recent baccalaureate graduates and individuals already working in the areas of health promotion, fitness, and coaching who wish to secure further training in and credentials for areas within health and performance.

Program Goals

This program seeks to:

1. Prepare candidates to analyze the role of lifestyle behaviors including physical activity on general health and chronic disease.
2. Prepare candidates to implement health and fitness assessment, intervention, and planning appropriate to diverse populations.
3. Prepare candidates to select and adapt ethical and effective leadership strategies in physical activity from fitness to competitive sport levels.
4. Prepare candidates for communication with and education of participants over programming, behavior changes, assessment procedures and results.

Masters Degree

Coaching and Fitness Leadership, M.S.

Requirements: 30 Credit Hours

All candidates complete eighteen (18) hours in core of courses, six (6) hours in an emphasis, and six (6) hours in
elective courses.

Core requirement: 18 Credit Hours

HHP 530 - Research Methods

Credit(s): 3 hours
This is an introduction to the research process to provide practical tools to understanding, planning, conducting, assessing, and presenting research.

HHP 532 - Applied Nutrition

Credit(s): 3 hours
Fundamental and diverse nutritional education and practices will be addressed in the framework of allied health professionals working with various populations of active individuals.

HHP 534 - Exercise Physiology

Credit(s): 3 hours
This is a study of various factors that affect human performance to include regulatory mechanism, adaptations, and changes as a result of physical activity.

HHP 535 - Exercise Testing and Prescription

Credit(s): 3 hours
This course studies the principles of exercise testing and prescription for healthy and diseased states. This course will assist in the preparation for any personal trainer exam and the ACSM EP-C (Certified Exercise Physiologist) test for national certification.

HHP 633 - Current Issues in Coaching and Fitness Leadership

Credit(s): 3 hours
This course investigates current issues and trends involving culture, ethics, and policy for leaders in the areas of health, sport, and performance. Societal influence and impact on different individuals and communities will be examined along with strategies to create supportive environment.

HHP 638 - Administrative and Management Strategies

Credit(s): 3 hours
The course will study basic concepts, theories, and practical application pertaining to administration and management of sport and fitness programs. Topics may include organizational structure and function, program development and administration, human resource management, financial management, information management, and legal considerations.

Emphasis courses: 6 Credit Hours

HHP 537 - Coaching and Fitness Leadership

Credit(s): 3 hours
This course develops a theoretical base for teaching sport and exercise skills and to be used for practical application. The course includes the development of a leadership philosophy, with an emphasis on ethics and establishing a leadership style. An examination of the contemporary trends and issues in this area will be included.

HHP 631 - Advanced Coaching and Fitness Leadership

Credit(s): 3 hours
This course provides an in-depth study of the influence on individual and team performance in sport and exercise settings. There will be a focus on interpersonal aspects such as cohesion and leadership along with topics such as communication, management, skill acquisition, and risk management.
Prerequisite(s): HHP 537

Elective courses: 6 Credit Hours

HHP 531 - Applied Statistics

Credit(s): 3 hours
The focus of this course is to teach basic statistical and evaluative techniques, computer application skills in data analysis, and effective communication of results for research, reports, and presentations.

HHP 533 - Behavior Change in Health Promotion

Credit(s): 3 hours
This course will integrate psychological theory and practical application strategies of positive behavior change facilitation in health and fitness promotion.

Learning Outcomes:

The students will be able to:
1. Investigate and apply health behavior change and motivational theories.
2. Discuss barriers and factors that influence lifestyle behaviors and change.
3. Integrate intervention strategies to promote behavior change, adherence, and resilience.
4. Review how to facilitate change through different methods such as motivational interviewing, supportive feedback skills, and technology.
5. Summarize how to be an effective facilitator and the importance of ethical responsibilities including confidentiality.

HHP 536 - Foundations of Physical Activity in Health Promotion

Credit(s): 3 hours
This course will be a comprehensive examination of classic and contemporary global studies showing the influence of physical activity on chronic disease. This information can be used in leading individuals, communities, and global society toward improved health and quality of life.

HHP 630 - Health Promotion through Physical Activity

Credit(s): 3 hours
In this course, students will demonstrate their competencies of health promotion program planning and evaluation. This course will assist in the preparation for the ACSM/NPAS for Physical Activity in Public Health Specialist Certification exam.

HHP 632 - Social Determinants in Health Promotion

Credit(s): 3 hours
This course investigates current issues and trends influenced by societal, environmental, and situational factors in the areas of health, physical activity, and fitness. Real world health disparities, equity, and diversity will be discussed with ways to consider, prompt, and navigate more inclusive health promotion solutions.

Learning Outcomes

Upon completion of this course, students will be able to:
1. Identify and evaluate health disparities and inequity in the prevention and management of chronic conditions.
2. Discuss how to improve health outcomes for individuals and populations.
3. Describe and demonstrate how to improve participant/client-centeredness and the participants'/clients' experience of health promotion.
4. Explain and implement culturally appropriate skills to educate individuals and communities on how to prevent and manage health conditions as well as advocating for social change.

5. Facilitate and support individuals and communities to develop skills to promote their own health such as risk reduction behaviors, behavior change, and chronic disease management.

HHP 634 - Strength and Conditioning

Credit(s): 3 hours
This course is designed to study the principles and methods of training and conditioning in sports, fitness, and wellness. The focus is to develop holistic training programs that

include strength, endurance, power, and overall fitness performance through a variety of methods. This course assists in the preparation for a strength and conditioning specialist certification.

HHP 635 - Youth Health and Fitness

Credit(s): 3 hours
The course is designed to explore the health and developmental benefits of fitness training on youth. This course will also assist in the understanding of safe, age-appropriate exercise, fitness assessment, and program design. This course assists in the preparation for a youth fitness specialist certification.

HHP 636 - Plant Based Nutrition

Credit(s): 3 hours
This course will investigate eating practices exclusively or heavily based on plant consumption. Various concepts across the spectrum of plant-based diet patterns will be examined as well as factors influencing this dietary choice. Benefits and challenges to optimal performance and health will be addressed through nutritional recommendations.

HHP 637 - Applied Sports Medicine

Credit(s): 3 hours
This course will overview prevention, recognition, and management of sport and exercise injuries and other conditions influencing human performance and safety.

HHP 639 - Special Topics

Credit(s): 3 hours
The course is designed to provide information that is of particular interest to the fields of Health and Human Performance. Topics will vary. Course may be repeated with different topics.

Health and Human Performance, M.S.

Requirement: 30 Credit Hours

The Master of Science in Health and Human Performance is comprised of 30 credit hours. All candidates complete eighteen (18) hours in core of courses, six (6) hours in a concentration, and six (6) hours in elective courses. The Master of Science in Health and Human Performance requires the following:

Core Courses: 18 Credit Hours

HHP 530 - Research Methods

Credit(s): 3 hours
This is an introduction to the research process to provide practical tools to understanding, planning, conducting, assessing, and presenting research.

HHP 531 - Applied Statistics

Credit(s): 3 hours
The focus of this course is to teach basic statistical and evaluative techniques, computer application skills in data analysis, and effective communication of results for research, reports, and presentations.

HHP 532 - Applied Nutrition

Credit(s): 3 hours
Fundamental and diverse nutritional education and practices will be addressed in the framework of allied health professionals working with various populations of active individuals.

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Credit(s): 3 hours
This course will integrate psychological theory and practical application strategies of positive behavior change facilitation in health and fitness promotion.

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The students will be able to:
1. Investigate and apply health behavior change and motivational theories.
2. Discuss barriers and factors that influence lifestyle behaviors and change.
3. Integrate intervention strategies to promote behavior change, adherence, and resilience.
4. Review how to facilitate change through different methods such as motivational interviewing, supportive feedback skills, and technology.
5. Summarize how to be an effective facilitator and the importance of ethical responsibilities including confidentiality.

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Credit(s): 3 hours
This is a study of various factors that affect human performance to include regulatory mechanism, adaptations, and changes as a result of physical activity.

HHP 535 - Exercise Testing and Prescription

Credit(s): 3 hours
This course studies the principles of exercise testing and prescription for healthy and diseased states. This course will assist in the preparation for any personal trainer exam and the ACSM EP-C (Certified Exercise Physiologist) test for national certification.

Emphasis: 6 Credit Hours

HHP 536 - Foundations of Physical Activity in Health Promotion

Credit(s): 3 hours
This course will be a comprehensive examination of classic and contemporary global studies showing the influence of physical activity on chronic disease. This information can be used in leading individuals, communities, and global society toward improved health and quality of life.

HHP 630 - Health Promotion through Physical Activity

Credit(s): 3 hours
In this course, students will demonstrate their competencies of health promotion program planning and evaluation. This course will assist in the preparation for the ACSM/NPAS for Physical Activity in Public Health Specialist Certification exam.

Elective courses: Choose 6 Credit Hours

HHP 537 - Coaching and Fitness Leadership

Credit(s): 3 hours
This course develops a theoretical base for teaching sport and exercise skills and to be used for practical application. The course includes the development of a leadership philosophy, with an emphasis on ethics and establishing a leadership style. An examination of the contemporary trends and issues in this area will be included.

HHP 631 - Advanced Coaching and Fitness Leadership

Credit(s): 3 hours
This course provides an in-depth study of the influence on individual and team performance in sport and exercise settings. There will be a focus on interpersonal aspects such as cohesion and leadership along with topics such as communication, management, skill acquisition, and risk management.
Prerequisite(s): HHP 537

HHP 632 - Social Determinants in Health Promotion

Credit(s): 3 hours
This course investigates current issues and trends influenced by societal, environmental, and situational factors in the areas of health, physical activity, and fitness. Real world

health disparities, equity, and diversity will be discussed with ways to consider, prompt, and navigate more inclusive health promotion solutions.

Learning Outcomes

Upon completion of this course, students will be able to:
1. Identify and evaluate health disparities and inequity in the prevention and management of chronic conditions.
2. Discuss how to improve health outcomes for individuals and populations.
3. Describe and demonstrate how to improve participant/client-centeredness and the participants'/clients' experience of health promotion.
4. Explain and implement culturally appropriate skills to educate individuals and communities on how to prevent and manage health conditions as well as advocating for social change.

5. Facilitate and support individuals and communities to develop skills to promote their own health such as risk reduction behaviors, behavior change, and chronic disease management.

HHP 633 - Current Issues in Coaching and Fitness Leadership

Credit(s): 3 hours
This course investigates current issues and trends involving culture, ethics, and policy for leaders in the areas of health, sport, and performance. Societal influence and impact on different individuals and communities will be examined along with strategies to create supportive environment.

HHP 634 - Strength and Conditioning

Credit(s): 3 hours
This course is designed to study the principles and methods of training and conditioning in sports, fitness, and wellness. The focus is to develop holistic training programs that include strength, endurance, power, and overall fitness performance through a variety of methods. This course assists in the preparation for a strength and conditioning specialist certification.

HHP 635 - Youth Health and Fitness

Credit(s): 3 hours
The course is designed to explore the health and developmental benefits of fitness training on youth. This course will also assist in the understanding of safe, age-

appropriate exercise, fitness assessment, and program design. This course assists in the preparation for a youth fitness specialist certification.

HHP 636 - Plant Based Nutrition

Credit(s): 3 hours
This course will investigate eating practices exclusively or heavily based on plant consumption. Various concepts across the spectrum of plant-based diet patterns will be examined as well as factors influencing this dietary choice. Benefits and challenges to optimal performance and health will be addressed through nutritional recommendations.

HHP 637 - Applied Sports Medicine

Credit(s): 3 hours
This course will overview prevention, recognition, and management of sport and exercise injuries and other conditions influencing human performance and safety.

HHP 638 - Administrative and Management Strategies

Credit(s): 3 hours
The course will study basic concepts, theories, and practical application pertaining to administration and management of sport and fitness programs. Topics may include organizational structure and function, program development and administration, human resource management, financial management, information management, and legal considerations.

HHP 639 - Special Topics

Credit(s): 3 hours
The course is designed to provide information that is of particular interest to the fields of Health and Human Performance. Topics will vary. Course may be repeated with different topics.

Human Services

The Master of Arts in Addiction Studies is designed to train students with the knowledge and skills needed to work in settings that treat substance use disorders. The degree aligns with ICRC standards and prepares students to become Licensed Clinical Alcohol and Drug Counselor (LDAC) in the state of Kentucky.

Program Goals

Program goals for the Master of Arts in Addiction Studies program include the following:

ICRC STANDARDS	TASKS

Domain I: Screening, Assessment, and Engagement	To train counselors who can demonstrate verbal and non-verbal communication to establish rapport and promote engagement. To prepare counselors to discuss with the client the rationale, purpose, and procedures associated with the screening and assessment process to facilitate client understanding and cooperation. To train counselors to assess client's immediate needs by evaluating observed behavior and other relevant information including signs and symptoms of intoxication and withdrawal. To prepare counselors to administer appropriate evidence-based screening and assessment instruments specific to clients to determine their strengths and needs. To prepare counselors to obtain relevant history and related information from the client and other pertinent sources to establish eligibility and appropriateness of services. To train counselors to screen for physical needs, medical conditions, and cooccurring mental health disorders that might require additional assessment and referral. To train counselors to interpret results of screening and assessment and integrate all available information to formulate diagnostic impression and determine an appropriate course of action. To prepare counselors to develop a written summary of the results of the screening and assessment to document and support the diagnostic impressions and treatment recommendations.
Domain II: Treatment Planning, Collaboration, and Referral	To train counselors to formulate and discuss diagnostic assessment and recommendations with the client and concerned others to initiate an individualized treatment plan that incorporates client's strengths, needs, abilities, and preferences. To prepare counselor to use ongoing assessment and collaboration with the client and concerned others to review and modify the treatment plan to address treatment needs.

	To train counselors how to match client needs with community resources to facilitate positive client outcomes. To prepare counselors to discuss rationale for a referral with the client. To prepare counselors to communicate with community resources regarding the needs of the client. To train counselors to advocate for the client in areas of identified needs to facilitate continuity of care. To train counselors on how to evaluate the effectiveness of case management activities to ensure quality service coordination. To train counselors how to develop a plan with the client to strengthen ongoing recovery outside of primary treatment. To train counselors how to document treatment progress, outcomes, and continuing care plans. To prepare counselors to utilize multiple pathways of recovery in treatment planning and referral.
Domain III: Counseling	To train counselors to develop a therapeutic relationship with clients, families, and concerned others to facilitate transition into the recovery process. To prepare counselors to provide information to the client regarding the structure, expectations, and purpose of the counseling process. Preparing counselors to continually evaluate the client's safety, relapse potential, and the need for crisis intervention. To train counselors how to apply evidence-based, culturally competent counseling strategies and modalities to facilitate progress towards completion of treatment objectives. To prepare counselors to assist families and concerned others in understanding substance use disorders and engage them in the recovery process. To train counselors to document counseling activity and progress towards treatment goals and objectives.

	To train counselors to provide information on issues of identity, ethnic background, age, sexual orientation, and gender as it relates to substance use, prevention, and recovery. To train counselors to provide information about the disease of addiction and the related health and psychosocial consequences.
Domain IV: Professional and Ethical Responsibilities	To prepare counselors to adhere to established professional codes of ethics and standards of practice to uphold client rights while promoting best interests of the client and profession. To prepare counselors to recognize diversity and client demographics, culture and other factors influencing behavior to provide services that are sensitive to the uniqueness of the individual. To prepare counselors to continue professional development through education, self-evaluation, clinical supervision, and consultation to maintain competence and enhance professional effectiveness. To train counselors to identify and evaluate client needs that are outside of the counselor's ethical scope of practice and refer to other professionals as appropriate. To train counselors to uphold client's rights to privacy and confidentiality according to best practices in preparation and handling of records. To train counselors to obtain written consent to release information from the client and/or legal guardian, according to best practices. To train counselors to prepare concise, clinically accurate, and objective reports and records.

Masters Degree

Addiction Studies, M.A.

The Master of Arts in Addiction Studies is designed to trains students with the knowledge and skills needed to work in settings that treat substance use disorders. The degree aligns

with ICRC standards and prepares students to become Licensed Clinical Alcohol and Drug Counselor (LDAC) in the state of Kentucky.

Course Requirements: 30 Credit Hours

COUN 533 - Legal and Ethical Issues in Counseling

Credit(s): 3 hours
Legal and ethical issues and practices are integral to the professional counselor. This course will examine topics such as confidentiality, ethical competence, professional relationships, testing and malpractice as outlined in the American Counseling Association (ACA) code of ethics and the counseling profession. Emphasis will be placed upon critical thinking and the development of skills in evaluating and resolving ethical dilemmas encountered in a mental health counseling practice.

COUN 535 - Psychological Assessment in Clinical Practice

Credit(s): 3 hours
This course will provide an exploration of the structure, administration, interpretation and uses of various psychological tests typically utilized in a counseling practice. Specific assessment procedures will include (but are not limited to) testing: cognitive ability, personality dynamics, achievement, aptitude, adaptive behavior, and emotional characteristics. Special attention will be paid to helping students develop awareness of the process of conducting a comprehensive assessment, interpreting assessment results and how to communicate those results to clients.
Prerequisite(s): COUN 630 and COUN 638

COUN 636 - Theory and Practice of Multicultural Counseling

Credit(s): 3 hours
This course is designed to provide students with a comprehensive study of the skills, techniques, and information necessary to facilitate a counseling process in a cross-cultural counseling relationship. Students will be encouraged to develop self-awareness of their own cultural biases as well as awareness of many other cultures. Special attention will be given to dimensions of culture, ethnicity, lifestyle, religion, socioeconomic status, and gender issues and how those factors affect the counseling relationship and the choice of treatment processes.

COUN 637 - Group Counseling

Credit(s): 3 hours
This course is designed to provide students with a comprehensive overview of the various group counseling theories. In addition, this course will help students link various theoretical perspectives in group dynamics to its practice in therapeutic settings. Students will learn how to assess interpersonal and group dynamics, identify and practice group facilitation skills, manage group process and recognize how and when group treatment

may or may not be a beneficial treatment process for particular individuals or problems.
Prerequisite(s): COUN 530, COUN 536, COUN 539, COUN 630

HSRV 531 - Motivation, Change, and Treatment in Addictions

Credit(s): 3 hours
The course will focus on the theory and evidence-based practice of Motivational Interviewing (MI) by engaging resistant individuals in the process of change. The student will learn to help their clients explore and resolve their ambivalence by enhancing intrinsic motivation for change. Motivational Interviewing will be explored as a standalone intervention, as a method of increasing client adherence to other intervention approach's or as a general counseling approach underlying all client interactions. Given the wide variety of applications, this class is appropriate for those who are interested in substance abuse and addiction practice or in adapting these methods and theory to guide counseling for other behaviors and populations

HSRV 532 - Psychopharmacology & Addictions

Credit(s): 3 hours
This course provides a broad understanding of psychopharmacology theories of drug abuse, addiction, and treatment. The student is introduced to the basic principles of pharmacology, anatomy, and physiology as applied to the major classes of drugs of addiction. The course will also examine the effects of various drugs on human behavior. The course introduces medications that have been developed to support drug treatment such as methadone, suboxone, naloxone and others. Emphasis is placed on basic principles of drug ingestion, distribution, elimination, dose response relationships, neurotransmitter chemicals, and synaptic activity.
Pre-/Co-requisite(s): HSRV 531

HSRV 533 - Family Therapy in Addiction Treatment

Credit(s): 3 hours
This Addiction specialization course involves an exploration of family issues in abuse and addiction. Topics include system theory and family dynamics, codependency, abuse issues, the family life-cycle, developmental issues in families, the role of culture in families, co-occurring disorders including medical and psychological disorders, and models of family therapy.
Pre-/Co-requisite(s): HSRV 531

HSRV 534 - Clinical Management of Addictions

Credit(s): 3 hours
This course will prepare students to manage clinical documentation and understand policies used in addictions treatment. This course will prepare students to understand the methodology behind: biopsychosocial case conceptualization, treatment planning, psychopharmacological medications used in treating addictions, and co-occurring

disorders. This course will also prepare students in screening and assessment procedures, forming diagnostic impressions, referral processes, and client advocacy.
Pre-/Co-requisite(s): COUN 533, HSRV 531

HSRV 535 - Co-occurring Disorders

Credit(s): 3 hours
This course will provide an introduction to co-occurring psychiatric disorders and substance use disorders. This course will explore co-occurring assessment and treatment from a biopsychosocial, integrated framework.
Pre-/Co-requisite(s): COUN 533, HSRV 531

HSRV 536 - Advanced Topics: Street Drugs

Credit(s): 3 hours
This course will prepare students to assess and treat current and developing street drugs. This course will provide an in-depth exploration of heroin, marijuana (both natural and lab-created), psychedelics, stimulants, etc. Community resource information will be a focus of this course in terms of understanding the importance of collateral treatment providers.
Pre-/Co-requisite(s): COUN 533, HSRV 531

Leadership Studies

Program Mission

The mission of the Department of Leadership Studies is to prepare professionals to make valuable, cutting-edge contributions in various academic and organizational leadership roles. Through their research, professional activities, and public service, and primarily through their implementation of the leadership curricula, faculty members are committed to providing degree candidates the opportunity to deepen their professional knowledge and their understanding of educational and leadership theories, including those pertaining to adults, to extend their mastery of research and its application to strategic problem-solving, and to strengthen their commitment to professional service and ethical decision-making. Thus, the program seeks to produce graduates with the capacity for critical and creative thinking necessary to meet the complex demands placed on business and community organizations and academic units in higher education environments.

Program Vision

The Department of Leadership Studies' vision extends the University's long-standing mission to prepare students for "lives of responsible service and leadership" throughout the doctoral and master's tracks. Multiple curricular options enable students to develop advanced practitioner skills applicable to community settings, businesses, and higher education organizations. A particular emphasis is on academic leadership in collegiate-

level business, criminal justice, English, health science, history, information technology, instructional technology, math, missions and ministry, and student personnel services departments.

Program Goals

In pursuit of this mission, the Ed.D and Ph.D. in Leadership curricula serve the following program goals:

1. To develop critical and reflective thinking to facilitate institutional problem-solving and organizational or college improvement.
2. To nurture effective and ethical professional leadership at the college, organization, or unit-level.
3. To strengthen the research, analytical and communication skills necessary for professional decisionmaking.
4. To strengthen content knowledge in a emphasis area.
5. To promote public service and ethical leadership in professional and community settings.

Masters Degree

Organizational Leadership, M.S.

Requirements: 31 Credit Hours

The Master of Science in Organizational Leadership is designed to provide practical professional development preparation to embark on and continue successful careers in organizational leadership. The program equips students with theoretical background, analytical skills, and foundational research knowledge to lead organizations effectively.

The program's coursework is offered either in a fully online format or an executive format combining online and onsite study. The executive format program requires attendance at weekend residency classes. The program meets the needs of international graduate students.

Program Goals:

Students completing the Master of Science in Organizational Leadership will be able to:

1. Utilize advanced knowledge of organizational leadership.
2. Examine the major theories and concepts in organizational leadership.
3. Integrate their findings from the major theories and concepts in leadership to inform organizational decision-making.
4. Demonstrate advanced research, analytical, and communication skills necessary for professional organizational decision-making.

5. Develop advanced analytical and critical thinking skills to evaluate information, solve problems, and make sound ethical decisions in the different areas of organizational leadership.
6. Demonstrate public service and ethical leadership in professional and community settings.

The Master of Science in Organizational Leadership is made up of twenty-five (24) hours of core requirements, six (6) hours of electives, and one (1) hour of Applied Practical Learning or Applied Learning Practicum.

Core Requirements

LEAD 530 - Foundations of Organizational Leadership

Credit(s): 3 hours
This course focuses on foundational organizational theories, leadership theories, and leadership process. The course provides an introduction to organizational development, the role of organizational leaders, and the related knowledge required in this role. Different types of organizations, such as private, public, for-profit, and non-profit organizations, will be analyzed in the course.

LEAD 531 - Introduction to Non-Profit Management

Credit(s): 3 hours
This course is designed with a focus on understanding organizational aspects related to non-profit management and best practices in leading non-profit organizations. Students will explore issues leaders face while managing nonprofit organizations, board governance, grant writing, fundraising, managing employees and volunteers, and marketing strategies.

LEAD 532 - Research Methods and Analysis

Credit(s): 3 hours
The course is designed to provide students with an analysis of research methods and procedures used in research in the field of organizational leadership. The course explores quantitative and qualitative research methodologies and statistical analysis to guide organizational decision-making. Special attention is given to making sound decisions regarding the selection of appropriate designs and methods for investigating research questions.

LEAD 639 - Organizational Leadership Capstone

Credit(s): 3 hours
This course will provide an opportunity for students to demonstrate a synthesis of knowledge obtained in the program by focusing on prior course work, including building on the research methods and analysis concepts. Students will develop an academic paper

and project around a practical organizational problem faced by leaders and contributes to the professional body of knowledge in organizational leadership.

BUPM 532 - Organizational Behavior

Credit(s): 3
This course is the study of individual and group behavior within diverse organizations. Examination of organizational structure, processes, norms and values is included. Emphasis is given on the topics of leadership, management styles, organizational fit and change, motivation, group dynamics, and business process efficiency.

BUSM 632 - Advanced Human Resource Management

Credit(s): 3
This course is the study of contemporary topics related to effective management of human resources, and emphasizes in-depth research and analysis of the interrelationship of the human resource function in a dynamic business environment.

BUSM 631 - Managing in a Global Environment

Credit(s): 3

This course provides a study of the involvement of American firms in the international community with special emphasis on the impact of foreign competition on domestic markets, management of multinational enterprises, and decision-making in the international environment.

BUSM 645 - Strategic Leadership

Credit(s): 3
This course provides for the study of leadership issues and constructs required for managers. Emphasis is placed on negotiation, conflict resolution, mediation, communication, ethical reasoning, problem-solving, and decision-making.

LEAD 699 - Applied Practical Learning

Credit(s): 1 hour
This online course provides students enrolled in the master's program in Organizational Leadership an opportunity to apply professional applications to their respective academic coursework. The Applied Learning Practicum can be either a practicum or internship in an area directly related to the student's course of study, or a project conducted in collaboration with program faculty applying coursework to a professional setting.

- OR

INTR 599 - Applied Learning Practicum

Credit(s): 1 hour
This course provides students enrolled in a master's program an opportunity to apply professional applications to their respective academic coursework. The Applied Learning Practicum can be either a practicum or internship in an area directly related to the student's course of study, or a project conducted in collaboration with program faculty applying coursework to a professional setting. Through this course, the University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. The course will be repeated in each semester of student enrollment. As an integral part of the executive formatted programs, this course is required every semester in which a student is taking courses.

Electives - Choose 6 Credit Hours

ADOL 655 - Team Leadership

Credit(s): 3 hours
This course provides the candidate with the basic concepts and the essential skills of leadership that are required to lead and manage others. The course is designed to provide an examination of theories, concepts, research and practices in teacher leadership and conflict resolution. It is designed to promote creative, innovative leadership among emerging leaders in the education professions. The class will also examine approaches to building group and team competencies, paying particular attention to effective decision-making and communication in conflict resolution. Finally, the course will focus special attention on diagnosing the intentional and hidden dynamics that support and sometimes undermine team effectiveness. .)
Prerequisite(s): None

EDOL 631 - Advanced Human Development, Learning Behavior

Credit(s): 3 hours
Study of the lifespan from conception to young adulthood is studied with emphasis upon biological, intellectual, and psychosocial development. Also included are units on exceptional pupils and understanding of multicultural education. Required for all Master's Degree programs.
Prerequisite(s): None

CROL 677 - Applied Leadership

Credit(s): 3 hours
This course is an advanced leadership course with a focus on developing leaders' abilities to critically assess and evaluate different leadership styles, with a focus on self-examination for purposes of applying techniques and skills to the practice of leadership in

the field.
Prerequisite(s): None

ITS 630 - Organization Leadership and Decision Making

Credit(s): 3 hours
One of the most important skills a business leader needs to have concerning technology involves effective decision making and governance. This class will consist of a case study approach presenting different scenarios that require decisions to be made on technology issues that are relevant to today's business environment. Students will develop the skills for understanding the components and elements of these technology decisions, and assess associated risks. This course will draw upon a cross section of technology, finance, security, project management, leadership, and other aspects of effective decision making.

ITS 631 - Operational Excellence

Credit(s): 3 hours
This course focuses on the skills & knowledge to guide an organization in its best use of technology to achieve its business goals and objectives. Although technical knowledge & skills are essential for technology professionals, this course focuses on the development of more general leadership skills. The ability to communicate with a broad set of stakeholders is essential & this course will offer exercises in skills such as negotiation, persuasion, agility, coaching & facilitation through case studies, role playing and simulation. Technology leaders must also understand the elements of developing & implementing an overall IT Strategy for the organization. This course will review the various levels of strategy & how strategy is implemented.

HHP 537 - Coaching and Fitness Leadership

Credit(s): 3 hours
This course develops a theoretical base for teaching sport and exercise skills and to be used for practical application. The course includes the development of a leadership philosophy, with an emphasis on ethics and establishing a leadership style. An examination of the contemporary trends and issues in this area will be included.

HHP 631 - Advanced Coaching and Fitness Leadership

Credit(s): 3 hours
This course provides an in-depth study of the influence on individual and team performance in sport and exercise settings. There will be a focus on interpersonal aspects such as cohesion and leadership along with topics such as communication, management, skill acquisition, and risk management.
Prerequisite(s): HHP 537

MMOL 634 - Christian Leadership Development

Credit(s): 3 hours
The course explores leadership from a biblical and theological perspective. The tasks or functions of leadership will be addressed in regard to para-church and local church ministry. Students will assess their own leadership and relational styles.

Notes:

*All online students who are seeking to earn this degree must take this course in lieu of INTR 599, in addition to meeting all program degree requirements. Executive format students can substitute the required INTR 599 course in lieu of this course as part of their program degree requirements.

** Executive format programs have an applied learning component (internship or practicum) that is an integral and essential part of the established curriculum. Due to the applied learning component required for the degree program, Executive format students must enroll in INTR every term of enrollment.

Doctoral Degree

Ed.D. to Ph.D. Leadership Bridge Program

Requirements: 66 Credit Hours

The EdD to PhD Bridge Program at the University of the Cumberlands is designed for students who have earned a Doctor of Education (EdD) with a minimum of 60 credit hours and seek to advance their academic credentials by pursuing a Doctor of Philosophy (PhD) in Leadership. This bridge program provides an individualized pathway, allowing students to expand their research competencies, engage in advanced theoretical inquiry, and contribute meaningfully to the field of leadership studies.

Objectives

1. Provide a seamless transition for Ed.D. graduates to achieve a Ph.D.
2. Ensure academic rigor while building on prior educational and work experiences.
3. Expand research capacity by encouraging students to explore different methodologies or extend their previous research.
4. Contribute to the field by producing graduates equipped for advanced scholarly and practical contributions.

The EdD to PhD Bridge Program represents an innovative approach to supporting lifelong learning and advancing scholarly contributions. By leveraging students' prior coursework and experience, this program will meet the needs of both students and the broader educational community.

Admission Criteria

- Completion of an accredited Ed.D. program with a minimum of 60 credit hours.
- Cumulative grade point average of at least 3.0 on a 4.0 scale.

Major Requirements: 66 Credit Hours

Accepted Transfer Credit: Up to 42 Credit Hours from the existing Ed.D.

Bridge Courses: Minimum of 24 Credit Hours

Research Track Courses: 6 Credit Hours

DSRT 834 - Advanced Statistical Applications

Credit(s): 3 hours
This course focuses on the application of inferential statistics and incorporation of advanced statistical techniques. Specific concepts include developing research instruments, assessment of the reliability and validity of research instruments, analysis and interpretation of survey results, use of Cronbach's alpha, factor analysis, multiple regression, multivariate analysis of variance, and other advanced statistical tests used in research. Students will be exposed to the use of statistical software to analyze data using various statistical tests. Topics covered in this course would allow the application of knowledge in the analysis of data in a quantitative dissertation.
Prerequisite(s): DSRT 734

LEAS 836 - Current Trends in Leadership

Credit(s): 3 hours
This course provides an examination and critical analysis of current trends and issues in leadership. The course will evaluate current research and literature in the field of leadership to provide an assessment and discussion of current trends and issues.

Dissertation Research Courses: 12 Credit Hours

DISR 736 - Dissertation Proposal Development

Credit(s): 3
This course provides guided instruction on the design and writing of a dissertation proposal focused on organization-based research. Course activities are intended to strengthen skills in writing, project design, and research methods.
Prerequisite(s): DSRT 734 (or equivalent) and DSRT 837 (or equivalent)

DISR 839 - Dissertation Research I

Credit(s): 3
The course is designed to provide doctoral students with an in-depth analysis of the methods and procedures of research used in the various subfields of education. Topics

include conceptualizing research designs, writing research proposals, constructing measurement instruments, collecting and analyzing qualitative and quantitative data, and drawing inferences. Special attention is given to making sound decisions regarding the selection of appropriate designs and methods for investigating research questions. The student will develop a proposal that will, upon approval of the student's advisor and program director, serve as the first three chapters of the student's dissertation. Prerequisite(s): DSRT 734 (or equivalent) and DSRT 837 (or equivalent)

DISR 930 - Dissertation Research II

Credit(s): 3
These courses are an independent application of research, design, and methodology that leads to the completion of an original research study under the guidance of the student's Dissertation Director. Subject to the final approval of the Dissertation Director and evaluators, the degree candidate writes the dissertation and prepares for its oral defense. Prerequisite(s): All coursework needs to be completed, and IRB approval must be secured. Advisor approval is also necessary to register for the 930 sequence; if the dissertation is not completed at the end of DISR 931, the candidate enrolls in DISR 931-R as needed for 3 credit hours each term until the dissertation is completed and defended.

DISR 931 - Dissertation Research III

Credit(s): 3
These courses are an independent application of research, design, and methodology that leads to the completion of an original research study under the guidance of the student's Dissertation Director. Subject to the final approval of the Dissertation Director and evaluators, the degree candidate writes the dissertation and prepares for its oral defense. Prerequisite(s): All coursework needs to be completed, and IRB approval must be secured. Advisor approval is also necessary to register for the 930 sequence; if the dissertation is not completed at the end of DISR 931, the candidate enrolls in DISR 931-R as needed for 3 credit hours each term until the dissertation is completed and defended.

Elective Courses: 6 Credit Hours

Selected based on the student's research or leadership focus.

Educational Leadership, EdD.

Requirements: 60 Credit Hours

Unifying these diverse curricular goals is the concept of situational leadership. Such leadership is based on an understanding of andragogic research and sound theories of organizational management. However, these academic ideals must be tempered by the realities of experience and focused by a commitment to professional service to the community rooted in sound ethical principles. The Ed.D. and Ph.D. curricula are hence designed to mold general theory and knowledge into professional expertise and ethical practice.

Professional Sensitivity.

While the program's schedule requires considerable independent learning and preparation on the part of the candidate prior to each session, the schedule nevertheless enables in-depth, active learning based on critical and reflective thinking. The format allows assignments to be handled comfortably, while candidates maintain their continuing professional responsibilities. The program is designed with an applied learning component that is an integral (essential) part of the established curriculum. This allows students the opportunity to apply their studies to their place of employment.

Course Scheduling.

Courses are organized so that those taken in a given term complement one another. In addition, courses are arranged sequentially from term to term in order to prepare the candidate for the major research tasks and checkpoints of the dissertation. Thus, embedded in the coursework of a cohort's first and second years are activities intended to assist the degree candidate in exploring topics and research strategies for the dissertation. Students write drafts of the dissertation's first three chapters in courses prior to enrollment in DSRT 930 Dissertation. Because writing and analytical skills are necessary in the DSRT sequence of classes, they must be taken in the following order: DSRT 837, DSRT 736, DSRT 839, and DSRT 930, DSRT 931, and, if needed, DSRT 931 may be repeated. It is required that students complete DSRT 734 and DSRT 837 before enrolling in DSRT 736. EdD and PhD students are encouraged to complete DSRT 850 prior to DSRT 839 to provide them with qualitative methodology concepts prior to starting DSRT 839. Moreover, administrative classes in the Core, specifically the Change Process, Leadership in Theory and Practice, Program Planning and Assessment, and Learning in Adulthood need to be completed before enrolling in DSRT 736.

Second-and-Third Year Research.

During enrollment in DSRT 736 the student will formally identify a dissertation topic and write the review of the literature in fulfillment of the requirements for DSRT 736 - Dissertation Seminar. The student will write the remaining sections of the first three chapters of the dissertation and obtain approval from the Institutional Review Board while enrolled in DSRT 839 - Advanced Research Methods. Candidates for the EdD/PhD degree will then carry out their research during DSRT 930 and DSRT 931.

Comprehensive Examination.

Candidates normally sit for the Comprehensive Examination while enrolled in DSRT 839. The specific content, structure, and scheduling of this examination is determined by the Program Director in consultation with the full time program faculty. Tailored to each student's program of study, questions on the Comprehensive Examination are generated by the program's four content- related goals:

1. To develop critical and reflective thinking to facilitate institutional problem-solving and organizational or college improvement.

2. To nurture effective and ethical professional leadership at the college, organization, or unit-level.
3. To strengthen the research, analytical and communication skills necessary for professional decisionmaking.
4. To strengthen content knowledge in a specialty area.
5. To promote public service and ethical leadership in professional and community settings.

The Comprehensive Examination is proctored and graded by contributing members of program faculty, with passing marks required on all sections of the examination before a candidate can graduate. Students failing the exam a third time must retake relevant courses. Once the student has successfully retaken relevant courses, the cycle of testing begins anew.

The Dissertation.

The dissertation is the capstone experience in the EdD program in Educational Leadership as it is in the PhD track in Leadership. A dissertation is a research-based project that must satisfy the program's goals and be related to program assessment, or other themes stressed in one or more of the core classes as considerations for a dissertation topic. A full-time faculty member in the Department of Leadership Studies must have an interest in a proposed dissertation topic and assume responsibility for directing the study. Faculty biographies are available on the University's website through the Directory.

The candidate must file intent to Graduate at the beginning of the term of intended completion; must schedule Oral Dissertation Defense at least six weeks prior to intended Date: and must file the approved dissertation with the Program Director at least two weeks prior to graduation.

Writing and Analytical Skill Development.

The doctoral program at University of the Cumberlands places a premium on helping students develop effective analytical and writing skills. As described earlier, Goals 1 and 3 speak directly to those important functions of the program. To help students succeed in developing those skill sets, a number of courses in the program have embedded assessments in them. The assessment process is designed to assist faculty in evaluating the program's success in helping students develop their writing and analysis skills. Any student who has demonstrated deficiencies in writing or analysis skills will be required to participate in tutoring services. Students assigned to a tutor will be evaluated and presented with a remediation plan that must be satisfied before they can register for any or subsequent DSRT courses. Analysis skills refer to higher levels of learning as described by Benjamin Bloom in his cognitive domain. A basic restatement of one or even two perspectives on a topic is not considered sufficient analytical skills necessary to meet proficiency in regard to higher level analytical aptitude. Students must be able to identify distinct factors in complex issues, separate them, and then synthesize salient factors to arrive at a nonbiased evaluation of numeric data and other forms of evidence.

Remediation and Program Continuance.

Critical thinking and writing skills are essential attributes of successful doctors of leadership. Any of the EdD/PhD faculty can refer a student to mentoring. Students referred to mentoring must coordinate their entrance into and out-of-mentoring with the Program Director. Please note that placement in mentoring is not an optional assignment; it is mandatory. Only those mentored students who have successfully completed an individualized remediation plan will be allowed to continue beyond certain points in their respective programs. For instance, provisionally admitted students who were referred to tutoring cannot register for more than 12 hours until they have met their individualized remediation requirements. Other students referred to remediation may not register for DSRT 930 until they have satisfied their remediation plan.

Strategic Administration & Curriculum and Culture: 21 Credit Hours

LEAS 730 - The Politics of Organizational Decision-Making

Credit(s): 3 hours
This course provides an overview of how political activities at the federal, state, and local levels impact the administrative decision-making in an organizational setting. It explores strategies for managing institutional politics to make these activities a constructive component of administration.

LEAC 731 - Learning in Adulthood

Credit(s): 3 hours
Course investigates the adult as learner with special attention given to the impact that aging has on cognition, visual acuity, auditory ability, social interactions, and self-perceptions. The course further explores the various settings and platforms in which learning takes place. Special attention is given to teaching and leading adults.

LEAS 732 - Program Planning and Assessment

Credit(s): 3 hours
The course examines the development, delivery, and assessment of academic programs. Emphasis is placed on identifying needs and developing courses relevant to organizational and unit mission statements. Methods of assessing program effectiveness are also examined.

LEAS 830 - Leadership in Theory and Practice

Credit(s): 3 hours
In this home-based project, the candidate applies adult learning theories and leadership principles to an initiative within the home institution or in an educational setting approved by the instructor. The course culminates in a written project that assesses the

types of learning and or leadership models used in the initiative as well as the outcome. The paper should be at least 20 pages in length.

LEAS 833 - Higher Education in America

Credit(s): 3 hours
Course provides an overview of the missions of contemporary higher education institutions, including community colleges; private liberal arts colleges; church affiliated universities, public regional and land-grant universities, historically black colleges, as well as proprietary colleges and universities. Particular attention is given to the roles played by various administrative units operating on college campuses, including academic affairs, student-personnel services, and financial affairs and plant operations.

LEAS 835 - The Change Process

Credit(s): 3 hours
The course offers an interdisciplinary approach to the management of the change process with respect to individuals, groups, local community, and the American society. Drawing on concepts from the psychology of learning, human resource management, and sociology, the course looks at how educators and various social and political forces, including government policies and court decisions, interact with local culture to impact individual and corporate human behavior.

LEAC 834 - Leadership in Historical Context

Credit(s): 3 hours
The course examines the practical application of leadership throughout history. It places special emphasis upon the contextual actions of leaders and the dynamics of time and place. This course exposes students to a wide range of historical leaders, their leadership techniques, and the consequences of their leadership decisions. Students will evaluate the classical understanding of leadership, particularly from a Greco-Roman perspective.

Professional Research: 21 Credit Hours

DSRT 734 - Inferential Statistics in Decision-making

Credit(s): 3 hours
This course focuses on the descriptive and inferential statistics commonly used in organizational administration. Course activities include the application of statistical methods to research design, as well as an investigation of how these methods can contribute to school improvement. Specific concepts include measures of central tendency and variability, probability theory, estimation and significance, and correlation and regression.

DSRT 837 - Professional Writing and Proposal Development

Credit(s): 3 hours
This course is an introductory overview of writing and organizational skills necessary for completion of a dissertation and submission of articles for publication. It includes components of research design.

DSRT 850 - Qualitative Research Methods

Credit(s): 3 hours
The course is designed to provide doctoral students with an in-depth understanding of qualitative methods and procedures of research. Topics discussed will include epistemology, the use of logic and drawing conclusions, the role of deduction, detection of logical fallacies and false argumentation, and the forms of qualitative study: Narratives, phenomenologies, ethnographies, grounded theory, and case studies, conceptualizing research designs, the collection and analyzing data/research, and drawing inferences. Special attention is given to making sound decisions regarding the selection of appropriate designs and methods for investigating research questions.

DSRT 736 - Dissertation Seminar

Credit(s): 3 hours
This course provides guided instruction on the design and writing of a dissertation proposal focused on organizationbased research. Course activities are intended to strengthen skills in writing, project design, and research methods.
Prerequisite(s): DSRT 734 and DSRT 837

DSRT 839 - Advanced Research Methods

Credit(s): 3 hours
The course is designed to provide doctoral students with an in-depth analysis of the methods and procedures of research used in the various subfields of education. Topics include conceptualizing research designs, writing research proposals, constructing measurement instruments, collecting and analyzing qualitative and quantitative data, and drawing inferences. Special attention is given to making sound decisions regarding the selection of appropriate designs and methods for investigating research questions. The student will develop a proposal that will, upon approval of the student's advisor and program director, serve as the first three chapters of student's dissertation.
Prerequisite(s): DSRT 734, DSRT 837 and DSRT 736.

DSRT 930 - Dissertation

Credit(s): 3 hours
These courses are an independent application of research, design, and methodology that leads to the completion of an original research study under the guidance of the student's Dissertation Director. Subject to the final approval of the Dissertation Director and evaluators, the degree candidate writes the dissertation and prepares for its oral defense. DSRT 930 and DSRT 931 are taken consecutively for 3 credits each.

Prerequisite(s): all coursework, including those in the content specialty area, needs to be completed; Comprehensive exams need to be successfully passed; and IRB approval must be secured. Advisor approval is also necessary to register for the 930 sequence; if the dissertation is not completed at the end of DSRT 931, the candidate enrolls in DSRT 931 as needed, for 3 credit hours each term, until the dissertation is completed and defended.

DSRT 931 - Dissertation

Credit(s): 3 hours
These courses are an independent application of research, design, and methodology that leads to the completion of an original research study under the guidance of the student's Dissertation Director. Subject to the final approval of the Dissertation Director and evaluators, the degree candidate writes the dissertation and prepares for its oral defense. DSRT 930 and 931 are taken consecutively for 3 credits each.
Prerequisite(s): Prerequisites: all coursework, including those in the content specialty area, needs to be completed; Comprehensive exams need to be successfully passed; and IRB approval must be secured. Advisor approval is also necessary to register for the DSRT 930 sequence; if the dissertation is not completed at the end of DSRT 931, the candidate enrolls in DSRT 931 as needed, for 3 credit hours each term, until the dissertation is completed and defended.

Notes:

NOTE ON DISSERTATION CREDITS AND PROCEDURES:

If the dissertation is not completed at the end of DSRT 931, the candidate repeats DSRT 931 as needed, for three (3) credit hours each term, until the dissertation is completed and defended.

Content Specialty Emphasis Area: 18 Credit Hours

Business

Courses in the following Masters will matriculate as the Doctoral specialty if the program is completed as a second Masters:

Business Administration, MBA
Global Business with Blockchain Technology, M.S.
Project Management, M.S.
Strategic Management, M.S.
Or other approved electives

Criminal Justice

CROL 631 - Law Enforcement Administration

Credit(s): 3 hours
This course examines the best way to enforce the law, policing administration, internal affairs as it relates specifically to policing institutions, and managing special units. Students will also learn about the trends in community policing, restorative justice programs and crime prevention, and contemporary issues in policing structure as it relates to administrative purposes.

CROL 632 - Critical Issues in Law Enforcement

Credit(s): 3 hours
This course discusses all aspects of policing. From the history and different theories of policing, to restorative policing, to community policing, a holistic view of police life and obligation will be shown to the student. Contemporary police problem- solving theories and theory application will be covered.

CROL 633 - Corrections Administration

Credit(s): 3 hours
This course provides an overview of the most significant issues to correctional facilities, administrators, officers and those within the criminal justice system. This course seeks to provide an examination of the harsh realities afforded by corrections systems, physical and mental health problems within the corrections system, gangs and their separate issues, and women in prison. The privatization of prisons is also a topic that will be discussed, along with the use of contemporary technology in the corrections system.

CROL 634 - Critical Issues in Community-Based Corrections

Credit(s): 3 hours
This course provides an overview of the most significant issues to correctional facilities, administrators, officers and those within the criminal justice system. This course examines the harsh realities afforded by corrections systems, physical and mental health problems within the corrections system, gangs and their separate issues, and women in prison. The privatization of prisons is also a topic that will be discussed, along with the use of contemporary technology in the corrections system.

CROL 635 - Legal and Ethical Issues in Homeland Security

Credit(s): 3 hours
This course offers a broad-based examination of all aspects that govern and give power to U.S. national security. The legal framework included in Common Law, the U.S. Constitution and legal opinions within the branches of government will be discussed as it pertains to how different branches within the U.S. government share national security powers. There will also be a focus on the legality and ethical considerations relevant when organizing counterterrorism efforts, as well as a general discussion over investigating terrorism and the evolution of terrorist efforts and counterterrorist technology.

CROL 636 - Critical Issues in Homeland Security

Credit(s): 3 hours
This course offers an examination of anti-terrorism/extremism theories in contemporary law enforcement. It will provide an analysis of terrorist behavior, different terrorist typologies and extreme behavior as the foundation for all terrorist activity. The industry of homeland security and the misunderstood role of homeland security organizations will be discussed, as well as contemporary reasons for terrorist exploits. The legality of acts taken within the U.S. will be discussed in detail, as well as an unraveling of U.S. domestic terrorism policy.

CROL 637 - Juvenile Justice Administration and Management

Credit(s): 3 hours
This course explores the juvenile justice system, focusing on the responsibilities of being a public manager of a juvenile justice organization. The focus of this course is to build the knowledge base of the student on contemporary juvenile justice issues and to teach the student how to apply theories of management to public systems as they pertain to juvenile justice. The extent of juvenile gangs in the U.S., drug rings and other contemporary issues will be covered.

CROL 641 - Violent Offenders: Crimes & Psychology

Credit(s): 3 hours
This course explores and reviews serious violent offenses including: homicide, rape, robbery, murder, aggravated assault, serial killing, and arson. Students will explore and analyze the psychological similarities and differences of the perpetrators of each type of offense and how the public and the criminal justice system are impacted by the processing of violent crime cases.

CROL 651 - Recovery and Relapse

Credit(s): 3 hours
This course is designed to introduce the student to recovery and relapse processes. The student will learn the stages of change and the various phases of the recovery process. Students will be able to recognize the behavioral criteria for someone who is in stable recovery, versus instability and relapse potential. Included in this course is an exploration of the psychological causes and manifestations of craving, treatment strategies in relapse prevention planning, nutritional variables that contribute to relapse, relapse issues among various populations, and support factors to maintain a healthy recovery.

CROL 674 - Advanced Statistical Analysis

Credit(s): 3 hours
This course focuses on building a greater understanding of the theoretical underpinnings and tools for applying linear models and related techniques to social scientific data

analysis. Learners will explore the workings of multiple regression and problems that arise in applying it, as well as delving deeper into the theory of inference underlying regression analysis. Consideration will also be given to the analysis of binary and count data, emphasizing the need to fit appropriate models, as well as factorial designs.
Prerequisite(s): Currently enrolled as a University of Cumberlands Ph.D. student

CROL 677 - Applied Leadership

Credit(s): 3 hours
This course is an advanced leadership course with a focus on developing leaders' abilities to critically assess and evaluate different leadership styles, with a focus on self-examination for purposes of applying techniques and skills to the practice of leadership in the field.
Prerequisite(s): None

CROL 681 - Proseminar in Criminal Justice

Credit(s): 3 hours
This course is a review of classical and recent literature in criminal justice. Trends and issues that transcend the components of the criminal justice system will be researched, analyzed, and evaluated.
Prerequisite(s): None

CROL 683 - Criminal Justice Program Evaluation

Credit(s): 3 hours
This course will focus on the key concepts and methods available for performing analysis of field-level criminal justice programs. Students will be exposed to primary principles of analyzing and existing criminal justice programs for purposes of determining efficacy and feasibility, whether before a program is launched or during postimplementation. Quantitative and qualitative forms of program evaluation will be discussed and utilized.
Prerequisite(s): Currently enrolled as a University of Cumberlands Ph.D. student

CROL 685 - Qualitative Methods in Criminal Justice

Credit(s): 3 hours
This course provides the foundation for professional criminal justice research with a specific focus on qualitative methods, including participant observation, ethnography, interviews, historical analysis, and case studies. The course will explore the uses, strengths, and weakness of qualitative approaches to criminal justice research.
Prerequisite(s): Currently enrolled as a University of Cumberlands Ph.D. student

CROL 687 - Legal Research and Analysis

Credit(s): 3 hours
This course examines traditional legal research methods, providing the student the tools

necessary to successfully research and properly document the history of case law in the United States.
Prerequisite(s): Currently enrolled as a University of Cumberlands Ph.D. student

CROL 689 - Drugs and Crime

Credit(s): 3 hours
This course focuses on the nature and scope of the relationship between drugs, alcohol, and crime, and the effect of anti-drug legislation on the criminal justice system in an historical and contemporary context. Literature affirming or denying the relationship between drugs and crime will be analyzed and evaluated, with various methods for accumulating data being examined and utilized.
Prerequisite(s): None

CROL 691 - Life-Course Criminology

Credit(s): 3 hours
This course provides an exploration of crime and deviance based on the life course theoretical perspective. The theoretical underpinnings, research methodologies, and empirical research of this framework will be studied. Issues to be discussed include: the development of criminal careers, the cessation and evolution of criminal behavior over the life course (specifically trajectories, transitions, and turning points), and qualitative and quantitative research methodologies specific to life course criminology. Also, this course will examine criminal justice policy implications and applications related to life course criminology.
Prerequisite(s): None

Education

The following are Education courses that EdD and PhD students may enroll in. Some courses require field/clinical hours that students must complete to earn a passing grade. Some courses listed may have prerequisites and may not be available to students who have not previously completed the prerequisites.

ADOL 631 - School Program Improvement

Credit(s): 3 hours
This course identifies some of the innovative research and programs driving school improvement. Initiatives currently in place in America's schools will be discussed and examined. Further, the course provides the candidate with ways to access current educational conditions at the school and district level as well as provide suggestions regarding instituting change.
Prerequisite(s): None

ADOL 633 - Applied Research in Education

Credit(s): 3 hours
The interpretation, synthesis, and analysis of educational research findings as they relate to action research and program management. The emphasis is placed on conducting applied research or program evaluation, including the development of instruments, collection and interpretation of data, and presentation of findings.
Prerequisite(s): None

ADOL 636 - School Law I

Credit(s): 3 hours
A course that is designed to provide basic legal information to the educational professional. Candidates in this course examine court decisions at both the federal and state level. Topics examined in this class include teacher dismissal and non-renewal, the rights of candidates and teachers, religious expressions in the school, etc.
Prerequisite(s): None

ADOL 637 - School Law II

Credit(s): 3 hours
This course continues the goals of ADOL 636 and places additional emphasis in specific areas of school law including Special Education, government requirements such as the Americans with Disabilities Act (ADA), Occupational Safety Health Administration (OSHA), and other state and federal requirements. Candidates in this class will additionally conduct research on a legal issue of their choosing.
Prerequisite(s): ADOL 630

ADOL 643 - Special Education and School Leadership

Credit(s): 3 hours
The administration of the special education program in public and private schools is a significant component of an administrator's duties. This course seeks to familiarize prospective school administrators with the laws of special education and other laws related to handicapped children in schools. Three legislative enactments IDEA, Section 504, and the Americans with Disabilities Act (ADA) will be addressed. The course also focuses on related topics including; (1) due process hearings, (2) remedies available to parents and school districts, (3) school records, (4) the identification and evaluation of children with disabilities including the process for evaluations, individualized education plans, placement, notice and consent, (5) discipline and (6) best practices for establishing a working relationship with parents of special education candidates.
Five Field/Clinical Experience Hours required.
Prerequisite(s): None

ADOL 655 - Team Leadership

Credit(s): 3 hours
This course provides the candidate with the basic concepts and the essential skills of

leadership that are required to lead and manage others. The course is designed to provide an examination of theories, concepts, research and practices in teacher leadership and conflict resolution. It is designed to promote creative, innovative leadership among emerging leaders in the education professions. The class will also examine approaches to building group and team competencies, paying particular attention to effective decision-making and communication in conflict resolution. Finally, the course will focus special attention on diagnosing the intentional and hidden dynamics that support and sometimes undermine team effectiveness. .)
Prerequisite(s): None

COOL 633 - Children and Adolescent Counseling

Credit(s): 3 hours
This course provides specialized knowledge and skills training in counseling children and adolescents. Students will learn to assess behavior and incorporate developmentally, ethnically, legally, and gender appropriate strategies and techniques to meet the needs of counseling children and adolescents. Students will examine various theoretical, behavioral, and play therapy techniques for counseling children and adolescents.
Prerequisite(s): None

EDOL 542 - Change, Professional Development and Teacher Improvement

Credit(s): 3 hours
This course is intended to provide advanced candidates with an overview of various planning and decision-making models that are appropriate for district and campus planning. Focus will be placed on the complex roles and responsibilities of the teacher leader at the elementary, middle and secondary levels. The course provides a framework for new visions of learning and strategies for restructuring classrooms and schools with professional development while remaining mindful of the need for stakeholder engagement. Instructional methodology will include site-based experiences, group discussions and simulations, electronic communications, research studies, identification of effective practices, interaction with practitioners in administration, and personal reflection.
Prerequisite(s): EDOL 643

EDOL 547 - Diversity in a Multicultural Society

Credit(s): 3 hours
This course is designed for classroom teachers and other school personnel to explore the role that culture plays and has played in our lives, classrooms, city and country. The impact of race, class, gender, sexual orientation, and other aspects of social group identities on teaching and learning as they relate to contexts both in and out of schools will be examined. Candidates will analyze the nature and manifestations of culture, the concepts of cultural contact, and the history of cultural diversity in the United States and particular in the classroom. Dynamics of prejudice and biases are studied, and emphasis is placed on delineating curriculum and practices that honor, motivate, and empower all

candidates. Examination of personal biases and identification of areas of deficient knowledge is encouraged.
Prerequisite(s): None

EDOL 562 - Theories of Teaching and Learning

Credit(s): 3 hours
This course will provide a current and comprehensive overview of research and theory related to human learning. The course will emphasize major concepts of learning theory but will also cover relevant motivational, developmental, and classroom management theory. Standardized testing, test interpretation, college readiness and use of results are stressed through studies of principles of development of assessment tools. Intelligence, language learning motivation and persistence are included.

EDOL 634 - Curriculum Management and Assessment

Credit(s): 3 hours
This course is designed to prepare the master teacher and practicing school administrator for developing, evaluating and managing curricula. It will also examine the national, state, district and school roles in curricular matters including data analysis based on schools' continuous improvement plan. Further, this course will address the importance of the school portfolio as an effective way to exhibit a school's goals, achievements, and vision for improvement.
Prerequisite(s): None

EDOL 636 - Problems in Education

Credit(s): 3 hours
An examination of principles and practices, changing goals and processes in Education. Analysis of topical problems faced by society in shaping educational programs in the school. May be taken more than once.
Prerequisite(s): None

REOL 633 - Literacy Leadership

Credit(s): 3 hours
This is the final core course in the Reading and Writing Program. It is an intensive and comprehensive investigation of problems related to reading and writing as well as a review and practice of current teaching methods and innovative approaches to develop a comprehensive building-level literacy plan. A Diversity/Multicultural Reflection is also a part of the coursework.
Prerequisite(s): None

SPOL 530 - Characteristics, Identification, and Instruction of Students with Disabilities

Credit(s): 3 hours
This is a course of directed study designed to explore each federal disability category. Teacher candidates will be exposed to the federal laws and regulations regarding special education as well as the identification process. Additionally teacher candidates will be able to describe current practices including Response to Intervention and research-based, specially designed instruction. This course is a pre-requisite for all other courses in the Special Education program.
Prerequisite(s): None

SPOL 631 - Special Education Assessment and Evaluation

Credit(s): 3 hours
Principles of evaluation regarding academic, social and personal characteristics of individuals with disabilities. Students will use assessment and evaluation as a basis of program design and management. (5 clinical hours associated with this course).
Prerequisite(s): SPOL 530 - Characteristics, Identification, and Instruction of Students with Disabilities

SPOL 632 - Consultation and Collaboration for Curriculum Design

Credit(s): 3 hours
This course is designed to assist teachers in collaborating and consulting with colleagues regarding specially designed instruction for individuals with disabilities. Knowledge and skills include designing, adapting, and evaluating materials, methods, and resources for individuals with a variety of characteristics. Teaching the core curriculum is included. Various models of instruction including strategic teaching are explored. Communications skills and barriers to professional relationships are discussed. Assistive technology, adaptive devices and equipment are discussed.
Prerequisite(s): None

SPOL 636 - Advanced Assessment Strategies and Prescriptive Writing

Credit(s): 3 hours
This course contains advanced preparation in assessment foundations, techniques, procedures, data interpretation, and writing of prescriptive programs of specially designed instruction for individuals with learning and behavior disabilities.
Prerequisite(s): None

English

ENGL 534 - Studies in British Literature

Credit(s): 3 hours
This course offers an in-depth study of a specific period, author, and/or genre of British literature. The particular focus of the course will change from year to year. Common topics may be Romantic literature and Victorian fiction. Other potential topics could be

non-Shakespearean Renaissance drams, Restoration drama, the eighteenth-century novel, the works of John Milton, and Victorian poetry. Students will produce a research paper/project commensurate with the programs.

Offered every fall semester. May be repeated for up to nine hours if topic changes. Students will critique writings representative of the semesters topic. Students will contrast the writing styles of various authors and within various works Students will contrast various genres covered in the semesters topic standards for graduate level classes.

ENGL 535 - Studies in Modern Literature

Credit(s): 3 hours
This course examines a varied combination of English, American, and world literature of the twentieth century. The specific focus will change from year to year. A given course may be organized according to genre (fiction, poetry, or drama), topic (e.g. the Southern Renaissance, expatriate literature of the 1920s or the Irish Literary Revival), or representative and related authors (such as Joyce Yeats, Eliot or Williams, Miller, ONeill). Students will produce a research paper/project commensurate with the Departments standards for graduate level classes.

ENGL 550 - Creative Writing

Credit(s): 3 Hours

- Approved Electives

Health Professions

Required:

BADM 667 - Legal and Ethical Issues in Healthcare Administration

Credit(s): 3 hours
This course addresses the legal aspects, code of ethics and policy issues relevant to healthcare. Emphases of the course include confidential communications, advanced directives, consents, professional liability, medical malpractice, release of information, case studies, and the professional code of ethics for medical professionals. The course includes discussion relevant to concepts of professional credentialing and responsibility, liability, and working within legal/ethical boundaries. This course serves as an elective for students pursuing the MBA Healthcare Administration Emphasis.

LEAC 847 - Diversity and Multicultural Education for Health Professions

Credit(s): 3 hours
This course is designed to provide students with a comprehensive examination of the

factors related to culture and diversity and the roles these areas play in health care and society. Students will be encouraged to develop an awareness of cultural biases and their impact when working in a multi-cultural society. Special attention will be given to dimensions of culture, ethnicity, lifestyle, religion, socioeconomic status, and gender issues and how those factors affect the health care professions.

LEAC 848 - Student Assessment in Health Professions

Credit(s): 3 hours
This course examines assessment processes in health professions education and the development of reliable and valid measures used in student assessment. Students will gain an understanding of the purpose and types of evaluation and assessment in education with an emphasis on authentic assessment practices and the link between instruction and assessment. An examination of theories and current research around student assessment will be a focus in the course.

LEAC 840 - Foundations of Instructional Technologies

Credit(s): 3 hours
This course introduces systematic instructional design and technology theories and models. An in-depth study of the instruction design processes, integration of instructional technology, associated pedagogy, and theories are presented to provide comprehensive knowledge about instructional technology principles.

LEAC 849 - Current Topics and Trends in Healthcare

Credit(s): 3 hours
This course examines current trends and topics in the health professions landscape. Identification of issues related to health professions will be discussed. A review of current research in the field of health professions education will be a focus in the course.

- Electives (choose one):

HHP 638 - Administrative and Management Strategies

Credit(s): 3 hours
The course will study basic concepts, theories, and practical application pertaining to administration and management of sport and fitness programs. Topics may include organizational structure and function, program development and administration, human resource management, financial management, information management, and legal considerations.

BADM 668 - Strategic Management in Healthcare Administration

Credit(s): 3 hours
In this capstone course, students will synthesize and apply concepts learned in the

Healthcare Administration concentration. The focus of this course requires case analysis to integrate the components of organizational strategy development and execution. Using the provided healthcare case study, students will assess the situation, identify the problem, and develop strategic alternatives in order to recommend a proposed solution. This course serves as an elective for students pursuing the MBA Healthcare Administration Emphasis.

BADM 665 - Healthcare Policy and Economics

Credit(s): 3 hours
This course applies general theoretical principles of economics to the healthcare sector. The basic approach is to recognize the importance of scarcity and incentives, allowing for differences particular to healthcare. The demand and the supply for health and medical care are examined theoretically and practically. In addition, the competitiveness of these markets, the relationship with health insurance and the role of government are explored. A focus of the course is decisions made by consumers, providers (physicians, hospitals), insurers, or the government in the area of healthcare. This course serves as an elective for students pursuing the MBA Healthcare Administration Emphasis.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of Graduate School of Business

- Approved HHP 500/600 Level elective

Health Science

HHP 532 - Applied Nutrition

Credit(s): 3 hours
Fundamental and diverse nutritional education and practices will be addressed in the framework of allied health professionals working with various populations of active individuals.

HHP 533 - Behavior Change in Health Promotion

Credit(s): 3 hours
This course will integrate psychological theory and practical application strategies of positive behavior change facilitation in health and fitness promotion.

Learning Outcomes:

The students will be able to:
1. Investigate and apply health behavior change and motivational theories.
2. Discuss barriers and factors that influence lifestyle behaviors and change.
3. Integrate intervention strategies to promote behavior change, adherence, and resilience.

4. Review how to facilitate change through different methods such as motivational interviewing, supportive feedback skills, and technology.
5. Summarize how to be an effective facilitator and the importance of ethical responsibilities including confidentiality.

HHP 534 - Exercise Physiology

Credit(s): 3 hours
This is a study of various factors that affect human performance to include regulatory mechanism, adaptations, and changes as a result of physical activity.

HHP 535 - Exercise Testing and Prescription

Credit(s): 3 hours
This course studies the principles of exercise testing and prescription for healthy and diseased states. This course will assist in the preparation for any personal trainer exam and the ACSM EP-C (Certified Exercise Physiologist) test for national certification.

HHP 536 - Foundations of Physical Activity in Health Promotion

Credit(s): 3 hours
This course will be a comprehensive examination of classic and contemporary global studies showing the influence of physical activity on chronic disease. This information can be used in leading individuals, communities, and global society toward improved health and quality of life.

HHP 537 - Coaching and Fitness Leadership

Credit(s): 3 hours
This course develops a theoretical base for teaching sport and exercise skills and to be used for practical application. The course includes the development of a leadership philosophy, with an emphasis on ethics and establishing a leadership style. An examination of the contemporary trends and issues in this area will be included.

HHP 630 - Health Promotion through Physical Activity

Credit(s): 3 hours
In this course, students will demonstrate their competencies of health promotion program planning and evaluation. This course will assist in the preparation for the ACSM/NPAS for Physical Activity in Public Health Specialist Certification exam.

HHP 631 - Advanced Coaching and Fitness Leadership

Credit(s): 3 hours
This course provides an in-depth study of the influence on individual and team performance in sport and exercise settings. There will be a focus on interpersonal aspects

such as cohesion and leadership along with topics such as communication, management, skill acquisition, and risk management.
Prerequisite(s): HHP 537

HHP 632 - Social Determinants in Health Promotion

Credit(s): 3 hours
This course investigates current issues and trends influenced by societal, environmental, and situational factors in the areas of health, physical activity, and fitness. Real world health disparities, equity, and diversity will be discussed with ways to consider, prompt, and navigate more inclusive health promotion solutions.

Learning Outcomes

Upon completion of this course, students will be able to:
1. Identify and evaluate health disparities and inequity in the prevention and management of chronic conditions.
2. Discuss how to improve health outcomes for individuals and populations.
3. Describe and demonstrate how to improve participant/client-centeredness and the participants'/clients' experience of health promotion.
4. Explain and implement culturally appropriate skills to educate individuals and communities on how to prevent and manage health conditions as well as advocating for social change.

5. Facilitate and support individuals and communities to develop skills to promote their own health such as risk reduction behaviors, behavior change, and chronic disease management.

HHP 633 - Current Issues in Coaching and Fitness Leadership

Credit(s): 3 hours
This course investigates current issues and trends involving culture, ethics, and policy for leaders in the areas of health, sport, and performance. Societal influence and impact on different individuals and communities will be examined along with strategies to create supportive environment.

HHP 634 - Strength and Conditioning

Credit(s): 3 hours
This course is designed to study the principles and methods of training and conditioning in sports, fitness, and wellness. The focus is to develop holistic training programs that include strength, endurance, power, and overall fitness performance through a variety of

methods. This course assists in the preparation for a strength and conditioning specialist certification.

HHP 635 - Youth Health and Fitness

Credit(s): 3 hours
The course is designed to explore the health and developmental benefits of fitness training on youth. This course will also assist in the understanding of safe, age-appropriate exercise, fitness assessment, and program design. This course assists in the preparation for a youth fitness specialist certification.

HHP 636 - Plant Based Nutrition

Credit(s): 3 hours
This course will investigate eating practices exclusively or heavily based on plant consumption. Various concepts across the spectrum of plant-based diet patterns will be examined as well as factors influencing this dietary choice. Benefits and challenges to optimal performance and health will be addressed through nutritional recommendations.

HHP 637 - Applied Sports Medicine

Credit(s): 3 hours
This course will overview prevention, recognition, and management of sport and exercise injuries and other conditions influencing human performance and safety.

HHP 638 - Administrative and Management Strategies

Credit(s): 3 hours
The course will study basic concepts, theories, and practical application pertaining to administration and management of sport and fitness programs. Topics may include organizational structure and function, program development and administration, human resource management, financial management, information management, and legal considerations.

History

HIOL 531 - Studies in History

Credit(s): 3 hours
Different topics will be offered on a specific period of history. The course may be repeated for up to six hours credit and upper class undergraduates may take the course with permission of the Chair of Graduate Education.

OR

HIST 531 - Topics in Social Studies

Credit(s): 3 hours

- Approved Electives

Information Systems

Courses in the following Masters will matriculate as the Doctoral specialty if the program is completed as a second Masters:

Master of Science, Digital Forensics
Master of Science, Information Systems Security
Master of Science, Information Technology
Or other approved electives

Instructional Technology

Required:

LEAC 835 - Teaching and Learning Online

Credit(s): 3 hours
Course provides the knowledge and skills necessary to effectively develop curriculum and deliver it online. Instruction includes a survey of the history of the distance education movement; types of online learning environments, instructional design strategies, and methods and best practices of teaching and learning online. Discussion is also provided on learning management systems (LMS) and communication management software.

LEAC 840 - Foundations of Instructional Technologies

Credit(s): 3 hours
This course introduces systematic instructional design and technology theories and models. An in-depth study of the instruction design processes, integration of instructional technology, associated pedagogy, and theories are presented to provide comprehensive knowledge about instructional technology principles.

LEAC 841 - Trends and Issues in Instructional Technology

Credit(s): 3 hours

This course explores cutting-edge educational technologies-including XR (extended reality), blockchain for credentials, multimodal and conversational AI, and the economics of ed-tech startups. Students engage with horizon-scanning frameworks (e.g., Gartner Hype Cycle, EDUCAUSE Horizon Reports) to analyze trends, identify opportunities, and design rapid, small-scale pilot projects that support school or district strategic goals. Emphasis is placed on ROI modeling, stakeholder communication, and leadership strategies for ethical, inclusive adoption in diverse educational settings.

LEAC 842 - Leadership and Instructional Technology

Credit(s): 3 hours
This course centers on leading systemic digital transformation: budgeting, vendor selection, policy alignment, and cultivating a culture of continuous improvement. Frameworks include Kotter's 8-Step Change Model, ADKAR Individual Change Model, and human-centric change leadership for distributed organizations.

LEAC 843 - Ethical and Legal Issues related to Instructional Technology

Credit(s): 3 hours
This course addresses legal issues and ethical concerns surrounding the design and presentation of digital content in online learning environments. Course participants will consider the diverse needs of individual learners and demonstrate skills to develop equitable digital content for the online classroom. Emphasis in the course includes differences between the various types of licensed online content (e.g. copyright with permission, fair use, public domain and creative commons) for ethical and legal use with educational purposes.

Electives (choose one):

LEAC 844 - Management and Evaluation of Instructional Technology and Design

Credit(s): 3 hours
This course examines the management and evaluation of technology-based instruction. The course is designed to allow students to integrate research and evaluation techniques in the needs analysis and assessment of instructional technology.

LEAC 845 - Instructional Multimedia Integration

Credit(s): 3 hours
This course explores a variety of interactive media technologies for integration in the online classroom. Participants will gain skills to use, produce, and integrate media, including video, audio, graphics, and web-based tools and resources for educational purposes. Participants will reflect on instructional strategies to enhance learning through media integration. Projects include the development of multimedia publications and a resource toolkit.

LEAC 846 - Digital Game-Based Learning

Credit(s): 3 hours
This course examines the theories and pedagogy related to the application of gamification and digital game-based learning to increase student achievement. Emphasis in the course include research, evaluation, and implementation of game-based instructional technology.

Topics will explore the elements of games, gamification, and simulations and how they can be effectively applied in the classroom. Projects include the design and development of a game-based learning lesson plan and online gaming applications.

Mathematics

MAOL 530 - Topics in Mathematics I

Credit(s): 3 hours
Topics are selected from arithmetic and number theory, statistics in research, geometry, and other topics. May be repeated.

MAOL 630 - Topics in Mathematics II

Credit(s): 3 hours
Topics are selected from statistics, calculus, and Mathematical structure and analysis. May be repeated.

- Approved Electives

Missions and Ministry

Required:

MMOL 537 - Christian Education

Credit(s): 3 hours
The course provides a study of the biblical, theological, and historical basis for the educational ministry of a church. The course also provides a study of the nature and functions of a New Testament church, especially as they relate to education and outreach. Students will learn about the church's educational programs, and become acquainted with principles for planning for and administering those programs. Students will explore means for selecting, training, and utilizing church staff and volunteer leaders for effective educational ministry through the church.

MMOL 634 - Christian Leadership Development

Credit(s): 3 hours
The course explores leadership from a biblical and theological perspective. The tasks or functions of leadership will be addressed in regard to para-church and local church ministry. Students will assess their own leadership and relational styles.

Approved Electives (choose two of the following):

MMOL 531 - Old Testament Survey I

Credit(s): 3 hours
The course provides an introduction to the Pentateuch and the former prophets (Joshua, Judges, Samuel, and Kings). The course provides an historical, literary, and theological examination of the books and sections. Students will learn about the various analytical methods used in studying these books and the major issues in the formation and interpretation of the books. Students will also examine the content and theology of the books.

MMOL 532 - Old Testament Survey II

Credit(s): 3 hours
The course provides an introduction to the latter prophets (Isaiah, Jeremiah, Ezekiel, and the Twelve) and the Writings of the Old Testament. The course provides an historical, literary, and theological examination of the books and sections. Students will learn about the various analytical methods used in studying these books and the major issues in the formation and interpretation of the books. Students will also examine the content and theology of the books.

MMOL 533 - New Testament Survey I

Credit(s): 3 hours
The course provides an introduction to the Gospels of the New Testament. The course provides an historical, literary, and theological examination of the books. Students will learn about the various analytical methods used in studying these books and the major issues in the formation and interpretation of the books. Students will also examine the content and theology of the books.

MMOL 534 - New Testament Survey II

Credit(s): 3 hours
The course provides an introduction to the Book of Acts, the letters of Paul, the general letters, and the Book of Revelation in the New Testament. The course provides an historical, literary, and theological examination of the books and sections. Students will learn about the various analytical methods used in studying these books and the major issues in the formation and interpretation of the books. Students will also examine the content and theology of the books.

MMOL 535 - Christian Theology I

Credit(s): 3 hours
The course exams the method and language of theological study within the disciplines of biblical, systematic, and historical theology. The course then focuses on the doctrines of revelation, God, the Trinity, creation, humanity, and sin.

MMOL 536 - Christian Theology II

Credit(s): 3 hours
The course focuses on systematic and historical theology specific to the doctrines of Jesus Christ, the Holy Spirit, salvation, the Church, and eschatology.

Additional Electives (choose two of the following):

MMOL 631 - Focused Study of the Old Testament

Credit(s): 3 hours
The course focuses on one section of the Old Testament writings. For the purposes of the course, the Old Testament has been broken into the Pentateuch, history of Israel, Prophets, and Psalms and Wisdom. Within a two-year cycle of the course, at least one offering of the course would cover each of the four sections of the Old Testament. A student pursuing the Biblical Studies track of the M.A. in Christian Studies may take the course three times as long as each offering focuses on a different section of the Old Testament, but to meet the requirements of the Biblical Studies track a student must take MMOL 632 at least once to provide a more balanced in-depth study of the Bible.
Prerequisite(s): MMOL 531, MMOL 532, or permission of instructor

MMOL 632 - Focused Study of the New Testament

Credit(s): 3 hours
The course focuses on one section of the New Testament writings. For the purposes of the course, the New Testament has been broken into the Synoptic Gospels, the writings of Paul, the Johannine Gospel and letters, and the General Epistles and Revelation. Within a two-year cycle of the course, at least one offering of the course would cover each of the four sections of the New Testament. A student pursuing the Biblical Studies track of the M.A. in Christian Studies may take the course three times as long as each offering focuses on a different section of the New Testament, but to meet the requirements of the Biblical Studies track a student must take MMOL 631 at least once to provide a more balanced in-depth study of the Bible.
Prerequisite(s): MMOL 533, MMOL 534, or permission of instructor

MMOL 635 - Church Administration

Credit(s): 3 hours
The course provides a study of the process of administration as applied to a church. The course also provides a biblical and theological basis for church administration and examines the basics of administration and how to organize a church. In addition, the course surveys and applies the administrative functions to the ministry of a church. Students will also examine several administrative styles as related to administration in a church.

MMOL 637 - Planting High Impact Churches

Credit(s): 3 hours
The course provides a comprehensive introduction to the principles and methods used in starting high impact churches. The course focuses on the biblical mandate for starting high impact churches, the process of determining need and location, the organization and financing of the new church, and the launch of the new church.
Prerequisite(s): MMOL 538 or permission of instructor

MMOL 538 - The Church and Contemporary Culture

Credit(s): 3 hours
The course examines cultural trends, their impact upon the Church and evangelism, and various means of effectively interacting to promote church planting and growth. The course focuses on the challenges and processes of communication cross-culturally, especially in encountering different worldviews and in meeting the challenges provided by language and actions. The course also provides the student with the necessary tools to understand and reach the people of various cultures and worldviews.

- Any other 500 or 600 level MMOL course

Nursing

NURS 510 - Theoretical Basis for Advanced Nursing Practice

Credit(s): 3 hours
This course examines the theoretical foundation of nursing practice, research, and evidence based-practice. The course explores the philosophies, theories and history of the science of nursing. Significance is placed on examination of a variety of theories and frameworks, including nursing and ethical theories, as a basis for advanced nursing practice. Pre- Requisite: Admission to the MSN program

NURS 520 - Issues in Advanced Practice

Credit(s): 3 hours
In this course students will evaluate how policy shapes healthcare systems, determines accessibility, affordability, and access to care and impacts health outcomes. Students will examine advocacy, professional issues, and the advanced practice role in the improvement of safety and quality delivery of care. Professional issues and the advanced practice role will be addressed. Additional topics will include recognition of how organizational and systems leadership foster promotion of high quality and safe patient care across the lifespan. Pre-Requisite: Admission to the MSN program

NURS 530 - Epidemiology

Credit(s): 3 hours
In this course students will study the distribution/determinants of disease, injury, and disease surveillance. Implementation of clinical prevention and population health

activities will be addressed along with the core competencies in health promotion and disease prevention in the individuals, families, communities, and aggregates/clinical populations. Pre- Requisite: Admission to the MSN program

NURS 532 - Healthcare Technologies and Informatics in Advanced Nursing Practice

Credit(s): 3 hours
This graduate level course introduces healthcare professionals to the use of information technology, data, and systems in health care delivery. The objective of the course is to give healthcare professionals a practical understanding of current technology in the evolving discipline of health informatics. Emphasis is placed on developing technology and information literacy competency and the advanced nursing practice role. The student should gain a solid understanding of health informatics so as to maximize the use of information and systems in the delivery of efficient, high quality healthcare outcomes. Pre-Requisite: Admission to the MSN program

NURS 550 - Advanced Nursing Research and Evidence Based Practice

Credit(s): 3 hours
The course focuses on the research process and the analysis and evaluation of research. Critical appraisal and evidence synthesis provide the basis for research utilization and evidence based practice. Emphasis is on the identification of clinical issues/questions, synthesis of evidence, and translation of current evidence into practice. Pre-Requisite: Admission to the MSN program

NURS 590 - Advanced Pharmacology

Credit(s): 3 hours
In this course Family Nurse Practitioner students will learn appropriate application of pharmacologic and therapeutic principles and skills to the treatment and management of various health conditions across the patient lifespan. Pre- Requisite: Admission to the MSN program

NURS 592 - Advanced Health Assessment

Credit(s): 3 hours
In this course the student will master knowledge and clinical skills in health history and physical examination of diverse individuals including: infants, children, adolescents, adults, pregnant females and geriatric clients across the lifespan in the primary care setting. The comprehensive course covers how to obtain subjective data (client's health history), and perform objective data (physical examination skills, health promotion techniques, and clinical assessment tools). It enables students to practice critical thinking and therapeutic communication as well as assessment and psychomotor skills. Pre-Requisite: Admission to the MSN program

NURS 594 - Advanced Pathophysiology

Credit(s): 3 hours
In this course students will study the advanced concepts of pathophysiology and their application to the identification and treatment of illness and disease across the lifespan within the scope of practice of an advanced practice registered nurse. Pre-Requisite: Admission to the MSN program.

NURS 670 - FNP Advanced Practice I

Credit(s): 6 hours
This course provides the theoretical and diagnostic knowledge necessary to confront problems relevant to the health care of culturally diverse individuals/families across the life span. The course will focus on health promotion, disease prevention, minimization of risk to patients, and management of common health problems. Emphasis will be placed on the clinical areas of women's health and mental health in the primary care setting. A total of 120 clinical hours will be completed during this course. Note: This course follows the traditional 16 week schedule.
Prerequisite(s): Admission to MSN program, NURS 510, NURS 520, NURS 530, NURS 532, NURS 550, NURS 590, NURS 592, NURS 594

NURS 672 - FNP Advanced Practice II

Credit(s): 6 hours
This course provides the theoretical and diagnostic knowledge necessary to confront problems relevant to the health care of culturally diverse individuals/families across the life span. The course will focus on health promotion, disease prevention, minimization of risk to patients, and management of common health problems. Emphasis will be placed on the clinical areas of neonatal and pediatric health in the primary care setting. A total of 120 clinical hours will be completed during this course. Note: This course follows the traditional 16 week schedule.
Prerequisite(s): Admission to MSN program, NURS 510, NURS 520, NURS 530, NURS 532, NURS 550, NURS 590, NURS 592, NURS 594, NURS 670

NURS 674 - FNP Advanced Practice III

Credit(s): 6 hours
This course provides the theoretical and diagnostic knowledge necessary to confront problems relevant to the health care of culturally diverse individuals/families across the life span. The course will focus on health promotion, disease prevention, minimization of risk to patients, and management of common health problems. Emphasis will be placed on the clinical areas of Adult Gero and Family/Across the Lifespan in the primary care setting. A total of 120 clinical hours will be completed during this course. Note: This course follows traditional 16 week schedule.
Prerequisite(s): Admission to MSN program, NURS 510, NURS 520, NURS 530, NURS 532, NURS 550, NURS 590, NURS 592, NURS 594, NURS 670, NURS 672.

NURS 690 - FNP Advanced Practice Internship

Credit(s): 6 hours
This course serves as the program capstone course and allows demonstration of the synthesis of theoretical, diagnostic, and clinical knowledge in care of patients across the lifespan in the primary care setting. Emphasis is placed on the FNP role which includes preventative healthcare as well as the assessment, diagnosis, and treatment of acute and chronic illness and preventative healthcare for individuals and families across the lifespan.
Prerequisite(s): NURS 670, NURS 672, NURS 674

Public Administration

Required:

BUPA 660 - Fundamentals of Public Administration

Credit(s): 3 hours
The Fundamentals of Public Administration course provides a comprehensive introduction to the key principles, practices, and challenges in the field of public administration. Participants will gain a deep understanding of the unique aspects of managing public organizations, navigating government structures, and addressing the complex issues that arise in the public sector. It provides an understanding of the history, theories and concepts of public administration within governmental organizations with a specific focus on state and local management units and how these are relative to the management and operations of a public enterprise organization.

BUPA 661 - Public Enterprise Systems

Credit(s): 3 hours
The course is designed to equip students with the knowledge and skills necessary to effectively manage and run corporations that are wholly or partially owned or created by government entities. This course delves into the unique challenges and opportunities associated with public enterprises, exploring the intersection of business principles and public administration. The course will explore the similarities and differences between managing a public enterprise versus a governmental agency or private business. Varying case studies will be examined related to transportation, utilities and other public enterprise systems to provide a broad understanding of the nature of managing these hybrid organizations.

BUPA 662 - Emergency Management & Continuity of Operations

Credit(s): 3 hours
The course will provide students with the understanding of the National Incident Management System (NIMS) and the Incident Command Structure (ICS) in relation to emergency planning, response and recovery. Public entities and public enterprise systems

participate in many emergency planning and response processes either independently, as part of critical infrastructure, or as part of collaborative efforts with other governmental bodies and agencies. Completion of the course will provide the student with the knowledge to satisfactorily complete the ICS, 100, 200, 700 and 800 exams through the FEMA Emergency Management Institute.

BUPA 663 - Administrative Law & Regulatory Processes

Credit(s): 3 hours
The course is designed to equip students with a practical understanding of the legislative law-making process and the administrative rule-making process that may impact public agencies and organizations. Students will be able to understand the governmental mechanisms and oversight that control the operations and management of public enterprises.

BUPA 664 - Public Sector Budgeting

Credit(s): 3 hours
The course is designed to provide students with a comprehensive understanding of budgeting methodologies utilized in the public sector and how they relate to private sector budgeting methodologies. The course explores the intricacies of budget development, implementation, and analysis, with a focus on the unique challenges and opportunities that arise in different organizational settings.

Electives (choose one):

BACC 632 - Advanced Governmental and Not-for-Profit Accounting

Credit(s): 3 hours
This course provides for an advanced, intensive study of the accounting and financial reporting procedures for governmental and not-for-profit entities.

BADM 623 - Project Management Processes

Credit(s): 3 hours
This course provides for a scholarly study of project management and is a foundational overview of the discipline through the processes of the "project life cycle". Students will learn about project management in its entirety from the initiation of the project to its closing, and will examine all "knowledge areas" as noted in PMBOK, a leading source in the field of project management. This course serves as one of the requirements for students pursuing the MBA with a concentration in project management or the M.S. in Project Management. This course will also serve as an informational guide for students

seeking professional certification in project management areas as offered by PMI (Project Management Institute).

BADM 632 - Advanced Human Resource Management

Credit(s): 3 hours
This course is the study of contemporary topics related to effective management of human resources, and emphasizes in- depth research and analysis of the interrelationship of the human resource function in a dynamic business environment.

BADM 652 - Strategic Organizational Design

Credit(s): 3 hours
This course focuses on organizational strategy and the competitive advantage of organizational design. Special emphasis will be placed on contemporary organizations and the concepts, strategy, and design driving their success.

BADM 655 - Advanced Brand Management

Credit(s): 3 hours
As products, pricing, promotion, and distribution increasingly become commodities, the new competitive arena is brand value, which creates long-term profitable brand relationships. Building brand equity involves managing brands within the context of other brands, as well as managing brands over multiple categories, over time, and across multiple market segments. This course is designed to provide the knowledge and skills necessary to build, measure, and manage a brand. This course serves as an elective for students pursuing the MBA Marketing Emphasis.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of the Graduate School of Business

Student Personnel Services

EDOL 631 - Advanced Human Development, Learning Behavior

Credit(s): 3 hours
Study of the lifespan from conception to young adulthood is studied with emphasis upon biological, intellectual, and psychosocial development. Also included are units on exceptional pupils and understanding of multicultural education. Required for all Master's Degree programs.
Prerequisite(s): None

LEAC 781 - Higher Education and Student Personnel Services

Credit(s): 3 hours
This course examines both theory and practice based development, implementation, and management approaches to student personnel services. The course reviews services and

programs designed to support the ever-expanding student development needs. Course topics can vary by semester, but may include residence life, academic advising and support, student engagement, athletics, judicial affairs, and targeted student subpopulations.

LEAC 782 - Higher Education Enrollment Management

Credit(s): 3 hours
This course will examine best practices and current trends as it relates to student recruitment and retention in higher education. The cycle of student enrollment will be analyzed reflecting upon the impact of technology, financial aid, marketing, and student engagement on college student enrollment behaviors.

LEAC 783 - Higher Education Law and Policy in Student Services

Credit(s): 3 hours
This course will review state and federal law as it relates to institutional policy development and implementation. Special attention will be devoted to the impact of Title IX, the Family Educational Rights and Privacy Act (FERPA) and the American with Disabilities Act on Student Services. Discussions surrounding social media, student privacy, freedom of speech, and due process as it relates to judicial affairs and student services will also be reviewed.

BADM 533 - Marketing Management

Credit(s): 3 hours
This course acquaints the student with the seminal concepts and models appropriate for marketing management. Course content and experiences will allow students to develop the knowledge base and skills necessary for devising and implementing strategic marketing plans which complement organizational goals.

And

COUN 539 - Theories in Counseling

Credit(s): 3 hours
This course provides a comprehensive overview of the various theories of counseling. The student will critically examine the historical/theoretical frameworks that the major theories of counseling use. Attention is given to personality structure and individual behavior from which these are derived.

OR

COUN 633 - Counseling during Grief and Crisis

Credit(s): 3 hours
This course will provide a basic overview of theory and interventions used when working with clients who seek out counseling during times of crisis. Crisis interventions address urgent situations that are triggered by a specific life event. Course material will address social/emotional problems associated with mental illness (depression, OCD, suicide, etc.), bereavement, or other social losses (health/chronic illness, divorce, unemployment, etc.) and how the counselor can intervene to prevent ongoing impairment or distress for clients.

Leadership, PhD.

Requirements: 66 Credit Hours

Unifying these diverse curricular goals is the concept of situational leadership. Such leadership is based on an understanding of andragogic research and sound theories of organizational management. However, these academic ideals must be tempered by the realities of experience and focused by a commitment to professional service to the community rooted in sound ethical principles. The Ed.D. and Ph.D. curricula are hence designed to mold general theory and knowledge into professional expertise and ethical practice.

Professional Sensitivity.

While the program's schedule requires considerable independent learning and preparation on the part of the candidate prior to each session, the schedule nevertheless enables in-depth, active learning based on critical and reflective thinking. The format allows assignments to be handled comfortably, while candidates maintain their continuing professional responsibilities. The program is designed with an applied learning component that is an integral (essential) part of the established curriculum. This allows students the opportunity to apply their studies to their place of employment.

Course Scheduling.

Courses are organized so that those taken in a given term complement one another. In addition, courses are arranged sequentially from term to term in order to prepare the candidate for the major research tasks and checkpoints of the dissertation. Thus, embedded in the coursework of a cohort's first and second years are activities intended to assist the degree candidate in exploring topics and research strategies for the dissertation. Students write drafts of the dissertation's first three chapters in courses prior to enrollment in DSRT 930 - Dissertation. Because writing and analytical skills are necessary in the DSRT sequence of classes, they must be taken in the following order: DSRT 837, DSRT 736, DSRT 839, and DSRT 930, DSRT 931, and, if needed, DSRT 931 may be repeated. It is required that students complete DSRT 734 and DSRT 837 before enrolling in DSRT 736. EdD and PhD students are encouraged to complete DSRT 850 prior to DSRT 839 to provide them with qualitative methodology concepts prior to starting DSRT 839. Moreover, administrative classes in the Core, specifically the

Change Process, Leadership in Theory and Practice, Program Planning and Assessment, and Learning in Adulthood need to be completed before enrolling in DSRT 736.

Second-and-Third Year Research.

During enrollment in DSRT 736 the student will formally identify a dissertation topic and write the review of the literature in fulfillment of the requirements for DSRT 736 - Dissertation Seminar. The student will write the remaining sections of the first three chapters of the dissertation and obtain approval from the Institutional Review Board while enrolled in DSRT 839 - Advanced Research Methods. Candidates for the EdD/PhD degree will then carry out their research during DSRT 930 and DSRT 931.

Comprehensive Examination.

Candidates normally sit for the Comprehensive Examination while enrolled in DSRT 839. The specific content, structure, and scheduling of this examination is determined by the Program Director in consultation with the full time program faculty. Tailored to each student's program of study, questions on the Comprehensive Examination are generated by the program's four content- related goals:

1. To develop critical and reflective thinking to facilitate institutional problem-solving and organizational or college improvement.
2. To nurture effective and ethical professional leadership at the college, organization, or unit-level.
3. To strengthen the research, analytical and communication skills necessary for professional decisionmaking.
4. To strengthen content knowledge in a specialty area.
5. To promote public service and ethical leadership in professional and community settings.

The Comprehensive Examination is proctored and graded by contributing members of program faculty, with passing marks required on all sections of the examination before a candidate can graduate. Students failing the exam a third time must retake relevant courses. Once the student has successfully retaken relevant courses, the cycle of testing begins anew.

The Dissertation.

The dissertation is the capstone experience in the EdD program in Educational Leadership as it is in the PhD track in Leadership. A dissertation is a research-based project that must satisfy the program's goals and be related to program assessment, or other themes stressed in one or more of the core classes as considerations for a dissertation topic. A full-time faculty member in the Department of Leadership Studies must have an interest in a proposed dissertation topic and assume responsibility for directing the study. Faculty biographies are available on the University's website through the Directory.

The candidate must file intent to Graduate at the beginning of the term of intended completion; must schedule Oral Dissertation Defense at least six weeks prior to intended Date: and must file the approved dissertation with the Program Director at least two weeks prior to graduation.

Writing and Analytical Skill Development.

The doctoral program at University of the Cumberlands places a premium on helping students develop effective analytical and writing skills. As described earlier, Goals 1 and 3 speak directly to those important functions of the program. To help students succeed in developing those skill sets, a number of courses in the program have embedded assessments in them. The assessment process is designed to assist faculty in evaluating the program's success in helping students develop their writing and analysis skills. Any student who has demonstrated deficiencies in writing or analysis skills will be required to participate in tutoring services. Students assigned to a tutor will be evaluated and presented with a remediation plan that must be satisfied before they can register for any or subsequent DSRT courses. Analysis skills refer to higher levels of learning as described by Benjamin Bloom in his cognitive domain. A basic restatement of one or even two perspectives on a topic is not considered sufficient analytical skills necessary to meet proficiency in regard to higher level analytical aptitude. Students must be able to identify distinct factors in complex issues, separate them, and then synthesize salient factors to arrive at a nonbiased evaluation of numeric data and other forms of evidence.

Remediation and Program Continuance.

Critical thinking and writing skills are essential attributes of successful doctors of leadership. Any of the EdD/PhD faculty can refer a student to mentoring. Students referred to mentoring must coordinate their entrance into and out-of-mentoring with the Program Director. Please note that placement in mentoring is not an optional assignment; it is mandatory. Only those mentored students who have successfully completed an individualized remediation plan will be allowed to continue beyond certain points in their respective programs. For instance, provisionally admitted students who were referred to tutoring cannot register for more than 12 hours until they have met their individualized remediation requirements. Other students referred to remediation may not register for DSRT 930 until they have satisfied their remediation plan.

Program Structure

The PhD track in leadership is generally seen as more theory and research intensive than a practitioner's degree, such as an EdD. Students pursuing the PhD in Leadership must complete the curriculum established for the EdD in educational leadership plus six additional hours which includes one additional leadership course and an additional advanced research course. The PhD in Leadership, therefore, requires a minimum of 66 hours beyond the master's degree. Although a PhD student may pursue applied research as a dissertation topic, it is expected that an approved dissertation will be built upon a more thorough theoretical foundation than a similar project that culminates in an EdD dissertation. As a leadership program, a dissertation topic must satisfy the program's

goals and appeal to its philosophy; program assessment, or other themes stressed in one or more of the core classes, may also be considered as a dissertation topic. A full-time faculty member in the Department of Leadership Studies must have an interest in a proposed dissertation topic and assume responsibility for directing the study.

Strategic Administration & Curriculum and Culture: 24 Credit Hours

LEAS 730 - The Politics of Organizational Decision-Making

Credit(s): 3 hours
This course provides an overview of how political activities at the federal, state, and local levels impact the administrative decision-making in an organizational setting. It explores strategies for managing institutional politics to make these activities a constructive component of administration.

LEAC 731 - Learning in Adulthood

Credit(s): 3 hours
Course investigates the adult as learner with special attention given to the impact that aging has on cognition, visual acuity, auditory ability, social interactions, and self-perceptions. The course further explores the various settings and platforms in which learning takes place. Special attention is given to teaching and leading adults.

LEAS 732 - Program Planning and Assessment

Credit(s): 3 hours
The course examines the development, delivery, and assessment of academic programs. Emphasis is placed on identifying needs and developing courses relevant to organizational and unit mission statements. Methods of assessing program effectiveness are also examined.

LEAS 830 - Leadership in Theory and Practice

Credit(s): 3 hours
In this home-based project, the candidate applies adult learning theories and leadership principles to an initiative within the home institution or in an educational setting approved by the instructor. The course culminates in a written project that assesses the types of learning and or leadership models used in the initiative as well as the outcome. The paper should be at least 20 pages in length.

LEAS 833 - Higher Education in America

Credit(s): 3 hours
Course provides an overview of the missions of contemporary higher education

institutions, including community colleges; private liberal arts colleges; church affiliated universities, public regional and land-grant universities, historically black colleges, as well as proprietary colleges and universities. Particular attention is given to the roles played by various administrative units operating on college campuses, including academic affairs, student-personnel services, and financial affairs and plant operations.

LEAS 835 - The Change Process

Credit(s): 3 hours
The course offers an interdisciplinary approach to the management of the change process with respect to individuals, groups, local community, and the American society. Drawing on concepts from the psychology of learning, human resource management, and sociology, the course looks at how educators and various social and political forces, including government policies and court decisions, interact with local culture to impact individual and corporate human behavior.

LEAC 834 - Leadership in Historical Context

Credit(s): 3 hours
The course examines the practical application of leadership throughout history. It places special emphasis upon the contextual actions of leaders and the dynamics of time and place. This course exposes students to a wide range of historical leaders, their leadership techniques, and the consequences of their leadership decisions. Students will evaluate the classical understanding of leadership, particularly from a Greco-Roman perspective.

LEAS 836 - Current Trends in Leadership

Credit(s): 3 hours
This course provides an examination and critical analysis of current trends and issues in leadership. The course will evaluate current research and literature in the field of leadership to provide an assessment and discussion of current trends and issues.

OR

INTR 799 - Applied Learning Practicum

Credit(s): 1 hour
This course provides students enrolled in a doctorate program an opportunity to apply professional applications to their respective academic coursework. The Applied Learning Practicum can be either a practicum or internship in an area directly related to the student's course of study, or a project conducted in collaboration with program faculty applying coursework to a professional setting. Through this course, the University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. The course will be repeated in each semester of student enrollment. As an integral part of the executive

formatted programs, this course is required every semester in which a student is taking courses.

INTR 899 - Applied Learning Practicum, Dissertation Phase

Credit(s): 3 hours
INTR 899 is designed to enhance the educational experience of the dissertation phase for doctoral students. Students will utilize the course to maintain dissertation progress and ensure alignment of research topic with a professional setting within the student's academic discipline and professional experience/interests. Through this course, the University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. As an integral part of the executive formatted programs, this course must be taken every semester during the dissertation phase for executive-format students.

Notes:

* For Executive format students, the applied learning component (internship/practicum) is an integral and essential part of the established curriculum. Due to the applied learning component required for the degree program, Executive format students must enroll in INTR every term of enrollment. In addition to the required course enrollment, successful completion of three (3) hours of INTR 799/INTR 899 may replace LEAS 836 with approval of the Department Director and/or Chair.

Professional Research: 24 Credit Hours

DSRT 837 - Professional Writing and Proposal Development

Credit(s): 3 hours
This course is an introductory overview of writing and organizational skills necessary for completion of a dissertation and submission of articles for publication. It includes components of research design.

DSRT 839 - Advanced Research Methods

Credit(s): 3 hours
The course is designed to provide doctoral students with an in-depth analysis of the methods and procedures of research used in the various subfields of education. Topics include conceptualizing research designs, writing research proposals, constructing measurement instruments, collecting and analyzing qualitative and quantitative data, and drawing inferences. Special attention is given to making sound decisions regarding the selection of appropriate designs and methods for investigating research questions. The student will develop a proposal that will, upon approval of the student's advisor and program director, serve as the first three chapters of student's dissertation.
Prerequisite(s): DSRT 734, DSRT 837 and DSRT 736.

DSRT 850 - Qualitative Research Methods

Credit(s): 3 hours
The course is designed to provide doctoral students with an in-depth understanding of qualitative methods and procedures of research. Topics discussed will include epistemology, the use of logic and drawing conclusions, the role of deduction, detection of logical fallacies and false argumentation, and the forms of qualitative study: Narratives, phenomenologies, ethnographies, grounded theory, and case studies, conceptualizing research designs, the collection and analyzing data/research, and drawing inferences. Special attention is given to making sound decisions regarding the selection of appropriate designs and methods for investigating research questions.

DSRT 734 - Inferential Statistics in Decision-making

Credit(s): 3 hours
This course focuses on the descriptive and inferential statistics commonly used in organizational administration. Course activities include the application of statistical methods to research design, as well as an investigation of how these methods can contribute to school improvement. Specific concepts include measures of central tendency and variability, probability theory, estimation and significance, and correlation and regression.

DSRT 736 - Dissertation Seminar

Credit(s): 3 hours
This course provides guided instruction on the design and writing of a dissertation proposal focused on organizationbased research. Course activities are intended to strengthen skills in writing, project design, and research methods.
Prerequisite(s): DSRT 734 and DSRT 837

DSRT 834 - Advanced Statistical Applications

Credit(s): 3 hours
This course focuses on the application of inferential statistics and incorporation of advanced statistical techniques. Specific concepts include developing research instruments, assessment of the reliability and validity of research instruments, analysis and interpretation of survey results, use of Cronbach's alpha, factor analysis, multiple regression, multivariate analysis of variance, and other advanced statistical tests used in research. Students will be exposed to the use of statistical software to analyze data using various statistical tests. Topics covered in this course would allow the application of knowledge in the analysis of data in a quantitative dissertation.
Prerequisite(s): DSRT 734

DSRT 930 - Dissertation

Credit(s): 3 hours
These courses are an independent application of research, design, and methodology that leads to the completion of an original research study under the guidance of the student's Dissertation Director. Subject to the final approval of the Dissertation Director and evaluators, the degree candidate writes the dissertation and prepares for its oral defense. DSRT 930 and DSRT 931 are taken consecutively for 3 credits each.
Prerequisite(s): all coursework, including those in the content specialty area, needs to be completed; Comprehensive exams need to be successfully passed; and IRB approval must be secured. Advisor approval is also necessary to register for the 930 sequence; if the dissertation is not completed at the end of DSRT 931, the candidate enrolls in DSRT 931 as needed, for 3 credit hours each term, until the dissertation is completed and defended.

DSRT 931 - Dissertation

Credit(s): 3 hours
These courses are an independent application of research, design, and methodology that leads to the completion of an original research study under the guidance of the student's Dissertation Director. Subject to the final approval of the Dissertation Director and evaluators, the degree candidate writes the dissertation and prepares for its oral defense. DSRT 930 and 931 are taken consecutively for 3 credits each.
Prerequisite(s): Prerequisites: all coursework, including those in the content specialty area, needs to be completed; Comprehensive exams need to be successfully passed; and IRB approval must be secured. Advisor approval is also necessary to register for the DSRT 930 sequence; if the dissertation is not completed at the end of DSRT 931, the candidate enrolls in DSRT 931 as needed, for 3 credit hours each term, until the dissertation is completed and defended.

Notes:

* If the dissertation is not completed at the end of DSRT 931, the candidate repeats DSRT 931 as needed, for three (3) credit hours each term, until the dissertation is completed and defended.

Content Specialty Emphasis Area: 18 Credit Hours

Students pursuing a PhD in leadership studies at Cumberlands are required to complete ONE specialty area.

Business

Courses in the following masters programs will matriculate as the Doctoral specialty if the program is completed as a second masters:

- Business Administration, MBA
- Global Business with Blockchain Technology, M.S.

- Project Management, M.S.
- Strategic Management, M.S.
- Or other approved electives

Criminal Justice

CROL 631 - Law Enforcement Administration

Credit(s): 3 hours
This course examines the best way to enforce the law, policing administration, internal affairs as it relates specifically to policing institutions, and managing special units. Students will also learn about the trends in community policing, restorative justice programs and crime prevention, and contemporary issues in policing structure as it relates to administrative purposes.

CROL 632 - Critical Issues in Law Enforcement

Credit(s): 3 hours
This course discusses all aspects of policing. From the history and different theories of policing, to restorative policing, to community policing, a holistic view of police life and obligation will be shown to the student. Contemporary police problem- solving theories and theory application will be covered.

CROL 633 - Corrections Administration

Credit(s): 3 hours
This course provides an overview of the most significant issues to correctional facilities, administrators, officers and those within the criminal justice system. This course seeks to provide an examination of the harsh realities afforded by corrections systems, physical and mental health problems within the corrections system, gangs and their separate issues, and women in prison. The privatization of prisons is also a topic that will be discussed, along with the use of contemporary technology in the corrections system.

CROL 634 - Critical Issues in Community-Based Corrections

Credit(s): 3 hours
This course provides an overview of the most significant issues to correctional facilities, administrators, officers and those within the criminal justice system. This course examines the harsh realities afforded by corrections systems, physical and mental health problems within the corrections system, gangs and their separate issues, and women in prison. The privatization of prisons is also a topic that will be discussed, along with the use of contemporary technology in the corrections system.

CROL 635 - Legal and Ethical Issues in Homeland Security

Credit(s): 3 hours
This course offers a broad-based examination of all aspects that govern and give power to U.S. national security. The legal framework included in Common Law, the U.S. Constitution and legal opinions within the branches of government will be discussed as it pertains to how different branches within the U.S. government share national security powers. There will also be a focus on the legality and ethical considerations relevant when organizing counterterrorism efforts, as well as a general discussion over investigating terrorism and the evolution of terrorist efforts and counterterrorist technology.

CROL 636 - Critical Issues in Homeland Security

Credit(s): 3 hours
This course offers an examination of anti-terrorism/extremism theories in contemporary law enforcement. It will provide an analysis of terrorist behavior, different terrorist typologies and extreme behavior as the foundation for all terrorist activity. The industry of homeland security and the misunderstood role of homeland security organizations will be discussed, as well as contemporary reasons for terrorist exploits. The legality of acts taken within the U.S. will be discussed in detail, as well as an unraveling of U.S. domestic terrorism policy.

CROL 637 - Juvenile Justice Administration and Management

Credit(s): 3 hours
This course explores the juvenile justice system, focusing on the responsibilities of being a public manager of a juvenile justice organization. The focus of this course is to build the knowledge base of the student on contemporary juvenile justice issues and to teach the student how to apply theories of management to public systems as they pertain to juvenile justice. The extent of juvenile gangs in the U.S., drug rings and other contemporary issues will be covered.

CROL 641 - Violent Offenders: Crimes & Psychology

Credit(s): 3 hours
This course explores and reviews serious violent offenses including: homicide, rape, robbery, murder, aggravated assault, serial killing, and arson. Students will explore and analyze the psychological similarities and differences of the perpetrators of each type of offense and how the public and the criminal justice system are impacted by the processing of violent crime cases.

CROL 651 - Recovery and Relapse

Credit(s): 3 hours
This course is designed to introduce the student to recovery and relapse processes. The student will learn the stages of change and the various phases of the recovery process. Students will be able to recognize the behavioral criteria for someone who is in stable

recovery, versus instability and relapse potential. Included in this course is an exploration of the psychological causes and manifestations of craving, treatment strategies in relapse prevention planning, nutritional variables that contribute to relapse, relapse issues among various populations, and support factors to maintain a healthy recovery.

CROL 674 - Advanced Statistical Analysis

Credit(s): 3 hours
This course focuses on building a greater understanding of the theoretical underpinnings and tools for applying linear models and related techniques to social scientific data analysis. Learners will explore the workings of multiple regression and problems that arise in applying it, as well as delving deeper into the theory of inference underlying regression analysis. Consideration will also be given to the analysis of binary and count data, emphasizing the need to fit appropriate models, as well as factorial designs.
Prerequisite(s): Currently enrolled as a University of Cumberlands Ph.D. student

CROL 677 - Applied Leadership

Credit(s): 3 hours
This course is an advanced leadership course with a focus on developing leaders' abilities to critically assess and evaluate different leadership styles, with a focus on self-examination for purposes of applying techniques and skills to the practice of leadership in the field.
Prerequisite(s): None

CROL 681 - Proseminar in Criminal Justice

Credit(s): 3 hours
This course is a review of classical and recent literature in criminal justice. Trends and issues that transcend the components of the criminal justice system will be researched, analyzed, and evaluated.
Prerequisite(s): None

CROL 683 - Criminal Justice Program Evaluation

Credit(s): 3 hours
This course will focus on the key concepts and methods available for performing analysis of field-level criminal justice programs. Students will be exposed to primary principles of analyzing and existing criminal justice programs for purposes of determining efficacy and feasibility, whether before a program is launched or during postimplementation. Quantitative and qualitative forms of program evaluation will be discussed and utilized.
Prerequisite(s): Currently enrolled as a University of Cumberlands Ph.D. student

CROL 685 - Qualitative Methods in Criminal Justice

Credit(s): 3 hours
This course provides the foundation for professional criminal justice research with a specific focus on qualitative methods, including participant observation, ethnography, interviews, historical analysis, and case studies. The course will explore the uses, strengths, and weakness of qualitative approaches to criminal justice research.
Prerequisite(s): Currently enrolled as a University of Cumberlands Ph.D. student

CROL 687 - Legal Research and Analysis

Credit(s): 3 hours
This course examines traditional legal research methods, providing the student the tools necessary to successfully research and properly document the history of case law in the United States.
Prerequisite(s): Currently enrolled as a University of Cumberlands Ph.D. student

CROL 689 - Drugs and Crime

Credit(s): 3 hours
This course focuses on the nature and scope of the relationship between drugs, alcohol, and crime, and the effect of anti-drug legislation on the criminal justice system in an historical and contemporary context. Literature affirming or denying the relationship between drugs and crime will be analyzed and evaluated, with various methods for accumulating data being examined and utilized.
Prerequisite(s): None

CROL 691 - Life-Course Criminology

Credit(s): 3 hours
This course provides an exploration of crime and deviance based on the life course theoretical perspective. The theoretical underpinnings, research methodologies, and empirical research of this framework will be studied. Issues to be discussed include: the development of criminal careers, the cessation and evolution of criminal behavior over the life course (specifically trajectories, transitions, and turning points), and qualitative and quantitative research methodologies specific to life course criminology. Also, this course will examine criminal justice policy implications and applications related to life course criminology.
Prerequisite(s): None

Education

The following are Education courses EdD and PhD students may enroll in. Some courses require field/clinical hours that students must complete to earn a passing grade. Some courses listed may have prerequisites and may not be available to students who have not previously completed the prerequisites.

ADOL 631 - School Program Improvement

Credit(s): 3 hours
This course identifies some of the innovative research and programs driving school improvement. Initiatives currently in place in America's schools will be discussed and examined. Further, the course provides the candidate with ways to access current educational conditions at the school and district level as well as provide suggestions regarding instituting change.
Prerequisite(s): None

ADOL 633 - Applied Research in Education

Credit(s): 3 hours
The interpretation, synthesis, and analysis of educational research findings as they relate to action research and program management. The emphasis is placed on conducting applied research or program evaluation, including the development of instruments, collection and interpretation of data, and presentation of findings.
Prerequisite(s): None

ADOL 636 - School Law I

Credit(s): 3 hours
A course that is designed to provide basic legal information to the educational professional. Candidates in this course examine court decisions at both the federal and state level. Topics examined in this class include teacher dismissal and non-renewal, the rights of candidates and teachers, religious expressions in the school, etc.
Prerequisite(s): None

ADOL 637 - School Law II

Credit(s): 3 hours
This course continues the goals of ADOL 636 and places additional emphasis in specific areas of school law including Special Education, government requirements such as the Americans with Disabilities Act (ADA), Occupational Safety Health Administration (OSHA), and other state and federal requirements. Candidates in this class will additionally conduct research on a legal issue of their choosing.
Prerequisite(s): ADOL 630

ADOL 643 - Special Education and School Leadership

Credit(s): 3 hours
The administration of the special education program in public and private schools is a significant component of an administrator's duties. This course seeks to familiarize prospective school administrators with the laws of special education and other laws related to handicapped children in schools. Three legislative enactments IDEA, Section 504, and the Americans with Disabilities Act (ADA) will be addressed. The course also focuses on related topics including; (1) due process hearings, (2) remedies available to parents and school districts, (3) school records, (4) the identification and evaluation of

children with disabilities including the process for evaluations, individualized education plans, placement, notice and consent, (5) discipline and (6) best practices for establishing a working relationship with parents of special education candidates.
Five Field/Clinical Experience Hours required.
Prerequisite(s): None

ADOL 655 - Team Leadership

Credit(s): 3 hours
This course provides the candidate with the basic concepts and the essential skills of leadership that are required to lead and manage others. The course is designed to provide an examination of theories, concepts, research and practices in teacher leadership and conflict resolution. It is designed to promote creative, innovative leadership among emerging leaders in the education professions. The class will also examine approaches to building group and team competencies, paying particular attention to effective decision-making and communication in conflict resolution. Finally, the course will focus special attention on diagnosing the intentional and hidden dynamics that support and sometimes undermine team effectiveness. .)
Prerequisite(s): None

COOL 633 - Children and Adolescent Counseling

Credit(s): 3 hours
This course provides specialized knowledge and skills training in counseling children and adolescents. Students will learn to assess behavior and incorporate developmentally, ethnically, legally, and gender appropriate strategies and techniques to meet the needs of counseling children and adolescents. Students will examine various theoretical, behavioral, and play therapy techniques for counseling children and adolescents.
Prerequisite(s): None

EDOL 542 - Change, Professional Development and Teacher Improvement

Credit(s): 3 hours
This course is intended to provide advanced candidates with an overview of various planning and decision-making models that are appropriate for district and campus planning. Focus will be placed on the complex roles and responsibilities of the teacher leader at the elementary, middle and secondary levels. The course provides a framework for new visions of learning and strategies for restructuring classrooms and schools with professional development while remaining mindful of the need for stakeholder engagement. Instructional methodology will include site-based experiences, group discussions and simulations, electronic communications, research studies, identification of effective practices, interaction with practitioners in administration, and personal reflection.
Prerequisite(s): EDOL 643

EDOL 547 - Diversity in a Multicultural Society

Credit(s): 3 hours
This course is designed for classroom teachers and other school personnel to explore the role that culture plays and has played in our lives, classrooms, city and country. The impact of race, class, gender, sexual orientation, and other aspects of social group identities on teaching and learning as they relate to contexts both in and out of schools will be examined. Candidates will analyze the nature and manifestations of culture, the concepts of cultural contact, and the history of cultural diversity in the United States and particular in the classroom. Dynamics of prejudice and biases are studied, and emphasis is placed on delineating curriculum and practices that honor, motivate, and empower all candidates. Examination of personal biases and identification of areas of deficient knowledge is encouraged.
Prerequisite(s): None

EDOL 562 - Theories of Teaching and Learning

Credit(s): 3 hours
This course will provide a current and comprehensive overview of research and theory related to human learning. The course will emphasize major concepts of learning theory but will also cover relevant motivational, developmental, and classroom management theory. Standardized testing, test interpretation, college readiness and use of results are stressed through studies of principles of development of assessment tools. Intelligence, language learning motivation and persistence are included.

EDOL 634 - Curriculum Management and Assessment

Credit(s): 3 hours
This course is designed to prepare the master teacher and practicing school administrator for developing, evaluating and managing curricula. It will also examine the national, state, district and school roles in curricular matters including data analysis based on schools' continuous improvement plan. Further, this course will address the importance of the school portfolio as an effective way to exhibit a school's goals, achievements, and vision for improvement.
Prerequisite(s): None

EDOL 636 - Problems in Education

Credit(s): 3 hours
An examination of principles and practices, changing goals and processes in Education. Analysis of topical problems faced by society in shaping educational programs in the school. May be taken more than once.
Prerequisite(s): None

REOL 633 - Literacy Leadership

Credit(s): 3 hours
This is the final core course in the Reading and Writing Program. It is an intensive and

comprehensive investigation of problems related to reading and writing as well as a review and practice of current teaching methods and innovative approaches to develop a comprehensive building-level literacy plan. A Diversity/Multicultural Reflection is also a part of the coursework.
Prerequisite(s): None

SPOL 530 - Characteristics, Identification, and Instruction of Students with Disabilities

Credit(s): 3 hours
This is a course of directed study designed to explore each federal disability category. Teacher candidates will be exposed to the federal laws and regulations regarding special education as well as the identification process. Additionally teacher candidates will be able to describe current practices including Response to Intervention and research-based, specially designed instruction. This course is a pre-requisite for all other courses in the Special Education program.
Prerequisite(s): None

SPOL 631 - Special Education Assessment and Evaluation

Credit(s): 3 hours
Principles of evaluation regarding academic, social and personal characteristics of individuals with disabilities. Students will use assessment and evaluation as a basis of program design and management. (5 clinical hours associated with this course).
Prerequisite(s): SPOL 530 - Characteristics, Identification, and Instruction of Students with Disabilities

SPOL 632 - Consultation and Collaboration for Curriculum Design

Credit(s): 3 hours
This course is designed to assist teachers in collaborating and consulting with colleagues regarding specially designed instruction for individuals with disabilities. Knowledge and skills include designing, adapting, and evaluating materials, methods, and resources for individuals with a variety of characteristics. Teaching the core curriculum is included. Various models of instruction including strategic teaching are explored. Communications skills and barriers to professional relationships are discussed. Assistive technology, adaptive devices and equipment are discussed.
Prerequisite(s): None

SPOL 636 - Advanced Assessment Strategies and Prescriptive Writing

Credit(s): 3 hours
This course contains advanced preparation in assessment foundations, techniques, procedures, data interpretation, and writing of prescriptive programs of specially designed instruction for individuals with learning and behavior disabilities.
Prerequisite(s): None

English

ENGL 534 - Studies in British Literature

Credit(s): 3 hours
This course offers an in-depth study of a specific period, author, and/or genre of British literature. The particular focus of the course will change from year to year. Common topics may be Romantic literature and Victorian fiction. Other potential topics could be non-Shakespearean Renaissance drams, Restoration drama, the eighteenth-century novel, the works of John Milton, and Victorian poetry. Students will produce a research paper/project commensurate with the programs.

Offered every fall semester. May be repeated for up to nine hours if topic changes. Students will critique writings representative of the semesters topic. Students will contrast the writing styles of various authors and within various works Students will contrast various genres covered in the semesters topic standards for graduate level classes.

ENGL 535 - Studies in Modern Literature

Credit(s): 3 hours
This course examines a varied combination of English, American, and world literature of the twentieth century. The specific focus will change from year to year. A given course may be organized according to genre (fiction, poetry, or drama), topic (e.g. the Southern Renaissance, expatriate literature of the 1920s or the Irish Literary Revival), or representative and related authors (such as Joyce Yeats, Eliot or Williams, Miller, ONeill). Students will produce a research paper/project commensurate with the Departments standards for graduate level classes.

ENGL 550 - Creative Writing

Credit(s): 3 Hours

- Other approved English electives

Health Professions

Required:

LEAC 847 - Diversity and Multicultural Education for Health Professions

Credit(s): 3 hours
This course is designed to provide students with a comprehensive examination of the factors related to culture and diversity and the roles these areas play in health care and society. Students will be encouraged to develop an awareness of cultural biases and their impact when working in a multi-cultural society. Special attention will be given to

dimensions of culture, ethnicity, lifestyle, religion, socioeconomic status, and gender issues and how those factors affect the health care professions.

LEAC 848 - Student Assessment in Health Professions

Credit(s): 3 hours
This course examines assessment processes in health professions education and the development of reliable and valid measures used in student assessment. Students will gain an understanding of the purpose and types of evaluation and assessment in education with an emphasis on authentic assessment practices and the link between instruction and assessment. An examination of theories and current research around student assessment will be a focus in the course.

LEAC 849 - Current Topics and Trends in Healthcare

Credit(s): 3 hours
This course examines current trends and topics in the health professions landscape. Identification of issues related to health professions will be discussed. A review of current research in the field of health professions education will be a focus in the course.

LEAC 840 - Foundations of Instructional Technologies

Credit(s): 3 hours
This course introduces systematic instructional design and technology theories and models. An in-depth study of the instruction design processes, integration of instructional technology, associated pedagogy, and theories are presented to provide comprehensive knowledge about instructional technology principles.

BADM 667 - Legal and Ethical Issues in Healthcare Administration

Credit(s): 3 hours
This course addresses the legal aspects, code of ethics and policy issues relevant to healthcare. Emphases of the course include confidential communications, advanced directives, consents, professional liability, medical malpractice, release of information, case studies, and the professional code of ethics for medical professionals. The course includes discussion relevant to concepts of professional credentialing and responsibility, liability, and working within legal/ethical boundaries. This course serves as an elective for students pursuing the MBA Healthcare Administration Emphasis.

Electives (choose one):

BADM 665 - Healthcare Policy and Economics

Credit(s): 3 hours
This course applies general theoretical principles of economics to the healthcare sector. The basic approach is to recognize the importance of scarcity and incentives, allowing for

differences particular to healthcare. The demand and the supply for health and medical care are examined theoretically and practically. In addition, the competitiveness of these markets, the relationship with health insurance and the role of government are explored. A focus of the course is decisions made by consumers, providers (physicians, hospitals), insurers, or the government in the area of healthcare. This course serves as an elective for students pursuing the MBA Healthcare Administration Emphasis.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of Graduate School of Business

BADM 668 - Strategic Management in Healthcare Administration

Credit(s): 3 hours
In this capstone course, students will synthesize and apply concepts learned in the Healthcare Administration concentration. The focus of this course requires case analysis to integrate the components of organizational strategy development and execution. Using the provided healthcare case study, students will assess the situation, identify the problem, and develop strategic alternatives in order to recommend a proposed solution. This course serves as an elective for students pursuing the MBA Healthcare Administration Emphasis.

HHP 638 - Administrative and Management Strategies

Credit(s): 3 hours
The course will study basic concepts, theories, and practical application pertaining to administration and management of sport and fitness programs. Topics may include organizational structure and function, program development and administration, human resource management, financial management, information management, and legal considerations.

- Or other approved HHP 500 or 600 level courses

Health Science

HHP 532 - Applied Nutrition

Credit(s): 3 hours
Fundamental and diverse nutritional education and practices will be addressed in the framework of allied health professionals working with various populations of active individuals.

HHP 533 - Behavior Change in Health Promotion

Credit(s): 3 hours
This course will integrate psychological theory and practical application strategies of positive behavior change facilitation in health and fitness promotion.

Learning Outcomes:

The students will be able to:
1. Investigate and apply health behavior change and motivational theories.
2. Discuss barriers and factors that influence lifestyle behaviors and change.
3. Integrate intervention strategies to promote behavior change, adherence, and resilience.
4. Review how to facilitate change through different methods such as motivational interviewing, supportive feedback skills, and technology.
5. Summarize how to be an effective facilitator and the importance of ethical responsibilities including confidentiality.

HHP 534 - Exercise Physiology

Credit(s): 3 hours
This is a study of various factors that affect human performance to include regulatory mechanism, adaptations, and changes as a result of physical activity.

HHP 535 - Exercise Testing and Prescription

Credit(s): 3 hours
This course studies the principles of exercise testing and prescription for healthy and diseased states. This course will assist in the preparation for any personal trainer exam and the ACSM EP-C (Certified Exercise Physiologist) test for national certification.

HHP 536 - Foundations of Physical Activity in Health Promotion

Credit(s): 3 hours
This course will be a comprehensive examination of classic and contemporary global studies showing the influence of physical activity on chronic disease. This information can be used in leading individuals, communities, and global society toward improved health and quality of life.

HHP 537 - Coaching and Fitness Leadership

Credit(s): 3 hours
This course develops a theoretical base for teaching sport and exercise skills and to be used for practical application. The course includes the development of a leadership philosophy, with an emphasis on ethics and establishing a leadership style. An examination of the contemporary trends and issues in this area will be included.

HHP 630 - Health Promotion through Physical Activity

Credit(s): 3 hours
In this course, students will demonstrate their competencies of health promotion program

planning and evaluation. This course will assist in the preparation for the ACSM/NPAS for Physical Activity in Public Health Specialist Certification exam.

HHP 631 - Advanced Coaching and Fitness Leadership

Credit(s): 3 hours
This course provides an in-depth study of the influence on individual and team performance in sport and exercise settings. There will be a focus on interpersonal aspects such as cohesion and leadership along with topics such as communication, management, skill acquisition, and risk management.
Prerequisite(s): HHP 537

HHP 632 - Social Determinants in Health Promotion

Credit(s): 3 hours
This course investigates current issues and trends influenced by societal, environmental, and situational factors in the areas of health, physical activity, and fitness. Real world health disparities, equity, and diversity will be discussed with ways to consider, prompt, and navigate more inclusive health promotion solutions.

Learning Outcomes

Upon completion of this course, students will be able to:
1. Identify and evaluate health disparities and inequity in the prevention and management of chronic conditions.
2. Discuss how to improve health outcomes for individuals and populations.
3. Describe and demonstrate how to improve participant/client-centeredness and the participants'/clients' experience of health promotion.
4. Explain and implement culturally appropriate skills to educate individuals and communities on how to prevent and manage health conditions as well as advocating for social change.

5. Facilitate and support individuals and communities to develop skills to promote their own health such as risk reduction behaviors, behavior change, and chronic disease management.

HHP 633 - Current Issues in Coaching and Fitness Leadership

Credit(s): 3 hours
This course investigates current issues and trends involving culture, ethics, and policy for leaders in the areas of health, sport, and performance. Societal influence and impact on

different individuals and communities will be examined along with strategies to create supportive environment.

HHP 634 - Strength and Conditioning

Credit(s): 3 hours
This course is designed to study the principles and methods of training and conditioning in sports, fitness, and wellness. The focus is to develop holistic training programs that include strength, endurance, power, and overall fitness performance through a variety of methods. This course assists in the preparation for a strength and conditioning specialist certification.

HHP 635 - Youth Health and Fitness

Credit(s): 3 hours
The course is designed to explore the health and developmental benefits of fitness training on youth. This course will also assist in the understanding of safe, age-appropriate exercise, fitness assessment, and program design. This course assists in the preparation for a youth fitness specialist certification.

HHP 636 - Plant Based Nutrition

Credit(s): 3 hours
This course will investigate eating practices exclusively or heavily based on plant consumption. Various concepts across the spectrum of plant-based diet patterns will be examined as well as factors influencing this dietary choice. Benefits and challenges to optimal performance and health will be addressed through nutritional recommendations.

HHP 637 - Applied Sports Medicine

Credit(s): 3 hours
This course will overview prevention, recognition, and management of sport and exercise injuries and other conditions influencing human performance and safety.

HHP 638 - Administrative and Management Strategies

Credit(s): 3 hours
The course will study basic concepts, theories, and practical application pertaining to administration and management of sport and fitness programs. Topics may include organizational structure and function, program development and administration, human resource management, financial management, information management, and legal considerations.

HHP 639 - Special Topics

Credit(s): 3 hours
The course is designed to provide information that is of particular interest to the fields of Health and Human Performance. Topics will vary. Course may be repeated with different topics.

History

HIST 531 - Topics in Social Studies

Credit(s): 3 hours

OR

HIOL 531 - Studies in History

Credit(s): 3 hours
Different topics will be offered on a specific period of history. The course may be repeated for up to six hours credit and upper class undergraduates may take the course with permission of the Chair of Graduate Education.

AND

- Other approved History electives

Information Systems

Courses in the following masters programs will matriculate as the Doctoral specialty if the program is completed as a second masters

- Information Systems Security, M.S.
- Information Technology, M.S.
- Or other approved programs

Instructional Technology

Required:

LEAC 835 - Teaching and Learning Online

Credit(s): 3 hours
Course provides the knowledge and skills necessary to effectively develop curriculum and deliver it online. Instruction includes a survey of the history of the distance education movement; types of online learning environments, instructional design strategies, and methods and best practices of teaching and learning online. Discussion is also provided on learning management systems (LMS) and communication management software.

LEAC 840 - Foundations of Instructional Technologies

Credit(s): 3 hours
This course introduces systematic instructional design and technology theories and models. An in-depth study of the instruction design processes, integration of instructional technology, associated pedagogy, and theories are presented to provide comprehensive knowledge about instructional technology principles.

LEAC 841 - Trends and Issues in Instructional Technology

Credit(s): 3 hours

This course explores cutting-edge educational technologies-including XR (extended reality), blockchain for credentials, multimodal and conversational AI, and the economics of ed-tech startups. Students engage with horizon-scanning frameworks (e.g., Gartner Hype Cycle, EDUCAUSE Horizon Reports) to analyze trends, identify opportunities, and design rapid, small-scale pilot projects that support school or district strategic goals. Emphasis is placed on ROI modeling, stakeholder communication, and leadership strategies for ethical, inclusive adoption in diverse educational settings.

LEAC 842 - Leadership and Instructional Technology

Credit(s): 3 hours
This course centers on leading systemic digital transformation: budgeting, vendor selection, policy alignment, and cultivating a culture of continuous improvement. Frameworks include Kotter's 8-Step Change Model, ADKAR Individual Change Model, and human-centric change leadership for distributed organizations.

LEAC 843 - Ethical and Legal Issues related to Instructional Technology

Credit(s): 3 hours
This course addresses legal issues and ethical concerns surrounding the design and presentation of digital content in online learning environments. Course participants will consider the diverse needs of individual learners and demonstrate skills to develop equitable digital content for the online classroom. Emphasis in the course includes differences between the various types of licensed online content (e.g. copyright with permission, fair use, public domain and creative commons) for ethical and legal use with educational purposes.

Electives (choose one):

LEAC 844 - Management and Evaluation of Instructional Technology and Design

Credit(s): 3 hours
This course examines the management and evaluation of technology-based instruction. The course is designed to allow students to integrate research and evaluation techniques in the needs analysis and assessment of instructional technology.

LEAC 845 - Instructional Multimedia Integration

Credit(s): 3 hours
This course explores a variety of interactive media technologies for integration in the online classroom. Participants will gain skills to use, produce, and integrate media, including video, audio, graphics, and web-based tools and resources for educational purposes. Participants will reflect on instructional strategies to enhance learning through media integration. Projects include the development of multimedia publications and a resource toolkit.

LEAC 846 - Digital Game-Based Learning

Credit(s): 3 hours
This course examines the theories and pedagogy related to the application of gamification and digital game-based learning to increase student achievement. Emphasis in the course include research, evaluation, and implementation of game-based instructional technology. Topics will explore the elements of games, gamification, and simulations and how they can be effectively applied in the classroom. Projects include the design and development of a game-based learning lesson plan and online gaming applications.

Mathematics

MAOL 530 - Topics in Mathematics I

Credit(s): 3 hours
Topics are selected from arithmetic and number theory, statistics in research, geometry, and other topics. May be repeated.

MAOL 630 - Topics in Mathematics II

Credit(s): 3 hours
Topics are selected from statistics, calculus, and Mathematical structure and analysis. May be repeated.

- Other approved Mathematics electives

Missions and Ministry

Required:

MMOL 537 - Christian Education

Credit(s): 3 hours
The course provides a study of the biblical, theological, and historical basis for the educational ministry of a church. The course also provides a study of the nature and functions of a New Testament church, especially as they relate to education and outreach. Students will learn about the church's educational programs, and become acquainted with principles for planning for and administering those programs. Students will explore means for selecting, training, and utilizing church staff and volunteer leaders for effective educational ministry through the church.

MMOL 634 - Christian Leadership Development

Credit(s): 3 hours
The course explores leadership from a biblical and theological perspective. The tasks or functions of leadership will be addressed in regard to para-church and local church ministry. Students will assess their own leadership and relational styles.

Approved Electives - choose two of the following (6 credit hours):

MMOL 531 - Old Testament Survey I

Credit(s): 3 hours
The course provides an introduction to the Pentateuch and the former prophets (Joshua, Judges, Samuel, and Kings). The course provides an historical, literary, and theological examination of the books and sections. Students will learn about the various analytical methods used in studying these books and the major issues in the formation and interpretation of the books. Students will also examine the content and theology of the books.

MMOL 532 - Old Testament Survey II

Credit(s): 3 hours
The course provides an introduction to the latter prophets (Isaiah, Jeremiah, Ezekiel, and the Twelve) and the Writings of the Old Testament. The course provides an historical, literary, and theological examination of the books and sections. Students will learn about the various analytical methods used in studying these books and the major issues in the formation and interpretation of the books. Students will also examine the content and theology of the books.

MMOL 533 - New Testament Survey I

Credit(s): 3 hours
The course provides an introduction to the Gospels of the New Testament. The course provides an historical, literary, and theological examination of the books. Students will learn about the various analytical methods used in studying these books and the major issues in the formation and interpretation of the books. Students will also examine the content and theology of the books.

MMOL 534 - New Testament Survey II

Credit(s): 3 hours
The course provides an introduction to the Book of Acts, the letters of Paul, the general letters, and the Book of Revelation in the New Testament. The course provides an historical, literary, and theological examination of the books and sections. Students will learn about the various analytical methods used in studying these books and the major issues in the formation and interpretation of the books. Students will also examine the content and theology of the books.

MMOL 535 - Christian Theology I

Credit(s): 3 hours
The course exams the method and language of theological study within the disciplines of biblical, systematic, and historical theology. The course then focuses on the doctrines of revelation, God, the Trinity, creation, humanity, and sin.

MMOL 536 - Christian Theology II

Credit(s): 3 hours
The course focuses on systematic and historical theology specific to the doctrines of Jesus Christ, the Holy Spirit, salvation, the Church, and eschatology.

Additional Electives - choose two of the following (6 credit hours):

MMOL 538 - The Church and Contemporary Culture

Credit(s): 3 hours
The course examines cultural trends, their impact upon the Church and evangelism, and various means of effectively interacting to promote church planting and growth. The course focuses on the challenges and processes of communication cross-culturally, especially in encountering different worldviews and in meeting the challenges provided by language and actions. The course also provides the student with the necessary tools to understand and reach the people of various cultures and worldviews.

MMOL 631 - Focused Study of the Old Testament

Credit(s): 3 hours
The course focuses on one section of the Old Testament writings. For the purposes of the course, the Old Testament has been broken into the Pentateuch, history of Israel, Prophets, and Psalms and Wisdom. Within a two-year cycle of the course, at least one offering of the course would cover each of the four sections of the Old Testament. A student pursuing the Biblical Studies track of the M.A. in Christian Studies may take the course three times as long as each offering focuses on a different section of the Old Testament, but to meet the requirements of the Biblical Studies track a student must take

MMOL 632 at least once to provide a more balanced in-depth study of the Bible.
Prerequisite(s): MMOL 531, MMOL 532, or permission of instructor

MMOL 632 - Focused Study of the New Testament

Credit(s): 3 hours
The course focuses on one section of the New Testament writings. For the purposes of the course, the New Testament has been broken into the Synoptic Gospels, the writings of Paul, the Johannine Gospel and letters, and the General Epistles and Revelation. Within a two-year cycle of the course, at least one offering of the course would cover each of the four sections of the New Testament. A student pursuing the Biblical Studies track of the M.A. in Christian Studies may take the course three times as long as each offering focuses on a different section of the New Testament, but to meet the requirements of the Biblical Studies track a student must take MMOL 631 at least once to provide a more balanced in-depth study of the Bible.
Prerequisite(s): MMOL 533, MMOL 534, or permission of instructor

MMOL 635 - Church Administration

Credit(s): 3 hours
The course provides a study of the process of administration as applied to a church. The course also provides a biblical and theological basis for church administration and examines the basics of administration and how to organize a church. In addition, the course surveys and applies the administrative functions to the ministry of a church. Students will also examine several administrative styles as related to administration in a church.

MMOL 637 - Planting High Impact Churches

Credit(s): 3 hours
The course provides a comprehensive introduction to the principles and methods used in starting high impact churches. The course focuses on the biblical mandate for starting high impact churches, the process of determining need and location, the organization and financing of the new church, and the launch of the new church.
Prerequisite(s): MMOL 538 or permission of instructor

- Any other 500 or 600 level MMOL course

Nursing

NURS 510 - Theoretical Basis for Advanced Nursing Practice

Credit(s): 3 hours
This course examines the theoretical foundation of nursing practice, research, and evidence based-practice. The course explores the philosophies, theories and history of the science of nursing. Significance is placed on examination of a variety of theories and

frameworks, including nursing and ethical theories, as a basis for advanced nursing practice. Pre- Requisite: Admission to the MSN program

NURS 520 - Issues in Advanced Practice

Credit(s): 3 hours
In this course students will evaluate how policy shapes healthcare systems, determines accessibility, affordability, and access to care and impacts health outcomes. Students will examine advocacy, professional issues, and the advanced practice role in the improvement of safety and quality delivery of care. Professional issues and the advanced practice role will be addressed. Additional topics will include recognition of how organizational and systems leadership foster promotion of high quality and safe patient care across the lifespan. Pre-Requisite: Admission to the MSN program

NURS 530 - Epidemiology

Credit(s): 3 hours
In this course students will study the distribution/determinants of disease, injury, and disease surveillance. Implementation of clinical prevention and population health activities will be addressed along with the core competencies in health promotion and disease prevention in the individuals, families, communities, and aggregates/clinical populations. Pre- Requisite: Admission to the MSN program

NURS 532 - Healthcare Technologies and Informatics in Advanced Nursing Practice

Credit(s): 3 hours
This graduate level course introduces healthcare professionals to the use of information technology, data, and systems in health care delivery. The objective of the course is to give healthcare professionals a practical understanding of current technology in the evolving discipline of health informatics. Emphasis is placed on developing technology and information literacy competency and the advanced nursing practice role. The student should gain a solid understanding of health informatics so as to maximize the use of information and systems in the delivery of efficient, high quality healthcare outcomes. Pre-Requisite: Admission to the MSN program

NURS 550 - Advanced Nursing Research and Evidence Based Practice

Credit(s): 3 hours
The course focuses on the research process and the analysis and evaluation of research. Critical appraisal and evidence synthesis provide the basis for research utilization and evidence based practice. Emphasis is on the identification of clinical issues/questions, synthesis of evidence, and translation of current evidence into practice. Pre-Requisite: Admission to the MSN program

NURS 590 - Advanced Pharmacology

Credit(s): 3 hours
In this course Family Nurse Practitioner students will learn appropriate application of pharmacologic and therapeutic principles and skills to the treatment and management of various health conditions across the patient lifespan. Pre- Requisite: Admission to the MSN program

NURS 592 - Advanced Health Assessment

Credit(s): 3 hours
In this course the student will master knowledge and clinical skills in health history and physical examination of diverse individuals including: infants, children, adolescents, adults, pregnant females and geriatric clients across the lifespan in the primary care setting. The comprehensive course covers how to obtain subjective data (client's health history), and perform objective data (physical examination skills, health promotion techniques, and clinical assessment tools). It enables students to practice critical thinking and therapeutic communication as well as assessment and psychomotor skills. Pre-Requisite: Admission to the MSN program

NURS 594 - Advanced Pathophysiology

Credit(s): 3 hours
In this course students will study the advanced concepts of pathophysiology and their application to the identification and treatment of illness and disease across the lifespan within the scope of practice of an advanced practice registered nurse. Pre-Requisite: Admission to the MSN program.

NURS 670 - FNP Advanced Practice I

Credit(s): 6 hours
This course provides the theoretical and diagnostic knowledge necessary to confront problems relevant to the health care of culturally diverse individuals/families across the life span. The course will focus on health promotion, disease prevention, minimization of risk to patients, and management of common health problems. Emphasis will be placed on the clinical areas of women's health and mental health in the primary care setting. A total of 120 clinical hours will be completed during this course. Note: This course follows the traditional 16 week schedule.
Prerequisite(s): Admission to MSN program, NURS 510, NURS 520, NURS 530, NURS 532, NURS 550, NURS 590, NURS 592, NURS 594

NURS 672 - FNP Advanced Practice II

Credit(s): 6 hours
This course provides the theoretical and diagnostic knowledge necessary to confront problems relevant to the health care of culturally diverse individuals/families across the life span. The course will focus on health promotion, disease prevention, minimization of risk to patients, and management of common health problems. Emphasis will be placed

on the clinical areas of neonatal and pediatric health in the primary care setting. A total of 120 clinical hours will be completed during this course. Note: This course follows the traditional 16 week schedule.
Prerequisite(s): Admission to MSN program, NURS 510, NURS 520, NURS 530, NURS 532, NURS 550, NURS 590, NURS 592, NURS 594, NURS 670

NURS 674 - FNP Advanced Practice III

Credit(s): 6 hours
This course provides the theoretical and diagnostic knowledge necessary to confront problems relevant to the health care of culturally diverse individuals/families across the life span. The course will focus on health promotion, disease prevention, minimization of risk to patients, and management of common health problems. Emphasis will be placed on the clinical areas of Adult Gero and Family/Across the Lifespan in the primary care setting. A total of 120 clinical hours will be completed during this course. Note: This course follows traditional 16 week schedule.
Prerequisite(s): Admission to MSN program, NURS 510, NURS 520, NURS 530, NURS 532, NURS 550, NURS 590, NURS 592, NURS 594, NURS 670, NURS 672.

NURS 690 - FNP Advanced Practice Internship

Credit(s): 6 hours
This course serves as the program capstone course and allows demonstration of the synthesis of theoretical, diagnostic, and clinical knowledge in care of patients across the lifespan in the primary care setting. Emphasis is placed on the FNP role which includes preventative healthcare as well as the assessment, diagnosis, and treatment of acute and chronic illness and preventative healthcare for individuals and families across the lifespan.
Prerequisite(s): NURS 670, NURS 672, NURS 674

Public Administration

Required:

BUPA 660 - Fundamentals of Public Administration

Credit(s): 3 hours
The Fundamentals of Public Administration course provides a comprehensive introduction to the key principles, practices, and challenges in the field of public administration. Participants will gain a deep understanding of the unique aspects of managing public organizations, navigating government structures, and addressing the complex issues that arise in the public sector. It provides an understanding of the history, theories and concepts of public administration within governmental organizations with a specific focus on state and local management units and how these are relative to the management and operations of a public enterprise organization.

BUPA 661 - Public Enterprise Systems

Credit(s): 3 hours
The course is designed to equip students with the knowledge and skills necessary to effectively manage and run corporations that are wholly or partially owned or created by government entities. This course delves into the unique challenges and opportunities associated with public enterprises, exploring the intersection of business principles and public administration. The course will explore the similarities and differences between managing a public enterprise versus a governmental agency or private business. Varying case studies will be examined related to transportation, utilities and other public enterprise systems to provide a broad understanding of the nature of managing these hybrid organizations.

BUPA 662 - Emergency Management & Continuity of Operations

Credit(s): 3 hours
The course will provide students with the understanding of the National Incident Management System (NIMS) and the Incident Command Structure (ICS) in relation to emergency planning, response and recovery. Public entities and public enterprise systems participate in many emergency planning and response processes either independently, as part of critical infrastructure, or as part of collaborative efforts with other governmental bodies and agencies. Completion of the course will provide the student with the knowledge to satisfactorily complete the ICS, 100, 200, 700 and 800 exams through the FEMA Emergency Management Institute.

BUPA 663 - Administrative Law & Regulatory Processes

Credit(s): 3 hours
The course is designed to equip students with a practical understanding of the legislative law-making process and the administrative rule-making process that may impact public agencies and organizations. Students will be able to understand the governmental mechanisms and oversight that control the operations and management of public enterprises.

BUPA 664 - Public Sector Budgeting

Credit(s): 3 hours
The course is designed to provide students with a comprehensive understanding of budgeting methodologies utilized in the public sector and how they relate to private sector budgeting methodologies. The course explores the intricacies of budget development, implementation, and analysis, with a focus on the unique challenges and opportunities that arise in different organizational settings.

Electives (choose one):

BACC 632 - Advanced Governmental and Not-for-Profit Accounting

Credit(s): 3 hours
This course provides for an advanced, intensive study of the accounting and financial reporting procedures for governmental and not-for-profit entities.

BADM 665 - Healthcare Policy and Economics

Credit(s): 3 hours
This course applies general theoretical principles of economics to the healthcare sector. The basic approach is to recognize the importance of scarcity and incentives, allowing for differences particular to healthcare. The demand and the supply for health and medical care are examined theoretically and practically. In addition, the competitiveness of these markets, the relationship with health insurance and the role of government are explored. A focus of the course is decisions made by consumers, providers (physicians, hospitals), insurers, or the government in the area of healthcare. This course serves as an elective for students pursuing the MBA Healthcare Administration Emphasis.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of Graduate School of Business

BADM 623 - Project Management Processes

Credit(s): 3 hours
This course provides for a scholarly study of project management and is a foundational overview of the discipline through the processes of the "project life cycle". Students will learn about project management in its entirety from the initiation of the project to its closing, and will examine all "knowledge areas" as noted in PMBOK, a leading source in the field of project management. This course serves as one of the requirements for students pursuing the MBA with a concentration in project management or the M.S. in Project Management. This course will also serve as an informational guide for students seeking professional certification in project management areas as offered by PMI (Project Management Institute).

BADM 632 - Advanced Human Resource Management

Credit(s): 3 hours
This course is the study of contemporary topics related to effective management of human resources, and emphasizes in- depth research and analysis of the interrelationship of the human resource function in a dynamic business environment.

BADM 652 - Strategic Organizational Design

Credit(s): 3 hours
This course focuses on organizational strategy and the competitive advantage of organizational design. Special emphasis will be placed on contemporary organizations and the concepts, strategy, and design driving their success.

Student Personnel Services

EDOL 631 - Advanced Human Development, Learning Behavior

Credit(s): 3 hours
Study of the lifespan from conception to young adulthood is studied with emphasis upon biological, intellectual, and psychosocial development. Also included are units on exceptional pupils and understanding of multicultural education. Required for all Master's Degree programs.
Prerequisite(s): None

LEAC 781 - Higher Education and Student Personnel Services

Credit(s): 3 hours
This course examines both theory and practice based development, implementation, and management approaches to student personnel services. The course reviews services and programs designed to support the ever-expanding student development needs. Course topics can vary by semester, but may include residence life, academic advising and support, student engagement, athletics, judicial affairs, and targeted student subpopulations.

LEAC 782 - Higher Education Enrollment Management

Credit(s): 3 hours
This course will examine best practices and current trends as it relates to student recruitment and retention in higher education. The cycle of student enrollment will be analyzed reflecting upon the impact of technology, financial aid, marketing, and student engagement on college student enrollment behaviors.

LEAC 783 - Higher Education Law and Policy in Student Services

Credit(s): 3 hours
This course will review state and federal law as it relates to institutional policy development and implementation. Special attention will be devoted to the impact of Title IX, the Family Educational Rights and Privacy Act (FERPA) and the American with Disabilities Act on Student Services. Discussions surrounding social media, student privacy, freedom of speech, and due process as it relates to judicial affairs and student services will also be reviewed.

BADM 533 - Marketing Management

Credit(s): 3 hours
This course acquaints the student with the seminal concepts and models appropriate for marketing management. Course content and experiences will allow students to develop the knowledge base and skills necessary for devising and implementing strategic marketing plans which complement organizational goals.

COUN 539 - Theories in Counseling

Credit(s): 3 hours
This course provides a comprehensive overview of the various theories of counseling. The student will critically examine the historical/theoretical frameworks that the major theories of counseling use. Attention is given to personality structure and individual behavior from which these are derived.

OR

COUN 633 - Counseling during Grief and Crisis

Credit(s): 3 hours
This course will provide a basic overview of theory and interventions used when working with clients who seek out counseling during times of crisis. Crisis interventions address urgent situations that are triggered by a specific life event. Course material will address social/emotional problems associated with mental illness (depression, OCD, suicide, etc.), bereavement, or other social losses (health/chronic illness, divorce, unemployment, etc.) and how the counselor can intervene to prevent ongoing impairment or distress for clients.

Graduate Certificate

Leadership Certificate (Tier II)

The Leadership Certificate (Tier II) is a twelve (12) credit hour doctoral-level online certificate program designed to equip students with advanced leadership skills such as strategic planning, team management, effective communication, and problem-solving. Combined with a deepened professional knowledge, students will strengthen their commitment to professional service and ethical decision-making.

Learning Outcomes:

1. Learners will be able to critically assess how national, regional, and local cultural and social factors impact educational policy-making and political decisions. This includes understanding the interplay between societal norms and political processes in shaping educational systems.

2. Students will gain a comprehensive understanding of the mechanisms of power and leadership within educational institutions. This includes contrasting different leadership models and their effectiveness in addressing the diverse ethnic and political backgrounds of adult learners, as well as their varying levels of commitment and competence.
3. Learners will be able to apply theories of adult learning and leadership principles to real-world scenarios, either within their own institution or an approved educational setting. This involves designing and implementing initiatives that are informed by these theories and principles.
4. Learner will develop the ability to critically analyze and synthesize various learning and leadership models, focusing on their effectiveness in managing change and individual behaviors. This includes understanding how different groups and individuals respond to change initiatives and the role of strategic leadership in navigating these challenges.
5. Learners will be adept at analyzing and developing strategies for achieving consensus in change procedures. This outcome involves a deep understanding of the literature on strategic leadership and the capacity to address everyday challenges faced by leaders in organizational contexts.

Successful completion of the program provides the education needed to understand how the basic components of leadership can be applied and implemented in the business, government and non-profit organizations. Graduates of the program will also be eligible for admission to the Ed.D. in Educational Leadership or Ph.D. in Leadership Studies programs upon completing an application and submitting all required documentation.

Admission Requirements: A minimum graduate cumulative GPA of 2.5 is required to be admitted to the Leadership Certificate (Tier II) Program.

Course Requirements: 12 Credit Hours

LEAS 730 - The Politics of Organizational Decision-Making

Credit(s): 3 hours
This course provides an overview of how political activities at the federal, state, and local levels impact the administrative decision-making in an organizational setting. It explores strategies for managing institutional politics to make these activities a constructive component of administration.

LEAS 830 - Leadership in Theory and Practice

Credit(s): 3 hours
In this home-based project, the candidate applies adult learning theories and leadership principles to an initiative within the home institution or in an educational setting approved by the instructor. The course culminates in a written project that assesses the types of learning and or leadership models used in the initiative as well as the outcome. The paper should be at least 20 pages in length.

LEAS 835 - The Change Process

Credit(s): 3 hours
The course offers an interdisciplinary approach to the management of the change process with respect to individuals, groups, local community, and the American society. Drawing on concepts from the psychology of learning, human resource management, and sociology, the course looks at how educators and various social and political forces, including government policies and court decisions, interact with local culture to impact individual and corporate human behavior.

BADM 645 - Strategic Leadership

Credit(s): 3 hours
This course provides for the study of leadership issues and constructs required for managers. Emphasis is placed on negotiation, conflict resolution, mediation, communication, ethical reasoning, problem-solving, and decisionmaking.

Post-Baccalaureate Certificate

Leadership Certificate (Tier I)

The Leadership Certificate (Tier I) is a twelve (12) credit hour graduate-level online certificate program designed to equip students with advanced leadership skills such as strategic planning, team management, effective communication, and problem-solving. Combined with a deepened professional knowledge, students will strengthen their commitment to professional service and ethical decision-making.

Learning Outcomes:

1. Learners will be able to clearly differentiate between private, public, for-profit, and non-profit organizations, understanding their unique characteristics, operational frameworks, and impact on leadership styles and organizational strategies.
2. Learners will demonstrate the ability to discuss foundational organizational and leadership theories and apply these theories in various contexts, including the development of a capstone project. This outcome emphasizes the practical application of theoretical knowledge in real-world scenarios.
3. Learners will develop the ability to analyze and evaluate the roles and responsibilities of organizational leaders across different types of organizations, including the impact of these roles on organizational performance and culture.
4. Learners will show proficiency in integrating knowledge and skills acquired from previous courses, applying concepts, principles, and practices associated with organizational leadership to address complex issues, particularly in the development of a capstone project.

5. Learners will gain a comprehensive understanding of organizational behavior theories and concepts, focusing on the challenges of dealing with organizational change, employee relations, motivation, conflict management, and the dynamics of group and team relationships within business environments.

Successful completion of the program provides the education needed to understand the basic components of Leadership and how this it can be applied and implemented in the business, government and non-profit organizations. Graduates of the program will also be eligible for admission to the Master of Science in Organizational Leadership degree program upon completing an application and submitting all required documentation.

Admission Requirements: A minimum undergraduate cumulative GPA of 2.5 is required to be admitted to the Leadership Certificate (Tier I) Program.

Course Requirements: 12 Credit Hours

LEAD 530 - Foundations of Organizational Leadership

Credit(s): 3 hours
This course focuses on foundational organizational theories, leadership theories, and leadership process. The course provides an introduction to organizational development, the role of organizational leaders, and the related knowledge required in this role. Different types of organizations, such as private, public, for-profit, and non-profit organizations, will be analyzed in the course.

LEAD 531 - Introduction to Non-Profit Management

Credit(s): 3 hours
This course is designed with a focus on understanding organizational aspects related to non-profit management and best practices in leading non-profit organizations. Students will explore issues leaders face while managing nonprofit organizations, board governance, grant writing, fundraising, managing employees and volunteers, and marketing strategies.

LEAD 639 - Organizational Leadership Capstone

Credit(s): 3 hours
This course will provide an opportunity for students to demonstrate a synthesis of knowledge obtained in the program by focusing on prior course work, including building on the research methods and analysis concepts. Students will develop an academic paper and project around a practical organizational problem faced by leaders and contributes to the professional body of knowledge in organizational leadership.

BADM 532 - Organizational Behavior

Credit(s): 3 hours
This course is the study of individual and group behavior within diverse organizations. Examination of organizational structure, processes, norms and values is included. Emphasis is given on the topics of leadership, management styles, organizational fit and change, motivation, group dynamics, and business process efficiency.

Missions and Ministry

Program Mission/Vision

The Missions and Ministry Department endeavors to equip the next generation of Christian servant leaders in varied cultural and geographic setting through innovative instruction, meaningful scholarship, and practical experience. To do so, we will provide an educational experience that is Bible-based, Christ-centered, Gospel-driven, and actionoriented.

Program Goals

1. To provide students with knowledge and understanding of biblical, theological, and historical studies of the Christian faith.
2. To assist students in developing their ability to apply and analyze the Christian worldview within everyday life and ministry
3. To prepare students for lifelong learning and service through the evaluation and creation of practical strategies and experiences in Christian missions and ministry.

Masters Degree

Christian Studies, M.A.

Requirements: 30 Credit Hours

The Master of Arts in Christian Studies is comprised of the following eighteen (18) hours of core required credit
hours, and twelve (12) hours in electives as follows:

Core Courses: 18 Credit Hours

MMOL 531 - Old Testament Survey I

Credit(s): 3 hours
The course provides an introduction to the Pentateuch and the former prophets (Joshua, Judges, Samuel, and Kings). The course provides an historical, literary, and theological examination of the books and sections. Students will learn about the various analytical methods used in studying these books and the major issues in the formation and interpretation of the books. Students will also examine the content and theology of the books.

MMOL 532 - Old Testament Survey II

Credit(s): 3 hours
The course provides an introduction to the latter prophets (Isaiah, Jeremiah, Ezekiel, and the Twelve) and the Writings of the Old Testament. The course provides an historical, literary, and theological examination of the books and sections. Students will learn about the various analytical methods used in studying these books and the major issues in the formation and interpretation of the books. Students will also examine the content and theology of the books.

MMOL 533 - New Testament Survey I

Credit(s): 3 hours
The course provides an introduction to the Gospels of the New Testament. The course provides an historical, literary, and theological examination of the books. Students will learn about the various analytical methods used in studying these books and the major issues in the formation and interpretation of the books. Students will also examine the content and theology of the books.

MMOL 534 - New Testament Survey II

Credit(s): 3 hours
The course provides an introduction to the Book of Acts, the letters of Paul, the general letters, and the Book of Revelation in the New Testament. The course provides an historical, literary, and theological examination of the books and sections. Students will learn about the various analytical methods used in studying these books and the major issues in the formation and interpretation of the books. Students will also examine the content and theology of the books.

MMOL 535 - Christian Theology I

Credit(s): 3 hours
The course exams the method and language of theological study within the disciplines of biblical, systematic, and historical theology. The course then focuses on the doctrines of revelation, God, the Trinity, creation, humanity, and sin.

MMOL 536 - Christian Theology II

Credit(s): 3 hours
The course focuses on systematic and historical theology specific to the doctrines of Jesus Christ, the Holy Spirit, salvation, the Church, and eschatology.

Notes:

The core courses do not have to be taken in the above sequence. As an example, Old Testament Survey II can be taken before Old Testament Survey I. Students can also take advanced courses before completing all core courses.

Choose: 12 Elective Hours

Four additional courses must be taken to complete the required 30 semester hours. Those courses may be from any of the other courses in the program the student has not taken but wants to take because the courses will help in his or her ministry and ministry plans. If a student wishes, he or she can take MMOL 639 - Ministry Project. This course must be arranged through the Program Director at least one term before the student desires to take the course. The student must have a definite plan for a ministry project and a professor must be available to direct the project.

1.

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*Emphasis Options

While an Emphasis is not mandatory, students may choose from the listed emphases below to specialize in a particular area of ministry.

*Biblical Studies

- **Choose 2 from the following**

MMOL 631 - Focused Study of the Old Testament

Credit(s): 3 hours
The course focuses on one section of the Old Testament writings. For the purposes of the course, the Old Testament has been broken into the Pentateuch, history of Israel, Prophets, and Psalms and Wisdom. Within a two-year cycle of the course, at least one offering of the course would cover each of the four sections of the Old Testament. A student pursuing the Biblical Studies track of the M.A. in Christian Studies may take the course three times as long as each offering focuses on a different section of the Old Testament, but to meet the requirements of the Biblical Studies track a student must take MMOL 632 at least once to provide a more balanced in-depth study of the Bible.
Prerequisite(s): MMOL 531, MMOL 532, or permission of instructor

MMOL 632 - Focused Study of the New Testament

Credit(s): 3 hours
The course focuses on one section of the New Testament writings. For the purposes of

the course, the New Testament has been broken into the Synoptic Gospels, the writings of Paul, the Johannine Gospel and letters, and the General Epistles and Revelation. Within a two-year cycle of the course, at least one offering of the course would cover each of the four sections of the New Testament. A student pursuing the Biblical Studies track of the M.A. in Christian Studies may take the course three times as long as each offering focuses on a different section of the New Testament, but to meet the requirements of the Biblical Studies track a student must take MMOL 631 at least once to provide a more balanced in-depth study of the Bible.
Prerequisite(s): MMOL 533, MMOL 534, or permission of instructor

BHOL 531 - Introduction to Biblical Hebrew

Credit(s): 3 hours
The course introduces the basic principles of Biblical Hebrew grammar. The course surveys the verb system; introduces the syntax of nouns, adjectives, and prepositions; emphasizes vocabulary building; and lays the groundwork for using Biblical Hebrew to enrich personal Bible study and the preparation of sermons and Bible studies.

BGOL 531 - Introduction to Biblical Greek

Credit(s): 3 hours
The course introduces the basic principles of Biblical Greek grammar. The course surveys the verb system; explains the use of cases; discusses the syntax of nouns, adjectives, and prepositions; emphasizes vocabulary building; and lays the groundwork for using Biblical Greek to enrich personal Bible study and the preparation of sermons and Bible studies.

*Christian Education

MMOL 537 - Christian Education

Credit(s): 3 hours
The course provides a study of the biblical, theological, and historical basis for the educational ministry of a church. The course also provides a study of the nature and functions of a New Testament church, especially as they relate to education and outreach. Students will learn about the church's educational programs, and become acquainted with principles for planning for and administering those programs. Students will explore means for selecting, training, and utilizing church staff and volunteer leaders for effective educational ministry through the church.

Plus one from the following:

MMOL 538 - The Church and Contemporary Culture

Credit(s): 3 hours
The course examines cultural trends, their impact upon the Church and evangelism, and

various means of effectively interacting to promote church planting and growth. The course focuses on the challenges and processes of communication cross-culturally, especially in encountering different worldviews and in meeting the challenges provided by language and actions. The course also provides the student with the necessary tools to understand and reach the people of various cultures and worldviews.

MMOL 634 - Christian Leadership Development

Credit(s): 3 hours
The course explores leadership from a biblical and theological perspective. The tasks or functions of leadership will be addressed in regard to para-church and local church ministry. Students will assess their own leadership and relational styles.

MMOL 635 - Church Administration

Credit(s): 3 hours
The course provides a study of the process of administration as applied to a church. The course also provides a biblical and theological basis for church administration and examines the basics of administration and how to organize a church. In addition, the course surveys and applies the administrative functions to the ministry of a church. Students will also examine several administrative styles as related to administration in a church.

MMOL 539 - Interpreting and Teaching the Bible

Credit(s): 3 hours
The course provides a study of the basic principles of biblical interpretation and application. The student will learn how to prepare, organize and teach biblical truth for life change.

MMOL 636 - Christian Missions and Evangelism

Credit(s): 3 hours
The course is an introduction to Christian missions and evangelism that provides a biblical basis and theological foundation for ministry. Students will understand contemporary strategies and trends with a focus on their practical application.

MMOL 638 - Youth and Family Ministry

Credit(s): 3 hours
The course provides an overview of ministry to youth and their families. The course provides a synopsis of contemporary culture, especially as it affects youth and family ministry. Special attention will be given to calling and being a Christian leader, to the biblical foundation for youth and family ministry, to special issues in regard to youth and their families, and to the recruiting and training of leaders.

*Youth Ministry

MMOL 638 - Youth and Family Ministry

Credit(s): 3 hours
The course provides an overview of ministry to youth and their families. The course provides a synopsis of contemporary culture, especially as it affects youth and family ministry. Special attention will be given to calling and being a Christian leader, to the biblical foundation for youth and family ministry, to special issues in regard to youth and their families, and to the recruiting and training of leaders.

Plus, one of the following:

MMOL 537 - Christian Education

Credit(s): 3 hours
The course provides a study of the biblical, theological, and historical basis for the educational ministry of a church. The course also provides a study of the nature and functions of a New Testament church, especially as they relate to education and outreach. Students will learn about the church's educational programs, and become acquainted with principles for planning for and administering those programs. Students will explore means for selecting, training, and utilizing church staff and volunteer leaders for effective educational ministry through the church.

MMOL 538 - The Church and Contemporary Culture

Credit(s): 3 hours
The course examines cultural trends, their impact upon the Church and evangelism, and various means of effectively interacting to promote church planting and growth. The course focuses on the challenges and processes of communication cross-culturally, especially in encountering different worldviews and in meeting the challenges provided by language and actions. The course also provides the student with the necessary tools to understand and reach the people of various cultures and worldviews.

MMOL 539 - Interpreting and Teaching the Bible

Credit(s): 3 hours
The course provides a study of the basic principles of biblical interpretation and application. The student will learn how to prepare, organize and teach biblical truth for life change.

MMOL 634 - Christian Leadership Development

Credit(s): 3 hours
The course explores leadership from a biblical and theological perspective. The tasks or

functions of leadership will be addressed in regard to para-church and local church ministry. Students will assess their own leadership and relational styles.

MMOL 635 - Church Administration

Credit(s): 3 hours
The course provides a study of the process of administration as applied to a church. The course also provides a biblical and theological basis for church administration and examines the basics of administration and how to organize a church. In addition, the course surveys and applies the administrative functions to the ministry of a church. Students will also examine several administrative styles as related to administration in a church.

MMOL 636 - Christian Missions and Evangelism

Credit(s): 3 hours
The course is an introduction to Christian missions and evangelism that provides a biblical basis and theological foundation for ministry. Students will understand contemporary strategies and trends with a focus on their practical application.

*Pastoral Ministries

MMOL 633 - Pastoral Ministries

Credit(s): 3 hours
The course assists students in acquiring the knowledge and skills for effective pastoral ministry in the local church. Students will study the purpose of preaching/teaching and will examine the practical steps necessary for communicating the gospel. Students will also examine the functions of pastoral care as it relates to counseling, visiting the sick, and ministering during times of crisis and grief. Additionally, special emphasis will be given to the importance of caring for one's physical, emotional, mental, social, and spiritual health.

Plus, one of the following:

MMOL 537 - Christian Education

Credit(s): 3 hours
The course provides a study of the biblical, theological, and historical basis for the educational ministry of a church. The course also provides a study of the nature and functions of a New Testament church, especially as they relate to education and outreach. Students will learn about the church's educational programs, and become acquainted with principles for planning for and administering those programs. Students will explore means for selecting, training, and utilizing church staff and volunteer leaders for effective educational ministry through the church.

MMOL 538 - The Church and Contemporary Culture

Credit(s): 3 hours
The course examines cultural trends, their impact upon the Church and evangelism, and various means of effectively interacting to promote church planting and growth. The course focuses on the challenges and processes of communication cross-culturally, especially in encountering different worldviews and in meeting the challenges provided by language and actions. The course also provides the student with the necessary tools to understand and reach the people of various cultures and worldviews.

MMOL 539 - Interpreting and Teaching the Bible

Credit(s): 3 hours
The course provides a study of the basic principles of biblical interpretation and application. The student will learn how to prepare, organize and teach biblical truth for life change.

MMOL 634 - Christian Leadership Development

Credit(s): 3 hours
The course explores leadership from a biblical and theological perspective. The tasks or functions of leadership will be addressed in regard to para-church and local church ministry. Students will assess their own leadership and relational styles.

MMOL 635 - Church Administration

Credit(s): 3 hours
The course provides a study of the process of administration as applied to a church. The course also provides a biblical and theological basis for church administration and examines the basics of administration and how to organize a church. In addition, the course surveys and applies the administrative functions to the ministry of a church. Students will also examine several administrative styles as related to administration in a church.

MMOL 636 - Christian Missions and Evangelism

Credit(s): 3 hours
The course is an introduction to Christian missions and evangelism that provides a biblical basis and theological foundation for ministry. Students will understand contemporary strategies and trends with a focus on their practical application.

MMOL 637 - Planting High Impact Churches

Credit(s): 3 hours
The course provides a comprehensive introduction to the principles and methods used in starting high impact churches. The course focuses on the biblical mandate for starting

high impact churches, the process of determining need and location, the organization and financing of the new church, and the launch of the new church.
Prerequisite(s): MMOL 538 or permission of instructor

MMOL 638 - Youth and Family Ministry

Credit(s): 3 hours
The course provides an overview of ministry to youth and their families. The course provides a synopsis of contemporary culture, especially as it affects youth and family ministry. Special attention will be given to calling and being a Christian leader, to the biblical foundation for youth and family ministry, to special issues in regard to youth and their families, and to the recruiting and training of leaders.

*Christian Missions and Evangelism

(all four courses required)

MMOL 636 - Christian Missions and Evangelism

Credit(s): 3 hours
The course is an introduction to Christian missions and evangelism that provides a biblical basis and theological foundation for ministry. Students will understand contemporary strategies and trends with a focus on their practical application.

MMOL 640 - The Minister's Spiritual Life

Credit(s): 3 hours
The course focuses on developing the minister's own walk with God through the practice of spiritual disciplines. The course recognizes that a minister must focus on his or her own spiritual life to effectively nurture others and to address the varying situations in ministry and life.

MMOL 642 - Evangelistic Preaching

Credit(s): 3 hours
The courses focuses on developing the necessary skills to prepare and deliver an evangelistic sermon that leads individuals to find faith in Christ. While the course focuses on preaching, the course also helps develop skills in extending an effective invitation.

MMOL 644 - Developing an Evangelistic Church

Credit(s): 3 hours
The course focuses on developing the minister's skills in leading his or her church to understand the importance of evangelism and to engage in more effective evangelistic outreach and discipleship.

Forcht School of Nursing

Program Mission

University of the Cumberlands' Nursing Program Mission, Philosophy, Goals, Program Outcomes, and Values, reflect and support the University's mission and vision. Our mission is to provide accessible and innovative higher education to shape the profession of nursing and the health care environment by developing leaders in education, research, and practice.

Program Vision

The vision of the Masters Nursing program is that the faculty, focusing on the application of clinical reasoning, research, evidence-based practice, collaboration, and leadership skills, will produce graduates that are prepared to become leaders, educators, researchers and clinicians in the nursing profession and to work in collaborative teams in a variety of settings including universities, health service organizations, primary care facilities, research centers, case management and political/legislative settings.

Purpose Statement/Program Overview

The master's program in Nursing prepares candidates for the advanced practice role and certification as advanced practice nurses in Family Nurse Practitioner licensure. In addition to nurturing the assessment skills necessary for nurse practitioners, the program offers a curriculum based upon state board requirements, the CCNE Essentials of Master's Education in Nursing, and curriculum guidelines provided by the Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2016). The program integrates clinical skills, nursing theory, nursing research, advanced pathophysiology, pharmacology and health assessment, striving to provide the knowledge base and training required for those who wish to become nurse practitioners.

Philosophy

The philosophy of the Master of Science in Nursing Family Nurse Practitioner program is based on the premise that advanced practice nurses provide an avenue for access to healthcare for millions of Americans, especially rural populations, through health promotion, prevention and management of disease of individuals across the lifespan. Family Nurse Practitioners utilize a unique blend of clinical practice expertise with evidence-based practice, current practice guidelines, as well as holistic care in order to provide health management, promote wellness and relieve suffering.

Advanced practice nurses' impact global healthcare by providing diverse and culturally-sensitive medical care to all populations through a comprehensive approach integrating theory, research, technology, inter-professional collaboration and evidence-based

practice. In the Family Nurse Practitioner concentration, students builds upon Baccalaureate education and acquire theoretical and specific knowledge to meet health care needs and expand their scope of practice. The Master of Science in Nursing program establishes a foundation for doctoral education in nursing and for continued personal and professional development, as well as empowering the student to recognize the ethical, legislative, economic, regulatory and political aspects that define the scope of professional nursing practice. The curriculum provides the student with a theoretical foundation to practice respectful and sensitive, professional nursing within the primary family practice setting.

The University of the Cumberland's Department of Nursing upholds that Family Nurse Practitioners can effectively be utilized to empower individuals, families, groups and communities to achieve their highest levels of self-care competence. The nursing faculty are committed to planning and implementing a quality graduate program for registered nurses that promotes intellectual, personal, ethical and cultural development and the ability to think critically through knowledge and experience.

Students in the Master of Science in Nursing Family Nurse Practitioner program are adult learners. As such, students are viewed as self-directed, active learners who can identify their needs for knowledge, select the strategies that best facilitate their learning, link new knowledge with their current knowledge and utilize faculty feedback to improve their learning.

Program Goals

The Goals of the Master of Science in Nursing Family Nurse Practitioner program are to:

1. Expand the integration of scientific findings from nursing, science, humanities, biopsychosocial fields, and organizational science in caring for individuals, families, groups, and communities across the lifespan and the continuum of healthcare environments.
2. Promote application of research and foster advanced knowledge in translating and integrating scholarship into evidence-based nursing practice Expand critical thinking, problem-solving, and ethical decision-making skills to include servant leadership and the ability to evaluate and improve the quality and safety of healthcare.
3. Impact healthcare outcomes through development of collaboration skills, effective communication, and proficient data management through the use of nursing informatics and healthcare technologies.
4. Develop nursing leaders who will meet the needs of the healthcare community as well as impact health policy through advocacy, promote clinical prevention and population health, and model inter-professional collaboration.
5. Expand critical thinking, problem-solving, and ethical decision-making skills to include servant leadership and the ability to evaluate and improve the quality and safety of healthcare.

Program Outcomes

Upon successful completion of the Master of Science in Nursing Family Nurse Practitioner program, graduates will be able to:

- Integrate nursing theory, concepts from humanities, and related sciences into the delivery of advanced nursing care for diverse populations and the advanced practice role.
- Apply leadership skills and decision making in the provisions of culturally responsive, safe, high quality nursing care.
- Implement evidence-based plans based on data to quantify the impact of quality and safety and improve health outcomes across the continuum of care, system, and organization.
- Integrate theory, research, and inter-professional perspectives to improve practice, healthcare delivery and systems, and health outcomes for patient aggregates.
- Use information and communication technologies to support the organization, integrate and coordinate care, and improve health outcomes.
- Analyze how healthy policy and advocacy influence the structure of healthcare delivery, financing of health care, and health outcomes.
- Use effective communication strategies to develop, participate, and lead inter-professional teams to improve healthcare delivery and advance nursing practice.
- Integrate clinical prevention and population health concepts in the development of culturally competent care for improving health of patient aggregates.
- Demonstrate the professional standards of moral, ethical, and legal conduct of the advanced practice role.
- Collaborate with other healthcare professionals to improve systems of care and to optimize patient and population health outcomes.
- Conceptualize and incorporate an evolving personal nursing philosophy based on professional advanced nursing standards, practice, accountability and life-long learning.

Values

The core values of the Nursing program are caring, diversity, integrity, leadership, collaboration, respect, and excellence. The values are defined as follows:

- Caring-offering of self (intellectual, psychological, spiritual, and physical aspects one possesses as human beings) to attain a goal. In nursing the goal is to facilitate and enhance the patient's ability to do and decide for themselves
- Diversity-embraces not only ethnic groups and people of color, but also other marginal or vulnerable people in society. Response to diversity is the nurse's ability to recognize, appreciate, and incorporate differences (individuality, spiritual, cultural, ethnicity, family configurations, values, socioeconomic status, beliefs) into provisions of care

- Integrity-acting in accordance with appropriate professional code of ethics and accepted standards of practice
- Leadership- seen as a role of influence, not just as a position of authority. Leadership is the development of skills that allow the leader to coordinate, guide and direct groups through transformational approachemphasizing a positive work environment, using change effectively, rewarding staff for expertise and performance, and development of staff awareness.
- Collaboration- interdisciplinary and interdisciplinary effort among health care providers, patients and families, in which there is mutual trust and understanding that each partner contributes to the relationship toward achieving optimal, realistic goals.
- Respect for students as autonomous adult learners
- Excellence-develops nursing workforce that surpasses ordinary standards of care

Admission to the Nursing Department

A baccalaureate degree with a concentration in nursing is required for admission into the graduate program. Entrylevel applicants must (i) have graduated from a regionally accredited or state-approved institution of higher education and earned a four-year baccalaureate degree in nursing; and (ii) hold a current and unencumbered Registered Nurse license.

Secondary-track applicants must (i) have attended a postgraduate program at a regionally accredited or stateapproved institution of higher education and earned a master's degree in nursing; and (ii) hold a current and unencumbered Registered Nurse license.

All applicants must submit the following information:

- Completed application and $30 application fee.
- Transcripts of all undergraduate and graduate coursework from all colleges and universities attended. A minimum cumulative grade point average (GPA) of 3.0 for all prior coursework is required for full admission. A conditional admission will be considered for applicants with a cumulative grade point average (GPA) of 2.75. If conditional admittance is granted, a GPA of 3.0 is expected with the completion of 12 hours of coursework.
- A 500-700-word Statement of Purpose for graduate study.
- Two Letters of Reference from individuals commenting on the applicant's academic and professional potential.
- Evidence of a current and unencumbered Registered Nurse license
- Completion of a three hour graduate or undergraduate course in statistics with a grade of C or higher. A conditional admission may be granted if the applicant is unable to submit evidence of prior completion but this requirement must be met within the first 12 hours of coursework.

Students may be admitted into this Master's program on one of two licensure tracks:

- Students with a baccalaureate degree in Nursing are admitted into the 2 Year Entry-Level Track.
- Students who have already earned a master's degree in Nursing in another concentration (ex. Nursing Administration or Nursing Education) may be admitted into the 18 month Secondary Track.

Entry-Level Track (2 Years).

Students who have graduated from a regionally accredited or state-approved institution of higher education with a baccalaureate degree in Nursing would begin the Master of Science in Nursing Family Nurse Practitioner in this track.

This full 48-semester-hour curriculum may be completed in two years and includes online courses and 720 clinical hours (including the final practicum). There are 24 credit hours of didactic courses that are offered in an eightweek, bi-term format. Eighteen credit hours will be offered through blended learning requiring online didactic course work with the addition of onsite clinical practice with a University approved clinical preceptor. The remaining six hours of the curriculum will be completed through the concentrated Clinical Practicum. The master's degree is conferred upon successful completion of all coursework and the Clinical Practicum.

Secondary Track (1 Year).

Students who have attended a postgraduate program at a regionally-accredited or state-approved institution of higher education and earned a master's degree in nursing with a different concentration (ex. Nursing Administration or Nursing Education) would begin the Master of Science in Nursing Family Nurse Practitioner in Secondary track in order to be eligible to test for Advanced Practice Board Certification.

Students will be required to complete the 33 hours of curriculum specific to a Master of Science in Nursing Family Nurse Practitioner concentration: Advanced Pharmacology, Advanced Health Assessment, Advanced Pathophysiology, FNP Advanced Practice I, II, and III as well as 360 hours of supervised clinical and an additional 360 hours of supervised clinical internship (total of 720 clinical hours for the program). Students will be required to take any course required by University of the Cumberlands that they did not complete successfully at their previous institution. Up to 15 semester hours of transfer credit are permitted from a regionally-accredited institution of higher education. The 33-hour curriculum includes online courses, 360 hours of supervised clinical, and an additional 360 hours of supervised clinical internship (total of 720 clinical hours for the program).

In addition, 100% of the didactic hours of the curriculum can be completed online. The remainder of the curriculum is delivered through completion of the Clinical Practicum requirements utilizing University approved preceptors and clinical sites. The post master's certificate is conferred upon successful completion of all coursework and the Clinical Practicum.

Masters Degree

Nursing Family Nurse Practitioner, M.S.N.

The Master of Science in Nursing Family Nurse Practitioner program will be made up of a 48-credit hour curriculum (24 didactic and 18 credit hours blended learning didactic and clinical, and 6 hours for clinical practice internship). The total number of clinical hours upon completion of the program is 720. Prior to admission to clinical, students will need to complete their basic Master of Science in Nursing Family Nurse Practitioner courses: NURS 510, NURS 520, NURS 530, NURS 532, NURS 550, NURS 590, NURS 592, and NURS 594. Students will experience a blended learning approach with both didactic online classwork in the addition of completion of 120 clinical hours per course in the courses NURS 670, NURS 672, and NURS 674. The course NURS 690 will provide a 360 clinical hour concentrated clinical internship. A listing of course titles and credit hours per course is listed below.

The blended learning courses NURS 670, NURS 672, and NURS 674 will take place on a 16-week schedule and will require didactic online learning in addition to the completion of 120 clinical hours per course. Students must maintain satisfactory grades in the didactic portion of the course in addition to satisfactory clinical performance in order to obtain successful progression. A satisfactory grade is defined as a grade of A or B on a traditional grading scale of A = 90 100, and B = 80- 89.

The clinical course NURS 690 - FNP Advanced Practice Internship is a 6-credit hour course required for successful completion of the program. This course will be offered on a 16-week schedule and will provide a concentrated clinical internship and will require 360 clinical hours for satisfactory completion of the course. Students must have all other coursework completed with satisfactory grades prior to the completion of the Internship.

Clinical Experience

The nursing program provides 720 hours of clinical experience to students enrolled in the Master of Science in Nursing Family Nurse Practitioner program. Students should reference the Master of Science in Nursing Family Nurse Practitioner Practicum Handbook for clinical policies and forms.

Course Requirements: 48 Credit Hours

NURS 510 - Theoretical Basis for Advanced Nursing Practice

Credit(s): 3 hours
This course examines the theoretical foundation of nursing practice, research, and evidence based-practice. The course explores the philosophies, theories and history of the science of nursing. Significance is placed on examination of a variety of theories and frameworks, including nursing and ethical theories, as a basis for advanced nursing practice. Pre- Requisite: Admission to the MSN program

NURS 520 - Issues in Advanced Practice

Credit(s): 3 hours
In this course students will evaluate how policy shapes healthcare systems, determines accessibility, affordability, and access to care and impacts health outcomes. Students will examine advocacy, professional issues, and the advanced practice role in the improvement of safety and quality delivery of care. Professional issues and the advanced practice role will be addressed. Additional topics will include recognition of how organizational and systems leadership foster promotion of high quality and safe patient care across the lifespan. Pre-Requisite: Admission to the MSN program

NURS 530 - Epidemiology

Credit(s): 3 hours
In this course students will study the distribution/determinants of disease, injury, and disease surveillance. Implementation of clinical prevention and population health activities will be addressed along with the core competencies in health promotion and disease prevention in the individuals, families, communities, and aggregates/clinical populations. Pre- Requisite: Admission to the MSN program

NURS 532 - Healthcare Technologies and Informatics in Advanced Nursing Practice

Credit(s): 3 hours
This graduate level course introduces healthcare professionals to the use of information technology, data, and systems in health care delivery. The objective of the course is to give healthcare professionals a practical understanding of current technology in the evolving discipline of health informatics. Emphasis is placed on developing technology and information literacy competency and the advanced nursing practice role. The student should gain a solid understanding of health informatics so as to maximize the use of information and systems in the delivery of efficient, high quality healthcare outcomes. Pre-Requisite: Admission to the MSN program

NURS 550 - Advanced Nursing Research and Evidence Based Practice

Credit(s): 3 hours
The course focuses on the research process and the analysis and evaluation of research. Critical appraisal and evidence synthesis provide the basis for research utilization and evidence based practice. Emphasis is on the identification of clinical issues/questions, synthesis of evidence, and translation of current evidence into practice. Pre-Requisite: Admission to the MSN program

NURS 590 - Advanced Pharmacology

Credit(s): 3 hours
In this course Family Nurse Practitioner students will learn appropriate application of pharmacologic and therapeutic principles and skills to the treatment and management of

various health conditions across the patient lifespan. Pre- Requisite: Admission to the MSN program

NURS 592 - Advanced Health Assessment

Credit(s): 3 hours
In this course the student will master knowledge and clinical skills in health history and physical examination of diverse individuals including: infants, children, adolescents, adults, pregnant females and geriatric clients across the lifespan in the primary care setting. The comprehensive course covers how to obtain subjective data (client's health history), and perform objective data (physical examination skills, health promotion techniques, and clinical assessment tools). It enables students to practice critical thinking and therapeutic communication as well as assessment and psychomotor skills. Pre-Requisite: Admission to the MSN program

NURS 594 - Advanced Pathophysiology

Credit(s): 3 hours
In this course students will study the advanced concepts of pathophysiology and their application to the identification and treatment of illness and disease across the lifespan within the scope of practice of an advanced practice registered nurse. Pre-Requisite: Admission to the MSN program.

NURS 670 - FNP Advanced Practice I

Credit(s): 6 hours
This course provides the theoretical and diagnostic knowledge necessary to confront problems relevant to the health care of culturally diverse individuals/families across the life span. The course will focus on health promotion, disease prevention, minimization of risk to patients, and management of common health problems. Emphasis will be placed on the clinical areas of women's health and mental health in the primary care setting. A total of 120 clinical hours will be completed during this course. Note: This course follows the traditional 16 week schedule.
Prerequisite(s): Admission to MSN program, NURS 510, NURS 520, NURS 530, NURS 532, NURS 550, NURS 590, NURS 592, NURS 594

NURS 672 - FNP Advanced Practice II

Credit(s): 6 hours
This course provides the theoretical and diagnostic knowledge necessary to confront problems relevant to the health care of culturally diverse individuals/families across the life span. The course will focus on health promotion, disease prevention, minimization of risk to patients, and management of common health problems. Emphasis will be placed on the clinical areas of neonatal and pediatric health in the primary care setting. A total of 120 clinical hours will be completed during this course. Note: This course follows the traditional 16 week schedule.

Prerequisite(s): Admission to MSN program, NURS 510, NURS 520, NURS 530, NURS 532, NURS 550, NURS 590, NURS 592, NURS 594, NURS 670

NURS 674 - FNP Advanced Practice III

Credit(s): 6 hours
This course provides the theoretical and diagnostic knowledge necessary to confront problems relevant to the health care of culturally diverse individuals/families across the life span. The course will focus on health promotion, disease prevention, minimization of risk to patients, and management of common health problems. Emphasis will be placed on the clinical areas of Adult Gero and Family/Across the Lifespan in the primary care setting. A total of 120 clinical hours will be completed during this course. Note: This course follows traditional 16 week schedule.
Prerequisite(s): Admission to MSN program, NURS 510, NURS 520, NURS 530, NURS 532, NURS 550, NURS 590, NURS 592, NURS 594, NURS 670, NURS 672.

NURS 690 - FNP Advanced Practice Internship

Credit(s): 6 hours
This course serves as the program capstone course and allows demonstration of the synthesis of theoretical, diagnostic, and clinical knowledge in care of patients across the lifespan in the primary care setting. Emphasis is placed on the FNP role which includes preventative healthcare as well as the assessment, diagnosis, and treatment of acute and chronic illness and preventative healthcare for individuals and families across the lifespan.
Prerequisite(s): NURS 670, NURS 672, NURS 674

Physical Therapy

Program Mission

The mission of the program is to provide an innovative career-focused education that nurtures highly skilled Doctor of Physical Therapy. Graduates will excel as leaders in addressing the movement system through the application and integration of habits of the head, heart, hands, and health in evidence-based practice. Students and graduates will join the faculty in community engagement, serving to optimize the health and well-being of all people, with a deep commitment to rural and underserved populations in the local Appalachian region, nationally, and globally.

The physical therapy program has goals related to students, graduates, and faculty that are based on its mission, that reflect contemporary physical therapy education, research, and practice, and that lead to expected program outcomes.

Goals Related to Students

1. Students will be prepared for contemporary entry-level practice as movement system specialists who integrate habits of the head, heart, hands, and health.
2. Students will be prepared for servant leadership integrating habits of the head, heart, and hands to advance positive health practices and well-being of people.

Goals Related to Graduates

1. Graduates will demonstrate competence as movement system specialists who integrate habits of the head, heart and hands, and health in their settings of practice.
2. Graduates will be committed to advancing the profession through participation in physical therapists' professional organizations and community entities that advance positive health practices and well-being of people.

Goals Related to Faculty

1. The program faculty will demonstrate excellence in delivery of learner-centered physical therapy education in a blended format.
2. The physical therapy program faculty will contribute to the advancement of evidence-based physical therapy education and clinical practice through scientific inquiry, leadership, and service.

Goals Related to the Program

1. The physical therapy program will advance accessibility of physical therapy education for learners from diverse backgrounds through blended delivery of a dynamic integrated case-based curriculum.
2. The physical therapy program faculty, students and graduates will advocate for equitable access to quality physical therapy, with a deep commitment to rural and underserved populations in the local Appalachian region, nationally, and globally.

Admission to the Doctor of Physical Therapy Program- Main Campus

To qualify for the program, you must meet or exceed the following criteria:

1. Earn a bachelor's degree from a regionally accredited college or university, with a cumulative grade point average (GPA) of 2.75 or higher on a 4.0 scale.
2. Successfully complete the following prerequisite courses in biological sciences, physical sciences, behavioral sciences, and statistics. A minimum cumulative GPA for prerequisites of 3.0 or higher on a 4.0 scale is required. In addition, a grade of C or better in each prerequisite course is required. Prerequisite courses must be completed within ten years prior to admission.
    - General Biology 1 and 2 with laboratory (6 semester hours or equivalent)
    - General Chemistry 1 and 2 with laboratory (6 semester hours or equivalent)
    - General Physics 1 and 2 with laboratory (6 semester hours or equivalent)

- Human Anatomy and Physiology 1 and 2 with laboratory (6 semester hours or equivalent)
- Statistics (3 semester hours or equivalent)
- General Psychology (3 semester hours or equivalent)
- A minimum of one 3 semester hour or equivalent writing intensive course in humanities or social sciences

Physical therapy education and practice requires a strong science background. Additional upper-level Biology or Health Science courses (embryology, advanced physiology, genetics, etc.) are recommended.

3. Complete twenty hours (20) of observation or employment in a physical therapy setting under the supervision of a licensed physical therapist and verified by the physical therapist. The purpose of observation hours is to help the applicant develop a basic understanding/knowledge of the PT profession before committing to the rigorous process of obtaining a Doctor of Physical Therapy degree. Observation hours may be completed in outpatient and/or inpatient settings.
4. Submit three letters of reference from professionals who are familiar with your personal and professional characteristics and can best address your potential for success in the DPT program. One letter should come from a college/university faculty member or advisor: one from a licensed physical therapist, and one from an employer or an advisor for an organization.
5. Demonstrate English Fluency. All applicants for whom English is not their first language, or those who completed a bachelor's degree and prerequisites from a college or university in a foreign country, must achieve satisfactory scores on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS), or complete an approved English as a Second Language (ESL) course with the past five years.

   Any international course work completed must have official transcript evaluations completed and submitted to the University by the evaluation firm. Evaluations MUST include GPA for admission.

   Approved Evaluation Firms are:
   - World Education Services (WES)
   - Educational Credential Evaluators (ECE)
   - International Education Research Foundation (IERF)
   - Educational Perspectives (EP)
   - SpanTran
6. Demonstrate an ability to meet Program Technical Standards
   A candidate must have abilities and skills in five areas:
   - observation,
   - communication,
   - motor/psychomotor,
   - cognitive (intellectual, conceptual, integrative, and quantitative), and
   - behavioral and social.

Technological compensation can be made for some limitation in certain of these areas, but a candidate should be able to perform in a reasonably independent manner.

Candidates are required to certify that they understand and meet program Technical Standards. Candidates must provide such certification prior to matriculation. Candidates who may not meet the Technical Standards must inform the Director of Admissions, who will then contact the Dean of Students. The Dean of Students, in consultation with the academic dean (and program director), will identify and discuss what accommodations, if any, the College(/Program) would need to make that would allow the candidate to complete the curriculum. The College(/Program) is not able to grant accommodations that alter the educational standards of the curriculum. Students must meet the Technical Standards for the duration of enrollment in their professional program.

The Doctor of Physical Therapy program is a six semester, 24 month, 115 credit hour program. During the first full year of Cumberlands' DPT program, students will participate in online classes and early integrated clinical experiences and will attend intensive lab immersions held on Cumberlands' main campus in Williamsburg, Kentucky. During the second year of the program, students will participate in online classes, on-campus lab immersions, and three full-time clinical experiences. Full-time clinical experiences will be held throughout Kentucky and across the United States.

The program has an integrated case-based curricular model and learner-centered approach to prepare physical therapists who integrate mind, heart, and hands, collaborating within healthcare teams, to improve patient/client and community health, with a focus on service for medically underserved and rural populations. The service-oriented program aims to work closely with students to develop clinical experiences in the communities where they live. At University of the Cumberlands, graduate programs in health sciences are designed to prepare professionals to be servant-leaders in their disciplines and communities, linking research with practice and knowledge with ethical decision-making. The DPT degree reflects the university's commitment to nurturing healthcare professionals with the knowledge, skills, and ethical clarity needed for pragmatic leadership in a complex and dynamic modern world. Moreover, through the focus of the DPT program, Cumberlands has a new means to express and promote Christian values as it seeks to foster humane and altruistic health care for individuals and society.

The technical standards for the Doctor of Physical Therapy Program are listed on the following webpage: Technical Standards - DPT | University of the Cumberlands (ucumberlands.edu)

Accreditation:

Graduation from a physical therapist education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone; 703-706-3245; accreditation@apta.org is necessary for eligibility to sit for the licensure examination, which is required in all

states. Effective October 25, 2022, University of the Cumberlands Physical Therapy Program has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone: 703-706-3245; email: accreditation@apta.org). If needing to contact the program/institution directly, please call 606.539.4251 or email vicki.lafay@ucumberlands.edu. Candidate for Accreditation is an accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program may matriculate students in technical/professional courses. Achievement of Candidate for Accreditation status does not assure that the program will be granted Initial Accreditation.

Doctoral Degree

Physical Therapy, DPT

Program Requirements: 115 Credit Hours

Successful completion of the following prerequisite courses in biological sciences, physical sciences, behavioral sciences, and statistics. A minimum cumulative GPA for prerequisites of 3.0 or higher on a 4.0 scale is required. In addition, a grade of C or better in each prerequisite course is required. Prerequisite courses must be completed within ten years prior to admission. If the applicant is a PTA and currently practicing, prerequisite courses completed more than ten years prior in which a C or higher was earned may be waived, upon review, with the exception of the prerequisite courses of Human Anatomy and Physiology 1 and 2 with lab.

- General Biology 1 and 2 with laboratory (6 credit hours or equivalent)
- General Chemistry 1 and 2 with laboratory (6 credit hours or equivalent)
- General Physics 1 and 2 with laboratory (6 credit hours or equivalent)
- Human Anatomy and Physiology 1 and 2 with laboratory (6 credit hours or equivalent)
- Statistics (3 credit hours or equivalent)
- General Psychology (3 credit hours or equivalent)
- A minimum of one 3-credit hour or equivalent writing intensive course in humanities or social sciences
- Completion of a medical terminology course - this can be completed for credit at a college or university or proof of completion of an online certification course
- It is recommended, but not required that applicants have additional upper-level Biology or Health Science courses (Embryology, Advanced Physiology, Genetics, etc.)
- Completed observation or employment in a physical therapy clinic totaling a minimum 20 hours under the supervision of a licensed physical therapist and verified by the physical therapist. Observation hours may be completed in outpatient and/or inpatient settings.
- Three letters of reference from professionals who are familiar with the applicant's personal and professional characteristics and can best address the applicant's

potential for success in the DPT program. One letter should come from a college/university faculty member or advisor, one from a licensed physical therapist, and one from an employer or an advisor for an organization. Letters from family or friends are not accepted.

Curriculum Progression

First Year

First Semester - Spring Term (22 Credit Hours)

First Bi-Term (8 weeks)

DPT 710 - Professional Formation 1

Credit(s): 1 hour
The curriculum includes three professional formation courses. This course (1) introduces concepts of learning theories and styles. Emphasis is on preparing students for learning in the professional curriculum, clinical practice, and lifelong learning as a medical professional. Roles and responsibilities of physical therapists, professional behaviors, code of ethics, and core values for physical therapists as outlined by the American Physical Therapy Association are presented. Students will initiate preparation for clinical education experiences including development of a clinical education plan, objectives, and resume. Coaching in reflection-for-action on professional behavior, professional engagement, and clinical decision making to foster student growth as master adaptive learners will be initiated.
Prerequisite(s): Admission to Doctor of Physical Therapy Program

DPT 713 - Evidence Informed Practice 1

Credit(s): 1 hour
The curriculum includes four evidence informed practice courses. This course (1) provides students with foundational concepts of scientific inquiry and evidence-informed practice. Examines the formulation of clinical questions, searching literature, and critical appraisal including measures of quality such as research methodology, validity, reliability, and peer review. This course provides the framework for subsequent courses in which concepts of critical inquiry will be applied in clinical decision-making.
Prerequisite(s): Admission to Doctor of Physical Therapy Program

DPT 741 - Physical Therapy Fundamentals

Credit(s): 4 hours
This course introduces students to fundamental clinical psychomotor skills, problem-solving and clinical decisionmaking processes. It is designed to prepare the student for

patient care skills including communication, assessment of vital signs, bed mobility, positioning, draping, transfers, gait training with assistive devices, and wheelchair measurement and management. The course emphasizes patient and practitioner safety, including prevention of nosocomial injuries and infections and optimal body mechanics.
Prerequisite(s): Admission to Doctor of Physical Therapy Program

- Immersion 1: weeks 7-8 (9 days)

Second Bi-Term (8 weeks)

DPT 712 - Communication for Healthcare Professionals

Credit(s): 1 hour
This course introduces students to communication with patients, healthcare team members, community members, and peers with sensitivity to age, gender, literacy, disability, and cultural differences. Students use patient scenarios to practice and self-reflect on development of communication skills that are patient centric.
Prerequisite(s): Admission to Doctor of Physical Therapy Program

DPT 718 - Integrated Case Studies 1

Credit(s): 1 hour
The curriculum includes four Integrated Case Studies courses involving assimilation and application of clinical knowledge and clinical skills through case scenarios and early integrated clinical experiences. The course series broadly encompass habits of the head, heart, hands, and health in management of lifespan related dysfunctions of the movement system. This course (1) focuses on integration of introductory clinical anatomy, clinical physiology, and patient/client management providing the framework for the next three courses. In this course students will focus on integration of fundamental communication skills for patient interview, patient education and clinical documentation; initial psychomotor skills for functional mobility and patient examination; and initial evidence-based clinical reasoning skills for patient-centered care.
Prerequisite(s): Admission to Doctor of Physical Therapy Program

DPT 742 - Introduction to Patient Examination

Credit(s): 4 hours
This course introduces patient/client management frameworks, and the clinical examination sequence used throughout the curriculum. Students will learn to use the International Classification of Functioning, Disability, and Health to inform clinical decision making. Psychomotor skills foundational to clinical examination and evaluation are introduced, including but not limited to palpation, posture, anthropometrics, goniometry, manual muscle testing, upper and lower quarter musculoskeletal screening.

Students will begin to develop patient interview and documentation skills.
Prerequisite(s): Admission to Doctor of Physical Therapy Program

- Immersion 2: weeks 15-16 (12 days)

Main Term (16 weeks)

DPT 730 - Physiology for the Physical Therapist

Credit(s): 5 hours
This course provides students with foundational knowledge of anatomical structures normal physiology, and pathophysiology of the collection of systems that interact to move the human body (cardiovascular, pulmonary, endocrine, integumentary, nervous, and musculoskeletal). Students will learn the effects of physical activity on this collection of body systems. The course also provides students with foundational knowledge in assessment of physical fitness and exercise prescription. Students will learn how to perform a health risk assessment, physical fitness examination, and develop individualized physical activity recommendations. Additional content includes the physiology of inflammation, the immune system; introductory anatomy and pathophysiology of pain; and genetics and its influence on risk for disease, disease progression and responses to intervention seen in physical therapy. The ability to relate concepts of physiology to clinical problems commonly encountered in physical therapy patient/client management is an expected outcome of the course.

DPT 750 - Applied Human Anatomy

Credit(s): 5 hours
This course provides students with foundational knowledge of human anatomy including embryology, surface anatomy, musculoskeletal anatomy, neuroanatomy, and vascular supply of the upper quarter, lower quarter, spine, and pelvis, and of internal organs. Students will utilize text, lectures, concept maps, 3D anatomy software, surface anatomy, synthetic human anatomical models, and virtual cadaver prosection to learn anatomical concepts. The ability to relate musculoskeletal anatomical concepts to clinical problems commonly encountered in physical therapy patient/client management is an expected outcome of the course.
Prerequisite(s): Admission to Doctor of Physical Therapy Program

Second Semester - Summer Term (23 Credit Hours)

First Bi-Term (8 weeks)

DPT 734 - Principles of Health Promotion for Physical Therapists

Credit(s): 1 hour
This course provides students with foundational knowledge in health promotion. Students will learn health and wellness content including theoretical models of health promotion, health behavior coaching, nutritional needs for individuals across the lifespan, sleep hygiene. and stress reduction. An expanded worldview of public health issues and the unique role of physical therapists in positively impacting population health will be highlighted.

DPT 735 - Clinical Biomechanics

Credit(s): 3 hours
This course starts with the basic concepts of biomechanics of the human body. Students will be exposed to lecture and hands-on experience in the class. The focus of this course will then be on individual regions of the body including the spine (cervical, thoracic, lumbar and sacroiliac joints), the temporomandibular joint, and the extremity joints (shoulder, elbow, wrist, hand, hip knee, ankle and foot). Students will learn the components of gait as well as learn to analyze complex combined movements incorporating the whole body including trunk, upper extremities and lower extremities activities such as running, and throwing.

Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 743 - Musculoskeletal Physical Therapy Practice 1

Credit(s): 4 hours
The evidence-based musculoskeletal curriculum encompasses four courses directed at exploring and applying clinical anatomy, clinical biomechanics, examination, and intervention principles for diagnosing and managing lifespan related musculoskeletal dysfunction of the movement system. This course (1) focuses on the lumbar spine, pelvis, and hip regions and provides the framework for the next three courses. Students will focus on developing skills for differential diagnosis, psychomotor skills for regional palpation, examination, manual therapy, and therapeutic exercise, and communication skills for patient education. Evidence-based clinical reasoning will be presented for the student to be able to classify patients, establish a prognosis and functional goals, and develop a patient centered approach to comprehensive management of musculoskeletal dysfunctions of the lumbar spine, pelvis, and hip region.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

- Immersion 3: weeks 7-8 (13 days)

Second Bi-Term (8 weeks)

DPT 736 - Biophysical Agents

Credit(s): 3 hours
This course investigates the underlying principles, clinical evidence, applications, and clinical reasoning for the utilization of selected thermal, mechanical, and electromagnetic generating biophysical agents that can be incorporated as component of a physical therapy plan of care. The concepts behind pain science and interprofessional collaborative integration such as decisions and responsibilities in prescribing and delegating biophysical agents as interventions in practice will be considered.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 737 - Pharmacology for Physical Therapists

Credit(s): 3 hours
This course introduces students to the study of pharmacology as it relates to physical therapist practice. Students will learn about medications commonly encountered during physical therapy management including drug classifications and pharmacodynamics and recognition of adverse drug interactions. Implications for physical therapy practice and patient education are introduced and then expanded upon in subsequent courses.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 744 - Musculoskeletal Physical Therapy Practice 2

Credit(s): 4 hours
Our evidence-based musculoskeletal curriculum encompasses four courses directed at exploring and applying clinical anatomy, clinical biomechanics, examination, and intervention principles, for diagnosing and managing lifespan related musculoskeletal dysfunction of the movement system. This course (2) focuses on the knee, ankle, and foot regions. Students will focus on developing skills for differential diagnosis, psychomotor skills for regional palpation, examination, manual therapy, and therapeutic exercise, and communication skills for patient education. Evidence-based clinical reasoning will be presented for the student to be able to classify patients, establish a prognosis and functional goals, and develop a patient centered approach to comprehensive management of musculoskeletal dysfunctions of the knee, ankle, and foot regions.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

- Immersion 4: weeks 15-16 (13 days)

Main Term (16 weeks)

DPT 719 - Integrated Case Studies 2

Credit(s): 1 hour
The curriculum includes four Integrated Case Studies courses involving assimilation and application of clinical knowledge and clinical skills through case scenarios and early integrated clinical experiences. The course series broadly encompass habits of the head,

heart, hands, and health in management of lifespan related dysfunctions of the movement system. This course (2) focuses on integration of concepts from human movement system sciences, patient/client management of lower quarter musculoskeletal conditions impacting functional mobility and physical therapist's roles in health promotion and wellness. Students will apply elements of the ICF and patient/client management model to establish a safe and effective plan of care.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 740 - Clinical Neuroscience

Credit(s): 4 hours
This course presents the study of neuroanatomy and neurophysiological functions of the motor and sensory systems to address contemporary theories of motor development, motor control and motor learning. Pathophysiology of nervous system disorders and the repair and regeneration of nervous system tissue will be introduced. Lab activities emphasize elements of the neurologic examination and assessment of motor behavior and learning to performance through the life span.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

Third Semester - Fall Term (23 Credit Hours)

First Bi-Term (8 weeks)

DPT 811 - Evidence Informed Practice 2

Credit(s): 1 hour
The curriculum includes four evidence informed practice courses. This course (2) expands elements of scientific inquiry and evidence-informed practice with an emphasis on statistics in rehabilitation research, biostatistics, and health informatics for patient care, clinical, and healthcare systems decision making.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 820 - Psychosocial Considerations in Health Care

Credit(s): 2 hours
This course is designed to develop the student physical therapist's understanding of psychosocial considerations that may impact their patient's health, experiences in health care systems, and physical therapy outcomes. Evidence-informed strategies for understanding and facilitating adaptations to illness and disability across the lifespan are introduced. Psychological conditions commonly observed in physical therapy practice will be introduced, including but not limited to depression, anxiety, addiction, and suicide with emphasis on screening, referral, and strategies to modify PT interventions and communication to optimize patient outcomes. Students wil l expand their communication skills through learning and applying principles of motivational interviewing, compassion, empathy, and mindfulness for cultivating therapeutic partnerships with patients in a variety of healthcare settings. Physical therapy students will consider ways in which they

may increase social wellbeing and have a positive influence on their community.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 834 - Integrated Principles of Exercise Science in Physical Therapy Practice

Credit(s): 3 hours
The curriculum includes two evidence-based Principles of Exercise and Health Promotion courses. This course (2)

DPT 843 - Musculoskeletal Physical Therapy Practice 3

Credit(s): 4 hours
Our evidence-based musculoskeletal curriculum encompasses four courses directed at exploring and applying clinical anatomy, clinical biomechanics, examination, and intervention principles for diagnosing and managing lifespan related musculoskeletal dysfunction of the movement system. This course (3) focuses on the scapulothoracic, glenohumeral, elbow, wrist, and hand regions. Students will focus on developing skills for differential diagnosis, psychomotor skills for regional palpation, examination, manual therapy, and therapeutic exercise, and communication skills for patient education. Evidence-based clinical reasoning will be presented for the student to be able to classify patients, establish a prognosis and functional goals, and develop a patient centered approach to comprehensive management of musculoskeletal dysfunctions of the knee, ankle, and foot regions.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

- Immersion 5: weeks 7-8 (13 days)

Second Bi-Term (8 weeks)

DPT 810 - Professional Formation 2

Credit(s): 1 hour
The curriculum includes three professional formation courses. This course (2) provides the student with knowledge of professional legal practice standards. Adherence to legal practice standards and responsibility to report suspected cases of fraud and abuse related to utilization of and payment for healthcare services will be emphasized. The course also provides a foundation for the clinical education experience portion of the Doctor of Physical Therapy program. Clinical education will be examined from the perspective of gaining an understanding of the working within different practice settings. Students will learn policies and procedures for clinical education and how evaluation methods and tools will be implemented during practicums.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 818 - Integrated Case Studies 3

Credit(s): 1 hour
The curriculum includes four Integrated Case Studies courses involving assimilation and application of clinical knowledge and clinical skills through case scenarios and early integrated clinical experiences. The course series broadly encompass habits of the head, heart, hands, and health in management of lifespan related dysfunctions of the movement system. This course (3) focuses on integration of concepts from human movement system sciences and physical therapist clinical management of chronic disease, upper extremity musculoskeletal and neuromusculoskeletal conditions impacting functional mobility. Students will apply elements of the ICF and patient/client management model to establish a safe and effective plan of care. exposure to patient cases in outpatient and inpatient settings.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 823 - Prosthetics, Orthotics, and Assistive Technologies

Credit(s): 2 hours
This course focuses on physical therapist examination, evaluation, and interventions for patients with amputations and conditions requiring orthotics and assistive technologies.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

- Immersion 6: weeks 15-16 (13 days)

Main Term (16 weeks)

DPT 841 - Acute, Cardiovascular, and Pulmonary Physical Therapy Practice

Credit(s): 4 hours
This course provides the student knowledge in the physical therapist management of patients/clients with diagnoses involving the cardiovascular and pulmonary systems impacting functional mobility. Physical therapy examination, evaluation, prognosis, diagnosis, intervention, and outcome assessment across the lifespan will be emphasized across the continuum of care. Evaluation and intervention in the acute and critical care environments will be a focus.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 851 - Neurological Physical Therapy Practice

Credit(s): 5 hours
This course provides the student with knowledge in physical therapist management of patients with neurologic health conditions. The emphasis will be on integration and application of principles of motor control, motor learning, neuroplasticity, evidence-informed practice, and the patient/client management model. This course will focus on the physical therapy management of patients with stroke, spinal cord injury, brain injury,

vestibular disorders, progressive neuromuscular and neuro-oncological disorders.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

Second Year

Fourth Semester - Spring Term (19 Credit Hours)

First Bi-Term (8 weeks)

DPT 813 - Clinical Imaging in Physical Therapy

Credit(s): 1 hour
This course covers an introduction to the basic principles underlying the science and diagnostic utility of imaging for the physical therapist. Elements of conventional plain film radiographs (x-rays); computed tomography (CT scans), magnetic resonance imaging, ultrasound imaging; diagnostic ultrasound and rehabilitative ultrasound imaging; and nuclear imaging will be discussed. The application of this information will be applied in the physical therapy management courses.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 832 - Physical Therapy Practice Across the Lifespan 2

Credit(s): 3 hours
The evidence-based curriculum includes two courses directed at exploring patient/client management across the lifespan. This course (2) expands upon previous coursework in pathophysiology, social psychology, and physical therapist management with an emphasis on changes that occur with aging and their cultural and socioeconomic influence on the aging adult population. Theories of aging, attitudes toward aging, older adult health care needs, long term care, and family/caregiver concerns will be discussed. Common medical pathologies and cognitive impairments related to the aging process will be presented, with emphasis on principles of physical therapist management. Community-based activities will enhance the integration of this material.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 842 - Physical Therapy Practice Across the Lifespan 1

Credit(s): 4 hours
The evidence-based curriculum includes two courses directed at exploring patient/client management across the lifespan. This course (1) examines the fundamental concepts for the physical therapy management of children with developmental, musculoskeletal, neurological, and cardiopulmonary dysfunction. Students are educated in normative motor, cognitive, social, and linguistic development, as well as common developmental delays. In addition to developmental disorders, students will explore common musculoskeletal physical therapy diagnosis impacting the function and functional mobility of children and adolescents.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 844 - Musculoskeletal Physical Therapy Practice 4

Credit(s): 4 hours
The evidence-based musculoskeletal curriculum encompasses four courses directed at exploring and applying clinical anatomy, clinical biomechanics examination and intervention principles for diagnosing and managing lifespan related musculoskeletal dysfunction of the movement system. This (4) course focuses on the cervical and thoracic regions. Students will focus on developing skills for differential diagnosis, psychomotor skills for regional palpation, examination, manual therapy, and therapeutic exercise, and communication skills for patient education. Evidence-based clinical reasoning will be presented for the student to be able to classify patients, establish a prognosis and functional goals, and develop a patient centered approach comprehensive management of musculoskeletal dysfunctions of the cervical and thoracic regions including advanced intervention considerations for the combination of the upper quarter.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

- Immersion 7: weeks 7-8 (14 days)

Second Bi-Term (8 weeks)

DPT 821 - Ethics in Health Care

Credit(s): 2 hours
This course prepares physical therapy students to approach ethical dilemmas objectively with a thorough understanding of professional moral responsibility. Students learn to distinguish ethical from other kinds of issues in health care; identify the morally relevant features of a case; identify the options open to a therapist faced with a moral problem; provide justification for the best options; consider counter arguments for one's positions; and identify deliberate actions consistent with respect for human dignity.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 880 - Full Time Clinical Education Experience 1

Credit(s): 4 hours
The first of three full-time mentored clinical education experiences. Develops student examination, evaluation, and intervention skills and their interpersonal communication with patients, caregivers, and healthcare staff. Students are expected to demonstrate professionalism and progress toward competency as a clinician as rated on standardized instruments.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

Main Term (16 weeks)

DPT 812 - Evidence Informed Practice 3

Credit(s): 1 hour
The curriculum includes four evidence informed practice courses. This course (3) builds upon application critical inquiry and research in clinical practice. Students working individually, or in small groups, with a faculty mentor, will plan and initiate a clinical critical inquiry capstone project. Students will be required to review relevant literature, formulate a project plan of action, complete the project, and evaluate its success.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

Fifth Semester - Summer Term (16 Credit Hours)

First Bi-Term (8 weeks)

DPT 918 - Integrated Case Studies 4

Credit(s): 1 hour
The curriculum includes four Integrated Case Studies courses involving assimilation and application of clinical knowledge and clinical skills through case scenarios and early integrated clinical experiences. The course series broadly encompass habits of the head, heart, hands, and health in management of lifespan related dysfunctions of the movement system. This course (4) explores case studies and includes an early clinical experience that integrates concepts from this and previous semesters. In the early clinical experience students will be introduced to service in a primary
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 930 - Integumentary Physical Therapy

Credit(s): 3 hours
This course exposes students to medical and physical therapist management of patients with integumentary disorders. This course will expand upon students' knowledge of disease processes and tissue healing. Lab time will be devoted to examination and development of plans of care including therapeutic technologies, therapeutic exercise/activities, and manual therapy for achievement of functional outcomes.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 931 - Management and Leadership in Physical Therapy

Credit(s): 3 hours
Provides an overview of practice management fundamentals. Students gain knowledge of health care management, organizational structures, leadership, strategic planning, human resources, finance and fiscal management, and health services research as they relate to physical therapy practice and impact the patient experience. Students are exposed to the application of general business principles including payer relationships, diagnostic coding, and current procedural terminology. The course underscores the issues of professionalism, leadership, management, and advocacy to foster excellence in physical therapist practice for the benefit of society. Current professional topics that affect delivery of healthcare are introduced and how to advocate for the profession and

healthcare needs of society through legislative processes will be included. Advocacy skills will be practiced with participation in lobbying efforts and a mock House of Delegates.

DPT 950 - Management of Patients with Complex Conditions and Primary Care

Credit(s): 5 hours
This course focuses on physical therapist management of patients with medically complex conditions. Emphasis is on advanced screening methods for body systems, conditions that masquerades as musculoskeletal pathology; differential diagnosis; advanced clinical decision making with regards to interpretation of lab values and imaging results; advanced understanding of the effects, side effects, and impact of common medications and how they influence physical therapist management and referral for further examination and testing, and interprofessional healthcare teamwork. The role of a physical therapist working in primary care and emergency medicine in a collaborative model is explored.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

- Immersion 8: weeks 7-8 (13 days)

Second Bi-Term (8 weeks)

DPT 980 - Full Time Clinical Experience 2

Credit(s): 4 hours
The second of three full-time mentored clinical education experiences. Develops clinical reasoning skills and evidence informed patient management as an adult learner and medical professional. Students are expected to demonstrate professionalism and progress toward competency as a clinician as rated on standardized instruments.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program.

Sixth Semester - Fall Term (12 Credit Hours)

DPT 914 - Evidence Informed Practice 4

Credit(s): 1 hour
The curriculum includes four evidence informed practice courses. This course (4) builds upon application critical inquiry and research in clinical practice. Students working individually, or in small groups, with a faculty mentor, on pursuit of a clinical critical inquiry capstone project. Students will present their project and evaluate its success.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 932 - Professional Formation 3

Credit(s): 3 hours
This course is a continuation of student professional development. Clinical education will be examined from the perspective of career development and physical therapy board examination preparation. Career development and lifelong learning opportunities explored include continuing education, certification as a clinical specialist, graduate school, pro bono and community service, and participation in the American Physical Therapy Association. Students are guided in preparing a personal professional development plan and a vision and mission statement. Students are encouraged to reflect upon their professional development to date and recognize the opportunities and professional duties for moving from novice to expert practitioner in the future. Students are expected to demonstrate competency on an exit examination based upon FSBPT Content Outline and an e-portfolio. The completed e-Portfolio includes the students philosophy statement, CV, capstone project, reflections-for-action on development of professional behavior, professional engagement, clinical decision making, and professional goals. Life-long learning and the responsibilities/ opportunities of assuming the role of program alumnus related to professional development and the University of Cumberlands mission are emphasized. Students will also actively participate in a board review course to prepare for the NPTE.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 990 - Terminal Full Time Clinical Experience

Credit(s): 8 hours
The final full-time mentored clinical education experience. Students refine interpersonal communication with patients, care givers, and healthcare staff. Develops advanced evidence-informed clinical reasoning and patient management skills. Performance expectations are at entry-level by the conclusion of the clinical education experience.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program.

Physician Assistant Studies

Program Mission

The mission of the Physician Assistant Programs at both the Williamsburg and Northern Kentucky campuses is to educate and prepare competent, compassionate, and committed Physician Assistant leaders who, as integral members of the modern professional healthcare team, are driven by academic excellence and will be servant leaders in their communities. The faculty and staff of the Physician Assistant Programs will provide academic and clinical excellence in an environment of compassion and team cooperation, seeking to prepare clinicians for a lifelong commitment to continuing education, leadership, and medical service.

Masters Degree

Physician Assistant Studies Main Campus, M.S.

Program Requirements: 113 Credit Hours

The Master of Science in Physician Assistant Studies Degree (MSPAS) is earned through the continuous twenty-seven month program of studies consisting of 113 Masters level credit hours. These hours are divided into sixty-eight credit hours of classroom-focused instruction and forty-five credit hours of clinical rotations and professional courses. A complete list of courses with course descriptions are located in the curriculum section. Transfer credits are not normally accepted toward degree requirements. The Physician Assistant Program-Main Campus does not award or grant advanced placement.

Program Vision

University of the Cumberlands Physician Assistant Programs at both the Williamsburg and Northern Kentucky campuses, as well as their students, aspire to be recognized for the quality of care they render through academic and professional excellence, moral character, integrity, empathy, team effort, and service to those in their communities.

Program Goals

In pursuit of this mission, the Program has established these goals:

1. To recruit students from medically underserved regions - in Appalachia and across the country - who have demonstrated commitment to academic and professional excellence.
2. Provide the graduate with the requisite fund of medical knowledge, in accordance with the NCCPA Blueprint, in order to provide evidence-based medical care in all settings.
3. Provide the graduate with the clinical and technical skills necessary to provide competent medical care.
4. Provide the graduate with the interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families and other health professionals.
5. Provide the graduate with the knowledge and skills necessary to work collaboratively in interprofessional patient-centered teams.
6. Provide the graduate with the knowledge and skills to provide medical care regarding issues that affect diverse populations.

Admission to the Physician Assistant Studies Program- Main Campus

All applicants must submit the following information:

1. Completed CASPA application

2. Completed PA Supplemental Application - Once an applicant's CASPA Application has been verified and reviewed, a link to the Supplemental Application will be provided via email
3. An earned bachelor's degree with an overall cumulative grade-point average (GPA) of 3.0 on a scale of 4.0
4. A minimum average of 3.0 on a scale of 4.0 in required pre-requisite courses. Pre-recs must have a grade of C or better.
5. A minimum of 3.0 GPA on a 4.0 scale in the combined Biology, Chemistry, Physics (BCP) as figured by Central Application Service for Physician Assistants (CASPA).
6. Ability to fulfill any university admission requirements
7. Successful completion (as defined above) within ten years prior to admission of the following undergraduate science courses:

- Anatomy with lab (Human preferred)- 3 semester hours or more
- Physiology with lab (Human preferred)- 3 semester hours or more
- Microbiology with Lab- 3 semester hours or more
- Medical Terminology
- Upper Level Science Electives - 6 credit hours (Select from Genetics, Embryology, Immunology, Biochemistry, Advanced Cell Biology, Molecular Biology, Histology, Parasitology, Virology, Organic Chemistry II, Analytical Chemistry, any upper level Pharmacology course)
- General Chemistry 1 and 2 with labs- 3 semester hours or more
- Organic 1 or Biochemistry
- Psychology (Abnormal or developmental preferred)- 3 semester hours or more
- Statistics- 3 semester hours or more

8. Direct Patient Contact Hours: The purpose of patient contact experience is to provide prospective students an introduction to medicine allowing the aspiring applicant exposure to medical terminology, common normal and abnormal findings, as well as introduction to critical thinking. It also allows for exposure to team-based care where they will encounter a variety of health care providers and how they work together for patient care. Lastly this provides the aspiring PA students ability to build professionalism skills such as communication, rapport, and accountability. The purpose of PA shadowing experience is to provide prospective students an understanding of the physician assistant profession as a unique member of the health care team. This allows the prospective student to have an understanding of the profession prior to enrollment. To achieve this, any patient care experience and PA shadowing that meets criteria will have to have occurred in specific locations as outlined below:

Patient Care Experience is paid or unpaid direct patient care and/or observation of medical care occurring in a defined healthcare setting: outpatient clinic, inpatient (hospital, nursing home, long term facility), acute care (urgent treatment facility, emergency room, and prehospital acute care), perioperative care (pre-op, operating room, and post op care in both inpatient and outpatient surgery).

PA shadowing experience is direct observation of a physician assistant in the delivery of health care with patients and other members of the healthcare team.

9. Submission of 3 letters of recommendation (Acceptable references: MD, DO, PA, or NP as well as academic advisors)

10. Successful completion of an interview with and positive recommendation from program faculty

***The program does not offer advanced placement/accept transfer credit for prior PA coursework.**

Professional Phase Curriculum

The courses offered by the MSPAS program have been specifically designed and sequenced to prepare students to administer health care to patients. Students are expected to complete all course assignments as outlined in the individual course syllabus and to meet the university's academic standards as outlined in this manual. Students will be given updates to these standards as they occur.

Professional Phase Curriculum

Didactic Year, Semester 1

MPAS 510 - Human Anatomy

Credit(s): 5 hours
This is a foundational science course in which students will acquire knowledge of the anatomy of the human body related to all NCCPA body systems. In this course, students will initiate the development of skill in applying basic science concepts to clinical practice.

MPAS 520 - Human Medical Physiology

Credit(s): 4 hours
This is a foundational science course in which students will acquire knowledge of the physiology of the human body related to all NCCPA body systems. In this course, students will initiate the development of skill in applying basic science concepts to clinical practice

MPAS 530 - Introduction to Patient Assessment

Credit(s): 3 hours
This is the first in a four-part series in which students will acquire knowledge of and skill in concepts related to assessing patients. This course covers the foundational principles of patient care, including those related to workplace safety, patient privacy, and medical

terminology. Students will also acquire knowledge and skill in various introductory concepts related to the patient encounter, such as history-taking, physical examination, medical documentation, communication skills, and the use of various diagnostic equipment.

MPAS 540 - Foundations to Clinical Medicine

Credit(s): 2 hours
This is the first in a four-part series in which students will acquire knowledge of and skill in concepts related to clinical medicine. This course will cover foundational elements of common laboratory and diagnostic studies, basic nutrition, and introductory principles of pharmacology and prescription writing. Students will acquire knowledge of and develop skill in the NCCPA task areas of using diagnostic and laboratory studies, health maintenance, patient education, preventive measures, pharmaceutical therapeutics, and applying basic scientific concepts as they relate to these topics.

MPAS 550 - Introduction to the PA Profession

Credit(s): 1 hour
This course is an introductory course that covers historical, current, and forward-thinking topics regarding the PA profession. In this course students will explore trends and issues contributing to the history of the PA profession, PA education and training, PA scope of practice and regulatory issues, and PA professional resources available.

Total 15

Didactic Year, Semester 2

MPAS 501 - Integration Seminar I

Credit(s): 1 hour
This course is the first in a three-part series intended to assist PA students in achieving the competencies needed to be successful in Supervised Clinical Practice Experiences (SCPEs) and to successfully transition to clinical practice upon graduation. During this course, students will integrate and apply the knowledge obtained from concurrent courses, including medical pathophysiology, clinical medicine, patient assessment, and pharmacology, using a patient-centered, problem-based learning approach. Students will apply their knowledge through the integration of the NCCPA task areas as they apply to patient care and through a case-based approach that will cover the infectious disease, cardiovascular, pulmonary, renal, and genitourinary systems.

MPAS 521 - Medical Pathophysiology I

Credit(s): 2 hours
This course is the first in a three-part series in which students will acquire knowledge of the pathophysiology of human disease related to the infectious disease, cardiovascular,

pulmonary, renal, and genitourinary systems. In this course, students will develop skill in relating pathophysiologic principles to specific disease processes and integrating those principles with normal human physiology. This course series prepares students to apply basic science concepts in clinical practice.

MPAS 531 - Patient Assessment I

Credit(s): 3 hours
This the second in a four-part series in which students will acquire knowledge of and skill in concepts related to assessing patients. This course will cover patient assessment concepts related to the infectious disease, cardiovascular, pulmonary, renal, and genitourinary systems. Students will develop skill in the NCCPA task areas of history taking and performing physical examination, patient education, and professional practice related to these body systems. This course will prepare students to apply these concepts in clinical practice.

MPAS 541 - Clinical Medicine I

Credit(s): 5 hours
This is the second in a four-part series in which students will acquire knowledge of and skill in concepts related to clinical medicine. This course will cover information related to the infectious disease, cardiovascular, pulmonary, renal, and genitourinary systems. Students will acquire knowledge of and develop skill in each of the NCCPA task areas, including history taking and performing physical examination, using diagnostic and laboratory studies, formulating most likely diagnosis, managing patients, applying basic scientific concepts, and professional practice as they relate to these body systems.

MPAS 571 - Pharmacology and Therapeutics I

Credit(s): 3 hours
This is the first in a three-part series in which students will acquire knowledge of and skill in pharmacologic concepts necessary for patient care. This course will cover information related to the infectious disease, cardiovascular, pulmonary, renal, and genitourinary systems. Students will acquire knowledge of and develop skill in the NCCPA task area of pharmaceutical therapeutics.

MPAS 581 - Health Care Issues I

Credit(s): 2 hours
This is the first in a two-part series of courses designed to increase students' awareness and application of health care issues in professional medical practice. During this course students will gain a greater understanding of the socio-behavioral and socio-economic factors that influence professional practice. In addition, students will gain an understanding of how these factors impact patient care with an emphasis on the importance of provider cultural competence in effective health care delivery.

MPAS 591 - Research, Epidemiology, and Stats

Credit(s): 1 hour
This is the first in a three-part series intended to prepare students to search, interpret, and evaluate the medical literature. During this course, students will utilize basic concepts of epidemiology, interpret basic biostatistical methods, review the types of sampling methods, gain experience in the use of common databases to access medical literature, explore the limits of medical research, and frame a research question. In this course, the student will choose a research proposal topic that will be further developed throughout the remaining courses within this series.

Total 17

Didactic Year, Semester 3

MPAS 502 - Integration Seminar II

Credit(s): 1 hour
This course is the second in a three-part series intended to assist PA students in achieving the competencies needed to be successful in Supervised Clinical Practice Experiences (SCPEs) and to successfully transition to clinical practice upon graduation. During this course, students will integrate and apply the knowledge obtained from concurrent courses, including medical pathophysiology, clinical medicine, patient assessment, and pharmacology, using a patient-centered, problem-based learning approach. Students will apply their knowledge through the integration of the NCCPA task areas as they apply to patient care and through a case-based approach that will cover the reproductive, gastrointestinal/nutrition, endocrine, hematologic, and eyes, ears, nose, throat systems.

MPAS 505 - Medical Procedures and Surgery I

Credit(s): 3 hours
This is the first in a two-part series of courses in which students learn concepts related to medical and surgical procedures that may be encountered in PA practice. During this course, an emphasis will be placed on learning the indications, contraindications, and potential complications of common clinical procedures. Additionally, students will learn the proper technique for, and proper documentation of common clinical procedures performed within the scope of PA practice while learning and applying the principles of appropriate patient education, counseling, and informed consent.

MPAS 522 - Medical Pathophysiology II

Credit(s): 2 hours
This is the second in a three-part series in which students will acquire knowledge of the pathophysiology of human disease related to the reproductive, gastrointestinal/nutrition, endocrine, hematologic, and eyes, ears, nose, and throat systems. In this course, students will develop skill in relating pathophysiologic principles to specific disease processes and

integrating those principles with normal human physiology. This course series prepares students to apply basic science concepts in clinical practice..

MPAS 532 - Patient Assessment II

Credit(s): 3 hours
This is the third in a four-part series in which students will acquire knowledge of and skill in concepts related to assessing patients. This course will cover patient assessment concepts related to the reproductive, gastrointestinal/nutrition, endocrine, hematologic, and eyes, ears, nose and throat systems. Students will develop skill in the NCCPA task areas of history taking and performing physical examination, patient education, and professional practice related to these body systems. This course will prepare students to apply these concepts in clinical practice.

MPAS 542 - Clinical Medicine II

Credit(s): 5 hours
This is the third in a four-part series in which students will acquire knowledge of and skill in concepts related to clinical medicine. This course will cover information related to the reproductive, gastrointestinal/nutrition, endocrine, hematologic, and eyes, ears, nose and throat systems. Students will acquire knowledge of and develop skill in each of the NCCPA task areas, including history taking and performing physical examination, using diagnostic and laboratory studies, formulating most likely diagnosis, managing patients, applying basic scientific concepts, and professional practice as they relate to these body systems.

MPAS 572 - Pharmacology and Therapeutics II

Credit(s): 3 hours
This is the second in a three-part series in which students will acquire knowledge of and skill in pharmacologic concepts necessary for patient care. This course will cover information related to the reproductive, gastrointestinal/nutrition, endocrine, hematologic, and eyes, ears, nose and throat systems. Students will acquire knowledge of and develop skill in the NCCPA task area of pharmaceutical therapeutics.

MPAS 582 - Health Care Issues II

Credit(s): 1 hour
This is the second in a two-part series of courses designed to increase students' awareness and application of health care issues in professional medical practice. During this course students will gain a greater understanding of the business and legal aspects of professional practice, which may include concepts of medical ethics, risk-management, and coding, billing, and reimbursement.

Total 18

Didactic Year, Semester 4

MPAS 503 - Integration Seminar III

Credit(s): 1 hour
This course is the last in a three-part series intended to assist PA students in achieving the competencies needed to be successful in Supervised Clinical Practice Experiences (SCPEs) and to successfully transition to clinical practice upon graduation. During this course, students will integrate and apply the knowledge obtained from concurrent courses, including medical pathophysiology, clinical medicine, patient assessment, and pharmacology, using a patient-centered, problem-based learning approach. Students will apply their knowledge through the integration of the NCCPA task areas as they apply to patient care and through a case-based approach that will cover the neurologic, musculoskeletal, psychiatry/behavioral science, and dermatologic systems. This course will cover genetics and diversity-inclusive topics not otherwise covered in the courses within this series.

MPAS 506 - Medical Procedures and Surgery II

Credit(s): 3 hours
This is the second course in a two-part series of courses in which students learn concepts related to medical and surgical procedures that may be encountered in PA practice. During this course, an emphasis will be placed on learning the indications, contraindications, and potential complications of common clinical procedures. Additionally, students will learn the proper technique for, and proper documentation of common clinical procedures performed within the scope of PA practice while learning and applying the principles of appropriate patient education, counseling, and informed consent.

MPAS 523 - Medical Pathophysiology III

Credit(s): 2 hours
This is the last course in a three-part series in which students will acquire knowledge of the pathophysiology of human disease related to the neurologic, musculoskeletal, psychiatry/behavioral science, and dermatologic systems. This course will also cover genetics and diversity-inclusive topics not otherwise covered in the courses within this series. In this course, students will develop skill in relating pathophysiologic principles to specific disease processes and integrating those principles with normal human physiology. This course series prepares students to apply basic science concepts in clinical practice.

MPAS 533 - Patient Assessment III

Credit(s): 2 hours
This is the last in a four-part series in which students will acquire knowledge of and skill in concepts related to assessing patients. This course will cover patient assessment

concepts related to the neurologic, musculoskeletal, psychiatry/behavioral science, and dermatologic systems. This course will also cover genetics and diversity-inclusive topics not otherwise covered in the courses within this series. Students will develop skill in the NCCPA task areas of history taking and performing physical examination, patient education, and professional practice related to these body systems. This course will prepare students to apply these concepts in clinical practice. Upon conclusion of this course, students will demonstrate the medical knowledge and skills required for entry into the clinical phase of the program through the successful completion of a comprehensive didactic OSCE.

MPAS 543 - Clinical Medicine III

Credit(s): 5 hours
This is the last in a four-part series in which students will acquire knowledge of and skill in concepts related to clinical medicine. This course will cover information related to the neurologic, musculoskeletal, psychiatry/behavioral science, and dermatologic systems. This course will also cover genetics and diversity-inclusive topics not otherwise covered in the courses within this series. Students will acquire knowledge of and develop skill in each of the NCCPA task areas, including history taking and performing physical examination, using diagnostic and laboratory studies, formulating most likely diagnosis, managing patients, applying basic scientific concepts, and professional practice as they relate to these body systems.

MPAS 544 - Emergency Medicine

Credit(s): 2 hours
In this course, students will receive instruction on traumatic and medical disorders commonly presenting to the emergency department while incorporating the knowledge and skills obtained throughout the MPAS curriculum. The course emphasizes the identification and stabilization of patients with life-threatening trauma or illness. Students will demonstrate knowledge of each NCCPA task area as they apply to a patient in need of emergency care. As part of this course, students are required to become certified, or recertified, in Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS), and Pediatric Advanced Life Support (PALS).

MPAS 573 - Pharmacology and Therapeutics III

Credit(s): 3 hours
This is the last in a three-part series in which students will acquire knowledge of and skill in pharmacologic concepts necessary for patient care. This course will cover information related to the neurologic, musculoskeletal, psychiatry/behavioral science, and dermatologic systems. This course will also cover genetics and diversity-inclusive topics not otherwise covered in the courses within this series. Students will acquire knowledge of and develop skill in the NCCPA task area of pharmaceutical therapeutics.

Total 18

Clinical Year, Semester 5

*Clinical Rotations may not occur in this same order as listed

MPAS 600 - Family Medicine

Credit(s): 8 hours
This is an eight-week supervised clinical practice experiences (SCPE) that occur with preceptors who enable students to meet program defined learning outcomes for family medicine. This SCPE can occur in the inpatient or outpatient setting.

MPAS 610 - Emergency Medicine- Clinical Rotation

Credit(s): 4 hours
This is a supervised clinical practice experience (SCPE) that occurs with preceptors who enable students to meet program defined learning outcomes for emergency medicine. This SCPE occurs in the emergency department setting.

MPAS 620 - Internal Medicine

Credit(s): 8 hours
This is an eight-week supervised clinical practice experiences (SCPE) that occur with preceptors who enable students to meet program defined learning outcomes for internal medicine. This SCPE can occur in the inpatient or outpatient setting.

MPAS 692 - Capstone I

Credit(s): 2 hours
This is the second in a three-part series intended to prepare students to search, interpret, and evaluate the medical literature. During this course, students will establish the methodology for their research by selecting the appropriate biostatistical and sampling methods. The chosen methodology will then be implemented in preparation for the reporting of results in MPAS 693.

Total 22

Clinical Year, Semester 6

MPAS 630 - Pediatrics

Credit(s): 4 hours
This is a supervised clinical practice experience (SCPE) that occurs with preceptors who enable students to meet program defined learning outcomes for pediatrics. This SCPE can occur in the inpatient or outpatient setting

MPAS 640 - Psychiatry- Clinical Rotation

Credit(s): 4 hours
This is a supervised clinical practice experience (SCPE) that occurs with preceptors who enable students to meet program defined learning outcomes for behavioral and mental health care. This SCPE can occur in the inpatient or outpatient setting.

MPAS 650 - Surgery- Clinical Rotation

Credit(s): 4 hours
This is a supervised clinical practice experience (SCPE) that occurs with preceptors who enable students to meet program defined learning outcomes for surgery. This SCPE can occur in the inpatient or outpatient setting and will allow students to experience the operating room setting.

Total 12

Clinical Year, Semester 7

MPAS 660 - Women's Health

Credit(s): 4 hours
This is a supervised clinical practice experience (SCPE) that occurs with preceptors who enable students to meet program defined learning outcomes for women's health including prenatal and gynecologic care. This SCPE can occur in the emergency department, inpatient, or outpatient setting and may allow students to experience the operating room setting.

MPAS 670 - Clinical Elective

Credit(s): 4 hours
This is a supervised clinical practice experience (SCPE) that occurs with preceptors who enable students to meet program defined learning outcomes for an area of specialized medicine of their choosing within program's capacity for placement. This SCPE can occur in a variety of settings.

MPAS 680 - Professional Development

Credit(s): 1 hour
This course is designed to prepare students for graduation, certification, licensing, and entry into clinical practice. In this course, an emphasis will be placed on preparation for certification, licensure, and credentialing, development of professional communication, networking skills, and employability, and development of good occupational health. During this course, students will undergo a summative evaluation where they will demonstrate competency in clinical and technical skill, clinical reasoning and problem-solving abilities, interpersonal and communication skills, medical knowledge and professionalism as expected for graduation and entry into clinical practice.

MPAS 693 - Capstone II

Credit(s): 2 hours
This is the last in a three-part series intended to prepare students to search, interpret, and evaluate the medical literature. In this course, students will finalize their research project by reporting results and drawing conclusions.

Total 11

Physician Assistant Studies Northern Kentucky, M.S.

Physician Assistant Studies, M.S. - Northern Kentucky
Program Requirements: 113 Credit Hours

The Master of Science in Physician Assistant Studies Degree (MSPAS) is earned through the continuous twenty-seven month program of studies consisting of 113 Masters level credit hours. These hours are divided into sixty-eight credit hours of classroom-focused instruction and forty-five credit hours of clinical rotations and professional courses. A complete list of courses with course descriptions are located in the curriculum section. Transfer credits are normally not accepted toward degree requirements.

Program Mission

The mission of the Physician Assistant Programs at both the Williamsburg and Northern Kentucky campuses is to educate and prepare competent, compassionate, and committed Physician Assistant leaders who, as integral members of the modern professional healthcare team, are driven by academic excellence and will be servant leaders in their communities. The faculty and staff of the Physician Assistant Programs will provide academic and clinical excellence in an environment of compassion and team cooperation, seeking to prepare clinicians for a lifelong commitment to continuing education, leadership, and medical service.

Program Goals

1. Demonstrate ethical behavior and integrity in medical practice.
2. Exhibit attributes of engaged citizenship and philanthropy.
3. Support effective and sensitive communication skills with patients and members of the health care team.
4. Perform a complete physical exam and organize, integrate, interpret and present clinical data in a clear, concise manner.
5. Apply knowledge of basic science concepts to facilitate understanding of medical sciences.
6. Illustrate a comprehensive approach to normal human health and development, both physical and mental.
7. Integrate diagnostic assessment skills with knowledge of patient presentation and pharmacology to formulate appropriate treatment plans.

8. Demonstrate mastery of basic clinical procedures performed by a PA entering into clinical practice.
9. Demonstrate refined critical thinking skills and intellectual inquiry to evaluate sources of information and generate new and evolving medical knowledge.
10. Incorporate skills involving the teaching of colleagues, the community, patients and their families.
11. Collaborate effectively as a member of an interprofessional health care team.
12. Promote commitment to provide effective, accessible, continuous, comprehensive and personalized primary and specialized medical care to all populations.
13. Apply knowledge of study designs and statistical methods to the appraisal of clinical studies on diagnostic and therapeutic effectiveness and integrate evidence from scientific studies related to patients' health problems.
14. Demonstrate the ability to participate as PA leaders at the local, regional, state and national levels, shaping future policy and legislation to advance the PA profession.
15. Enter the workforce as a gainfully employed PA with job selection skills and knowledge to obtain and maintain PA state licensure.

Admission to the Physician Assistant Studies Program- Northern Kentucky

All applicants must submit the following information:

- Completed **CASPA application**
- Completed **PA Supplemental Application**
- **Documentation of language fluency for non-native speakers of English, such as a score report from the Test of English as a Foreign Language (TOEFL), the 8 International English Language Testing System (IELTS), or a report from Duolingo. This requirement is waived for students who have completed bachelor's or master's level coursework in the U.S. at an accredited institution.**
- An earned bachelor's degree with an overall minimum cumulative grade-point average (GPA) of 3.0 on a 4.0 scale
- A minimum Biology-Chemistry-Physics (BCP) GPA average of 3.0 on a 4.0 scale calculated by Central Application Service for Physician Assistants (CASPA)
- Ability to fulfill any university admission requirements.
- A minimum letter grade of "C" or better, within ten years prior to admission of the following undergraduate or graduate courses:
- Human Anatomy with lab - 3 semester hours or more
- Human Physiology with lab - 3 semester hours or more
- Microbiology with lab - 3 semester hours or more
- Medical Terminology
- Biology electives - 6 credit hours (Must be upper-level Biology courses; highly recommend Genetics, Molecular Biology, Histology, Immunology)
- General Chemistry 1 and 2 with labs - 3 semester hours or more
- Organic 1 or Biochemistry
- Psychology (Abnormal or Developmental preferred) - 3 semester hours or more

- Statistics - 3 semester hours or more
- Direct Patient Contact Hours (minimum of 500 hours of paid employment or volunteer hours; must include a minimum of 50 hours PA shadowing)
- Submission of 3 letters of recommendation with at least one from a physician (MD/DO) or PA
- Successful completion of an interview with and positive recommendation from program faculty

Professional Phase Curriculum

The courses offered by the MSPAS program have been specifically designed and sequenced to prepare students to administer health care to patients. Students are expected to complete all course assignments as outlined in the individual course syllabus and to meet the university's academic standards as outlined in this manual. Students will be given updates to these standards as they occur.

Professional Phase Curriculum

Didactic Phase, Term 1

NKPA 510 - Human Anatomy

Credit(s): 5 hours
In this course, the student will build upon his/her current knowledge base of human anatomy through an intensive laboratory phase. During this phase, virtual dissections will be achieved using an Anatomage table and will be supplemented with the use of pro-sections and gross anatomy dissections, when applicable. The student/s will expand upon their knowledge of basic anatomy concepts. The student/s will develop, upon completion of this course, a vast knowledge in the understanding and application of human anatomy.

NKPA 520 - Human Medical Physiology

Credit(s): 4 hours
The goal of this course is to provide an introduction to human physiology. The students learn to recognize and explain the basic concepts that govern each organ and organ system and their integration to maintain homeostasis. This course will focus on homeostatic control systems, function of individual organs and organ systems, and integration of organ systems in the intact organism.

NKPA 530 - Introduction to Patient Assessment

Credit(s): 3 hours
This course is designed to introduce students to patient history taking, documentation, and communication skills. The content includes medical vocabulary, professional conduct, patient interviewing, how to take and record medical history, and develops clinical reasoning based on the chief complaint. Students will begin using diagnostic

equipment as they develop the skills needed to perform complete and focused physical examinations. Students will also receive OSHA and HIPAA training during the course.

NKPA 540 - Foundations to Clinical Medicine

Credit(s): 2 hours
This course provides an introduction to the clinical medicine courses. Students will build a foundation on pertinent topics discussed later in the didactic phase. Topics for the course will include the following: laboratory medicine, nutrition, medical terminology, basic pharmacology, basic imaging interpretation, and prescription writing.

NKPA 550 - Introduction to the PA Profession

Credit(s): 1 hour
This course provides a historical perspective of the physician assistant profession, as well as an investigation of current trends and issues. The course stresses the importance of biomedical ethics and professional responsibilities in relation to the physician assistant's role as a health care provider. Content relating to physician assistant professional organizations, program accreditation, graduate certification and re-certification, employment considerations, and professional liability is included. This course also includes Service-Learning, an educational method in which the participants perform service work and actively learn from it.

Total 15

Didactic Phase, Term 2

NKPA 501 - Integration Seminar I

Credit(s): 1 hour
This course helps the student developing analytical skills to assess patients' conditions and use clinical laboratory data to develop a differential diagnosis and treatment plan. Working as a group, students learn to work through a case from diagnosis to therapy to expected outcomes. Case based integration is a longitudinal course (meaning that it runs concurrently with the system courses) during the second, third and fourth terms of the PA program. It consists of a series of small group case exercises and multidisciplinary conferences. This course integrates dermatology, HEENT, cardiology and pulmonology systems.

NKPA 521 - Medical Pathophysiology I

Credit(s): 2 hours
In this course, students learn integrative human physiology and pathophysiology involving concepts of the HEENT, dermatology, cardiovascular and pulmonary systems, with an emphasis upon homeostatic mechanisms and etiologies of disease. Students learn

the interrelationships of function and dysfunction at the molecular, cellular, tissue, organ, and systemic levels.

NKPA 531 - Patient Assessment I

Credit(s): 3 hours
This course teaches foundational skills and techniques required to gather a complete medical history and perform a thorough physical examination. The course introduces the student to the practice of history taking and physical examinations of the skin, HEENT, lungs and heart. During the course, integration of the student's knowledge of the structure and function of the human body is coupled with laboratory sessions emphasizing the proper use of diagnostic equipment and techniques for performing a comprehensive physical examination.

NKPA 541 - Clinical Medicine I

Credit(s): 5 hours
The purpose of the Clinical Medicine I course is to introduce the student to clinical conditions commonly encountered in practicing primary care medicine. Lectures will emphasize the epidemiology, pathophysiology, presentation, disease course, diagnostic, and treatment modalities of each medical topic. Topics for the course will include the following: dermatology, HEENT, pulmonary and cardiology with EKG interpretation.

NKPA 571 - Pharmacology and Therapeutics I

Credit(s): 3 hours
In this course, the student will be introduced to pharmacodynamic, pharmacokinetic and pharmacotherapeutic principles that provide a foundation for the study of pharmacology and therapeutics. Combined lecture and active learning exercises are designed to develop the pharmacologic and therapeutic skills that a physician assistant will need to enhance patient care in clinical practice. Topics this semester will emphasize on the following areas: dermatology, HEENT, pulmonary and cardiology diseases. Antibiotic coverage for specific illnesses will also be covered.

NKPA 581 - Health Care Issues I

Credit(s): 2 hours
In this course, physician assistant students will gain a greater appreciation for and comprehension of the socio-behavioral aspects of medical practice. Students learn effective counseling and preventive education strategies for enhancing treatment compliance, promoting positive health patterns, and enhancing positive response to illness.

Total 16

Didactic Phase, Term 3

NKPA 502 - Integration Seminar II

Credit(s): 1 hour
This course helps the student developing analytical skills to assess patient/s conditions and use clinical laboratory data to develop a differential diagnosis and treatment plan. Working as a group, students learn to work through a case from diagnosis to therapy to expected outcomes. Case based integration is a longitudinal course (meaning that it runs concurrently with the system courses) during the second, third and fourth terms of the PA program. It consists of a series of small group case exercises and multidisciplinary conferences. This course integrates gastroenterology, nephrology, endocrinology, neurology, musculoskeletal, infectious disease, rheumatology, and hematology/oncology.

NKPA 505 - Medical Procedures and Surgery I

Credit(s): 3 hours
In this course, students employ knowledge, skills, and techniques learned in Patient Assessment to evaluate surgical patients. Students learn to perform procedures such as hand washing, sterile technique, intravenous insertions, SQ and IM injection technique, suturing, wound care, nasogastric tube placement, and Foley catheter insertion.

NKPA 522 - Medical Pathophysiology II

Credit(s): 2 hours
In this course, students learn integrative human physiology and pathophysiology involving concepts of renal, endocrine system, gastroenterology, neurology, infectious disease, hematology/oncology, rheumatology and musculoskeletal system with an emphasis upon homeostatic mechanisms and etiologies of disease. Students learn the interrelationships of function and dysfunction at the molecular, cellular, tissue, organ, and systemic levels.

NKPA 532 - Patient Assessment II

Credit(s): 3 hours
In this course, the student will build on the knowledge and foundational skills and techniques learned in NKPA 531 - Patient Assessment I, in the performance of a thorough physical examination and medical history. The student will integrate the knowledge obtained in NKPA 542 - Clinical Medicine II to emphasize the proper use of diagnostic equipment and technique for performing a comprehensive physical examination. The course topics will include the endocrine system, gastroenterology, renal, infectious disease, hematology/oncology, rheumatology, neurology and the musculoskeletal system.

NKPA 542 - Clinical Medicine II

Credit(s): 5 hours
This course builds on the pathology of disease presented in NKPA 541 - Clinical

Medicine I, and continues with the presentation of the following: endocrinology, gastroenterology, neurology, hematology/oncology, infectious disease, rheumatology, musculoskeletal, and renal systems. These disorders are presented by system and specialty as well as augmented with clinical therapeutics.

NKPA 572 - Pharmacology and Therapeutics II

Credit(s): 3 hours
In this course, the student will build upon the knowledge and skills obtained in NKPA 571 - Pharmacology and Therapeutics I. Combined lecture and active learning exercises are designed to aid the student in demonstrating the pharmacologic and therapeutic skills that a physician assistant will need to enhance patient care in clinical practice. Topics this semester will focus on the following areas: renal, endocrine, gastroenterology, neurology, infectious disease, hematology/oncology, rheumatology and musculoskeletal. The student will use clinical literature and evaluate patient cases as they relate to pharmacology.

NKPA 582 - Health Care Issues II

Credit(s): 1 hour
In this course, students build upon concepts in patient care discussed in NKPA 581 - Health Care Issues I by learning ethical concepts as they relate to practical decision-making and problem-solving. Students study risk management strategies and the legal definitions of, and their responsibilities toward, informed consent and confidentiality. Students examine health care policy, nationally and locally, as it impacts health care delivery, the practice of medicine as a physician assistant, and the socioeconomic factors pertaining to relevant health care decision making.

Total 18

Didactic Phase, Term 4

NKPA 503 - Integration Seminar III

Credit(s): 1 hour
This course helps the student in developing analytical skills to assess patient/s conditions with the use of clinical laboratory data to develop a differential diagnosis and treatment plan. Working as a group, students learn to work through a case from diagnosis to therapy to expected outcomes. Case based integration is a longitudinal course (meaning that it runs concurrently with the system courses) during the second, third and fourth terms of the PA program. It consists of a series of small group case exercises and multidisciplinary conferences. This course integrates special populations: women and men's health, pediatrics, psychiatry, and geriatrics.

NKPA 506 - Medical Procedures and Surgery II

Credit(s): 3 hours
This course is a continuation of NKPA 505 - Medical Procedures and Surgery I. Students will learn to perform procedures such as casting and splinting, surgical scrub, gloving and gowning, minor surgical procedures, chest tube placement, ET intubation, as well as the principles of surgery, including pre-operative, intra-operative and postoperative care.

NKPA 523 - Medical Pathophysiology III

Credit(s): 2 hours
In this course, students learn integrative human physiology and pathophysiology involving neuropsychiatric and genitourinary concepts with an emphasis upon homeostatic mechanisms and etiologies of disease. Students learn the interrelationships of function and dysfunction at the molecular, cellular, tissue, organ, and systemic levels. In this course, the student studies the disorders and diseases of the following: psychiatry, preventive medicine, genetics, women and men's health, pediatrics, geriatrics, and complementary/alternative medicine. These disorders are presented by system and specialty as well as augmented with clinical therapeutics.

NKPA 533 - Patient Assessment III

Credit(s): 2 hours
This course is a continuation of NKPA 532 - Patient Assessment II. Students will learn the components of a physical exam, recognize abnormal and normal findings, and communicate the information in written and oral forms. The following patient populations will be focused on during this course of study: pediatric, men and women's health, psychiatric and geriatric related fields. Students must be able to demonstrate full physical assessments at the conclusion of this course. This course will also include an OSCE which the students will be required to pass before advancing to the clinical phase of this program. The students will be exposed to a real-life clinical environment through a brief clinical clerkship experience as deemed appropriate/accessible.

NKPA 543 - Clinical Medicine III

Credit(s): 5 hours
This course builds on the pathology of disease presented in NKPA 542 - Clinical Medicine II and continues with the presentation of the following areas: psychiatry, preventive medicine, genetics, women and men's health, pediatrics, geriatrics and complementary/alternative medicine. These disorders are presented by system and specialty as well as augmented with clinical therapeutics.

NKPA 544 - Emergency Medicine

Credit(s): 2 hours
In this course, students learn treatment of trauma and medical disorders commonly presenting to the emergency department. Taught in a case-based format, the emphasis is on the priority of stabilizing patients with lifethreatening trauma or illness and selecting

appropriate diagnostic and therapeutic measures. Students are required to become ACLS (Advanced Cardiac Life Support) certified or recertified in anticipation of clinical rotations.

NKPA 573 - Pharmacology and Therapeutics III

Credit(s): 3 hours
In this course, the student will learn the pharmacologic and therapeutic skills that a physician assistant needs to enhance patient care in clinical practice focusing on psychology, women and men's health, alternative/complementary medicines as well as pediatric dosing and multi-drug management in geriatric patients. The student will use clinical literature to evaluate patients in relation to pharmacology.

NKPA 591 - Research, Epidemiology, and Stats

Credit(s): 1 hour
In this course, students receive instruction in research methods and application in the clinical setting. They integrate basic concepts of epidemiology and statistics as these concepts relate to medical practice. Students critically read published reports of clinical research and identify strengths and weaknesses in the structure and presentation of data and conclusions in those reports. They interpret and search evidence-based literature related to clinical problems encountered in physician assistant practice. Students will choose a proposal topic that will then be developed during the clinical year in the Capstone I course. Students will be given the opportunity to select from a menu of possibilities. This includes the following: Quasi-experimental study with data gathering and analysis, case based study, evidence-based medicine project with comprehensive literature review, and community-based research.

Total 19

Didactic Phase, Term 5

- NKPA 6XX Clinical Rotation 1 **Credit(s):** 4 hours ARC-PA Standard(s): B3.03, B3.04
- NKPA 6XX Clinical Rotation 2 **Credit(s):** 4 hours ARC-PA Standard(s): B3.03, B3.04
- NKPA 6XX Clinical Rotation 3 **Credit(s):** 4 hours ARC-PA Standard(s): B3.03, B3.04
- NKPA 6XX Clinical Rotation 4 **Credit(s):** 4 hours ARC-PA Standard(s): B3.03, B3.04

NKPA 692 - Capstone I

Credit(s): 2 hours
This course will build upon the concepts presented in the Research, Epidemiology, and Stats course. The student will be required to develop a Capstone project based upon the previously developed research proposal. The project is selected from a menu of potential approaches, such as a traditional quasi-experimental study, an evidence-based medicine question, case report, and comprehensive literature review. The student will formally present the findings to the University community during the Capstone II course. This course takes place during the clinical year and involves students meeting with the course coordinator and advisor periodically throughout the year.

Total 18

Clinical Phase, Term 6

- NKPA 6XX Clinical Rotation 5 **Credit(s):** 4 hours ARC-PA Standard(s): B3.03, B3.04
- NKPA 6XX Clinical Rotation 6 **Credit(s):** 4 hours ARC-PA Standard(s): B3.03, B3.04
- NKPA 6XX Clinical Rotation 7 **Credit(s):** 4 hours ARC-PA Standard(s): B3.03, B3.04
- NKPA 6XX Clinical Rotation 8 **Credit(s):** 4 hours ARC-PA Standard(s): B3.03, B3.04

NKPA 693 - Capstone II

Credit(s): 2 hours
This course provides each student the opportunity to present results of their individual Capstone project or research topic, to synthesize previous study and work experience, and to demonstrate an understanding of the program and profession's principles. Students must also demonstrate the knowledge and skills obtained during the program through successful completion of a summative OSCE (Objective Structured Clinical Examination) and a summative written exam.

Total 18

Clinical Phase, Term 7

- NKPA 6XX Clinical Rotation 3 **Credit(s):** 4 hours ARC-PA Standard(s): B3.03, B3.04
- NKPA 6XX Clinical Rotation 4 **Credit(s):** 4 hours ARC-PA Standard(s): B3.03, B3.04

- NKPA 6XX Clinical Rotation 5 **Credit(s):** 4 hours ARC-PA Standard(s): B3.03, B3.04

- NKPA 6XX Clinical Rotation 6 **Credit(s):** 4 hours ARC-PA Standard(s): B3.03, B3.04

NKPA 692 - Capstone I

Credit(s): 2 hours
This course will build upon the concepts presented in the Research, Epidemiology, and Stats course. The student will be required to develop a Capstone project based upon the previously developed research proposal. The project is selected from a menu of potential approaches, such as a traditional quasi-experimental study, an evidence-based medicine question, case report, and comprehensive literature review. The student will formally present the findings to the University community during the Capstone II course. This course takes place during the clinical year and involves students meeting with the course coordinator and advisor periodically throughout the year.

Total 18

Clinical Phase, Term 8

- NKPA 6XX Clinical Rotation 9 **Credit(s):** 4 hours ARC-PA Standard(s): B3.03, B3.04

- NKPA 6XX Clinical Rotation 10 **Credit(s):** 4 hours ARC-PA Standard(s): B3.03, B3.04

NKPA 680 - Professional Development

Credit(s): 1 hour
This course will be held at the end of the clinical year and will address the technical skills of PA practice. Students will submit their individual completed Master Competency List, a PASS/FAIL assessment required for progression through the program. Students will also take part in training/workshops regarding credentialing, licensure, employment strategies, contract negotiation, professional curriculum vitae building, and malpractice issues. Interviewing skills will be taught and practiced in role-playing activities. Networking with community health care and other affiliated professional resources will be continually emphasized. In addition, students will participate in a PANCE review course chosen by the Program. Students will receive credit for their attendance at the review course upon submitting proof of satisfactory completion of the course.

Total 9

Course Descriptions

Accounting

BACC 531 - Managerial Accounting

Credit(s): 3 hours
This course focuses on managerial accounting concepts, including costing, budgeting, forecasting, planning, and control. Emphasis is on preparing and using financial statements as well as various managerial reports for decisionmaking.

BACC 532 - Strategic Management Accounting

Credit(s): 3 hours
In this course, students will learn to use a range of analytic tools for costing, decision making, planning and control and consider their applicability within the context of strategic management. Topics for discussion will include: the role of accounting information in management decision making; workflow and process analysis; measuring and reporting sustainability; an introduction to cost terms and inventory costing; product and service costing; cost behavior; activity-based costing and activity-based management; pricing decisions and customer-profitability analysis; budgeting; direct cost variances and management control; balanced scorecard; and strategic profitability analysis.

BACC 537 - Taxation of Business Entities

Credit(s): 3 hours
This course focuses on a study of business entity taxation and the tax laws governing corporate taxpayers and their shareholders (who may or may not be individuals). Transactions and issues associated with taxation of entities such as regular C corporations, S corporations, limited liability companies, partnerships, and others.

BACC 539 - Advanced Accounting Information Systems & Analytics

Credit(s): 3 hours
This course focuses on advanced study topics in accounting information systems. Within the course, there will be a comprehensive discussion and analysis of how technology supports the accounting process. By the end of this course, students will be able to incorporate modeling technologies in making decisions within the accounting profession and utilize information technologies to analyze, design and implement accounting information systems. They will also develop an understanding of security risks, internal controls, emerging accounting technology, and data analytics with visualizations within an Accounting Information System (AIS).

BACC 632 - Advanced Governmental and Not-for-Profit Accounting

Credit(s): 3 hours
This course provides for an advanced, intensive study of the accounting and financial reporting procedures for governmental and not-for-profit entities.

BACC 635 - Advanced Accounting Theory

Credit(s): 3 hours
This course is an intensive study of recent developments, research, and literature in accounting theory. A focus of this course is critical analysis of current and emerging issues in accounting practice and theory as reflected in accounting literature.

BACC 637 - Tax Research and Practice

Credit(s): 3 hours
This course expands on concepts related to the federal income tax system as it applies to individuals, corporations, S corporations, partnerships, limited liability organizations, estates/trusts, and not-for-profit organizations. Research of tax issues is an emphasis of the course.

BACC 638 - Advanced Assurance Services

Credit(s): 3 hours
This course focuses on advanced study of selected topics in auditing and assurance services. Internal/external auditing, the impact of the Sarbanes-Oxley Act, and risk assessment will be addressed. This course will include an examination of current academic literature relevant to auditing and assurance services.

BACC 661 - Healthcare Accounting

Credit(s): 3 hours
This course focuses on the application of accounting and financial management concepts to healthcare organizations. This course serves as an elective for students pursuing the MBA Healthcare Administration Emphasis.

BACC 681 - Financial Accounting and Analysis

Credit(s): 3 hours
This course is designed to provide an understanding of the primary financial statements - balance sheet, income statement, statement of cash flow, and statement of changes in equity - and a thorough framework for analyzing and interpreting reported financial information from the perspective of financial statement users. Upon completion of this course, students will develop a sufficient understanding of corporate financial statements and the technical skills needed to research, analyze, and interpret financial statements. This course is recommended for students and professionals who want to gain an in-depth understanding of corporate financial performance and results and students planning a career in the financial industry or general management.

BACC 690 - Special Projects in Accounting and Related Subjects

Credit(s): 3 hours
This course is designed to allow students to conduct in depth investigation, research, and analysis of current topics or specialized study in accounting. The course may be retaken under different subtopics for a cumulative total of 6 hours.

BACC 731 - Advanced Managerial Accounting

Credit(s): 3 hours
This advanced accounting research seminar course will provide students with principles and core concepts of managerial accounting. Students will conduct a study of various managerial accounting processes and systems used by managers to ensure organizational goals and strategies are implemented as intended. Topics include job and process costing, activity- based costing, cost- volume profit relationships, operating budget planning and control, capital budgeting, and pricing decisions among others. The final project in the seminar will be the development of a scholarly research paper analyzing a contemporary managerial accounting problem.

Addiction Studies

HSRV 531 - Motivation, Change, and Treatment in Addictions

Credit(s): 3 hours
The course will focus on the theory and evidence-based practice of Motivational Interviewing (MI) by engaging resistant individuals in the process of change. The student will learn to help their clients explore and resolve their ambivalence by enhancing intrinsic motivation for change. Motivational Interviewing will be explored as a standalone intervention, as a method of increasing client adherence to other intervention approach's or as a general counseling approach underlying all client interactions. Given the wide variety of applications, this class is appropriate for those who are interested in substance abuse and addiction practice or in adapting these methods and theory to guide counseling for other behaviors and populations

HSRV 532 - Psychopharmacology & Addictions

Credit(s): 3 hours
This course provides a broad understanding of psychopharmacology theories of drug abuse, addiction, and treatment. The student is introduced to the basic principles of pharmacology, anatomy, and physiology as applied to the major classes of drugs of addiction. The course will also examine the effects of various drugs on human behavior. The course introduces medications that have been developed to support drug treatment such as methadone, suboxone, naloxone and others. Emphasis is placed on basic principles of drug ingestion, distribution, elimination, dose response relationships, neurotransmitter chemicals, and synaptic activity.
Pre-/Co-requisite(s): HSRV 531

HSRV 533 - Family Therapy in Addiction Treatment

Credit(s): 3 hours
This Addiction specialization course involves an exploration of family issues in abuse and addiction. Topics include system theory and family dynamics, codependency, abuse issues, the family life-cycle, developmental issues in families, the role of culture in families, co-occurring disorders including medical and psychological disorders, and models of family therapy.
Pre-/Co-requisite(s): HSRV 531

HSRV 534 - Clinical Management of Addictions

Credit(s): 3 hours
This course will prepare students to manage clinical documentation and understand policies used in addictions treatment. This course will prepare students to understand the methodology behind: biopsychosocial case conceptualization, treatment planning, psychopharmacological medications used in treating addictions, and co-occurring disorders. This course will also prepare students in screening and assessment procedures, forming diagnostic impressions, referral processes, and client advocacy.
Pre-/Co-requisite(s): COUN 533, HSRV 531

HSRV 535 - Co-occurring Disorders

Credit(s): 3 hours
This course will provide an introduction to co-occurring psychiatric disorders and substance use disorders. This course will explore co-occurring assessment and treatment from a biopsychosocial, integrated framework.
Pre-/Co-requisite(s): COUN 533, HSRV 531

HSRV 536 - Advanced Topics: Street Drugs

Credit(s): 3 hours
This course will prepare students to assess and treat current and developing street drugs. This course will provide an in-depth exploration of heroin, marijuana (both natural and lab-created), psychedelics, stimulants, etc. Community resource information will be a focus of this course in terms of understanding the importance of collateral treatment providers.
Pre-/Co-requisite(s): COUN 533, HSRV 531

Applied Learning Practicum

INTR 599 - Applied Learning Practicum

Credit(s): 1 hour
This course provides students enrolled in a master's program an opportunity to apply professional applications to their respective academic coursework. The Applied Learning

Practicum can be either a practicum or internship in an area directly related to the student's course of study, or a project conducted in collaboration with program faculty applying coursework to a professional setting. Through this course, the University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. The course will be repeated in each semester of student enrollment. As an integral part of the executive formatted programs, this course is required every semester in which a student is taking courses.

INTR 799 - Applied Learning Practicum

Credit(s): 1 hour
This course provides students enrolled in a doctorate program an opportunity to apply professional applications to their respective academic coursework. The Applied Learning Practicum can be either a practicum or internship in an area directly related to the student's course of study, or a project conducted in collaboration with program faculty applying coursework to a professional setting. Through this course, the University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. The course will be repeated in each semester of student enrollment. As an integral part of the executive formatted programs, this course is required every semester in which a student is taking courses.

INTR 899 - Applied Learning Practicum, Dissertation Phase

Credit(s): 3 hours
INTR 899 is designed to enhance the educational experience of the dissertation phase for doctoral students. Students will utilize the course to maintain dissertation progress and ensure alignment of research topic with a professional setting within the student's academic discipline and professional experience/interests. Through this course, the University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. As an integral part of the executive formatted programs, this course must be taken every semester during the dissertation phase for executive-format students.

Art

ART 530 - Studio Problems

Credit(s): 3 hours
A study concentrated on creative projects in a selective media. Six (6) hours conference and laboratory per week. A strong background in art or instructor permission required. May be repeated.

ART 531 - Methods and Materials for Teaching Art

Credit(s): 3 hours
This course focuses on the basic techniques and methods for planning, teaching and assessing art P-12. National, state, and visual arts guidelines of a comprehensive art education program will be reviewed. The course emphasizes various hands-on activities for use of tools, materials, and methods for creating a variety of P-12 art studio projects. Five Field Experience Hours Required.

ART 532 - Topics in Art & Music

Credit(s): 3 hours
An examination in philosophical aesthetics; analysis/reflective understanding of the aims, nature, and value of art and music. Topics will include: art and representation; art and the emotions; beauty, form, and aesthetic experience; the definition of art and music.

Artificial Intelligence

MSAI 511 - Introduction to Artificial Intelligence

Credit(s): 3 hours
This course is an introduction to Artificial Intelligence for business leaders. The course will teach the fundamentals of Artificial Intelligence from a managerial perspective. It will provide examples of the potential AI offers to a company.

Learning Objectives:

- The meaning behind common AI terminology, including neural networks, machine learning, deep learning, and data science
- The capabilities of AI
- How to spot opportunities to apply AI to problems in an organization
- Introduction to creating machine learning projects
- Building an AI strategy for a company•Ethical implications of using AI

MSAI 531 - Neural Networks and Deep Learning

Credit(s): 3 hours
This course explores the principles of neural networks, starting from the basic building blocks and progressing to complex architectures. The course topics include: activation functions, feed-forward networks, backpropagation, gradient descent optimization, regularization techniques, and model evaluation. In addition, this course covers deep learning, convolutional neural networks (CNNs) for image analysis and recognition,

recurrent neural networks (RNNs) for sequential data modeling, and attention mechanisms for tasks like language processing and machine translation.

Learning Objectives:

- •Develop an understanding of the core concepts underlying neural networks, including neuron functioning, activation functions, and forward and backward propagation principles.

- •Demonstrate the ability to design and implement neural network architectures, ranging from basic feedforward networks to advanced models such as convolutional neural networks (CNNs) and recurrent neural networks (RNNs).

- •Learn various optimization methods, including gradient descent and its variants, and become skilled in selecting and applying appropriate optimization strategies to improve training efficiency and model performance.•Explore practical applications of neural networks in image analysis, natural language processing, and sequence modeling, and understand how to tailor network architectures to different problem domains.

- •Develop an awareness of ethical challenges related to bias, fairness, and interpretability in deep learning models, and learn strategies to mitigate these issues when designing and deploying neural networks.

- •Be exposed to advances and trends in neural network research, including: attention mechanisms, generative models like GANs and VAEs, and emerging techniques such as neural architecture search and explainable AI

MSAI 532 - Natural Language Processing

Credit(s): 3 hours
In this course, you will master the ability to analyze and visualize data in meaningful ways using Python to help solve complex business problems. During this course, you will have the opportunity to analyze real-world datasets to identify patterns and relationships in data. You will get hands-on experience working with and creating data science projects. No prior knowledge of programming or Python is required to take this course.

Course Learning Objectives:

1. Understand the fundamental concepts and significance of Natural Language Processing (NLP) in the context of artificial intelligence and data analysis.

2. Apply various text preprocessing techniques to clean and prepare unstructured text data for NLP tasks.

3. Utilize different types of word embeddings to represent words and documents numerically, enabling effective machine learning on text data.

4. Implement and evaluate sentiment analysis models to classify emotions and opinions present in text data.

5. Design and develop sequence-to-sequence models using encoder-decoder architectures for tasks like machine translation and text summarization.

6. Demonstrate awareness of ethical considerations in NLP, including potential algorithm biases and strategies to mitigate them, ensuring responsible NLP application development.

MSAI 544 - Application of AI in Healthcare

Credit(s): 3 hours
This course presents practical applications of how AI can transform the way healthcare is delivered. Deep learning examples from AI will be used to demonstrate how healthcare organizations can use algorithms to help them make better business and clinical decisions, improve patient experiences, and attract and retain employees.

Learning Objectives:

•Identify the business value of AI in healthcare

•Provide user-centric experiences for patients

•Connect disparate healthcare data•Improve efficiency in operations

•Attract/retain providers and personnel that are a good fit for your organization

•Learn about cutting-edge advances of AI in caregiving

MSAI 578 - Data Visualization

Credit(s): 3 hours
This course analyzes techniques and algorithms for creating effective visualizations based on principles from graphic design, visual art, perceptual psychology, and cognitive science. The course is targeted towards students interested in using visualization in their work and students interested in building better visualization tools and systems.

Learning Objectives:

•Understand the value of visualization.

•Become familiar with data and image models.

•Study visualization design.

•Apply popular visualization tools. Use visualization techniques such as heat maps, tree maps, and waterfalls

.•Learn how to build charts, interactive dashboards, story interfaces, and how to communicate the analysis with others

MSAI 599 - Transforming Business with Artificial Intelligence

Credit(s): 3 hours
This course requires students to apply the skills and knowledge developed during the program to create an Artificial Intelligence transformation strategy for an organization.

Learning Objectives

•Learn how to view AI as a tool and not a goal

•Learn how to find AI applications that are particularly well matched to your business strategy

•Learn how to prioritize AI implementation based on risk vs. reward

•Learn how to create a long-term strategy for AI adoption

•Learn how to address AI-specific risks

MSAI 630 - Generative AI with Large Language Models

Credit(s): 3 hours
This course examines the evolving landscape of generative artificial intelligence technology. Generative AI, powered by Large Language Models, has emerged as a transformative technology with many applications. This class explores the theory, techniques, and practical applications of Generative AI using Large Language Models and their associated applications. Students will explore the intricacies of large language models (e.g., ChatGPT), developing a comprehensive understanding of their underlying mechanisms. Students will harness the power of these models to create text, media, and other forms of content that emulate human-like creativity and problem solving.

Learning Objectives:

•Comprehend the theoretical underpinnings of generative models, neural networks, and the evolution of Large Language Models (LLMs), demonstrating knowledge of how LLMs have transformed the field of AI

•Gain proficiency in the architecture and training methodologies of Large Language Models, including pre-training and fine-tuning techniques, and demonstrate the ability to critically analyze model performance.

•Develop the skills to generate diverse forms of textual content using LLMs, ranging from coherent articles and stories to creative writing and dialogue generation, showcasing an understanding of how LLMs capture language patterns.

•Apply generative AI principles to generate media beyond text, including images, audio, and video, displaying competence in adapting LLM capabilities to various creative domains.

•Evaluate the ethical implications and potential biases associated with generative AI, and apply strategies to mitigate these issues, reflecting a responsible and ethical approach to AI development.

•Utilize LLMs to develop practical applications, such as interactive chatbots, content generators, and problem-solving tools, illustrating the ability to translate theoretical knowledge into functional real-world solutions

MSAI 631 - Artificial Intelligence for Human-Computer Interaction

Credit(s): 3 hours
This course examines the convergence of Artificial Intelligence (AI) and Human-Computer Interaction (HCI) and how they have revolutionized the ways we interact with machines and systems. The class emphasizes the symbiotic relationship between AI and HCI, equipping students with the knowledge and skills to design, develop, and optimize intelligent interactive systems.

Learning Objectives:

•Comprehend the foundational concepts of Artificial Intelligence (AI) and Human-Computer Interaction (HCI) and recognize how their integration shapes modern interactive systems, user experiences, and digital interfaces.

•Apply user-centered design principles, usability heuristics, and accessibility guidelines to design and develop intuitive, user-friendly interfaces that cater to diverse user needs and preferences

•Demonstrate proficiency in integrating machine learning techniques, such as pattern recognition, classification, and clustering, to create real-time interfaces that adapt to user interactions and preferences.

•Develop expertise in creating AI-powered natural language interfaces by exploring concepts in Natural Language Processing (NLP), enabling the design of conversational agents, chatbots, and voice-driven applications.

•Identify potential ethical challenges related to AI-powered interfaces, including bias, privacy, transparency, and accountability, and propose strategies to address these concerns while designing HCI solutions.

•Gain practical experience in designing, prototyping, and evaluating AI-driven interactive systems through hands-on projects, applying usability testing and iterative design to refine and optimize the user experience.

MSAI 632 - Application of AI in Risk Management

Credit(s): 3 hours
This course assesses how AI can be used to identify, evaluate, and prioritize risks. The course also demonstrates how AI can be used to quantify risks and strengthen risk management strategies.

Learning objectives:

•Identify the business value of AI in risk management

•Learn why risk management is critical for every business

•Learn the challenges of risk management

•Learn how AI can analyze the history of risk cases to identify early signs of potential future issues

•Learn how AI can quantify the potential impact of various risks•Learn how AI can help organizations better budget resources based on risk

MSAI 633 - Ethics in Artificial Intelligence

Credit(s): 3 hours
This course guides students to an understanding of the ethical implications of AI technologies across various domains, including healthcare, finance, autonomous vehicles, social media, and more. Using a variety of learning modalities, students will critically examine the ethical dimensions of AI and develop a robust framework for responsible AI innovation.

Learning Objectives:

•Identify and classify key ethical challenges and dilemmas that arise in the design, development, and deployment of artificial intelligence technologies.

•Apply established ethical frameworks and guidelines to assess and guide the ethical decision-making process in various AI contexts.

•Critically evaluate the presence of bias in AI algorithms and propose strategies to address bias for fair and equitable outcomes.

•Analyze the societal impact of AI, considering ethical considerations related to employment, privacy, and the broader well-being of individuals and communities.

•Understand the accountability and responsibility of AI creators, developers, and users in instances of AI-related incidents, and propose strategies for mitigating risks

.• Participate in informed discussions on AI ethics, articulating complex ethical concepts clearly and constructively to contribute to the responsible advancement of AI technologies

MSAI 699 - Capstone Course

Credit(s): 1 hour
This capstone course is designed to allow students to integrate and apply the knowledge acquired over their entire program of study to develop an academic paper or project on a practical business need or business-related problem that contributes to the professional body of knowledge of business and improves business practice. The course will assess students' overall learning experience and intellectual growth in their discipline of study. The course should be taken during the final semester of study.

Upon the completion of the course, students will be able to

:•Develop and complete a research paper or project in business and business-related settings that improve business practice.

•Identify and synthesize a range of research literature in a logical, clear, and concise manner.

•Identify recommendations and discuss implications for evidence-based practice based upon the literature synthesis.

•Demonstrate the ability to effectively communicate research findings that contributes to the professional body of knowledge of business.

Blockchain

BLCN 531 - Introduction to Blockchain and Cryptocurrencies

Credit(s): 3 hours
This course explores the fundamentals of the public, transparent, secure, immutable and distributed database called Blockchain. Blockchains can be used to record and transfer any digital asset not just currency. This course will introduce students to the workings

and applications of this new technology. Its potential impact on financial services, government, banking, contracting, and identity management will be discussed. This course provides the background necessary to be able to separate fact from fiction when reading claims about Bitcoin and other cryptocurrencies. Presents conceptual foundations required to engineer secure software that interacts with the Bitcoin network. Integrates ideas from Bitcoin and other cryptocurrencies in applied learning projects.

BLCN 532 - Blockchain Development

Credit(s): 3 hours
This course introduces blockchain on the practical level. The student will get a detailed picture of the components and structures of blockchain business networks, such as ledgers, smart contracts, consensus, certificate authorities, security, roles, transaction processes, participants, and fabrics. The student will also receive experience working with a blockchain to model, build, and test a business network that can query a ledger through programming. Finally, the student will learn how to create a blockchain network.

BLCN 533 - Finance and Blockchain

Credit(s): 3 hours
This course covers digital currencies, Blockchains, cryptographic tokens, and related topics in the FinTech (Financial/Technical) area, perhaps the most significant innovation in the financial world since the advent of doubleentry bookkeeping centuries ago. The technology appears to represent an existential challenge for major parts of the finance industry. It is now commonly suggested by experts that commercial banks and stock exchanges may no longer exist, or may become much smaller, within the next 10 to 20 years, with increasing volumes of payments and exchange taking place on a peer to peer basis. New financing channels such as initial coin offerings have the potential to upend segments of entrepreneurial finance.

BLCN 534 - Fundamentals of Database Systems

Credit(s): 3 hours
Emphasis on the concepts and structures necessary to design and implement a database management system. Topics covered will include data models, normalization, query facilities, file and index organization, security, and database programming. (Course currently taught as BUAN 674)

BLCN 535 - Cryptography

Credit(s): 3 hours
The course examines methods and techniques for concealing data for security purposes. Cryptography plays a major role in securing blockchain technologies. Topics covered will include cryptographic techniques, approaches and technologies. (Course currently taught as ISOL 535)

BLCN 631 - Blockchain Implementation

Credit(s): 3 hours
This course will provide an overview of the structure and mechanism of Bitcoin, Ethereum, Hyperledger and multichain blockchain platforms. The student will learn to setup his/her own private blockchain and deploy smart contracts on Ethereum. The student will also learn to deploy the business network using Hyperledger Composer and be able to setup a private multi-chain environment.
Prerequisite(s): BLCN 531

BLCN 632 - Data Mining

Credit(s): 3 hours
The goal of the course is to introduce students to the current theories, practices, tools and techniques in data mining. Because many topics and concepts in data mining are learned most efficiently through hands-on work with data sets, we will spend time with software analyzing and mining data. The goal is to gain a better understanding of how data mining is applied and what is involved in data mining projects. (Course currently taught as ITS 632)

BLCN 633 - Global Marketing and Blockchain Technology

Credit(s): 3 hours
This course will research how leveraging high "Velocity" data - such as data from mobile devices - has unearthed knowledge that has helped firms better understand their customers. The significant potential of high "Variety" data - data that is unstructured in the form of text, images, videos, and so on - to make better predictions has been documented in numerous academic studies. Blockchain technology will be used to address the limitation of issues related to the accuracy, reliability, and transparency of the data itself.

BLCN 634 - Human Resource Management and Blockchain

Credit(s): 3 hours
This course will explore how HR will be disrupted by Blockchain technologies. Current disruptions include HR solutions moving to subscription-based models on cloud platforms; organizations emphasizing mobile-first strategies; and employees expect consumer-grade digital services.

BLCN 635 - New Technologies for Business Leaders

Credit(s): 3 hours
This introductory course is developed for high level business people (and those on their way) who want a broad understanding of new Information Technologies and understand their potential for business functions (e.g. marketing, supply change management, finance). From Blockchain over Artificial Intelligence to Virtual Reality technologies:

This course will empower business leaders to embrace the concepts and bring the state of the art information technologies into their organizations to improve client and customer engagement and ultimately the bottom line of their businesses. Instead of digital disruption, the new technologies and management methods will become the foundation of a Digital Transformation journey for better customer relationship management and client satisfaction. This course is not a deep technical curriculum, but rather is focused on helping executive grasp the technologies' potential in their own area of expertise.

BLCN 636 - Legal & Regulatory Framework of Blockchain

Credit(s): 3 hours
This course is developed for high level business people (and those on their way) who want a broad understanding of the legal and regulatory frameworks being developed around blockchain technology. This course will empower business leaders to understand how governments are approaching and potentially regulating the usage of blockchain technology. Students will gain an understanding of how the US Federal government/regulatory agencies, state governments and the governments of foreign nations are treating the implementation of blockchain technology and cryptocurrencies. This course is not a deep legal curriculum, but rather is focused on helping executives grasp the basics of the legislative and regulatory processes specific to the emerging technology.

Business Administration

BADM 511 - Introduction to Artificial Intelligence

Credit(s): 3 hours
This course is an introduction to Artificial Intelligence for business leaders. The course will teach the fundamentals of Artificial Intelligence from a managerial perspective. It will provide examples of the potential AI offers to a company.
Pre-/Co-requisite(s): None

BADM 522 - Application of AI in Manufacturing

Credit(s): 3 hours
This course provides an in-depth look at how artificial intelligence (AI) is transforming the manufacturing sector by optimizing digital operations and driving efficiencies, enabling new products and services, and allowing for safer work environments.
Pre-/Co-requisite(s): None

BADM 530 - Specialized Studies in Accounting, Business Administration, and Secretarial Practice

Credit(s): 3 hours
Directed study in the areas of accounting, business administration, and/or secretarial practice. May be repeated.

BADM 532 - Organizational Behavior

Credit(s): 3 hours
This course is the study of individual and group behavior within diverse organizations. Examination of organizational structure, processes, norms and values is included. Emphasis is given on the topics of leadership, management styles, organizational fit and change, motivation, group dynamics, and business process efficiency.

BADM 533 - Marketing Management

Credit(s): 3 hours
This course acquaints the student with the seminal concepts and models appropriate for marketing management. Course content and experiences will allow students to develop the knowledge base and skills necessary for devising and implementing strategic marketing plans which complement organizational goals.

BADM 534 - Managerial Finance

Credit(s): 3 hours
This course focuses on the advanced study of financial topics, including capital budgeting, risk and cost of capital, capital structure of the firm, financial analysis, leverage, and time value of money. It provides students practical decision-making and problem solving using real world examples.

BADM 535 - Managerial Economics

Credit(s): 3 hours
This course focuses on case analysis using microeconomic theory and statistical techniques to aid in decision-making processes. Topics include demand and cost analysis, pricing in different market and risk conditions, forecasting methods and constrained optimality.

BADM 536 - Application of AI in Sales and Marketing

Credit(s): 3 hours
This course will identify use cases of AI across the customer journey. In addition, you will learn how AI is being used to create demand, enable sales, and drive customer service. This course also offers insights into analyzing customer segments, conversion rate optimization, and customer churn across the customer journey. Finally, this course will identify how AI can create demand, enable sales, and drive customer service.
Pre-/Co-requisite(s): None

BADM 537 - Legal, Ethical, and Social Environment

Credit(s): 3 hours
This course is a study of the appropriate roles of business in society, the constraints

placed on business by the legal system and government regulation, and the ethical responsibilities of managers. It provides students with an understanding of how the law and the political process affect business strategy and decision making, including the various means and procedures for resolving legal disputes in business matters. The course highlights ethical conflicts and dilemmas, and provides plausible frameworks for dealing with those conflicts.

BADM 538 - Management of Investments

Credit(s): 3 hours
This course focuses on the study of the principles of investments, including the supply of and demand for investment funds; types of stocks, bonds, and other investments; the functions of securities markets; the analysis of different types of securities; and the government regulation of the securities market. The course focuses on investment management decisions and their impact on other functional business elements.

BADM 539 - Research and Grant Writing

Credit(s): 3 hours
This course focuses on developing skills to engage in research, write persuasive and informative business documents, and create and deliver effective presentations. Students will have opportunities to work individually and collaboratively.

Course Objectives

Upon completion of this course:

1. Students will develop an understanding of the sources of potential grants such as government agencies and private foundations and how to find and identify these opportunities.
2. Students will learn to gather and organize required research information and data to support grant proposals.
3. Students will learn how to read and understand grant announcements, effectively plan and draft grant proposals for effectiveness and success of selection while meeting all time requirements.
4. Students will learn administrative and ethics procedures used when managing and overseeing grants awarded by governmental agencies.

BADM 555 - Application of AI in Financial Services

Credit(s): 3 hours
This course illustrates how AI will play a vital role in the future of banking. It

demonstrates how AI brings the power of advanced data analytics to combat fraudulent transactions and improve compliance. This course also examines how AI enables banks to manage large volumes of data at record speed to derive valuable insights from it. Finally, the course demonstrates how features from AI lead to a higher quality of services to a broader customer base, increased revenue, and reduced costs.
Pre-/Co-requisite(s): None

BADM 566 - Application of AI in Risk Management

Credit(s): 3 hours
This course assesses how AI can be used to identify, evaluate, and prioritize risks. The course also demonstrates how AI can be used to quantify risks and strengthen risk management strategies.
Pre-/Co-requisite(s): None

BADM 577 - Business Sustainability, Corporate Governance, and Organizational Ethics

Credit(s): 3 hours
This course explores corporate governance and the ethical issues at an organizational level that are relevant to the development of sustainable business practices. The course covers drivers and sources of business Sustainability, emerging issues in sustainability performance, reporting, and assurance, fundamentals of corporate governance, and emerging business ethics issues.

BADM 578 - Data Visualization

Credit(s): 3 hours
This course analyzes techniques and algorithms for creating effective visualizations based on principles from graphic design, visual art, perceptual psychology, and cognitive science. The course is targeted towards students interested in using visualization in their work and students interested in building better visualization tools and systems.
Pre-/Co-requisite(s): None

BADM 582 - Business Analytics for strategic and Organizational Performance

Credit(s): 3 hours
This course is designed to provide the fundamental concepts and broad-based foundation needed to understand the role of business analytics in organizations. By the end of this course, students will develop a sufficient understanding of processes, methodologies, and tools needed to apply business analytics to solve business problems and inform business decisions and actions. Emphasis is placed on applications and interpretation of results, rather than the taxonomy of models and their statistical properties.

BADM 588 - AI and Operations Management

Credit(s): 3 hours
This course demonstrates how AI can optimize business processes and assets to make a business more adaptable, reduce expenses, and increase quality. It also analyzes how AI is utilized across the five stages of operations: sourcing, making, storing, routing, and delivering products and services.
Pre-/Co-requisite(s): None

BADM 598 - AI in Human Resources

Credit(s): 3 hours
This course applies the integration process of AI into human resources (HR) practices by applying AI to analyze, predict and diagnose to help HR teams make better decisions.
Pre-/Co-requisite(s): None

BADM 599 - Transforming Business with Artificial Intelligence

Credit(s): 3 hours
This course requires students to apply the skills and knowledge developed during the program to create an Artificial Intelligence transformation strategy for an organization.
Pre-/Co-requisite(s): None

BADM 621 - Strategic Digital Marketing

Credit(s): 3
This course is an introduction to the field of digital marketing. This course is designed for business and marketing students looking to gain foundational skills in digital marketing. Digital marketing includes practices such as eCommerce, email marketing, marketing technologies, segmentation, digital strategy, digital advertising, and social media. Each area will be covered with materials that relate the concepts to current business practices. The course focuses on the theories, strategies, tools, methods, and applications of digital marketing. Students will review literature and materials to learn best practices and methods relevant to today's business environment. Additionally, the course will cover management and strategic planning in digital marketing. Topics include digital business growth, strategies for connecting with digital consumers, eCommerce, online consumer behavior, SEO/SEM, social media, artificial intelligence technology, digital media, mobile apps, email marketing and more. Through building a strategic digital marketing plan, students will orient themselves with not just learning the concepts but bringing them together for a comprehensive plan that incorporates how these concepts are applied towards a specific digital marketing challenge or opportunity.

BADM 623 - Project Management Processes

Credit(s): 3 hours
This course provides for a scholarly study of project management and is a foundational overview of the discipline through the processes of the "project life cycle". Students will learn about project management in its entirety from the initiation of the project to its

closing, and will examine all "knowledge areas" as noted in PMBOK, a leading source in the field of project management. This course serves as one of the requirements for students pursuing the MBA with a concentration in project management or the M.S. in Project Management. This course will also serve as an informational guide for students seeking professional certification in project management areas as offered by PMI (Project Management Institute).

BADM 624 - Competitive Strategy

Credit(s): 3 hours
This course is designed to provide the core concepts and frameworks for competitive strategy. The course is designed around two main questions: (1) Why are some companies more successful than others; and (2) what can we learn from their experiences to identify key drivers of superior performance?

BADM 625 - Mergers and Acquisitions

Credit(s): 3 hours
This course explores mergers and acquisitions as a viable mode of corporate development. The emphasis of this course is the comprehensive framework for executing mergers and acquisitions from initiation to implementation.

BADM 626 - Management Consulting

Credit(s): 3 hours
This course is designed to provide a framework for the management consulting profession. Emphasis is placed on developing proficiencies in a range of skills required to practice consulting. In this course, students will become familiar with the typical phases in a consulting project.

BADM 627 - Project Risk and Quality Management

Credit(s): 3 hours
This course is designed to provide students with a study of two vital areas of knowledge within project management (PM): Project Risk Management and Project Quality Management. Students will learn how to assess, address, and manage risk in order to attain project success and avoid project failure. Students will also learn the importance of project quality through the utilization of project quality tools and quality management planning. This study involves applicable quality concepts that aid in the planning, managing, and controlling of processes. This course is essential for aspiring project managers and will provide the risk management and quality management tools that are needed for effective project management.

BADM 628 - Project Human Resource and Stakeholder Management

Credit(s): 3 hours
This course is designed to address the management of human resources and stakeholders within the framework of projects and their life cycles. While other knowledge areas within project management may often times provide concrete solutions and predictable outcomes, nothing can be more elusive to a project manager than the ability to plan projects where human resource capital and stakeholders are to be identified, selected, analyzed, communicated with, assigned roles, and managed. Project success depends on appropriate human resource allocation and full stakeholder engagement. This course will provide students with the processes and mechanisms to accomplish those same goals.

BADM 631 - Managing in a Global Environment

Credit(s): 3 hours
This course provides a study of the involvement of American firms in the international community with special emphasis on the impact of foreign competition on domestic markets, management of multinational enterprises and decision-making in the international environment.

BADM 632 - Advanced Human Resource Management

Credit(s): 3 hours
This course is the study of contemporary topics related to effective management of human resources, and emphasizes in- depth research and analysis of the interrelationship of the human resource function in a dynamic business environment.

BADM 633 - Planning the Project

Credit(s): 3 hours
This course examines topics in project management with specific attention to issues and skills of project planning.

BADM 634 - Initiating the Project

Credit(s): 3 hours
This course examines topics in project management with specific attention to issues and skills of project initiation.

BADM 635 - Executing the Project

Credit(s): 3 hours
This course examines topics in project management with specific attention to issues and skills of project execution.

BADM 636 - Monitoring/Controlling and Closing the Project

Credit(s): 3 hours
This course examines topics in project management with specific attention to issues and skills of project monitoring, controlling, and closing.

BADM 637 - Strategic Application in Project Management

Credit(s): 3 hours
This course examines topics in project management with specific attention to issues and skills that managers needs to effectively manage multiple projects. The course overviews/reviews key concepts of project management through the case study method.
Prerequisite(s): BADM 633, BADM 634, BADM 635, BADM 636

BADM 638 - Strategic Decision-Making

Credit(s): 3 hours
This capstone course integrates the knowledge learned from all functional areas in business into a strategic plan. In addition to reviewing key concepts of business and corporate strategy, the course addresses traditional approaches to industry and competitor analysis and competitive advantage, and contemporary extensions and refinements of these concepts. Analytical tools and techniques are demonstrated through case studies focusing on the relationship between an organization and its environment, competition, market entry, vertical integration, diversification, global competition, and strategic alliances.
Prerequisite(s): BACC 531, BADM 533, BADM 534, BADM 535, BADM 577, and BADM 582

BADM 643 - Sales and Customer Relationship Management

Credit(s): 3 hours
This course provides for an advanced study of sales force issues and the management of the overall customer relationship effort in an organization. Emphasis is placed on identifying approaches for making decisions that lead to a more customer-centric business model. This course serves as an elective for students pursuing the MBA Entrepreneurship Emphasis.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of the Graduate School of Business

BADM 644 - New Venture Development

Credit(s): 3 hours
This course is designed to provide the knowledge and skills necessary to launch a business or social venture. There are three components of the course: (1) Feasibility
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of Graduate School of Business

BADM 645 - Strategic Leadership

Credit(s): 3 hours
This course provides for the study of leadership issues and constructs required for managers. Emphasis is placed on negotiation, conflict resolution, mediation, communication, ethical reasoning, problem-solving, and decisionmaking.

BADM 648 - Entrepreneurial Strategy

Credit(s): 3 hours
This course provides for an advanced study of entrepreneurial strategy formulation. Emphasis in the course is the development of a comprehensive business plan. This course serves as an elective for students pursuing the MBA Entrepreneurship Emphasis.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of Graduate School of Business

BADM 652 - Strategic Organizational Design

Credit(s): 3 hours
This course focuses on organizational strategy and the competitive advantage of organizational design. Special emphasis will be placed on contemporary organizations and the concepts, strategy, and design driving their success.

BADM 655 - Advanced Brand Management

Credit(s): 3 hours
As products, pricing, promotion, and distribution increasingly become commodities, the new competitive arena is brand value, which creates long-term profitable brand relationships. Building brand equity involves managing brands within the context of other brands, as well as managing brands over multiple categories, over time, and across multiple market segments. This course is designed to provide the knowledge and skills necessary to build, measure, and manage a brand. This course serves as an elective for students pursuing the MBA Marketing Emphasis.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of the Graduate School of Business

BADM 656 - Business-to-Business (B2B) Marketing

Credit(s): 3 hours
This course is designed to provide in-depth study of issues related to industrial or business-to-business marketing. Many B2B marketing executives indicate that many traditional marketing concepts and principles do not apply in B2B. B2B marketing requires a unique set of marketing concepts and principles versus consumer marketing. Another focus of the course will address a major difference between consumer and business-to-business marketing, namely the amount of people involved in the sale: from both the seller's firm and the purchasing firm. In consumer selling, the user is generally the purchaser. In B2B marketing, both the selling firm and the buying firm includes members of other disciplines (engineering, transportation, warehousing, finance, and

others) from the beginning of the process to the time of actual purchase. The addition of these people fosters strong ties between the two firms but also lengthens the time and complexity of the sale.

BADM 657 - Logistics and Supply Chain Management (SCM)

Credit(s): 3 hours
In this course, students will understand that successful Supply Chain Management (SCM) requires cross-functional integration of key business processes within the firm and across the network of firms that comprise the supply chain. The challenge is to determine how to successfully accomplish this integration. In this course, the distinction between logistics and supply chain management is identified and a framework for SCM is presented. Class time is also devoted to each of the eight supply chain processes. This course serves as an elective for students pursuing the MBA Marketing Emphasis.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of the Graduate School of Business

BADM 658 - Marketing Decision-Making & Analytics

Credit(s): 3 hours
The overarching purpose of this course is to orient students to the systematic use of data and state-of-the-art marketing analytics tools to solve real-world marketing problems that add value to an organization's marketing and growth efforts. By the end of this course, students will develop a sufficient understanding of the framework, processes, methodologies, and analytical tools used to transform marketing data into useful information to make strategic marketing decisions. Students will also gain hands-on experience in data-driven approaches to make data-driven marketing decisions.

BADM 662 - Customer Satisfaction Measurement

Credit(s): 3 hours
This course provides for a comprehensive study in determining how to measure customer satisfaction. In this course, students will present customer satisfaction strategies which are consistent with an organization's broader goals. This course serves as an elective for students pursuing the MBA Healthcare Administration and Marketing Emphases.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of the Graduate School of Business

BADM 663 - Healthcare Marketing

Credit(s): 3 hours
This course is designed to provide knowledge of the following issues relevant to healthcare marketing: 1) Nature of healthcare markets; 2) Concept of strategic marketing of healthcare organizations; 3) Marketing strategy and planning tools in the healthcare setting; 4) Healthcare customers and consumer behavior; 5) Application of 4Ps of marketing to healthcare marketing; and 6) Research in healthcare marketing. This course

serves as an elective for students pursuing the MBA Healthcare Administration and Marketing Emphases.

BADM 664 - Healthcare Finance

Credit(s): 3 hours
This course focuses on the application of finance theory, principles, and concepts to healthcare organizations. This course serves as an elective for students pursuing the MBA Healthcare Administration Emphasis.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of Graduate School of Business

BADM 665 - Healthcare Policy and Economics

Credit(s): 3 hours
This course applies general theoretical principles of economics to the healthcare sector. The basic approach is to recognize the importance of scarcity and incentives, allowing for differences particular to healthcare. The demand and the supply for health and medical care are examined theoretically and practically. In addition, the competitiveness of these markets, the relationship with health insurance and the role of government are explored. A focus of the course is decisions made by consumers, providers (physicians, hospitals), insurers, or the government in the area of healthcare. This course serves as an elective for students pursuing the MBA Healthcare Administration Emphasis.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of Graduate School of Business

BADM 667 - Legal and Ethical Issues in Healthcare Administration

Credit(s): 3 hours
This course addresses the legal aspects, code of ethics and policy issues relevant to healthcare. Emphases of the course include confidential communications, advanced directives, consents, professional liability, medical malpractice, release of information, case studies, and the professional code of ethics for medical professionals. The course includes discussion relevant to concepts of professional credentialing and responsibility, liability, and working within legal/ethical boundaries. This course serves as an elective for students pursuing the MBA Healthcare Administration Emphasis.

BADM 668 - Strategic Management in Healthcare Administration

Credit(s): 3 hours
In this capstone course, students will synthesize and apply concepts learned in the Healthcare Administration concentration. The focus of this course requires case analysis to integrate the components of organizational strategy development and execution. Using the provided healthcare case study, students will assess the situation, identify the problem, and develop strategic alternatives in order to recommend a proposed solution.

This course serves as an elective for students pursuing the MBA Healthcare Administration Emphasis.

BADM 670 - Digital Health and Analytics

Credit(s): 3 hours
This course introduces students to digital health and analytics aimed to improve patient care outcomes and enhance health delivery system performance. Specific topics will include: an overview of the digital health concepts and related terminologies, data standards, health data security and confidentiality, clinical decision support systems, population health analytics, big data analytics, consumer health informatics, emerging digital health innovations and applications, and other topics related to digital health and analytics. Course learning objectives and critical core competency skills are achieved using various learning methods, including lectures, discussion questions, participation, written assignments such as experiential-based case studies, and a comprehensive final project.

BADM 671 - Strategic Marketing & Research (Capstone)

Credit(s): 3
The Strategic Marketing Capstone course is designed as the culminating experience for students completing their marketing program. This course integrates key concepts and skills from previous courses, including Customer Relationship Management (CRM), Brand Management, Marketing Analytics, Business-to-Business (B2B) Marketing, and more. Students will engage in a comprehensive strategic marketing project that requires them to synthesize and apply their accumulated knowledge and expertise. This hands-on project will challenge students to develop a strategic marketing plan, demonstrating their ability to analyze market opportunities, devise creative solutions, and implement effective marketing strategies in a real-world context. Through collaborative work and individual assignments, students will showcase their proficiency in strategic thinking, problem-solving, and professional communication, preparing them for advanced roles in the marketing field.

BADM 677 - Business Ethics, Corporate Governance, and Social Responsibility

Credit(s): 3 hours
This course focuses on corporate governance and covers the complex environment in which managers confront ethical decision-making. It draws heavily on examples of high-profile organizations and uses cases to illustrate the integration of corporate governance, corporate social responsibility, and ethics into key strategic business decisions. Upon completion of this course, students will learn how to develop an ethical corporate culture and make decisions that reflect organizational values and the expectations of stakeholders.

BADM 682 - Quantitative Methods for Finance

Credit(s): 3 hours
This course is designed to provide an understanding of the quantitative methods and techniques used in financial analysis and investment decision making. This course explores in greater depth the key quantitative techniques and their application to problems in the finance and investment environment. Upon completion of this course, students will gain hands-on experience in quantitative analysis and develop the skills necessary to use quantitative methods in financial decision making. Considerable attention is paid to the quantitative topics covered in the Chartered Financial Analyst (CFA) and Financial Risk Manager (FRM) exam.

BADM 683 - Financial Services, Regulation, and Ethics

Credit(s): 3 hours
This course explores the ethical issues in the financial services industry and the legal and regulatory frameworks that govern the financial system. It provides students with a critical understanding of the ethical issues confronting financial professionals and a broad and in-depth knowledge of the legal and regulatory issues in the financial services industry. Students will leave this course with the relevant knowledge of the legal and regulatory environment in which business operates and the ability to develop the framework necessary to make proper ethical decisions. Particular attention is paid to the knowledge areas covered in the Certified Regulatory Compliance Manager (CRCM) exam offered by the American Bankers Association.

BADM 684 - Financial Modeling and Valuation

Credit(s): 3 hours
The objective of this course is to develop the financial modeling skills necessary to build interactive valuation models for firms. This course explores in greater depth the appropriate valuation concepts, techniques, and models used in typical finance and investment practice. This course will involve extensive use of spreadsheets and other computerbased models to analyze the impacts of investment and financial decisions related to financial statement analysis in the finance and investment context. Ultimately, students who complete this course develop financial modeling skills for performing financial analyses and understand how various financial decisions may impact firm and shareholder value.

BADM 685 - Economics Analysis for Decision Making

Credit(s): 3 hours
This course is designed to provide an understanding of the framework for effective managerial decision making in an economic context. This course teaches the skills required to understand how various economic decisions may impact a firm in the business world through the use of economic models and specialized economic techniques. Students will leave this course with a good understanding of the economic decision models, tools, and techniques that are useful to firm managers in making business and financial decisions.

BADM 686 - Corporate Finance

Credit(s): 3 hours
This course focuses on issues in corporate finance from the perspective of financial managers who are involved in making and analyzing corporate financial decisions. This course provides an understanding of the corporate's financial decision-making processes - how managers forecast financial needs, assess opportunities, and implement strategies that create enterprise value and maximizes a firm's value. Upon completion of this course, students should acquire the analytical skills for making value-enhancing corporate investment decisions.

BADM 687 - Financial Planning and Wealth Management

Credit(s): 3 hours
This course examines the financial issues arising from personal financial planning and investment management. Among the topics included are financial planning, life cycle financial planning, retirement and estate planning, tax planning, investment planning, wealth management, employment benefits management, risk management, insurance, asset allocation, securities trading, and client communication strategies. This course is recommended for students who wish to become practitioners in financial planning and wealth management and for professionals considering a career transition or career advancement in the financial planning and wealth management industry. Considerable attention is paid to the topics covered in the Certified Financial Planner (CFP) program.

BADM 688 - Big Data and Financial Analytics

Credit(s): 3 hours
The goal of this course is to familiarize students with big data analysis to a wide range of practical financial problems. By the end of this course, students will develop a sufficient understanding of processes, methodologies, and tools used to transform a large amount of financial data into useful information to inform business decisions and actions. Students will also gain hands-on experience in designing highly scalable systems that can accept, organize, store, and analyze large and complex data structures that have financial applications. The course will use Python and R as the primary data analysis platform. No prior programming experience in Python or R is expected, but familiarity with basic statistics is presumed.

BADM 689 - Global Capital Markets and International Finance

Credit(s): 3 hours
This course is designed to provide an understanding of international finance within the context of global capital markets. The focus is on global capital markets and the financial management of firms that operate in the emerging global competitive environment. The course will examine the different types of securities in the capital markets across debt, equity, and derivatives and how these different markets around the world interact to create value for corporations and their stakeholders. Considerable attention will also be

directed to specific topics of international finance such as international investment management, foreign exchange markets, managing exchange rate exposure and risk, and various other risk management issues.

BADM 690 - Special Projects in Business and Related Subjects

Credit(s): 3 hours
This course is designed to allow students to conduct in-depth investigation, research, and analysis of current topics or specialized study in a specific area of business. Special Projects may be retaken under different subtopics for a cumulative total of six (6) hours.

BADM 691 - Capstone - Strategic Financial Management

Credit(s): 3 hours
This capstone course is designed to give students an opportunity to integrate and apply knowledge from earlier courses to make practical, real-world business decisions. The course is designed with tools that provide students with in-depth training in strategic thought development, analytical thinking, and problem-solving skills that can be applied to solve complex financial problems. It focuses on using illustrative case studies and computerized business models that utilize a students' financial knowledge to real-world scenarios.

BADM 692 - Special Projects in Strategic Management

Credit(s): 3 hours
This course is designed to allow students to conduct in depth investigation, research, and analysis of current topics or specialized study in strategic management. The course may be retaken under different subtopics for a cumulative total of 6 hours.

BADM 694 - Special Projects in Entrepreneurship and Related Subjects

Credit(s): 3 hours
This course is designed to allow students to conduct in depth investigation, research, and analysis of current topics or specialized study in entrepreneurship. The course may be retaken under different subtopics for a cumulative total of 6 hours.

BADM 695 - Special Projects in Marketing and Related Subjects

Credit(s): 3 hours
This course is designed to allow students to conduct in depth investigation, research, and analysis of current topics or specialized study in marketing. The course may be retaken under different subtopics for a cumulative total of 6 hours.

BADM 696 - Special Projects in Healthcare Administration and Related Subjects

Credit(s): 3 hours
This course is designed to allow students to conduct in depth investigation, research, and analysis of current topics or specialized study in healthcare administration. The course may be retaken under different subtopics for a cumulative total of 6 hours.

BADM 698 - Strategic Management (Capstone)

Credit(s): 3 hours
A capstone investigation of how strategy interacts with and guides an organization within its internal and external environments. The focus of the course is on corporate- and business unit-level strategy, strategy development, strategy implementation, and the overall strategic management process. Topics include organizational mission, vision, goal setting, environmental assessment, and strategic decision making. Techniques such as industry analysis, competitive analysis, and portfolio analysis are presented. Course discussion addresses strategic implementation as it relates to organizational structure, policy, leadership, and evaluation issues. The ability to "think strategically" and to weigh things from the perspective of the total enterprise operating in an increasingly global market environment is emphasized. Case analyses and text material are used to integrate knowledge and skills gained through previous study.
Prerequisite(s): BACC 532, BADM 524, BADM 625, BADM 626, BADM 631, BADM 632, BADM 645, BADM 652, BADM 677

BADM 699 - Capstone

Credit(s): 1 hour
This capstone course is designed to give students an opportunity to integrate and apply knowledge acquired over their entire discipline of study to develop an academic paper or project on a practical business need or business-related problem that contributes to the professional body of knowledge of business and improves business practice. The course will assess students' overall learning experience and intellectual growth in their program of study. Course should be taken during the final semester of study.

BADM 733 - Strategic Marketing: Research and Practice

Credit(s): 3 hours
This advanced marketing research seminar course will provide students with principles and core concepts of strategic marketing. Students will conduct a study of various strategic marketing concepts and practices used by managers to ensure organizational goals and strategies are implemented as intended. Topics include marketing strategies such as customer segmentation and creation of customer, company and collaborative value, marketing tactics such as managing products services, brand, and price, and managing marketing positions, new products, sales growth and product lines among others. The final project in the seminar will be the development of a scholarly research paper analyzing a contemporary strategic marketing problem.

BADM 734 - Corporate Finance: Fiscal Management in a Global Climate

Credit(s): 3 hours
This advanced corporate finance research seminar course will provide students with principles and core concepts of corporate finance as it relates to fiscal management in a global environment. Students will conduct a study of various global corporate finance concepts and practices used by managers to ensure organizational goals and strategies are implemented as intended. Topics include the environment of global finance, foreign exchange risk management, global financing strategy, global investment strategy, and global reporting and controlling decisions among others. The final project in the seminar will be the development of a scholarly research paper analyzing a contemporary global corporate finance problem.

BADM 735 - Comparative Economics

Credit(s): 3 hours
This advanced research seminar course will provide students with principles and core concepts of comparative economic systems. Managers in a global economy need to be acutely aware of the different systems of economic organization including capitalism, socialism and mixed economy. Students will conduct a study of various economic organization concepts and practices in order to ensure optimal efficiency in meeting organizational goals and strategies in various countries that have different economic models. The final project in the seminar will be the development of a scholarly research paper analyzing a contemporary comparative economic problem.

BADM 737 - Managerial Ethics and Social Responsibility

Credit(s): 3 hours
This advanced management research seminar course will provide students with principles and core concepts of managerial ethics and social responsibility. Managers need to be sensitive to issues of social responsibility and ethical behavior. This sensitivity is often a result of pressures from the public, various interest groups, governmental entities, and media coverage. Students will conduct a study of various managerial ethics and social responsibility concepts and practices used by managers to ensure organizational goals and strategies are implemented as intended. Topics include ethical decision-making, corporate culture, corporate social responsibility, ethics and marketing, and business and environmental sustainability among others. The final project in the seminar will be the development of a scholarly research paper analyzing a contemporary ethical management and social responsibility problem.

BADM 838 - Strategic Thinking, Decision-Making and Innovation

Credit(s): 3 hours
This advanced research seminar course will provide students with principles and core concepts for strategic thinking, decision-making and sustainable innovation within an organization. Students will conduct a study of various theories and practices including the aspects strategic theories, strategic thinking versus strategic planning, strategic thinking learning process, role of culture in strategic thinking, role of analysis in strategic

decision-making, and creating sustainable innovation within an organization, among others. The final project in the seminar will be the development of a scholarly research paper analyzing contemporary strategic thinking, decision-making and innovation issues within organizations.

BUOL 531 - Methods and Materials for the Teaching of Business

Credit(s): 3 hours
This class is designed to prepare candidates to become instructors of business education. Methods and assignments employed in the class are designed to develop techniques of classroom management, motivation, planning, and evaluation of instructional experiences.
Five Field/Clinical Experience Hours required.

BUPA 660 - Fundamentals of Public Administration

Credit(s): 3 hours
The Fundamentals of Public Administration course provides a comprehensive introduction to the key principles, practices, and challenges in the field of public administration. Participants will gain a deep understanding of the unique aspects of managing public organizations, navigating government structures, and addressing the complex issues that arise in the public sector. It provides an understanding of the history, theories and concepts of public administration within governmental organizations with a specific focus on state and local management units and how these are relative to the management and operations of a public enterprise organization.

BUPA 661 - Public Enterprise Systems

Credit(s): 3 hours
The course is designed to equip students with the knowledge and skills necessary to effectively manage and run corporations that are wholly or partially owned or created by government entities. This course delves into the unique challenges and opportunities associated with public enterprises, exploring the intersection of business principles and public administration. The course will explore the similarities and differences between managing a public enterprise versus a governmental agency or private business. Varying case studies will be examined related to transportation, utilities and other public enterprise systems to provide a broad understanding of the nature of managing these hybrid organizations.

BUPA 662 - Emergency Management & Continuity of Operations

Credit(s): 3 hours
The course will provide students with the understanding of the National Incident Management System (NIMS) and the Incident Command Structure (ICS) in relation to

emergency planning, response and recovery. Public entities and public enterprise systems participate in many emergency planning and response processes either independently, as part of critical infrastructure, or as part of collaborative efforts with other governmental bodies and agencies. Completion of the course will provide the student with the knowledge to satisfactorily complete the ICS, 100, 200, 700 and 800 exams through the FEMA Emergency Management Institute.

BUPA 663 - Administrative Law & Regulatory Processes

Credit(s): 3 hours
The course is designed to equip students with a practical understanding of the legislative law-making process and the administrative rule-making process that may impact public agencies and organizations. Students will be able to understand the governmental mechanisms and oversight that control the operations and management of public enterprises.

BUPA 664 - Public Sector Budgeting

Credit(s): 3 hours
The course is designed to provide students with a comprehensive understanding of budgeting methodologies utilized in the public sector and how they relate to private sector budgeting methodologies. The course explores the intricacies of budget development, implementation, and analysis, with a focus on the unique challenges and opportunities that arise in different organizational settings.

MSAI 544 - Application of AI in Healthcare

Credit(s): 3 hours
This course presents practical applications of how AI can transform the way healthcare is delivered. Deep learning examples from AI will be used to demonstrate how healthcare organizations can use algorithms to help them make better business and clinical decisions, improve patient experiences, and attract and retain employees.
Pre-/Co-requisite(s): None.

Business Analytics

BUAN 673 - Data Exploration & Visualization

Credit(s): 3 hours
This course covers the fundamentals of data exploration and visualization. Students in this course will learn basic concepts of information visualization and exploratory data analysis techniques. The course explores basic techniques for getting data into a usable format and presenting it visually using various analytical tools. Students will analyze large datasets and effectively communicate their analyses through visualizations.

Students will also learn basic visualization design and evaluation principles to create meaningful quantitative and qualitative data displays. No experience in programming is required.

Learning Outcomes:

Upon completion of this course, students should be able to:

- Understand the foundation and characteristics of data.
- Develop an understanding of the processes, methodologies, and tools used to transform data into useful information to inform business decisions and actions.
- Assess data quality, transform data into a usable format, and compile and communicate analyses in persuasive visual reports.
- Select the graphical formats and suitable visualization techniques for a given problem.

BUAN 674 - Database Management Systems for Business Analytics

Credit(s): 3 hours
The course examines the principles of design and functions of Relational Database Management Systems (DBMS), focusing on business domains and business data analytics applications. Topics include database design principles, entity-relationship diagrams, analyzing databases evolution of Database Management systems, Entity Relationships Modeling, Design of a Relational Model, Database Integrity Rules, Normalization of Database Tables, Data Warehouse, Data Mining, and Database Administration.

Learning Outcomes:

Upon completion of this course, students should be able to:

- Understand the core principles, concepts, and applications of DBMS, focusing on business domains.
- Understand relational data models and their applications and interactions with current data management systems.
- Create conceptual database models using entity-relationship.
- Design data structures limiting redundancy and enforcing data integrity while conforming to organizational requirements.
- Design data models for querying databases and transforming data into useful information to inform business decisions and actions.

BUAN 675 - Business Intelligence and Data Mining

Credit(s): 3 hours
This course is designed to equip students with a practical understanding of the core business intelligence and data mining concepts and techniques and the application of these concepts and techniques to real-world business problems. The course will focus on extracting business intelligence by leveraging large, complex data structures with practical business applications. The hands-on projects emphasize the "know-how" aspect - extracting and applying business intelligence to improve business decision-making.

Learning Outcomes:

Upon completion of this course, students will be able to.

- Apply key quantitative techniques in data mining and business intelligence for analyzing and improving business operations.
- Differentiate, design, and assess various business intelligence (BI) and data mining models.
- Identify and translate real-world business problems into BI and data mining problems.
- Use existing data retrieval and manipulation tools for data/information extraction and enterprise reporting.
- Select an appropriate data mining technique for a specific problem.

BUAN 676 - Business Analytics for Decision Making

Credit(s): 3 hours
This course introduces the fundamentals of data model tools and methods. The emphasis will be on modeling and evaluating uncertainty, understanding the nature of decision-making, efficiently using data and limited information, simulating complex systems, and optimally allocating resources. Students will develop good judgment and the ability to formulate, analyze, and solve managerial problems.

Learning Outcomes:

Upon completion of this course, students will be able to.

- Use the most popular statistical data collection, analysis, and reporting techniques.
- You will be proficient at formatting quantitative information to present to decision-makers.
- Identify and apply important quantitative methods developed in statistics and optimization that are commonly used to solve business-related problems.
- Perform skilled statistical data analysis, summarization, and interpretation of datasets using analytical software.

- Utilize appropriate optimization methods on data to analyze decision outcomes in business environments.

BUAN 677 - Capstone - Business Integrative Analytics

Credit(s): 3 hours
The capstone course provides opportunities to analyze and offer solutions for a multitude of business challenges. The course requires a definition of a problem, an analysis of options, and a comprehensive presentation of findings and solutions. Students will enhance their data analytics skills by applying the advanced quantitative and qualitative skills needed to effectively leverage data to solve business challenges and fuel innovation. Students will also be able to develop real-world analysis, including data collection, analysis, modeling, evaluation, and presentation skills.

Learning Outcomes:

Upon completion of this course, students will be able to.

- Analyze real-world scenarios utilizing appropriate analytical tools.
- Utilize data to evaluate and solve business problems to support business decision-making.
- Develop the ability to formulate and communicate various business strategies that position a firm most favorably in relation to competition to enhance industry attractiveness.
- Develop the ability to apply ethical reasoning skills and behavior to ethical issues arising from strategy formulation and implementation in business analytics.

BUAN 678 - Emerging Technologies and Digital Innovation

Credit(s): 3
This course explores cutting-edge technologies that are transforming the business landscape and offers a strategic perspective on their adoption and impact. Students will examine innovations such as artificial intelligence, blockchain, cloud computing, Internet of Things (IoT), and edge computing, with a focus on their business applications, risks, and opportunities. Through case studies and real-world examples, students will assess how emerging technologies drive competitive advantage, disrupt traditional industries,

and reshape organizational strategy. The course emphasizes innovation management, technology adoption models, and the role of IT leaders in navigating digital transformation.

Computer Science

MSCS 531 - Computer Architecture and Design

Credit(s): 3 hours
The course will also cover the architectural aspects of computer systems such as microprocessor design, memory system design, input/output techniques, and multiprocessor systems. It will explore the principles and techniques used in the design of advanced computer hardware and elaborate on the trade-offs between performance, complexity, and energy efficiency.

MSCS 532 - Algorithm and Data Structures

Credit(s): 3 hours
This course will cover an in-depth exploration of advanced algorithms and data structures, building on the foundational knowledge acquired in undergraduate computer science courses. The course will cover topics such as advanced sorting and searching algorithms, graph algorithms, dynamic programming, greedy algorithms, and advanced data structures like B-trees, AVL trees, and graph data structures. Students will also learn about algorithmic paradigms, complexity analysis, and NP-completeness.

MSCS 533 - Software Engineering and Multiplatform App Development

Credit(s): 3 hours
This course will cover an in-depth understanding of the principles, methodologies, and techniques used in the software engineering process, with a special emphasis on multiplatform app development. The course will cover both traditional and agile software development methodologies. In the multiplatform app development section, students will gain hands-on experience in developing applications that can run on various platforms, including Android, iOS, and Windows. They will learn about different multiplatform development tools and frameworks, such as Xamarin, React Native, and Flutter. The course will also cover advanced topics such as software architecture, design patterns, software quality assurance, and project management.

MSCS 534 - Principles of Cyber Security

Credit(s): 3 hours
This course examines the security domain, both informational and physical. It includes understanding the concepts of cyber-threats, and vulnerabilities of a secure network.

MSCS 535 - Secure Software Development

Credit(s): 3 hours
This course will cover an in-depth understanding of the principles and methodologies used in secure software development. The course will cover various aspects of security, including secure coding practices, software vulnerabilities, threat modeling, and security testing. The course will also explore the legal and ethical issues related to software security.

MSCS 630 - Advanced Operating Systems

Credit(s): 3 hours
This course will cover an in-depth understanding of the principles and design strategies used in modern operating systems. The course will explore the intricacies of operating system components, including process management, memory management, file systems, and I/O systems. The course will also cover the latest trends and developments in operating system design, such as cloud computing, real-time systems, and mobile operating systems.

MSCS 631 - Advanced Computer Networks

Credit(s): 3 hours
This course offers an in-depth study of modern networking concepts, protocols, and architectures, focusing on advanced topics like network design, performance analysis, and security. Key areas include routing algorithms, QoS, SDN, virtualization, and emerging technologies such as 5G, IoT, and cloud computing.

MSCS 632 - Advanced Programming Languages

Credit(s): 3 hours
This course will cover an in-depth understanding of the principles, paradigms, designs, and implementations of high-level programming languages. The course will explore a variety of modern programming languages, their syntax, semantics, and pragmatics, as well as the theoretical concepts behind them. The course will also cover topics such as type systems, control structures, data structures, concurrency, exception handling, and memory management.

MSCS 633 - Advance Artificial Intelligence

Credit(s): 3 hours
This course will cover the advanced concepts, methodologies, and current research trends in the field of Artificial Intelligence (AI). The course will explore complex AI algorithms, neural networks, deep learning, and reinforcement learning. Students will learn how to design and implement AI systems capable of tasks such as problem-solving, decision-making, and learning from data. The course will also cover ethical considerations and societal impacts of AI.

MSCS 634 - Advanced Big Data and Data Mining

Credit(s): 3 hours
This course will cover the advanced concepts and techniques of Big Data and Data Mining. The course will cover advanced topics such as machine learning algorithms, predictive modeling, data visualization, and data warehousing. Students will learn how to apply these techniques to extract valuable insights from complex, real-world data sets. The course will also explore the ethical considerations and challenges associated with big data and data mining.

MSCS 699 - Computer Science Capstone

Credit(s): 1 hour
This capstone course will focus on the development and completion of a substantial project in a specific area of computer science under the guidance of a faculty mentor. This course will provide an opportunity for students to integrate and apply the knowledge and skills they have acquired throughout their coursework. The course aims to enhance students' problem-solving skills, technical expertise, creativity, and ability to work independently. It also emphasizes the importance of effective communication, project management, and teamwork in the field of computer science.

Counseling

COUN 529 - CMHC Program Orientation

Credit(s): 0 hours
This course introduces new Clinical Mental Health Counseling students to graduate level study at University of the Cumberlands and to the Counseling Profession. Students will learn basics to support the early formation of counselor identity as well as the academic resources that support their success across the Clinical Mental Health Program at University of the Cumberlands.

COUN 530 - Introduction to the Counseling Profession

Credit(s): 3 hours
This course is an overview and examination of the counseling profession including sub-specializations of mental health counseling, school counseling, addiction counseling and rehabilitation counseling. It is designed to assist the student in developing his/her professional identity as a counselor. The course will examine historical, philosophical, and social/political influences on contemporary counseling practices, as well as equip the student with an introduction to the practical aspects of a counseling practice (treatment planning, developing the helping relationship, collaboration/referral, etc.). An in-depth examination will be made into the organizations of professional counselors as well as their credentialing and licensing.
Co-requisite(s): COUN 529

COUN 533 - Legal and Ethical Issues in Counseling

Credit(s): 3 hours
Legal and ethical issues and practices are integral to the professional counselor. This course will examine topics such as confidentiality, ethical competence, professional relationships, testing and malpractice as outlined in the American Counseling Association (ACA) code of ethics and the counseling profession. Emphasis will be placed upon critical thinking and the development of skills in evaluating and resolving ethical dilemmas encountered in a mental health counseling practice.

COUN 534 - Lifestyle and Career Development

Credit(s): 3 hours
A thorough examination of major theories of career development and use of career assessment instruments will help equip students in evaluating and applying approaches to career counseling. This course will explore the relationship between career choice, individual skills, and lifestyle, and explore career/occupational resources available to a counselor in order to empower clients to make effective career/lifestyle choices.

COUN 535 - Psychological Assessment in Clinical Practice

Credit(s): 3 hours
This course will provide an exploration of the structure, administration, interpretation and uses of various psychological tests typically utilized in a counseling practice. Specific assessment procedures will include (but are not limited to) testing: cognitive ability, personality dynamics, achievement, aptitude, adaptive behavior, and emotional characteristics. Special attention will be paid to helping students develop awareness of the process of conducting a comprehensive assessment, interpreting assessment results and how to communicate those results to clients.
Prerequisite(s): COUN 630 and COUN 638

COUN 536 - Human Growth and Development

Credit(s): 3 hours
This course will focus on human development from conception through adulthood. This course will provide an overview of development in the following areas: physical, cognitive, psychological, social-emotional, and moral. The five areas of development will be examined through various developmental theories with applications to therapeutic settings. Students will examine developmental crises that may be the source of problems that become the focus in a counseling setting.

COUN 537 - Etiology and Diagnosis of Mental Disorders

Credit(s): 3 hours
One of the primary roles of counselors in community settings is to recognize the diagnostic criteria for mental disorders, understand its possible causes, and begin to develop appropriate treatment or referral plans for addressing the problems associated with psychopathology. This course is designed to provide students with a comprehensive

study of the etiology of abnormal behavior. In addition, students will learn how to facilitate the diagnostic process. This will include intimate familiarity with the Diagnostic and Statistical Manual of Mental Disorders, and other tools for facilitating accurate mental health diagnoses and treatment plans.

COUN 538 - Introduction to Play Therapy

Credit(s): 3 hours
Introduction to Play Therapy provides the student with instruction in history, theories, and applications of play therapy consistent with APT requirements for educational instruction in these areas, and as such, will provide 20 Continuing Education (CE) hours towards the mandatory 150 required for RPT certification.

COUN 539 - Theories in Counseling

Credit(s): 3 hours
This course provides a comprehensive overview of the various theories of counseling. The student will critically examine the historical/theoretical frameworks that the major theories of counseling use. Attention is given to personality structure and individual behavior from which these are derived.

COUN 540 - Human Sexuality in Counseling

Credit(s): 3 hours
This course will provide information to counseling professionals whose work will bring them into contact with clients experiencing problems and concerns with their sexuality. It is designed to develop 1) students' knowledge related to human sexuality, 2) an understanding of the varied sexuality issues which may be found in professional practice, 3)

COUN 551 - CMHC Comprehensive Exam

Credit(s): 0 hours
This course provides students with the opportunity to demonstrate mastery of the content learned across the Clinical Mental Health Program curriculum. Each student is required to pass the Department of Counseling comprehensive examination, which is called the Counselor Preparation Comprehensive Examination (CPCE), in order to graduate. Students will take the exam while concurrently registered for COUN 646 or COUN 647. This exam will take place online and is proctored via the Center for Credentialing and Education (CCE). Students must achieve a passing score as set by the program and the CCE to pass this course and complete their program of study. Students who do not pass this exam after three attempts will be dismissed from the program.

COUN 630 - Process and Techniques in Counseling

Credit(s): 3 hours
Includes an examination of the clinical interview including the process and techniques of different schools of thought in current counseling practice. In addition, the student will understand the implications of culture on the counseling experience and the importance of counselor self-awareness.
Prerequisite(s): COUN 529, COUN 530, and COUN 539

COUN 631 - Private Practice and Clinical Supervision

Credit(s): 3 hours
This course is designed to help the student conceptualize their own private practice and give them the knowledge and tools to be a successful entrepreneur. This course will focus on the business-related aspects of professional counseling. Additionally, this course presents conceptual and empirical literature on counseling supervision, including models, approaches/techniques, relationship and process issues, and ethical and legal considerations.

COUN 632 - Advanced Clinical Assessment

Credit(s): 3 hours
This course is designed to instruct the student in advanced concepts and applications of clinical and personality assessments. This course is intended to provide a thorough understanding of theory and concepts relevant to objective clinical assessment, as well as to build skills needed to administer, score, and interpret well
Prerequisite(s): COUN 535

COUN 633 - Counseling during Grief and Crisis

Credit(s): 3 hours
This course will provide a basic overview of theory and interventions used when working with clients who seek out counseling during times of crisis. Crisis interventions address urgent situations that are triggered by a specific life event. Course material will address social/emotional problems associated with mental illness (depression, OCD, suicide, etc.), bereavement, or other social losses (health/chronic illness, divorce, unemployment, etc.) and how the counselor can intervene to prevent ongoing impairment or distress for clients.

COUN 634 - Marriage and Family Counseling

Credit(s): 3 hours
This course provides an overview of the field of marriage and family therapy. Students will be introduced to family systems theory, explore their own family dynamics and be exposed to a wide range of skills and techniques designed to help couples and families cope with or overcome emotional, relational or behavioral problems. Students will be given opportunities to practice facilitating mock-family sessions to sharpen their skills as a therapist.

COUN 635 - Child and Adolescent Counseling

Credit(s): 3 hours
This course examines issues related to the counseling of children and adolescents. Focus is on the application of counseling principles and theories to this specific population. Techniques for interviewing children and their families, methods for designing and evaluating treatment plans, age-appropriate assessment procedures, and ethical standards and legal requirements will also be addressed.

COUN 636 - Theory and Practice of Multicultural Counseling

Credit(s): 3 hours
This course is designed to provide students with a comprehensive study of the skills, techniques, and information necessary to facilitate a counseling process in a cross-cultural counseling relationship. Students will be encouraged to develop self-awareness of their own cultural biases as well as awareness of many other cultures. Special attention will be given to dimensions of culture, ethnicity, lifestyle, religion, socioeconomic status, and gender issues and how those factors affect the counseling relationship and the choice of treatment processes.

COUN 637 - Group Counseling

Credit(s): 3 hours
This course is designed to provide students with a comprehensive overview of the various group counseling theories. In addition, this course will help students link various theoretical perspectives in group dynamics to its practice in therapeutic settings. Students will learn how to assess interpersonal and group dynamics, identify and practice group facilitation skills, manage group process and recognize how and when group treatment may or may not be a beneficial treatment process for particular individuals or problems.
Prerequisite(s): COUN 530, COUN 536, COUN 539, COUN 630

COUN 638 - Research Methods and Program Evaluation

Credit(s): 3 hours
This course will introduce research methods and statistical procedures that are necessary to the design, application, and evaluation of current research in the field of counseling. Analyzing and critiqued published empirical findings will be emphasized in the course. Topics will include research ethics, descriptive and inferential statistics, quasi-experimental designs, correlational research methods, nonparametric statistics, qualitative and mixed methodology, and program evaluation.

COUN 639 - Theories & Techniques for Treatment of Process Addictions & Substance Abuse

Credit(s): 3 hours
This course is designed to provide students with a framework to assess and treat clients

with addictive disorders. This course will cover advanced strategies and techniques for working with issues of substance abuse and process addictions. Students are given the practical application of managing a client's case from initial diagnosis through discharge and aftercare. In addition, the student will explore the relatedness of these strategies with current ethical and professional issues in the field.
Prerequisite(s): COUN 530 and COUN 539

COUN 640 - Psychopharmacology and Addictions

Credit(s): 3 hours
This course provides a broad understanding of psychopharmacology theories of drug abuse, addiction, and treatment. The student is introduced to the basic principles of pharmacology, anatomy, and physiology as applied to the major classes of drugs of addiction. The course will also examine the effects of various drugs on human behavior. The course introduces medications that have been developed to support drug treatment such as methadone, suboxone, naloxone and others. Emphasis is placed on basic principles of drug ingestion, distribution, elimination, dose response relationships, neurotransmitter chemicals, and synaptic activity.

COUN 641 - Motivation and Change

Credit(s): 3 hours
The course will focus on the theory and evidence based practice of Motivational Interviewing (MI) by engaging resistant individuals in the process of change. The student will learn to help their clients explore and resolve their ambivalence by enhancing intrinsic motivation for change. Motivational Interviewing will be explored as a standalone intervention, as a method of increasing client adherence to other intervention approaches or as a general counseling approach underlying all client interactions. Given the wide variety of application, this class is appropriate for those who are interested in substance abuse and addiction practice or in adapting these methods and theory to guide counseling for other behaviors and populations.

COUN 642 - Family Therapy in Addiction Treatment

Credit(s): 3 hours
This Addiction specialization course involves an exploration of family issues in abuse and addiction. Topics include system theory and family dynamics, codependency, abuse issues, the family life-cycle, developmental issues in families, the role of culture in families, co-occurring disorders including medical and psychological disorders, and models of family therapy.

COUN 643 - Spirituality and Values in Counseling

Credit(s): 3 hours
This course is designed to help mental health and school counseling students integrate spirituality into their professional counseling practice. The course is designed to

encourage individual exploration of the cultural topic. The approach to the topic of spirituality is from a multicultural perspective, understanding spirituality/religion as a cultural aspect of all people. The didactic and experiential learning experiences are designed to encourage awareness, knowledge and skills related to spirituality. Course content will focus on the following topics in addition to those selected by students: distinction between religion and spirituality, world religions & worldviews, ethical issues and spirituality, assessment and spirituality, and faith development models.

COUN 645 - Counseling Practicum

Credit(s): 3 hours
The practicum is a class that allows candidates to promote their development as a skilled practitioner capable of applying the knowledge base in counseling in an ethical, reflective, and culturally responsive manner. This course is intended to provide candidates with faculty supervision of direct counseling experience at placement sites and supplements the on- site and on-line supervision experience.
Prerequisite(s): COUN 530, COUN 533,COUN 535 , COUN 536, COUN 537, COUN 539, COUN 630, COUN 637, and COUN 638

COUN 646 - Counseling Internship

Credit(s): 3 hours
Internship I continues the field experience for the counseling student. This clinical experience is designed to provide the student with a real-world experience that will create the necessary bridge between training and professionalism. Candidates are expected to function per the expectations of other full-time employees and counseling staff at the internship site. Internship experiences must follow a successful practicum experience.
Prerequisite(s): COUN 534, COUN 632, COUN 636, COUN 638, COUN 645

COUN 647 - Counseling Internship II

Credit(s): 3 hours
Internship II is the final field experience for the counseling student who desires to practice as a licensed professional. This clinical experience is designed to provide the student with additional real-world experiences that will create the necessary bridge between training and professionalism. Candidates are expected to function per the expectations of other full-time employees and counseling staff at the internship site. Internship II must follow a successful completion of the practicum and Internship I experience.

COUN 648 - Addiction Counseling Internship

Credit(s): 3 hours
Internship I continues the field experience for the counseling student. This clinical experience is designed to provide the student with a real-world experience that will create the necessary bridge between training and professionalism. Candidates are expected to

function per the expectations of other full-time employees and counseling staff at the internship site. Internship experiences must follow a successful practicum experience.
Prerequisite(s): COUN 534, COUN 632, COUN 636, COUN 638, COUN 645

COUN 649 - Addiction Counseling Internship II

Credit(s): 3 hours
Internship II is the final field experience for the counseling student who desires to practice as a licensed professional. This clinical experience is designed to provide the student with additional real-world experiences that will create the necessary bridge between training and professionalism. Candidates are expected to function per the expectations of other full-time employees and counseling staff at the internship site. Internship II must follow a successful completion of the practicum and Internship I experience.
Prerequisite(s): COUN 648

COUN 650 - Counseling Internship Extension

Credit(s): 3 hours
Internship Extension is field experience course for the counseling student who desires to practice as a licensed professional. This extension course is designed to provide the student with additional real-world experiences that will create the necessary bridge between training and professionalism. Candidates are expected to function per the expectations of other full-time employees and counseling staff at the internship site. Enrolment in Internship Extension requires permission.
Prerequisite(s): permission.

COUN 710 - Mindfulness-Based Cognitive Behavioral Interventions in Mental Health Counseling

Credit(s): 3 hours
The course will focus on the theory and evidence based practice of Mindfulness-Based Cognitive Behavioral Therapy (MBCBT) by engaging mental health clients in the process of change. The student will learn to help their clients explore and resolve their ambivalence by enhancing intrinsic motivation for change. MBCBT will be explored as a stand-alone intervention, as a method of increasing client adherence to other intervention approaches, or as a general counseling approach underlying all client interactions. Given the wide variety of application, this class is appropriate for those who are interested in substance abuse and addiction practice or in adapting these methods and theory to guide counseling for other behaviors and populations.

COUN 715 - Introduction to Online Counseling and Supervision

Credit(s): 3 hours
This course provides advanced education and learning experiences in providing counseling services and clinical supervision online. This course will cover the history,

goals, benefits and drawbacks for providing clinical services online. Current research, ethics and technology will be explored. This course will require the student to provide clinical services in an online format. Students will need to be a licensed counselor or a master's student in a practicum or internship experience.

COUN 837 - Neuroanatomy & Behavioral Medicine for Professional Counseling

Credit(s): 3 hours
This is an online synchronous course that will provide an overview of the anatomy of the brain as related to cognitive function, dysfunction, and dysregulation. An understanding of mental health diagnosis from an endogenous perspective will be taught. While professional counselors do not prescribe medications, and this course will not advocate for any prescriptive privileges for professional counselors, it remains the practice that counselors are often the first to notice and to detect indications of side effects, client concerns, and lack of adherence related to psychotropic medications. Etiology and treatment of anxiety disorders, mood disorders, thought disorders will be addressed. Also, the recognition of medical emergencies and chronic conditions related to medications will be addressed. Classes of psychotropic medications each of these disorders will be addressed.

Counselor Education & Supervision

CES 700 - CES Program Orientation

Credit(s): 0 hours
This course introduces new Counselor Education and Supervision students to doctoral level study at University of Cumberlands and to the Counseling Education and Supervision Profession. Students will learn basics to support the formation of counselor educator and supervisor identity, as well as the academic resources that support their success across the Counselor Education and Supervision Program at University of the Cumberlands.
Co-requisite(s): CES 705

CES 704 - Professional Writing

Credit(s): 3 hours
This course is an introductory overview of writing and organizational skills necessary for completion of doctoral level written and oral communication, such as dissertation, peer-reviewed articles, grant proposal, and conference proposals. The course will introduce the basic elements of professional communication and research design, in alignment with the most current edition of APA format.

CES 705 - Introduction to CES: Professional Identity

Credit(s): 3 hours
This course introduces students to advanced study in Counselor Education and

Supervision with a focus on professional identity development. The course is designed to foster growth in professional identity development through the introduction of the major domains of CES programs including: research, leadership, teaching, supervision, and advanced clinical work. Course supports the early engagement in professional development through focus on leadership, research, grant writing and program evaluation.
Co-requisite(s): CES 700

CES 710 - Mindfulness Based Cognitive Behavioral Interventions in Mental Health Counseling

Credit(s): 3 hours
The course will focus on the theory and evidence based practice of Mindfulness-Based Cognitive Behavioral Therapy (MBCBT) by engaging mental health clients in the process of change. The student will learn to help their clients explore and resolve their ambivalence by enhancing intrinsic motivation for change. MBCBT will be explored as a stand-alone intervention, as a method of increasing client adherence to other intervention approaches, or as a general counseling approach underlying all client interactions. Given the wide variety of application, this class is appropriate for those who are interested in substance abuse and addiction practice or in adapting these methods and theory to guide counseling for other behaviors and populations.

CES 715 - Online Counseling and Supervision

Credit(s): 3 hours
Course provides the knowledge and skills necessary to effectively counsel and supervise counseling online. Instruction includes a survey of the history of counseling; types of online counseling environments, supervision strategies, and methods and best practices of counseling and supervising online.

CES 730 - Andragogy in Counselor Education and Supervision

Credit(s): 3 hours
This course investigates best practice in Counselor Education. It will explore how to best educate the diverse adult learner and those who pursue the counseling field as a career. This course further explores the various settings and platforms in which learning takes place.

CES 731 - Multicultural Issues in Counselor Education and Supervision

Credit(s): 3 hours
This course is a study of the personal, social, political, affective, and behavioral considerations of diversity, explored through critical reflection. The course utilizes a broad view of diversity which includes factors such as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of

individuals, couples, families, ethnic groups, and communities. Multicultural competencies (awareness, knowledge, and skills) in counseling are emphasized. Awareness is centered on understanding the multiple value systems and worldviews that shape a complex and multi-faceted cultural identity. Emphasis is placed on insight gained into one's own cultural socialization and biases. Knowledge focuses on acquiring accurate understanding of the various cultural groups within our society. Skills relate to providing counseling services to reduce the risk of indirectly or directly oppressing or showing bias in the counseling relationship. Efforts will be made to provide counselors with practical skills, strategies and techniques for use when working with students and clients from a variety of cultural backgrounds. This course is designed to invite and encourage students to become ethical; effective advanced multiculturally competent counselor educators, supervisors, and researchers.

CES 733 - Ethical and Legal Issues in Counselor Education and Supervision

Credit(s): 3 hours
This course examines the professional identity of mental health counselors, counselor educators and supervisors. Students will gain an understanding of professional functioning in a variety of settings. Legal, ethical, and best practice issues encountered by professional counselors will be examined. The ethical standards of the profession will be explored as outlined in the American Counseling Association (ACA) code of ethics.

CES 734 - Quantitative Research Design

Credit(s): 3 hours
This course focuses on the descriptive and inferential statistics commonly used in educational administration. Course activities include the application of statistical methods to research design, as well as an investigation of how these methods can contribute to institutional improvement. Specific concepts include measures of central tendency and variability, probability theory, estimation and significance, and correlation and regression. Credit, 3 hours. Students will define and describe the essential characteristics of quantitative research. Students will apply inferential statistical tests on problems requiring parametric and non-parametric analyses. Students will identify potential research designs for various problems. Students will analyze and critique statistical information in the professional literature on a topic related to their own research project.
Prerequisite(s): CES 705

CES 735 - Advanced Counseling Theories and Skills

Credit(s): 3 hours
This course focuses on the integration of theory and practice for advanced counseling students. Critical analysis of several major theories of counseling/personality will be completed. The course will provide a contextual background for advanced clinical work, understanding of theoretical material, and the ability to conceptualize and apply counseling theory specific to client history, diagnosis, and presentation.
Prerequisite(s): CES 704

CES 736 - Dissertation Seminar

Credit(s): 3 hours
This course provides guided instruction on the design and writing of the literature component of a dissertation proposal. Issues or topics should appeal to unit, institution, or region-based research of an academic nature. Courses activities are intended strengthen skills in writing, project design, and critical assessment of evidence.
Prerequisite(s): CES 838

CES 737 - Trauma Counseling: Etiology, Treatment, and Interventions

Credit(s): 3 hours
This is an online course that will provide an overview of trauma counseling, treatment, and interventions. It will cover topics including neuroscience of trauma, trauma and related assessments, psychopharmacology, and treatment for various populations and trauma histories. Additionally, it will address significant research findings related to the Adverse Childhood Experiences Study (ACES) and comorbid diagnoses. This course will require students to engage in a weekly class meetings and discussions in an online format. Students will need to be a licensed counselor, doctoral student, or a master's student. Prerequisites include a master's level course in counseling theory, ethics, and techniques.

CES 738 - Advanced Quantitative Research Design

Credit(s): 3 hours
This course focuses on the application of inferential statistics and incorporation of advanced statistical techniques. Specific concepts include developing research instruments, assessment of the reliability and validity of research instruments, analysis and interpretation of survey results, use of Cronbach's alpha, factor analysis, multiple regression, multivariate analysis of variance, and other advanced statistical tests used in research. Students will be exposed to the use of statistical software to analyze data using various statistical tests. Topics covered in this course would allow the application of knowledge in the analysis of data in a quantitative dissertation.
Prerequisite(s): CES 734

CES 831 - Theories and Techniques of Clinical Supervision

Credit(s): 3 hours
This course will examine clinical supervision theory and techniques currently used in counseling while introducing students to supervision as a specialty. Focusing on developmental issues of both supervisors and clinicians, this course will study methods that can be used to enhance counselor competency, and issues related to supervising utilizing multiple counseling models.

CES 833 - Leadership & Advocacy in Professional Counseling

Credit(s): 3 hours
This course is a study of various theories and models of professional leadership and advocacy. Students will utilize the knowledge gained to design and implement a structured, criterion--focused advocacy plan addressing a current, topical, political issue effecting professional counselors and the clients they serve. Implementation of the plan will require direct advocacy through face-to-face contact with legislative representatives on behalf of the profession and related stakeholders.

CES 835 - Online Teaching & Learning in Counselor Education

Credit(s): 3 hours
This course provides the knowledge and skills necessary to effectively design an online course, develop curriculum, and deliver it digitally. Instruction focuses on online learning environments, instructional design strategies, methods and best practices of teaching and learning online, assessment, responding to diverse needs, self-care for faculty and students, and ethical and legal concerns. Discussion is also provided on learning management systems (LMS) and communication management software.

CES 837 - Neuroanatomy & Behavioral Medicine for Professional Counseling

Credit(s): 3 hours
Neuroanatomy & Behavioral Medicine for Professional Counseling. This is an online synchronous course that will provide an overview of the anatomy of the brain as related to cognitive function, dysfunction, and dysregulation. An understanding of mental health diagnosis from an endogenous perspective will be taught. While professional counselors do not prescribe medications, and this course will not advocate for any prescriptive privileges for professional counselors, it remains the practice that counselors are often the first to notice and to detect indications of side effects, client concerns, and lack of adherence related to psychotropic medications. Etiology and treatment of anxiety disorders, mood disorders, thought disorders will be addressed. Also, the recognition of medical emergencies and chronic conditions related to medications will be addressed. Classes of psychotropic medications each of these disorders will be addressed.

CES 838 - CES Comprehensive Exam

Credit(s): 0 hours
This course provides students with the opportunity to demonstrate mastery of the content learned across multiple domains of the Counselor Education and Supervision curriculum. Each student is required to pass the Department of Counseling doctoral comprehensive examination to be approved to continue with the dissertation course sequence and graduate. Students will take the exam prior to enrolling in CES 736 Dissertation Seminar. This exam will take place during the term in which the student enrolls in this course. Students will respond to a series of prompts by answering 10 multiple choice questions per prompt. Students must achieve a passing score as set by the program to pass this course and proceed with their program of study. Students who do not pass all portions of the exam after a maximum of three attempts will be dismissed from the

program.
Prerequisite(s): CES 704, CES 705, CES 735, CES 730, CES 731, CES 733, CES 734, CES 831, CES 835, CES 850, CES 931

CES 839 - Advanced Educational Research

Credit(s): 3 hours
The course is designed to provide doctoral students with an in-depth analysis of the methods and procedures of research used in the various subfields of education. Topics include conceptualizing research designs, writing research proposals, constructing measurement instruments, collecting and analyzing qualitative and quantitative data, and drawing inferences. Special attention is given to making sound decisions regarding the selection of appropriate designs and methods for investigating research questions. The student will develop a proposal that will upon approval of the student's advisor and Program Director, serve as the first three chapters of student's dissertation.
Prerequisite(s): CES 736

CES 850 - Qualitative Research Design

Credit(s): 3 hours
The course is designed to provide doctoral students with an in-depth understanding of qualitative methods and procedures of research. Topics discussed will include epistemology, the use of logic and drawing conclusions, the role of deduction, detection of logical fallacies and false argumentation, and the forms of qualitative study: Narratives, phenomenologies, ethnographies, grounded theory, and case studies, conceptualizing research designs, the collection and analyzing data/research, and drawing inferences. Special attention is given to making sound decisions regarding the selection of appropriate designs and methods for investigating research questions.
Prerequisite(s): CES 705

CES 851 - Advanced Qualitative Research Design

Credit(s): 3 hours
This course provides an in-depth exploration of advanced qualitative research methods, including theoretical foundations, interpretive frameworks, data collection, analysis techniques, and practical applications. Students will learn to develop rigorous, trustworthiness research designs, collect high quality data, and develop foundational data analysis skills. By the end of the course, students will be prepared to undertake independent qualitative research projects and contribute to the field of counselor education and supervision.
Prerequisite(s): CES 850

CES 931 - Advanced Clinical Practicum

Credit(s): 3 hours
A 100-clock-hour doctoral level supervised clinical placement in which 40 hours are in

direct service with clients. The program may allow a variety of placement options. However, all placements must be approved by the student's advisor prior to initiation. See the CES Student Handbook for further specifics and necessary practicum documentation materials.
Prerequisite(s): CES 735

CES 950 - Dissertation

Credit(s): 3 hours
This course is an independent application of research, design, and methodology that leads to the completion of an original research study under the guidance of the student's dissertation committee. In collaboration with the student's dissertation committee chair and at least two other graduate faculty members approved by the Department, the student completes a written research project and oral defense.
Prerequisite(s): CES 839

CES 951 - Dissertation

Credit(s): 3 hours
This course is an independent application of research, design, and methodology that leads to the completion of an original research study under the guidance of the student's dissertation committee. In collaboration with the student's dissertation committee chair and at least two other graduate faculty members approved by the Department, the student completes a written research project and oral defense. Repeatable for 3 credits each term until student successfully defends their dissertation.
Prerequisite(s): CES 950

CES 953 - Advanced Clinical Internship I

Credit(s): 3 hours
Internship I continues the field experience for the counselor education and supervision student. The clinical experience is designed to provide the student with a real-world experience that will create the necessary bridge between training and leadership in the profession. Students are expected to complete hours in clinical practice, supervision, teaching, and research.
Prerequisite(s): CES 730, CES 731, CES 733, CES 734, CES 831, CES 835, CES 850, CES 833 and CES 931

CES 955 - Advanced Clinical Internship II

Credit(s): 3 hours
Internship II continues the field experience for the counselor education and supervision student. The clinical experience is designed to provide the student with a real-world experience that will create the necessary bridge between training and leadership in the profession. Students are expected to complete hours in clinical practice, supervision,

teaching, and research.
Prerequisite(s): CES 833, CES 734, CES 850, CES 953

Criminal Justice

CROL 531 - Foundations in Justice Administration

Credit(s): 3 hours
This course is an overview of all the knowledge and skills of an administrator in the justice system. These skills include the ability to budget an organization with monetary limitation, the aptitude to know what needs the public has at a given time, and the resources to form professional integration and evaluation plans for new policy. This course will also be an overview of professional administrative ethics and morals, and an analysis of effective managerial processes as it pertains to civil liability.

CROL 532 - Criminological Theories in Justice Administration

Credit(s): 3 hours
This course provides an overview of the founding principles of the major criminological theories, including sociological, biological, economic, environmental, and psychological theories about the etiology of crime. Theories can be empirically validated and translate their principles into policy will be examined, also in terms of the context in which they were presented and their implications on the justice administrative system.

CROL 533 - Practical Research Evaluation

Credit(s): 3 hours
This course explores how criminal justice leaders use research from criminal justice-related databases to create and implement strategies, policies, procedures, and practices related to topics including, but not limited to: crime rates, law, mental health, employee retention, and drug use.

CROL 534 - Applied Data Analysis in Justice Administration

Credit(s): 3 hours
This course provides an overview of the fundamentals of data interpretation in the administration and management of criminal justice organizations. Students will learn how to interpret acquired data and will learn how to utilize state-of-the-art technology tools to generate evidence-based agency decisions that lead to positive outcomes.

CROL 535 - Ethical Issues in Justice Administration

Credit(s): 3 hours
This course explores personal, situational, and professional ethical issues and boundaries in Justice Administration. The discussion will weave through various points of interest such as corruption, codes of ethics, race/gender discrimination, ethical, moral and design

flaws in research settings, and use of force. The course will stay to the point of ethical issues faced by criminal justice professionals in today's society, and how administrator's decide to handle with the results of each predicament.

CROL 536 - Human Resource Management

Credit(s): 3 hours
This course offers an in-depth examination of the administration and practices of the human resource cabinets of different agencies. This course will also discuss sound management principles, the selection process, training and education, transfer/discharge and performance evaluation as it relates to criminal justice organizations. Reasons for motivation within a company, as well as worker satisfaction and salary administration will also be discussed.

CROL 537 - Leadership Fundamentals

Credit(s): 3 hours
This course explores conceptual and theoretical leadership fundamentals in a criminal justice setting so that the students may apply these learned leadership skills and principles to where they may work or administrate. The course material will best show how to apply lessons learned from leaders past and present in the current work place. The students will be educated on the use of various management models as they relate to criminal justice.

CROL 538 - Legal Issues in Justice Administration

Credit(s): 3 hours
This course examines broad legal issues across the criminal justice system and within the confines of justice administration. Contemporary issues, policies, and laws that justice administrators have to deal with on a daily basis will also be at the center of this course, with a particular focus on seminal and recent federal case law applicable to all areas of criminal justice.

CROL 621 - Sex Crimes: Myths & Motives

Credit(s): 3 hours
This course provides a legal, sociological, and psychological examination of sex crimes and sex offenders. Drawing from theory, real-life cases, and sex offender typologies, the course explores the myths and motives among a variety of sex crimes and the people who commit them. The student will encounter topics such as sex offender recidivism, sex offending over the life-course, sex offender registration and community notification, and the collateral consequences. Additional topics including sex offender treatment programs and internet-based sex offending are also discussed.

CROL 631 - Law Enforcement Administration

Credit(s): 3 hours
This course examines the best way to enforce the law, policing administration, internal affairs as it relates specifically to policing institutions, and managing special units. Students will also learn about the trends in community policing, restorative justice programs and crime prevention, and contemporary issues in policing structure as it relates to administrative purposes.

CROL 632 - Critical Issues in Law Enforcement

Credit(s): 3 hours
This course discusses all aspects of policing. From the history and different theories of policing, to restorative policing, to community policing, a holistic view of police life and obligation will be shown to the student. Contemporary police problem- solving theories and theory application will be covered.

CROL 633 - Corrections Administration

Credit(s): 3 hours
This course provides an overview of the most significant issues to correctional facilities, administrators, officers and those within the criminal justice system. This course seeks to provide an examination of the harsh realities afforded by corrections systems, physical and mental health problems within the corrections system, gangs and their separate issues, and women in prison. The privatization of prisons is also a topic that will be discussed, along with the use of contemporary technology in the corrections system.

CROL 634 - Critical Issues in Community-Based Corrections

Credit(s): 3 hours
This course provides an overview of the most significant issues to correctional facilities, administrators, officers and those within the criminal justice system. This course examines the harsh realities afforded by corrections systems, physical and mental health problems within the corrections system, gangs and their separate issues, and women in prison. The privatization of prisons is also a topic that will be discussed, along with the use of contemporary technology in the corrections system.

CROL 635 - Legal and Ethical Issues in Homeland Security

Credit(s): 3 hours
This course offers a broad-based examination of all aspects that govern and give power to U.S. national security. The legal framework included in Common Law, the U.S. Constitution and legal opinions within the branches of government will be discussed as it pertains to how different branches within the U.S. government share national security powers. There will also be a focus on the legality and ethical considerations relevant when organizing counterterrorism efforts, as well as a general discussion over investigating terrorism and the evolution of terrorist efforts and counterterrorist technology.

CROL 636 - Critical Issues in Homeland Security

Credit(s): 3 hours
This course offers an examination of anti-terrorism/extremism theories in contemporary law enforcement. It will provide an analysis of terrorist behavior, different terrorist typologies and extreme behavior as the foundation for all terrorist activity. The industry of homeland security and the misunderstood role of homeland security organizations will be discussed, as well as contemporary reasons for terrorist exploits. The legality of acts taken within the U.S. will be discussed in detail, as well as an unraveling of U.S. domestic terrorism policy.

CROL 637 - Juvenile Justice Administration and Management

Credit(s): 3 hours
This course explores the juvenile justice system, focusing on the responsibilities of being a public manager of a juvenile justice organization. The focus of this course is to build the knowledge base of the student on contemporary juvenile justice issues and to teach the student how to apply theories of management to public systems as they pertain to juvenile justice. The extent of juvenile gangs in the U.S., drug rings and other contemporary issues will be covered.

CROL 638 - Critical Issues within the Juvenile Justice System

Credit(s): 3 hours
This course explores the complexities involved in dealing with juveniles as a subsystem of the criminal justice system. Issues such as mental health, physical health, gang membership and juvenile peer pressure theories will also be discussed.

CROL 639 - Family Violence

Credit(s): 3 hours
This course is a comprehensive examination covering the major types of family violence across the lifespan, including child maltreatment, intimate partner violence, and elder abuse. Students will learn legal, sociological, and psychological approaches involved when encountering and attempting to resolve violent encounters between family members.

CROL 640 - Race, Ethnicity, Gender, and Crime

Credit(s): 3 hours
This course will examine unique issues raised by race, ethnicity, and gender when analyzed in relationship to crime and the criminal justice system. Students will examine theoretical frameworks that attempt explain the linkage between race, ethnicity, gender and crime. Issues related to minority status and law enforcement, courts, and corrections will be analyzed and explored. Policy implications that arise from studying race, ethnicity, gender, and crime will be examined. Students will also analyze how social,

economic, and political forces impact crime and the administration of justice in 21st century America.

CROL 641 - Violent Offenders: Crimes & Psychology

Credit(s): 3 hours
This course explores and reviews serious violent offenses including: homicide, rape, robbery, murder, aggravated assault, serial killing, and arson. Students will explore and analyze the psychological similarities and differences of the perpetrators of each type of offense and how the public and the criminal justice system are impacted by the processing of violent crime cases.

CROL 650 - Addiction and the Offender Population

Credit(s): 3 hours
This course is designed to explore the dynamics of addiction counseling, with a focus on the offender population; and with a particular emphasis on motivational interviewing and stages of the addiction treatment process. This course will also examine diagnosis and the components of the treatment process including the development of treatment plans, goal setting, and appropriate referrals to treatment modalities. Students will explore differences in working with the offender population particularly as it relates to sanctions necessary for effective supervision and support from the criminal justice System. Professional pitfalls will be clarified. Students will also acquire basic knowledge of the pharmacology and neurobiology of drugs and setting up meaningful urine testing programs.

CROL 651 - Recovery and Relapse

Credit(s): 3 hours
This course is designed to introduce the student to recovery and relapse processes. The student will learn the stages of change and the various phases of the recovery process. Students will be able to recognize the behavioral criteria for someone who is in stable recovery, versus instability and relapse potential. Included in this course is an exploration of the psychological causes and manifestations of craving, treatment strategies in relapse prevention planning, nutritional variables that contribute to relapse, relapse issues among various populations, and support factors to maintain a healthy recovery.

CROL 661 - KLEC Law Enforcement Officer Training

Credit(s): 6 hours
Advanced Standing credit is awarded upon documentation of successful completion of Intermediate Law Enforcement Officer/or Advanced Deputy Sheriff (total 160 hours of training) plus Completion of Advanced Law Enforcement Officer (160 hours of training). Documentation of this training from the Kentucky Department of Criminal Justice Training DOCJT must be reviewed by the Program Director and the Registrar and is kept on file by the Registrar with other student records.

CROL 662 - KLEC Law Enforcement Manager Training

Credit(s): 6 hours
Advanced Standing credit is awarded upon documentation of successful completion of 2 of the following tracks: Law enforcement Supervisor (160 hours of training) Law Enforcement Manager (200 to 400 hours of advanced training)

CROL 663 - Criminal Justice Training and Education

Credit(s): 6 hours
Advanced Standing credit is awarded upon receipt of documentation of successful completion of criminal justice professional training and education received from a properly recognized and credentialed criminal justice agency or organization (total 320 hours of training and education). Documentation of this training must be reviewed by the Program Director and the Registrar and is kept on file by the Registrar with other student records.

CROL 664 - Criminal Justice Training and Education II

Credit(s): 6 hours
Advanced Standing credit is awarded upon receipt of documentation of successful completion of criminal justice professional training and education received from a properly recognized and credentialed criminal justice agency or organization (total 320 hours of training and education). Documentation of this training and education must be reviewed by the Program Director and the Registrar and is kept on file by the Registrar with other student records.
Prerequisite(s): CROL 663

CROL 665 - KLEC Executive Decision Making

Credit(s): 6 hours
Advanced Standing credit is awarded upon documentation of successful completion of two of the following Certifications in the Management career track: Law Enforcement Executive (160 hours of training) and Law Enforcement Chief Executive (160 hours of advanced training). Documentation of this training from the Career Development Program mandated by the Kentucky Justice Cabinet must be reviewed by the Program Director and the Registrar and is kept on file by the Registrar with other student records.

CROL 667 - KLEC Fundamental Leadership

Credit(s): 3 hours
Advanced Standing credit is awarded upon documentation of successful completion and certification in the following track: Law Enforcement Training Officer (total 160 hours of training). Documentation of this training from the Career Development Program mandated by the Kentucky Justice Cabinet must be reviewed by the Program Director and the Registrar and is kept on file by the Registrar with other student records.

CROL 674 - Advanced Statistical Analysis

Credit(s): 3 hours
This course focuses on building a greater understanding of the theoretical underpinnings and tools for applying linear models and related techniques to social scientific data analysis. Learners will explore the workings of multiple regression and problems that arise in applying it, as well as delving deeper into the theory of inference underlying regression analysis. Consideration will also be given to the analysis of binary and count data, emphasizing the need to fit appropriate models, as well as factorial designs.
Prerequisite(s): Currently enrolled as a University of Cumberlands Ph.D. student

CROL 677 - Applied Leadership

Credit(s): 3 hours
This course is an advanced leadership course with a focus on developing leaders' abilities to critically assess and evaluate different leadership styles, with a focus on self-examination for purposes of applying techniques and skills to the practice of leadership in the field.
Prerequisite(s): None

CROL 681 - Proseminar in Criminal Justice

Credit(s): 3 hours
This course is a review of classical and recent literature in criminal justice. Trends and issues that transcend the components of the criminal justice system will be researched, analyzed, and evaluated.
Prerequisite(s): None

CROL 683 - Criminal Justice Program Evaluation

Credit(s): 3 hours
This course will focus on the key concepts and methods available for performing analysis of field-level criminal justice programs. Students will be exposed to primary principles of analyzing and existing criminal justice programs for purposes of determining efficacy and feasibility, whether before a program is launched or during postimplementation. Quantitative and qualitative forms of program evaluation will be discussed and utilized.
Prerequisite(s): Currently enrolled as a University of Cumberlands Ph.D. student

CROL 685 - Qualitative Methods in Criminal Justice

Credit(s): 3 hours
This course provides the foundation for professional criminal justice research with a specific focus on qualitative methods, including participant observation, ethnography, interviews, historical analysis, and case studies. The course will explore the uses, strengths, and weakness of qualitative approaches to criminal justice research.
Prerequisite(s): Currently enrolled as a University of Cumberlands Ph.D. student

CROL 687 - Legal Research and Analysis

Credit(s): 3 hours
This course examines traditional legal research methods, providing the student the tools necessary to successfully research and properly document the history of case law in the United States.
Prerequisite(s): Currently enrolled as a University of Cumberlands Ph.D. student

CROL 689 - Drugs and Crime

Credit(s): 3 hours
This course focuses on the nature and scope of the relationship between drugs, alcohol, and crime, and the effect of anti-drug legislation on the criminal justice system in an historical and contemporary context. Literature affirming or denying the relationship between drugs and crime will be analyzed and evaluated, with various methods for accumulating data being examined and utilized.
Prerequisite(s): None

CROL 691 - Life-Course Criminology

Credit(s): 3 hours
This course provides an exploration of crime and deviance based on the life course theoretical perspective. The theoretical underpinnings, research methodologies, and empirical research of this framework will be studied. Issues to be discussed include: the development of criminal careers, the cessation and evolution of criminal behavior over the life course (specifically trajectories, transitions, and turning points), and qualitative and quantitative research methodologies specific to life course criminology. Also, this course will examine criminal justice policy implications and applications related to life course criminology.
Prerequisite(s): None

CROL 699 - Contemporary Issues in Justice Administration

Credit(s): 1 hour
This course serves as the capstone experience for the Master of Science in Justice Administration degree, providing an essential bridge between classroom learning and real-world professional experience. During this course, students who have completed at least twenty-one (21) credit hours toward their degree examine, analyze, and evaluate issues in justice administration that are emerging from the foundational courses they completed from the Master's curriculum. This course allows students to explore an issue of their choosing for the purpose of developing in-depth knowledge that will be useful to the student as they move into roles in the field of justice administration.

Cyber Engineering

MSCE 530 - Principle of Cyber-Engineering

Credit(s): 3 hours
In this course students will learn the basic principles of cyber-engineering and understand the concepts of risks, threats, vulnerability, and the basic principles of a secure system. Students will examine the security policy and understand from the cyber-engineering perspective the application of the same to a secure system.

MSCE 531 - Cyber-Engineering and the Network

Credit(s): 3 hours
The course will cover the strategies for protecting networks with a focus on cyber-engineering and processes. Students will examine network configurations to provide recommendations and insights to protect the infrastructure.

MSCE 532 - Digital Forensics and Cyber-Engineering

Credit(s): 3 hours
Students in this course will examine the relationships between the capabilities of digital forensics, especially as they may recreate the causes and symptoms of a security incident, and how to leverage them toward creating cyberengineering solutions.

MSCE 533 - Computer Interaction and Usability Engineering

Credit(s): 3 hours
This course covers current trends in human computer interaction, case studies and research related to computer interaction. Students will be made to understand the benefits and uses of computer interaction, and be able to provide the basic knowledge to investigate cases related with the topic of usability engineering.

MSCE 534 - Principles of Cybersecurity

Credit(s): 3 hours
This course examines the security domain, both informational and physical. It includes understanding the concepts of cyber-threats, and vulnerabilities of a secure network.

MSCE 535 - Cyber-Engineering Access Control

Credit(s): 3 hours
The course will instruct students on the best practices associated with access control. There is a focus on design, devices, and models associated with protecting applications and data.

MSCE 630 - Network System Engineering

Credit(s): 3 hours
This course examines the software and hardware of secure and sustainable networks. This

includes systems network, advanced configurations of security devices such as in IPS, and secure cloud computing.

MSCE 631 - Robotics System Engineering

Credit(s): 3 hours
This course covers the main topics of designing microprocessor-controlled, electrical and mechanical systems, and involves a cognitive understanding of the process of designing a robot. Students will acquire the knowledge about how to manipulate robotic systems and understand the mechanical and electrical interaction between robots and their surroundings.

MSCE 632 - Artificial Intelligence

Credit(s): 3 hours
This course covers the main topics of problem solving, scheduling, planning, programing natural language, computer objectives, and machine learning tools.

MSCE 690 - Cyber-Engineering Project

Credit(s): 3 hours
This relatively independent and practicum-leaning course will take the student on a journey by marrying all of the degree program's theoretical and conceptual lessons to a problem-solving end. By working with the instructor the student will identify a cyber-engineering problem in the field, conduct graduate-level research into its scope, origins, and effects, and then invent alternative solutions. The student will be able to attest to the experience in applying their newfound CE knowledge to a real world, or simulated, issue that, by virtue of their knowledge and skills, can be solved.
Prerequisite(s): At least 2

MSCE 699 - Cyber-Engineering Project Communications

Credit(s): 1 hour
This course extends from MSCE 690 - Cyber-Engineering Project by affording the student an opportunity to perfect their communicative skills in a leadership role within the discipline of cyber-engineering. The one credit-hour course aims to take the student's MSCE 690 research to its most practical point where they will demonstrate to the instructor, through both an APA-styled written work product and a live video conference, that the project effectively solves an academic problem in the CE domain.
Prerequisite(s): MSCE 690, or concurrent enrollment in both courses

Data Science

MSDS 530 - Fundamentals of Data Science

Credit(s): 3 hours
Introduction to foundational concepts, technologies, and theories of data and data science. This includes methods in data acquisition, cleaning, and visualization. Taught in Python using NumPy, Pandas, Matplotlib, and Seaborn. Includes an introduction to Python, IPython, and Jupyter Notebooks.

MSDS 531 - Statistics for Data Science

Credit(s): 3 hours
Many statisticians have argued that data science is not a new field, but rather another name for statistics. In this course, you will apply quantitative principles to the collection, analysis, and presentation of numerical data. The fundamentals of Data Science, statistics, and Machine Learning will be presented in this course. It will enable you to define statistics and essential terms related to it, explain measures of central tendency and dispersion, and comprehend skewness, correlation, regression, distribution. You will be able to make data-driven predictions through statistical inference.

MSDS 532 - Data Science Programming with Python

Credit(s): 3 hours
In this course, you will master the ability to analyze and visualize data in meaningful ways using Python to help solve complex business problems. During this course, you will have the opportunity to analyze real-world datasets to identify patterns and relationships in data. You will get hands-on experience working with and creating data science projects. No prior knowledge of programming or Python is required to take this course.

MSDS 533 - Data Management for Data Science

Credit(s): 3 hours
In this course students will be introduced to the principles of database management systems and techniques. Topics covered include data models; data cleaning; query languages; database tuning and optimization; data warehousing; data integration, and parallel processing.

MSDS 534 - Deep Learning

Credit(s): 3 hours
This course is an introduction to deep learning, a branch of machine learning concerned with the development and application of modern neural networks. Deep learning algorithms extract layered high-level representations of data in a way that maximizes performance on a given task. For example, asked to recognize faces, a deep neural network may learn to represent image pixels first with edges, followed by larger shapes, then parts of the face like eyes and ears, and, finally, individual face identities. Deep learning is behind many recent advances in AI, including Siri's speech recognition, Facebook's tag suggestions and self-driving cars.

MSDS 535 - Data Mining

Credit(s): 3 hours
In this course we will introduce the principles of Data Mining and applications and an overview of data warehousing and data mining. Topics include the: data mining concepts and methods, such as association rule mining, classification, and clustering; and the applications of data-mining techniques and its relationship to Big Data. The course is targeted both towards students interested in using the concepts and principles of Data Mining in their own work, as well as students interested in building better applications, tools and systems analyze Big Data.

MSDS 630 - Natural Language Processing

Credit(s): 3 hours
This course equips the learner with tools and techniques and add natural language processing to their research and help them understand the use of data science toolset. These skills can be used in various applications such as part of speech tagging and machine translation, among others. You'll develop the skills you need to start applying natural language processing techniques to real-world challenges and applications.

MSDS 631 - R Programming

Credit(s): 3 hours
In this course you will learn how to program in R and how to use R for effective data analysis. You will learn how to install and configure software necessary for a statistical programming environment, discuss generic programming language concepts as they are implemented in a high-level statistical language. The course covers practical issues in statistical computing which includes programming in R, reading data into R, accessing R packages, writing R functions, debugging, and organizing and commenting R code. Topics in statistical data analysis and optimization will provide working examples.

MSDS 632 - Big Data

Credit(s): 3 hours
This course will instruct you how to work with Big Data and its components. Deep-dive into Hadoop and its ecosystem including MapReduce, HDFS, Yarn, HBase, Impala, Sqoop and Flume. Finally, you will get an introduction to Apache Spark which is the next step in Big Data after Hadoop.

MSDS 690 - Data Science Capstone: Theory

Credit(s): 3 hours
This course is part one of a two-course capstone sequence where students organize project teams, select the topics of interest to their project, write the idea paper of the proposed project and begin with the process of data collection and preparing project data sets.

Prerequisite(s): MSDS curriculum, other than Capstones, completed or concurrently completing

MSDS 699 - Data Science Capstone: Practicum

Credit(s): 1 hours
Through dedicated mentoring sessions, students will learn how to solve a real-world, industry-aligned Data Science problem, from data processing and model building to reporting business results and insights. The project is the final step in the learning path and will provide a portfolio system to showcase the student's expertise to future employers.
Prerequisite(s): MSDS 690

Digital Forensics

MSDF 530 - Digital Forensics Tools and Techniques

Credit(s): 3 hours
This course explores the tools and methodologies used to investigate and analyze digital evidence. Topics include: digital forensics, the preservation, identification, extraction, and analysis of electronic evidence from various digital devices, including computers, mobile devices, and network systems.

MSDF 531 - Windows Digital Forensics

Credit(s): 3 hours
This example-driven course instructs the student to build a skillset in order to perform digital forensics examinations in the Windows environment. The core skills necessary to perform forensic analysis of digital data will be covered. We will learn how to acquire and analyze data from a Windows system. Many digital forensics tools and techniques will be used in this course. In addition, you will explore the Windows registry and its role in digital investigations and computer forensics. The Windows Registry is a vital component of the Windows operating system, storing critical system and user configuration settings, application information, and evidence of user activity.

MSDF 532 - Windows Registry Forensics

Credit(s): 3 hours
This course explores the Windows Registry and its role in digital investigations and computer forensics. The Windows Registry is a vital component of the Windows operating system, storing critical system and user configuration settings, application information, and evidence of user activity. Students will learn how to examine, analyze, and recover evidence from a computer's Registry.

MSDF 534 - Wireless Security and Forensics

Credit(s): 3 hours
This course examines the principles, methodologies, and techniques involved in securing and investigating wireless networks and mobile devices, as the techniques employed in forensic examinations related to these technologies. In addition, you will develop the knowledge needed to uncover and solve complex cybercrimes.

MSDF 535 - Network Forensics

Credit(s): 3 hours
In this course, you will receive a deeper understanding of cybersecurity responses, which includes investigating packet captures to examining network communications; locating host-based artifacts and analyzing network logs; understanding what intrusion detection systems are; and how to leverage them and what to do in an incident whether in a corporate IT environment or in an industrial environment where digital forensics are not so readily available. At the end of the course, you will have the essential skills for bringing evidence to light that a traditional digital forensics investigator may not have. In addition, the course will delve into extracting crucial evidence from web browsers.

MSDF 630 - Digital Forensics Evidence

Credit(s): 3 hours
This course focuses on how evidence needed to support a computer-crime investigation is investigated, collected and managed. Students will learn how to use tools and techniques in the acquisition, preservation, examination, and presentation of digital evidence.

MSDF 631 - Malware Analysis and Mitigation

Credit(s): 3 hours
This course examines malicious software, exploring its various forms, behaviors, and attack vectors. Students will develop an understanding of malware analysis methodologies, tools, and techniques used to identify, analyze, and combat malicious software.

MSDF 632 - INFOSEC Leadership and Communications

Credit(s): 3 hours
This course focuses on developing leadership and communication skills, making informed decisions, fostering collaboration, and supporting impactful change within the organization. Students will learn to effectively lead teams, communicate strategies, and navigate complex organizational environments in the context of information security.

MSDF 633 - Computer Crimes and Digital Forensics

Credit(s): 3 hours
This course investigates the evolving field of digital investigations, forensics, and computer crime including hacking, fraud, data breaches, and identity theft. Students will

develop the knowledge and skills needed to uncover digital fingerprints, trace online activities, and solve complex cybercrimes.

MSDF 634 - Web Browser Forensics

Credit(s): 3 hours
This course introduces digital investigation of Internet data and how to extract crucial evidence from web browsers. Students will learn how to explore various web browser technologies, examine the internal processes of web applications, and understand the intricacies of web-based data storage and retrieval mechanisms.

MSDF 699 - Digital Forensics Project

Credit(s): 1 hour*
This capstone course further develops the students' expertise in handling complex forensic investigations involving digital evidence. A comprehensive project is used to explore advanced techniques, methodologies, and applications in digital forensics.

Dissertation

DSRT 734 - Inferential Statistics in Decision-making

Credit(s): 3 hours
This course focuses on the descriptive and inferential statistics commonly used in organizational administration. Course activities include the application of statistical methods to research design, as well as an investigation of how these methods can contribute to school improvement. Specific concepts include measures of central tendency and variability, probability theory, estimation and significance, and correlation and regression.

DSRT 736 - Dissertation Seminar

Credit(s): 3 hours
This course provides guided instruction on the design and writing of a dissertation proposal focused on organizationbased research. Course activities are intended to strengthen skills in writing, project design, and research methods.
Prerequisite(s): DSRT 734 and DSRT 837

DSRT 834 - Advanced Statistical Applications

Credit(s): 3 hours
This course focuses on the application of inferential statistics and incorporation of advanced statistical techniques. Specific concepts include developing research instruments, assessment of the reliability and validity of research instruments, analysis and interpretation of survey results, use of Cronbach's alpha, factor analysis, multiple regression, multivariate analysis of variance, and other advanced statistical tests used in

research. Students will be exposed to the use of statistical software to analyze data using various statistical tests. Topics covered in this course would allow the application of knowledge in the analysis of data in a quantitative dissertation.
Prerequisite(s): DSRT 734

DSRT 837 - Professional Writing and Proposal Development

Credit(s): 3 hours
This course is an introductory overview of writing and organizational skills necessary for completion of a dissertation and submission of articles for publication. It includes components of research design.

DSRT 839 - Advanced Research Methods

Credit(s): 3 hours
The course is designed to provide doctoral students with an in-depth analysis of the methods and procedures of research used in the various subfields of education. Topics include conceptualizing research designs, writing research proposals, constructing measurement instruments, collecting and analyzing qualitative and quantitative data, and drawing inferences. Special attention is given to making sound decisions regarding the selection of appropriate designs and methods for investigating research questions. The student will develop a proposal that will, upon approval of the student's advisor and program director, serve as the first three chapters of student's dissertation.
Prerequisite(s): DSRT 734, DSRT 837 and DSRT 736.

DSRT 850 - Qualitative Research Methods

Credit(s): 3 hours
The course is designed to provide doctoral students with an in-depth understanding of qualitative methods and procedures of research. Topics discussed will include epistemology, the use of logic and drawing conclusions, the role of deduction, detection of logical fallacies and false argumentation, and the forms of qualitative study: Narratives, phenomenologies, ethnographies, grounded theory, and case studies, conceptualizing research designs, the collection and analyzing data/research, and drawing inferences. Special attention is given to making sound decisions regarding the selection of appropriate designs and methods for investigating research questions.

DSRT 930 - Dissertation

Credit(s): 3 hours
These courses are an independent application of research, design, and methodology that leads to the completion of an original research study under the guidance of the student's Dissertation Director. Subject to the final approval of the Dissertation Director and evaluators, the degree candidate writes the dissertation and prepares for its oral defense. DSRT 930 and DSRT 931 are taken consecutively for 3 credits each.
Prerequisite(s): all coursework, including those in the content specialty area, needs to be

completed; Comprehensive exams need to be successfully passed; and IRB approval must be secured. Advisor approval is also necessary to register for the 930 sequence; if the dissertation is not completed at the end of DSRT 931, the candidate enrolls in DSRT 931 as needed, for 3 credit hours each term, until the dissertation is completed and defended.

DSRT 931 - Dissertation

Credit(s): 3 hours
These courses are an independent application of research, design, and methodology that leads to the completion of an original research study under the guidance of the student's Dissertation Director. Subject to the final approval of the Dissertation Director and evaluators, the degree candidate writes the dissertation and prepares for its oral defense. DSRT 930 and 931 are taken consecutively for 3 credits each.
Prerequisite(s): Prerequisites: all coursework, including those in the content specialty area, needs to be completed; Comprehensive exams need to be successfully passed; and IRB approval must be secured. Advisor approval is also necessary to register for the DSRT 930 sequence; if the dissertation is not completed at the end of DSRT 931, the candidate enrolls in DSRT 931 as needed, for 3 credit hours each term, until the dissertation is completed and defended.

Doctor of Physical Therapy

DPT 710 - Professional Formation 1

Credit(s): 1 hour
The curriculum includes three professional formation courses. This course (1) introduces concepts of learning theories and styles. Emphasis is on preparing students for learning in the professional curriculum, clinical practice, and lifelong learning as a medical professional. Roles and responsibilities of physical therapists, professional behaviors, code of ethics, and core values for physical therapists as outlined by the American Physical Therapy Association are presented. Students will initiate preparation for clinical education experiences including development of a clinical education plan, objectives, and resume. Coaching in reflection-for-action on professional behavior, professional engagement, and clinical decision making to foster student growth as master adaptive learners will be initiated.
Prerequisite(s): Admission to Doctor of Physical Therapy Program

DPT 712 - Communication for Healthcare Professionals

Credit(s): 1 hour
This course introduces students to communication with patients, healthcare team members, community members, and peers with sensitivity to age, gender, literacy, disability, and cultural differences. Students use patient scenarios to practice and self-reflect on development of communication skills that are patient centric.
Prerequisite(s): Admission to Doctor of Physical Therapy Program

DPT 713 - Evidence Informed Practice 1

Credit(s): 1 hour
The curriculum includes four evidence informed practice courses. This course (1) provides students with foundational concepts of scientific inquiry and evidence-informed practice. Examines the formulation of clinical questions, searching literature, and critical appraisal including measures of quality such as research methodology, validity, reliability, and peer review. This course provides the framework for subsequent courses in which concepts of critical inquiry will be applied in clinical decision-making.
Prerequisite(s): Admission to Doctor of Physical Therapy Program

DPT 718 - Integrated Case Studies 1

Credit(s): 1 hour
The curriculum includes four Integrated Case Studies courses involving assimilation and application of clinical knowledge and clinical skills through case scenarios and early integrated clinical experiences. The course series broadly encompass habits of the head, heart, hands, and health in management of lifespan related dysfunctions of the movement system. This course (1) focuses on integration of introductory clinical anatomy, clinical physiology, and patient/client management providing the framework for the next three courses. In this course students will focus on integration of fundamental communication skills for patient interview, patient education and clinical documentation; initial psychomotor skills for functional mobility and patient examination; and initial evidence-based clinical reasoning skills for patient-centered care.
Prerequisite(s): Admission to Doctor of Physical Therapy Program

DPT 719 - Integrated Case Studies 2

Credit(s): 1 hour
The curriculum includes four Integrated Case Studies courses involving assimilation and application of clinical knowledge and clinical skills through case scenarios and early integrated clinical experiences. The course series broadly encompass habits of the head, heart, hands, and health in management of lifespan related dysfunctions of the movement system. This course (2) focuses on integration of concepts from human movement system sciences, patient/client management of lower quarter musculoskeletal conditions impacting functional mobility and physical therapist's roles in health promotion and wellness. Students will apply elements of the ICF and patient/client management model to establish a safe and effective plan of care.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 730 - Physiology for the Physical Therapist

Credit(s): 5 hours
This course provides students with foundational knowledge of anatomical structures normal physiology, and pathophysiology of the collection of systems that interact to move the human body (cardiovascular, pulmonary, endocrine, integumentary, nervous,

and musculoskeletal). Students will learn the effects of physical activity on this collection of body systems. The course also provides students with foundational knowledge in assessment of physical fitness and exercise prescription. Students will learn how to perform a health risk assessment, physical fitness examination, and develop individualized physical activity recommendations. Additional content includes the physiology of inflammation, the immune system; introductory anatomy and pathophysiology of pain; and genetics and its influence on risk for disease, disease progression and responses to intervention seen in physical therapy. The ability to relate concepts of physiology to clinical problems commonly encountered in physical therapy patient/client management is an expected outcome of the course.

DPT 734 - Principles of Health Promotion for Physical Therapists

Credit(s): 1 hour
This course provides students with foundational knowledge in health promotion. Students will learn health and wellness content including theoretical models of health promotion, health behavior coaching, nutritional needs for individuals across the lifespan, sleep hygiene. and stress reduction. An expanded worldview of public health issues and the unique role of physical therapists in positively impacting population health will be highlighted.

DPT 735 - Clinical Biomechanics

Credit(s): 3 hours
This course starts with the basic concepts of biomechanics of the human body. Students will be exposed to lecture and hands-on experience in the class. The focus of this course will then be on individual regions of the body including the spine (cervical, thoracic, lumbar and sacroiliac joints), the temporomandibular joint, and the extremity joints (shoulder, elbow, wrist, hand, hip knee, ankle and foot). Students will learn the components of gait as well as learn to analyze complex combined movements incorporating the whole body including trunk, upper extremities and lower extremities activities such as running, and throwing.

Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 736 - Biophysical Agents

Credit(s): 3 hours
This course investigates the underlying principles, clinical evidence, applications, and clinical reasoning for the utilization of selected thermal, mechanical, and electromagnetic generating biophysical agents that can be incorporated as component of a physical therapy plan of care. The concepts behind pain science and interprofessional collaborative integration such as decisions and responsibilities in prescribing and delegating biophysical agents as interventions in practice will be considered.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 737 - Pharmacology for Physical Therapists

Credit(s): 3 hours
This course introduces students to the study of pharmacology as it relates to physical therapist practice. Students will learn about medications commonly encountered during physical therapy management including drug classifications and pharmacodynamics and recognition of adverse drug interactions. Implications for physical therapy practice and patient education are introduced and then expanded upon in subsequent courses.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 740 - Clinical Neuroscience

Credit(s): 4 hours
This course presents the study of neuroanatomy and neurophysiological functions of the motor and sensory systems to address contemporary theories of motor development, motor control and motor learning. Pathophysiology of nervous system disorders and the repair and regeneration of nervous system tissue will be introduced. Lab activities emphasize elements of the neurologic examination and assessment of motor behavior and learning to performance through the life span.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 741 - Physical Therapy Fundamentals

Credit(s): 4 hours
This course introduces students to fundamental clinical psychomotor skills, problem-solving and clinical decisionmaking processes. It is designed to prepare the student for patient care skills including communication, assessment of vital signs, bed mobility, positioning, draping, transfers, gait training with assistive devices, and wheelchair measurement and management. The course emphasizes patient and practitioner safety, including prevention of nosocomial injuries and infections and optimal body mechanics.
Prerequisite(s): Admission to Doctor of Physical Therapy Program

DPT 742 - Introduction to Patient Examination

Credit(s): 4 hours
This course introduces patient/client management frameworks, and the clinical examination sequence used throughout the curriculum. Students will learn to use the International Classification of Functioning, Disability, and Health to inform clinical decision making. Psychomotor skills foundational to clinical examination and evaluation are introduced, including but not limited to palpation, posture, anthropometrics, goniometry, manual muscle testing, upper and lower quarter musculoskeletal screening. Students will begin to develop patient interview and documentation skills.
Prerequisite(s): Admission to Doctor of Physical Therapy Program

DPT 743 - Musculoskeletal Physical Therapy Practice 1

Credit(s): 4 hours
The evidence-based musculoskeletal curriculum encompasses four courses directed at exploring and applying clinical anatomy, clinical biomechanics, examination, and intervention principles for diagnosing and managing lifespan related musculoskeletal dysfunction of the movement system. This course (1) focuses on the lumbar spine, pelvis, and hip regions and provides the framework for the next three courses. Students will focus on developing skills for differential diagnosis, psychomotor skills for regional palpation, examination, manual therapy, and therapeutic exercise, and communication skills for patient education. Evidence-based clinical reasoning will be presented for the student to be able to classify patients, establish a prognosis and functional goals, and develop a patient centered approach to comprehensive management of musculoskeletal dysfunctions of the lumbar spine, pelvis, and hip region.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 744 - Musculoskeletal Physical Therapy Practice 2

Credit(s): 4 hours
Our evidence-based musculoskeletal curriculum encompasses four courses directed at exploring and applying clinical anatomy, clinical biomechanics, examination, and intervention principles, for diagnosing and managing lifespan related musculoskeletal dysfunction of the movement system. This course (2) focuses on the knee, ankle, and foot regions. Students will focus on developing skills for differential diagnosis, psychomotor skills for regional palpation, examination, manual therapy, and therapeutic exercise, and communication skills for patient education. Evidence-based clinical reasoning will be presented for the student to be able to classify patients, establish a prognosis and functional goals, and develop a patient centered approach to comprehensive management of musculoskeletal dysfunctions of the knee, ankle, and foot regions.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 750 - Applied Human Anatomy

Credit(s): 5 hours
This course provides students with foundational knowledge of human anatomy including embryology, surface anatomy, musculoskeletal anatomy, neuroanatomy, and vascular supply of the upper quarter, lower quarter, spine, and pelvis, and of internal organs. Students will utilize text, lectures, concept maps, 3D anatomy software, surface anatomy, synthetic human anatomical models, and virtual cadaver prosection to learn anatomical concepts. The ability to relate musculoskeletal anatomical concepts to clinical problems commonly encountered in physical therapy patient/client management is an expected outcome of the course.
Prerequisite(s): Admission to Doctor of Physical Therapy Program

DPT 810 - Professional Formation 2

Credit(s): 1 hour
The curriculum includes three professional formation courses. This course (2) provides

the student with knowledge of professional legal practice standards. Adherence to legal practice standards and responsibility to report suspected cases of fraud and abuse related to utilization of and payment for healthcare services will be emphasized. The course also provides a foundation for the clinical education experience portion of the Doctor of Physical Therapy program. Clinical education will be examined from the perspective of gaining an understanding of the working within different practice settings. Students will learn policies and procedures for clinical education and how evaluation methods and tools will be implemented during practicums.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 811 - Evidence Informed Practice 2

Credit(s): 1 hour
The curriculum includes four evidence informed practice courses. This course (2) expands elements of scientific inquiry and evidence-informed practice with an emphasis on statistics in rehabilitation research, biostatistics, and health informatics for patient care, clinical, and healthcare systems decision making.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 812 - Evidence Informed Practice 3

Credit(s): 1 hour
The curriculum includes four evidence informed practice courses. This course (3) builds upon application critical inquiry and research in clinical practice. Students working individually, or in small groups, with a faculty mentor, will plan and initiate a clinical critical inquiry capstone project. Students will be required to review relevant literature, formulate a project plan of action, complete the project, and evaluate its success.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 813 - Clinical Imaging in Physical Therapy

Credit(s): 1 hour
This course covers an introduction to the basic principles underlying the science and diagnostic utility of imaging for the physical therapist. Elements of conventional plain film radiographs (x-rays); computed tomography (CT scans), magnetic resonance imaging, ultrasound imaging; diagnostic ultrasound and rehabilitative ultrasound imaging; and nuclear imaging will be discussed. The application of this information will be applied in the physical therapy management courses.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 818 - Integrated Case Studies 3

Credit(s): 1 hour
The curriculum includes four Integrated Case Studies courses involving assimilation and application of clinical knowledge and clinical skills through case scenarios and early integrated clinical experiences. The course series broadly encompass habits of the head,

heart, hands, and health in management of lifespan related dysfunctions of the movement system. This course (3) focuses on integration of concepts from human movement system sciences and physical therapist clinical management of chronic disease, upper extremity musculoskeletal and neuromusculoskeletal conditions impacting functional mobility. Students will apply elements of the ICF and patient/client management model to establish a safe and effective plan of care. exposure to patient cases in outpatient and inpatient settings.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 820 - Psychosocial Considerations in Health Care

Credit(s): 2 hours
This course is designed to develop the student physical therapist's understanding of psychosocial considerations that may impact their patient's health, experiences in health care systems, and physical therapy outcomes. Evidence-informed strategies for understanding and facilitating adaptations to illness and disability across the lifespan are introduced. Psychological conditions commonly observed in physical therapy practice will be introduced, including but not limited to depression, anxiety, addiction, and suicide with emphasis on screening, referral, and strategies to modify PT interventions and communication to optimize patient outcomes. Students wil l expand their communication skills through learning and applying principles of motivational interviewing, compassion, empathy, and mindfulness for cultivating therapeutic partnerships with patients in a variety of healthcare settings. Physical therapy students will consider ways in which they may increase social wellbeing and have a positive influence on their community.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 821 - Ethics in Health Care

Credit(s): 2 hours
This course prepares physical therapy students to approach ethical dilemmas objectively with a thorough understanding of professional moral responsibility. Students learn to distinguish ethical from other kinds of issues in health care; identify the morally relevant features of a case; identify the options open to a therapist faced with a moral problem; provide justification for the best options; consider counter arguments for one's positions; and identify deliberate actions consistent with respect for human dignity.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 823 - Prosthetics, Orthotics, and Assistive Technologies

Credit(s): 2 hours
This course focuses on physical therapist examination, evaluation, and interventions for patients with amputations and conditions requiring orthotics and assistive technologies.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 832 - Physical Therapy Practice Across the Lifespan 2

Credit(s): 3 hours
The evidence-based curriculum includes two courses directed at exploring patient/client management across the lifespan. This course (2) expands upon previous coursework in pathophysiology, social psychology, and physical therapist management with an emphasis on changes that occur with aging and their cultural and socioeconomic influence on the aging adult population. Theories of aging, attitudes toward aging, older adult health care needs, long term care, and family/caregiver concerns will be discussed. Common medical pathologies and cognitive impairments related to the aging process will be presented, with emphasis on principles of physical therapist management. Community-based activities will enhance the integration of this material.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 834 - Integrated Principles of Exercise Science in Physical Therapy Practice

Credit(s): 3 hours
The curriculum includes two evidence-based Principles of Exercise and Health Promotion courses. This course (2)

DPT 841 - Acute, Cardiovascular, and Pulmonary Physical Therapy Practice

Credit(s): 4 hours
This course provides the student knowledge in the physical therapist management of patients/clients with diagnoses involving the cardiovascular and pulmonary systems impacting functional mobility. Physical therapy examination, evaluation, prognosis, diagnosis, intervention, and outcome assessment across the lifespan will be emphasized across the continuum of care. Evaluation and intervention in the acute and critical care environments will be a focus.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 842 - Physical Therapy Practice Across the Lifespan 1

Credit(s): 4 hours
The evidence-based curriculum includes two courses directed at exploring patient/client management across the lifespan. This course (1) examines the fundamental concepts for the physical therapy management of children with developmental, musculoskeletal, neurological, and cardiopulmonary dysfunction. Students are educated in normative motor, cognitive, social, and linguistic development, as well as common developmental delays. In addition to developmental disorders, students will explore common musculoskeletal physical therapy diagnosis impacting the function and functional mobility of children and adolescents.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 843 - Musculoskeletal Physical Therapy Practice 3

Credit(s): 4 hours
Our evidence-based musculoskeletal curriculum encompasses four courses directed at

exploring and applying clinical anatomy, clinical biomechanics, examination, and intervention principles for diagnosing and managing lifespan related musculoskeletal dysfunction of the movement system. This course (3) focuses on the scapulothoracic, glenohumeral, elbow, wrist, and hand regions. Students will focus on developing skills for differential diagnosis, psychomotor skills for regional palpation, examination, manual therapy, and therapeutic exercise, and communication skills for patient education. Evidence-based clinical reasoning will be presented for the student to be able to classify patients, establish a prognosis and functional goals, and develop a patient centered approach to comprehensive management of musculoskeletal dysfunctions of the knee, ankle, and foot regions.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 844 - Musculoskeletal Physical Therapy Practice 4

Credit(s): 4 hours
The evidence-based musculoskeletal curriculum encompasses four courses directed at exploring and applying clinical anatomy, clinical biomechanics examination and intervention principles for diagnosing and managing lifespan related musculoskeletal dysfunction of the movement system. This (4) course focuses on the cervical and thoracic regions. Students will focus on developing skills for differential diagnosis, psychomotor skills for regional palpation, examination, manual therapy, and therapeutic exercise, and communication skills for patient education. Evidence-based clinical reasoning will be presented for the student to be able to classify patients, establish a prognosis and functional goals, and develop a patient centered approach comprehensive management of musculoskeletal dysfunctions of the cervical and thoracic regions including advanced intervention considerations for the combination of the upper quarter.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 851 - Neurological Physical Therapy Practice

Credit(s): 5 hours
This course provides the student with knowledge in physical therapist management of patients with neurologic health conditions. The emphasis will be on integration and application of principles of motor control, motor learning, neuroplasticity, evidence-informed practice, and the patient/client management model. This course will focus on the physical therapy management of patients with stroke, spinal cord injury, brain injury, vestibular disorders, progressive neuromuscular and neuro-oncological disorders.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 880 - Full Time Clinical Education Experience 1

Credit(s): 4 hours
The first of three full-time mentored clinical education experiences. Develops student examination, evaluation, and intervention skills and their interpersonal communication with patients, caregivers, and healthcare staff. Students are expected to demonstrate professionalism and progress toward competency as a clinician as rated on standardized

instruments.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 914 - Evidence Informed Practice 4

Credit(s): 1 hour
The curriculum includes four evidence informed practice courses. This course (4) builds upon application critical inquiry and research in clinical practice. Students working individually, or in small groups, with a faculty mentor, on pursuit of a clinical critical inquiry capstone project. Students will present their project and evaluate its success.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 918 - Integrated Case Studies 4

Credit(s): 1 hour
The curriculum includes four Integrated Case Studies courses involving assimilation and application of clinical knowledge and clinical skills through case scenarios and early integrated clinical experiences. The course series broadly encompass habits of the head, heart, hands, and health in management of lifespan related dysfunctions of the movement system. This course (4) explores case studies and includes an early clinical experience that integrates concepts from this and previous semesters. In the early clinical experience students will be introduced to service in a primary
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 930 - Integumentary Physical Therapy

Credit(s): 3 hours
This course exposes students to medical and physical therapist management of patients with integumentary disorders. This course will expand upon students' knowledge of disease processes and tissue healing. Lab time will be devoted to examination and development of plans of care including therapeutic technologies, therapeutic exercise/activities, and manual therapy for achievement of functional outcomes.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 931 - Management and Leadership in Physical Therapy

Credit(s): 3 hours
Provides an overview of practice management fundamentals. Students gain knowledge of health care management, organizational structures, leadership, strategic planning, human resources, finance and fiscal management, and health services research as they relate to physical therapy practice and impact the patient experience. Students are exposed to the application of general business principles including payer relationships, diagnostic coding, and current procedural terminology. The course underscores the issues of professionalism, leadership, management, and advocacy to foster excellence in physical therapist practice for the benefit of society. Current professional topics that affect delivery of healthcare are introduced and how to advocate for the profession and

healthcare needs of society through legislative processes will be included. Advocacy skills will be practiced with participation in lobbying efforts and a mock House of Delegates.

DPT 932 - Professional Formation 3

Credit(s): 3 hours
This course is a continuation of student professional development. Clinical education will be examined from the perspective of career development and physical therapy board examination preparation. Career development and lifelong learning opportunities explored include continuing education, certification as a clinical specialist, graduate school, pro bono and community service, and participation in the American Physical Therapy Association. Students are guided in preparing a personal professional development plan and a vision and mission statement. Students are encouraged to reflect upon their professional development to date and recognize the opportunities and professional duties for moving from novice to expert practitioner in the future. Students are expected to demonstrate competency on an exit examination based upon FSBPT Content Outline and an e-portfolio. The completed e-Portfolio includes the students philosophy statement, CV, capstone project, reflections-for-action on development of professional behavior, professional engagement, clinical decision making, and professional goals. Life-long learning and the responsibilities/ opportunities of assuming the role of program alumnus related to professional development and the University of Cumberlands mission are emphasized. Students will also actively participate in a board review course to prepare for the NPTE.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 950 - Management of Patients with Complex Conditions and Primary Care

Credit(s): 5 hours
This course focuses on physical therapist management of patients with medically complex conditions. Emphasis is on advanced screening methods for body systems, conditions that masquerades as musculoskeletal pathology; differential diagnosis; advanced clinical decision making with regards to interpretation of lab values and imaging results; advanced understanding of the effects, side effects, and impact of common medications and how they influence physical therapist management and referral for further examination and testing, and interprofessional healthcare teamwork. The role of a physical therapist working in primary care and emergency medicine in a collaborative model is explored.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program

DPT 980 - Full Time Clinical Experience 2

Credit(s): 4 hours
The second of three full-time mentored clinical education experiences. Develops clinical reasoning skills and evidence informed patient management as an adult learner and medical professional. Students are expected to demonstrate professionalism and progress

toward competency as a clinician as rated on standardized instruments.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program.

DPT 990 - Terminal Full Time Clinical Experience

Credit(s): 8 hours
The final full-time mentored clinical education experience. Students refine interpersonal communication with patients, care givers, and healthcare staff. Develops advanced evidence-informed clinical reasoning and patient management skills. Performance expectations are at entry-level by the conclusion of the clinical education experience.
Prerequisite(s): Successful completion of all previous coursework in the DPT Program.

Education

EDOL 520 - Clinical I

Credit(s): 3 hours
This is the introductory course in the Masters of Art program and provides a basic introduction to the Clinical Experiences within the program. This course is designed to give candidates an overview of current trend in teaching, on all levels - elementary, middle, and high - and within the various roles within education. This is a sixteen-week course taught through an asynchronous format with the Professor. This course requires 55 field hours for Track A candidates and 10 field hours for Track B candidates.

EDOL 523 - Introduction to Educational Technology

Credit(s): 3 hours
This class is a survey of the field of educational technology. It surveys the pedagogical applications of widely used media, materials and technology that form part of the knowledge and skills that modern teachers should possess to instruct candidates in the classroom. Reviewing websites, selecting software, surfing the internet, construction of classroom web pages and using other Internet protocols and software to supplement classroom instruction are all possess that modern teachers should be familiar with and be able to handle well to enhance their teaching skills.
Prerequisite(s): Department Permission to register for this course

EDOL 524 - Special Topics in Education

Credit(s): 1-3 hours
This course is designed to address the diverse needs of students by offering a range of topics relevant to contemporary educational challenges. This course aims to provide a comprehensive exploration of critical themes in a selected education topic, including but not limited to assessment strategies, collaborative methodologies, and the integration of technology in teaching and learning. Students will engage in discussions, research, and/or practical applications to enhance their understanding and skills in the selected topics. Emphasizing a learner-centric approach, the course encourages participants to actively

contribute to the shaping of their educational experience, ensuring relevance to their professional contexts.

EDOL 532 - Evaluation, Measurement, and Assessment

Credit(s): 3 hours
A survey of materials and procedures in the diagnosis of pupil needs and difficulties; the place and use of measurement in guidance, instruction, and evaluation; types of tests, test construction, rating techniques, and the measurement of aptitudes and abilities

EDOL 537 - The Middle School

Credit(s): 3 hours
Provides candidates with a conceptual framework and a practical guide for teaching in the middle school. The objectives of this course are to understand the differences between middle school and junior high; to explore the history of the Middle School Movement; to become familiar with defining characteristics of middle schools; and to study the behaviors and learning of middle school candidates.
Five Field/Clinical Experience Hours required.

EDOL 538 - The Modern Secondary School

Credit(s): 3 hours
This course provides candidates with a conceptual framework and a practical guide for teaching a variety of courses at the secondary school level. The course features a study of current methods and materials for approved subject areas in secondary school. Emphasis is placed on planning for instruction, the selection and implementation of appropriate teaching models, instructional materials, instructional delivery, and evaluation techniques.
Five Field/Clinical Experience Hours required.

EDOL 539 - Modern Elementary School

Credit(s): 3 hours
This course seeks to explore and analyze contrasting strategies for the instruction and assessment of elementary school candidates as well as to examine the infusion of technology and software applications into candidate instruction and assessment. Candidates will research and compare and contrast curriculum standards for Kentucky and other states. New and innovative practices for effective and appropriate classroom, school-wide, and district policies will also be examined. Attention will focus on reducing the achievement gap between sub-populations. Required for all elementary majors.
Five Field/Clinical Experience Hours required.
Prerequisite(s): None

EDOL 540 - The P-12 School

Credit(s): 3 hours
This course provides candidates with a conceptual framework and a practical guide for teaching a variety of levels and a variety of subjects. The course seeks to explore and analyze contrasting strategies for the instruction and assessment of P-12 school candidates. Emphasis is placed on planning for instruction, the selection and implementation of appropriate teaching models, instructional materials, instructional delivery, and evaluation techniques, and on reducing the achievement gap between sub-populations.

EDOL 541 - Clinical II

Credit(s): 3 hours
This course provides a forum for observation, participation and implementation of coursework learning within the P- 12 classroom prior to the traditional Practicum/Student Teaching semester. This course is designed to give candidates an understanding of current trends in teaching, on all levels - elementary, middle, and high - and within the various roles within education. This course requires 55 field hours for Track A candidates and 10 field hours for Track B candidates.

EDOL 542 - Change, Professional Development and Teacher Improvement

Credit(s): 3 hours
This course is intended to provide advanced candidates with an overview of various planning and decision-making models that are appropriate for district and campus planning. Focus will be placed on the complex roles and responsibilities of the teacher leader at the elementary, middle and secondary levels. The course provides a framework for new visions of learning and strategies for restructuring classrooms and schools with professional development while remaining mindful of the need for stakeholder engagement. Instructional methodology will include site-based experiences, group discussions and simulations, electronic communications, research studies, identification of effective practices, interaction with practitioners in administration, and personal reflection.
Prerequisite(s): EDOL 643

EDOL 544 - Creating the Effective Inclusive Classroom

Credit(s): 3 hours
This course focuses on enhancing teachers' abilities to engage a diverse body of candidates, including those often described as reluctant learners, marginalized, or at risk of failure within our school system. Teachers will develop their capacity to increase candidate motivation through an examination of various theories linked to practical applications. For example, using principles of critical pedagogy, teachers will link curriculum to issues candidates face in their daily lives. Strategies learned will include those aimed at helping candidates build self-determination as they take responsibility for and think critically about their learning. Teachers will hone their pedagogy to enhance teacher-candidate relationships, maximize learning opportunities through cooperative and

collaborative learning, differentiate instruction, and create an environment where all candidates can be successful.
Five Field/Clinical Experience Hours required.

EDOL 547 - Diversity in a Multicultural Society

Credit(s): 3 hours
This course is designed for classroom teachers and other school personnel to explore the role that culture plays and has played in our lives, classrooms, city and country. The impact of race, class, gender, sexual orientation, and other aspects of social group identities on teaching and learning as they relate to contexts both in and out of schools will be examined. Candidates will analyze the nature and manifestations of culture, the concepts of cultural contact, and the history of cultural diversity in the United States and particular in the classroom. Dynamics of prejudice and biases are studied, and emphasis is placed on delineating curriculum and practices that honor, motivate, and empower all candidates. Examination of personal biases and identification of areas of deficient knowledge is encouraged.
Prerequisite(s): None

EDOL 548 - Internet and Web Design for the Modern Teacher

Credit(s): 3 hours
This course will allow learners to develop, implement, and produce a plan to create a functional and informative Web site that they will publish on the Internet. Candidates will analyze ways Web publishing can foster interaction among candidates and identify differences between administrative and instructional uses of a Web site. Candidates will also employ various strategies to design a Web site and use tools needed to publish on the Web.

EDOL 562 - Theories of Teaching and Learning

Credit(s): 3 hours
This course will provide a current and comprehensive overview of research and theory related to human learning. The course will emphasize major concepts of learning theory but will also cover relevant motivational, developmental, and classroom management theory. Standardized testing, test interpretation, college readiness and use of results are stressed through studies of principles of development of assessment tools. Intelligence, language learning motivation and persistence are included.

EDOL 621 - Educational Psychology

Credit(s): 3 hours
Introduction to current issues in educational psychology. Topics include, but are not limited to: child and adolescent development, learning, motivation, information processing and evaluation. Includes study of the exceptional child and understanding of multicultural education.

EDOL 630 - Research Methods in Education

Credit(s): 3 hours
Introduction to research in education; the purpose of research and ethical considerations; identification of appropriate research methods and interpretation of findings. Standards for written reviews of literature.

EDOL 631 - Advanced Human Development, Learning Behavior

Credit(s): 3 hours
Study of the lifespan from conception to young adulthood is studied with emphasis upon biological, intellectual, and psychosocial development. Also included are units on exceptional pupils and understanding of multicultural education. Required for all Master's Degree programs.
Prerequisite(s): None

EDOL 632 - Instructional Design and Curriculum

Credit(s): 3 hours
Focuses on lesson plan development and design. Included are teaching strategies for diverse populations, accommodations for special needs candidates. This course will also incorporate the use of current Kentucky Teacher Internship Program's Teacher Performance Assessment documents. Particular attention will be paid to KERA Initiatives, Program of Study Core Content, and curriculum alignment from Objectives, activities, and procedures through assessment.

EDOL 633 - Instructional Leadership in Technology

Credit(s): 3 hours
Technology is constantly expanding and changing the way we teach and learn. Instructional leaders are called upon every day to make ethical and important decisions about what technology to use and how to use it in the classroom. Consequently, courses in educational technology are becoming critical part of teacher education programs across the curriculum. By completing this course, candidates will be equipped with skills that they need to meet the challenges posed by technology in a modern classroom.

EDOL 634 - Curriculum Management and Assessment

Credit(s): 3 hours
This course is designed to prepare the master teacher and practicing school administrator for developing, evaluating and managing curricula. It will also examine the national, state, district and school roles in curricular matters including data analysis based on schools' continuous improvement plan. Further, this course will address the importance of the school portfolio as an effective way to exhibit a school's goals, achievements, and vision for improvement.
Prerequisite(s): None

EDOL 635 - Classroom Management and Discipline

Credit(s): 3 hours
This course is designed to assist teachers in learning the theoretical foundations and practical application of effective classroom management and discipline systems. Learning activities will direct participants toward assessing classroom behavior management needs and planning for progress based on the application of concepts and skills presented in the course. In collaborative teams, discussion and group activities, participants will clarify course concepts and consider how they are or are not appropriate for their own teaching situations. Course participants will also be directed to compare and contrast Glasser's Choice Theory to other well-known models of classroom management. Participants will then determine which approach, or
Five Field/Clinical Experience Hours required.

EDOL 636 - Problems in Education

Credit(s): 3 hours
An examination of principles and practices, changing goals and processes in Education. Analysis of topical problems faced by society in shaping educational programs in the school. May be taken more than once.
Prerequisite(s): None

EDOL 639 - Seminar

Credit(s): 3 hours
A seminar approach to the methods of teaching, providing students with an opportunity to explore in-depth particular problems associated with methodology; individual demonstration, oral reports, and group discussion pertinent to areas of specialization. An emphasis of study of the Reflective Model and the Kentucky Internship Program is included.

EDOL 643 - Best Practices for Coaching and Mentoring Teachers

Credit(s): 3 hours
The purpose of this class is to equip teacher leaders with the theoretical understanding, knowledge and skill necessary to coach and/or mentor first and second year teachers as well as other teachers wishing to examine their practice. This course will focus on the development of the knowledge and skills to assist teachers in developing a cycle of reflective practice and improving their pedagogy. Teacher leaders will also learn and apply key features of adult learning and development. Additional topics will include building rapport among colleagues, conducting classroom observations, developing effective listening and questioning skills, providing constructive feedback to colleagues, and fostering a collaborative working environment among all stakeholders. The course will seek further to engage and seek input from local school districts regarding specific areas of concern derived in part from formal and informal teacher observations.
Prerequisite(s): Requires GSS approval to register

EDOL 647 - Teacher Leader in Professional Learning Communities

Credit(s): 3 hours
This course places teachers in a position to understand the critical role they play in creating a climate of continuous, systemic improvement in schools through the establishment of professional learning communities and the development of Teacher Leader. Candidates will gain understanding of how the relationships among the development of learning communities, Teacher Leader, school effectiveness, college readiness standards, and sitebased accountability can positively improve schools.
Prerequisite(s): EDOL 630,EDOL 634,EDOL 547,REOL 530,REOL 632,REOL 630,REOL 533,REOL 633,ENOL 531 OR EDOL 630,EDOL 643,EDOL 563,EDOL 542,EDOL 634,REOL 533,ADOL 655,ADOL 631,ADOL 653. Requires advisor permission to register

EDOL 698 - Practicum/Student Teaching: Clinical III

Credit(s): 3 hours
Actual classroom teaching under supervision of cooperating schools in elementary, middle or secondary area. The college professor will direct the student teaching and provide in-class time for study, analysis, and reflection. This course has a $200 fee.
Prerequisite(s): Pass appropriate PRAXIS scores, GPA 3.0. Requires advisor permission to register

EDOL 699 - Clinical III, Practicum in Education

Credit(s): 3 hours
This practicum course is designed for those candidates completing the MAT degree and currently working in a public or private elementary, middle or secondary school. The college professor will direct the practicum and provide in-class time for study, analysis, and reflection. This course has a $75 fee.
Prerequisite(s): Passing appropriate PRAXIS scores; GPA 3.0. Requires advisor permission to register

Education Administration

ADM 650 - Introduction to School Leadership

Credit(s): 3 hours
This course provides aspiring school leaders with an introduction to the roles and responsibilities of school leaders and practical application at the district, school, and community levels. The leadership and management function and duties of the principal are examined. This class is designed to introduce the theories, concepts, and skills needed for school leaders to be highly effective including curriculum and instruction, assessment of instructional programs, human resource management, school climate and culture, organization structures and operations, and school and community relations. Requires permission from GSS to register.

ADM 661 - The School Principal's Role in Improving School Climate and Culture

Credit(s): 3 hours
This course is intended to provide the principal candidate with an understanding of the educational relevance of involving the greater community (parents, neighborhoods, businesses, etc.) to enhance and support student achievement; organizational relationships between schools within and outside schools; power, multicultural awareness; major opinion leaders; vision and mission articulation; and interpersonal skills. The content of the course emphasizes the following concepts: the importance of diversity in developing and implementing curriculum; strategies to reinforce norms of behavior and to promote effective change; elements of and impact of school culture; the use of data to influence school culture; the value of active partners/stakeholders; individual and collective accountability; modeling professional ethics; and equity and diversity. Module1: Organizing and Managing Shared Work within a Professional Learning Community. Module2: Developing and Reflecting on Professional Learning Communities. Module e: Assessing and Sustaining Professional Learning Communities.
Pre-/Co-requisite(s): None

ADM 662 - School and Community Relations

Credit(s): 3 hours
This course is designed to help develop candidates understand the knowledge, dispositions, and performance ability to promote success of all students by exercising visionary, cultural, ethical and political leadership. The focus of this course is on facilitating the development, articulation, implementation, and stewardship of a school vision. The purpose of this course is to provide strategic approaches to interact with the political and social forces in order to shape educational decisions. During the course, candidates will analyze the impact of school decisions on school and community relations.
Pre-/Co-requisite(s): None

ADM 670 - Resource Allocation: Strategic Management and School Budgeting

Credit(s): 3 hours
This course analyzes the principles, practices, policies, revenues, and expenditures of strategic management and planning, school budgeting, and school resource allocation at the building level.
Pre-/Co-requisite(s): None

ADM 671 - The Principal's Role in Curriculum Leadership

Credit(s): 3 hours
This course examines the principles and practices essential to developing and administering curricular programs, including knowledge and understanding about measurability, scope and sequence, taxonomy, program designs, and the fit between a planned program and a taught or implemented one. Module 1: Analyzing Curriculum

Documents; Module 2: Analyzing Student Work- Instruction and Learning Interventions; Module 3: Providing Excellence in Curriculum for All.
Pre-/Co-requisite(s): None

ADM 672 - Assessing the Instructional Program & Monitoring Student Performance

Credit(s): 3 hours
This culminating course in the principal preparation program is designed to aid the principal candidate in predicting, understanding, and controlling the fundamental principles of learning and assessment as they apply to the role of the principal. Relevant readings, analysis of sample assessment processes, and use of protocols will provide principals an understanding of those assessment strategies needed to evaluate the instructional program, support teacher effectiveness, and monitor students' performance, thus improve student learning. This course includes: Course Introduction: From the Classroom to the Nation's Capital: Aligning and Assessing the Impact of the CIA (Curriculum, Instruction, and Assessment). Module 1: Using Unit of Study/ Lesson Plan Monitoring to Improve Student Achievement; Module 2: Legal Aspects and Budgetary Issues Associated with Assessing the Instructional Program and Monitoring Student Performance; Module 3: Signature Assessment: Capstone Conferencing.
Pre-/Co-requisite(s): None

ADM 675 - The School Principal's Role in Creating Organizational Structures & Operations

Credit(s): 3 hours
This course integrates the predominate approaches to leadership, management theory, and operations management concepts to structure competitive organizations, shape organizational behavior, enhance organizational effectiveness, and foster an organizational culture that adapts and capitalizes on change. Analyzes the interaction of individual, group, and organizational dynamics that influence human behavior in an organization and determines appropriate management approaches to foster a productive work environment. Module 1; Module 2; Module 3.
Pre-/Co-requisite(s): None

ADM 676 - Human Resource Leadership

Credit(s): 3 hours
This course is a study of the role of the school leader in the dimensions of the personnel function: planning, recruitment, selection, placement, development, and supervision of school faculty and staff. In addition, a focus of this course includes legal and ethical aspects of federal, state, and local personnel policies and procedures. Module 1: Obtaining Positive and Proactive Personnel; Module 2: Obtaining Proper Paperwork; Module 3: Applying the Principles of a Positive, Proactive Culture and Climate; Module 4: Legal Considerations Regarding Employment and Dismissal.
Pre-/Co-requisite(s): None

ADM 677 - Seminar on Educational Change: Instructional Leadership

Credit(s): 3 hours
This course focuses on the leadership challenges presented by today's dynamic education environment and examines the organizational change process as it relates to educational settings. Emphasis is on management and leadership strategies and behaviors that facilitate effective change and transformation efforts.
Prerequisite(s): Candidate must have successfully completed Level 1 Certification in Principalship
Pre-/Co-requisite(s): None

ADM 678 - The School Principal: Instructional Leadership and Culture and Climate

Credit(s): 3 hours
This course is designed to provide authentic learning experiences that incorporate an understanding of the School Principal as an Instructional Leader in creating appositive culture and climate. The course focuses on understanding the school as an organization with systems, structures and operations which impact school culture; identifying, assessing and shaping school culture; identifying, defining and recognizing critical elements of school culture; and identifying, addressing barriers to positive school culture. Course content will connect to prior knowledge gained during Level 1 to extend that learning and build capacity of new principals. Module 1: Understanding the Impact of School Culture; Module 2: Knowledge and Understanding of the Impact of Professional Learning Communities on School Culture; Module 3: Understanding How to Improve Family and Community Partnerships to Make a Positive Impact on School Culture.
Prerequisite(s): Candidate must have successfully completed Level 1 Certification in Principalship. 3 semester hours

ADM 679 - Research and Development: Capstone Project

Credit(s): 3 hours
This course provides field experiences and opportunities for candidates pursuing Level 1 Principal Certification to complete the Capstone Project. The University Advisor and University Mentor will work with the aspiring candidate on the development of this research project in preparation for the committee presentation.
Prerequisite(s): ADM 650, ADM 661, ADM 662, ADM 670, ADM 671, ADM 672, ADM 675,ADM 676, ADOL 636

ADOL 561 - Leadership for Educational Professionals

Credit(s): 3 hours
This is the study of modern leadership theories, practices, and techniques in school leadership and responsibilities, with emphasis on facilitating leadership to create a work climate supportive of excellence in teaching and learning.

ADOL 628 - Leading the Professional Learning Community

Credit(s): 3 hours
This course offers effective ideas, strategies and tools to improve instructional practice and raise student achievement through the use of Professional Learning Communities (PLC). Using literature from today's educational leaders, you will study the PLC process including: how to establish effective PLC in your school, process and structure of PLC meetings, the use of data to drive PLC decisions, and the benefits of using a collaborative approach to improving instructional practice. Utilizing PLC empowers all educational stakeholders to embrace and maximize a collaborative, trusting, environment to increases academic achievement. A focus of the course is the superintendent's role in organizing, leading and supporting Professional Learning Communities at the district and school levels.
Prerequisite(s): None

ADOL 630 - Introduction to Educational Administration

Credit(s): 3 hours
This course reviews the theories of administration and practice at the district and community levels. This class is designed to introduce the candidate to the theories and concepts of administration including personnel, finance, law, school organization and curriculum. Research studies which have been completed by state and regional administrative groups and frequent seminars in administration are held. Requires GSS permission to register.

ADOL 631 - School Program Improvement

Credit(s): 3 hours
This course identifies some of the innovative research and programs driving school improvement. Initiatives currently in place in America's schools will be discussed and examined. Further, the course provides the candidate with ways to access current educational conditions at the school and district level as well as provide suggestions regarding instituting change.
Prerequisite(s): None

ADOL 632 - Human Resource Management and Supervision

Credit(s): 3 hours
This course is a study of the role of the school administrator in managing the human resource function. Included in this course is a study of the organizational dimensions of the personnel function, along with planning, recruitment, selection, placement, development, and appraisal of the individual. This course also deals with the school administrator in his/her capacity as supervisor of the human resources of the school. In addition, the legal aspects of Human Resource Administration are discussed.
Five Field/Clinical Experience Hours required.
Prerequisite(s): None

ADOL 633 - Applied Research in Education

Credit(s): 3 hours
The interpretation, synthesis, and analysis of educational research findings as they relate to action research and program management. The emphasis is placed on conducting applied research or program evaluation, including the development of instruments, collection and interpretation of data, and presentation of findings.
Prerequisite(s): None

ADOL 634 - Business Management in Public Schools

Credit(s): 3 hours
This course analyzes the principles, practices, policies, revenues and expenditures of school funds and school resource allocation at the district and school level. Special attention is given to school budgeting. Other topics in this course may be discussed featuring - but not limited to - finance formulas, financial accounting, purchasing and supply problems, school construction, school equipment, and school insurance.
Prerequisite(s): None

ADOL 636 - School Law I

Credit(s): 3 hours
A course that is designed to provide basic legal information to the educational professional. Candidates in this course examine court decisions at both the federal and state level. Topics examined in this class include teacher dismissal and non-renewal, the rights of candidates and teachers, religious expressions in the school, etc.
Prerequisite(s): None

ADOL 637 - School Law II

Credit(s): 3 hours
This course continues the goals of ADOL 636 and places additional emphasis in specific areas of school law including Special Education, government requirements such as the Americans with Disabilities Act (ADA), Occupational Safety Health Administration (OSHA), and other state and federal requirements. Candidates in this class will additionally conduct research on a legal issue of their choosing.
Prerequisite(s): ADOL 630

ADOL 639 - The Supervisor

Credit(s): 3 hours
This course examines the role of the school supervisor at the three levels of public schools. The course provides an analysis also of the duties and responsibilities of supervisors assigned to specific subjects and grade levels.

ADOL 641 - School System Administration

Credit(s): 3 hours
This course examines and analyzes the daily job responsibilities of a public school superintendent including areas such as financial management, instructional support and improvement, the management of and planning for school facilities and federal program management.
Prerequisite(s): None

ADOL 643 - Special Education and School Leadership

Credit(s): 3 hours
The administration of the special education program in public and private schools is a significant component of an administrator's duties. This course seeks to familiarize prospective school administrators with the laws of special education and other laws related to handicapped children in schools. Three legislative enactments IDEA, Section 504, and the Americans with Disabilities Act (ADA) will be addressed. The course also focuses on related topics including; (1) due process hearings, (2) remedies available to parents and school districts, (3) school records, (4) the identification and evaluation of children with disabilities including the process for evaluations, individualized education plans, placement, notice and consent, (5) discipline and (6) best practices for establishing a working relationship with parents of special education candidates.
Five Field/Clinical Experience Hours required.
Prerequisite(s): None

ADOL 644 - Introduction to District Administration

Credit(s): 3 hours
This course reviews the theories of administration and practice at the district and community levels. This class is designed to introduce the candidate to the theories and concepts of administration including leadership theory and development; including impact of board leadership on student learning; community engagement focused on student learning; capacity building; district management; culturally responsive leadership; ethics; and professional development. Instructional Leadership at the chief executive officer (CEO) level is the subject of this standardsbased course. The application of strategic planning skills to enhance teaching and learning; to ensure alignment among curriculum, curriculum resources, and assessment; and to support the collection and use of multiple measures of success are promulgated through the requirements of this course. Emphasis is placed on skills designed to advocate, nurture, and sustain an instructional program and a culture that supports student learning and staff professional growth. Staff evaluation, improving staff performance, and effective models of supervision are emphasized. Requires GSS permission to register.

ADOL 653 - Assessment of and for Student Learning

Credit(s): 3 hours
This course will provides an introduction to research in education, including the purpose of research, basic statistics, identification of appropriate research methods, interpretation

of findings, research report development and ethical and legal considerations pertinent to the professional educator. The course also provides an introduction to the design and implementation of evaluations of educational programs. Students will be introduced to the theory and practice of educational evaluation by focusing the research review on evaluation reports and papers. The work is contextualized in key issues in k - 12 and higher education, including assessment of the educational performance of students, schools, and teachers, the impact of educational policies, measurement of the efficacy of specific instructional programs and materials, and exploration of the relationships between teacher education and teacher quality. Required of all Master Degree programs and must be taken within the first fifteen (15) semester hours. (It is highly recommended that this course is taken in the first nine (9) semester credit hours.)
Prerequisite(s): None

ADOL 655 - Team Leadership

Credit(s): 3 hours
This course provides the candidate with the basic concepts and the essential skills of leadership that are required to lead and manage others. The course is designed to provide an examination of theories, concepts, research and practices in teacher leadership and conflict resolution. It is designed to promote creative, innovative leadership among emerging leaders in the education professions. The class will also examine approaches to building group and team competencies, paying particular attention to effective decision-making and communication in conflict resolution. Finally, the course will focus special attention on diagnosing the intentional and hidden dynamics that support and sometimes undermine team effectiveness. .)
Prerequisite(s): None

ADOL 665 - Practicum: Supervisor of Instruction

Credit(s): 3 hours
Supervised practicum designed to provide experiences at the elementary, middle, and high school level. The student, acting under the supervision and direction of one or more supervisors for 100 hours, will perform all the normal functions of a Supervisor of Instruction, including program evaluation and improvement. The 100 hours will be divided between two different schools. Formal documentation is required. The college professor will direct the practicum and provide in-class time for study, analysis, and reflection. This course has a $75 fee. This course should be taken at the end of the program. Permission of Department Chair required. 3 semester hours.
Prerequisite(s): ADOL 630,ADOL 631, ADOL 632, ADOL 636, ADOL 639. Requires advisor permission to register

ADOL 667 - Practicum: Director of Pupil Personnel

Credit(s): 3 hours
Supervised practicum designed to provide experiences at the elementary, middle, and high school level. The candidate, acting under the supervision and direction of one or

more supervisors for 100 hours, will perform all the normal functions of a Director Pupil Personnel including program evaluation and improvement. The 100 hours will be divided between two different school districts. Formal documentation is required. The college professor will direct the practicum and provide in- class time for study, analysis, and reflection. This course has a $75 fee. This course should be taken at the end of the program. Permission of Chair of Graduate Education required. 3 semester hours.
Prerequisite(s): ADOL 630,ADOL 631,ADOL 632,ADOL 641,SPOL 530. Requires advisor permission to register

ADOL 668 - Practicum: Director of Special Education

Credit(s): 3 hours
Supervised practicum designed to provide experiences at the elementary, middle, and high school level. The candidate, acting under the supervision and direction of one or more supervisors for 100 hours, will perform all the normal functions of a Director of Special Education, including program evaluation and improvement. The 100 hours will be divided between two different school districts. Formal documentation is required. The college professor will direct the practicum and provide in-class time for study, analysis, and reflection. This course has a $75 fee. This course should be taken at the end of the program. Permission of Chair of Graduate Education required. 3 semester hours.
Prerequisite(s): ADOL 630, ADOL 632 ADOL 636, SPOL 632,SPOL 636. Requires advisor permission to register

ADOL 669 - Practicum: School Superintendent

Credit(s): 3 hours
Supervised practicum designed to provide experiences at the elementary, middle and high school level. The candidate, acting under the supervision and direction of one or more supervisors for 100 hours, will perform all the normal functions of a superintendent including program evaluation and improvement. The 100 hours will be divided between two different school districts. Formal documentation is required. The college professor will direct the practicum and provide in-class time for study, analysis and reflection. This course has a $75 fee. This course should be taken at the end of the program. Permission of Chair of Graduate Education required.
Prerequisite(s): ADOL 644, ADOL 671, ADOL 672. Requires advisor permission to register

ADOL 671 - Instructional Leadership: School Superintendent

Credit(s): 3 hours
This course provides candidates with the understanding and skills to facilitate rigorous curriculum, engaging instruction, professional development, and a comprehensive assessment system; implement of an aligned, rigorous, standards-based curriculum in every school which prepares all students to be globally competitive for postsecondary education and work; collaborate with district staff and school leaders to coordinate a system of support that ensures engaging and relevant instruction in every classroom;

ensure that a comprehensive assessment system is appropriately used at the district, school, and classroom level for informed decision making that improves learning; work with district and school staff to develop and implement a coordinated system of student academic support for students whose achievement does not meet established benchmarks; and ensure that the school system has an articulated design for preschool, early childhood, middle childhood, adolescent, and adult education that represents research and best practice.
Prerequisite(s): None

ADOL 672 - School System Administration and Regulation

Credit(s): 3 hours
This course address the federal, state, and local laws governing school system administration with an emphasis on the following school functions: finance; personnel; food service; facilities; transportation; school safety; and school

Engineering

BUEM 625 - Economics and Finance for Engineering Management

Credit(s): 3
The Economics and Finance for Engineering Management course provides students with essential economic and financial knowledge tailored for engineering and technical management. This course covers key concepts in microeconomics, macroeconomics, financial analysis, and budgeting as they apply to engineering projects and organizational decision-making. By integrating economic principles and financial strategies, students will gain the skills necessary to evaluate project viability, optimize resource use, and contribute to strategic financial planning in engineering settings.

BUEM 627 - Systems Engineering

Credit(s): 3
The Systems Engineering course provides students with a comprehensive understanding of systems thinking and its application in managing complex engineering projects. This course covers the principles, methodologies, and tools needed to design, analyze, and manage large-scale systems, emphasizing an integrated approach to engineering solutions. Students will learn to optimize system performance, manage interdependencies, and ensure that engineering projects meet technical and business objectives. Through case studies, simulations, and hands-on projects, students will develop the skills needed to lead and coordinate complex systems in engineering management.

BUEM 628 - Engineering Management

Credit(s): 3
This Engineering Management course equips students with the essential skills to lead and

manage complex engineering projects, integrating technical expertise with strategic leadership and management principles. Students will explore topics such as project management, systems engineering, financial decision-making, and operations management to optimize performance and innovation in engineering environments. Emphasis will be placed on developing critical thinking, problem-solving, and effective communication skills to lead engineering teams successfully. Through case studies, collaborative projects, and practical applications, students will learn to address real-world engineering challenges and make informed managerial decisions.

BUEM 629 - AI Applications in Engineering Management

Credit(s): 3
The AI Applications in Engineering Management course explores the integration of artificial intelligence within the engineering management domain. This course provides students with the knowledge and practical skills needed to leverage AI technologies to optimize project outcomes, enhance decision-making, and improve operational efficiency in engineering projects. Students will explore AI-driven solutions for predictive maintenance, process automation, risk management, and resource optimization. The course will also cover the ethical implications and challenges of implementing AI in engineering practices, preparing students for leadership roles in AI-driven engineering environments.

BUEM 630 - Strategic Engineering Leadership and Capstone Project

Credit(s): 3
The Strategic Engineering Leadership and Capstone Project course is a culminating course that integrates the knowledge and skills acquired throughout the Engineering Management program. In this course, students will apply strategic leadership principles to address complex, real-world engineering challenges. The capstone project allows students to work on an engineering management problem or opportunity, leveraging strategic decision-making, leadership, and cross-functional collaboration. Students will be required to lead a team, analyze the problem, develop innovative solutions, and present their recommendations to industry experts. The course aims to prepare students for leadership roles in engineering organizations, equipping them with practical skills and strategic insights.

English

ENGL 534 - Studies in British Literature

Credit(s): 3 hours
This course offers an in-depth study of a specific period, author, and/or genre of British literature. The particular focus of the course will change from year to year. Common topics may be Romantic literature and Victorian fiction. Other potential topics could be non-Shakespearean Renaissance drams, Restoration drama, the eighteenth-century novel,

the works of John Milton, and Victorian poetry. Students will produce a research paper/project commensurate with the programs.

Offered every fall semester. May be repeated for up to nine hours if topic changes. Students will critique writings representative of the semesters topic. Students will contrast the writing styles of various authors and within various works Students will contrast various genres covered in the semesters topic standards for graduate level classes.

ENGL 535 - Studies in Modern Literature

Credit(s): 3 hours
This course examines a varied combination of English, American, and world literature of the twentieth century. The specific focus will change from year to year. A given course may be organized according to genre (fiction, poetry, or drama), topic (e.g. the Southern Renaissance, expatriate literature of the 1920s or the Irish Literary Revival), or representative and related authors (such as Joyce Yeats, Eliot or Williams, Miller, ONeill). Students will produce a research paper/project commensurate with the Departments standards for graduate level classes.

ENGL 550 - Creative Writing

Credit(s): 3 Hours

ENOL 531 - Writing Instruction for the Content Areas

Credit(s): 3 hours
This course teaches strategies for including writing activities and project based learning into all content areas. The intent is to show teachers in fields other than English that writing can become an integral academic component in their fields in grades K-12. Students will study research in the field of writing across the curriculum and develop a variety of daily and unit plans that incorporate writing experiences.
Clinical experience hours required.
Prerequisite(s): REOL 530

ENOL 532 - Methods and Materials for Teaching English, Language Arts, 6-12

Credit(s): 3 hours
This course is the study of methods and materials suitable for teaching English at grades 6-12 in public/private schools. The intent is to introduce teachers to the burgeoning theories of teaching the various elements of the English Language Arts curriculum. Students will study research in the field of English instruction, develop a variety of daily and unit plans that incorporate new techniques and theories, practice writing evaluation, and be introduced to other aspects which enter into the English teacher's classroom situation.

Field Experience Hours Required.
Prerequisite(s): None

ENOL 534 - British Literature

Credit(s): 3 hours
This course offers an in-depth study of a specific period, author, and/or genre of British literature. The particular focus of the course will change from year to year. Common topics may be Romantic literature and Victorian fiction. Other potential topics could be non-Shakespearean Renaissance drama, Restoration drama, the eighteenth-century novel, the works of John Milton, and Victorian poetry. Students will produce a research paper/project commensurate with the program's standards for graduate level classes. Offered every fall semester. May be repeated for up to nine hours if topic changes.

ENOL 535 - Studies in Modern Literature

Credit(s): 3 hours
This course examines a varied combination of English, American, and world literature of the twentieth century. The specific focus will change from year to year. A given course may be organized according to genre (fiction, poetry, or drama), topic (e. g. Southern Renaissance, expatriate literature of the 1920's, Joyce, Yeats, and Eliot. or Williams, Miller, O'Neill). Students will produce a research paper/project commensurate with the program standards for graduate level classes. Students will critique works by English, American, and/or other authors. Students will contrast works of fiction, poetry, and drama. Students will investigate the various genres written during a given period or by given authors. Offered every spring semester May be repeated for up to nine hours if topic changes.

ENOL 550 - Creative Writing

Credit(s): 3 hours
Students in this course will be introduced to the fundamentals of writing literary fiction, poetry, and creative nonfiction through the analysis of technique in published work and through the development and revision of original creative writing. This course is appropriate for absolute beginners and for writers who have worked well in one or more genres and want to expand their range. Students will produce a portfolio that includes a self-analysis and work in three genres: fiction, creative nonfiction, and poetry.

Entrepreneurship

BUEN 644 - New Venture Development

Credit(s): 3
This course is designed to provide the knowledge and skills necessary to launch a business or social venture. There are three components of the course: (1) Feasibility - Identification of a replicable framework and process for exploring the feasibility of start-

up ideas; (2) Planning - Development of the requisite analytics to bring the start-up to market; and (3) Financing - Identification of sources of funding. This course serves as an elective for students pursuing the MBA Entrepreneurship Emphasis.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of Graduate School of Business.

BUEN 648 - Entrepreneurial Strategy

Credit(s): 3
This course provides for an advanced study of entrepreneurial strategy formulation. Emphasis in the course is the development of a comprehensive business plan. This course serves as an elective for students pursuing the MBA Entrepreneurship Concentration.
Prerequisite(s): Admission to the MBA Program or permission of MBA Director or Chair of Graduate School of Business.

BUEN 694 - Special Projects in Entrepreneurship and Related Subjects

Credit(s): 3
This course is designed to allow students to conduct in depth investigation, research, and analysis of current topics or specialized study in entrepreneurship. The course may be retaken under different subtopics for a cumulative total of 6 hours.

Finance

BUFN 538 - Management of Investments

Credit(s): 3
This course focuses on the study of the principles of investments, including the supply of and demand for investment funds; types of stocks, bonds, and other investments; the functions of securities markets; the analysis of different types of securities; and the government regulation of the securities market. The course focuses on investment management decisions and their impact on other functional business elements.

BUFN 682 - Quantitative Methods for Finance

Credit(s): 3
This course is designed to provide an understanding of the quantitative methods and techniques used in financial analysis and investment decision making. This course explores in greater depth the key quantitative techniques and their application to problems in the finance and investment environment. Upon completion of this course, students will gain hands-on experience in quantitative analysis and develop the skills necessary to use quantitative methods in financial decision making. Considerable attention is paid to the quantitative topics covered in the Chartered Financial Analyst (CFA) and Financial Risk Manager (FRM) exam.
Prerequisite(s): Student must be enrolled in the Finance, MS program or a doctoral program.

BUFN 683 - Financial Services, Regulation, and Ethics

Credit(s): 3
This course explores the ethical issues in the financial services industry and the legal and regulatory frameworks that govern the financial system. It provides students with a critical understanding of the ethical issues confronting financial professionals and a broad and in-depth knowledge of the legal and regulatory issues in the financial services industry. Students will leave this course with the relevant knowledge of the legal and regulatory environment in which business operates and the ability to develop the framework necessary to make proper ethical decisions. Particular attention is paid to the knowledge areas covered in the Certified Regulatory Compliance Manager (CRCM) exam offered by the American Bankers Association.
Prerequisite(s): Student must be enrolled in the Finance, MS program or a doctoral program.

BUFN 684 - Financial Modeling and Valuation

Credit(s): 3
The objective of this course is to develop the financial modeling skills necessary to build interactive valuation models for firms. This course explores in greater depth the appropriate valuation concepts, techniques, and models used in typical finance and investment practice. This course will involve extensive use of spreadsheets and other computer-based models to analyze the impacts of investment and financial decisions related to financial statement analysis in the finance and investment context. Ultimately, students who complete this course develop financial modeling skills for performing financial analyses and understand how various financial decisions may impact firm and shareholder value.
Prerequisite(s): Student must be enrolled in the Finance, MS program or a doctoral program.

BUFN 685 - Economic Analysis for Decision Making

Credit(s): 3
This course is designed to provide an understanding of the framework for effective managerial decision-making in an economic context. This course teaches the skills required to understand how various economic decisions may impact a firm in the business world through the use of economic models and specialized economic techniques. Students will leave this course with a good understanding of the economic decision models, tools, and techniques that are useful to firm managers in making business and financial decisions.
Prerequisite(s): Students must be enrolled in the Finance, MS program or a doctoral program.

BUFN 686 - Corporate Finance

Credit(s): 3
This course focuses on issues in corporate finance from the perspective of financial managers who are involved in making and analyzing corporate financial decisions. This course provides an understanding of the corporate's financial decision-making processes - how managers forecast financial needs, assess opportunities, and implement strategies that create enterprise value and maximizes a firm's value. Upon completion of this course, students should acquire the analytical skills for making value-enhancing corporate investment decisions.
Prerequisite(s): Student must be enrolled in the Finance, MS program or a doctoral program.

BUFN 687 - Financial Planning and Wealth Management

Credit(s): 3
This course examines the financial issues arising from personal financial planning and investment management. Among the topics included are financial planning, life cycle financial planning, retirement and estate planning, tax planning, investment planning, wealth management, employment benefits management, risk management, insurance, asset allocation, securities trading, and client communication strategies. This course is recommended for students who wish to become practitioners in financial planning and wealth management and for professionals considering a career transition or career advancement in the financial planning and wealth management industry. Considerable attention is paid to the topics covered in the Certified Financial Planner (CFP) program.
Prerequisite(s): Student must be enrolled in the Finance, MS program or a doctoral program.

BUFN 688 - Big Data and Financial Analytics

Credit(s): 3
The goal of this course is to familiarize students with big data analysis to a wide range of practical financial problems. By the end of this course, students will develop a sufficient understanding of processes, methodologies, and tools used to transform a large amount of financial data into useful information to inform business decisions and actions. Students will also gain hands-on experience in designing highly scalable systems that can accept, organize, store, and analyze large and complex data structures that have financial applications. The course will use Python and R as the primary data analysis platforms. No prior programming experience in Python or R is expected, but familiarity with basic statistics is presumed.
Prerequisite(s): Student must be enrolled in the Finance, MS program or a doctoral program.

BUFN 689 - Global Capital Markets and International Finance

Credit(s): 3
This course is designed to provide an understanding of international finance within the context of global capital markets. The focus is on global capital markets and the financial

management of firms that operate in the emerging global competitive environment. The course will examine the different types of securities in the capital markets across debt, equity, and derivatives and how these different markets around the world interact to create value for corporations and their stakeholders. Considerable attention will also be directed to specific topics of international finance such as international investment management, foreign exchange markets, managing exchange rate exposure and risk, and various other risk management issues.
Prerequisite(s): Student must be enrolled in the Finance, MS program or a doctoral program.

BUFN 691 - Capstone - Strategic Financial Management

Credit(s): 3
This capstone course is designed to give students an opportunity to integrate and apply knowledge from earlier courses to make practical, real-world business decisions. The course is designed with tools that provide students with in-depth training in strategic thought development, analytical thinking, and problem-solving skills that can be applied to solve complex financial problems. It focuses on using illustrative case studies and computerized business models that utilize students' financial knowledge in real-world scenarios.
Prerequisite(s): Student must be enrolled in the Finance, MS program or a doctoral program.

Greek

BGOL 531 - Introduction to Biblical Greek

Credit(s): 3 hours
The course introduces the basic principles of Biblical Greek grammar. The course surveys the verb system; explains the use of cases; discusses the syntax of nouns, adjectives, and prepositions; emphasizes vocabulary building; and lays the groundwork for using Biblical Greek to enrich personal Bible study and the preparation of sermons and Bible studies.

Health

HEOL 530 - Methods and Materials for Teaching Health

Credit(s): 3 hours
This course is designed to provide candidates with the necessary skills to plan and implement a variety of health promotion lessons and methods in elementary, middle and secondary school classrooms. Emphasis will be on facilitating prepared units/lessons to respective target.
Five Field/Clinical Experience Hours required.

HEOL 531 - Topics in Health and/or Exercise and Sport Science

Credit(s): 3 hours
An examination and critical analysis of current trends and issues in the area of health, exercise and sport science. Topics may include obesity and physical inactivity, health care delivery system, gerontology and other related topics. May be repeated.
Prerequisite(s): EDOL 643

Health & Human Performance

HHP 530 - Research Methods

Credit(s): 3 hours
This is an introduction to the research process to provide practical tools to understanding, planning, conducting, assessing, and presenting research.

HHP 531 - Applied Statistics

Credit(s): 3 hours
The focus of this course is to teach basic statistical and evaluative techniques, computer application skills in data analysis, and effective communication of results for research, reports, and presentations.

HHP 532 - Applied Nutrition

Credit(s): 3 hours
Fundamental and diverse nutritional education and practices will be addressed in the framework of allied health professionals working with various populations of active individuals.

HHP 533 - Behavior Change in Health Promotion

Credit(s): 3 hours
This course will integrate psychological theory and practical application strategies of positive behavior change facilitation in health and fitness promotion.

Learning Outcomes:

The students will be able to:
1. Investigate and apply health behavior change and motivational theories.
2. Discuss barriers and factors that influence lifestyle behaviors and change.
3. Integrate intervention strategies to promote behavior change, adherence, and resilience.
4. Review how to facilitate change through different methods such as motivational interviewing, supportive feedback skills, and technology.
5. Summarize how to be an effective facilitator and the importance of ethical responsibilities including confidentiality.

HHP 534 - Exercise Physiology

Credit(s): 3 hours
This is a study of various factors that affect human performance to include regulatory mechanism, adaptations, and changes as a result of physical activity.

HHP 535 - Exercise Testing and Prescription

Credit(s): 3 hours
This course studies the principles of exercise testing and prescription for healthy and diseased states. This course will assist in the preparation for any personal trainer exam and the ACSM EP-C (Certified Exercise Physiologist) test for national certification.

HHP 536 - Foundations of Physical Activity in Health Promotion

Credit(s): 3 hours
This course will be a comprehensive examination of classic and contemporary global studies showing the influence of physical activity on chronic disease. This information can be used in leading individuals, communities, and global society toward improved health and quality of life.

HHP 537 - Coaching and Fitness Leadership

Credit(s): 3 hours
This course develops a theoretical base for teaching sport and exercise skills and to be used for practical application. The course includes the development of a leadership philosophy, with an emphasis on ethics and establishing a leadership style. An examination of the contemporary trends and issues in this area will be included.

HHP 630 - Health Promotion through Physical Activity

Credit(s): 3 hours
In this course, students will demonstrate their competencies of health promotion program planning and evaluation. This course will assist in the preparation for the ACSM/NPAS for Physical Activity in Public Health Specialist Certification exam.

HHP 631 - Advanced Coaching and Fitness Leadership

Credit(s): 3 hours
This course provides an in-depth study of the influence on individual and team performance in sport and exercise settings. There will be a focus on interpersonal aspects such as cohesion and leadership along with topics such as communication, management, skill acquisition, and risk management.
Prerequisite(s): HHP 537

HHP 632 - Social Determinants in Health Promotion

Credit(s): 3 hours
This course investigates current issues and trends influenced by societal, environmental, and situational factors in the areas of health, physical activity, and fitness. Real world health disparities, equity, and diversity will be discussed with ways to consider, prompt, and navigate more inclusive health promotion solutions.

Learning Outcomes

Upon completion of this course, students will be able to:
1. Identify and evaluate health disparities and inequity in the prevention and management of chronic conditions.
2. Discuss how to improve health outcomes for individuals and populations.
3. Describe and demonstrate how to improve participant/client-centeredness and the participants'/clients' experience of health promotion.
4. Explain and implement culturally appropriate skills to educate individuals and communities on how to prevent and manage health conditions as well as advocating for social change.

5. Facilitate and support individuals and communities to develop skills to promote their own health such as risk reduction behaviors, behavior change, and chronic disease management.

HHP 633 - Current Issues in Coaching and Fitness Leadership

Credit(s): 3 hours
This course investigates current issues and trends involving culture, ethics, and policy for leaders in the areas of health, sport, and performance. Societal influence and impact on different individuals and communities will be examined along with strategies to create supportive environment.

HHP 634 - Strength and Conditioning

Credit(s): 3 hours
This course is designed to study the principles and methods of training and conditioning in sports, fitness, and wellness. The focus is to develop holistic training programs that include strength, endurance, power, and overall fitness performance through a variety of methods. This course assists in the preparation for a strength and conditioning specialist certification.

HHP 635 - Youth Health and Fitness

Credit(s): 3 hours
The course is designed to explore the health and developmental benefits of fitness training on youth. This course will also assist in the understanding of safe, age-appropriate exercise, fitness assessment, and program design. This course assists in the preparation for a youth fitness specialist certification.

HHP 636 - Plant Based Nutrition

Credit(s): 3 hours
This course will investigate eating practices exclusively or heavily based on plant consumption. Various concepts across the spectrum of plant-based diet patterns will be examined as well as factors influencing this dietary choice. Benefits and challenges to optimal performance and health will be addressed through nutritional recommendations.

HHP 637 - Applied Sports Medicine

Credit(s): 3 hours
This course will overview prevention, recognition, and management of sport and exercise injuries and other conditions influencing human performance and safety.

HHP 638 - Administrative and Management Strategies

Credit(s): 3 hours
The course will study basic concepts, theories, and practical application pertaining to administration and management of sport and fitness programs. Topics may include organizational structure and function, program development and administration, human resource management, financial management, information management, and legal considerations.

HHP 639 - Special Topics

Credit(s): 3 hours
The course is designed to provide information that is of particular interest to the fields of Health and Human Performance. Topics will vary. Course may be repeated with different topics.

Healthcare Administration

BUHA 661 - Healthcare Accounting

Credit(s): 3
This course focuses on the application of accounting and financial management concepts to healthcare organizations.

BUHA 663 - Healthcare Marketing

Credit(s): 3
This course is designed to provide knowledge of the following issues relevant to healthcare marketing: 1) Nature of healthcare markets; 2) Concept of strategic marketing of healthcare organizations; 3) Marketing strategy and planning tools in the healthcare setting; 4) Healthcare customers and consumer behavior; 5) Application of 4Ps of marketing to healthcare marketing; and 6) Research in healthcare marketing.

BUHA 664 - Healthcare Finance

Credit(s): 3
This course focuses on the application of finance theory, principles, and concepts to healthcare organizations.

BUHA 665 - Healthcare Policy and Economics

Credit(s): 3
This course applies general theoretical principles of economics to the healthcare sector. The basic approach is to recognize the importance of scarcity and incentives, allowing for differences particular to healthcare. The demand and the supply for health and medical care are examined theoretically and practically. In addition, the competitiveness of these markets, the relationship with health insurance and the role of government are explored. A focus of the course is decisions made by consumers, providers (physicians, hospitals), insurers, or the government in the area of healthcare.

BUHA 667 - Legal and Ethical Issues in Healthcare Administration

Credit(s): 3
This course addresses the legal aspects, code of ethics and policy issues relevant to healthcare. Emphases of the course include confidential communications, advanced directives, consents, professional liability, medical malpractice, release of information, case studies, and the professional code of ethics for medical professionals. The course includes discussion relevant to concepts of professional credentialing and responsibility, liability, and working within legal/ethical boundaries.

BUHA 668 - Strategic Management in Healthcare Administration

Credit(s): 3
In this capstone course, students will synthesize and apply concepts learned in the Healthcare Administration concentration. The focus of this course requires case analysis to integrate the components of organizational strategy development and execution. Using the provided healthcare case study, students will assess the situation, identify the problem, and develop strategic alternatives in order to recommend a proposed solution.

BUHA 670 - Digital Health and Analytics

Credit(s): 3
This course introduces students to digital health and analytics aimed to improve patient care outcomes and enhance health delivery system performance. Specific topics will include: an overview of the digital health concepts and related terminologies, data standards, health data security and confidentiality, clinical decision support systems, population health analytics, big data analytics, consumer health informatics, emerging digital health innovations and applications, and other topics related to digital health and analytics. Course learning objectives and critical core competency skills are achieved using various learning methods, including lectures, discussion questions, participation, written assignments such as experiential-based case studies, and a comprehensive final project.

BUHA 696 - Special Projects in Healthcare Administration and Related Subjects

Credit(s): 1-6

Hebrew

BHOL 531 - Introduction to Biblical Hebrew

Credit(s): 3 hours
The course introduces the basic principles of Biblical Hebrew grammar. The course surveys the verb system; introduces the syntax of nouns, adjectives, and prepositions; emphasizes vocabulary building; and lays the groundwork for using Biblical Hebrew to enrich personal Bible study and the preparation of sermons and Bible studies.

History

HIOL 530 - Methods and Materials for Teaching Social Studies

Credit(s): 3 hours
An analysis of content area, methodology, and instructional techniques; application of methods to the skill and content area of social studies.
Five Field/Clinical Experience Hours required.
Prerequisite(s): None

HIOL 531 - Studies in History

Credit(s): 3 hours
Different topics will be offered on a specific period of history. The course may be repeated for up to six hours credit and upper class undergraduates may take the course with permission of the Chair of Graduate Education.

HIST 531 - Topics in Social Studies

Credit(s): 3 hours

Information Systems Security

ISOL 531 - Access Control

Credit(s): 3 hours
The course provides an in-depth study of the three main security principles: availability, integrity and confidentiality. The course examines mechanisms used to control what resources an entity can access, and the extent of the entity's capabilities to interact with the resource. The course also examines approaches to auditing how the entity interacts with the resource.

ISOL 532 - Telecommunications and Network Security

Credit(s): 3 hours
The course provides fundamental concepts of networking including: examination of public and private communication systems, networking topologies, devices, protocols, and remote access. It additionally explores strategies on identifying areas for security vulnerabilities on networks.

ISOL 533 - Information Security and Risk Management

Credit(s): 3 hours
The course provides a methodology to identify an institution's information technology assets, the proper way to determine the necessary level of protection required, and techniques for developing budgets for security implementations.

ISOL 534 - Application Security

Credit(s): 3 hours
This course discusses methods to increase the security of application development and thwart attacker attempts to manipulate code. It also explores the software lifecycle and change control to reduce the probability of poorly written applications that allows an attacker to exploit coding errors. Database development models will be introduced focusing on choosing the best model to increase security.

ISOL 535 - Cryptography

Credit(s): 3 hours
The course examines methods and techniques for concealing data for security purposes. Topics covered will include cryptographic techniques, approaches, and technologies.

ISOL 536 - Security Architecture and Design

Credit(s): 3 hours
The course focuses on the concepts and standards for designing and implementing secure software systems.

ISOL 631 - Operations Security

Credit(s): 3 hours
The course examines controls over personnel, hardware, software, and systems. It also covers possible abuse channels and proper countermeasures.

ISOL 632 - Business Continuity Planning and Disaster Recovery Planning

Credit(s): 3 hours
The course examines the preservation of business activities when faced with disruptions or disasters. It involves the processes that are used to create a business continuity and disaster recovery plan and strategies for critical resource recovery.

ISOL 633 - Legal Regulations, Compliance, and Investigation

Credit(s): 3 hours
This course helps students understand the various types of cybercrimes, and law enforcement's responses to them through digital forensics. The legal environment of cyberspace will be unpacked as the student becomes familiar with how technology facilitates social relationships between deviants and criminals. From hacking and online fraud to sexual exploitation, intellectual property theft, cyberbullying, and even cyber-terrorism and warfare, digital forensics investigations, cybercrime policies, and legislation are presented as strategic solutions to make the world wide web and its users secure.

ISOL 634 - Physical Security

Credit(s): 3 hours
The course examines risks, threats, and countermeasures to secure data, personnel and hardware. This involves facility creation and selection concerns, facility access control methods, and safety issues.

ISOL 690 - Special Topics

Credit(s): 3 hours
The course presents special topics of interest in the domain of information security and information governance. Topic areas might include business continuity planning, legal and regulatory compliance issues and operations security.

ISOL 699 - Info Security Project

Credit(s): 1 hour
All students are required to demonstrate the ability to demonstrate the ability to clearly evaluate a particular information security need, identify potential solutions, evaluate the alternatives, and implement the best solution. This project will draw upon portfolio case assignments completed in previous courses to produce a complete solution for the

assigned problem. It will be evaluated using the same rubric that was used to assess the individual course portfolio assignments.

Information Technology

ITS 530 - Analyzing and Visualizing Data

Credit(s): 3 hours
This course is intended to introduce students to modern programs and technologies that are useful for organizing, manipulating, analyzing, and visualizing data. We start with an overview of the R language, which will become the foundation for your work in this class. Then we'll move on to other useful tools, including working with regular expressions, basic UNIX tools, XML, and SQL.

ITS 531 - Business Intelligence

Credit(s): 3 hours
This course covers theories and applications of business analytics. The focus is on extracting business intelligence from firms' business data for various applications, including (but not limited to) customer segmentation, customer relationship management (CRM), personalization, online recommendation systems, web mining, and product assortment. The emphasis is placed on the 'know-how'

ITS 532 - Cloud Computing

Credit(s): 3 hours
This course is designed as a primer for cloud computing which many believe is the third major wave of computing, after mainframe and client-server computing. The course examines this technology from a business perspective. The course is designed to deliver a holistic and balanced view of business model, technological infrastructure, and security issues of cloud computing useful for the technology student to understand the business challenges and the business student to understand the technology challenges.

ITS 535 - System Analysis and Design

Credit(s): 3 hours
This course provides a detailed overview of system analysis and design methodologies. You will examine techniques to develop systems more efficiently, such as the system development life cycle (SDLC) and other processes. System requirements, functional design, display, and end-of-project conclusions and analysis are studied and practiced through a variety of activities.

ITS 536 - Human Computer Interaction and Usability

This course takes an interdisciplinary approach to the study of Human Computer Interaction (HCI), viewing it from multiple angles to understand its implications in

organizational and societal contexts. Students explore design principles of HCI and learn best practices for the evaluation and implementation of interactive computing systems designed for human use. This course takes beginner students all the way up to advanced concepts.

ITS 537 - Information Technologies and Mobile Applications

In this course, students uncover the technologies, devices, operating systems and tools behind mobile apps. The course focuses on mobile app development software and students practice creating apps for different devices and on a range of operating systems such as Android and iOS.

ITS 538 - Database Systems

In this course, you will learn about the basic models and capabilities of standard database management systems (DBMS) packages. Included in the course is an overview of database principles, file-level models, data-level models, operation. The course also emphasizes implementation, maintenance and security considerations. You will study and use methods of DBMS selection and evaluation to implement the design for your proposed database project solution.

ITS 630 - Organization Leadership and Decision Making

Credit(s): 3 hours
One of the most important skills a business leader needs to have concerning technology involves effective decision making and governance. This class will consist of a case study approach presenting different scenarios that require decisions to be made on technology issues that are relevant to today's business environment. Students will develop the skills for understanding the components and elements of these technology decisions, and assess associated risks. This course will draw upon a cross section of technology, finance, security, project management, leadership, and other aspects of effective decision making.

ITS 631 - Operational Excellence

Credit(s): 3 hours
This course focuses on the skills & knowledge to guide an organization in its best use of technology to achieve its business goals and objectives. Although technical knowledge & skills are essential for technology professionals, this course focuses on the development of more general leadership skills. The ability to communicate with a broad set of stakeholders is essential & this course will offer exercises in skills such as negotiation, persuasion, agility, coaching & facilitation through case studies, role playing and simulation. Technology leaders must also understand the elements of developing & implementing an overall IT Strategy for the organization. This course will review the various levels of strategy & how strategy is implemented.

ITS 632 - Introduction to Data Mining

Credit(s): 3 hours
The goal of the course is to introduce students to the current theories, practices, tools and techniques in data mining. Because many topics and concepts in data mining are learned most efficiently through hands-on work with data sets, we will spend time with software analyzing and mining data. The goal is to gain a better understanding of how data mining is applied and what is involved in data mining projects.

ITS 699 - Information Technology Project

Credit(s): 1 hour*
Students are required to demonstrate ability to clearly evaluate a particular information technology need, identify potential solutions, evaluate the alternatives, and implement the best solution. *Successful completion of 1 hour in INTR 599/INTR 799 will replace ITS 699

ITS 831 - Information Technology Importance in Strategic Planning

Credit(s): 3 hours
This course focuses on the information technology leader's collaborative roles working with an organization's senior leadership, including aligning business strategy with IT strategy, acting as an equal contributor to the formation of organizational strategy, and integrating ethical policies and practices into an organization. Learners evaluate multidisciplinary research and practices related to leadership, organizational structures, and culture. Through the lens of complexity/chaos and change theories, learners analyze information technology's role in contributing to organizational resiliency.

ITS 832 - Information Technology in a Global Economy

Credit(s): 3 hours
This course covers theory, development and impacts of national and international policy on IT. It explores how frequent shifts in public policy require IT businesses to adjust rapidly to adhere to regulations. Students will develop sophisticated strategies to be able to adapt to the changing environment including new technologies, global transfer and analysis.

ITS 833 - Information Governance

Credit(s): 3 hours
This course presents key issues related to the discipline of information governance and how it is being applied to electronic document and records management, email, social media, cloud computing, mobile computing, and, in fact, the management and output of information organization wide. IG leverages information technologies to enforce policies, procedures and controls to manage information risk in compliance with legal and litigation demands, external regulatory requirements, and internal governance objectives. Information Governance: Concepts, Strategies, and Best Practices reveals how, and why,

to utilize IG and leverage information technologies to control, monitor, and enforce information access and security policies.

ITS 834 - Emerging Threats and Countermeasures

Credit(s): 3 hours
This course covers security issues and current best practices in several applicative domains, ranging from the enterprise to the military. Discusses emerging security threats and available countermeasures with respect to the most recent network and computing technologies, including wireless networks, computer-controlled physical systems, and social networks. Concludes by presenting current trends and open problems.

ITS 835 - Enterprise Risk Management

Credit(s): 3 hours
This course goes beyond looking at risk management from the confines of quantitative topics to cover the full spectrum of risks that may emerge in enterprises. It covers a more holistic approach that includes the decisions and actions of employees in an active enterprise. It uses case studies to demonstrate the issues and challenges in total risk management. Finally, the course explores techniques for balancing enterprise risk and reward to enable performance optimization.

ITS 836 - Data Science and Big Data Analytics

Credit(s): 3 hours
In this course the students explore key data analysis and management techniques, which applied to massive datasets are the cornerstone that enables real-time decision making in distributed environments, business intelligence in the Web, and scientific discovery at large scale. In particular, students examine the map-reduce parallel computing paradigm and associated technologies such as distributed file systems, no-sql databases, and stream computing engines. This highly interactive course is based on the problem-based learning philosophy. Students are expected to make use of technologies to design highly scalable systems that can process and analyze Big Data for a variety of scientific, social, and environmental challenges.

Interdisciplinary Early Childhood Education

IECE 530 - Methods & Materials for Teaching Kindergarten

Credit(s): 3 hours
The course is designed to provide the student with a basis for creating meaningful learning experiences in the kindergarten classroom. Topics include methods and materials, addressing the needs of all learners, and comparison of curricula.
Field Experience hours required.
Prerequisite(s): N/A

IECE 533 - Introduction to Early Childhood Special Education

Credit(s): 3 hours
This course is an overview of young learners with exceptionalities. Emphasis is on characteristics, analysis, understanding, identification, and prioritization of educational practices, learning environments, instruction strategies and accommodations for young learners with special needs.
Field Experience hours required.

IECE 536 - Screening & Assessment in Early Childhood

Credit(s): 3 hours
This course focuses on providing the educator with the knowledge and skills to facilitate, implement, or review for proper use the required screenings and assessments of health, physical development, and ongoing learning status of infants, toddlers, preschool, and kindergarten children, including those with disabilities and to communicate results to students, parents, and partners.
Field Experience hours required.

IECE 537 - Health & Safety Issues in Early Childhood

Credit(s): 3 hours
This course is designed to provide the candidate with a comprehensive understanding of the nutrition, health, and safety needs of children from birth through school age. Candidates learn when, where, and how to make healthcare referrals for young children. Candidates develop a working knowledge of all applicable health regulations for young children. Candidates are required to become trained in CPR.
Field Experience hours required.
Prerequisite(s): N/A

IECE 634 - Early Childhood Curriculum & Methods

Credit(s): 3 hours
This course is a blend of theory and application to help candidates understand why and how to design and implement developmentally appropriate curriculum and practice, helping children achieve national and state standards through a play-based curriculum. Emphasis is on goals, environment, materials and the collaboration of teachers and parents.
Field experience hours required.

IECE 635 - Classroom Management in Early Childhood Settings

Credit(s): 3 hours
This course is designed to assist teachers in developing the practical application of effective management techniques based upon current research of best practices in classroom management and encompasses all of the teacher's interactions with students,

classroom environment (rules & procedures), instructional strategies, and development of engaging work. Also, the distinction will be made between a "well managed" class and a class of engaged learners. Other topics include Social Skills instruction and reinforcers. Field Experience hours required.

Leadership

DISR 736 - Dissertation Proposal Development

Credit(s): 3
This course provides guided instruction on the design and writing of a dissertation proposal focused on organization-based research. Course activities are intended to strengthen skills in writing, project design, and research methods.
Prerequisite(s): DSRT 734 (or equivalent) and DSRT 837 (or equivalent)

DISR 839 - Dissertation Research I

Credit(s): 3
The course is designed to provide doctoral students with an in-depth analysis of the methods and procedures of research used in the various subfields of education. Topics include conceptualizing research designs, writing research proposals, constructing measurement instruments, collecting and analyzing qualitative and quantitative data, and drawing inferences. Special attention is given to making sound decisions regarding the selection of appropriate designs and methods for investigating research questions. The student will develop a proposal that will, upon approval of the student's advisor and program director, serve as the first three chapters of the student's dissertation.
Prerequisite(s): DSRT 734 (or equivalent) and DSRT 837 (or equivalent)

DISR 930 - Dissertation Research II

Credit(s): 3
These courses are an independent application of research, design, and methodology that leads to the completion of an original research study under the guidance of the student's Dissertation Director. Subject to the final approval of the Dissertation Director and evaluators, the degree candidate writes the dissertation and prepares for its oral defense.
Prerequisite(s): All coursework needs to be completed, and IRB approval must be secured. Advisor approval is also necessary to register for the 930 sequence; if the dissertation is not completed at the end of DISR 931, the candidate enrolls in DISR 931-R as needed for 3 credit hours each term until the dissertation is completed and defended.

DISR 931 - Dissertation Research III

Credit(s): 3
These courses are an independent application of research, design, and methodology that leads to the completion of an original research study under the guidance of the student's Dissertation Director. Subject to the final approval of the Dissertation Director and

evaluators, the degree candidate writes the dissertation and prepares for its oral defense. Prerequisite(s): All coursework needs to be completed, and IRB approval must be secured. Advisor approval is also necessary to register for the 930 sequence; if the dissertation is not completed at the end of DISR 931, the candidate enrolls in DISR 931-R as needed for 3 credit hours each term until the dissertation is completed and defended.

LEAC 731 - Learning in Adulthood

Credit(s): 3 hours
Course investigates the adult as learner with special attention given to the impact that aging has on cognition, visual acuity, auditory ability, social interactions, and self-perceptions. The course further explores the various settings and platforms in which learning takes place. Special attention is given to teaching and leading adults.

LEAC 781 - Higher Education and Student Personnel Services

Credit(s): 3 hours
This course examines both theory and practice based development, implementation, and management approaches to student personnel services. The course reviews services and programs designed to support the ever-expanding student development needs. Course topics can vary by semester, but may include residence life, academic advising and support, student engagement, athletics, judicial affairs, and targeted student subpopulations.

LEAC 782 - Higher Education Enrollment Management

Credit(s): 3 hours
This course will examine best practices and current trends as it relates to student recruitment and retention in higher education. The cycle of student enrollment will be analyzed reflecting upon the impact of technology, financial aid, marketing, and student engagement on college student enrollment behaviors.

LEAC 783 - Higher Education Law and Policy in Student Services

Credit(s): 3 hours
This course will review state and federal law as it relates to institutional policy development and implementation. Special attention will be devoted to the impact of Title IX, the Family Educational Rights and Privacy Act (FERPA) and the American with Disabilities Act on Student Services. Discussions surrounding social media, student privacy, freedom of speech, and due process as it relates to judicial affairs and student services will also be reviewed.

LEAC 834 - Leadership in Historical Context

Credit(s): 3 hours
The course examines the practical application of leadership throughout history. It places

special emphasis upon the contextual actions of leaders and the dynamics of time and place. This course exposes students to a wide range of historical leaders, their leadership techniques, and the consequences of their leadership decisions. Students will evaluate the classical understanding of leadership, particularly from a Greco-Roman perspective.

LEAC 835 - Teaching and Learning Online

Credit(s): 3 hours
Course provides the knowledge and skills necessary to effectively develop curriculum and deliver it online. Instruction includes a survey of the history of the distance education movement; types of online learning environments, instructional design strategies, and methods and best practices of teaching and learning online. Discussion is also provided on learning management systems (LMS) and communication management software.

LEAC 840 - Foundations of Instructional Technologies

Credit(s): 3 hours
This course introduces systematic instructional design and technology theories and models. An in-depth study of the instruction design processes, integration of instructional technology, associated pedagogy, and theories are presented to provide comprehensive knowledge about instructional technology principles.

LEAC 841 - Trends and Issues in Instructional Technology

Credit(s): 3 hours

This course explores cutting-edge educational technologies-including XR (extended reality), blockchain for credentials, multimodal and conversational AI, and the economics of ed-tech startups. Students engage with horizon-scanning frameworks (e.g., Gartner Hype Cycle, EDUCAUSE Horizon Reports) to analyze trends, identify opportunities, and design rapid, small-scale pilot projects that support school or district strategic goals. Emphasis is placed on ROI modeling, stakeholder communication, and leadership strategies for ethical, inclusive adoption in diverse educational settings.

LEAC 842 - Leadership and Instructional Technology

Credit(s): 3 hours
This course centers on leading systemic digital transformation: budgeting, vendor selection, policy alignment, and cultivating a culture of continuous improvement. Frameworks include Kotter's 8-Step Change Model, ADKAR Individual Change Model, and human-centric change leadership for distributed organizations.

LEAC 843 - Ethical and Legal Issues related to Instructional Technology

Credit(s): 3 hours
This course addresses legal issues and ethical concerns surrounding the design and presentation of digital content in online learning environments. Course participants will consider the diverse needs of individual learners and demonstrate skills to develop equitable digital content for the online classroom. Emphasis in the course includes differences between the various types of licensed online content (e.g. copyright with permission, fair use, public domain and creative commons) for ethical and legal use with educational purposes.

LEAC 844 - Management and Evaluation of Instructional Technology and Design

Credit(s): 3 hours
This course examines the management and evaluation of technology-based instruction. The course is designed to allow students to integrate research and evaluation techniques in the needs analysis and assessment of instructional technology.

LEAC 845 - Instructional Multimedia Integration

Credit(s): 3 hours
This course explores a variety of interactive media technologies for integration in the online classroom. Participants will gain skills to use, produce, and integrate media, including video, audio, graphics, and web-based tools and resources for educational purposes. Participants will reflect on instructional strategies to enhance learning through media integration. Projects include the development of multimedia publications and a resource toolkit.

LEAC 846 - Digital Game-Based Learning

Credit(s): 3 hours
This course examines the theories and pedagogy related to the application of gamification and digital game-based learning to increase student achievement. Emphasis in the course include research, evaluation, and implementation of game-based instructional technology. Topics will explore the elements of games, gamification, and simulations and how they can be effectively applied in the classroom. Projects include the design and development of a game-based learning lesson plan and online gaming applications.

LEAC 847 - Diversity and Multicultural Education for Health Professions

Credit(s): 3 hours
This course is designed to provide students with a comprehensive examination of the factors related to culture and diversity and the roles these areas play in health care and society. Students will be encouraged to develop an awareness of cultural biases and their impact when working in a multi-cultural society. Special attention will be given to dimensions of culture, ethnicity, lifestyle, religion, socioeconomic status, and gender issues and how those factors affect the health care professions.

LEAC 848 - Student Assessment in Health Professions

Credit(s): 3 hours
This course examines assessment processes in health professions education and the development of reliable and valid measures used in student assessment. Students will gain an understanding of the purpose and types of evaluation and assessment in education with an emphasis on authentic assessment practices and the link between instruction and assessment. An examination of theories and current research around student assessment will be a focus in the course.

LEAC 849 - Current Topics and Trends in Healthcare

Credit(s): 3 hours
This course examines current trends and topics in the health professions landscape. Identification of issues related to health professions will be discussed. A review of current research in the field of health professions education will be a focus in the course.

LEAC 850 - Strategic Leadership and AI Integration (Capstone)

Credit(s): 3
This course equips students with the strategic leadership skills necessary to evaluate, guide, and implement AI initiatives within complex organizational systems. Students will integrate their knowledge of AI technologies, human-computer interaction, standards, risk analysis, and ethical frameworks to develop and present a comprehensive AI leadership plan. Emphasis will be placed on change management, cross-disciplinary collaboration, improvement planning, and the responsible stewardship of emerging technologies.

LEAD 530 - Foundations of Organizational Leadership

Credit(s): 3 hours
This course focuses on foundational organizational theories, leadership theories, and leadership process. The course provides an introduction to organizational development, the role of organizational leaders, and the related knowledge required in this role. Different types of organizations, such as private, public, for-profit, and non-profit organizations, will be analyzed in the course.

LEAD 531 - Introduction to Non-Profit Management

Credit(s): 3 hours
This course is designed with a focus on understanding organizational aspects related to non-profit management and best practices in leading non-profit organizations. Students will explore issues leaders face while managing nonprofit organizations, board governance, grant writing, fundraising, managing employees and volunteers, and marketing strategies.

LEAD 532 - Research Methods and Analysis

Credit(s): 3 hours
The course is designed to provide students with an analysis of research methods and procedures used in research in the field of organizational leadership. The course explores quantitative and qualitative research methodologies and statistical analysis to guide organizational decision-making. Special attention is given to making sound decisions regarding the selection of appropriate designs and methods for investigating research questions.

LEAD 639 - Organizational Leadership Capstone

Credit(s): 3 hours
This course will provide an opportunity for students to demonstrate a synthesis of knowledge obtained in the program by focusing on prior course work, including building on the research methods and analysis concepts. Students will develop an academic paper and project around a practical organizational problem faced by leaders and contributes to the professional body of knowledge in organizational leadership.

LEAD 699 - Applied Practical Learning

Credit(s): 1 hour
This online course provides students enrolled in the master's program in Organizational Leadership an opportunity to apply professional applications to their respective academic coursework. The Applied Learning Practicum can be either a practicum or internship in an area directly related to the student's course of study, or a project conducted in collaboration with program faculty applying coursework to a professional setting.

LEAR 710 - Capstone Project

Credit(s): 1 hour
The course integrates the concepts presented in the leadership and research core courses. Students will develop a Capstone project an approved topic in the form of a case report, comprehensive literature review, evidence-based report, or other approved format to demonstrate an integration of knowledge gained throughout the program.

LEAS 730 - The Politics of Organizational Decision-Making

Credit(s): 3 hours
This course provides an overview of how political activities at the federal, state, and local levels impact the administrative decision-making in an organizational setting. It explores strategies for managing institutional politics to make these activities a constructive component of administration.

LEAS 732 - Program Planning and Assessment

Credit(s): 3 hours
The course examines the development, delivery, and assessment of academic programs. Emphasis is placed on identifying needs and developing courses relevant to organizational and unit mission statements. Methods of assessing program effectiveness are also examined.

LEAS 830 - Leadership in Theory and Practice

Credit(s): 3 hours
In this home-based project, the candidate applies adult learning theories and leadership principles to an initiative within the home institution or in an educational setting approved by the instructor. The course culminates in a written project that assesses the types of learning and or leadership models used in the initiative as well as the outcome. The paper should be at least 20 pages in length.

LEAS 833 - Higher Education in America

Credit(s): 3 hours
Course provides an overview of the missions of contemporary higher education institutions, including community colleges; private liberal arts colleges; church affiliated universities, public regional and land-grant universities, historically black colleges, as well as proprietary colleges and universities. Particular attention is given to the roles played by various administrative units operating on college campuses, including academic affairs, student-personnel services, and financial affairs and plant operations.

LEAS 835 - The Change Process

Credit(s): 3 hours
The course offers an interdisciplinary approach to the management of the change process with respect to individuals, groups, local community, and the American society. Drawing on concepts from the psychology of learning, human resource management, and sociology, the course looks at how educators and various social and political forces, including government policies and court decisions, interact with local culture to impact individual and corporate human behavior.

LEAS 836 - Current Trends in Leadership

Credit(s): 3 hours
This course provides an examination and critical analysis of current trends and issues in leadership. The course will evaluate current research and literature in the field of leadership to provide an assessment and discussion of current trends and issues.

Management

BUSM 624 - Competitive Strategy

Credit(s): 3
This course is designed to provide the core concepts and frameworks for competitive strategy. The course is designed around two main questions:

1. Why are some companies more successful than others

2. What can we learn from their experiences to identify key drivers of superior performance?

BUSM 625 - Mergers and Acquisitions

Credit(s): 3
This course explores mergers and acquisitions as a viable mode of corporate development. The emphasis of this course is the comprehensive framework for executing mergers and acquisitions from initiation to implementation.

BUSM 626 - Management Consulting

Credit(s): 3
This course is designed to provide a framework for the management consulting profession. Emphasis is placed on developing proficiencies in a range of skills required to practice consulting. In this course, students will become familiar with the typical phases in a consulting project.

BUSM 631 - Managing in a Global Environment

Credit(s): 3

This course provides a study of the involvement of American firms in the international community with special emphasis on the impact of foreign competition on domestic markets, management of multinational enterprises, and decision-making in the international environment.

BUSM 632 - Advanced Human Resource Management

Credit(s): 3
This course is the study of contemporary topics related to effective management of human resources, and emphasizes in-depth research and analysis of the interrelationship of the human resource function in a dynamic business environment.

BUSM 645 - Strategic Leadership

Credit(s): 3
This course provides for the study of leadership issues and constructs required for

managers. Emphasis is placed on negotiation, conflict resolution, mediation, communication, ethical reasoning, problem-solving, and decision-making.

BUSM 652 - Strategic Organizational Design

Credit(s): 3
This course focuses on organizational strategy and the competitive advantage of organizational design. Special emphasis will be placed on contemporary organizations and the concepts, strategy, and design driving their success.
Prerequisite(s): Student must be enrolled in the Strategic Management, MS program or a doctoral program.

BUSM 677 - Business Ethics, Corporate Governance, and Social Responsibility

Credit(s): 3
This course focuses on corporate governance and covers the complex environment in which managers confront ethical decision-making. It draws heavily on examples of high-profile organizations and uses cases to illustrate the integration of corporate governance, corporate social responsibility, and ethics into key strategic business decisions. Upon completion of this course, students will learn how to develop an ethical corporate culture and make decisions that reflect organizational values and the expectations of stakeholders.
Prerequisite(s): Student must be enrolled in the Strategic Management, MS program or a doctoral program.

BUSM 692 - Special Projects in Strategic Management

Credit(s): 3
This course is designed to allow students to conduct in-depth investigation, research, and analysis of current topics or specialized study in strategic management. The course may be retaken under different subtopics for a cumulative total of 6 hours.

BUSM 698 - Capstone: Strategic Management

Credit(s): 3
A capstone investigation of how strategy interacts with and guides an organization within its internal and external environments. The focus of the course is on corporate- and business unit-level strategy, strategy development, strategy implementation, and the overall strategic management process. Topics include organizational mission, vision, goal setting, environmental assessment, and strategic decision making. Techniques such as industry analysis, competitive analysis, and portfolio analysis are presented. Course discussion addresses strategic implementation as it relates to organizational structure, policy, leadership, and evaluation issues. The ability to think strategically and to weigh things from the perspective of the total enterprise operating in an increasingly global market environment is emphasized. Case analyses and text material are used to integrate knowledge and skills gained through previous study.

Prerequisite(s): BACC 532, BUSM 624, BUSM 625, BUSM 626, BUSM 631, BUSM 632, BUSM 645, BUSM 652, and BUSM 677

Marketing

BUMK 621 - Strategic Digital Marketing

Credit(s): 3
This course is an introduction to the field of digital marketing. This course is designed for business and marketing students looking to gain foundational skills in digital marketing. Digital marketing includes practices such as eCommerce, email marketing, marketing technologies, segmentation, digital strategy, digital advertising, and social media. Each area will be covered with materials that relate the concepts to current business practices. The course focuses on the theories, strategies, tools, methods, and applications of digital marketing. Students will review literature and materials to learn best practices and methods relevant to today's business environment. Additionally, the course will cover management and strategic planning in digital marketing. Topics include digital business growth, strategies for connecting with digital consumers, eCommerce, online consumer behavior, SEO/SEM, social media, artificial intelligence technology, digital media, mobile apps, email marketing and more. Through building a strategic digital marketing plan, students will orient themselves with not just learning the concepts but bringing them together for a comprehensive plan that incorporates how these concepts are applied towards a specific digital marketing challenge or opportunity.

BUMK 643 - Sales and Customer Relationship Management

Credit(s): 3
This course provides for an advanced study of sales force issues and the management of the overall customer relationship effort in an organization. Emphasis is placed on identifying approaches for making decisions that lead to a more customer-centric business model.

BUMK 655 - Advanced Brand Management

Credit(s): 3
As products, pricing, promotion, and distribution increasingly become commodities, the new competitive arena is brand value, which creates long-term profitable brand relationships. Building brand equity involves managing brands within the context of other brands, as well as managing brands over multiple categories, over time, and across multiple market segments. This course is designed to provide the knowledge and skills necessary to build, measure, and manage a brand.

BUMK 656 - Business-to-Business (B2B) Marketing

Credit(s): 3
This course is designed to provide in-depth study of issues related to industrial or business-to-business marketing. Many B2B marketing executives indicate that many traditional marketing concepts and principles do not apply in B2B. B2B marketing requires a unique set of marketing concepts and principles versus consumer marketing. Another focus of the course will address a major difference between consumer and business-to-business marketing, namely the amount of people involved in the sale: from both the seller's firm and the purchasing firm. In consumer selling, the user is generally the purchaser. In B2B marketing, both the selling firm and the buying firm includes members of other disciplines (engineering, transportation, warehousing, finance, and others) from the beginning of the process to the time of actual purchase. The addition of these people fosters strong ties between the two firms but also lengthens the time and complexity of the sale.

BUMK 657 - Logistics and Supply Chain Management

Credit(s): 3
In this course, students will understand that successful Supply Chain Management (SCM) requires cross-functional integration of key business processes within the firm and across the network of firms that comprise the supply chain. The challenge is to determine how to successfully accomplish this integration. In this course, the distinction between logistics and supply chain management is identified and a framework for SCM is presented. Class time is also devoted to each of the eight supply chain processes.

BUMK 658 - Marketing Decision-Making & Analytics

Credit(s): 3
The overarching purpose of this course is to orient students to the systematic use of data and state-of-the-art marketing analytics tools to solve real-world marketing problems that add value to an organization's marketing and growth efforts. By the end of this course, students will develop a sufficient understanding of the framework, processes, methodologies, and analytical tools used to transform marketing data into useful information to make strategic marketing decisions. Students will also gain hands-on experience in data-driven approaches to make data-driven marketing decisions.

BUMK 662 - Customer Satisfaction Management

Credit(s): 3
This course provides for a comprehensive study in determining how to measure customer satisfaction. In this course, students will present customer satisfaction strategies which are consistent with an organization's broader goals.

BUMK 671 - Strategic Marketing & Research (Capstone)

Credit(s): 3
The Strategic Marketing Capstone course is designed as the culminating experience for

students completing their marketing program. This course integrates key concepts and skills from previous courses, including Customer Relationship Management (CRM), Brand Management, Marketing Analytics, Business-to-Business (B2B) Marketing, and more. Students will engage in a comprehensive strategic marketing project that requires them to synthesize and apply their accumulated knowledge and expertise. This hands-on project will challenge students to develop a strategic marketing plan, demonstrating their ability to analyze market opportunities, devise creative solutions, and implement effective marketing strategies in a real-world context. Through collaborative work and individual assignments, students will showcase their proficiency in strategic thinking, problem-solving, and professional communication, preparing them for advanced roles in the marketing field.

BUMK 695 - Special Projects in Marketing and Related Subjects

Credit(s): 3
This course is designed to allow students to conduct in-depth investigation, research, and analysis of current topics or specialized study in marketing. The course may be retaken under different subtopics for a cumulative total of 6 hours.

Mathematics

MAOL 530 - Topics in Mathematics I

Credit(s): 3 hours
Topics are selected from arithmetic and number theory, statistics in research, geometry, and other topics. May be repeated.

MAOL 531 - Teaching Math to Learners with Disabilities

Credit(s): 3 hours
The overall context in which these teaching approaches are considered are the national curricular reforms in mathematics. This course focuses on pedagogy and its relationship to subject matter, curriculum, and pedagogical knowledge. The roles of learners within the context of the school are also considered. Specific attention is provided in this course to the teaching that responds to the reform recommendations identified by the NCTM and higher standards in mathematics in education.

MAOL 532 - Methods and Material for Teaching Math

Credit(s): 3 hours
The study of the methods and materials suitable for teaching Mathematics at various public/private school grade levels. The intent is to introduce teachers to the ever-increasing theories of teaching the elements of mathematics in the curriculum. Candidates will take an active approach to teaching mathematics to learners. All candidates will study current relevant research in the field of mathematics instruction, develop a variety of daily and unit plans that incorporate new and current techniques and theories, practice

evaluation techniques and to be introduced to other aspects which is appropriate for a mathematics instructors classroom.
Five Field/Clinical Experience Hours required.

MAOL 630 - Topics in Mathematics II

Credit(s): 3 hours
Topics are selected from statistics, calculus, and Mathematical structure and analysis. May be repeated.

MAOL 631 - Topics in Geometry

Credit(s): 3 hours
Designed for both the candidate in the field of education and for the candidate pursuing further study in mathematics. The candidate is provided the opportunity to study Euclidean Geometry as an axiomatic system and the work completed in this course is intended to serve as resource material for teaching geometry in the public school, for teaching geometry in the junior college or college and in further mathematics study.

Missions and Ministry

MMOL 531 - Old Testament Survey I

Credit(s): 3 hours
The course provides an introduction to the Pentateuch and the former prophets (Joshua, Judges, Samuel, and Kings). The course provides an historical, literary, and theological examination of the books and sections. Students will learn about the various analytical methods used in studying these books and the major issues in the formation and interpretation of the books. Students will also examine the content and theology of the books.

MMOL 532 - Old Testament Survey II

Credit(s): 3 hours
The course provides an introduction to the latter prophets (Isaiah, Jeremiah, Ezekiel, and the Twelve) and the Writings of the Old Testament. The course provides an historical, literary, and theological examination of the books and sections. Students will learn about the various analytical methods used in studying these books and the major issues in the formation and interpretation of the books. Students will also examine the content and theology of the books.

MMOL 533 - New Testament Survey I

Credit(s): 3 hours
The course provides an introduction to the Gospels of the New Testament. The course provides an historical, literary, and theological examination of the books. Students will

learn about the various analytical methods used in studying these books and the major issues in the formation and interpretation of the books. Students will also examine the content and theology of the books.

MMOL 534 - New Testament Survey II

Credit(s): 3 hours
The course provides an introduction to the Book of Acts, the letters of Paul, the general letters, and the Book of Revelation in the New Testament. The course provides an historical, literary, and theological examination of the books and sections. Students will learn about the various analytical methods used in studying these books and the major issues in the formation and interpretation of the books. Students will also examine the content and theology of the books.

MMOL 535 - Christian Theology I

Credit(s): 3 hours
The course exams the method and language of theological study within the disciplines of biblical, systematic, and historical theology. The course then focuses on the doctrines of revelation, God, the Trinity, creation, humanity, and sin.

MMOL 536 - Christian Theology II

Credit(s): 3 hours
The course focuses on systematic and historical theology specific to the doctrines of Jesus Christ, the Holy Spirit, salvation, the Church, and eschatology.

MMOL 537 - Christian Education

Credit(s): 3 hours
The course provides a study of the biblical, theological, and historical basis for the educational ministry of a church. The course also provides a study of the nature and functions of a New Testament church, especially as they relate to education and outreach. Students will learn about the church's educational programs, and become acquainted with principles for planning for and administering those programs. Students will explore means for selecting, training, and utilizing church staff and volunteer leaders for effective educational ministry through the church.

MMOL 538 - The Church and Contemporary Culture

Credit(s): 3 hours
The course examines cultural trends, their impact upon the Church and evangelism, and various means of effectively interacting to promote church planting and growth. The course focuses on the challenges and processes of communication cross-culturally, especially in encountering different worldviews and in meeting the challenges provided

by language and actions. The course also provides the student with the necessary tools to understand and reach the people of various cultures and worldviews.

MMOL 539 - Interpreting and Teaching the Bible

Credit(s): 3 hours
The course provides a study of the basic principles of biblical interpretation and application. The student will learn how to prepare, organize and teach biblical truth for life change.

MMOL 630 - Special Topics in Christian Studies

Credit(s): 3 hours
This course provides a study of a particular issue, discipline, topic, or area of concern within biblical, theological, or religious studies. Possible topics include surveys of particular periods in church history, a study of world religions, and an examination of the non-canonical works. The course may be repeated once as long as the subject matter is different.

MMOL 631 - Focused Study of the Old Testament

Credit(s): 3 hours
The course focuses on one section of the Old Testament writings. For the purposes of the course, the Old Testament has been broken into the Pentateuch, history of Israel, Prophets, and Psalms and Wisdom. Within a two-year cycle of the course, at least one offering of the course would cover each of the four sections of the Old Testament. A student pursuing the Biblical Studies track of the M.A. in Christian Studies may take the course three times as long as each offering focuses on a different section of the Old Testament, but to meet the requirements of the Biblical Studies track a student must take MMOL 632 at least once to provide a more balanced in-depth study of the Bible.
Prerequisite(s): MMOL 531, MMOL 532, or permission of instructor

MMOL 632 - Focused Study of the New Testament

Credit(s): 3 hours
The course focuses on one section of the New Testament writings. For the purposes of the course, the New Testament has been broken into the Synoptic Gospels, the writings of Paul, the Johannine Gospel and letters, and the General Epistles and Revelation. Within a two-year cycle of the course, at least one offering of the course would cover each of the four sections of the New Testament. A student pursuing the Biblical Studies track of the M.A. in Christian Studies may take the course three times as long as each offering focuses on a different section of the New Testament, but to meet the requirements of the Biblical Studies track a student must take MMOL 631 at least once to provide a more balanced in-depth study of the Bible.
Prerequisite(s): MMOL 533, MMOL 534, or permission of instructor

MMOL 633 - Pastoral Ministries

Credit(s): 3 hours
The course assists students in acquiring the knowledge and skills for effective pastoral ministry in the local church. Students will study the purpose of preaching/teaching and will examine the practical steps necessary for communicating the gospel. Students will also examine the functions of pastoral care as it relates to counseling, visiting the sick, and ministering during times of crisis and grief. Additionally, special emphasis will be given to the importance of caring for one's physical, emotional, mental, social, and spiritual health.

MMOL 634 - Christian Leadership Development

Credit(s): 3 hours
The course explores leadership from a biblical and theological perspective. The tasks or functions of leadership will be addressed in regard to para-church and local church ministry. Students will assess their own leadership and relational styles.

MMOL 635 - Church Administration

Credit(s): 3 hours
The course provides a study of the process of administration as applied to a church. The course also provides a biblical and theological basis for church administration and examines the basics of administration and how to organize a church. In addition, the course surveys and applies the administrative functions to the ministry of a church. Students will also examine several administrative styles as related to administration in a church.

MMOL 636 - Christian Missions and Evangelism

Credit(s): 3 hours
The course is an introduction to Christian missions and evangelism that provides a biblical basis and theological foundation for ministry. Students will understand contemporary strategies and trends with a focus on their practical application.

MMOL 637 - Planting High Impact Churches

Credit(s): 3 hours
The course provides a comprehensive introduction to the principles and methods used in starting high impact churches. The course focuses on the biblical mandate for starting high impact churches, the process of determining need and location, the organization and financing of the new church, and the launch of the new church.
Prerequisite(s): MMOL 538 or permission of instructor

MMOL 638 - Youth and Family Ministry

Credit(s): 3 hours
The course provides an overview of ministry to youth and their families. The course provides a synopsis of contemporary culture, especially as it affects youth and family ministry. Special attention will be given to calling and being a Christian leader, to the biblical foundation for youth and family ministry, to special issues in regard to youth and their families, and to the recruiting and training of leaders.

MMOL 639 - Ministry Project

Credit(s): 1-3 hours
Students have the option of selecting a project subject that can be applied to their current field of service or desired field of service in lieu of an elective course. Each student will work closely with a professor in the Master of Arts in Christian Studies program who specializes in the chosen area. The proposed project is subject to the approval of the Program Director and the faculty member who will work with the student on the project. Projects must be approved during the bi-term before the bi-term in which the course is to be taken. The final project will be reviewed by the directing professor and the grade will be assigned by the directing professor. Offered as needed.

MMOL 640 - The Minister's Spiritual Life

Credit(s): 3 hours
The course focuses on developing the minister's own walk with God through the practice of spiritual disciplines. The course recognizes that a minister must focus on his or her own spiritual life to effectively nurture others and to address the varying situations in ministry and life.

MMOL 642 - Evangelistic Preaching

Credit(s): 3 hours
The courses focuses on developing the necessary skills to prepare and deliver an evangelistic sermon that leads individuals to find faith in Christ. While the course focuses on preaching, the course also helps develop skills in extending an effective invitation.

MMOL 644 - Developing an Evangelistic Church

Credit(s): 3 hours
The course focuses on developing the minister's skills in leading his or her church to understand the importance of evangelism and to engage in more effective evangelistic outreach and discipleship.

Music

MUOL 531 - Applications of Music Theory

Credit(s): 3 hours
Designed to help the candidate develop a broad knowledge of various pedagogical and analytical approaches toward music theory, develop an understanding of various interdisciplinary approaches to learning and teaching music-related topics, and to develop a bibliography of sources for various theoretical concepts.

MUOL 532 - Advanced Music Literature

Credit(s): 3 hours
Analysis of solo vocal and choral music literature of all historical periods with emphasis on compositional techniques and repertoire of composers.

MUOL 533 - Methods and Materials for Teaching Music

Credit(s): 3 hours
This course is focused primarily on the preparation of classroom teachers to effectively use and teach music concepts and skills to elementary, middle and secondary candidates, regardless of their prior musical background. Pre-service teachers will learn to design and deliver lessons in music that include singing, movement classroom instrument performance, simply music note reading, and listening to enhanced conceptual learning for candidates. Candidates will examine such issues as music curricula, goals and objectives of the music program and the different aspects involved in teaching music. Five Field/Clinical Experience Hours required

MUSC 530 - Opera Workshop

Credit(s): 3 hours
Designed to develop the candidate's knowledge and experience in characterization and stage movement necessary for opera. Offered on-site only.

MUSC 537 - Music Theatre Production

Credit(s): 3 hours
Designed to give candidates knowledge, skill, and experience in all aspects of musical theatre production. Offered on-site only.

Northern Kentucky Physician Assistant

NKPA 501 - Integration Seminar I

Credit(s): 1 hour
This course helps the student developing analytical skills to assess patients' conditions and use clinical laboratory data to develop a differential diagnosis and treatment plan. Working as a group, students learn to work through a case from diagnosis to therapy to expected outcomes. Case based integration is a longitudinal course (meaning that it runs concurrently with the system courses) during the second, third and fourth terms of the PA

program. It consists of a series of small group case exercises and multidisciplinary conferences. This course integrates dermatology, HEENT, cardiology and pulmonology systems.

NKPA 502 - Integration Seminar II

Credit(s): 1 hour
This course helps the student developing analytical skills to assess patient/s conditions and use clinical laboratory data to develop a differential diagnosis and treatment plan. Working as a group, students learn to work through a case from diagnosis to therapy to expected outcomes. Case based integration is a longitudinal course (meaning that it runs concurrently with the system courses) during the second, third and fourth terms of the PA program. It consists of a series of small group case exercises and multidisciplinary conferences. This course integrates gastroenterology, nephrology, endocrinology, neurology, musculoskeletal, infectious disease, rheumatology, and hematology/oncology.

NKPA 503 - Integration Seminar III

Credit(s): 1 hour
This course helps the student in developing analytical skills to assess patient/s conditions with the use of clinical laboratory data to develop a differential diagnosis and treatment plan. Working as a group, students learn to work through a case from diagnosis to therapy to expected outcomes. Case based integration is a longitudinal course (meaning that it runs concurrently with the system courses) during the second, third and fourth terms of the PA program. It consists of a series of small group case exercises and multidisciplinary conferences. This course integrates special populations: women and men's health, pediatrics, psychiatry, and geriatrics.

NKPA 505 - Medical Procedures and Surgery I

Credit(s): 3 hours
In this course, students employ knowledge, skills, and techniques learned in Patient Assessment to evaluate surgical patients. Students learn to perform procedures such as hand washing, sterile technique, intravenous insertions, SQ and IM injection technique, suturing, wound care, nasogastric tube placement, and Foley catheter insertion.

NKPA 506 - Medical Procedures and Surgery II

Credit(s): 3 hours
This course is a continuation of NKPA 505 - Medical Procedures and Surgery I. Students will learn to perform procedures such as casting and splinting, surgical scrub, gloving and gowning, minor surgical procedures, chest tube placement, ET intubation, as well as the principles of surgery, including pre-operative, intra-operative and postoperative care.

NKPA 510 - Human Anatomy

Credit(s): 5 hours
In this course, the student will build upon his/her current knowledge base of human anatomy through an intensive laboratory phase. During this phase, virtual dissections will be achieved using an Anatomage table and will be supplemented with the use of pro-sections and gross anatomy dissections, when applicable. The student/s will expand upon their knowledge of basic anatomy concepts. The student/s will develop, upon completion of this course, a vast knowledge in the understanding and application of human anatomy.

NKPA 520 - Human Medical Physiology

Credit(s): 4 hours
The goal of this course is to provide an introduction to human physiology. The students learn to recognize and explain the basic concepts that govern each organ and organ system and their integration to maintain homeostasis. This course will focus on homeostatic control systems, function of individual organs and organ systems, and integration of organ systems in the intact organism.

NKPA 521 - Medical Pathophysiology I

Credit(s): 2 hours
In this course, students learn integrative human physiology and pathophysiology involving concepts of the HEENT, dermatology, cardiovascular and pulmonary systems, with an emphasis upon homeostatic mechanisms and etiologies of disease. Students learn the interrelationships of function and dysfunction at the molecular, cellular, tissue, organ, and systemic levels.

NKPA 522 - Medical Pathophysiology II

Credit(s): 2 hours
In this course, students learn integrative human physiology and pathophysiology involving concepts of renal, endocrine system, gastroenterology, neurology, infectious disease, hematology/oncology, rheumatology and musculoskeletal system with an emphasis upon homeostatic mechanisms and etiologies of disease. Students learn the interrelationships of function and dysfunction at the molecular, cellular, tissue, organ, and systemic levels.

NKPA 523 - Medical Pathophysiology III

Credit(s): 2 hours
In this course, students learn integrative human physiology and pathophysiology involving neuropsychiatric and genitourinary concepts with an emphasis upon homeostatic mechanisms and etiologies of disease. Students learn the interrelationships of function and dysfunction at the molecular, cellular, tissue, organ, and systemic levels. In this course, the student studies the disorders and diseases of the following: psychiatry, preventive medicine, genetics, women and men's health, pediatrics, geriatrics, and

complementary/alternative medicine. These disorders are presented by system and specialty as well as augmented with clinical therapeutics.

NKPA 530 - Introduction to Patient Assessment

Credit(s): 3 hours
This course is designed to introduce students to patient history taking, documentation, and communication skills. The content includes medical vocabulary, professional conduct, patient interviewing, how to take and record medical history, and develops clinical reasoning based on the chief complaint. Students will begin using diagnostic equipment as they develop the skills needed to perform complete and focused physical examinations. Students will also receive OSHA and HIPAA training during the course.

NKPA 531 - Patient Assessment I

Credit(s): 3 hours
This course teaches foundational skills and techniques required to gather a complete medical history and perform a thorough physical examination. The course introduces the student to the practice of history taking and physical examinations of the skin, HEENT, lungs and heart. During the course, integration of the student's knowledge of the structure and function of the human body is coupled with laboratory sessions emphasizing the proper use of diagnostic equipment and techniques for performing a comprehensive physical examination.

NKPA 532 - Patient Assessment II

Credit(s): 3 hours
In this course, the student will build on the knowledge and foundational skills and techniques learned in NKPA 531 - Patient Assessment I, in the performance of a thorough physical examination and medical history. The student will integrate the knowledge obtained in NKPA 542 - Clinical Medicine II to emphasize the proper use of diagnostic equipment and technique for performing a comprehensive physical examination. The course topics will include the endocrine system, gastroenterology, renal, infectious disease, hematology/oncology, rheumatology, neurology and the musculoskeletal system.

NKPA 533 - Patient Assessment III

Credit(s): 2 hours
This course is a continuation of NKPA 532 - Patient Assessment II. Students will learn the components of a physical exam, recognize abnormal and normal findings, and communicate the information in written and oral forms. The following patient populations will be focused on during this course of study: pediatric, men and women's health, psychiatric and geriatric related fields. Students must be able to demonstrate full physical assessments at the conclusion of this course. This course will also include an OSCE which the students will be required to pass before advancing to the clinical phase

of this program. The students will be exposed to a real-life clinical environment through a brief clinical clerkship experience as deemed appropriate/accessible.

NKPA 540 - Foundations to Clinical Medicine

Credit(s): 2 hours
This course provides an introduction to the clinical medicine courses. Students will build a foundation on pertinent topics discussed later in the didactic phase. Topics for the course will include the following: laboratory medicine, nutrition, medical terminology, basic pharmacology, basic imaging interpretation, and prescription writing.

NKPA 541 - Clinical Medicine I

Credit(s): 5 hours
The purpose of the Clinical Medicine I course is to introduce the student to clinical conditions commonly encountered in practicing primary care medicine. Lectures will emphasize the epidemiology, pathophysiology, presentation, disease course, diagnostic, and treatment modalities of each medical topic. Topics for the course will include the following: dermatology, HEENT, pulmonary and cardiology with EKG interpretation.

NKPA 542 - Clinical Medicine II

Credit(s): 5 hours
This course builds on the pathology of disease presented in NKPA 541 - Clinical Medicine I, and continues with the presentation of the following: endocrinology, gastroenterology, neurology, hematology/oncology, infectious disease, rheumatology, musculoskeletal, and renal systems. These disorders are presented by system and specialty as well as augmented with clinical therapeutics.

NKPA 543 - Clinical Medicine III

Credit(s): 5 hours
This course builds on the pathology of disease presented in NKPA 542 - Clinical Medicine II and continues with the presentation of the following areas: psychiatry, preventive medicine, genetics, women and men's health, pediatrics, geriatrics and complementary/alternative medicine. These disorders are presented by system and specialty as well as augmented with clinical therapeutics.

NKPA 544 - Emergency Medicine

Credit(s): 2 hours
In this course, students learn treatment of trauma and medical disorders commonly presenting to the emergency department. Taught in a case-based format, the emphasis is on the priority of stabilizing patients with lifethreatening trauma or illness and selecting appropriate diagnostic and therapeutic measures. Students are required to become ACLS

(Advanced Cardiac Life Support) certified or recertified in anticipation of clinical rotations.

NKPA 550 - Introduction to the PA Profession

Credit(s): 1 hour
This course provides a historical perspective of the physician assistant profession, as well as an investigation of current trends and issues. The course stresses the importance of biomedical ethics and professional responsibilities in relation to the physician assistant's role as a health care provider. Content relating to physician assistant professional organizations, program accreditation, graduate certification and re-certification, employment considerations, and professional liability is included. This course also includes Service-Learning, an educational method in which the participants perform service work and actively learn from it.

NKPA 571 - Pharmacology and Therapeutics I

Credit(s): 3 hours
In this course, the student will be introduced to pharmacodynamic, pharmacokinetic and pharmacotherapeutic principles that provide a foundation for the study of pharmacology and therapeutics. Combined lecture and active learning exercises are designed to develop the pharmacologic and therapeutic skills that a physician assistant will need to enhance patient care in clinical practice. Topics this semester will emphasize on the following areas: dermatology, HEENT, pulmonary and cardiology diseases. Antibiotic coverage for specific illnesses will also be covered.

NKPA 572 - Pharmacology and Therapeutics II

Credit(s): 3 hours
In this course, the student will build upon the knowledge and skills obtained in NKPA 571 - Pharmacology and Therapeutics I. Combined lecture and active learning exercises are designed to aid the student in demonstrating the pharmacologic and therapeutic skills that a physician assistant will need to enhance patient care in clinical practice. Topics this semester will focus on the following areas: renal, endocrine, gastroenterology, neurology, infectious disease, hematology/oncology, rheumatology and musculoskeletal. The student will use clinical literature and evaluate patient cases as they relate to pharmacology.

NKPA 573 - Pharmacology and Therapeutics III

Credit(s): 3 hours
In this course, the student will learn the pharmacologic and therapeutic skills that a physician assistant needs to enhance patient care in clinical practice focusing on psychology, women and men's health, alternative/complementary medicines as well as pediatric dosing and multi-drug management in geriatric patients. The student will use clinical literature to evaluate patients in relation to pharmacology.

NKPA 581 - Health Care Issues I

Credit(s): 2 hours
In this course, physician assistant students will gain a greater appreciation for and comprehension of the socio-behavioral aspects of medical practice. Students learn effective counseling and preventive education strategies for enhancing treatment compliance, promoting positive health patterns, and enhancing positive response to illness.

NKPA 582 - Health Care Issues II

Credit(s): 1 hour
In this course, students build upon concepts in patient care discussed in NKPA 581 - Health Care Issues I by learning ethical concepts as they relate to practical decision-making and problem-solving. Students study risk management strategies and the legal definitions of, and their responsibilities toward, informed consent and confidentiality. Students examine health care policy, nationally and locally, as it impacts health care delivery, the practice of medicine as a physician assistant, and the socioeconomic factors pertaining to relevant health care decision making.

NKPA 591 - Research, Epidemiology, and Stats

Credit(s): 1 hour
In this course, students receive instruction in research methods and application in the clinical setting. They integrate basic concepts of epidemiology and statistics as these concepts relate to medical practice. Students critically read published reports of clinical research and identify strengths and weaknesses in the structure and presentation of data and conclusions in those reports. They interpret and search evidence-based literature related to clinical problems encountered in physician assistant practice. Students will choose a proposal topic that will then be developed during the clinical year in the Capstone I course. Students will be given the opportunity to select from a menu of possibilities. This includes the following: Quasi-experimental study with data gathering and analysis, case based study, evidence-based medicine project with comprehensive literature review, and community-based research.

NKPA 600 - Family Medicine I

Credit(s): 4 hours
The four-week rotation provides practical experience in general primary care through outpatient medicine. Students engage in all aspects of patient care, including history taking, physical examination, treatment plan design, and evaluation. Students' application of patient and family education to treatment and preventive measures is emphasized.

NKPA 605 - Family Medicine II

Credit(s): 4 hours
The four-week rotation provides practical experience in general primary care through outpatient medicine. Students engage in all aspects of patient care, including history taking, physical examination, treatment plan design, and evaluation. Students' application of patient and family education to treatment and preventive measures is emphasized.

NKPA 610 - Emergency Medicine- Clinical Rotation

Credit(s): 4 hours
The four-week rotation provides practical clinical experience in emergency medicine. Students engage in all aspects of patient care, including history-taking, physical examination, treatment plan design and evaluation. Students' application of patient and family education to treatment and preventive measures is emphasized.

NKPA 620 - Internal Medicine I

Credit(s): 4 hours
The four-week rotation provides practical clinical experience in internal medicine through outpatient and/or inpatient medicine. Students engage in all aspects of patient care, including history-taking, physical examination, treatment plan design, and evaluation. Students' application of patient and family education to treatment and preventive measures is emphasized.

NKPA 625 - Internal Medicine II

Credit(s): 4 hours
The four-week rotation provides practical clinical experience in internal medicine through outpatient and/or inpatient medicine. Students engage in all aspects of patient care, including history-taking, physical examination, treatment plan design, and evaluation. Students' application of patient and family education to treatment and preventive measures is emphasized.

NKPA 630 - Pediatrics

Credit(s): 4 hours
The four-week rotation provides practical clinical experience in pediatrics through outpatient and/or inpatient medicine. Students engage in all aspects of patient care, including history-taking, physical examination, treatment plan design, and evaluation. Students' application of patient and family education to treatment and preventive measures is emphasized.

NKPA 640 - Psychiatry- Clinical Rotation

Credit(s): 4 hours
The four-week rotation provides practical clinical experience in psychiatric medicine through outpatient and/or inpatient medicine. Students engage in all aspects of patient

care, including history-taking, physical examination, treatment plan design, and evaluation. Students' application of patient and family education to treatment and preventive measures is emphasized.

NKPA 650 - Surgery- Clinical Rotation

Credit(s): 4 hours
The four-week rotation provides practical clinical experience in general surgery through outpatient and/or inpatient surgery-based patients. Students engage in all aspects of patient care, including history-taking, physical examination, treatment plan design, surgical assisting, and follow up care. Students' application of patient and family education to treatment and preventive measures is emphasized.

NKPA 660 - Women's Health- Clinical Rotation

Credit(s): 4 hours
The four-week rotation provides practical clinical experience in women's health. Students engage in all aspects of patient care, including history-taking, physical examination, treatment plan design and evaluation. Students' application of patient and family education to treatment and preventive measures is emphasized.

NKPA 670 - Clinical Elective

Credit(s): 4 hours
The four-week rotation will allow the students to choose a specialized area of medicine to explore. Types of rotations can be areas of medicine such as cardiology, radiology, orthopedics, dermatology, plastic surgery, anesthesiology, CT surgery, occupational medicine, rehab medicine, etc. Instead of an EOR exam, the student will be expected to present a Medical Interest Presentation on a pre-approved topic.

NKPA 680 - Professional Development

Credit(s): 1 hour
This course will be held at the end of the clinical year and will address the technical skills of PA practice. Students will submit their individual completed Master Competency List, a PASS/FAIL assessment required for progression through the program. Students will also take part in training/workshops regarding credentialing, licensure, employment strategies, contract negotiation, professional curriculum vitae building, and malpractice issues. Interviewing skills will be taught and practiced in role-playing activities. Networking with community health care and other affiliated professional resources will be continually emphasized. In addition, students will participate in a PANCE review course chosen by the Program. Students will receive credit for their attendance at the review course upon submitting proof of satisfactory completion of the course.

NKPA 692 - Capstone I

Credit(s): 2 hours
This course will build upon the concepts presented in the Research, Epidemiology, and Stats course. The student will be required to develop a Capstone project based upon the previously developed research proposal. The project is selected from a menu of potential approaches, such as a traditional quasi-experimental study, an evidence-based medicine question, case report, and comprehensive literature review. The student will formally present the findings to the University community during the Capstone II course. This course takes place during the clinical year and involves students meeting with the course coordinator and advisor periodically throughout the year.

NKPA 693 - Capstone II

Credit(s): 2 hours
This course provides each student the opportunity to present results of their individual Capstone project or research topic, to synthesize previous study and work experience, and to demonstrate an understanding of the program and profession's principles. Students must also demonstrate the knowledge and skills obtained during the program through successful completion of a summative OSCE (Objective Structured Clinical Examination) and a summative written exam.

Nursing

NURS 510 - Theoretical Basis for Advanced Nursing Practice

Credit(s): 3 hours
This course examines the theoretical foundation of nursing practice, research, and evidence based-practice. The course explores the philosophies, theories and history of the science of nursing. Significance is placed on examination of a variety of theories and frameworks, including nursing and ethical theories, as a basis for advanced nursing practice. Pre- Requisite: Admission to the MSN program

NURS 520 - Issues in Advanced Practice

Credit(s): 3 hours
In this course students will evaluate how policy shapes healthcare systems, determines accessibility, affordability, and access to care and impacts health outcomes. Students will examine advocacy, professional issues, and the advanced practice role in the improvement of safety and quality delivery of care. Professional issues and the advanced practice role will be addressed. Additional topics will include recognition of how organizational and systems leadership foster promotion of high quality and safe patient care across the lifespan. Pre-Requisite: Admission to the MSN program

NURS 530 - Epidemiology

Credit(s): 3 hours
In this course students will study the distribution/determinants of disease, injury, and

disease surveillance. Implementation of clinical prevention and population health activities will be addressed along with the core competencies in health promotion and disease prevention in the individuals, families, communities, and aggregates/clinical populations. Pre- Requisite: Admission to the MSN program

NURS 532 - Healthcare Technologies and Informatics in Advanced Nursing Practice

Credit(s): 3 hours
This graduate level course introduces healthcare professionals to the use of information technology, data, and systems in health care delivery. The objective of the course is to give healthcare professionals a practical understanding of current technology in the evolving discipline of health informatics. Emphasis is placed on developing technology and information literacy competency and the advanced nursing practice role. The student should gain a solid understanding of health informatics so as to maximize the use of information and systems in the delivery of efficient, high quality healthcare outcomes. Pre-Requisite: Admission to the MSN program

NURS 550 - Advanced Nursing Research and Evidence Based Practice

Credit(s): 3 hours
The course focuses on the research process and the analysis and evaluation of research. Critical appraisal and evidence synthesis provide the basis for research utilization and evidence based practice. Emphasis is on the identification of clinical issues/questions, synthesis of evidence, and translation of current evidence into practice. Pre-Requisite: Admission to the MSN program

NURS 590 - Advanced Pharmacology

Credit(s): 3 hours
In this course Family Nurse Practitioner students will learn appropriate application of pharmacologic and therapeutic principles and skills to the treatment and management of various health conditions across the patient lifespan. Pre- Requisite: Admission to the MSN program

NURS 592 - Advanced Health Assessment

Credit(s): 3 hours
In this course the student will master knowledge and clinical skills in health history and physical examination of diverse individuals including: infants, children, adolescents, adults, pregnant females and geriatric clients across the lifespan in the primary care setting. The comprehensive course covers how to obtain subjective data (client's health history), and perform objective data (physical examination skills, health promotion techniques, and clinical assessment tools). It enables students to practice critical thinking and therapeutic communication as well as assessment and psychomotor skills. Pre-Requisite: Admission to the MSN program

NURS 594 - Advanced Pathophysiology

Credit(s): 3 hours
In this course students will study the advanced concepts of pathophysiology and their application to the identification and treatment of illness and disease across the lifespan within the scope of practice of an advanced practice registered nurse. Pre-Requisite: Admission to the MSN program.

NURS 670 - FNP Advanced Practice I

Credit(s): 6 hours
This course provides the theoretical and diagnostic knowledge necessary to confront problems relevant to the health care of culturally diverse individuals/families across the life span. The course will focus on health promotion, disease prevention, minimization of risk to patients, and management of common health problems. Emphasis will be placed on the clinical areas of women's health and mental health in the primary care setting. A total of 120 clinical hours will be completed during this course. Note: This course follows the traditional 16 week schedule.
Prerequisite(s): Admission to MSN program, NURS 510, NURS 520, NURS 530, NURS 532, NURS 550, NURS 590, NURS 592, NURS 594

NURS 672 - FNP Advanced Practice II

Credit(s): 6 hours
This course provides the theoretical and diagnostic knowledge necessary to confront problems relevant to the health care of culturally diverse individuals/families across the life span. The course will focus on health promotion, disease prevention, minimization of risk to patients, and management of common health problems. Emphasis will be placed on the clinical areas of neonatal and pediatric health in the primary care setting. A total of 120 clinical hours will be completed during this course. Note: This course follows the traditional 16 week schedule.
Prerequisite(s): Admission to MSN program, NURS 510, NURS 520, NURS 530, NURS 532, NURS 550, NURS 590, NURS 592, NURS 594, NURS 670

NURS 674 - FNP Advanced Practice III

Credit(s): 6 hours
This course provides the theoretical and diagnostic knowledge necessary to confront problems relevant to the health care of culturally diverse individuals/families across the life span. The course will focus on health promotion, disease prevention, minimization of risk to patients, and management of common health problems. Emphasis will be placed on the clinical areas of Adult Gero and Family/Across the Lifespan in the primary care setting. A total of 120 clinical hours will be completed during this course. Note: This course follows traditional 16 week schedule.
Prerequisite(s): Admission to MSN program, NURS 510, NURS 520, NURS 530, NURS 532, NURS 550, NURS 590, NURS 592, NURS 594, NURS 670, NURS 672.

NURS 690 - FNP Advanced Practice Internship

Credit(s): 6 hours
This course serves as the program capstone course and allows demonstration of the synthesis of theoretical, diagnostic, and clinical knowledge in care of patients across the lifespan in the primary care setting. Emphasis is placed on the FNP role which includes preventative healthcare as well as the assessment, diagnosis, and treatment of acute and chronic illness and preventative healthcare for individuals and families across the lifespan.
Prerequisite(s): NURS 670, NURS 672, NURS 674

Physical Education

PEOL 530 - Methods and Materials for Teaching Physical Education

Credit(s): 3 hours
The purpose of this course is to prepare candidates to plan, organize and conduct a physical education program for candidates in grades P-12. Candidates will be provided background knowledge about physical education content, skill themes and movement concepts. Candidates will acquire knowledge and skills in various individual and team sports including life sports.
Five Field/Clinical Experience Hours required.

PEOL 531 - Topics in Physical Education and/or Exercise and Sport Science

Credit(s): 3 hours
An examination and critical analysis of current trends and issues in the area of physical education, exercise and sport science. Topics may include movement fundamentals, physiology of fitness, biomechanics, fattening of America and other related topics. May be repeated.

Political Science

PLOL 531 - Studies in Political Science

Credit(s): 3 hours
Different topics will be offered as a specific area of Political Science. The course may be repeated for up to six hours credit and upper-class undergraduates may take the course with permission of the Chair of Graduate Education.
Prerequisite(s): EDOL 544

Prior Learning Portfolio

PLP 501 - Experiential Credit

Credit(s): 0 hours
Experiential Credit provides students the opportunity to share and present documents and experiences from their past in alignment to course objectives. Students receive credit for the course in lieu of completing the course. Along with the documents, students provide a short narrative regarding the connection. Experiential Credit opportunities availability vary by department. Registration is restricted.

PLP 502 - Certification Credit

Credit(s): 0 hours
Certification Credit provides students the opportunity to submit industry certifications for course credit in lieu of completing the course. Students must provide industry certification to receive course credit. Certification Credit opportunities availability vary by department. Registration is restricted.

Project Management

BUPM 532 - Organizational Behavior

Credit(s): 3
This course is the study of individual and group behavior within diverse organizations. Examination of organizational structure, processes, norms and values is included. Emphasis is given on the topics of leadership, management styles, organizational fit and change, motivation, group dynamics, and business process efficiency.

BUPM 537 - Legal, Ethical, and Social Environment

Credit(s): 3
This course is a study of the appropriate roles of business in society, the constraints placed on business by the legal system and government regulation, and the ethical responsibilities of managers. It provides students with an understanding of how the law and the political process affect business strategy and decision making, including the various means and procedures for resolving legal disputes in business matters. The course highlights ethical conflicts and dilemmas, and provides plausible frameworks for dealing with those conflicts.

BUPM 623 - Project Management Processes

Credit(s): 3
This course provides for a scholarly study of project management and is a foundational overview of the discipline through the processes of the "project life cycle". Students will learn about project management in its entirety from the initiation of the project to its closing and will examine all "knowledge areas" as noted in PMBOK, a leading source in the field of project management. This course serves as one of the requirements for students pursuing the MBA with a concentration in project management or the M.S. in Project Management. This course will also serve as an informational guide for students

seeking professional certification in project management areas as offered by PMI (Project Management Institute).

BUPM 627 - Project Risk and Quality Management

Credit(s): 3
This course is designed to provide students with a study of two vital areas of knowledge within project management (PM): Project Risk Management and Project Quality Management. Students will learn how to assess, address, and manage risk in order to attain project success and avoid project failure. Students will also learn the importance of project quality through the utilization of project quality tools and quality management planning. This study involves applicable quality concepts that aid in the planning, managing, and controlling of processes. This course is essential for aspiring project managers and will provide the risk management and quality management tools that are needed for effective project management.

BUPM 628 - Project Human Resource and Stakeholder Management

Credit(s): 3
This course is designed to address the management of human resources and stakeholders within the framework of projects and their life cycles. While other knowledge areas within project management may often times provide concrete solutions and predictable outcomes, nothing can be more elusive to a project manager than the ability to plan projects where human resource capital and stakeholders are to be identified, selected, analyzed, communicated with, assigned roles, and managed. Project success depends on appropriate human resource allocation and full stakeholder engagement. This course will provide students with the processes and mechanisms to accomplish those same goals.

BUPM 633 - Planning the Project

Credit(s): 3
This course examines topics in project management with specific attention to issues and skills of project planning.

BUPM 634 - Initiating the Project

Credit(s): 3
This course examines topics in project management with specific attention to issues and skills of project initiation.

BUPM 635 - Executing the Project

Credit(s): 3
This course examines topics in project management with specific attention to issues and skills of project execution.

BUPM 636 - Monitoring/Controlling and Closing the Project

Credit(s): 3
This course examines topics in project management with specific attention to issues and skills of project monitoring, controlling, and closing.

BUPM 637 - Strategic Application in Project Management

Credit(s): 3
This course examines topics in project management with specific attention to issues and skills that managers needs to effectively manage multiple projects. The course overviews/reviews key concepts of project management through the case study method.
Prerequisite(s): BUPM 633 - Planning the Project, BUPM 634 - Initiating the Project, BUPM 635 - Executing the Project, and BUPM 636 - Monitoring/Controlling and Closing the Project

Reading

REOL 530 - Reading and Writing Foundations

Credit(s): 3 hours
This course is designed as an introductory course in reading. Basic skills in readiness, word recognition, comprehension, study skills, and rate will be emphasized. Different approaches to the teaching of reading (basal, LEA, linguistics, and integrated literature content area reading). This course is a required prerequisite to ALL READING COURSES. Requires GSS permission to register.

REOL 531 - Reading and Writing Foundations

Credit(s): 3 hours
This course is designed as an introductory course in reading. Basic skills in readiness, word recognition, comprehension, study skills, and rate will be emphasized. Different approaches to the teaching of reading (basal, LEA, linguistics, and integrated literature content area reading). This course is a required prerequisite to ALL READING COURSES.

REOL 533 - Teaching Reading in the Content Areas

Credit(s): 3 hours
This course will look at the processes, principles and practices that support literacy development in the content area classroom. Candidates will learn effective strategies for integrating reading/writing instruction in the content areas for diverse populations. Clinical experience hours required.
Prerequisite(s): None

REOL 534 - Methods and Materials for Teaching Language Arts K-5

Credit(s): 3 hours
This course is the study of methods and materials suitable for teaching reading and writing at various public/private school K-5 grade levels. The intent is to introduce teachers to the burgeoning theories of teaching the various elements of the elementary school reading and writing curriculum. Candidates will study research in the field of reading and writing instruction, develop a variety of daily and unit plans that incorporate new techniques and theories, practice writing evaluation, and be introduced to other aspects which enter into the elementary teacher's classroom situation.
Clinical experience hours required.
Prerequisite(s): None

REOL 536 - Young Adult and Children's Literature

Credit(s): 3 hours
This course is designed to encompass all grade levels. Children's books and young adult novels with varying topics and maturity levels will be examined with a focus on how to incorporate them into the K-12 curriculum. Candidates will have the opportunity to discover a study on the importance technology plays in teaching literature.
Clinical experience hours required.
Prerequisite(s): None

REOL 630 - Diagnosis of Reading and Writing Problems

Credit(s): 3 hours
This course is the study of current research in the implementation of standardized and informal diagnostic procedures for the appraisal of reading and writing problems. Candidates will conduct a case study focusing on struggling readers and writers across diverse populations.
Clinical experience hours required.
Prerequisite(s): REOL 531. This course is a prerequisite to REOL 632

REOL 632 - Strategies for Reading Programs

Credit(s): 3 hours
The study of incorporating literacy standards in English/Language Arts classrooms as well as content areas. Emphasis is on non-traditional, high interest materials used in innovative procedures as well as techniques and materials appropriate for the correction of reading disabilities.
Prerequisite(s): None

REOL 633 - Literacy Leadership

Credit(s): 3 hours
This is the final core course in the Reading and Writing Program. It is an intensive and comprehensive investigation of problems related to reading and writing as well as a review and practice of current teaching methods and innovative approaches to develop a

comprehensive building-level literacy plan. A Diversity/Multicultural Reflection is also a part of the coursework.
Prerequisite(s): None

School Counseling

COOL 530 - Introduction to School Counseling

Credit(s): 3 hours
This course is the introductory course in the school counseling program and provides a basic introduction to school counseling at the K-12 level. This course is designed to give candidates an overview of current trends in school counseling, on both a local and national level. Topics to be covered include: Historical basis for school counseling, assessing school guidance needs, and planning, implementing, and evaluating a guidance program based on the National School model. This course is a prerequisite for ALL other counseling courses.
Five Field/Clinical Experience Hours required. Requires GSS permission to register.

COOL 531 - Social and Cultural Foundations of Counseling

Credit(s): 3 hours
This course provides an understanding and application of the social and cultural foundations associated with school counseling. This course is also designed to emphasize various cultural factors, poverty, ethnicity, ageism and disabilities and how those factors impact and affect cognition, emotion, behavior and social interactions in both the school and community. Ethical issues related to multicultural aspects of counseling will be addressed as well.
Prerequisite(s): None

COOL 536 - Psychological Assessments

Credit(s): 3 hours
The course is intended to provide a survey of key areas of relevance in psychological assessment across a variety of settings. As an introduction to psychological assessment, the course focuses on the fundamental goals and principles of psychological assessment in both applied and theoretical contexts. Ability, interest, personality, vocational, marital and clinical tests will be examined.
Prerequisite(s): None

COOL 538 - Counseling Individuals with Diverse Needs

Credit(s): 3 hours
This course is designed to help prepare school counselors to provide the collaborative services for individuals with diverse needs in elementary, secondary and post-secondary educational settings. The course includes topics including IDEA, Section 504, learning disabilities, identification of candidates suspected of having a disability, transition

planning, working with parents and collaboration with related service specialists.
Five Field/Clinical Experience Hours required.
Prerequisite(s): None

COOL 539 - Career Development

Credit(s): 3 hours
The purpose of this course is to introduce candidates wishing to become school counselors to various career development theories, career counseling procedures and techniques, career assessment tools, career development program planning, and sources of occupational information. Emphasis is placed on empirically-based theories, theoretically based counseling interventions, and current issues in the world of work and vocational counseling.
Five Field/Clinical Experience Hours required.
Prerequisite(s): None

COOL 540 - Counseling Theories & Techniques I

Credit(s): 3 hours
This course is an introduction to the theories and techniques supporting counseling. Theories of personality and the causes and severity of abnormal behavior will serve as frameworks for therapeutic intervention strategies. Particular emphasis will be placed on applying theory to professional practice in each of the three disciplines, as well as exploring the diverse responsibilities the counselor must demonstrate in each of these roles.
Prerequisite(s): None

COOL 630 - Introduction to Addiction Counseling

Credit(s): 3 hours
Candidates in this course explore the fundamental concepts and issues necessary to gain an understanding of drug/alcohol counseling. Participants will be able to define chemical dependency and describe the various models of addiction. Criteria for Substance Abuse Disorders will be examined and applied to illustrative case studies. Participants will also be able to identify and discuss the unique clinical issues involved in treating the rising population. These include: denial and defenses, stages of recovery, relapse and relapse prevention counseling, shame and guilt, co-occurring disorders, effects on the family, intervention, and 12-Step groups. Modalities of treatment and treatment practices will also be discussed. The participants will gain an understanding of the knowledge, skills, and abilities required to be an effective counselor. The participants will be introduced to a code of ethics for the professional and will be able to discuss its importance.
Five Field/Clinical Experience Hours required.
Prerequisite(s): None

COOL 631 - Legal and Ethical Issues in Counseling

Credit(s): 3 hours
This course provides an overview of the school counseling profession with an emphasis on the application of ethical and legal processes to current school issues. The course explores the basics of ethics, values, and morals against the backdrop of school counseling. Ethical and legal issues are analyzed including: informed consent, confidentiality and privileged communications, records, technology and, professionalism and malpractice, resolving legal and ethical issues, codes of ethics and standards of practice.
Prerequisite(s): None

COOL 632 - Advanced Clinical Assessment

Credit(s): 3 hours
This course is designed to introduce advanced candidates to the concepts and applications of personality assessment with a specific focus on objective assessment methods. This course is intended to provide a thorough understanding of theory and concepts relevant to objective personality assessment, as well as to build skills needed to administer, score, and interpret well-known personality inventories.
Prerequisite(s): None

COOL 633 - Children and Adolescent Counseling

Credit(s): 3 hours
This course provides specialized knowledge and skills training in counseling children and adolescents. Students will learn to assess behavior and incorporate developmentally, ethnically, legally, and gender appropriate strategies and techniques to meet the needs of counseling children and adolescents. Students will examine various theoretical, behavioral, and play therapy techniques for counseling children and adolescents.
Prerequisite(s): None

COOL 634 - Group Counseling

Credit(s): 3 hours
Candidates investigate group dynamics processes related to counseling theory and participate in group counseling demonstrations. Group counseling will be clearly differentiated from group guidance. Potential uses of group counseling in schools and methods of organizing group counseling sessions are addressed. Candidates are expected to arrange a visit to a school or agency to observe an actual group at the level for which they are seeking certification or the age groups with which they will be involved.
Five Field/Clinical Experience Hours required.
Prerequisite(s): None

COOL 635 - Leadership, Advocacy, and Accountability in School Counseling

Credit(s): 3 hours
A comprehensive study is made of contemporary practices of leadership, advocacy, and

accountability in the school counseling profession. The course includes study of the transformation of the role of the professional school counselor, comprehensive guidance programs and the National Model, accountability measures, leadership qualities and styles, legal and ethical practices, and multiculturalism in the schools in the 21st century.
Prerequisite(s): None

COOL 636 - Counseling Aspects of Grief and Loss

Credit(s): 3 hours
This course will address the relevant knowledge and skill base needed to provide the school counselor to work effectively with individuals and families coping with a range of experiences life transitions, divorce, physical health changes, foster placement, as well as death and bereavement experiences. Candidates will explore the dynamics of attachment and loss, life cycle reactions and needs of the dying and bereaved. The grief process and factors to consider in work with grieving children, adolescents and adults will be introduced. The assessment of complicated grief reactions and social work roles and tasks in facilitating the grief process will also be presented.
Prerequisite(s): None

COOL 637 - Counseling Practicum

Credit(s): 3 hours
The practicum is a class that allows candidates to promote their development as a skilled practitioner capable of applying the knowledge base in counseling in an ethical, reflective, and culturally responsive manner. This course is intended to provide candidates with faculty supervision of direct counseling experience at placement sites and supplements the on- site and on-line supervision experience.
Prerequisite(s): COOL 531,COOL 536, COOL 538, COOL 539, COOL 540, COOL 630, COOL 631, COOL 632, COOL 633, COOL 634, COOL 635, COOL 636. Requires advisor permission to register

COOL 638 - Counseling Internship

Credit(s): 3 hours
The internship is the culminating field experience of the Masters of Arts in Education School Counseling program. The internship is designed to provide the advanced candidate with an on-site placement in a public or private school setting that will create the necessary bridge between training and professionalism. Candidates are expected to function per the expectations of other full-time employees and counseling staff at the internship site.
Prerequisite(s): COOL 530 - Introduction to School Counseling

COOL 639 - Counseling Theories and Techniques II

Credit(s): 3 hours
This course will provide an advanced look into the major theories of counseling. The

student will go beyond the basics of each theory and take their theoretical foundation and build on it through the use of advanced techniques. Each student will be able to use methods and concepts from each theory but also the freedom to develop their own eclectic model of treatment that can fit the client's theory of change.
Prerequisite(s): None

School Safety Endorsement

SSE 535 - Introduction to School Safety

Credit(s): 3 hours
This course is an introduction to school safety and security regulations, policies, and procedures.

SSE 544 - School Emergency and Crisis Preparedness

Credit(s): 3 hours
This course prepares individuals to respond to safety threats using a trauma-informed approach.

SSE 553 - School Security, Crime, and Violence Prevention

Credit(s): 3 hours
This course prepares individuals to prepare for, collect, and review school security risk data and collaborate with outside agencies to mitigate risks.

SSE 562 - Physical Plant Security

Credit(s): 3 hours
This course prepares individuals to evaluate physical security needs, conduct cost-effectiveness of physical security controls, and collaborate with outside public safety officials to annually review and revise policies and procedures.

Science

SCOL 530 - Methods & Materials for Teaching Science at the Elementary Level

Credit(s): 3 hours
Designed as a survey of selected basic principles from earth/space science and the physical and biological sciences, this course provides a body of content essential for the teaching of science in the elementary school.
Five Field/Clinical Experience Hours Required.

SCOL 531 - Methods & Materials for Teaching Science at the Middle and Secondary Levels

Credit(s): 3 hours
Designed as a survey of selected fundamental principles from the physical and biological sciences, this course will be education specific and provide effective strategies for teaching science at the middle and secondary levels.

SCOL 630 - Science Topics: Principles, Applications, and Implications

Credit(s): 3 hours
Surveys selected basic principles from earth and space science, physical and biological sciences. This course provides a body of science content essential for the teaching of science in the public schools. (May be repeated).

Special Education

SPOL 530 - Characteristics, Identification, and Instruction of Students with Disabilities

Credit(s): 3 hours
This is a course of directed study designed to explore each federal disability category. Teacher candidates will be exposed to the federal laws and regulations regarding special education as well as the identification process. Additionally teacher candidates will be able to describe current practices including Response to Intervention and research-based, specially designed instruction. This course is a pre-requisite for all other courses in the Special Education program.
Prerequisite(s): None

SPOL 533 - Collaborative Curriculum and Transition Planning

Credit(s): 3 hours
Review of all levels of transition (P-12) for students with disabilities. Exploration of resources and strategies to implement transition planning at all levels with a focus on collaboration among school personnel and other professionals in the areas of curriculum and transition.

SPOL 535 - Early Childhood Special Education

Credit(s): 3 hours
Prepares teachers to develop and manage programs of specially designed instruction for preschool children that have been identified as at-risk, or with disabilities, or having developmental delays. This course of study includes assessment, criteria, curricula and material modifications for pre-school children with disabilities. Topics include development of interdisciplinary, trans- disciplinary, or multidisciplinary service delivery systems and IFSP/IEP development.
Prerequisite(s): None

SPOL 630 - Inclusive Classrooms: Strategies for Effective Instruction

Credit(s): 3 hours
Surveys knowledge and skills of effective instruction and classroom management skills that are prerequisites for providing programs for individuals with disabilities who are within inclusive classrooms today. This course provides strategies that promote success for the candidate identified as eligible for special education as well as those candidates with learning needs related to culture, race, etc. (diversity). Skills are developed that enable special educators to align candidates' IEP objectives with the regular education curriculum within the academic areas (literacy, mathematics, science) as well as, addressing the areas of social skills, vocational and career education, and special areas of art, music, and physical education.
Prerequisite(s): None

SPOL 631 - Special Education Assessment and Evaluation

Credit(s): 3 hours
Principles of evaluation regarding academic, social and personal characteristics of individuals with disabilities. Students will use assessment and evaluation as a basis of program design and management. (5 clinical hours associated with this course).
Prerequisite(s): SPOL 530 - Characteristics, Identification, and Instruction of Students with Disabilities

SPOL 632 - Consultation and Collaboration for Curriculum Design

Credit(s): 3 hours
This course is designed to assist teachers in collaborating and consulting with colleagues regarding specially designed instruction for individuals with disabilities. Knowledge and skills include designing, adapting, and evaluating materials, methods, and resources for individuals with a variety of characteristics. Teaching the core curriculum is included. Various models of instruction including strategic teaching are explored. Communications skills and barriers to professional relationships are discussed. Assistive technology, adaptive devices and equipment are discussed.
Prerequisite(s): None

SPOL 634 - Working with Parents of Candidates with Disabilities

Credit(s): 3 hours
This course is designed to prepare teachers to interact appropriately with parents of candidates with disabilities. The course includes the development of competencies in conducting parent conferences, interviews, home-family assessments, and parent training programs.
Prerequisite(s): EDOL 544, SPOL 530,SPOL 533,SPOL 631,SPOL 632,SPOL 635,SPOL 637,REOL 531,MAOL 531

SPOL 635 - Classroom Behavior Management for Special Student Populations

Credit(s): 3 hours
This course is designed to prepare teachers to collect and analyze data on various behaviors resulting in a functional behavior assessment and a behavior intervention plan. Other topics include Social Skills instruction and reinforcers.
Prerequisite(s): None

SPOL 636 - Advanced Assessment Strategies and Prescriptive Writing

Credit(s): 3 hours
This course contains advanced preparation in assessment foundations, techniques, procedures, data interpretation, and writing of prescriptive programs of specially designed instruction for individuals with learning and behavior disabilities.
Prerequisite(s): None

SPOL 637 - Methods and Materials of Instructional Interventions for Students with Learning and Behavior Disabilities

Credit(s): 3 hours
This method course content focuses on classroom-based assessment and delivery of specially designed, researchbased instruction including strategies for RTI, co-teaching and collaboration, and content areas.
Field experience hours required.
Prerequisite(s): None

SPOL 638 - Legal Aspects Rules and Regulations of Special Education

Credit(s): 3 hours
Analysis of legislation, litigation, and administrative rulings related to special education. The course will emphasize on the development of legally sound policies and procedures to ensure a free and appropriate education for students with disabilities.
Prerequisite(s): None

SPOL 645 - Classroom Behavior Management for Students with Moderate and Severe Disabilities

Credit(s): 3
This course equips educators with the knowledge and skills needed to effectively manage classroom behaviors of students with moderate and severe disabilities. Participants will learn to conduct functional behavior assessments, analyze behavior data, and develop behavior intervention plans. Additionally, the course covers strategies for teaching social skills and implementing effective reinforcement techniques.
Prerequisite(s): SPOL 530

SPOL 647 - Methods, Materials, and Instructional Design for Students with Moderate and Severe Disabilities

Credit(s): 3
This course provides a comprehensive examination of methods, materials, and instructional design tailored to meet the unique learning needs of students with moderate and severe disabilities. Topics include the development and implementation of individualized education plans (IEPs), the use of evidence-based instructional strategies, collaboration with colleagues and other professionals, and the integration of technology. Field experience hours are required.
Prerequisite(s): SPOL 530

Supply Chain Management

SCM 600 - Supply Chain Management Foundations

Credit(s): 3 hours
This course introduces the concepts and principles of Supply Chain Management, supply-chain management systems and technologies. Topics covered include a comprehensive overview of the global supply chain management systems, technologies for planning and coordinating sourcing, procurement, conversion, and the associated logistics to manage material and information flow. The objective is to create net value, develop robust infrastructure, manage global logistics, and synchronize supply and demand across the supply chain.

Upon Completion of this Course, Students will:

- Understand the fundamentals of supply chain management and the role supply chain management plays in commerce and the Global economy.
- Understand the changing dynamics of global supply chains and their impacts on organizational performance.
- Develop supply-chain performance metricsiv.
- Use information technology to enhance SCM performancev.
- Develop supply chain systems that are aligned with organizational strategy

SCM 605 - Supply Chain Management Reporting Systems

Credit(s): 3 hours
This course will provide an overview of the administrative, accounting, and financial systems used for planning, measuring, reporting, and controlling supply chains. Topics include accounting procedures and systems used to manage operations and organizational processes, support purchasing and procurement, financial controls, and supply chain performance measurement.

Upon Completion of this Course, Students will:

- Assess the financial impacts of supply-chain decisions on users and providers of services
- Create basic budgets for supply-chain operations
- Perform basic financial analyses on supply chain problemsiv.
- Determine real costs for different supply chain decisions
- Manage operations using key financial performance indicators

SCM 610 - Supply Chain Management Modeling, Simulation, and Analytics

Credit(s): 3 hours
This course focuses on the techniques and technologies used for analytics and data modeling of supply chains and their associated elements. Topics include the application of decision analysis and support technologies, simulation, visualization, and optimization techniques to supply-chain problems.

Upon Completion of this Course, Students will:

- Create supply chain models from abstracted business data
- Solve simple and complex supply chain models using objectives and constraints
- Simulate basic supply-chain scenarios to support decision making
- Apply optimization techniques to supply-chain problems
- Use data visualization to communicate complex supply-chain ideas and results

SCM 615 - Supply Chain Management Operation and Production Technologies

Credit(s): 3 hours
This course focuses on the concepts and techniques used to support and coordinate the operational functions of a firm's supply chain. The course introduces and utilizes software tools to model and analyze the processes used to efficiently develop and deliver products and services through a supply chain. Emerging technologies, including Artificial Intelligence for SCM, will be examined.

Upon Completion of this Course, Students will:

- Document and measure operational performance in a supply chain
- Model, measure, and analyze operational functions
- Work with conflicting objectives and constraints to maximize performance
- Use managerial tools and software to support supply-chain operations
- Better manage the flows of products and operations through a supply chain

SCM 620 - Supply Chain Management Logistics, Transportation, and Distribution Systems

Credit(s): 3 hours
This course presents core knowledge related to procurement, operations, logistics, and coordinating the flow of products from raw material sourcing and acquisition through delivery to the end user. Topics include the principles and concepts of logistics planning, cost integration, transportation (water, rail, road, air), distribution, and customer service.

Upon completion of this course, students will:

- Manage supply-chain logistics to minimize functional pitfalls
- Define and analyze alternative distribution pathways
- Model and analyze transportation scenarios to minimize cost
- Maximize capacity throughput through distribution planning
- Integrate customer-service concerns into logistical operations

SCM 625 - Supply Chain Management Inventory, Warehousing, and Forecasting

Credit(s): 3 hours
This course emphasizes the dynamics of inventory management, warehouse operations, capacity planning, and managing multi-facility networks. Topics include inventory management systems, warehouse layouts and management, order-picking strategies, material requirements planning systems, and forecasting models and methods.

Upon Completion of this Course, Students will:

- Understand the evolution of modern warehousing and distribution centers and their impact on supply-chains
- Develop efficient warehouse layouts and flows
- Define appropriate picking strategies and technologies for different applications
- Perform inventory analyses to reduce costs, turn-over times, and losses
- Perform forecasts using popular forecast techniques

SCM 630 - Supply Chain Management Planning and Control Systems

Credit(s): 3 hours
This course focuses on the tools and techniques used to plan, control, and optimize complex supply chain elements. Topics include planning and controlling supply chain systems, the application of systems theory and concepts, project management, matrix organizational structures, scheduling and sequencing, resource allocation, and technologies used to support supply-chain activities.

Upon Completion of this Course, Students will:

- Understand the unique nature of supply-chain planning and control systems
- Apply project-management techniques to practical supply-chain problems
- Utilize Material Requirement Planning (MRP) technology to manage resources
- Apply the KPIs of Schedule, Cost, and Quality to supply-chain projects

SCM 635 - Supply Chain Management Quality Assurance and Control Systems

Credit(s): 3 hours
This course focuses on the processes, tools, techniques, and systems used in the quality assurance and control aspect of supply chain management. Topics include quality planning, assurance, control, and improvement for products and services in the supply chain.

Upon Completion of this Course, Students will:

- Understand the relationship between Quality Control (QC), company performance, and customer satisfaction
- Develop quality metrics for use in supply-chain operations
- Measure and evaluate KPIs for quality improvement over time
- Deploy popular QC techniques and tools in supply-chain scenarios
- Use QC data to guide managerial and supply-chain decisions

SCM 640 - Supply Chain Management Sourcing, Procurement, and Contract Administration

Credit(s): 3 hours
This course examines the firm's value-creation process from product development through order receipt and customer delivery. Topics include strategic sourcing for the supply chain, the use of Blockchain technology in the supply chain, integration and coordination with supply-chain partners, and enterprise resource planning systems.

Upon Completion of this Course, Students will:

- Work effectively with suppliers and stakeholders to improve the supply chain
- Improve financial results through improved procurement processes and technology
- Build resiliency into the supply chain through strategic sourcing
- Develop methods and technologies to support sources and stakeholders
- Effectively manage contractual relationships, expectations, and communications

SCM 645 - Supply Chain Management Sustainability, Resilience and Risk Analysis

Credit(s): 3 hours
This course provides an understanding of the identification, management, and mitigation of risk in complex supply chains. Topics include risk identification, assessment and analysis, sustainment, resilience, treatment, communication, and risk responses.

Upon Completion of this Course, Students will:

- Understand the nature of risk and risk management in the supply chain
- Implement new technologies to assess threats, vulnerabilities, and consequences
- Sustain operations through responsiveness, improvisation, contingency planning, and interoperability.

SCM 695 - Supply Chain Management - Capstone

Credit(s): 1 hour
This capstone course is designed to allow students to integrate and apply the knowledge acquired over their entire program of study to develop an academic paper or project on a practical supply chain need or supply chain-related problem that contributes to the professional body of knowledge of business and improves business practice. The course will assess students' overall learning experience and intellectual growth. The course should be taken during the final semester of study.

Upon Completion of this Course, Students will:

- Develop and complete a research paper or project in supply chain management that improves business practice.
- Identify and synthesize a range of research literature logically, clearly, and concisely.
- Identify recommendations and discuss implications for evidence-based practice based on the literature synthesis.
- Demonstrate the ability to effectively communicate research findings that contributes to the professional body of knowledge of business

Teacher Leader

ESLO 610 - Teaching ESL in a Multicultural Society

Credit(s): 3 hours
The focus of this course is the examination of how people do and do not learn an additional language. It is the introductory course for candidates pursuing a master's degree in English as a Second Language (ESL) and/or K-12 certification in either English to Speakers of Other Languages (ESOL) and/or Languages Other Than English (LOTE)-French and Spanish. Candidates examine the major theories of second language acquisition and discuss their implications for the second and foreign language classroom. The primary goals of this course are (a) to familiarize candidates with major theoretical issues in second/foreign language learning in formal and informal situations; (b) to provide candidates with opportunities to observe and reflect on language learning situations and language learners in second and foreign language learning contexts; more skillful at making appropriate teaching decisions that will nurture language learning among all students and especially among the culturally and linguistically diverse.

ESLO 615 - Phonology for ESL Teachers

Credit(s): 3 hours
This course explores many of the classic and current topics in sound patterns of the world's languages, and the theories and skills used to analyze them. Further, this course is an introduction to phonology and its application to the teaching of English as a second or foreign language. Students learn the phonological structure of the English language, analyze examples from language learner data, diagnose pronunciation difficulties experienced by English language learners (ELLs) from different first languages, and identify instructional strategies for assisting ELLs to perceive and produce challenging English sounds.

ESLO 620 - Methods and Materials for Teaching ESL

Credit(s): 3 hours
This course is designed for ESL educators and classroom teachers working with students for whom English is a second or other language. Candidates will explore the relationship of culture to language learning as well as nonlinguistic cultural issues such as the concept of time/space, the role of the teacher, and concepts of health and common medical practices. They will learn ways to support learners' adaptations to new schools and settings. Increased knowledge of language acquisition and function will help refine curriculum structures and instructional strategies that support effective language learning.

ESLO 630 - Methods for Teaching English as an International Language

Credit(s): 3 hours
This course is ESL educators and classroom teachers working with students for whom English is a second or other language. Course participants will explore the relationship of culture to language learning as well as ways to support learners' adaptations to new schools and settings. Increased knowledge of language acquisition and function will help course participants refine curriculum structures and instructional strategies that support effective language learning.

ESLO 635 - Teaching ESL through Reading and Writing

Credit(s): 3 hours
This course focuses on current approaches to the teaching and learning of reading and writing in English as a Second Language. The relationship of second language reading and writing to language learning, including oral development. A critical evaluation of existing literacy materials available for second language learners. This course is designed to give Masters

Williamsburg Physician Assistant

MPAS 501 - Integration Seminar I

Credit(s): 1 hour
This course is the first in a three-part series intended to assist PA students in achieving the competencies needed to be successful in Supervised Clinical Practice Experiences (SCPEs) and to successfully transition to clinical practice upon graduation. During this course, students will integrate and apply the knowledge obtained from concurrent courses, including medical pathophysiology, clinical medicine, patient assessment, and pharmacology, using a patient-centered, problem-based learning approach. Students will apply their knowledge through the integration of the NCCPA task areas as they apply to patient care and through a case-based approach that will cover the infectious disease, cardiovascular, pulmonary, renal, and genitourinary systems.

MPAS 502 - Integration Seminar II

Credit(s): 1 hour
This course is the second in a three-part series intended to assist PA students in achieving the competencies needed to be successful in Supervised Clinical Practice Experiences (SCPEs) and to successfully transition to clinical practice upon graduation. During this course, students will integrate and apply the knowledge obtained from concurrent courses, including medical pathophysiology, clinical medicine, patient assessment, and pharmacology, using a patient-centered, problem-based learning approach. Students will apply their knowledge through the integration of the NCCPA task areas as they apply to patient care and through a case-based approach that will cover the reproductive, gastrointestinal/nutrition, endocrine, hematologic, and eyes, ears, nose, throat systems.

MPAS 503 - Integration Seminar III

Credit(s): 1 hour
This course is the last in a three-part series intended to assist PA students in achieving the competencies needed to be successful in Supervised Clinical Practice Experiences (SCPEs) and to successfully transition to clinical practice upon graduation. During this course, students will integrate and apply the knowledge obtained from concurrent courses, including medical pathophysiology, clinical medicine, patient assessment, and pharmacology, using a patient-centered, problem-based learning approach. Students will

apply their knowledge through the integration of the NCCPA task areas as they apply to patient care and through a case-based approach that will cover the neurologic, musculoskeletal, psychiatry/behavioral science, and dermatologic systems. This course will cover genetics and diversity-inclusive topics not otherwise covered in the courses within this series.

MPAS 505 - Medical Procedures and Surgery I

Credit(s): 3 hours
This is the first in a two-part series of courses in which students learn concepts related to medical and surgical procedures that may be encountered in PA practice. During this course, an emphasis will be placed on learning the indications, contraindications, and potential complications of common clinical procedures. Additionally, students will learn the proper technique for, and proper documentation of common clinical procedures performed within the scope of PA practice while learning and applying the principles of appropriate patient education, counseling, and informed consent.

MPAS 506 - Medical Procedures and Surgery II

Credit(s): 3 hours
This is the second course in a two-part series of courses in which students learn concepts related to medical and surgical procedures that may be encountered in PA practice. During this course, an emphasis will be placed on learning the indications, contraindications, and potential complications of common clinical procedures. Additionally, students will learn the proper technique for, and proper documentation of common clinical procedures performed within the scope of PA practice while learning and applying the principles of appropriate patient education, counseling, and informed consent.

MPAS 510 - Human Anatomy

Credit(s): 5 hours
This is a foundational science course in which students will acquire knowledge of the anatomy of the human body related to all NCCPA body systems. In this course, students will initiate the development of skill in applying basic science concepts to clinical practice.

MPAS 520 - Human Medical Physiology

Credit(s): 4 hours
This is a foundational science course in which students will acquire knowledge of the physiology of the human body related to all NCCPA body systems. In this course, students will initiate the development of skill in applying basic science concepts to clinical practice

MPAS 521 - Medical Pathophysiology I

Credit(s): 2 hours
This course is the first in a three-part series in which students will acquire knowledge of the pathophysiology of human disease related to the infectious disease, cardiovascular, pulmonary, renal, and genitourinary systems. In this course, students will develop skill in relating pathophysiologic principles to specific disease processes and integrating those principles with normal human physiology. This course series prepares students to apply basic science concepts in clinical practice.

MPAS 522 - Medical Pathophysiology II

Credit(s): 2 hours
This is the second in a three-part series in which students will acquire knowledge of the pathophysiology of human disease related to the reproductive, gastrointestinal/nutrition, endocrine, hematologic, and eyes, ears, nose, and throat systems. In this course, students will develop skill in relating pathophysiologic principles to specific disease processes and integrating those principles with normal human physiology. This course series prepares students to apply basic science concepts in clinical practice..

MPAS 523 - Medical Pathophysiology III

Credit(s): 2 hours
This is the last course in a three-part series in which students will acquire knowledge of the pathophysiology of human disease related to the neurologic, musculoskeletal, psychiatry/behavioral science, and dermatologic systems. This course will also cover genetics and diversity-inclusive topics not otherwise covered in the courses within this series. In this course, students will develop skill in relating pathophysiologic principles to specific disease processes and integrating those principles with normal human physiology. This course series prepares students to apply basic science concepts in clinical practice.

MPAS 530 - Introduction to Patient Assessment

Credit(s): 3 hours
This is the first in a four-part series in which students will acquire knowledge of and skill in concepts related to assessing patients. This course covers the foundational principles of patient care, including those related to workplace safety, patient privacy, and medical terminology. Students will also acquire knowledge and skill in various introductory concepts related to the patient encounter, such as history-taking, physical examination, medical documentation, communication skills, and the use of various diagnostic equipment.

MPAS 531 - Patient Assessment I

Credit(s): 3 hours
This the second in a four-part series in which students will acquire knowledge of and skill in concepts related to assessing patients. This course will cover patient assessment

concepts related to the infectious disease, cardiovascular, pulmonary, renal, and genitourinary systems. Students will develop skill in the NCCPA task areas of history taking and performing physical examination, patient education, and professional practice related to these body systems. This course will prepare students to apply these concepts in clinical practice.

MPAS 532 - Patient Assessment II

Credit(s): 3 hours
This is the third in a four-part series in which students will acquire knowledge of and skill in concepts related to assessing patients. This course will cover patient assessment concepts related to the reproductive, gastrointestinal/nutrition, endocrine, hematologic, and eyes, ears, nose and throat systems. Students will develop skill in the NCCPA task areas of history taking and performing physical examination, patient education, and professional practice related to these body systems. This course will prepare students to apply these concepts in clinical practice.

MPAS 533 - Patient Assessment III

Credit(s): 2 hours
This is the last in a four-part series in which students will acquire knowledge of and skill in concepts related to assessing patients. This course will cover patient assessment concepts related to the neurologic, musculoskeletal, psychiatry/behavioral science, and dermatologic systems. This course will also cover genetics and diversity-inclusive topics not otherwise covered in the courses within this series. Students will develop skill in the NCCPA task areas of history taking and performing physical examination, patient education, and professional practice related to these body systems. This course will prepare students to apply these concepts in clinical practice. Upon conclusion of this course, students will demonstrate the medical knowledge and skills required for entry into the clinical phase of the program through the successful completion of a comprehensive didactic OSCE.

MPAS 540 - Foundations to Clinical Medicine

Credit(s): 2 hours
This is the first in a four-part series in which students will acquire knowledge of and skill in concepts related to clinical medicine. This course will cover foundational elements of common laboratory and diagnostic studies, basic nutrition, and introductory principles of pharmacology and prescription writing. Students will acquire knowledge of and develop skill in the NCCPA task areas of using diagnostic and laboratory studies, health maintenance, patient education, preventive measures, pharmaceutical therapeutics, and applying basic scientific concepts as they relate to these topics.

MPAS 541 - Clinical Medicine I

Credit(s): 5 hours
This is the second in a four-part series in which students will acquire knowledge of and skill in concepts related to clinical medicine. This course will cover information related to the infectious disease, cardiovascular, pulmonary, renal, and genitourinary systems. Students will acquire knowledge of and develop skill in each of the NCCPA task areas, including history taking and performing physical examination, using diagnostic and laboratory studies, formulating most likely diagnosis, managing patients, applying basic scientific concepts, and professional practice as they relate to these body systems.

MPAS 542 - Clinical Medicine II

Credit(s): 5 hours
This is the third in a four-part series in which students will acquire knowledge of and skill in concepts related to clinical medicine. This course will cover information related to the reproductive, gastrointestinal/nutrition, endocrine, hematologic, and eyes, ears, nose and throat systems. Students will acquire knowledge of and develop skill in each of the NCCPA task areas, including history taking and performing physical examination, using diagnostic and laboratory studies, formulating most likely diagnosis, managing patients, applying basic scientific concepts, and professional practice as they relate to these body systems.

MPAS 543 - Clinical Medicine III

Credit(s): 5 hours
This is the last in a four-part series in which students will acquire knowledge of and skill in concepts related to clinical medicine. This course will cover information related to the neurologic, musculoskeletal, psychiatry/behavioral science, and dermatologic systems. This course will also cover genetics and diversity-inclusive topics not otherwise covered in the courses within this series. Students will acquire knowledge of and develop skill in each of the NCCPA task areas, including history taking and performing physical examination, using diagnostic and laboratory studies, formulating most likely diagnosis, managing patients, applying basic scientific concepts, and professional practice as they relate to these body systems.

MPAS 544 - Emergency Medicine

Credit(s): 2 hours
In this course, students will receive instruction on traumatic and medical disorders commonly presenting to the emergency department while incorporating the knowledge and skills obtained throughout the MPAS curriculum. The course emphasizes the identification and stabilization of patients with life-threatening trauma or illness. Students will demonstrate knowledge of each NCCPA task area as they apply to a patient in need of emergency care. As part of this course, students are required to become certified, or recertified, in Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS), and Pediatric Advanced Life Support (PALS).

MPAS 550 - Introduction to the PA Profession

Credit(s): 1 hour
This course is an introductory course that covers historical, current, and forward-thinking topics regarding the PA profession. In this course students will explore trends and issues contributing to the history of the PA profession, PA education and training, PA scope of practice and regulatory issues, and PA professional resources available.

MPAS 571 - Pharmacology and Therapeutics I

Credit(s): 3 hours
This is the first in a three-part series in which students will acquire knowledge of and skill in pharmacologic concepts necessary for patient care. This course will cover information related to the infectious disease, cardiovascular, pulmonary, renal, and genitourinary systems. Students will acquire knowledge of and develop skill in the NCCPA task area of pharmaceutical therapeutics.

MPAS 572 - Pharmacology and Therapeutics II

Credit(s): 3 hours
This is the second in a three-part series in which students will acquire knowledge of and skill in pharmacologic concepts necessary for patient care. This course will cover information related to the reproductive, gastrointestinal/nutrition, endocrine, hematologic, and eyes, ears, nose and throat systems. Students will acquire knowledge of and develop skill in the NCCPA task area of pharmaceutical therapeutics.

MPAS 573 - Pharmacology and Therapeutics III

Credit(s): 3 hours
This is the last in a three-part series in which students will acquire knowledge of and skill in pharmacologic concepts necessary for patient care. This course will cover information related to the neurologic, musculoskeletal, psychiatry/behavioral science, and dermatologic systems. This course will also cover genetics and diversity-inclusive topics not otherwise covered in the courses within this series. Students will acquire knowledge of and develop skill in the NCCPA task area of pharmaceutical therapeutics.

MPAS 581 - Health Care Issues I

Credit(s): 2 hours
This is the first in a two-part series of courses designed to increase students' awareness and application of health care issues in professional medical practice. During this course students will gain a greater understanding of the socio-behavioral and socio-economic factors that influence professional practice. In addition, students will gain an understanding of how these factors impact patient care with an emphasis on the importance of provider cultural competence in effective health care delivery.

MPAS 582 - Health Care Issues II

Credit(s): 1 hour
This is the second in a two-part series of courses designed to increase students' awareness and application of health care issues in professional medical practice. During this course students will gain a greater understanding of the business and legal aspects of professional practice, which may include concepts of medical ethics, risk-management, and coding, billing, and reimbursement.

MPAS 591 - Research, Epidemiology, and Stats

Credit(s): 1 hour
This is the first in a three-part series intended to prepare students to search, interpret, and evaluate the medical literature. During this course, students will utilize basic concepts of epidemiology, interpret basic biostatistical methods, review the types of sampling methods, gain experience in the use of common databases to access medical literature, explore the limits of medical research, and frame a research question. In this course, the student will choose a research proposal topic that will be further developed throughout the remaining courses within this series.

MPAS 600 - Family Medicine

Credit(s): 8 hours
This is an eight-week supervised clinical practice experiences (SCPE) that occur with preceptors who enable students to meet program defined learning outcomes for family medicine. This SCPE can occur in the inpatient or outpatient setting.

MPAS 605 - Family Medicine II

Credit(s): 4 hours
This is the second in a two-part series of supervised clinical practice experiences (SCPE) that occur with preceptors who enable students to meet program defined learning outcomes for family medicine. This SCPE can occur in the inpatient or outpatient setting.

MPAS 610 - Emergency Medicine- Clinical Rotation

Credit(s): 4 hours
This is a supervised clinical practice experience (SCPE) that occurs with preceptors who enable students to meet program defined learning outcomes for emergency medicine. This SCPE occurs in the emergency department setting.

MPAS 620 - Internal Medicine

Credit(s): 8 hours
This is an eight-week supervised clinical practice experiences (SCPE) that occur with

preceptors who enable students to meet program defined learning outcomes for internal medicine. This SCPE can occur in the inpatient or outpatient setting.

MPAS 625 - Internal Medicine II

Credit(s): 4 hours
This is the second in a two-part series of supervised clinical practice experiences (SCPE) that occur with preceptors who enable students to meet program defined learning outcomes for internal medicine. The SCPE can occur in the inpatient or outpatient setting.

MPAS 630 - Pediatrics

Credit(s): 4 hours
This is a supervised clinical practice experience (SCPE) that occurs with preceptors who enable students to meet program defined learning outcomes for pediatrics. This SCPE can occur in the inpatient or outpatient setting

MPAS 640 - Psychiatry- Clinical Rotation

Credit(s): 4 hours
This is a supervised clinical practice experience (SCPE) that occurs with preceptors who enable students to meet program defined learning outcomes for behavioral and mental health care. This SCPE can occur in the inpatient or outpatient setting.

MPAS 650 - Surgery- Clinical Rotation

Credit(s): 4 hours
This is a supervised clinical practice experience (SCPE) that occurs with preceptors who enable students to meet program defined learning outcomes for surgery. This SCPE can occur in the inpatient or outpatient setting and will allow students to experience the operating room setting.

MPAS 660 - Women's Health

Credit(s): 4 hours
This is a supervised clinical practice experience (SCPE) that occurs with preceptors who enable students to meet program defined learning outcomes for women's health including prenatal and gynecologic care. This SCPE can occur in the emergency department, inpatient, or outpatient setting and may allow students to experience the operating room setting.

MPAS 670 - Clinical Elective

Credit(s): 4 hours
This is a supervised clinical practice experience (SCPE) that occurs with preceptors who

enable students to meet program defined learning outcomes for an area of specialized medicine of their choosing within program's capacity for placement. This SCPE can occur in a variety of settings.

MPAS 680 - Professional Development

Credit(s): 1 hour
This course is designed to prepare students for graduation, certification, licensing, and entry into clinical practice. In this course, an emphasis will be placed on preparation for certification, licensure, and credentialing, development of professional communication, networking skills, and employability, and development of good occupational health. During this course, students will undergo a summative evaluation where they will demonstrate competency in clinical and technical skill, clinical reasoning and problem-solving abilities, interpersonal and communication skills, medical knowledge and professionalism as expected for graduation and entry into clinical practice.

MPAS 692 - Capstone I

Credit(s): 2 hours
This is the second in a three-part series intended to prepare students to search, interpret, and evaluate the medical literature. During this course, students will establish the methodology for their research by selecting the appropriate biostatistical and sampling methods. The chosen methodology will then be implemented in preparation for the reporting of results in MPAS 693.

MPAS 693 - Capstone II

Credit(s): 2 hours
This is the last in a three-part series intended to prepare students to search, interpret, and evaluate the medical literature. In this course, students will finalize their research project by reporting results and drawing conclusions.

Accreditation and Affiliations

- California
- Virginia

Institutional Accreditation

University of the Cumberlands is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, education specialist, and doctorate degrees. Questions about the accreditation of University of the Cumberlands may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Institutional Authorization Kentucky

University of the Cumberlands is licensed by the Kentucky Council on Postsecondary Education (CPE) as a postsecondary institution. This license is subject to annual maintenance and authorizes University of the Cumberlands to offer specific degree programs.

Program Accreditations

The Hutton School of Business

The Hutton School of Business was awarded IACBE (International Assembly for Collegiate Business Education) accreditation in April 2017.

School of Social and Behavioral Sciences

The Clinical Mental Health Counseling program, Addiction Counseling program, and the Ph.D. in Counselor Education and Supervision programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP is a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA) that accredits counselor preparation master's degree and doctoral degree granting programs. University of the Cumberlands was one of the first higher education institutions to offer synchronous, CACREP-accredited programs online. CACREP accreditation ensures that our programs meet professional standards. More information about UC's CACREP accreditation history, please visit the CACREP website at www.cacrep.org.

School of Education

National Accreditation

University of the Cumberlands' School of Education is accredited through CAEP (Council for the Accreditation of Educator Preparation), located at 1140 19th Street, NW, Suite 400, Washington, DC 20036.

State Accreditation

University of the Cumberlands' School of Education is further accredited through Kentucky's Educational Professional Standards Board (EPSB), 100 Airport Road, 3rd Floor, Frankfort, KY 40601. (502) 564-4606. Fax: (502) 564-7080.

Nursing

The online nursing master's program at University of the Cumberlands is accredited by the **Commission on Collegiate Nursing Education**, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791. 2015.

Physical Therapy

Graduation from a physical therapist education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone; 703-706-3245; accreditation@apta.org is necessary for eligibility to sit for the licensure examination, which is required in all states.

University of the Cumberlands is seeking accreditation of a new physical therapist education program from CAPTE. On June 1, 2022, the program submitted an Application for Candidacy, which is the formal application required in the pre-accreditation stage. Submission of this document does not assure that the program will be granted Candidate for Accreditation status. Achievement of Candidate for Accreditation status is required prior to implementation of the professional phase of the program; therefore, no students may be enrolled in professional courses until Candidate for Accreditation status has been achieved. Further, though achievement of Candidate for Accreditation status signifies satisfactory progress toward accreditation, it does not assure that the program will be granted accreditation.

Physician Assistant Program

Main Campus

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted Accreditation-Continued status to University of the Cumberlands Physician Assistant Program sponsored by University of the Cumberlands. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards. Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be 2029 March. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy. The program's accreditation history can be viewed on the ARC-PA website.

NKY Campus

The ARC-PA has granted **Accreditation-Provisional** status to **University of the Cumberlands Northern Kentucky Campus Physician Assistant Program** sponsored by **University of the Cumberlands**.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet

enrolled students appear to demonstrate the program's ability to meet the ARC PA *Standards* or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

The program's accreditation history can be viewed at http://www.arc-pa.org/accreditation-history-university-of-the-cumberlands-northern-ky/.

State Authorization Reciprocity Agreement (SARA)

The State Authorization Reciprocity Agreement (SARA) is an agreement among member states, districts, and territories that establishes comparable national standards for offering postsecondary distance education courses and programs in other member states. SARA is overseen by the National Council for State Authorization Reciprocity Agreements (NC-SARA); Kentucky's participation is through the Southern Regional Education Board (SREB).

University of the Cumberlands has been approved to participate in SARA and thus is authorized and meets the requirements and minimum educational standards established for degree-granting institutions within the 49 members states under that SARA agreement. (This excludes only California.)

California

This catalog is updated annually and aligns with the academic calendar year. If changes in educational programs, educational services, procedures, or policies required to be included in the catalog by statute or regulation are implemented before the issuance of the annually updated catalog, those changes shall be reflected at the time they are made in supplements or inserts accompanying the catalog.

This catalog is provided to all prospective students or to the public on demand on the university's website. As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

University of the Cumberlands is a private institution approved to operate by the Bureau for Private Postsecondary Education (BPPE). Approval to operate means University of the Cumberlands has met the minimum standards set forth by the California Education Code CEC and 5, CCR. CEC94909(a)(2), 94897(l)(1)(2).

University of the Cumberlands is located at 6178 College Station Drive, Williamsburg, KY 40769. Phone - (800) 343-1609, www.ucumberlands.edu.

Classes in California will be held at 835 College Avenue, Kentfield, CA, 94904.

Accreditation of the university and specific programmatic accreditation can be reviewed in the Accreditation and Affiliations section of the catalog.

This institution does not have a pending petition in bankruptcy, is not operating as a debtor in possession, and has not filed a petition or had a petition in bankruptcy filed against it within the last five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec 1101 et seq.) CEC §94909(a)(12)

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA. 95798- 0818, www.bppe.ca.gov, Toll-free telephone number (888) 370-7589 or (916)574-8900 or by fax (916) 263-1897. CEC §94909(a)(3)(A).

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

The Mission, Vision, and Institutional Academic Purpose Statements of University of the Cumberlands are the underlying principles and objectives guiding each education program.

Programs Offered in CA

Business, Ph.D.

Information Technology, Ph.D.

Leadership, PhD.

Business Administration, MBA

Artificial Intelligence, M.S.

Business Analytics, M.S.

Computer Science, M.S.

Cyber Engineering, M.S.

Data Science, M.S.

Finance, M.S.

Global Business with Blockchain Technology, M.S.

Information Systems Security, M.S.

Information Technology Leadership, M.S.

Information Technology, M.S.

Organizational Leadership, M.S.

Project Management, M.S.

Strategic Management, M.S.

Supply Chain Management, M.S.

University of the Cumberlands' Programming and CIP codes offered at all locations and modalities. Only the programs above are offered in CA.

Standard Occupational Classifications of Programs

In compliance with Cal. Code Regs. Tit. 5, § 74112, University of the Cumberlands has identified the following Standard Occupational Classification (SOC) Codes for its program offerings:

Program	Credential	SOC Code
Business	Ph.D.	11-1021
Information Technology	Ph.D.	15-1221
Leadership	Ph.D.	11-9033
Business Administration	MBA	11-1021
Artificial Intelligence in Business	M.S.	15-1221
Business Analytics	M.S.	13-1111
Computer Science	M.S.	15-1257
Cyber Engineering	M.S.	15-1212
Data Science	M.S.	15-2051
Digital Forensics	M.S.	15-1212
Finance	M.S.	13-2051
Global Business with Blockchain Technology	M.S.	15-1211
Information Systems Security	M.S.	15-1212

Information Technology	M.S.	15-1211
Information Technology Leadership	M.S.	11-3021
Organizational Leadership	M.S.	11-1021
Project Management	M.S.	13-1082
Strategic Management	M.S.	11-1021
Supply Chain Management	M.S.	11-3071

Notice Concerning Transferability Of Credits And Credentials Earned At Our Institution

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

All instruction occurs in English. The level of English language proficiency requirements in outlined in the Documentation of Language Fluency.

Facilities and Equipment

The University has created institutional standards for instructional technology in classrooms. Every classroom on campus has a lectern, computer, Webcam, microphone, projector, and sound system. The instructor can simultaneously instruct students that are in the classroom or remotely attending. Additionally, wireless network access is available in all locations on campus.

Description of facility and classrooms used: University of Cumberlands offers classes on the campus of College of Marin which is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges and currently has SEVP approval to accept F-1 students. All leased classrooms are student-centered and technologically equipped to match that of what a student would expect to experience at our primary campus location. University of the Cumberlands support staff will be present and accessible to both faculty and students during every residency session. Administrative services for the programs offered will be coordinated from our primary campus location in Williamsburg, Kentucky.

Tuition and Financial Aid

The schedule of total charges for a period of attendance and estimated schedule of total charges is reflected in the Cost of Attendance section on the university's website.

Cancellation, Withdrawal, and Refund Policies and Procedures.

The institution allows students to cancel and withdraw from their program with a 100% refund through the end of the second week of courses. For exact dates, please refer to the Student Financial Center.

Student Tuition Recovery Fund Disclosures

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

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

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, California, 95834, (916) 574-8900 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are 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.

Financial Responsibility Disclosure Statement

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from the federal student financial aid program funds.

Office of Student Assistance and Relief

The Office of Student Assistance and Relief is available to support prospective students, current students, or past students of private postsecondary educational institutions in making informed decisions, understanding their rights, and navigating available services and relief options. The office may be reached by calling (888) 370-7589, option #5 or by visiting osar.bppe.ca.gov.

Student Records Retention

University of the Cumberlands will retain the records and account information of students indefinitely to fulfill the purposes for which it was collected. This includes, but is not limited to academic and administrative purposes, compliance with legal obligations, and institutional reporting and accountability.

Housing Information

A. University of the Cumberlands does not provide dormitory facilities in California.
B. Classes are offered three days over a weekend. Short-term housing is available near the location for $100 - $200 a night.
C. The institution has no responsibility to find or assist students in finding housing.

Faculty

Faculty teaching graduate coursework have earned a doctorate/terminal degree in the teaching discipline or a related discipline. In addition to academic credentials, faculty members at University of the Cumberlands may have other types of qualifications, including, relevant industry experience directly related to their field of instruction, active professional licensure and certifications, honors and awards acknowledging their contributions to their field, ongoing engagement in professional development activities, contributions to peer-reviewed publications in their areas of expertise, and proven track record of outstanding teaching performance. Information about specific faculty and qualifications can be accessed in the Personnel section of this catalog.

Virginia

Authorization

University of the Cumberlands is certified by the State Council of Higher Education for Virginia (SCHEV) to operate in Virginia at the Northern Virginia College Campus, 4001 Wakefield Chapel Road, Annandale, VA 22003. This authorization is provided for all programs taught in the Executive Format Model at that location. This authorization is subject to periodic review and authorizes University of the Cumberlands to offer specific degree programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs.

Each course or degree, diploma, or certificate program offered in Virginia is approved by the governing body of the school, State of Kentucky, and accreditation by Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to

a. Offer courses or degrees at the level for which credit is being awarded for those courses or programs in Virginia; and

b. Ensure that any credit earned for coursework offered by the school in Virginia may be transferred to another of the school's locations outside Virginia as part of an existing degree, diploma, or certificate program offered by the school.

The programs listed below are offered in Virginia in hybrid executive format.

Artificial Intelligence, M.S.

Cyber Engineering, M.S.

Data Science, M.S.

Finance, M.S.

Information Systems Security, M.S.

Information Technology, M.S.

Project Management, M.S.

Strategic Management, M.S.

Business Administration, MBA

Business, Ph.D.

Information Technology, Ph.D.

Program Information

Each program has an assigned program director or Dean. Names of program directors or Deans can be found in the University's online directory.

Students interact with faculty and other students both in and outside scheduled class time. Online asynchronous courses are structured to allow for both student-to-student and student-to-faculty interactions. Faculty are accessible to students for academic or course advising throughout the period during which the course is offered. Information about office hours is included in the syllabus for each course.

Academic programs delivered through online and hybrid formats are designed to ensure comparability in content, instructional quality, faculty qualifications, and access to academic resources similar to on-campus course offerings. Course offerings adhere to the following standards:

1. Each online or hybrid course and program includes clearly defined and achievable educational objectives.

2. Instructional materials and technologies used in online or hybrid courses align with and support the achievement of course and program objectives. Courses are designed with an intuitive online navigation, maintain a privacy and data security policy for information exchange, communicate minimum technology requirements for both students and faculty, monitor systems for performance, and maintain infrastructure to support the demands of online programs.
3. The University provides training and technical support for both faculty and students engaged in online or hybrid courses. These services are designed to enhance familiarity with the learning management system and tools used in delivering instruction and engaging in academic activities.
4. Courses are structured to facilitate ongoing communication for faculty-student interaction and student-student interaction.

A credentialed and course-qualified academic advisor is available to meet the concerns of the student. A student who contacts an advisor by any method will elicit a response from the advisor within a reasonable timeline.

If a student seeks credit for experiential learning while completing a program in Virginia, no more than 30% of the credit in a student's degree program may be awarded for life or work experience.

Grievance Policy

The University Grievance policies can be found on page 46 of the Student Handbook. Learn more at https://www.ucumberlands.edu/student-life/student-services or click on the following link Student Handbook. Additionally, students may contact the State Council of Higher Education for Virginia (SCHEV) to file a complaint about the school as a last resort. (101 N 14th St 10th floor, Richmond, VA 23219; Phone: (804) 225-2600.

Washington State

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

The transferability of credits earned at University of the Cumberlands is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of

study at University of the Cumberlands will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma or other academic credential earned at University of the Cumberlands to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at University of the Cumberlands will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

The Washington Student Achievement Council (WSAC) has the authority to investigate student complaints against specific schools. WSAC may not be able to investigate every student complaint. Visit https://www.wsac.wa.gov/student-complaints for information regarding the WSAC complaint process. Association

Affiliations

American Council on Education

College Entrance Examination Board

Association of Independent Kentucky Colleges and Universities

Kentucky Independent College Fund

International Association of Baptist Colleges and Universities

Council of Independent Colleges

Non-Discrimination Policy

The University does not unlawfully discriminate in its programs, activities, or the admission of students on the basis of race, color, national or ethnic origin, sex, disability, age, religion, genetic information, veteran or military status, or any other basis on which the University is prohibited from discrimination under local, state, or federal law. As a non-profit Christian institute of higher learning, the University exercises its rights under state and federal law to use religion as a factor in making employment decisions. The University is required not to discriminate unlawfully on the basis of sex by Title IX of the Education Amendments Act of 1972 and its implementing regulations at 34 C.F.R. Part 106.

The University has grievance procedures to provide students, employees, or applicants an opportunity to file a complaint of illegal discrimination of any kind. In order to file a grievance, contact the appropriate person below or see the grievance procedures published in this handbook.

The following person has been designated to handle inquiries or complaints regarding the disability nondiscrimination policy, including compliance with Section 504 of the Rehabilitation Act of 1973:

Mrs. Shirley Stephens
Academic Affairs and Student Accommodations Coordinator
Gatliff Administrative Building, Office 116
(606) 539-4214;
shirley.stephens@ucumberlands.edu

The following person has been designated to handle employee inquiries or complaints regarding the sex non-discrimination policy, including compliance with Title IX of the Education Amendments of 1972:

Dr. Quentin Young
Chief Financial Officer and Title IX Coordinator
Gatliff Administrative Building, Office 224
(606) 539-4597; quentin.young@ucumberlands.edu

The following person has been designated to handle employee inquiries or complaints with all other portions of the non-discrimination policy:

Mr. Steve Allen
Vice President for Human Resources
Gatliff Administrative Building, Office 003
(606) 539-4219; steve.allen@ucumberlands.edu

The following person has been designated to handle student inquiries or complaints regarding the sex non-discrimination policy including compliance with Title IX of the Education Amendments of 1972, as well as all other portions of the nondiscrimination policy:

Dr. Jamirae Holbrook
Vice President for Student Services and Deputy Title IX Coordinator
Boswell Campus Center
(606) 539-4120;
jamirae.holbrook@ucumberlands.edu

Complaints may also be submitted to the U.S. Department of Education Office for Civil Rights:
1-800-421-3481

Student Definition

The word "student" in any official University of the Cumberlands publication is defined to be all persons enrolled full or part- time in any course or program.

Academic Catalog Notice

Failure to read this Catalog, the Student Handbook, or any other related program materials does not excuse students from the requirements and regulations described herein. The University reserves the right to make necessary changes without further notice.

Academic Calendar 2025-2026

- Fall 2025
- Spring 2026
- Summer 2026

Admission to the University

- Re-admittance to the Institution
- Continuous Enrollment Model
- Veteran Students
- Military Admission Recruitment

University of the Cumberlands has established qualitative and quantitative requirements for the admission of students whose education preparation evidences the potential for high-level performance. All admissions materials must be received in the Graduate Admissions Office or the Department of International Graduate Services Office (DIGS) Office (for Executive Format program students).

Additional requirements for each program are contained within the School/Department sections.

Academic departments may have varying GPA requirements. Please see the academic department section for specific requirements.

Admission requirements shared among all programs are:

1. Completed Graduate Application with payment of required Application Fee.
2. Request that official transcripts of undergraduate and graduate work be sent directly from the respective institution(s) to:

University of the Cumberlands
Graduate Admissions
649 S. 10th Street Suite C
Williamsburg, KY 40769

OR

The (DIGS) office for Executive Format Program students:

University of the Cumberlands
Department of International Graduate Services
649 S. 10th Street Suite B
Williamsburg, KY 40769

The transcript(s) must include the degree and date on which it was conferred. All graduate work as verified by official transcripts:

A. Master's degree admission requires a grade point average of at least 2.5* on a 4.0 scale from a bachelors' degree or higher from a United States Department of Education accredited institution or an institution approved through the International Evaluation firms listed below.
B. Doctoral degree admission requires a cumulative grade point average of at least 3.0** on a 4.0 scale from the conferred master's degree as well as in any subsequent graduate study. Admission to a Doctoral degree program requires a master's degree or higher from a United States Department of Education accredited institution in a field related to the doctoral degree of application. For example, application to a Ph.D. in Information Technology would require a master's in Information Technology, Computer Science, Computer Information Systems, or closely related area.

*Conditional admission may be applicable for certain programs for online students.

** Certain programs require a 3.5 GPA for Admission (PhD CES)

Students must be in good standing in order to be admitted into any program.

A. If a student has been on probation for more than one semester in an unfinished program at University of the Cumberlands or has been suspended from a program at University of the Cumberlands or any other IHE, the student cannot be admitted into a new program at University of the Cumberlands.
B. Graduation from a program in which a student has been on probation causes those probation semesters to be forgiven in a newly admitted program.

Documentation of language fluency for non-native speakers of English, such as a score report from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). This requirement is waived for students who have completed a bachelor's program in the U.S. or have completed at least nine hours of master's level coursework in the U.S. at regionally accredited institution. The minimum acceptable TOEFL or IELTS scores for admission are:

A. Paper-based TOEFL (PBT) - 550
B. Internet-based TOEFL (IBT) - 79
C. IELTS - 6

D. Duolingo-100

Any international coursework completed must have official transcript evaluations completed and submitted to the University by the evaluation firm*.

Evaluations MUST include a cumulative GPA and U.S. equivalency for admission. Approved Evaluation Firms are:

A. World Education Services (WES)
B. American Association of Collegiate Registrars and Admissions Officers (AACRAO)
C. Educational Credential Evaluators (ECE)
D. International Education Research Foundation (IERF) EvalDirect
E. Educational Perspectives (EP)
F. SpanTran
G. Incred

*The transcript evaluation requirement is waived for any student who has completed a bachelor's degree in the U.S., or who has completed at least nine hours of master's courses in the U.S. Applicants seeking doctoral admission are required to provide a certified evaluation as proof of a U.S. master's degree equivalency.

Re-admittance to the Institution

Students are expected to maintain good academic standing in holding appropriate GPA levels as outlined elsewhere in the Catalog. If a student has been dismissed from the institution after following the outlined procedures and recommendations for poor Academic standing, the student can be readmitted to the institution through a written appeal to the Academic Standing Committee.

Continuous Enrollment Model

University of the Cumberlands' programs permit students to begin their studies in any term in which courses are offered. Classes are designed to facilitate the development of a community of learners that provide not only a sense of camaraderie but also a collegial academic support system.

Veteran Students

Veterans Administration Educational Assistance

The following degrees are approved for the enrollment of Veterans and eligible persons under the provisions of Chapters 30 (Montgomery GI Bill®), 31 (Vocational Rehabilitation), 32 (VEAP), 33 (Post 9/11), 35 (Dependents Educational Assistance),

1606 (Selected Reserve) and 1607 (REAP) under Titles 10 and 38 of the United States Code.

1. All Associate level degrees
2. All Bachelor level degrees
3. All Master's level degrees
4. All Doctorate level degrees
5. Selected Graduate-level Certification programs

Veterans and other students eligible for Veterans Administration education assistance should contact the VA Certification Officer located in the Office of the Registrar.

Vocational Rehabilitation

This program provides educational assistance for individuals with physical or mental disabilities. Eligibility is determined by a general medical examination from a medical doctor in accordance with the Vocational Rehabilitation Program. For further information on eligibility, consult your local Vocational Rehabilitation Office.

Tuition Assistance Course Approval Process Purpose

This policy is set forth to assist Service members in the pre-enrollment and Tuition Assistance (TA) course approval process.

Policy

Once an eligible Service member decides to use TA benefits to cover tuition expenses at University of the Cumberlands, it is in the best interest of the Service member to obtain approval of courses through their Educational Services Officer (ESO) and/or counselor within their Military Service branch, prior to enrolling in the courses. All Military TA benefits must be requested and approved prior to the start date of the course(s).

If the eligible Service member decides to enroll in course(s) prior to approval from their respective ESO, and/or counselor in their Military Service branch the Service member is solely responsible for the tuition of these course(s). This does not indicate that Service Members may not enroll in courses prior to their respective start date, if the sole purpose of enrolling is to secure a spot in the course(s). However, the Service member could be responsible for this tuition, and it may or may not be covered by Tuition Assistance benefits.

Policy on the Return of Tuition Assistance (TA)

At University of the Cumberlands, Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. If a student withdraws, the student may no longer be eligible for the full amount of TA funds originally awarded. In compliance with

Department of Defense policy, University of the Cumberlands will return any unearned TA funds on a prorated basis through at least the 60% portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending.

Withdrawal and Refund by Week and Session

16 Week Main Session

Official Date of Withdrawal	Refund Percentage
Week 1&2	100%
Week 3 of classes	60%
Week 4 of classes	40%
Week 5 of classes	20%
After 5th week of classes	0%

8 Week Session

Official Date of Withdrawal	Refund Percentage
Week 1 & 2	100%
Week 3 of classes	60%
After 3rd week of classes	0%

Readmission Following a Period of Active Military Duty

Policy Statement

University of the Cumberlands recognizes the importance of contributions and the sacrifices made by our service members. In support of these students, the University has developed the following procedures to ensure maximum flexibility is afforded to assist these students. Students seeking readmission following a period of deployment/active duty for more than thirty (30) days, will be promptly readmitted into the next class or classes in the student's program beginning after the student provides intent to reenroll.

Purpose

The purpose of this policy is to inform students receiving military tuition assistance of the required actions the University must take to comply with the Department of Defense Memorandum of Understanding (DOD MOU) when students are called to active duty.

Scope

This policy only applies to students in the National Guard Reserves and to some prior active-duty personnel who may be called/recalled to active duty.

Procedure

A student must give notification of intent to return to school. This notification should be given to the Department of Admissions. This notification may be oral or written and must be given within three (3) years of completion of the period of service. A student who is hospitalized or healing due to the need to recovery from an illness or injury must notify the University within two (2) years after completion of the period needed for recovery. Students who fail to apply for readmission within these time frames do not automatically forfeit eligibility for readmission but would then be subject to the University's general leave of absence practices.

Students seeking readmission following a period of deployment/active duty for more than thirty (30) days, will be promptly readmitted into the next class or classes in the student's program beginning after the student provides intent to reenroll. There is an exception when the student requests a later date or unusual circumstances require the school to use a later admission date.

Students are admitted: to the same academic status, in the same program they were last admitted for. When the program is no longer available, the most similar to that program, unless the student chooses a different program; at the same enrollment status, unless the student wants a different enrollment status; with the same number of credit hours previously completed, unless the student is readmitted to a different program and the completed credit hours are non-transferable; and with the same academic standing the student previously had. If the student is readmitted to the same program, for the first academic year in which the student returns, the University will assess the tuition and fee charges the student was or would have been assessed for the academic year during which the student left the school. However, if the veteran's education benefits or other service member education benefits will pay the higher tuition and fee charges other students in the program are paying for the year, the University may assess those charges to the student as well. If the student is admitted to a different program, and for subsequent academic years for a student admitted to the same program, the University will assess no more than the tuition and fee charges other students in the program are assessed for that academic year.

The cumulative length of the absence and of all previous absences from the University for military service may not exceed five (5) years. Only the time the student spends actually performing service is counted.

Military Admission Recruitment

Military Admission Recruitment Tactics Policy

Purpose: This policy is set forth to eliminate and prevent any possible fraudulent and/or aggressive recruitment of students; including but not limited to veterans, Military Service members and their dependents or spouse.

Policy:

1. University of the Cumberlands will ensure compliance with regulations set forth by the Department of Education (34 C.F.R 668.71-668.75 and 668.14) related to restrictions on misrepresentation of the nature of the educational program, financial charges, employability of graduates, relationship with Department of Education and compliance with the student financial assistance program authorized by Title IV of the Higher Education Act of 1965, as amended (Title IV, HEA program) as they are related to the recruitment of Service members and prospective students.
2. No university employee(s), third parties or agents may offer any inducement (including any gratuity, favor, discount, entertainment, hospitality, loan, transportation, lodging, meals, or any other item) to any individual for the purpose of securing enrollment of students, or gaining access to federal Title IV funds, federal Tuition Assistance (TA), and/or Veteran Affair (VA) benefits.
3. No university employee(s), third parties or agents will be provided any commission, bonus, or other incentive for the sole purpose of securing enrollments, Title IV funds, TA funds, or VA benefits as it relates to the recruitment, admission, and enrollment of the veteran, Service member, and their dependents or spouse.
4. No university employee(s), third parties or agents will engage in high pressure sales or recruitment tactics such as unsolicited contacts (3 or more) by phone, email, or in person, and will refrain from same day recruitment and registration for the purpose of securing Service member enrollments.

Retention of Documentation for Veteran Students

University of the Cumberlands will retain the records and account information of VA students for a minimum of three (3) years following the ending date of the last period of attendance certified to VA. University of the Cumberlands will make these records available for inspection upon request for the purpose of verification of compliance with the program requirements stated by the U.S. Department of Veterans Affairs.

Transfer Policies

- Transfer Credit to Other Institutions
- Transfer Credit Related to Military Service

All transfer credit must be approved prior to enrollment by the Academic Affairs office through the Registrar, by the Chair of the Department through the Director of the Program, and by the student's faculty advisor through the Student Success Coordinator. The student must have earned a minimum grade of "B" on all graduate work transferred,

with grades of "B" being dependent upon the program. Grades of P will be accepted as passing for the purposes of transfer credit as long as the university the student is transferring credit from offers a key that relates the grade of "P" to a letter grade equivalent.

Students on academic probation or academic suspension cannot take a course from another institution for the purpose of subsequently transferring the credit into a UC program.

If a student is to take a course from another accredited graduate school concurrently while enrolled and taking coursework at University of the Cumberlands, that transfer credit must be approved in advance by the Department Chair or the Program Director before the course begins.

Whether utilizing only one of the following methods or utilizing a combination of either method, a maximum of fifty percent (1/2) of a graduate degree's total required credit hours for graduation may be transferred from an accredited institution of higher learning or applied via credit by evaluation to an advanced degree program provided such credit meets the appropriate degree requirements of the University of the Cumberlands.

Credit by evaluation is utilized for training and education received and properly documented by practitioners serving or who have served as employees of appropriately credentialed agencies or organizations. Credit by evaluation is performed by the Department Chair or the Director of the Program and selected graduate faculty members. Training and education identified as being completed during an employee's 'in-service' experience under the auspice of his/her own agency will not be accepted as credit.

Students transferring to University of the Cumberlands from another institution must provide an official transcript from that institution.

Articulation agreements and/or a Memorandum of Understanding (MOU) may delineate the transfer and/or evaluation of credit between appropriately credentialed institutions or agencies and University of the Cumberlands. For more information on available articulation agreements/MOUs, students should contact the Office of Academic Affairs.

Courses accepted for transfer or credits approved through evaluation must be reported on an official transcript (academic transcript or training record) when available, which must be provided to the UC campus either (1) in a sealed envelope originating from the original college/university of enrollment, organization, or agency, bearing the sending institution's official seal and certifying official's signature or (2) electronically via Clearinghouse or directly from the transferring institution to University of the Cumberlands or (3) electronically from a recognized official who represents the professional training and education organization from which the transcript and/or certificates offered as documentation of learning originated.

Exceptions to this specific section may only be granted by the Registrar in collaboration with the Vice President of Academic Affairs. Please see additional requirements found under specific programs that may reduce maximum transfer credit or credit by evaluation limits identified in this section.

Transfer Credit to Other Institutions

The transferability of credits earned at University of the Cumberlands is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at University of the Cumberlands will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at University of the Cumberlands to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at University of the Cumberlands will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

As stated above, the process for determining the transferability of credits to other institutions is to contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.

Transfer Credit Related to Military Service

College Level Military Credit (JST and DANTES)- University credit will be considered for students that have earned Military College credit through their Joint Services Transcript or have successfully completed DANTES examinations. The final decision on whether JST or DANTES credit is accepted by the University, and if accepted, the course or courses for which they may be substituted, and the number of semester hours which will be granted, will be made by the Registrar of the University in consultation with the appropriate departmental chair and the Vice President for Academic Affairs.

Credit carried by all United States military veterans and personnel may be acceptable for application to a University of the Cumberlands transcript. Some credits may not be applicable if the university does not offer comparable coursework. Credit may vary with regard to application to general education, major/minor requirements, or general electives. Final determination of credit awarded for course requirements and general electives will be determined by the office of the Registrar, while major/minor requirements will be determined by collaboration with the appropriate department Chair and the Registrar.

Requirements for the acceptance of Military Credit: An official copy of a JST (Joint Services Transcript), or CCAF Transcript, delivered to the Registrar's Office directly from the Joint Services Transcript Office or Community College of Air Force.

A student must request that JST/CCAF credit be considered for General Education and/or general electives through the Registrar's Office.

A student must request that JST/CCAF credit be considered for a major or minor through the appropriate Department Chair or Program Director Determination of the type and amount of credit to be awarded will be assessed using ACE (American Council on Education, (https://militaryguide.acenet.edu/) recommendations according to the specifications mentioned above.

Student and Special Services

- Learning Commons
- Alumni Association
- Career Services
- Counseling Center
- Health Services
- Grover M. Herman Library
- Information Technology (IT) Services

All student services provided by the College are available to graduate students. The Office of Student Affairs, located in the Boswell Campus Center, contains the offices of the Vice President for Student Affairs and the Director for Student Development. These offices will assist all college students enrolled, full- or part-time.

Students who plan to live in campus housing should visit the website, https://www.ucumberlands.edu/housing, to complete a housing application. Please email the housing office with any additional questions at housing@ucumberlands.edu.

Students who plan to live off-campus may contact the Student Affairs Offices for a listing of local landlords and properties available.

Student Affairs can be contacted through the departmental email, studentaffairs@ucumberlands.edu.

Learning Commons

The Learning Commons offers free and convenient tutoring in all academic subjects to all University of the Cumberlands students. The Director and staff of trained tutors are available daily to provide courteous service to all students seeking to improve competencies through individualized or computerized assistance. Students can sign up for tutoring and other services by utilizing the forms found at https://www.ucumberlands.edu/learningcommons

Alumni Association

The Alumni Association was established to render service both to the University and to its former students. It is the purpose of the Association to aid in the growth and development of the college, to promote the best interests of alumni, and to enable alumni to maintain contact with the University and with each other.

Career Services

The Career Services Office provides a variety of services for all UC students. Individual appointments, seminars, and class presentations are conducted to assist with: career interest and assessment, résumé writing, interview skills, and job search tactics. Full-time jobs, part-time jobs, and internship opportunities are posted online at https://www.ucumberlands.edu/career-services.

We offer a variety of resources for students to use to assist with their own personal career development journey. Be it career assessment or exploration, job/internship information or postings, cover letter and resume writing, interview techniques, or opportunities to attend career fairs, we strive to meet your needs. Resources are available for current UC students and alumni. Both in-seat and online students may utilize our services. Platforms including Handshake, GoinGlobal, and Big Interview are easily accessible, self -directed, and user friendly. Should you need additional assistance, you may stop by the offices in the mid-level of Boswell Campus Center (BCC) or contact us at career.services@ucumberlands.edu.

Counseling Center

Free and confidential counseling services are available to University of the Cumberlands students. Services for a wide variety of concerns including stress, adjusting to college, depression, anxiety, substance use, relationship struggles, and more are provided. Services can be accessed as follows: In person on the main campus in Williamsburg, Kentucky: University of the Cumberlands' Student Affairs collaborates with the School of Counseling to provide the Counseling Center located in the Browning Building. You may schedule your own initial appointment by emailing counselingcenter@ucumberlands.edu or by calling 606-539-3566. Students not residing in Kentucky can request counseling support through the referral program.

For additional information regarding counseling services, including assistance with scheduling appointments and/or information about other community resources, please contact Jodi Carroll, MSW, LCSW, Director of Behavioral Health: 606-5393553; Jodi.carroll@ucumberlands.edu (main campus in Williamsburg and online programs)

If this is a life-threatening emergency, please go to the nearest emergency room or call 911.

Health Services

Health services are available through the Campus Health Clinic and local physicians to serve the medical needs of the student. Any medical, dental or hospital bills incurred by the student are the student's responsibility. All students are required to carry basic health insurance.

Grover M. Herman Library

Grover M. Herman Library provides access to a variety of both print and electronic databases that support the University's academic disciplines. The Library's print resources include books, periodicals, music scores, media, and microforms. The electronic resources include ebooks, full-text journals, databases, streaming music and video collections, citation guides, art images, government documents, and other information sources. Library users may access online resources on-campus or off-campus by providing their campus email username and password in the University Network Sign On Form that appears when the user clicks on a database or a link in UC MegaSearch. The library staff support graduate student research through reference services, Ask A Librarian email service, Chat, library instruction, and interlibrary loan services for on-campus and online students. The Library webpage includes links to UC MegaSearch for searching almost all of the Library's resources. Research Guides developed to highlight specific resources for each academic discipline, A-Z Database list, UC CAT for print books and media and some ebooks, Journal Title Search, Citation Help, Interlibrary Loan Forms, and Library Orientation Session Registration.

The Library offers interlibrary loan services to faculty, students, and staff. Interlibrary Loan is a service that provides journal articles and some other types of materials that are not available through the current Library resources at no charge to the patron. Students seeking interlibrary loan materials may request them online by accessing the forms located on the Library's homepage. The Library Director coordinates the timely delivery of interlibrary loan materials requested by graduate students. Delivery of these materials includes sending PDF copies of journal articles and other resources via email. Books requested through Interlibrary Loan may be selfservice pickup at the Library by the student, or mail delivery to the student's home address provided the student resides outside of Whitley County but within the United States.

The library is open seven days a week during regular school terms. Additionally, the Hagan Memorial Library maintains reduced summer hours. Library hours are posted on the front door and on the Library's homepage.

Information Technology (IT) Services

The IT office, located in the basement of the Gatliff Building, provides general help with technologyrelated issues including email, myUC, iLearn, and Internet connectivity. The hours of operation are Monday - Friday from 8:00 AM to 5:00 PM.

Computer instruction and use are available to all University of the Cumberlands students through the web portal at https://www.ucumberlands.edu/information-technology-services.

Microsoft Office 365 is available free for download for all students. Multiple computer labs are available across campus and include access to free printing. Electronic mail and access to UCOnline resources are available to both in-seat and online students.

Registration of Motor Vehicles - All motorized vehicles parked on the main campus, with the exception of vehicles belonging to commuting evening students, must be registered annually with the Office of Parking Control, located in the Smiddy Building. The Annual Parking Permit is valid from August 15 to August 15.

University Regulations

Students admitted to the University are subject to the University's rules and regulations. Some of these may be found in the University's Catalog and in the Student Handbook, both of which are available online and in other formats through Student Affairs, Academic Affairs, Admissions, and other offices.

While the information presented here is as accurate as possible as of the date of publication, the University reserves the right to make changes as future circumstances may require. University of the Cumberlands catalog versions are published each summer for the upcoming academic year. Changes to the Academic Catalog will be completed by May 1st each spring to be included in the upcoming academic year catalog versions published each summer. Emergency changes or updates that are deemed critical may be submitted outside this regular deadline.

The Student Handbook contains information of great significance to the students of University of the Cumberlands. Every University of the Cumberlands student should make himself familiar with the contents of this student handbook. Since this bulletin includes regulations with respect to student conduct, and since every student may avail himself of a copy, each student is expected to abide by the standards and regulations set forth in this publication.

Failure to receive a Student Handbook does not excuse the student from abiding by the rules and regulations as written in the Handbook.

The University Community

University of the Cumberlands seeks to be a place of free inquiry and a community, which searches for truth. As the University invites the infusion of student opinion, the University expects students to respect the opinions of others, including fellow students, faculty, staff, and members of the administration. Students are expected to express their opinions and thoughts in ways that are appropriate in this Christian academic community.

The University offers no sanctuary to any individual who condones, advocates, or participates in behavior deemed inappropriate by the University. Any person who engages in such behavior will be disciplined.

"Participation in" means being present at gatherings that include activities not sanctioned by the University, whether one is an active participant or not. Failure to obey orders of University officials during any type of situation may result in immediate suspension from school.

The University admits students who come here voluntarily to continue their education, presumably with a full understanding of the rules and regulations. Once having entered this University, students are expected to abide not only by the policies and procedures of the campus, but by the laws of this nation.

Academic Dishonesty Policy

At a Christian liberal arts university committed to the pursuit of truth and understanding, any act of academic dishonesty is especially distressing and cannot be tolerated. In general, academic dishonesty involves the abuse and misuse of information or people to gain an undeserved academic advantage or evaluation. The common forms of academic dishonesty include:

Cheating - using deception in the taking of tests or the preparation of written work, using unauthorized materials, copying another person's work with or without consent, or assisting another in such activities.

Lying - falsifying, fabricating, or forging information in either written or spoken presentations.

Plagiarism - using the published writings, data, interpretations, or ideas of another without proper documentation.

Multiple submissions - submitting the same academic written or oral work for which credit was previously received, without the approval of the instructor.

Episodes of academic dishonesty are reported as appropriate to the Vice President for Academic Affairs. The potential penalty for academic dishonesty includes:

1. a failing grade on a particular assignment,
2. a failing grade for the entire course,
3. suspension or expulsion, or
4. revocation of a degree.

Disability Accommodations

University of the Cumberlands accepts qualified students without regard to disabilities and provides reasonable accommodations in the classroom, housing, food service, or other areas for students with documented disabilities. The University's obligation to reasonably accommodate any student's disability ends where the accommodation would pose an undue hardship on the University or where the accommodation in question would fundamentally alter the academic program.

Mrs. Shirley Stephens serves as the Coordinator of Student Accommodations. For accommodations to be provided, a student must complete an Accommodations Application form (available online at https://www.ucumberlands.edu/accessibility) and provide appropriate documentation of the disability.

Documentation should include statements from a qualified professional stating the disability, how the diagnosis was determined, a description of functional limitations, and specific accommodation recommendations. Accommodations records from a high school or previously attended educational institution may qualify as appropriate documentation, but supplemental documentation may be requested. Additional information regarding accommodations can be found in the Guidelines for Documentation (available online at: https://www.ucumberlands.edu/accessibility.

When all the paperwork is on file, a meeting between the student and the Coordinator will be arranged to discuss possible accommodations before accommodations are formally approved. Students must renew academic accommodations at the start of each new term. Certifications for other accommodations are normally reviewed annually. All accommodations may be reviewed at any time at the request of the student or of the Disabilities Services Coordinator.

Name and Contact Information Changes

It is every student's responsibility to keep the registrar informed of current contact information throughout their program and enrollment. Changes of name, address, and telephone number must be reported within seven days of occurrence through the myUC portal. Students are required to use the email address provided by the University. The University will not be held responsible for consequences incurred as a result of our inability to contact students in a timely manner due to contact information changes that were not reported to the registrar.

Attendance Policy

Course enrollment and participation will be monitored and verified for all students during the first two weeks of classes. Lack of participation during this time may jeopardize enrollment status. Each student is expected to meet course expectations by completing the coursework required each week. Active participation and staying abreast of the material are essential to success. Program-specific attendance policies may still apply.

The Vice President for Academic Affairs is the authorized agent to consider any exceptions to the above regulations.

Force Majeure

The University may be required to shift its classes to an online format, or the University's administration may consider it necessary to move one or more classes to an online format, as a matter of health and safety or by reason of a force majeure. If a class moves to an online format, in most cases, students will be required to continue the class online, make a timely withdrawal under the University's normal withdrawal policies, or request a grade of "Incomplete" if appropriate. If a class can neither continue in-seat nor be moved online, students will be allowed to withdraw from the course without any academic penalty and receive a full refund. If a student is required to isolate or quarantine, the student may be required to move to online instruction even if the class continues with in-seat instruction. Examples of circumstances considered in the nature of force majeure include fires, earthquakes, floods, windstorms, or other severe weather or "acts of God;" war, riots, or civil unrest; governmental orders, directives, or recommendations related to health or safety; or any similar situation beyond the University's control. Except as specifically provided above, all withdrawals and refunds will be handled according to the University's normal policies included in this Catalog.

Course Cancellation Policy

Every effort is made to deliver the courses listed for a particular Academic term. Some circumstances may be out of the control of the institution that may affect course availability. Some of these issues may include the lack of qualified faculty to teach the course due to changes in health or circumstances, low course enrollment, or other factors. In the event that a course that appears on the Academic Schedule needs to be canceled, enrolled students will be contacted via email by the Registrar's Office. The Registrar's office will also notify the student's advisor of this development so they can provide assistance to the student in finding an appropriate substitute.

Academic Leave of Absence

A student may request temporary leave from their program of study. An official Academic Leave of Absence (ALOA) from the University, which, when granted, permits the student to maintain matriculated status although not in attendance and to resume study without applying for readmission. Students may request an ALOA for a period not to exceed one calendar year (12 consecutive months). An ALOA is granted following completion of the appropriate form available from the Office of the Registrar. An ALOA form must include starting and ending dates and the reason for the leave. Please note that there must be a reasonable expectation that the student will return from the ALOA. An ALOA will not be approved for student's subject to disqualification or dismissal due to academic deficiencies or disciplinary action. Students on ALOA may not participate in and/or hold leadership positions in a registered University organization or athletic team.

A student who takes an ALOA from the University after the Add/ Drop period of the bi term or the main term will be given a grade of "W" for each course. If the student wishes to take an ALOA after week 7 of the bi term or week 11 of the main term, he/she will be given a grade of "F" for each course unless program-specific guidelines apply. In either case, students will be dropped from any future courses for which they may have been registered. The official date of the ALOA is the date the form is received by the Registrar, and this date is used by the Office of Student Accounts to determine the amount of refund due according to University policy. Students receiving financial aid should check with the Financial Aid Office to clarify the effect the ALOA may have upon eligibility and repayment.

A student granted an ALOA is a student that is not in attendance but is not considered to have officially withdrawn from the University. If the student is a Title IV recipient, The Higher Education Act requires the University to calculate a Return to Title IV Funds on all federal financial aid students who are no longer attending their classes. Students who do not intend to finish their studies at University of the Cumberlands must officially go through the University withdrawal process.

Re-admission may be granted when the student informs the Registrar's Office in writing at least one month prior to their projected re-entry date and their file has been reviewed by the Registrar. Please note that a personal meeting between the student and university representative from the academic department may be necessary. If a student does not return within one year, the student will need to reapply for admission to the university. Program-specific leave of absence policies may still apply. Services for Graduate Students

Institutional Review Board (IRB)

The UC IRB is a review committee established to help protect the rights and welfare of human research subjects. All educational research involving human subjects conducted by students, faculty, and staff at University of the Cumberlands must obtain prior approval from the IRB.

UC's website, https://www.ucumberlands.edu/gradschool/irb provides orientation materials about the research of human subjects and the IRB application process as well as the application and sample forms that will help students in the research process.

Questions beyond what is provided on the site can be directed to IRB@ucumberlands.edu.

Graduation and Commencement

- Exiting/Application for Graduation

Exiting/Application for Graduation

Application for graduation should be made during registration of the semester prior (not bi-term) to the semester the student expects to complete their work. Applications filed after the announced deadlines will automatically be placed with the next graduate list.

Specific requirements for each program are contained within the School or Departmental sections of this Catalog as well as on the website under Academic programs at Programs - University of the Cumberlands (uofcumberlands.com)

Graduation Commencement Participation

University of the Cumberlands holds commencement ceremonies twice a year: one in May at the end of the Spring semester, and one in December at the end of the Fall semester. These ceremonies are intended to recognize students who will complete all graduation requirements by the end of the corresponding semester. In order to participate in the Graduate Commencement Ceremony, a student is required to fully satisfy all degree and program requirements prior to the date of the event.

Catalog Home

The University of the Cumberlands Academic Catalog contains everything you need to know about our programs and courses. In addition, you'll find helpful information about admissions and registration, student services, tuition and fees, academic requirements, and more.

The 2025-2026 Graduate Academic Catalog is effective for the 2025-2026 Academic Year: August 25, 2025 through August 21, 2026.

Three Ways to Locate Information

1. Type what you are looking for in the "Catalog Search" box, located at the top left of this page.
2. Click on "Advanced Search" to look for specific courses and/or programs.
3. Choose from the navigation bar along the left side of the page.

Degree Planner

The Degree Planner link allows you to see, save, and/or print all the information about your program of study in a condensed, printable format. To access, simply navigate to any program and click the Degree Planner link at the top right of the page.

Create Your Personal Portfolio

The My Portfolio feature allows you to save information in your own personal folder so you can go directly to it!

1. Click on the My Portfolio link at the bottom of the left navigation bar.
2. If you are a new user, click Create an Account. You'll type your email address and a password. If you choose not to create an account, your information will only be saved until you close the catalog.
3. Then use the left navigation bar or the search box to find what you are looking for in the catalog.
4. When you want to save a section, click the My Portfolio link at the top right of the page.
5. The next time you go to your portfolio, your saved material will be there!

Need Help?

If at any point you have questions about how to navigate this catalog, just click on the Help link at the top right of the page.

Financial Information

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Statement of Financial Responsibility Disclosure Statement

Registration at University of the Cumberlands is a binding contract between University of the Cumberlands (hereafter referred to as "University") and the student where the student electronically consents, accepts, and agrees to the terms and conditions of the University's Statement of Financial Responsibility Disclosure.

The student understands and agrees that registration for classes, enrollment in, or cancellation of room and board contract constitutes their acceptance of the terms and conditions of the Statement of Financial Responsibility Disclosure. Likewise, the student's consent demonstrates an acknowledgment of debt and promise to pay for all assessed tuition, room and board, fines, fees, and other associated costs by the applicable payment due date.

Tuition and Fees

Tuition is established each spring for the following summer and fall terms. Graduate students may apply for William D. Ford Federal Direct Unsubsidized Loan to help with tuition expenses. Applicants must have a current Free Application for Federal Student Aid (FAFSA) on file to determine the amount of loan assistance available to them. For more information, contact the Financial Aid Office at 606-539-4220. It is important to note that Direct Loan assistance is available only to students who are seeking a degree. A

limited number of graduate assistantships are available. If you're interested in pursuing a graduate assistantship, please contact the Student Employment Office.

Current information on tuition and fees is available from the UC Student Financial Center studentfinancial@ucumberlands.edu.

Student Financial Account Record

All charges and payments for tuition, fees, room and board, and other charges are recorded on the Office of Student Account Record. Bookstore charges and library fines are also transferred to this permanent financial record in the Office of Student Accounts.

Monthly Payment Plan Option

The monthly payment plan option of four, three, or two payments allows students to spread payments across a semester. Students are able to schedule tuition, fees, room and board costs into a monthly plan. A late payment plan fee of $50 will be charged if the installment payment is not received in full within five days of the payment due date.

Additionally, in the absence of satisfactory payment (i.e.-balance paid in full/ covered in full by financial aid) or if the student account is or becomes delinquent, the University will place a hold restricting registration and transcript access. Please note, the University reserves the right to drop future term registration based on any unsatisfactory payment and/ or missed payment(s).

Payment Plan Auto Enrollment

University of the Cumberlands' automated enrollment payment plan for students allows students to better manage their educational expenses by spreading the costs throughout the semester. This plan is for students who do not make financial preparation for any given semester. Students who plan ahead and have satisfactory payment arrangements to cover their educational expenses in full will not be impacted. A late payment plan fee of $50 will be charged if the installment payment is not received in full within five days of the payment due date. Additionally, in the absence of satisfactory payment (i.e., balance paid in full/ covered in full by financial aid) or if the student account is or becomes delinquent, the University will place a hold restricting registration. Please note, the University reserves the right to drop future term registration based on any unsatisfactory payment and/ or missed payment (s).

Class Fees

Registration in some classes may require additional fees that are not covered by tuition and fees such as, but not limited to material fees, lab fees, malpractice insurance, student liability insurance, etc.

Cancellation Deadlines

Specific deadline dates for cancellation/refunds are posted to the Student Financial Center webpage at https://www.ucumberlands.edu/student-life/student-services/sfc.

IRS Form 1098-T

The student agrees to provide their Social Security number (SSN) or taxpayer identification number (TIN) to University of the Cumberlands upon request as required by Internal Revenue Service (IRS) regulations for Form 1098-T reporting purposes. The student consents to receive their annual IRS Form 1098-T electronically from University of the Cumberlands. The student understands that if they do not receive their Form 1098-T electronically due to an inactive email account, spam filters, or any other means outside of the University's control, the student can contact the Office of Student Accounts for instructions on how to access their 1098-T Form.

Late Payment Fees

A student's account is subject to a late fee for returned payment, non-payment, or insufficient payment after the payment due date. Any student account balance setup on the monthly payment plan is subject to a late fee if the minimum required payment is not received by the monthly payment plan due date.

Drop for Non-Payment

The student is responsible for withdrawing from courses following the procedures outlined within the University's Official Withdrawal policy. Any refund of tuition is based on the University's Tuition and Fees Refund Schedule. The University reserves the right to drop/withdrawal a student's registration for nonpayment if a student does not meet the University's payment due date.

Returned Payments

The University reserves the right to suspend, revoke or prevent any payment submission based on insufficient funds or returned payments when the student account reaches three occurrences including ACH, physical check, credit or debit card or any combination thereof. In the event of reaching this limit, the student may be prohibited from submitting payments through any of the aforementioned processing methods and/or signing up for a payment plan. As a result, the Office of Student Accounts will assess a $25 non-sufficient funds (NSF) fee for each insufficient funds, returned check or credit card charge back and require certified funds for future payments.

Past Due Accounts/Collections

The student account balance is due on the payment due date at the beginning of each term. If your student account is, becomes, or remains past due, the University may restrict access to both current and future registration.

If a student fails to pay any tuition, fees, room and board, bookstore charges, or other miscellaneous expenses or a student fails to make acceptable payment arrangements to bring their student account current, and the University may refer the delinquent account to a collection agency and/or report the student to credit reporting bureaus. The student is responsible for all collection charges associated with the collection of the debt, including but not limited to: collection agency fees, reasonable attorney's fees, court costs, and all other charges allowed by law. These costs may add over 33 1/3% to the balance due. Once a student account has been referred to a collection agency, the additional collections fee cannot be removed from the account, and the student must make all payment arrangements with the collection agency.

Prepayment

The University reserves the right to require prepayment of an upcoming semester or term prior to the start of each session.

Financial Hold

The University reserves the right to place a financial hold on any student account with a past due balance. A past due balance will result in a financial hold, which prevents a future term's registration.

Financial Aid

The University will begin disbursing offered financial aid after being accepted, and that has all requirements satisfied during the third week of class for each semester. Scholarship and grant aid are accepted automatically on the student's behalf. Financial Aid (grants, loans and scholarships) that has been authorized, but not paid to the student account is considered to be anticipated. Anticipated aid is deducted from the current term balance when reviewing your account activity in the myUC portal. Any balance not covered by financial aid will be billed to your student account and is subject to the payment due date. If the remaining balance after financial aid is not submitted by the payment due date or scheduled and current on a payment plan, then the student account is subject to a late fee. After the financial aid is disbursed, it will be applied to the student account; however, there will be no further reduction in the remaining balance because the aid was taken into consideration while in the anticipated status. A current academic year/term federal financial aid cannot be used to pay a prior balance from a previous academic year/term balance. In certain instances, private loans may be acquired by the student to pay a previous academic year/term balance. All offered financial aid is subject to change based on federal, state, and institutional policies, rules, and regulations.

Third-Party Sponsorship

The University will submit an invoice to a Third-Party Sponsor for tuition and fees. It is a student's responsibility to manage, review and contact the sponsor regarding agreed upon promises to pay or missing payments toward a student account. If the sponsor does not pay, the responsibility still resides with the student and will remain the responsibility of the student.

Refunds

Refundable credit balances on a student's account are generally processed starting the third week of each semester. Refunds of excess financial aid will be processed continually during the term as financial aid is disbursed. In the event a student has received the maximum amount of financial aid allowed based on their financial aid budget, the University reserves the right to return or reduce any payment, which created the credit balance status.

Tuition, fees, charges, and expenses incurred after the processing of refunds may create a balance owed to the University. In the event a balance is created due to a refund, the student is responsible for monitoring their student account status and submitting any amount owed to the University. To prevent an outstanding balance from non-allowable charges, the student may complete a Title IV authorization to allow the University to apply excess federal funds to cover non-allowable charges (i.e. bookstore charges, parking fines, student fines, course fees).

Refund Schedule

16 Week Main Session

Official Date of Withdrawal	Refund Percentage
Week 1&2	100%
Week 3 of classes	60%
Week 4 of classes	40%
Week 5 of classes	20%
After 5th week of classes	0%

8 Week Session

Official Date of Withdrawal	Refund Percentage
Week 1 & 2	100%
Week 3 of classes	60%
After 3rd week of classes	0%

Withdrawal Policy

Students must officially withdraw through the Office of Academic Affairs. Students who fail to withdraw officially forfeit all rights to a refund or reduction in fees. See the procedures for official withdrawal later in this catalog.

The student is responsible for notifying the Office of the Registrar and following all University course drop and withdrawal policies and procedures.

If a student did not attend a course(s) and did not submit a drop or withdrawal form, the student is responsible for the grade and cost of that course(s).

If a student begins a course(s) and decides not to continue with the course(s) and does not submit a drop or withdrawal form, the student is responsible for the grade and cost of that course(s).

The University recommends that students discuss the academic and financial implications of a withdrawal prior to making the decision to withdraw.

If a student no longer is receiving financial aid, tuition reimbursement, scholarships or refuse financial aid, this does not automatically communicate intent to drop course(s) or withdraw from the university.

In addition, failure to submit payment to the University by the published deadlines does not relieve a student from financial obligations owed to the University.

For additional questions, please contact: studentfinancial@ucumberlands.edu

Student Financial Aid

University of the Cumberlands strives to make higher education affordable. The total amount of financial aid granted to a student by any combination of sources is not to exceed the total cost of attendance. All students who need financial aid assistance should complete a FAFSA (Free Application for Federal Student Aid). Students can complete the FAFSA, PLUS Loan Application, MPN (Master Promissory Note), and Entrance Counseling form online at www.studentaid.gov. If you need help completing the FAFSA, contact the Financial Aid Office.

The total amount of financial aid granted to any student by any combination of sources shall not exceed the student's total Cost of Attendance (COA). Once aid has been accepted, and all outstanding requirements have been satisfied, the University will begin disbursing aid during the third week of classes each semester and bi-term if applicable. Financial aid that has been authorized but not paid to the student account is considered to be anticipated. Anticipated aid is deducted from the current term balance when reviewing your account activity in the myUC portal. Any balance not covered by financial aid will be billed to your student account and is subject to the payment due date. If the remaining balance after financial aid is not submitted by the payment due date or scheduled and current on a payment plan, then the student account is subject to a late fee. After the

financial aid is disbursed, it will be applied to the student account. However, there will be no further reduction in the remaining balance because the aid was considered while in the anticipated status. Federal financial aid from the current year/term cannot be used to pay a prior balance from a previous academic year/term. The student may acquire private loans to pay a previous academic year/term balance in certain instances. All offered financial aid is subject to change based on federal, state, and institutional policies, rules, and regulations.

A student is not eligible for any financial aid before the first day of class attendance. Do not hesitate to get in touch with the Financial Aid Office for more information concerning financial aid.

Special Circumstance Appeals

If you are a prospective or returning student who has completed your FAFSA and experienced a situation negatively impacting your ability to fund your education. In that case, help may be available in the form of our Financial Assistance Form. These situations may include expenses that have impacted your ability to pay and attend classes that are part of your Cost of Attendance that is extreme. Some expenses that might be considered are medical expenses or dependent care expenses when reevaluating your aid offer.

UC recognizes that each family situation is unique; therefore, each application for financial assistance is carefully analyzed. Since the applications for financial aid are confidential, students are urged to answer all questions completely and fully explain all special circumstances and provide any documentation that may assist in the appeal process. In most cases, incomplete applications will be returned to the applicant for the needed information.

Financial Aid Withdrawal and Non-Attendance Policies

According to the Department of Education Federal Regulations, Title IV funds (Direct Unsubsidized student loans, Pell grant, Federal SEOG, Direct Unsubsidized and Plus loans) are offered to students with the expectation they will attend the classes for which they enrolled. Part of the awarding criteria for Financial Aid is the number of credit hours a student registered for (enrollment status) along with the duration of enrollment (semester). Each semester consists of two eight-week and/or a 16-week term.

Attendance is confirmed before the end census date (Drop/Add period). Courses with confirmed attendance through census determine enrollment status for financial aid purposes. If a student has not attended a class at the census, the student will be administratively withdrawn as a "no-show" from the course and will not receive any federal or state aid for the course.

Changes to enrollment status and your offered aid can occur when altering your class schedule. Suppose you are considering dropping a course before the census date or

dropping more credit hours than what is added back (i.e., drop 3 credit hour course but only add a 1 credit hour course). In that case, any offered aid is refigured on the REVISED enrollment status, resulting in a change from full-time to part-time and reducing offered aid for the semester.

Official Withdrawals

When a student officially withdraws from all courses before completing the semester, our office is required to complete a recalculation, for all Title IV funds, as of the Last Date of Attendance (LDA). University of the Cumberlands is not required to monitor student attendance. Instructors must record academic activity (including online, student teaching, internships, practicum, and so forth) through the census period. If a student receives a failing grade in a course, an instructor will be required to enter the last date of the academically related activity for that course. The last date of academic activity is the date used for Return to Title IV recalculations.

The date of notification is when a student begins the withdrawal process or the date, as determined by University of the Cumberlands, that the student otherwise provided official notification in writing or orally of his intent to withdraw.

How to Withdraw from Classes

Students that wish to officially withdraw should contact their student success coordinator.

Online Graduate: gss@ucumberlands.edu or 606539-4539

Unofficial Withdrawals

Students that complete an academically related activity during a period of enrollment and later withdraw or stop attending without proper notification from all their courses will be evaluated for Return of Title IV Funds (R2T4). If one instructor reports a student attended through the end of the period, no R2T4 would be required. Similarly, if the student never attended, they are not eligible for Title IV Aid, and no R2T4 would be necessary. Students that University of the Cumberlands withdraw for nonattendance will have an LDA that is either the midpoint of the payment period or the last date of an academically related activity in which the student participated.

Return of Federal Title IV Aid Funds

At University of the Cumberlands, students withdrawing from all courses either officially or unofficially that received Federal Title IV funds, federal regulations require a specific refund calculation, also known as a Return to Title IV (R2T4) calculation. It is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, are dismissed, or cease attending before completing 60% of a payment period (semester/term). Suppose a student withdraws on or before the 60 percent point in time. In that case, a portion of Federal Title IV aid funds awarded to a student (All federal aid

as mentioned above) must be returned in accordance with the provisions of the Higher Education Act, as amended. The return of federal student aid funds may result in the student owing a balance to the University and/or to the U.S. Department of Education. Calculations that result in a credit balance will be issued a refund within 14 days or sooner as of the date the R2T4 is completed.

In some cases, students can be exempt from withdrawals if they are taking courses that are modular or bi-term courses at University of the Cumberlands. To be exempt, the student must have met one of the following three criteria:

1. Completed requirements for graduation.
2. Successful completion of 49% of days in the payment period or period of enrollment
3. Successful completion of half-time enrollment The Calculation that determines the amount of aid earned by the student for the period is a percentage of earned aid using the following Federal Return of Title IV Funds formula:

Percentage of the payment period completed in which courses are offered in modules = the number of days completed up to the withdrawal date divided by the payment period's total days. (Any break of five days or more is not counted as part of the number of completed days or total days in the payment period.) This percentage is also the percentage of earned aid.

The Calculation that determines the Funds returned to the appropriate federal program using the Federal Return of Title IV Funds formula:

Aid to be returned = 100% of the aid that could be disbursed minus the percentage of earned aid; multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than was disbursed, the Institution would be required to return a portion of the funds, and the student may be required to return a part of the funds as well. University of the Cumberlands will return the amount of Title IV funds for which it is responsible as soon as possible, but no later than 45 days after University of the Cumberlands determines or should have determined that the student withdrew. Keep in mind that when Title IV funds are returned, it may create a balance on your student account that you will be responsible for making repayment arrangements.

The return of Federal Title IV Aid funds is allocated in the following order:

1. Loans:
    - Federal Direct Unsubsidized
    - Federal Direct Subsidized
    - Federal Direct Graduate (PLUS) Loans
    - Federal Direct Parent (PLUS) Loans received on behalf of student.
    - Federal Pell Grant

- Federal Supplemental Educational Opportunity Grant
- TEACH Grant
- Iraq Afghanistan Service Grant

Return of Title IV Example:

A student withdraws three weeks into the semester. The student was charged full-time graduate tuition of $1,990. An unsubsidized loan paid for some charges. The student paid the remainder, leaving a $0 balance on the student account on the day of withdrawal. There are 110 total days in the semester; the student attended 37 days. Percentage of earned aid = 37/110 = 33.63% earned.

- Unearned aid = 100% - 33.6% (earned) = 66.4% unearned
- $1,900 (aid received) X 33.63% = $639 earned.
- $1,900 - $639 = $1,261 unearned (Aid that must be returned).
- Amount of Aid to be Returned by School = Institutional charges multiplied by the unearned percentage; $1,990 X 66.4% = $1,321
- Since $1,321 exceeds. the amount of unearned aid, the lesser number is used.

An amount of $1,261 Unsubsidized Direct Loan disbursement would be reversed from the student account, creating a balance owed to University of the Cumberlands. Student receiving tuition and fee refunds will be credited according to the published refund schedule https://www.ucumberlands.edu/payment/refundpolicy.

Student Loan Advocate

For Washington State residents seeking information and resources about student loan repayment or seeking to submit a complaint relating to your student loans or student loan servicer, please visit https://wsac.wa.gov/loan-advocacy or contact Student Loan Advocate at loanadvocate@wscac.wa.gov.

Post-Withdrawal Disbursement (PWD) Overpayments

If a student earned more aid than was disbursed, the Institution might owe the student a post-withdrawal disbursement. A post-withdrawal disbursement must be made from available grant funds before available loan funds. Loan funds require a confirmation from the borrower that they still wish to have the loan funds disbursed. Loan funds that are a second or subsequent disbursement are not eligible for distribution. Grant funds not credited to the student's account must be disbursed to the student as soon as possible, but no later than 45 days after the date of the Institution's determination that the student withdrew.

University of the Cumberlands will provide written notification within 30 days of the date of the Institution's determination that the student withdrew that:

Identifies the type of loan and the amount that will either be applied to the student's account and/or refunded back to the appropriate borrower(s), requests the acceptance or declination of the postwithdrawal loan disbursement, advises the borrower(s) about their repayment obligation, and advises the borrower(s) a response deadline.

Confirmations received before the deadline will be processed by University of the Cumberlands as soon as possible, but no later than 180 days after the Institution's determination, the student withdrew. When PWD funds are declined, or no response is received, no loan funds will be processed.

Overpayments

In the event of an overpayment to a student, University of the Cumberlands will return all funds to the appropriate Federal Aid Program(s) as mentioned above, resulting in the student owing the Institution.

University of the Cumberlands utilizes a standard collections procedure for students with account balances. University of the Cumberlands understands that it can report the students who fail to take positive action to NSLDS and refer them to the Default Resolution Group for collection if it were not repaying the funds itself. Inadvertent overpayments will be returned within 45 days of the date of the Institution's determination that the student withdrew.

Deceased Student

If University of the Cumberlands determines that a student has died during a period, they must perform a Return Calculation. If the calculation indicates that an institution is required to return Title IV funds, the school must return the Title IV funds for which it is responsible.

The student's estate is not required to return any Title IV funds disbursed to the student. University of the Cumberlands will not report a grant overpayment for a deceased student to National Student Loan Data System (NSLDS), nor refer an overpayment to Debt Resolution Services.

The regulations governing the Direct Loan programs provide for a discharge of a borrower's obligation to repay a Federal Direct Loan if the borrower dies. If University of the Cumberlands is aware that a

student who has died has any outstanding Title IV loan debt, they may contact the student's estate and inform it of its actions to have that debt canceled. Suppose a Title IV credit balance created from funds disbursed before the student's death exists after completing the Return calculation and Institutional refund calculation. In that case, University of the Cumberlands will resolve the credit balance in one of the following ways:

1. By Cash Management regulations, paying authorized charges at the Institution (including previously paid charges that are now unpaid as a result of the Return of Title IV funds by the Institution)
2. Returning any remaining credit balance to the Title IV programs

See the Student Handbook for information on complaint procedures regarding state financial aid. For more information concerning financial aid, please contact the Financial Aid Office.

Financial Aid Satisfactory Academic Progress Graduate Policy

Federal regulations require that all students who receive federal or state financial aid make satisfactory progress toward a degree. Colleges and universities must establish policies that ensure students' progress successfully towards degree completion both qualitatively (GPA) and quantitatively (hours attempted versus hours earned and max time frame). At Cumberlands, we have established the following Satisfactory Academic Progress (SAP) Policy for all types of financial aid (federal, state, and institutional). SAP will be reviewed each semester, including the summer term.

Quantitative

Students are expected to successfully complete at least 67% of all attempted credit hours and must complete their program within 150% of its published length. Students who fall below a 67% completion rate, or who cannot complete their program within 150% of its minimum required hours, can lose federal aid eligibility.

In order to complete the necessary number of credit hours within the maximum allowable time frame, all students must earn credit in 67% of all attempted hours. Grades of W, I, F, and transfer hours are counted as attempted hours; however, grades of W, I, and F will NOT count as earned hours. Repeated coursework can impact the qualitative measurement of SAP, but all repeated courses will count toward attempted hours.

Below is an example of minimum completion rate requirements:

Fall Hours Attempted	Spring Hours Attempted	Total Hours Attempted	Student Must Earn
12	12	24 x .67	16.5
9	9	18 x .67	12.5
6	6	12 x .67	8.5

Maximum Timeframe

The maximum timeframe in which a student must complete their degree cannot exceed 150% of the published length of the student's degree program. Graduate programs at

Cumberlands have different minimum requirements for completion. To determine your maximum timeframe, you will need to multiply the minimum required hours in the program by 1.5. For example, if the student's program requires 30 hours the maximum number of hours a student may attempt is 45 (30 x 1.5) for financial aid eligibility. Any student who attempts hours beyond this number is ineligible for financial aid. All semesters and credit hours attempted are used toward the maximum time frame allowance regardless of whether the student received financial aid. All repeated courses, failed courses, withdrawals, and transferred hours will count as credit hours attempted toward the maximum time frame.

If you change programs or begin a new program after completing your initial degree, your SAP will restart.

Any courses from your previous program that apply toward your current program will be counted toward your completion rate in your new program.

Qualitative

Students must also earn a certain cumulative Grade Point Average (GPA) to maintain SAP. All graduate students must maintain a cumulative GPA of at least a 2.0 on a 4.0 scale for their first 6 credit hours. Additionally, all students who have completed at least 6 credit hours must maintain a cumulative GPA of at least 3.0 on a 4.0 scale. If you change programs or begin a new program after completing your initial degree, your SAP will restart. Any courses from your previous program that apply toward your current program will be counted toward your SAP in your new program. Repeat coursework may improve your GPA, but these courses will still count toward your completion rate.

Evaluation

After each semester, all enrolled students will be evaluated to see if they are meeting the requirements of our SAP policy. If the student fails to meet SAP after one semester, they will be automatically placed on "SAP Warning". The student will be eligible to receive aid for one (1) semester. At the end of the warning semester, the student will be reevaluated. If the student is meeting SAP at this time, no further action is required, and the student will remain eligible for financial aid. If a student is not making SAP at the end of the Warning period, they will be placed on "SAP Suspension." Students who are on SAP Suspension will be ineligible to receive financial aid.

Appeals

Students placed on Financial Aid Suspension who wish to regain eligibility for Federal, State and institutional aid have the option to submit a SAP appeal. We understand that there are unforeseen circumstances that could contribute to a student not meeting SAP. Examples of acceptable circumstances include the death of a relative, an injury or illness of the student, and other special circumstances.

Circumstances that CANNOT be used in a SAP appeal include need for financial aid, work-related issues, problems with web-based classes, and improper advising. Please refer to the SAP Appeal Outline linked above for a full list of acceptable and unacceptable extenuating circumstances.

Your SAP appeal letter should include information that will tell us why you failed to make SAP. In the appeal, you must also tell us what has changed that will allow you to make SAP in the next evaluation. Please submit supporting documentation with your SAP appeal. Once you have submitted your appeal letter and all supporting documentation, please allow our SAP Committee up to 14 business days to review your appeal. The SAP Committee reviews appeals on a case-by-case basis using the information submitted through Guardian. Previous appeals will also be reviewed to compare information.

Approved Appeals

If the student can make SAP within one semester, they will be placed in "Financial Aid Probation." Probation lasts for one semester. If the student fails to make SAP by the end of the probationary period, they will be placed back on Suspension. If a student needs multiple semesters to make SAP, they may be placed on a SAP Academic Plan.

Once an Academic Plan has been created, the student will be placed on Probation and evaluated each semester to ensure they are meeting the conditions of their Academic Plan. If a student fails to meet the conditions of their plan, they will be placed back on SAP suspension. The student will remain on an Academic Plan until they are once again making SAP.

Denied Appeals

The SAP Committee has the right to deny any appeal. Reasons for denial can include the inability of the student to make SAP within their maximum timeframe, insufficient documentation, insufficient information in your appeal letter, and ineligible circumstances that led to failure to make SAP. The SAP Committee reviews appeals on a case-by-case basis using the information submitted through Guardian. Previous appeals will also be reviewed to compare information.

If your appeal is denied, you have the option to resubmit your appeal with the required information. There is no limit to the number of SAP appeals that may be submitted. However, if you submit the same extenuating circumstance twice, your appeal will be denied. If your SAP appeal is denied and the decision is final, you have the option of paying out of pocket or pursuing a private loan until you are making SAP.

Appeal Timeframes

Because federal loans cannot be disbursed once a student's period of enrollment has ended, we advise students to complete their appeals within the first six to ten weeks of

classes to give our committee ample time to evaluate the appeal and reinstate aid should the appeal be approved.

Academic Suspension

If you are on Academic Suspension, you must submit an Academic Appeal through the Registrar's Office before you are able to submit a SAP Appeal to reinstate your financial aid.

SAP Definitions

Earned Hours: A, B, C, P (pass), IP (In Progress), and TR (transfer)

Attempted Hours: Earned Hours plus F, W (withdrawal), I (incomplete), repeat coursework.

Maximum Timeframe: 150% the published length of your program

Quantitative Pace: The minimum number of Earned vs Attempted Hours (67%)

Qualitative pace: The minimum GPA requirement (2.0 for <6 Attempted Hours, 3.0 for >6 Attempted Hours)

SAP Warning: As soon as a student fails to make SAP, they are placed on "SAP Warning" and have one (1) semester to begin making SAP. A student is eligible for financial aid while on SAP Warning.

SAP Suspension: If a student on SAP Warning fails to make SAP after one (1) semester, they will be placed on SAP Suspension and be ineligible to receive aid.

SAP Appeal: A letter and documentation outlining why a student failed to make SAP, how they will make SAP in the future, and why they should regain financial aid eligibility.

SAP Probation: If a student on SAP Suspension has an approved appeal, they will be given an Academic Plan and placed on SAP Probation.

Academic Plan: If a student is on SAP Suspension, they may be placed on an academic plan after an approved appeal. Eligibility for financial aid depends on the student's ability to meet the conditions of this academic plan.

Financial Aid Satisfactory Academic Progress Physician Assistant Policy - NKY

Federal regulations require that all students who receive federal or state financial aid make satisfactory progress toward a degree. Colleges and universities must establish

policies that ensure students' progress successfully towards degree completion both qualitatively (GPA) and quantitatively (hours attempted versus hours earned and max time frame). At Cumberlands, we have established the following Satisfactory Academic Progress (SAP) Policy for all types of financial aid (federal, state, and institutional). SAP will be reviewed each semester, including the summer term.

Quantitative

Students are expected to successfully complete at least 95% of all attempted credit hours and must complete their program within 150% of its published length. Students who fall below a 150% completion rate, or who cannot complete their program within 150% of its minimum required hours, can lose federal aid eligibility.

Grades of W, I, F, and transfer hours are counted as attempted hours; however, grades of W, I, and F will NOT count as earned hours. Repeated coursework can impact the qualitative measurement of SAP, but all repeated courses will count toward attempted hours.

Maximum Timeframe

The maximum timeframe in which a student must complete their degree cannot exceed 150% of the published length of the student's degree program. The Physician Assistant program has a minimum requirement of 113 credit hours. Any student who attempts hours beyond 169 credit hours is ineligible for financial aid and must contact the Student Financial Center. All semesters and credit hours attempted are used toward the maximum time frame allowance regardless of whether the student received financial aid. All repeated courses, failed courses, withdrawals, and transferred hours will count as credit hours attempted toward the maximum time frame.

If you change programs or begin a new program after completing your initial degree, your SAP will restart. Any courses from your previous program that apply toward your current program will be counted toward your completion rate in your new program.

Qualitative

Students must also earn a certain cumulative Grade Point Average (GPA) to maintain SAP. All students must maintain a cumulative GPA of at least 3.0 on a 4.0 scale. If you change programs or begin a new program after completing your initial degree, your SAP will restart. Any courses from your previous program that apply toward your current program will be counted toward your SAP in your new program. Repeat coursework may improve your GPA, but these courses will still count toward your completion rate.

Evaluation

After each semester, all enrolled students will be evaluated to see if they are meeting the requirements of our SAP policy. If the student fails to meet SAP after one semester, they

will be placed on "SAP Suspension." Students who are on SAP Suspension will be ineligible to receive financial aid.

Appeals

Students placed on Financial Aid Suspension who wish to regain eligibility for Federal, State and institutional aid have the option to submit a SAP appeal. We understand that there are unforeseen circumstances that could contribute to a student not meeting SAP. Examples of acceptable circumstances include the death of a relative, an injury or illness of the student, and other special circumstances.

Circumstances that CANNOT be used in a SAP appeal include need for financial aid, work-related issues, problems with web-based classes, and improper advising. Please refer to the SAP Appeal Outline linked above for a full list of acceptable and unacceptable extenuating circumstances.

Your SAP appeal letter should include information that will tell us why you failed to make SAP. In the appeal, you must also tell us what has changed that will allow you to make SAP in the next evaluation. Please submit supporting documentation with your SAP appeal. Once you have submitted your appeal letter and all supporting documentation, please allow our SAP Committee up to 14 business days to review your appeal. The SAP Committee reviews appeals on a case-by-case basis using the information submitted through Guardian. Previous appeals will also be reviewed to compare information.

Approved Appeals

If the student can make SAP within one semester, they will be placed in "Financial Aid Probation." Probation lasts for one semester. If the student fails to make SAP by the end of the probationary period, they will be placed back on Suspension. If a student needs multiple semesters to make SAP, they may be placed on a SAP Academic Plan. Once an Academic Plan has been created, the student will be placed on Probation and evaluated each semester to ensure they are meeting the conditions of their Academic Plan. If a student fails to meet the conditions of their plan, they will be placed back on SAP suspension. The student will remain on an Academic Plan until they are once again making SAP.

Denied Appeals

The SAP Committee has the right to deny any appeal. Reasons for denial can include the inability of the student to make SAP within their maximum timeframe, insufficient documentation, insufficient information in your appeal letter, and ineligible circumstances that led to failure to make SAP. The SAP Committee reviews appeals on a case-by-case basis using the information submitted through Guardian. Previous appeals will also be reviewed to compare information.

If your appeal is denied, you have the option to resubmit your appeal with the required information. There is no limit to the number of SAP appeals that may be submitted. However, if you submit the same extenuating circumstance twice, your appeal will be denied. If your SAP appeal is denied and the decision is final, you have the option of paying out of pocket or pursuing a private loan until you are making SAP.

Appeal Timeframes

Because federal loans cannot be disbursed once a student's period of enrollment has ended, we advise students to complete their appeals within the first six to ten weeks of classes to give our committee ample time to evaluate the appeal and reinstate aid should the appeal be approved.

Academic Suspension

If you are on Academic Suspension, you must submit an Academic Appeal through the Registrar's Office before you are able to submit a SAP Appeal to reinstate your financial aid.

SAP Definitions

Earned Hours: A, B, C, P (pass), IP (In Progress), and TR (transfer)

Attempted Hours: Earned Hours plus F, W (withdrawal), I (incomplete), repeat coursework.

Maximum Timeframe: 150% the published length of your program

Quantitative Pace: The minimum number of Earned vs Attempted Hours (90%)

Qualitative pace: The minimum GPA requirement (3.0)

SAP Suspension: If a student fails to make SAP after one (1) semester, they will be placed on SAP Suspension and be ineligible to receive aid.

SAP Appeal: A letter and documentation outlining why a student failed to make SAP, how they will make SAP in the future, and why they should regain financial aid eligibility.

SAP Probation: If a student on SAP Suspension has an approved appeal, they will be given an Academic Plan and placed on SAP Probation.

Academic Plan: If a student is on SAP Suspension, they may be placed on an academic plan after an approved appeal. Eligibility for financial aid depends on the student's ability to meet the conditions of this academic plan.

Financial Aid Satisfactory Academic Progress Physician Assistant Policy - Williamsburg

Federal regulations require that all students who receive federal or state financial aid make satisfactory progress toward a degree. Colleges and universities must establish policies that ensure students' progress successfully towards degree completion both qualitatively (GPA) and quantitatively (hours attempted versus hours earned and max time frame). At Cumberlands, we have established the following Satisfactory Academic Progress (SAP) Policy for all types of financial aid (federal, state, and institutional). SAP will be reviewed each semester, including the summer term.

Quantitative

Students are expected to successfully complete at least 95% of all attempted credit hours and must complete their program within 150% of its published length. Students who fall below a 150% completion rate, or who cannot complete their program within 150% of its minimum required hours, can lose federal aid eligibility.

Grades of W, I, F, and transfer hours are counted as attempted hours; however, grades of W, I, and F will NOT count as earned hours. Repeated coursework can impact the qualitative measurement of SAP, but all repeated courses will count toward attempted hours.

Maximum Timeframe

The maximum timeframe in which a student must complete their degree cannot exceed 150% of the published length of the student's degree program. The Physician Assistant program has a minimum requirement of 113 credit hours. Any student who attempts hours beyond 169 credit hours is ineligible for financial aid and must contact the Student Financial Center. All semesters and credit hours attempted are used toward the maximum time frame allowance regardless of whether the student received financial aid. All repeated courses, failed courses, withdrawals, and transferred hours will count as credit hours attempted toward the maximum time frame.

If you change programs or begin a new program after completing your initial degree, your SAP will restart. Any courses from your previous program that apply toward your current program will be counted toward your completion rate in your new program.

Qualitative

Students must also earn a certain cumulative Grade Point Average (GPA) to maintain SAP. All students must maintain a cumulative GPA of at least 3.0 on a 4.0 scale. If you change programs or begin a new program after completing your initial degree, your SAP will restart. Any courses from your previous program that apply toward your current program will be counted toward your SAP in your new program. Repeat coursework may improve your GPA, but these courses will still count toward your completion rate.

Evaluation

After each semester, all enrolled students will be evaluated to see if they are meeting the requirements of our SAP policy. If the student fails to meet SAP after one semester, they will be placed on "SAP Suspension." Students who are on SAP Suspension will be ineligible to receive financial aid.

Appeals

Students placed on Financial Aid Suspension who wish to regain eligibility for Federal, State and institutional aid have the option to submit a SAP appeal. We understand that there are unforeseen circumstances that could contribute to a student not meeting SAP. Examples of acceptable circumstances include the death of a relative, an injury or illness of the student, and other special circumstances. Circumstances that CANNOT be used in a SAP appeal include need for financial aid, work-related issues, problems with web-based classes, and improper advising. Please refer to the SAP Appeal Outline linked above for a full list of acceptable and unacceptable extenuating circumstances.

Your SAP appeal letter should include information that will tell us why you failed to make SAP. In the appeal, you must also tell us what has changed that will allow you to make SAP in the next evaluation. Please submit supporting documentation with your SAP appeal. Once you have submitted your appeal letter and all supporting documentation, please allow our SAP Committee up to 14 business days to review your appeal. The SAP Committee reviews appeals on a case-by-case basis using the information submitted through Guardian. Previous appeals will also be reviewed to compare information.

Approved Appeals

If the student can make SAP within one semester, they will be placed in "Financial Aid Probation." Probation lasts for one semester. If the student fails to make SAP by the end of the probationary period, they will be placed back on Suspension. If a student needs multiple semesters to make SAP, they may be placed on a SAP Academic Plan.

Once an Academic Plan has been created, the student will be placed on Probation and evaluated each semester to ensure they are meeting the conditions of their Academic Plan. If a student fails to meet the conditions of their plan, they will be placed back on SAP suspension. The student will remain on an Academic Plan until they are once again making SAP.

Denied Appeals

The SAP Committee has the right to deny any appeal. Reasons for denial can include the inability of the student to make SAP within their maximum timeframe, insufficient documentation, insufficient information in your appeal letter, and ineligible circumstances that led to failure to make SAP. The SAP Committee reviews appeals on a

case-by-case basis using the information submitted through Guardian. Previous appeals will also be reviewed to compare information.

If your appeal is denied, you have the option to resubmit your appeal with the required information. There is no limit to the number of SAP appeals that may be submitted. However, if you submit the same extenuating circumstance twice, your appeal will be denied. If your SAP appeal is denied and the decision is final, you have the option of paying out of pocket or pursuing a private loan until you are making SAP.

Appeal Timeframes

Because federal loans cannot be disbursed once a student's period of enrollment has ended, we advise students to complete their appeals within the first six to ten weeks of classes to give our committee ample time to evaluate the appeal and reinstate aid should the appeal be approved.

Academic Suspension

If you are on Academic Suspension, you must submit an Academic Appeal through the Registrar's Office before you are able to submit a SAP Appeal to reinstate your financial aid.

SAP Definitions

Earned Hours: A, B, C, P (pass), IP (In Progress), and TR (transfer)

Attempted Hours: Earned Hours plus F, W (withdrawal), I (incomplete), repeat coursework.

Maximum Timeframe: 150% the published length of your program

Quantitative Pace: The minimum number of Earned vs Attempted Hours (90%)

Qualitative pace: The minimum GPA requirement (3.15)

SAP Suspension: If a student on SAP Warning fails to make SAP after one (1) semester, they will be placed on SAP Suspension and be ineligible to receive aid.

SAP Appeal: A letter and documentation outlining why a student failed to make SAP, how they will make SAP in the future, and why they should regain financial aid eligibility.

SAP Probation: If a student on SAP Suspension has an approved appeal, they will be given an Academic Plan and placed on SAP Probation.

Academic Plan: If a student is on SAP Suspension, they may be placed on an academic plan after an approved appeal. Eligibility for financial aid depends on the student's ability to meet the conditions of this academic plan.

Financial Aid Satisfactory Academic Progress Doctor of Physical Therapy Policy

Federal regulations require that all students who receive federal or state financial aid make satisfactory progress toward a degree. Colleges and universities must establish policies that ensure students' progress successfully towards degree completion both qualitatively (GPA) and quantitatively (hours attempted versus hours earned and max time frame). At Cumberlands, we have established the following Satisfactory Academic Progress (SAP) Policy for all types of financial aid (federal, state, and institutional). SAP will be reviewed each semester, including the summer term.

Quantitative

Students are expected to successfully complete at least 67% of all attempted credit hours and must complete their program within 100% of its published length. Students who fall below a 100% completion rate, or who cannot complete their program within 100% of its minimum required hours, can lose federal aid eligibility.

Grades of W, I, F, and transfer hours are counted as attempted hours; however, grades of W, I, and F will NOT count as earned hours. Repeated coursework can impact the qualitative measurement of SAP, but all repeated courses will count toward attempted hours.

Maximum Timeframe

The maximum timeframe in which a student must complete their degree cannot exceed 100% of the published length of the student's degree program. The Doctor of Physical Therapy program has a minimum requirement of 115 credit hours. Any student who attempts hours beyond this number is ineligible for financial aid and will need to contact the Student Financial Center. All semesters and credit hours attempted are used toward the maximum time frame allowance regardless of whether the student received financial aid. All repeated courses, failed courses, withdrawals, and transferred hours will count as credit hours attempted toward the maximum time frame.

If you change programs or begin a new program after completing your initial degree, your SAP will restart. Any courses from your previous program that apply toward your current program will be counted toward your completion rate in your new program.

Qualitative

Students must also earn a certain cumulative Grade Point Average (GPA) to maintain SAP. All Doctor of Physical Therapy students must maintain a cumulative GPA of at

least 3.0 on a 4.0 scale. If you change programs or begin a new program after completing your initial degree, your SAP will restart. Any courses from your previous program that apply toward your current program will be counted toward your SAP in your new program. Repeat coursework may improve your GPA, but these courses will still count toward your completion rate.

Evaluation

After each semester, all enrolled students will be evaluated to see if they are meeting the requirements of our SAP policy. If the student fails to meet SAP after one semester, they will be automatically placed on "SAP Warning". The student will be eligible to receive aid for one (1) semester. At the end of the warning semester, the student will be reevaluated. If the student is meeting SAP at this time, no further action is required, and the student will remain eligible for financial aid. If a student is not making SAP at the end of the Warning period, they will be placed on "SAP Suspension." Students who are on SAP Suspension will be ineligible to receive financial aid.

Appeals

Students placed on Financial Aid Suspension who wish to regain eligibility for Federal, State and institutional aid have the option to submit a SAP appeal. We understand that there are unforeseen circumstances that could contribute to a student not meeting SAP. Examples of acceptable circumstances include the death of a relative, an injury or illness of the student, and other special circumstances.

Circumstances that CANNOT be used in a SAP appeal include need for financial aid, work-related issues, problems with web-based classes, and improper advising. Please refer to the SAP Appeal Outline linked above for a full list of acceptable and unacceptable extenuating circumstances.

Your SAP appeal letter should include information that will tell us why you failed to make SAP. In the appeal, you must also tell us what has changed that will allow you to make SAP in the next evaluation. Please submit supporting documentation with your SAP appeal. Once you have submitted your appeal letter and all supporting documentation, please allow our SAP Committee up to 14 business days to review your appeal. The SAP Committee reviews appeals on a case-by-case basis using the information submitted through Guardian. Previous appeals will also be reviewed to compare information.

Approved Appeals

If the student can make SAP within one semester, they will be placed in "Financial Aid Probation." Probation lasts for one semester. If the student fails to make SAP by the end of the probationary period, they will be placed back on Suspension. If a student needs multiple semesters to make SAP, they may be placed on a SAP Academic Plan.

Once an Academic Plan has been created, the student will be placed on Probation and evaluated each semester to ensure they are meeting the conditions of their Academic Plan. If a student fails to meet the conditions of their plan, they will be placed back on SAP suspension. The student will remain on an Academic Plan until they are once again making SAP.

Denied Appeals

The SAP Committee has the right to deny any appeal. Reasons for denial can include the inability of the student to make SAP within their maximum timeframe, insufficient documentation, insufficient information in your appeal letter, and ineligible circumstances that led to failure to make SAP. The SAP Committee reviews appeals on a case-by-case basis using the information submitted through Guardian. Previous appeals will also be reviewed to compare information.

If your appeal is denied, you have the option to resubmit your appeal with the required information. There is no limit to the number of SAP appeals that may be submitted. However, if you submit the same extenuating circumstance twice, your appeal will be denied. If your SAP appeal is denied and the decision is final, you have the option of paying out of pocket or pursuing a private loan until you are making SAP.

Appeal Timeframes

Because federal loans cannot be disbursed once a student's period of enrollment has ended, we advise students to complete their appeals within the first six to ten weeks of classes to give our committee ample time to evaluate the appeal and reinstate aid should the appeal be approved.

Academic Suspension

If you are on Academic Suspension, you must submit an Academic Appeal through the Registrar's Office before you are able to submit a SAP Appeal to reinstate your financial aid.

SAP Definitions

Earned Hours: A, B, C, P (pass), IP (In Progress), and TR (transfer)

Attempted Hours: Earned Hours plus F, W (withdrawal), I (incomplete), repeat coursework.

Maximum Timeframe: 100% the published length of your program

Quantitative Pace: The minimum number of Earned vs Attempted Hours (100%)

Qualitative pace: The minimum GPA requirement (3.0)

SAP Warning: As soon as a student fails to make SAP, they are placed on "SAP Warning" and have one (1) semester to begin making SAP. A student is eligible for financial aid while on SAP Warning.

SAP Suspension: If a student on SAP Warning fails to make SAP after one (1) semester, they will be placed on SAP Suspension and be ineligible to receive aid.

SAP Appeal: A letter and documentation outlining why a student failed to make SAP, how they will make SAP in the future, and why they should regain financial aid eligibility.

SAP Probation: If a student on SAP Suspension has an approved appeal, they will be given an Academic Plan and placed on SAP Probation.

Academic Plan: If a student is on SAP Suspension, they may be placed on an academic plan after an approved appeal. Eligibility for financial aid depends on the student's ability to meet the conditions of this academic plan.

Tuition Assistance Course Approval Process

Purpose: This policy is set forth to assist Service members in the pre-enrollment and Tuition Assistance (TA) course approval process.

Policy:

1. Once an eligible Service member decides to use TA benefits to cover tuition expenses at University of the Cumberlands, it is in the best interest of the Service member to obtain approval of courses through their Educational Services Officer (ESO) and/or counselor within their Military Service branch, prior to enrolling in the courses. All Military TA benefits must be requested and approved prior to the start date of the course(s).
2. If the eligible Service member decides to enroll in course(s) prior to approval from their respective ESO, and/or counselor in their Military Service branch. The Service member is solely responsible for the tuition of these course(s). This does not indicate that Service Members may not enroll in courses prior to their respective start date if the sole purpose of enrolling is to secure a spot in the course(s). However, the Service member could be responsible for this tuition, and it may or may not be covered by Tuition Assistance benefits.

Academic Information and Regulations

- Credit Hour Policy

The Commitment Needed to Succeed at University of the Cumberlands

The length of programs at University of the Cumberlands is varied as each program is intentional in its specific preparation, and each requires varied hours ranging from thirty (30) hours to sixty-six (66) as well as varied Field/Clinical Experiences. Hence, each program requires dedication and commitment to learning. Successful University of the Cumberlands' students are self-disciplined individuals with a strong commitment to earning a degree-not just taking courses. Handling a University of the Cumberlands' course load requires dedication. Successful students typically spend an average of 15-20 or more hours per week on their studies, although they do have great flexibility in terms of when and where they study. Students should expect to put in substantial time and effort to realize their personal educational and career goals.

Along the way, students can expect support from their faculty advisor, the Graduate Student Success Office or the Department of International Graduate Studies, and other individuals who, together, support an innovative learning environment and learning resources. This level of support ensures interactions between students and faculty as well as between students and staff and among other students.

Students may take up to 12 credit hours each Fall, Spring, or Summer semester with no exceptions or over-rides. Students on academic warning and probation are restricted to a maximum of 3 hours per eight-week session.

Academic Advising

Upon acceptance into the Graduate Program, the student will be assigned a graduate advisor who has expertise in the chosen field. While the faculty advisor's contact information is provided at the time of assignment, students can contact the Graduate Student Success (GSS) office or the Department of International Graduate Studies (DIGS) to obtain that information again. The faculty advisor's role is to work in concert with the GSS office or the DIGS office to assist students in successful progression through their program. Hence, student contact with the advisor will elicit a response within a reasonable timeline.

Trained personnel in the GSS office for all programs other than Executive format and the Department of International Graduate Studies (DIGS) for Executive format programs work with students to develop an advising plan based on one of the following purposes:

To improve the professional competency for the position covered by the initial degree.

To extend the scope of professional competency to an area not covered by the initial degree.

To obtain preparation-certification required for professional advancement to a higher position.

The plan should also specify any deficiencies that must be corrected and the deadline for correcting those deficiencies.

Graduate Student Success (GSS)

The Graduate Student Success Office offers advisory assistance to graduate students, which includes providing an Orientation Packet and Program Handbooks. The Patriot Student Success, situated at 821 Walnut Street, is staffed with members dedicated to advising and enrolling graduate students in their courses.

Department of International Graduate Services Office (DIGS)

The Department of International Graduate Studies provides assistance to students participating in the Executive format programs (MSISS, MSDF, MSIT, MSGB, EMBA, MSSM, MSPM, Ph.D. Leadership, Ph.D. Business, and Ph.D.IT). The office, located in the Cumberland Inn building, includes staff members whose job it is to help admit, advise, and register graduate students participating in the Executive programs.

Course Credit Hour Policy

The number of credit hours awarded for coursework at University of the Cumberlands is based upon the traditional Carnegie unit of one credit hour as a reflection of roughly one hour of direct faculty instruction over approximately fifteen weeks of one semester. For each credit hour, it is expected that such direct instruction is further supplemented by a minimum of two hours of out-of-class student work.

Traditional Coursework - Based upon this definition, the University's traditional in-seat courses running 150 minutes per week for fifteen weeks conform to this standard, with students awarded three credit hours for such coursework. Courses with relatively more or less weekly contact time between faculty and students are assigned appropriately more or fewer credit hours. By this standard, the University's laboratory and studio classes also yield an equivalent and appropriate amount of credit, depending upon the amount of instructional time and student learning activity. In addition, based upon the foundation of this accepted practice in higher education, the University defines the following equivalencies for courses with a non-traditional structure, condensed format, or alternative mode of delivery:

> **Internships and Practica** - The University recognizes that educational value of the hands-on experience gained in an internship or practicum. Typically, to earn three semester credit hours, a student is expected to receive a minimum of 125 clock-hours of in-field experience during the term, with a commensurate amount of in-field time for internships yielding 6, 9, or 12 credit hours. In addition, the University expects the faculty internship supervisor to interact with the student regularly, reviewing with the student observations or assessments from the faculty member or from any on-site supervisor, and providing both formative and summative evaluation of student performance. For internships near campus, students normally interact with faculty in the classroom on a weekly basis. Faculty interaction for internships at a distance may occur less frequently. Such oversight may also make use of such technologies as email, iLearn, Zoom or some similar

tool, with a local professional serving as in-field supervisor and intermediary between campus faculty and intern.

The rationale for the number of credit hours awarded for an internship or practicum must be offered and accepted when a course or program is presented to the Catalog and Curriculum Committee for approval.

Condensed Courses (Bi-Term or Executive Format) - The quantity and quality of student learning activities in condensed courses is expected to be equivalent to those experienced in traditional courses in the discipline awarding the same number of credit hours. The rationale for this equivalency must be offered when a course or program is presented to the Catalog and Curriculum Committee for approval.

Courses offered in both a traditional and condensed or online format must be structured around the same intended learning outcomes and organized around the same or complementary learning activities. In addition, similar assessments of student performance must be used, and the same data must be gathered for use in course and program assessment. This equivalence of content, student activity, and evaluation enables the University to validate the parallel quality of the learning experience in these courses and the equivalence of the credit awarded in condensed courses compared with traditional coursework.

Online Courses - Whatever the length of term, students receiving 3 credit hours for online coursework are expected to engage in online "classroom" activities and independent "homework" activities equivalent in quality and variety to a traditional in-seat course in the discipline at the same educational level. The rationale for this equivalency must be offered when a course or program is presented to the Catalog and Curriculum Committee for approval.

Dual Credit Courses - Courses offered for dual credit at off-campus locations must be approved by the Catalog and Curriculum Committee to ensure that these courses are equivalent in content and learning outcomes with the same course offered in a traditional on-campus setting, as well as appropriate for the dual credit audience and delivery venue. With the assistance of the director of dual credit programming, the Committee also regularly reviews the number of different courses offered at each dual credit site to monitor compliance with the University's accreditation requirements for off-campus sites.

Grading Systems and Grade Reports

The following grading system is used:

A - Excellent
B - Good
C - Average

F - Failure
W - Withdrew
I - Incomplete
S - Satisfactory (pass)
U - Unsatisfactory (failure)

*A "C" is the lowest grade a graduate candidate can earn before failing the course. Grade of "D" are not given at the graduate level.

A grade of "IP" in a dissertation class demonstrates appropriate/successful academic progress.

A grade of "Incomplete" is assigned only in instances where a unit of work is not completed because of verifiable, extenuating circumstances, such as illness, accident, death in the immediate family, etc. This grade may be removed by the completion of the specific work missed. Under these conditions, an "I" may not be removed by retaking the course. The "I" will be entered on the records upon filing a contract between the instructor and the student in the Office for Academic Affairs, with copies of the contract given to each party.

All attempts and grades received are recorded by the registrar on the permanent record (transcript). For purposes of grade point average, only the most recent earned grade is used.

Quality Points and Grade Point Average (GPA)

Quality points are earned in the following manner. A grade of:

A-results in four quality credits per semester hour in any course;
B-results in three quality credits per semester hour in any course;
C-results in two quality credits per semester hour in any course;

Thus, a three-hour course taken for a semester, with a grade of A, would yield twelve quality points; with a grade of B, nine quality points; and with a grade of C, six quality points. The GPA for a given term results from the total number of quality points earned divided by the total number of GPA credits attempted.

Withdrawing from a Course

A student may withdraw from a course with a "W" up until the last day to withdraw listed upon the Academic Calendar as long as another grade has not been previously posted. A "W" has no impact on a student's GPA. No student may drop a course after the deadline posted on the Academic Calendar for the appropriate semester or bi-term.

Withdrawing from the University

A student desiring to withdraw from University of the Cumberlands at any time must complete required paperwork and receive permission from the Vice President for Academic Affairs. The withdrawal process normally begins in the Office of Academic Affairs. The following policies and procedures govern withdrawal from the University for the current term.

The permanent record of a student who withdraws from University of the Cumberlands up until the last day to drop a class published on the Academic Calendar for that semester or bi-term will list a mark of "W" for all courses for which another grade has not been previously posted. A "W" carries no grade point penalty.

Students withdrawing after the last day to drop a course for the semester or bi-term will receive a grade as determined by the professor. In many cases, this may be an "F."

An administrative withdrawal will be posted when non-participation in classes results in an active schedule of less than 1 credit hour, with W's or F's posted on all other courses.

The final date of active enrollment (more information below) will be used by Office of Student Accounts and the Office of Financial Aid to determine any adjustments involving financial aid and financial charges.

Medical/Emergency Withdrawal

Students who must withdraw from classes for medical reasons or because of dire personal circumstances may submit a written request to the Academic Affairs Office as soon as the student intends to stop participating in classes. This request must be supported by a letter from a medical professional or other source supporting the student's request with specific information on the student's diagnosis, current condition, and continuing treatment requirements, or on the student's personal emergency that necessitates the withdrawal request. If the medical/emergency withdrawal is granted, the student will receive a grade of "W" in all current classes. NOTE: Normally, partial medical/ emergency withdrawals are not permitted (that is, withdrawal from one or two courses while the student continues in others).

Administrative Withdrawal

A student may be withdrawn from all classes by administrative action based upon

1. Disciplinary action against a student confirmed by the Vice President for Academic Affairs, the Vice President for Student Affairs, or other university officer;
2. Failure of the student to confirm enrollment during the enrollment confirmation period at the beginning of a term.
3. Non-Participation in classes resulting in an active schedule of less than 1 credit hour and the posting of an F, W in other classes.

Final Date of Active Enrollment

Whatever the circumstances, at the time of student withdrawal from the current term, the Registrar determines the final date of active enrollment (normally the last date of class attendance for in-seat classes or the withdrawal date for online courses). The final date of active enrollment is used by the Office of Student Accounts and the Financial Aid Office to determine any eligibility for tuition refund and any requirement for return of financial aid.

Verification of Enrollment

A student must confirm enrollment at the beginning of each term during the Confirmation of Enrollment period established by the Registrar and published on the Academic Calendar. For in-seat courses, Confirmation of Enrollment normally occurs by attendance in all courses on a student's schedule at least once during the confirmation period. For online courses, Confirmation of Enrollment normally occurs via active participation in a learning activity in all courses during the confirmation period. With the assistance of other offices and all faculty, the Registrar's Office administers the procedures by which enrollment is confirmed. Failure to confirm enrollment may lead to courses being dropped.

NOTE: Student Aid is not disbursed by the Financial Aid Office until enrollment is verified. A student's receipt of aid confirms the student's intent to complete all courses on the schedule for the semester. Once enrollment is confirmed, and aid is disbursed, all policies and procedures described elsewhere are followed regarding tuition refund, and aid remission should a student choose to drop individual classes or withdraw from all classes.

Repeating a Course

Students may repeat any course. The highest grade from any attempt will be the grade of record and is the one used in calculating the GPA. In such a case, the previous grade remains on the transcript but is taken out of the cumulative GPA calculation and replaced with the most recent grade earned.

Any resulting change to GPA is not retroactive. Changes to the GPA as a result of a repeated course will impact the subsequent semester's determination of academic standing.

If the student receives a passing grade in a course, they can only receive financial aid for one repeated attempt of that course. Repeated courses may be treated differently for students who are under Financial Aid SAP status.

Certain coursework- such as UC Engage, INTR, and other courses- can be taken multiple times and are considered unique from previous attempts. Therefore, courses that are

designated accordingly in the course descriptions will be exempt from this repeat policy, and each grade earned in the courses will factor in the determination of the GPA.

Academic Appeals

Both undergraduate and graduate students have the right to challenge a grade. Before filing a formal appeal, the student must discuss the grade with the course instructor and department chair. If discussions with the course instructor and department chair do not lead to a satisfactory conclusion, students may file a formal written appeal with the Vice President for Academic Affairs, who will forward the appeal to the chair of the Academic Appeals Committee.

This formal written appeal to challenge a grade must be filed four weeks after the last day of class for the semester in which the course being appealed occurred. The Academic Appeals Committee then reviews the student's written appeal and gathers information from the instructor and any other relevant parties. The Committee will deliver its recommendation on the complaint to the Vice President for Academic Affairs. After reviewing this recommendation and concurring or amending it, the Vice President for Academic Affairs will inform the student and instructor of the disposition of the complaint no later than the last day of classes of the term in which the complaint was filed.

Records of all actions regarding academic grade appeals, including their final disposition, are maintained by the Vice President for Academic Affairs and the Academic Appeals Committee.

Classification of Students

Full-Time Students: Registration for six or more credit hours during any semester entitles a graduate student to full-time status.

Conditional Admittance: Candidates who do not have all paperwork in the Graduate Admissions Office by the third week of the term will be provisionally admitted to the University. Individuals who are admitted into the University without meeting all admissions requirements may take up to 12 hours of coursework, but are not officially a part of the Graduate Program.

Full Admittance: Once a student completes all admission requirements, the student is fully admitted into the program of choice.

Non- Degree Students: Non-degree students are those who are visiting students or students seeking certification only. Students not seeking a graduate degree must follow the applicable Admissions procedures in the Graduate Admissions Office. If the non-

degree student later applies for and is granted admission into the Graduate Program for a degree, no more than twelve (12) hours taken while in the non-degree category may be used to fulfill degree requirements. No more than twelve (12) graduate hours may be applied to a Rank I or Rank II change or a degree program without the visiting student and their advisor developing a Planned Program.

Outlined below are the requirements and procedures for non-degree students wishing to enroll in a graduate course at University of the Cumberlands.

Visiting Student

- Be in good standing in an accredited graduate school.
- Submit all applicable admissions documents to the Admission's Office.
- Request a letter from the Registrar's Office and forward it Graduate Admissions Office.
- Meet the foundational prerequisite requirement of the course.
- A visiting student who elects further graduate study at University of the Cumberlands must fulfill all requirements for admission to the Graduate Program.

Special Student

- Present a copy of the transcript from an accredited undergraduate college or university indicating the date of graduation.
- Complete a Graduate Application obtained from the Graduate Office.
- Non-degree-seeking persons who elect further graduate study at University of the Cumberlands must fulfill all requirements for admissions to the Graduate Program.
  The process is outlined in sections Admission to the Graduate Program and The Application Process.

Undergraduate Students

Academic Standing: All students are expected to make satisfactory progress in their program by maintaining a GPA of 3.0 on a 4.0 scale.

Good Academic Standing: Students who conform to the following guidelines are considered in good academic standing: For degree students, a GPA of 3.0 or higher overall in all courses listed on the approved program of study and in all courses taken as a graduate student.

For non-degree students, a GPA of 3.0 or higher overall in all courses listed on the approved program of study and in all courses taken as a graduate student.

Satisfactory Academic Progress is related to financial aid and, as such, is discussed in Financial Aid below.

Military Admission Recruitment Tactics Policy

Purpose: This policy is set forth to eliminate and prevent any possible fraudulent and/or aggressive recruitment of students, including but not limited to veterans, Military Service members, and their dependents or spouse.

Policy:

University of the Cumberlands will ensure compliance with regulations set forth by the Department of Education (34 C.F.R 668.71-668.75 and 668.14) related to restrictions on misrepresentation of the nature of the educational program, financial charges, employability of graduates, relationship with the Department of Education and compliance with the student financial assistance program authorized by Title IV of the Higher Education Act of 1965, as amended (Title IV, HEA program) as they are related to the recruitment of Service members and prospective students.

No university employee(s), third parties or agents may offer any inducement (including any gratuity, favor, discount, entertainment, hospitality, loan, transportation, lodging, meals, or any other item) to any individual for the purpose of securing enrollment of students or gaining access to federal Title IV funds, federal Tuition Assistance (TA), and/or Veteran Affair (VA) benefits.

No university employee(s), third parties, or agents will be provided any commission, bonus, or other incentives for the sole purpose of securing enrollments, Title IV funds, TA funds, or VA benefits as it relates to the recruitment, admission, and enrollment of the veteran, Service member, and their dependents or spouse.

No university employee(s), third parties, or agents will engage in high pressure sales or recruitment tactics such as unsolicited contacts (3 or more) by phone, email, or in person, and will refrain from same day recruitment and registration for the purpose of securing Service member enrollments.

Readmission Following a Period of Active Military Duty

Policy Statement University of the Cumberlands recognizes the importance of contributions and the sacrifices made by our service members. In support of these students, the University has developed the following procedures to ensure maximum flexibility is afforded to assist these students. Students seeking readmission following a period of deployment/active duty for more than thirty (30) days will be promptly readmitted into the next class or classes in the student's program beginning after the student provides intent to reenroll.

Purpose The purpose of this policy is to inform students receiving military tuition assistance of the required actions the University must take to comply with the

Department of Defense Memorandum of Understanding (DOD MOU) when students are called to active duty.

Scope This policy only applies to students in the National Guard Reserves and to some prior active duty personnel who may be called/recalled to active duty.

Regulatory and Document Reference 34 CFR 388.18; Chapter 3, Volume 2 IFAP

Procedure A student must give notification of intent to return to school. This notification should be given to the Department of Admissions. This notification may be oral or written and must be given within three (3) years of completion of the period of service.

Academic Standing Policy and Procedures

Maintaining good academic standing is crucial to demonstrating progress and fulfilling the degree requirements of your academic program. Academic standing is evaluated at the end of each term. Graduate students must pay special attention to their cumulative grade point average (GPA). Students enrolled in programmatically accredited degrees may have different class progression and/ or more strict academic standing policies than the institutional policies.

Academic Good Standing

Good standing indicates that a student is meeting the minimum academic standard for retention by the University. A student is in academic good standing as long as the student's GPA is 2.0 for their first 6 credit hours, and 3.0 or greater thereafter. To meet graduation requirements, the student must have a minimum GPA of 3.0.

Academic Warning

A student who has attempted more than 6 credit hours and has a cumulative grade point average (GPA) below a 3.0 will be placed on academic warning for the next semester. A letter will be sent to the student to inform them that their grades have fallen below the required standard. If the student improves their grades to a 3.0 cumulative GPA, they will be restored to academic good standing. Academic warning will serve as the first probationary semester.

Academic Probation

If a student fails to earn a cumulative GPA of at least 3.0 a second time a letter will be sent to the student to inform them that their grades have fallen below the required standard and that they are now placed on academic probation. Academic probation serves as the second probationary semester. The occurrence for the second probationary semester does not have to be consecutive from the first occurrence.

Subject to Suspension

Subject to Suspension is posted to a student's record if a student currently on Second Academic Probation fails to earn a cumulative GPA of at least 3.0. A letter will be sent to the student to inform them that their grades have fallen below the required standard. Students with a status of Subject to Suspension are not permitted to participate in CPT (Curricular Practical Training).

Academic Suspension

Academic Suspension is posted to a student's official record if a student currently on Subject to Suspension fails to earn a cumulative GPA of at least 3.0. The suspension from the university begins immediately following the determination of Academic Suspension. The length of the academic Suspension is three full semesters (i.e., one academic year). The student is eligible to reapply at the end of the suspension period. In the event that a student is enrolled in courses at the time of suspension notification, the courses of the upcoming enrollment will be dropped without a course fee.

Appeal

Students who have been suspended from their educational program for the aforementioned academic regulations may appeal in writing using the Appeals Form to the Office of Academic Affairs. The written appeal must be filed by the fifth (5th) business day following the end of the academic semester that resulted in the academic standing notice. The Academic Appeals Committee will review the appeal and gather information from any relevant parties. The Committee will deliver its recommendation to the Vice President for Academic Affairs. After reviewing this recommendation and concurring or amending it, the Vice President for Academic Affairs will inform the student of the disposition of the appeal no later than the second (2nd) week of next semester. Should a student appeal denied, students course registration will be dropped, without fee.

Readmission

Students must be in good standing in order to be admitted into any program.

Required Documentation and Procedures

Degree Time Limit All graduate degrees must be completed within six (6) years of initial enrollment.

School of Education

Any student enrolled in an alternative certification program within the School of Education, in which a Temporary Provisional Certificate is issued by the state, must complete the program within three (3) calendar years from the time of initial enrollment. This time limit is to include a one-year internship (K.T.I.P.). Accordingly, all students who are issued a Temporary Provisional Certificate dependent upon enrollment in an

approved program at University of the Cumberlands must be enrolled in a minimum of six graduate hours per semester.

Course Restrictions Courses numbered 500 or above may be counted as credit toward a master's degree, provided they are approved as part of the student's program director.

Required Courses

A minimum of eighteen (18) hours of 600 or above courses must be taken to meet the requirements for the completion of the Rank I program.

Advanced Enrollment Program

The Advanced Enrollment Program allows students to take graduate coursework while completing their undergraduate studies. Students admitted into the advanced enrollment program can take no more than one graduate class per bi-term in conjunction with their undergraduate classes during each term of enrollment. Students can complete up to 18 graduate hours in the advanced enrollment program before graduating with their bachelor's degree.

On-campus students enrolled full-time (a minimum of 12 credit hours) can enroll at no additional cost up to 18.5 credit hours for a given semester. The graduate coursework cannot be used to satisfy undergraduate degree requirements. Students in the Advanced Enrollment Program are not eligible to take more than 18.5 credit hours. Students must be conditionally admitted to their desired masters program to participate in the Advanced Enrollment Program.

Eligibility:

- Earned senior status (90 credit hours)
- A 3.0 cumulative GPA
- A 3.0 GPA in the major and 70% of the major completed
- Other admissions criteria as provided on page 15.

Graduate programs eligible for the advanced enrollment program include:

- Master of Arts, Addiction Studies
- Master of Arts, Christian Studies
- Master of Arts, Teaching
- Master of Business Administration
- Master of Science, Artificial Intelligence
- Master of Science, Coaching and Fitness Leadership
- Master of Science, Cyber Engineering
- Master of Science, Data Science
- Master of Science, Digital Forensics
- Master of Science, Finance

- Master of Science, Health & Human Performance
- Master of Science, Information Technology
- Master of Science, Justice Administration
- Master of Science, Project Management
- Master of Science, Strategic Management
- Master of Science, Systems Security

Policies/Procedures Specific to the Executive Format Programs

Programs Offered in Executive Format Option

- Master of Science, Artificial Intelligence
- Master of Business Administration
- Master of Science, Cyber Engineering
- Master of Science, Data Science
- Master of Science, Digital Forensics
- Master of Science, Finance
- Master of Science, Global Business with Blockchain Technology
- Master of Science, Information Systems Security
- Master of Science, Information Technology
- Master of Science, Organizational Leadership
- Master of Science, Project Management
- Master of Science, Strategic Management
- Doctor of Philosophy, Business
- Doctor of Philosophy, Information Technology
- Doctor of Philosophy, Leadership

Residency Requirement

Residency weekend sessions are mandatory. A student must attend all three-days (3) of the residency session to receive credit and fulfill the immigration in-seat class component to retain F-1 Status. As such, requests to arrive late or leave early will not be approved. Absolutely no exceptions allowed. For details, visit http://www.ucumberlands.edu/residency

Residency Attendance Policy

Attendance at each Executive Residency class session is mandatory. Students may make up no more than one (1) residency session throughout the duration of their academic program. Missing a second residency will result in the student being dismissed from the University.

Each student must be in attendance for the entire duration of the required residency weekend. Late arrivals and/or early departures are not permitted. Punctuality is important as each student is required to have the documented in-seat time per course requirements.

A missed session will result in the student attending a make-up session and paying a $300 Residency Make-Up fee. In addition, the student may be asked for documentation from the program department

providing an explanation as to why the scheduled residency session was missed. Make-Up sessions must be completed prior to the end of the term. Noncompliance with this policy will result in dismissal from the executive program.

Physical Attendance Records

As referenced in prior policy statements, any student enrolled in the Executive Format program must attend their assigned Residency Session as a component of their course enrollment. Due to the course structure in the Executive Format program, a student cannot be successful in their residency courses without full physical attendance at the entire assigned residence each term. Please use the catalog attendance statements, course syllabus, and personal travel receipts for any documentation needed regarding physical attendance at assigned residencies.

To access your residency attendance report for Summer 2020 and beyond, please log into your myUC Portal. From there, you will choose "Attendance" in the top right corner. If your attendance is missing or does not appear to be correct, please contact your academic department. For a tutorial on checking attendance in myUC, please watch the following video: Student Attendance Access Tutorial.

For attendance reports from Summer 2020 to Spring 2021 please click "Attendance Reports for Summer 2020 - Spring 2021" under "myUC Links" on your UC Portal.

For attendance prior to Summer 2018, please refer to our general statement regarding the attendance policy in the executive format programs: Executive Programs Attendance Policy.

For international students gathering "Request for Evidence" (RFE) documentation regarding Physical Attendance Records, please use the policy statements above, university transcripts demonstrating successful course completion, course syllabi, and personal travel receipts to verify physical course attendance. The aforementioned university specific documentation represents what the university can provide related to physical attendance records.

Application of Learning

The Computer and Information Sciences Department, the School of Business, and the Leadership graduate (Masters and Doctorate) executive format programs have an applied

learning component (internship/practicum) that is an integral (essential) part of the established curriculum. These programs all require the student to take part in an internship that is offered by the sponsoring employer through a cooperative agreement with the school.

Additionally, due to the advanced nature of these programs, students are required to participate immediately in an internship/practicum.

Regulation Related to International Students

"An F-1 student may be authorized by the Designated School Official (DSO) to participate in a curricular practical training program that is an integral part of an established curriculum. Curricular practical training is defined to be alternative work/study, internship, cooperative education, or any other type of required internship or practicum that is offered by sponsoring employers through cooperative agreements with the school."

Source: 2002 Final SEVIS Rule: 67 Fed. Reg. 76256 (December 11, 2002), amending 8 CFR 214.2(f) (10) (i)

Students who have received one year or more of fulltime practical training are ineligible for post-completion academic training. Exceptions to the one academic year requirement are provided for students enrolled in graduate studies that require immediate participation in practical training. A request for authorization for practical training must be made to the DSO. A student may begin practical training only after receiving his or her Form I-20 with the DSO endorsement.

INTR 599/799 - Applied Learning Practicum (1 credit hour)*

In this Applied Learning Practicum course, students will apply what they are learning in their other two courses to the real world via work or internship experiences.

The Applied Learning Practicum can be either (1) an alternative work/study, internship, cooperative education, (2) employment in an area directly related to the student's course of study, or (3) a project conducted in collaboration with program faculty applying coursework to a professional setting. Through this course, the University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. The course will be repeated in each semester of student enrollment. As an integral part of the executive formatted programs, this course is required every semester in which a student is taking courses.

INTR 899 - Applied Learning Practicum, Dissertation Phase (3 credit hours)

INTR 899 is designed to enhance the educational experience of the dissertation phase for doctoral students. Students will utilize the course to maintain dissertation progress and ensure alignment of the research topic with a professional setting within the student's academic discipline and professional experience/interests.

Through this course, the University will have a Collaborative/Cooperative Agreement with all practicum or internship sites before the student is permitted to begin the field placement work. Department approval is required to determine if the placement aligns with the program of study. As an integral part of the executive formatted programs, this course must be taken every semester during the dissertation phase for executive-format students.

Advanced Standing/Academic Credit through Experiential Learning

Prior Learning Program

It is possible for a student to receive academic credit for certain types of innovative and meaningful work experiences related to the student's academic program and objectives. The proposal for such academic credit must be approved in advance by the appropriate departmental chair and the Registrar, under the oversight of the Vice President for Academic Affairs. A determination of the credit awarded is made only after a thorough evaluation has been completed. (Policies and Procedures Addendum for Faculty, p. 41).

Guidelines for Academic Credit through Prior Learning

University of the Cumberlands is committed to quality education and recognizes that learners in higher education come with many experiences from varied backgrounds. Therefore, University of the Cumberlands has developed a process through which learners may earn college credit for prior learning experiences that do not fit into another category of recognized credit (e.g., external standardized credit by-exam, articulated licensure, or certification). Extra-institutional learning is defined as learning that is attained outside the sponsorship of legally authorized and accredited postsecondary educational institutions. The term applies to learning acquired from work and life experiences, independent reading and study, mass media, and participation in formal courses sponsored by associations, business, government, industry, the military, and unions. University of the Cumberlands recognizes extra institutional learning through experiential credit and certification credit for graduate students. The descriptions and guidelines presented below are intended to provide a foundation for the prior learning process, with an emphasis on learning outcomes and competencies that the learner will be expected to demonstrate through each opportunity. Credit proposed by the learner and granted by the evaluator will be course specific. Students may earn a maximum of 50% of the credit in the academic program for which they are enrolled through Prior Learning and/or transfer credit, and at least 50% percent of the total semester hours in any degree

program must be completed at University of the Cumberlands. Prior Learning credit will not meet this requirement.

Students must apply for Prior Learning prior to their last term at University of the Cumberlands. Students interested in Prior Learning should review the Prior Learning application on the university website.

Experiential Credit

Experiential Credit allows qualified students to earn credit for college-level learning outside of the classroom through providing documentation and a narrative that aligns with course objectives.

Experiential Credit - Rating and Credit When credit is approved, the evaluator makes a recommendation to grant credit for the course requested, and the student will receive a copy of the Evaluator Response/Rubric form from the Registrar's office after credit has been posted to the student record.

Alternatively, the evaluator may request minor explanation and/or documentation revisions. Large revisions will not be allowed. The determination regarding the option to revise is based on the evaluator's assessment via the Rating Rubric. If a request for minor revisions is made, date of return will be listed on the Evaluator Response/Rubric form.

The student must return the updated documentation and narrative by the date listed or forfeit the credit with an automatic denial.

If credit is denied, the evaluator will provide feedback along with the Evaluator Response/Rubric.

The student may appeal in writing to the Prior Learning Program Director(s), who may determine whether to resubmit to another evaluator or make other recommendations to the student. All appeals must be requested within 30 days of the notification of the grade to the student.

Certification Credit

Certification Credit allows qualified students to earn credit for college-level learning outside of the classroom through industry certifications. Upon review of the student's industry certification that aligns with course content, the student would receive full credit for the course.

Prior Learning Processes

Students interested in the Prior Learning program should review the Prior Learning application on the University website at https://www.ucumberlands.edu/admission-

aid/prior-learning-pathways to gain an overview of the process and to selfassess eligibility for Prior Learning.

- **The School of Computer and Information Sciences** may consider accepting the following certifications as replacement for the corresponding courses for as Credit for Prior Learning. Validation and approval are required from the program director.

  Course Number and Title

  ISOL 633 Legal Regulations, Compliance, and Investigation

  ISOL 699 Information Security Project

  Or

  MSDF 633 Computer Crimes and Digital Forensics

  MSDF 699 Digital Forensics Project

- **Certification (ISC)2 CISSP**

  ISOL 633 Legal Regulations, Compliance, and Investigation ISOL 699 Information Security Project

- **Certification ISACA CISM**

  ISOL 633 Legal Regulations, Compliance, and Investigation GIAC Information Security

  ISOL 699 Information Security Project

- **Professional (GISP)**

  MSDF 531 Windows Digital Forensics

- **GIAC Certified Forensic Examiner or GIAC**

  MSDF 633 Computer Crimes and Digital Forensics

  MSDF 630 Digital Forensics Evidence

  MSDF 699 Digital Forensics Project

Conferred Juris Doctorate Degree

- **The Department of Justice Administration** may consider accepting the following certifications as replacement for the corresponding courses for as Credit for Prior Learning for the Master's in Criminal Justice Administration or for the Criminal Justice Specialization as part of the Leadership doctorate degree. Validation and approval are required from the Criminal Justice Director of Graduate Studies.

  Course Number and Title

  CROL 663 Criminal Justice Training & Education

  ISOL 633 Legal Regulations, Compliance, and Investigation

  CROL 664 Criminal Justice Training & Education I

  CROL538 Legal Issues in Justice Administration

- **Certified Law Enforcement Executive (CLEE)**

  CROL 663 Criminal Justice Training & Education I

  CROL 664 Criminal Justice Training & Education II

- **Certified Public Manager (CPM)**

  CROL 550 Additions and the Offender Populations

  CROL 651 Relapse Prevention

  OR

  CROL 663 Criminal Justice Training & Education I

  CROL 664 Criminal Justice Training & Education II

- **Licensed Alcohol and Drug Abuse Counselor (LADC)**

  CROL 550 Additions and the Offender Populations

  CROL 651 Relapse Prevention

  OR

  CROL 663 Criminal Justice Training & Education I

  CROL 664 Criminal Justice Training & Education II

- **Licensed Chemical Dependency Counselor (LADC)**

  CROL 550 Additions and the Offender Populations

  CROL 651 Relapse Prevention

  OR

  CROL 663 Criminal Justice Training & Education I

  CROL 664 Criminal Justice Training & Education I

- **Licensed Alcohol and Drug Counselor (LADC)**

Privacy Rights of Students

The University is subject to the provisions of the Family Educational Rights and Privacy Act (FERPA). This federal law affords students certain rights with respect to the student's education records. These rights are:

1. **The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.** Students should submit to the Office of the Registrar written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place the records may be inspected.
2. **The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.** Students may ask the University to amend a record. They should write to the Registrar, clearly identify the part of the record they want to be changed, and specify why it is inaccurate, misleading, or a violation of their privacy rights. If the Registrar decides not to amend as requested, the Registrar will notify the student of the decision and advise the student of his or her right to a hearing regarding the request and will provide the student with additional information regarding the request and will provide the student with additional information regarding the hearing procedures.
3. **The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorized disclosure without consent.** One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent) to perform a university function which would otherwise be accomplished by a university employee; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or

grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll. The University may also disclose, without the student's consent, "directory information" unless the student has advised the Registrar in writing at least five days following registration that the student does not wish part or all of the directory information to be made public. Once filed, this instruction becomes a permanent part of the student's record until the student instructs the University, in writing, to have the request removed. The primary purpose of directory information is to allow the University to include this type of information in certain University publications, the media, and outside organizations. The University has designated the following as examples of directory information: the student's name, addresses including electronic mail address, telephone numbers, date, and place of birth, major field of study, degree sought, attained class level, expected date of completion of degree requirements and graduation, degrees and awards received, picture, dates of attendance, full or part-time enrollment status, the previous educational agency or institution attended, class rosters, participation in officially recognized activities and sports, weight and height of athletic team members. The University may disclose education records without the student's consent in certain other circumstances as allowed by law. Students may contact the Registrar with questions or complaints about the content or release of their education records.

4. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements FERPA.** The name and address of the office which administers FERPA and to which complaints are to be sent is Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC, 20202-4605.

Personnel

A complete list of all University of the Cumberlands employees contact information, title, department and campus location please refer to our online campus directory located at this link:

https://www.ucumberlands.edu/directory

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