

AMBERTON

A UNIVERSITY DESIGNED FOR WORKING ADULTS



CATALOG 2018-2019

PURPOSE OF THIS CATALOG

The purpose of this catalog is to acquaint interested individuals and organizations with Amberton University and its academic programs. The University believes that within these pages you will find a new and invigorating approach to education. Your responses are welcome.

AMBERTON UNIVERSITY CATALOG PUBLISHED BY AMBERTON UNIVERSITY, 2018

The University reserves the right to advance and revise requirements for admission, requirements for graduation and degrees, curricula of study, arrangement of courses, charges for tuition and other fees, instructors of courses, and other regulations affecting students, whether incoming or previously enrolled.

The University publishes a *Schedule of Classes* for each session that includes current academic and financial information. The schedule should be used in conjunction with this catalog. The University also welcomes individual conferences.

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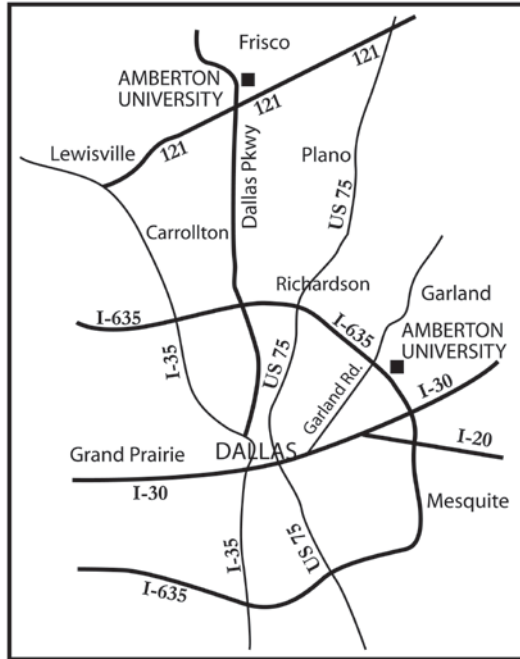


2018-2019 CATALOG & STUDENT HANDBOOK

You are invited to visit Amberton University...

FRISCO CENTER
3880 Parkwood Blvd.
Frisco, TX 75034

The Amberton Frisco Center is located at 3880 Parkwood Blvd. north of Stonebriar Centre and next to the Frisco water tower. From Dallas, go north on the Dallas North Tollway. Take the 121 exit and follow Dallas Parkway for 1.6 miles. Turn right on Warren Parkway then left on Parkwood Boulevard.



GARLAND MAIN CAMPUS
1700 Eastgate Drive
Garland, TX 75041-5595

Amberton University's Garland Main Campus is conveniently located at I-635 (LBJ Freeway) and Northwest Highway, only 15 minutes from US 75 and the Dallas North Tollway and 20 minutes from SH 190 and downtown Dallas.

For hours and additional information, please call (972) 279-6511 or access the web site at www.amberton.edu.



AMBERTON UNIVERSITY PRESIDENT'S LETTER

As President of Amberton University, I promise three things: (1) Amberton will provide quality education at a reasonable price; (2) Amberton will provide a relevant academic experience that will increase your real world value; and, (3) Amberton will maintain an environment of concern and fairness.

Educationally, Amberton University is accredited and nationally recognized. Tuition is reasonable because the University is non-profit and endowment funds of the University are used to keep costs down. All faculty members not only have exemplary academic credentials, but all are experienced practitioners in their fields of study. This real world experience makes each course relevant for the adult student who is serious about his/her education. Philosophically, Amberton is Christian based. While no religious creed is required of students, our conduct and commitment are Christian.

As a student of Amberton University, you will join a society of learners willing to engage in responsible experimentation and innovation. Upon graduation, you will join a distinguished group of individuals who are making a difference as they hold positions of leadership and positive influence around the world.

Amberton University is not for everyone. The University is designed for the mature, working adult who is focused on learning. Our mission, above all else, is to educate for life-long learning. We seek to use our intellectual and financial resources to achieve our educational objectives. Those who are accepted for enrollment will find Amberton University small enough to care, large enough to be innovative, and financially strong enough to provide quality education at an affordable price.

Welcome to Amberton University,

A handwritten signature in blue ink that reads 'Melinda H. Reagan'. The signature is written in a cursive style with a large initial 'M'.

Melinda H. Reagan
President

ORGANIZATION OF THE CATALOG

The *Amberton University Catalog* 2018 - 2019 is organized around the following three sections:

- ❑ Student Handbook—General Information and Student Handbook for All Students
- ❑ Undergraduate Academic Information
- ❑ Graduate Academic Information

The Student Handbook section contains information that applies to all Amberton University students. The Undergraduate and Graduate sections contain the degree program requirements, course listings, and competencies for each of the respective student groups. All students should read the Student Handbook section along with the respective degree level section. Each section is marked with a tab on right-hand pages. For specific catalog information, see the Table of Contents and links to the sections.

ACCREDITATION AND CREDENTIALS

Amberton University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award bachelor's and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, telephone (404) 679-4500, or <http://www.sacscoc.org> for questions about the accreditation of Amberton University.

In addition, Amberton University is recognized by the Texas Higher Education Coordinating Board and the United States Department of Education as a licensed, degree granting institution.

The curriculum for the Master of Arts degree in Marriage and Family Therapy meets the academic requirements for licensing as a marriage and family therapist in Texas.

The curriculum for the Master of Arts degree in Professional Counseling meets the academic requirements for licensing as a professional counselor in Texas.

The Master of Arts degree in School Counseling satisfies the academic and certification requirements for the School Counseling Certification as established by the Texas State Board of Educator Certification.

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GENERAL INFORMATION

AMBERTON UNIVERSITY, A BRIEF HISTORY

Over forty years ago, in September of 1971, Amberton University began as an extension campus of Abilene Christian University and was located in Mesquite, Texas. From the beginning, the University's purpose was to identify and provide for the educational needs of the community. Quickly, the University turned its attention and interest to educational programs that catered to working adults.

In June of 1974, the campus location was moved to Garland, Texas. The new campus, a two-story professional office building, was designed to cater to mature adults who did not need or desire the environmental trappings associated with traditional colleges (dormitories, cafeterias, gymnasiums, intramural athletics, etc.).

In 1981, the University received accreditation from the Commission on Colleges of the Southern Association of Colleges and Schools, and plans were approved for separating the institution from Abilene Christian University. The separation was completed in June 1982 and the University took the name Amber University.

In March 2001, the University changed its name from Amber University to Amberton University to more accurately describe its purpose. The English addition of "ton" to a word means a town or village. As a result of offering adult students traditional lecture and nontraditional online courses, the name more accurately identifies the community of learners.

Amberton University's Garland Campus is located on a five-acre site. The facility is a 60,000 square foot office complex designed to provide a secure, professional environment conducive to adult learning. In January 2007, Amberton opened a new center in Frisco in order to better serve students in Collin County.

Amberton University is designed exclusively for the mature, working adult who seeks to benefit from the richness of a relevant, educational experience. The adult who attends Amberton University will find the atmosphere similar to that of professional schools—law, medicine, or engineering. At Amberton University, the student is exposed to a diverse group of working adults who share interests and ideas. Amberton University's desire is to equip its students with the practical knowledge, tools, and character necessary to cope effectively in the situations and challenges that lie ahead. In short, Amberton University educates for lifelong learning.

NON-PROFIT STATUS

Amberton University is a not-for-profit institution as defined by Section 501(c)(3) of the Internal Revenue Code. All moneys received by Amberton University are used exclusively for the educational programs and operations of the University. While charitable contributions to Amberton University are tax deductible, the University does not solicit or accept contributions from any agency or individual unless such funds are given without external restrictions.

THE EXCLUSIVENESS OF AMBERTON UNIVERSITY

No institution, no matter how large or well funded, can be all things to all people. In fairness to itself and its constituents, a university must acknowledge its focus and mission.

Amberton University is an exclusive institution; this exclusiveness incorporates the following general principles:

- Amberton University is a private, not-for-profit, Christian principled institution.
- The University primarily offers upper level (Junior/Senior) and graduate level programs leading to bachelor and master degrees.
- The degrees have been designed exclusively for mature, working adults.

Admission and enrollment to Amberton University are restricted to (see *Admission Standards* for details):

Mature adults with employment experience;

Individuals who are proficient in the English language;

Individuals who are computer literate and have e-mail and Internet access;

Individuals who have satisfactorily completed academic work from a U.S.A. accredited university recognized by Amberton;

Individuals who are financially qualified to meet the costs of education and are not solely dependent on financial aid;

Individuals who seek a university academic environment that is relevant, practical, and dynamic and who do not seek the “student life” associated with traditional institutions (dormitories, sports, social clubs, etc.).

To meet the unique needs of working adults, Amberton University offers classes and programs through the classroom lecture method as well as through distance learning technologies.

Amberton University controls enrollment by restricting the number of classes offered in a program and the number of students allowed to enroll in each class.

As a matter of educational practice, Amberton University does not do for the student what one would reasonably assume a mature, adult, collegian student can do for him/herself.

For all applicants who are qualified for admission and all students who seek enrollment, Amberton University allows, without partiality, participation on a first-come, first-served basis.

THE CHRISTIAN COMMITMENT OF AMBERTON UNIVERSITY

Amberton University is a nondenominational Christian institution; all employees of the University believe that Jesus of the New Testament *Bible* is the Son of God, the Messiah, the Christ, the Savior. We believe that our Lord has blessed and continues to bless our service in Christian education, and that Amberton University has been shaped by Christian values and devotion to academic excellence in educating working adults.

AMBERTON UNIVERSITY MISSION STATEMENT

Amberton University is a specialized institution designed to meet specific educational needs of mature students.

Amberton University is committed to Christian values, both in its conduct of business and in its educational philosophy. The University's employees endorse and strive to live the ethical values and principles taught by the New Testament of the *Bible*. This commitment to Christian ethics enables the University to provide its students with a stability of values and a value system.

Amberton University combines relevant technical and cognitive training with techniques for problem solving in developing the student's capability to identify and select solutions to economic, social and personal problems. The academic skills and Christian values imparted by the University enable each student to better appreciate his/her own worth and to exercise insight into those patterns of facts and events that affect human relations and social values.

Amberton University will provide educational programs and services in those areas in which it is best qualified. When academically and financially feasible, the institution is committed to the continuous transformation of the educational process in direct response to the needs of the student and the community.

Amberton University, in its endeavor to be a center for learning, a society in which all are students, will employ responsible experimentation and innovation. New as well as traditional techniques will be continuously identified, applied, and evaluated in an effort to facilitate teaching and learning.

AMBERTON UNIVERSITY AFFIRMS

That there is a God and He is clearly revealed through the *Bible*;

That Jesus Christ is the Son of God and is the example to be imitated;

That the educational process may not be divorced from the divine reality of God;

That spiritual commitment, tolerating no excuse for mediocrity, demands the highest standards of academic excellence;

That truth, having nothing to fear from investigation, must be pursued relentlessly;

That freedom, whether spiritual, intellectual, or economic, is indivisible;

That the student, as a person of immortal heritage, is the heart of the educational enterprise;

That knowledge calls, ultimately, for a life of service;
That into this specialized Christian institution, there shall never be admitted any religious test for admission or graduation; but, that all students hereof shall forever enjoy full, free, absolute, and uninterrupted freedom of conscience.

A MORE RELEVANT, STUDENT-ORIENTED CATALOG

The Administration and Faculty of Amberton University are proud to present *Amberton University Catalog 2018 - 2019*. This most recent edition again incorporates expanded course descriptions that include the major “competencies” that are taught in each course.

The reporting of competencies provides students with a clearer understanding of each course and the knowledge to be gained. At Amberton University, a student knows prior to taking a course some of the major competencies over which he/she will be tested and expected to master. By successfully completing a course, students can use these competencies as a part of their resumes in reporting knowledge attained through their educational experiences.

More importantly, after the competencies for each course are developed, each degree offered by Amberton University is re-evaluated to assure a maximum exposure to knowledge with minimal duplication. Program learning is predicated on the introduction, reinforcement, and assessment of the most relevant program concepts and ideas. In essence, not only does the University revise each of its courses every two years but also each degree offered to assure the students of academic relevance and quality that we believe leads to a superior education.

UNIVERSITY PUBLICATIONS

The University provides various publications designed to inform students, potential students, and interested friends of university information.

Amberton University will maintain a current general information catalog that describes the academic programs, regulations, courses, standards, financial expectations, etc. for students, potential students, and the general public.

In addition to the catalog, the University will provide a supplement *Schedule of Classes* each session that includes academic and financial information relative to the session. The University will also provide Program Handbooks for specialized degree programs that lead to licensure or have specific program requirements. These handbooks are available on the website under “Forms and Publications.” Information is also disseminated through email and the University’s web site, www.amberton.edu.

Additional brochures, supplements, newsletters, etc. will be developed as merited to properly externalize the programs of Amberton University. The University has concluded that no publications, surveys, opinion polls, etc. may be distributed at the University without prior approval from the Administration.

AMBERTON UNIVERSITY'S UNIQUE LEARNING OPTIONS

Amberton University caters exclusively to the working adult and recognizes the many and varied obstacles that must be managed in order to pursue advanced educational training. From over forty-five years of catering exclusively to adults, the University has learned:

Adult students should not be placed in “locked” groups or programs that do not allow the drop-in/drop-out needs of working adults.

Class options are required that allow the working adult to respond to the unique time constraints placed upon him/her because of family, personal, and business demands.

Admission, registration, and all student services must honor the time constraints of working adults and must be packaged in a well-organized, efficient academic atmosphere.

Adult, working students are commuter students; the University must provide ample close-in, secured parking; current research resources; comfortable facilities; and relevant academic offerings.

Most working adults do not need added debt. For this reason, Amberton University encourages students to enroll in one course per session and “pay as they go.”

The unique learning options of Amberton University include the following:

Ten-week sessions offered four times annually, allow greater options for drop-in/drop-out adult needs.

A continuous rotation of courses as either lecture classes or distance learning classes allows students to mix learning options, as needed.

Course and program offerings are provided (1) in the evening during the week, (2) on weekends during the day, and/or (3) through distance learning in a “mix-as needed” option for students.

Costs for classes are the lowest of any private university in the region.

LEGAL NOTICE OF NON-DISCRIMINATION

Amberton University operates in accordance with Christian principles and considers it unethical (as well as illegal) to discriminate on the basis of race, color, religion*, age, sex, disability, or national or ethnic origin in admissions, employment opportunities, educational programs, or activities which it operates.

Inquiries regarding the University's equal opportunity policy and non-discrimination may be addressed to:

Vice President for Strategic Services
Amberton University
1700 Eastgate Drive
Garland, Texas 75041-5595
(972) 279-6511

* While Amberton University does not discriminate on the basis of religion concerning admission, the University does discriminate on the basis of religion concerning employment. Because the University is committed to Christian ethics, a Christian belief is required of employees.

THE ETHICAL STANDARDS OF AMBERTON UNIVERSITY

The basis for the ethical standards of Amberton University is couched in the Christian principles presented in the New Testament of the *Bible*. The University's *Catalog* and the *Policies and Regulations Manual* govern the procedures and rules to be honored by both the University and its constituents. If (or when) there is a discrepancy in policies of the University, the solution will be to the advantage of the constituent, not the University.

SEXUAL MISCONDUCT

Students, staff, faculty, and all employees have the right to pursue education and work in an environment free from sex discrimination, including sexual violence, sexual misconduct, stalking, and harassment.

As part of Amberton University's overall ethical regulations, the harassment of any kind, including race, religion, sex, age, national and ethnic origin, or disability will not be tolerated. In particular, an atmosphere of tension created by ethical or religious remarks, unwelcome sexual advances, requests for sexual favors, or other conduct of a sexual nature does not belong in the institution or workplace. Amberton's complete Sexual Misconduct Policy, including how to report incidents anonymously, is on the website. Click on Help and Advice; then choose Sexual Misconduct/Title IX Statements.

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STUDENT LIFE AND CONDUCT

GENERAL PHILOSOPHY

Individualism is paramount to an understanding of the general student life and conduct philosophy of Amberton University. Each student is considered a unique individual, divinely created, and capable of becoming better each day. Amberton University never combines students into general groups, nor does the University respond to petitions or group demonstrations that diminish individualism. The University is committed to academic excellence rooted in personal integrity.

The philosophy of Amberton University is committed to the belief that talent without discipline is useless, and knowledge without character is perilous. The University operates on an honor system, and honesty and integrity are essential characteristics of all who are associated with the institution. Because the University's reputation is ultimately determined by those who earn a degree, Amberton University insists upon evidence of personal integrity in addition to academic excellence. The personal integrity of a student will be proven by the student's ability to handle his/her academic, financial, personal affairs, and conduct in a straightforward manner consistent with the rules and regulations outlined in this catalog.

Amberton University strives to provide education in an atmosphere consistent with the ethical standards and principles set forth in the New Testament of the *Bible*. The maintenance of high standards of personal behavior is essential to the preservation of the academic and moral atmosphere of the University. Personal integrity and high moral standards are central to the educational process. By enrolling at Amberton University, a student signifies his or her willingness and agreement to live in accordance with the standards set forth by Amberton University.

Attendance at Amberton University is a privilege, not a right. If, in the judgment of the University, a student's academic performance or personal conduct is substandard, the University retains the right to deny the student further enrollment.

ETHICAL STANDARDS EXPECTED OF STUDENTS

Amberton University caters to working adults. Each student's behavior is to reflect a refined maturity and attitude that complies with the standards outlined in this catalog. In addition, all students admitted to the University's Master of Arts – School Counseling EPP are expected to adhere to the Educators' Code of Ethics and attest to their compliance.

- Loud discord, language designed to intimidate or bully, abusive or belligerent actions, or any continuing annoyance to others is unethical.
- Physical, verbal, or written abuse, or any type of harassment is unethical.
- Stealing, lying, cheating, cursing, verbalizing or writing vulgarities, or threatening in any manner is unethical.
- Failure to respect the personal rights, safety, and health of others is unethical.
- To be disruptive or disrupt the study of others or to disrupt any University activity is unethical.
- To damage or misuse the property belonging to others or to damage or misuse University equipment, property, or facilities is unethical.
- Failure to carry proper identification and provide such identification when requested by any University official is unethical.
- The possession, use, or distribution of any form of alcoholic beverage or illegal drugs while on the property of Amberton University is unethical.
- Failure to take care of University related business, including financial obligations, is unethical.
- Failing to refrain from smoking in any portion of the facility is unethical.
- Possessing any type of firearm or weapon while in any Amberton University facility is unethical except where permitted by law.
- The leaving of an unsupervised minor anywhere on Amberton University property is unethical.
- Dress that fails to appropriately support the adult, modest, professional atmosphere desired by the University's faculty and administration is unethical.
- Soliciting and/or distributing (selling, surveying, petitioning, etc.) any materials or merchandise on University property without administrative authorization is unethical.
- Failure to comply with a directive from a University official is unethical.
- Using the University's name or logo without written permission is unethical.
- The improper or non-academic use of Amberton's equipment and/or technologies is unethical.
- Domestic violence, dating violence, sexual misconduct, including assault, stalking, or any form of sexual harassment, is unethical. See the University's website for the complete Sexual Misconduct and Title IX Statements.

Violations of the ethical standards expected of students may result in disciplinary action. Such action may take the form of a reprimand, probation, suspension, legal sanctions, and/or expulsion from the University. Suspension and any discipline short of expulsion are not considered punishment but a part of the educational process. A student may be suspended for an indefinite period of time, depending upon the offense. Expulsion is permanent.

DUE PROCESS IN HANDLING VIOLATIONS OF THE ETHICAL STANDARDS

Should a student be accused of violating the ethical standards of the University, "due process" in handling the violation will be as follows:

1. The Administration and Faculty of the University, by virtue of their positions, exercise initial jurisdiction whenever circumstances dictate disciplinary action.
2. The student may accept the initial judgment of the Administration or Faculty or may appeal, in writing, to the President.
3. Upon written appeal, the President of the University may render immediate judgment on issues not subject to expulsion or may appoint an Ethical Review Board to hear the appeal. All cases that could result in expulsion are presented to an Ethical Review Board. The following guidelines will be observed in an Ethical Review Board appeal:
 - a. Prior to the hearing of an appeal case, the accused student shall be informed in writing of the charges against him/her and he/she will be allowed up to three days of preparation prior to the convening of the Ethical Review Board.
 - b. During the meeting of the Ethical Review Board, the student and qualified witnesses will be permitted to testify and present applicable statements (all witnesses shall attest to a statement regarding the accuracy of the testimony to be given). Reasonable cross-examination privileges are extended. Hearings are closed to all except members of the Ethical Review Board, the student, administrative personnel, and witnesses approved by the Board.
 - c. The findings and recommendations of the Ethical Review Board shall be submitted to the President of the University. The President may accept or reject the recommendations of the Ethical Review Board. The decision of the President shall be final and will be provided to the student within forty-eight hours after the conclusion of the Ethical Review Board.

Should an applicant violate an ethical standard of the University, admission will be denied or withdrawn without recourse.

STUDENTS' RIGHTS - EDUCATIONAL RECORDS

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. They are:

(1) The right to inspect and review the student's educational records within forty-five days of the day the University receives a request.

Students should submit written requests to the Vice President for Strategic Services that identify the record(s) they wish to inspect. The University official will notify the student of the time and place where the record(s) may be inspected.

(2) The right to request the amendment of the student's educational records that the student believes is inaccurate or misleading.

Students may ask, in writing, for the University to amend a record that they believe is inaccurate or misleading. If the University decides not to amend the record as requested, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to University officials with legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility.

(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 of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

STUDENT GRIEVANCE AND APPEAL

A student who feels that he/she has been improperly treated concerning finances, grading, registration, or any other student service, has the right to file a grievance to correct the wrong. The following procedure shall be followed in filing a grievance: (The terms “grievance” and “complaint” are used interchangeably.)

- I. First, whenever possible, the matter in question should be discussed directly with the person causing the grievance. Every effort should be made to resolve the grievance on a one-on-one basis. If the grievance concerns a grade earned in a class, the student must understand that he/she cannot challenge the judgment of the instructor but only the accuracy of the grade and/or fact.

- II. If the student is not satisfied with the outcome of the one-on-one effort (or if the student does not know who the specific individual is who caused the grievance), the student may contact the appropriate administrator for assistance (Academic Dean for academic-related and student services appeals; Vice President for Administrative Services for financial appeals). The appeal to an administrator should be in writing.
 - A. The student's written grievance should be explicit and include any support materials.
 - B. The University will respond to all written grievances and include them as a part of institutional records.
 - C. All grievances will be processed expeditiously.

- III. If the student is dissatisfied with the solution proposed by the administration, the student may appeal, in writing, to the President. The student may include additional information or facts in the written appeal. The President may make a final decision immediately or elect to form a grievance-hearing committee to consider the complaint. The committee, if appointed, will review all written documents and forward their recommendation to the President, whose decision shall be final.

All student grievances must first be addressed internally. If the internal resources have been exhausted and the grievance is not satisfactorily resolved, the student may file a written complaint with the:

Texas Higher Education Coordinating Board
Office of General Counsel
P.O. Box 12788
Austin, TX 78711-2788

IV. Complaint Process for the Educator Preparation Program

The Texas Administrative Code (Rule §228.70) requires that Educator Preparation Programs (EPP) maintain a process for filing and resolving complaints and provide information for filing formal complaints with the Texas Education Agency (TEA). If you have a complaint about the

Amberton University Educator Preparation Program, please follow the institution's "Student Grievance and Appeal" Process.

Texas Education Agency Complaint: If you believe that the Amberton University EPP has violated state law or rule in resolving your complaint, you may file a formal complaint with the Texas Education Agency. The complaint process allows for an applicant, candidate, employee, or former employee of an EPP, a cooperating teacher, a mentor, or an administrator in a school district, charter school, or private school to submit a complaint about an EPP for investigation and resolution.

The complaint process allows individuals to seek redress in areas where they feel that the program did not fulfill requirements for certification or for actions that the individual feels are wrong. Educator preparation programs may also file a complaint about the actions of other EPP programs when it involves a candidate's transfer into or out of a program.

Not all complaints fall under the authority of TEA. TEA has jurisdiction to investigate allegations of noncompliance regarding specific laws and rules, generally related to state and federal requirements. Complaints may address educator preparation program requirements listed in Texas Administrative Code (TAC) §§ 227, 228, 229, ethics (TAC §247), fingerprinting (TAC §§227, 232) and certification (TAC §§230, 231, 232, 239, 241, 242). TEA staff and the SBEC do not have jurisdiction over complaints related to contractual arrangements with an EPP, commercial issues, obtaining a higher grade or credit for training, or seeking reinstatement to an EPP.

Further information on the TEA Complaint Process and access to the TEA Complaint Form may be found on the TEA website, <https://tea.texas.gov>.

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GENERAL INFORMATION

The Student Services program of Amberton University has been designed to support and supplement the University's formal academic programs. These services include academic advising, student account services, VA benefits, foreign students' ICE needs, and copies of records. For additional information, refer to "Students' Rights - Educational Records" and "Legal Notice of Non-Discrimination." Contact the Vice President for Strategic Services with specific questions.

THE ACADEMIC ADVISING SYSTEM (DEGREE PLANS)

The process of academic advising at Amberton University involves both technology and human assistance. All students who enroll with Amberton University are provided academic advisors. All new students should talk with an advisor prior to enrolling. Any student, new or returning, seeking to enroll for more than twelve hours for the undergraduate student and more than nine hours for the graduate student must have prior approval. While degree and course selection is the responsibility of the student, advisors are available to assist the student in interpreting data and considering options.

Amberton University has an online Academic Advising System (AAS) exclusively for its students. The system is available online in the Student Portal and through the Student Services Office, or a student may request a copy of his/her degree plan through the mail, by fax or e-mail. At the conclusion of each session, along with a grade report, each student is provided an updated degree plan.

The online Academic Advising System for Amberton University gives students access to:

1. A *Transfer of Credit Report* that reports all courses accepted in transfer from other institutions and how those courses are equivalent to Amberton University courses.
2. An *Unofficial Transcript* that reports all courses completed at Amberton University, total credits awarded, and grade-point average.
3. A *Degree Plan* that uses transfer information as well as work completed at Amberton University relative to a specific degree (identified by the student) to provide the student with information relative to courses completed and courses needed to complete the degree requirements.

ACADEMIC ADVISING (CONTINUED)

In order for the system to work most efficiently, the student should do the following:

1. Verify that Amberton University has official copies of all academic transfer work.
2. Review online degree plan for selecting classes for the next session. Amberton University provides a copy of grades and an update to the student's degree plan at the conclusion of each session enrolled. Students needing assistance in interpreting data are encouraged to visit with an academic advisor.
3. Visit with an academic advisor and seek help interpreting academic records (degree plan, transfer work, courses completed) when necessary.
4. Use the system regularly to make sure degree requirements are being satisfied.

FINANCIAL ADVISING

The University's philosophy is that mature, working students should "pay as they go" and not incur long-term debts. For this reason, the University does not endorse or participate in any type of federal loan program. The University is an approved Title IV educational institution and can award Pell Grants to undergraduate students only. Please refer to the University's Financial Aid Handbook, available on the University's website at <http://www.amberton.edu/choosing-amberton/tuition/financial-aid.html>, for more information concerning financial aid policies and procedures. For those students who have acceptable credit references, the University offers convenient payment plans allowing deferred payment options. MasterCard, Visa, and Discover credit cards are also accepted as payment of an account. Please speak with an Advisor and/or see the University's website for more payment options.

INTERNATIONAL STUDENT ADVISING AND ADMISSION

Amberton University is authorized under federal and state laws to enroll qualified international students seeking bachelor or master degrees. Primarily, Amberton University is designed for the mature, working adult who is an English-speaking citizen of the United States of America. However, Amberton will allow international students (non-U.S. citizens/non-permanent residents) to enroll in academic programs if, after evaluation, it is determined that the University can provide for the special and unique needs often presented by these students.

The international student must submit his/her application for admission, transcripts, and any other supporting documents before admission can be considered. Any international student who requires Immigration and Customs Enforcement (ICE) forms must supply all required documents at the time of requesting admission. (See Amberton's *International Student Required Documents List* on the University's web site.) Students needing ICE forms may

speak with an admission advisor for further information and guidance. A processing fee is required of all non-U.S. citizens/non-permanent residents at the time of application for admission, regardless of ICE classification.

International students must fulfill the following admission requirements:

- (1) Be over 21 years of age and fluent (reading, speaking, and writing with facility and smoothness) in the English language.*
- (2) Submit Application for Admission along with a non-refundable processing fee, and all required ICE documents (see Amberton's *International Student Required Documents List* on the University's web site). Also, each session enrolled, the student will pay a fee to cover the costs of ICE reports.
- (3) Submit official transcripts from all colleges and universities attended in the U.S.A. Students subject to ICE regulations must have been in attendance within the past 5 months and be "in-status" with ICE and SEVIS.
 - Undergraduate students must have a minimum of 30 semester hours of acceptable work from a U.S.A. regionally accredited institution.
 - Graduate students must have a bachelor's degree from a U.S.A. regionally accredited institution or the equivalent. For degrees earned outside of the United States, evidence that the academic work completed is equivalent to a U.S. bachelor's degree is required. Transcripts must be evaluated course by course by a NACES approved evaluation service, such as Educational Credential Evaluators (ECE), World Education Services, Inc (WES ICAP evaluation) or Span Tran Educational Services (Divisional Course by Course) before evaluation and processing by Amberton University.
- (4) No international student who is on probation at a U.S.A. college/university previously attended will be considered for admission to Amberton University. For undergraduate students, an overall GPA of at least 2.0 is required when seeking admission. The standard for graduate students is an overall GPA of at least 3.0.

* *The ability to read, write, speak, and understand English is vital for success at Amberton University. If applicant's native language is not English and the applicant has been educated outside of the United States in a non-English speaking country, s/he must demonstrate English proficiency. Proficiency may be demonstrated by:*

- Submitting an acceptable Test of English as a Foreign Language (TOEFL) examination score. At the time of enrollment, the test score must be less than two years old. Minimum test scores are as follows:
 1. 80 TOEFL IBT (Internet-based test)
 2. 550 TOEFL (Paper-based test)
 3. 215 TOEFL (Computer-based test)
- A personal interview with Amberton University staff to determine applicant's ability to communicate effectively in English. Professional

experiences and work history may be considered when evaluating English proficiency.

VETERAN ADVISING

Amberton University has been approved by the Texas Education Agency to administer the Veterans' Educational Benefits program. The Veterans' Administration requires that each veteran receiving educational benefits be enrolled for courses that lead to a specific educational objective. A veteran may not receive benefits for courses that he/she has already received credit, for courses which are in excess of degree requirements, or for courses which do not apply to a degree.

For certification with Veterans Affairs, eligible students must complete the "Veterans Information Form" (available on the Amberton University web site or in the Student Services Office) for each session that benefits are requested.

It is the responsibility of the student receiving benefits to notify the Amberton University Veterans' Official immediately if there are changes in his/her enrollment or personal information. In order to continue to be eligible for benefits, veteran students must maintain satisfactory academic progress. (See "Academic Performance of a Student" for further information regarding satisfactory academic progress.)

STUDENT RECORDS

Student records, which consist of an Amberton University application, test scores (when appropriate), official transcripts, and copies of all University correspondence, will remain active for three years following the end of the last session enrolled. These files are then destroyed. Students who enroll after their records have been destroyed must reapply for admission and resubmit all records. Certain files may be retained longer to comply with state or federal law.

All educational records of students who apply for admission or enroll at Amberton University become and remain the sole and exclusive property of the University. Relative to these records, Amberton University adheres to the following policies:

Amberton University will not produce a student directory and will not release any information on a present or former student without direct written consent from the student or required by law or statute.

Amberton University will never provide or sell lists of students and their addresses to external agencies or businesses for commercial purposes.

Each student's record is considered confidential and will be made available to Amberton University personnel on a "need-to-know" basis only.

A student may review his/her records in the presence of a University representative and may request copies of any information enclosed, except transcripts from other universities. (Copies provided at student's expense.)

TRANSCRIPT SERVICE

The academic transcript is a copy of the official document on which are listed all Amberton University courses attempted, all grades assigned, and the degree status of the student. For a fee, a student may request a transcript from

the Student Services Office in person and normally can receive a copy immediately, or the student may fax or mail the request. Official copies of records and transcripts from schools other than Amberton University must be requested from the institutions where the course work was completed.

Please refer to the current *Schedule of Classes* or the University's web site for the specific transcript fee. Adequate notice of requests (a minimum of 24 hours) is required for transcript processing; however, during peak periods (i.e., registration and final examinations) there will be some delay. Transcripts cannot be released unless the student has satisfied all admission, financial, and other obligations to the University. Transcripts from other institutions provided by the student as a condition of admission become the property of Amberton University and will not be copied or returned to the student.

All academic records of all students forever remain the property of Amberton University and can be maintained or disposed of in whatever way the University chooses. Amberton University is under no obligation to maintain an academic transcript for a student who has been declared delinquent for failure to honor his/her academic/financial responsibilities. The academic transcript of a student declared delinquent will be expunged. All obligations owed or deemed appropriate by the University must be satisfied before the University will consider restoration of expunged records.

NEW/PROSPECTIVE STUDENT ORIENTATION

Several times during the year Amberton University conducts new/prospective student orientations. The programs are designed to orient the student to the facility, programs, library opportunities, University regulations and procedures, and academic advising (see current *Schedule of Classes* and the web site for dates of orientation sessions).

EMPLOYMENT OPPORTUNITIES AND JOB PLACEMENT

As the majority of students attending Amberton University are employed full time, the University does not sponsor job placement seminars or have an employment opportunities office. From time to time, the University receives notices of job openings from area businesses. These notices are posted in the student center. Additionally, students are encouraged to use on-line services available when seeking career opportunities. Through online services, students can search for employment locally as well as nationwide.



www.Amberton.edu

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UNIVERSITY TECHNOLOGIES

UNIVERSITY TECHNOLOGIES

Amberton University offers a variety of technologies that enable the student to communicate with the University at any time. The systems are available to students and the public and allow access to Amberton University 24 hours a day, 365 days of the year. Amberton's technology systems include the following:

VOICE MAIL SYSTEM: (972) 279-6511

The Amberton University telephone system allows a caller to leave a voice message for any faculty, administrative or staff person. The system is menu driven and provides key extension numbers for Amberton University personnel. In addition, class closings due to holidays or inclement weather are announced through the Automated Voice Mail System as well as the University's web site.

The voice mail system is one of the methods by which students can communicate with faculty. (See individual course syllabi for extension numbers.) However, students should follow these procedures when leaving a message for faculty, as well as all Amberton personnel.

1. The voice mail system is designed for brief messages. One should organize his/her thoughts and be precise. If a lengthy message is needed to explain a matter, the message should be written, then mailed, faxed, or e-mailed.
2. Never leave only a name and number, requesting the recipient to return the call.
3. Leave clear identification, the exact purpose for the call, and information on how the caller may be reached if more information is needed.
4. It is the student's responsibility to follow up on unanswered messages. A student is not absolved of responsibility concerning an issue simply by leaving a message. The student must follow all messages to a conclusion.
5. To protect all parties involved, matters of major importance should always be placed in writing.

FAX SYSTEM:

Amberton University provides three fax options:

- 1) Administrative Fax Line: (972) 279-9773

Registration materials, transcript requests, class changes and payments by credit card may be faxed to the University's Administrative Services Office via the Administrative Fax line. Please remember that all non-business information received over this fax will be discarded. Do not use the Administrative Services Fax for submitting academic work or assignments.

2) Faculty Fax Line: (972) 686-5890

Class assignments, correspondence to faculty, and other academic work may be faxed directly to the Instructional Services office via the Faculty Fax line. Permission from the instructor is required before faxing. Do not use the Faculty Fax for registration or other administrative records business.

The Faculty Fax is one of the methods by which students may communicate with faculty. Read each course syllabus carefully to determine which forms of communication the course requires. The following points should be remembered when corresponding by fax:

- a. Clearly identify the recipient, sender and purpose of the fax. Faxes received without this information cannot be guaranteed delivery.
- b. It is the student's responsibility to ensure the recipient has received the fax. If the student has a question concerning receipt of a fax, s/he should contact the intended recipient directly.

3) Library Fax Line: (972) 686-5567

Written correspondence for the Library Resource Center may be faxed to this fax line, along with requests for Interlibrary Loans and TexShare cards.

AMBERTON e-MAIL

All administrators, faculty, and operational departments of Amberton have e-mail addresses and can be contacted by students. Faculty e-mail addresses are listed in individual course syllabi and in each session's *Schedule of Classes*. Administrative and departmental e-mail addresses are listed in the *Schedule of Classes* and on the Amberton web site.

All currently enrolled students are also assigned Amberton e-mail accounts for use in University courses and to contact University offices and personnel. Information on student e-mail access may be found in course syllabi. **It is important that students use their Amberton e-mail accounts rather than personal e-mail accounts when contacting the University.** Students are also encouraged to check their e-mail accounts regularly for University news and announcements. Should an emergency situation occur requiring student notification, such notification will be submitted through the Amberton e-Mail system. In the event the e-Mail system is inoperable (due to power outage or natural disaster), the University will use whatever methods at its disposal to convey emergency information, such as radio or television news channels.

As with all forms of communication, certain procedures should be observed. When sending correspondence by e-mail, the student should be as clear and concise as possible in explaining his/her need or request. Since e-mail addresses are often abbreviations and cannot always be linked to the student's identity, the e-mail should contain the student's full name under which s/he is enrolled at Amberton.

In keeping with Amberton's Technology Usage Policy, users are advised that all university-provided technology systems are university property and are intended for educational use only. The use of these systems is a privilege, not a right, and use may be revoked at any time. Amberton technology systems are subject to monitoring for security, network management or other purposes as may be required. Any communications made via these systems are not guaranteed to be private and can be read or deleted at the University's discretion.

AMBERTON LEARNING MANAGEMENT SYSTEM—Student Portal

The Student Portal is Amberton's on-line education center. The Student Portal provides many on-line resources for Amberton faculty and currently enrolled students. Each of these resources has been exclusively designed to make the student's on-line experience an enriching and rewarding one. We encourage each Amberton student, regardless of delivery method (lecture or on-line), to use these resources effectively.

Through the Student Portal, users may:

- Access academic and financial information.
- Make payments online.
- Access University provided student email account
- Access online courses through Moodle.
- Conduct online research.
- Access digital resources provided by faculty.

To access the Student Portal, click on the link located on the University's web site. A username and password are required to log into the Student Portal. These are assigned by the University at the time of admission.

AMBERTON UNIVERSITY TECHNOLOGY USAGE

Amberton University provides students with an array of equipment and technologies to be used in communication, instruction, and research opportunities. The use of Amberton University technologies and equipment is by permission only. All data on University equipment/technologies, including files, e-mails and postings, belong to the University and can be read or deleted at the University's discretion. No user of Amberton computing resources or electronic communication systems should consider their messages or files private. In addition, because of the volatile nature of digital information, and the possibility of system failures and possible software or hardware problems, no user should consider that messages or files are secure or preserved.

Users are responsible for maintaining current virus protection on their systems and for implementing virus checks of any downloaded files from Amberton. Users who do not follow these procedures and/or who knowingly spread computer viruses shall be subject to disciplinary action. Deliberate attempts to degrade or disrupt Amberton's computers, network and/or systems will be viewed as criminal activity under applicable state and federal law.

All University equipment and technologies are restricted to educational endeavors only, and any abuse, as determined by the University, will result in the revoking of the usage privilege. Improper use of Amberton University equipment or technologies is a breach of institutional ethics and could result in suspension or expulsion.

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LIBRARY RESOURCES

THE LIBRARY RESOURCE CENTER

In keeping with Amberton University's commitment as a specialized institution of higher education, the Library Resource Center (LRC) meets the needs of all students through a collection of print and on-line resources. These resources are selected to support the University's courses and degree programs. In conjunction with the faculty, the LRC continually identifies and acquires new print and electronic materials, which assure students accessibility to relevant and timely information. All Amberton students are expected to conduct scholarly research in the fulfillment of course requirements.

CAMPUS RESOURCES

Library Resource Center on-campus resources include relevant reference and circulating materials, including books, handbooks, journals, indexes and abstracts. The convenient on-line public access catalog system is used to search library holdings which are continually updated. The LRC also houses a computer lab, available to all currently enrolled Amberton students. While Amberton students are expected to have access to the Internet through work or home, the LRC computer lab, equipped with state-of-the-art technology, provides high-speed Internet access and those tools required by students to conduct scholarly on-line research. Wi-Fi access is also available throughout Amberton facilities to currently enrolled students. An access code is required.

REMOTE RESOURCES

For the student who may be taking courses off-campus, through distance-learning or simply wants the convenience of researching at home, the LRC provides access to a wide variety of on-line research services. These services are accessible through the University's web site and through the Student Portal. Using these services, currently enrolled students can access thousands of full-text and abstract sources in the form of on-line journals, periodicals, electronic books and indexes. Students also have search access to the LRC holdings through the on-line public access catalog.

Amberton University is a member of national and state library research associations. These affiliations enable the Library Resource Center staff to locate materials in national databases for student interlibrary loans. In addition, students who reside in Texas are eligible to obtain a TexShare card that can be used to borrow books in many public and academic libraries throughout the state. Students needing assistance with any of these services should contact library personnel.

RESEARCH ASSISTANCE

The Library Resource Center's professional staff is available to assist all students, regardless of location, with their research needs. Assistance includes orientation programs, research training, document delivery, and reference help. Library personnel may be reached by phone, fax, e-mail, live chat or postings in

the Student Portal discussion forum. Contact information is listed on the University's web site and in each session's *Schedule of Classes*. While the Library staff provides assistance in conducting on-line research, they do not provide basic computer training or training in application packages.

Students are expected to be computer literate before attending Amberton. Students are also encouraged to assess their research needs well in advance of the due date of any research project and to plan accordingly.



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SAFETY AND SECURITY

CAMPUS SAFETY AND SECURITY

Amberton University personnel are sensitive to the safety and security needs of students and employees. The University's five acres of property are constantly monitored by three methods of security—the local community Police Department, Amberton University security personnel, and electronic surveillance. The facilities are lighted at dark to provide protective visibility and safety. However, no system is superior to each individual's good judgment and reasonable care. The basic rule is: Never take a chance; and, if you think there might be a problem, do not proceed—get help.

From time to time, one might be stopped by administrative or security personnel of the University (who will have properly identified him or herself). One should not be resentful if asked to present identification. The purpose is to make sure that those individuals who are on University property have a reason and a right to be present. The University will not hesitate to file trespassing charges against any unauthorized person on the property. The safety and the security of this campus are of primary importance. Any crime or suspicion of a crime should be reported immediately.

CAMPUS CARRY

Senate bill 11 (SB 11) of the 84th Texas Legislature permits individuals holding concealed handgun licenses to carry handguns onto the campus and into the general buildings of the public and private institutions of higher education in Texas, unless a private institution has established rules, regulations, or other provisions prohibiting license holders from carrying handguns on the campus.

Amberton University's enrollment is limited to the mature, working adult seeking to finish a bachelor's degree or to begin or complete graduate studies. Students complete their degrees by taking online courses or a combination of online and in-classroom courses at the main campus in Garland or the Frisco Center. Amberton has no campus housing, no sporting events, no social clubs, and no dining facilities. The consumption of alcohol is prohibited on campus as is the use of illegal drugs. Considering the unique nature of the Amberton student and the campus environment, Amberton University complies with Senate Bill 11 allowing individuals holding valid handgun licenses to carry their concealed handguns onto the Amberton campuses and premises. For more information and to review the University's complete policy and procedures on Campus Carry, refer to the University website, Help and Advice – Campus Carry.

EMERGENCY NOTIFICATION PROCEDURES

Should an emergency situation occur requiring student notification, such notification will be submitted through the Amberton e-Mail system or the University's web site. In the event these systems are inoperable (due to power outage or natural disaster), the University will use whatever methods at its disposal to convey emergency information, such as radio or television news channels.

NOTICE OF SURVEILLANCE

All visits to Amberton University property or facility are subject to electronic surveillance. Sometimes the surveillance cameras are monitored by authorized security personnel, other times surveillance is recorded for review, if needed. All recordings are the property of Amberton University.

REPORTING A CRIME

Any incident of crime observed on Amberton University premises by a student is to be reported to a University official immediately. If the crime is underway and places a person(s) and/or property at risk, the student is to call law enforcement authorities without delay (call 911). A twenty-four hour telephone line (972 279-6511, Extension 121) will always be available for reporting an incident to University authorities. The University publishes annual security reports available online.

USE OF SOCIAL SECURITY NUMBER

While Amberton University has always maintained a highly secured system relative to student information (Amberton even refuses to provide information on its students that is approved for distribution by law), the University will continue to upgrade and improve its systems. To further protect its students, the following regulations and procedures have been implemented:

For students' convenience and accuracy, Amberton will continue to require the SSN as an identifier for admission, for accurate internal posting, and for use as a long-term personal identifier of financial and academic records.

Amberton will use the AU ID (Amberton ID#) instead of the SSN in all institutional printouts (exceptions: Official Academic Transcript, legal and government required/authorized reports).

Amberton will continue to refuse to provide any information on any student unless authorized by the student or directed to do so by an authorized legal/governmental agency.

A unique Amberton University Identification Number (AU ID) is issued to each student attending the University. This number may be used in the place of the SSN when corresponding with the University, except when requesting the issuance of an official transcript. Other forms of ID's and passwords may be required to access University online systems.

UNSUPERVISED CHILDREN

The University has a regulation that forbids any student or employee to leave minor children unsupervised anywhere in the Amberton University facility or on its property. The University's regulation is based upon the belief that proper care and protection of children take precedence over educational or vocational interests.

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FINANCIAL INFORMATION

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As an independent institution, Amberton University receives no support from taxation. Funds for educational operations come from the tuition and fees paid by students and from gifts and grants from concerned individuals and organizations.

Financial information is included in the *Schedule of Classes* issued by Amberton University prior to the beginning of each session. Detailed information concerning tuition, fees, and other expenses that might be incurred while attending Amberton University is included in the schedule and on the University's web site.

The *Schedule of Classes* can be obtained by visiting Amberton University or, upon request, it will be mailed. Schedule information is also available on the University's web site.

THE STUDENT ACCOUNT

All costs of tuition and fees are due and payable at the time of enrollment. Cash, personal or company check, and major credit cards (MasterCard, Visa, and Discover) are accepted as forms of payment. Students who can prove financial integrity to the satisfaction of the University may make application to defer their educational costs when registering. To be considered for deferred payment options, a student must have an acceptable credit history. Information on payment options is supplied with the registration packet and on the University's web site. A finance charge of 3/4 of 1% will be calculated on all unpaid balances as of the last business day of each month after all credits, charges, and payments have been applied.

Any student whose account becomes delinquent or who is in any manner indebted to the University may be withdrawn from classes or denied enrollment, at the University's discretion. All University records, including transcripts and diplomas, will be removed from active records and withheld until full payment of the account is made.

REFUND POLICY

A student who officially drops a class during the first week of the regular ten-week session will be entitled to a full refund of tuition. A student who drops during subsequent weeks will be refunded at the following rates:

WEEK 2 - 80%

WEEK 3 - 60%

WEEK 4 - 40%

WEEK 5 - 20%

AFTER THE FIFTH WEEK, NO REFUND IS DUE.

The refund schedule is based on the beginning date of the session and continues for five (5) consecutive weeks.

REFUND POLICY (CONTINUED)

**For sessions that are less than ten weeks duration,
the refund schedule will be stated in the session's publications.**

To be considered official, the class drop must be in writing and signed by the student requesting the drop; no drop is accepted verbally. The official date of the drop is the date the written notice is formally received by the University, NOT the postmarked date or the date stated in the notice. The University's record concerning a drop is indisputable, unless the student can provide reliable evidence of an earlier receipt date.

An official drop may be submitted by completing the Request for a Change of Schedule form or by written notice containing the student's name, signature, I.D. number, and course(s) to be dropped. The notice may be faxed, mailed, e-mailed, or hand delivered to the University. (Refer to the University's web site for the fax number and e-mail information.) For the student's convenience, the notice may be submitted in the Student Services Office (Garland Campus and Frisco Center) or placed in one of the designated drop boxes located outside the Garland Main Campus facility.

PAYMENT AND CASHING CHECKS

Students may pay their institutional charges with cash, check, or credit card. However, in the event a check is not honored by the bank on which it is written or a credit card authorization is rejected, the student will be immediately notified and assessed a handling fee. The student will be given ten days to make the payment good. If payment is not made when requested, the student's entire account balance becomes due and payable, and the student is subject to immediate suspension. The University reserves the right to specify what method of payment (personal check, cash, money order, etc.) will be required of each student. Excessive amounts of change or currency, non-U.S. funds, and two-party checks will not be accepted. The University does not: (1) cash checks for personal needs; (2) accept checks that are temporary or postdated; or (3) give cash back on checks that are for amounts greater than the amount owed.

RECORDS EXPUNGED FOR DELINQUENT ACCOUNTS

All records of academic performance are the property of Amberton University and are maintained or disposed of in whatever way the University deems appropriate. The University has determined that it has no responsibility or obligation to maintain the academic records of a person declared financially delinquent. Any student who is declared delinquent in payment of his/her financial account will have his/her academic records expunged. All obligations owed or deemed appropriate by the University must be satisfied before the University will consider restoration of expunged records. Students should contact the Student Services Office to discuss university records and financial obligations.

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ADMISSION PHILOSOPHY

As a private institution, Amberton University restricts admission. Admission to Amberton University is a privilege, not a right. Admission is granted only when, in the judgment of University officials, the applicant can benefit from the University's educational program.

As an upper-division (junior/senior level) and graduate institution uniquely designed for working adults, the University does not accept applicants who seek or need the social environment provided at traditional campuses. Except under special circumstances or programs, the University will not allow the enrollment of a minor or an individual who has failed to prove his or her academic ability and potential by attending another accredited college/university.

In dealing with working adults who have been away from the academic environment for years, the University has learned through research that admission tests have little value in predicting academic success. Past academic performance (which is measurable), self-discipline (which cannot be measured by the institution at the time of entry), and work/social constraints (which are beyond the control of both the institution and the applicant) are three major factors that will contribute to the student's academic performance. The University will measure the first factor, insist upon the second, and allow the judgment of the applicant to prevail concerning the third.

FACULTY

The faculty of Amberton University is composed of two complementary groups of talented professionals. A cadre of full-time professional educators provides balance and continuity. A corps of adjunct faculty serving on specific temporary appointments adds academic breadth and specialized expertise.

All Amberton University faculty authorized to teach are selected because of their academic credentials, professional experience, and personal character. The professors at Amberton University must also be practicing professionals in their fields of study.

Instructors at Amberton University are considered uniquely qualified not only to render objective and subjective judgment on the academic performance of students but also upon the student's personal character. Both factors, intelligence and character, will be considered in awarding the student a grade or degree from Amberton University.

Outside the classroom, Amberton University faculty may be reached by phone, fax, e-mail, or face-to-face. See the current *Schedule of Classes* for e-mail addresses and office and fax phone numbers. Phone numbers and e-mail addresses are also detailed in the course syllabi via the Amberton web site (www.amberton.edu). All faculty will be available to students before classes.

COLLEGE YEAR

Amberton University offers four academic sessions per year. Each session is no longer than ten (10) weeks.

Classes may be offered each night Monday through Friday, half-day and all-day on Saturday, and on Sunday afternoons. Distance learning options are also available.

Summer Session	June, July, August
Fall Session	September, October, November
Winter Session	December, January, February
Spring Session	March, April, May

The four-session calendar does not change the academic value awarded to a course. Three (3) hours of academic credit are given for each course. The same amount of information and instruction are provided in each course, just in a tighter package.

The obvious advantage of the four-session calendar is time. The schedule allows a student to fulfill all academic requirements for a course in no more than ten weeks which decreases the length of time required to finish a degree. Two weeks between each session plus additional holidays allow adequate vacation breaks. (Example: The Winter Session includes a break for Christmas and New Year's holidays.) The calendar also allows a student four options per year instead of the traditional three. Adult students who have many obligations and demands on their time will find that the four-session calendar allows greater flexibility in meeting their academic needs.

Amberton University recognizes that many adult students are unable to attend classes during the week. The weekend option is designed to accommodate these students. Weekend offerings may include half-day and all-day classes on Saturday and afternoon classes on Sunday.

For students who cannot attend on-campus, Amberton offers distance-learning options through a variety of degree programs and classes. Distance-learning courses as well as degree programs are clearly identified in each session's *Schedule of Classes* and on the University's web site.

CREDIT HOUR

The credit hour is the basic unit of academic credit. Amberton University defines a credit hour in terms of work expected of students in the achievement of established learning outcomes. As traditionally defined, a credit hour has two components—direct faculty instruction as well as out of class student work throughout the term of the session. All Amberton University courses are three credit hours. For campus courses, students will receive approximately four hours of direct faculty instruction per week for ten weeks and will complete at least three hours of out of class work for each hour spent in class, for approximately 140-160 clock hours over the length of the session. Distance learning courses and shorter intensive courses will have the same learning outcomes, comparable assignments, assessments, and expectations of student achievement as traditional campus based courses as evidenced by course syllabi.

COURSE SYLLABI

Prior to the beginning of registration for a session, the University makes all course syllabi for the session available through the University's web site (www.amberton.edu). A student should NOT register for a course until he/she has carefully read the course syllabus. Minimally, a course syllabus identifies: (1) course prerequisites, (2) texts and materials required for the course, (3) the course outline, (4) assignments and grading criteria, (5) remote access technologies to be employed, when appropriate, (6) methods for contacting the instructor outside class, and (7) research resources available.

ASSESSMENT AND COURSE COMPETENCIES

Amberton University uses an assessment system to evaluate all University academic programs. The system involves the use of technical hardware and software programs that allow University faculty and administration to evaluate the quality of learning as well as the effectiveness of teaching that occurs at Amberton. As part of this system, Amberton University provides its students an opportunity to review course content in more detail than provided by most institutions. In addition to the expected course description, the faculty has developed competency statements for each course offered by the University. These statements enable students to evaluate, in depth, the content and competency level of each course. In addition to the course-specific competency statements, the following general education competencies have been identified that are applicable to all course offerings. Upon completion of a course, the Amberton University student is expected to be competent in:

- **COMMUNICATION:** The application of effective speaking and/or writing principles and techniques appropriate to the discipline.
- **CRITICAL THINKING:** The application of skills of critical thinking (knowledge, comprehension, application, analysis, synthesis, and evaluation) to solve problems and to support statements of beliefs and opinions.
- **COMPREHENSION AND APPLICATION:** The linking and synthesizing of information learned in the course to the greater body of knowledge related to the discipline.
- **ETHICS:** The incorporation of appropriate ethical standards to discussions, interpretations, and personal use of information related to the discipline.
- **INFORMATION LITERACY:** The application of technology effectively in conducting class related research.

The Undergraduate and the Graduate course competencies are located in the respective degree level sections of this catalog.

STUDENT ATTENDANCE/ENGAGEMENT FOR COURSE WORK

Students at Amberton University are expected to actively participate in the classes in which they are enrolled for credit and to meet all requirements of the

class in order to receive a final grade. The active engagement includes the expectation of attending class for classroom students and regularly working on-line for distance learning students.

All examinations of the course are to be taken. Final examinations are given the last week of the session. Examinations are never given in advance, except by authorization of the Academic Dean.

Papers submitted to meet course requirements are expected to be the students' own work. Information drawn from whatever source is to be attributed specifically to the respective source. Students should use a recognized form of citation as instructed by the course professor.

Students who submit work either not their own or without clear attribution to original sources are guilty of plagiarism and will be subject to disciplinary action. Students are also subject to disciplinary action if they make use of the services of a term paper company. Students may not submit the same paper in substance in two or more classes without prior written permission of the instructors involved. Refer to Ethical Standards of Students section for further information.

LIFE-LEARNING EXPERIENCES AND PORTFOLIO CREDIT

Amberton University is receptive to the idea of awarding academic credit for learning acquired through non-collegiate experiences. By definition, non-collegiate experiences will be considered as learning that has resulted from experiences occurring while the individual was not enrolled in an educational institution for academic credit.

Non-collegiate learning may be considered for transfer if such work is documented and submitted by means of the portfolio. By definition, the portfolio is a concise and explicit document that clearly identifies non-collegiate learning that merits academic credit. The awarding of academic credit for non-collegiate learning is restricted to verifiable learning. Students interested in the submission of a portfolio should review the *Handbook for Preparing A Portfolio for the Academic Assessment of Learning Experiences*, which is available on the Amberton University web site. The awarding of portfolio credit is restricted to undergraduate credit and to disciplines offered by the University.

The following guidelines govern all non-collegiate learning that is awarded credit by Amberton University:

- Non-collegiate learning credit is considered transfer work and will not satisfy the *residency* requirements for a degree.
- After three years of non-enrollment at Amberton University, transfer work is deleted from Amberton University records.
- The awarding of portfolio credit is restricted to undergraduate credit only

Individuals interested in submitting non-collegiate learning for possible transfer credit via the portfolio should direct their inquiries to the Vice President for Academic Services. Title IV Federal Financial Aid funds cannot be used to pay for fees charged in the submission of a portfolio.

ADDING OR DROPPING A COURSE

The adding or dropping of a course is a major change to the student's academic records and should be done only after careful consideration. To be considered official, the class change must be in writing and signed by the student requesting the change; no change is accepted verbally. The official date of the change is the date the written notice is formally received by the University, NOT the postmarked date or the date stated in the notice. The University's record concerning a class change is indisputable, unless the student can provide reliable evidence of an earlier receipt date.

An official class change may be submitted by completing a Request for a Change of Schedule form or by written notice containing the student's name, signature, I.D. number, and course(s) to be changed. The notice may be faxed, mailed, e-mailed, or hand delivered to the University. (Refer to the University's web site for the fax number and e-mail information.) If the exact add/drop date is critical to the student, it is recommended the student send the change by registered mail.

Confirmation of a class change will be mailed to the student within three working days of receiving the official notice. The student is encouraged to keep this confirmation, as it represents official evidence the add/drop was received. In the event a change confirmation is not received by the student within three working days, the student is to contact the Student Services Office.

When submitting a class drop prior to the last day to drop with a refund or the last day to drop with a *W*, it is the student's responsibility to confirm the class change was received.

WITHDRAWAL FROM THE UNIVERSITY

A withdrawal from the University is a complete official severance for the session. Merely ceasing to attend class(es) does not constitute an official withdrawal.

To be considered official, the withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. The written notice submitted by the student must contain the student's name, signature, I.D. number, and course(s) to be dropped. The notice may be faxed, mailed, e-mailed, or hand delivered to the University. The official date of the withdrawal is the date the written notice is formally received by the University, NOT the postmarked date or the date stated in the notice. The University's record concerning a withdrawal is indisputable, unless the student can provide reliable evidence of an earlier receipt date. If the exact withdrawal date is critical to the student, it is recommended that the student send the withdrawal by registered mail. The student has thirty days following the close of a session to provide evidence for any grade disputes concerning withdrawals.

All admission and academic records of the student are the property of Amberton University and will remain on file for three years. A former student who withdrew in good standing will be allowed automatic readmission for a period of three years. After three years, the student must reapply for admission to Amberton University.

WITHDRAWAL FROM A CLASS DURING THE SESSION

A student who officially withdraws from a class during the first week of the session will be entitled to a full refund of tuition. A student who withdraws from a class after the first week will be credited on a refund schedule that is based on the beginning date of the session and continues for five consecutive weeks. Late registration and/or class absences are not considered exceptions to the refund policy. Refer to the *Schedule of Classes* for the exact refund policy.

To be considered official, the class withdrawal must be in writing and signed by the student requesting the withdrawal; no withdrawal is accepted verbally. The written notice submitted by the student must contain the student's name, signature, I.D. number, and course(s) to be dropped. The notice may be faxed, mailed, e-mailed, or hand delivered to the University. The official date of the withdrawal is the date the written notice is formally received by the University, NOT the postmarked date or the date sent in the notice. The University's record concerning a withdrawal is indisputable, unless the student can provide reliable evidence of an earlier receipt date. If the exact withdrawal date is critical to the student, it is recommended that the student send the withdrawal by registered mail.

Confirmation of a class withdrawal will be mailed to the student within three working days of receiving the official notice. In the event a withdrawal confirmation is not received by the student within three working days, the student is to contact the University's Student Services Office. In the event a refund results in a credit balance on the student's account, the credit balance will remain on file until the student notifies the Business Services Office, in writing, of its disposition. Refunds originating from a credit card payment may be credited only to the credit card account. If Title IV funding is received by the student, the University will adhere to the R2T4 policy (www.amberton.edu/help-and-advice/r2t4.html) as stated in the Financial Aid Handbook (<http://www.amberton.edu/choosing-amberton/tuition/financial-aid.html>), as it relates to withdrawals, credit balances and refunding money to the proper entity.

RECORDKEEPING FOR WITHDRAWALS

An approved withdrawal from a class during the session will be noted on the student's transcript by a *W* (noting withdrawal) in the grade field of the course enrolled. A withdrawal is not counted when reporting hours completed or grade point average.

THE RECORDING OF ACADEMIC GRADES

At the conclusion of each session, the faculty's reports of students' grades are recorded on each student's transcript and a copy is provided to the student for reporting and verification. For a repeated course, the grade of record will be the highest grade earned by the student. Grades received for courses at Amberton University always take precedence over any transfer course grades. In addition, courses will not be accepted in transfer if the equivalent courses have been attempted at Amberton University. Should a student believe that a grade error is recorded on his/her transcript, the error must be reported within thirty days. After thirty days, the grade of record is indisputable.

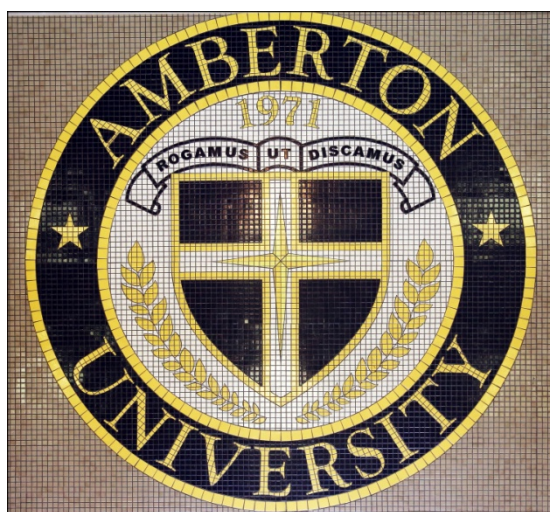
TIME LIMIT FOR COMPLETING A DEGREE

Degree programs are continually updated as new knowledge and social development dictate. To receive the most current and relevant degree, the faculty advises the student to graduate under the standards of the most current catalog. However, the student will be allowed to graduate by meeting the requirements for the degree in force at the time of initial enrollment, provided all degree requirements are completed within two (2) years. Should a student fail to graduate within two years of initial enrollment, he/she can graduate only by meeting the degree requirements of the currently enforced University catalog. An exception to the two-year rule are students who initially enrolled under the *2016-2017 Amberton University Catalog* pursuing the Master of Arts in Professional Counseling (48-hour program) who have until June 1, 2020 to complete the degree.

UNDERGRADUATE AND GRADUATE CONCURRENT ENROLLMENT

Amberton University students who lack one course to meet undergraduate degree requirements may be permitted to concurrently enroll in one undergraduate course and one graduate course. This permission may be granted if the student:

- (1) has at least a 2.75 grade point average,
- (2) has been approved for graduation in the session in which the graduate course will be taken, and
- (3) has requested and received written approval from the Academic Dean.



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DISTANCE LEARNING COURSES

While the trend in most educational institutions is to segregate distance-learning programs from programs offered through the traditional lecture method, Amberton University combines both formats giving the student the advantage to choose the delivery method that best suits his/her needs. At Amberton University, students have the option to select from a variety of courses and programs offered through distance learning. Whether the student is minutes away from the campus or miles away in another state, distance-learning courses can be completed on-line without any on-campus requirement.

Amberton's online courses are identical to classroom courses in terms of learning outcomes and expectations. Both full-time and part-time professors who teach lecture courses also teach online courses. At Amberton University, in terms of competencies, lecture courses and online courses are one-and-the-same. Because of this synchronicity, students who are in close proximity to the campuses may take both campus-based courses and distance learning courses in any degree program.

Admission to the University and expectations of performance are the same for all students regardless of the student's location or course selection. All students who attend Amberton University are expected to possess a certain degree of computer literacy. However, a student choosing to take an online course must have the following skills and technical capabilities:

- Access to the Internet
- An Amberton e-mail address (assigned at admission)
- Proficiency in
 - Internet browser settings and configuration
 - E-mail and how to attach, upload, and download files
 - Use of a word processing package
- Ability to conduct on-line research
- Ability to work collaboratively and independently

Students enrolled in courses through Amberton's distance learning option access course information through the Student Portal. Through a link located on the University's web site, students can access courses offered via the Internet. Discussion of degree programs and courses offered through distance learning, along with information on the Student Portal system, may be found on the University's web site. Amberton University is a part of a national consortium that sets standards for distance learning courses and degree programs. All of Amberton's distance learning degree programs and courses comply with the "Principles of Good Practice" for distance learning programs. For a list of Distance Learning offerings see Table of Contents and Links, "Undergraduate Degree Program Methods of Delivery" for undergraduates and "Graduate Degree Program Methods of Delivery" for graduates, a current *Schedule of Classes* and/or the web site.

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UNDERGRADUATE ADMISSION STANDARDS

Admission Standards Overview

Admission to Amberton University is a privilege, not a right. Admission is granted only when, in the judgment of University officials, the applicant can benefit from our educational programs.

Admission Requirements:

A student seeking unconditional admission to Amberton University for undergraduate study will meet the following admission standards:

1. U.S. citizen or permanent resident.
2. Proficient in the English language.
3. Mature adult with employment experience.
4. Has successfully completed at least 30* semester credit hours from a U.S., regionally accredited college or university as evidenced by official transcripts.

*While Amberton University offers all courses required to complete each of its undergraduate programs, the majority of undergraduate students admitted transfer in over 30 credit hours toward their degree. Amberton University will admit students transferring in less than 30 hours on a case-by-case basis.

5. Students under 22 years of age and enrolled in campus classes must provide evidence of receipt of an initial bacterial meningitis vaccination dose or booster during the five-year period preceding and at least 10 days prior to the first day of the first semester in which the student initially enrolls at an institution, or following a break in enrollment of at least one fall or spring semester at the same or another institution. Exceptions to this provision may be found at: <http://www.dshs.texas.gov/immunize/school/college-requirements.aspx>. *Does not apply to students enrolled in only online or distance education courses.*

6. Students eligible for Title IV Federal Financial Aid will need to satisfy additional admission requirements. To receive Federal Student Aid funds, a student must be qualified to study at the postsecondary level. A student qualifies if she/he:

- has a high school diploma (this can be from a foreign school if it is equivalent to a U.S. high school diploma);
- has the recognized equivalent of a high school diploma, such as a general educational development (GED) certificate or other state sanctioned test of diploma-equivalency certificate;
- has completed homeschooling at the secondary level as defined by state law;
- has completed secondary school education in a homeschool setting which qualifies for an exemption from compulsory attendance requirements under state law, if state law does not require a homeschooled student to receive a credential for their education;

- has completed one of the ability-to-benefit (ATB) alternatives and is either currently enrolled in an eligible career pathway program or first enrolled in an eligible postsecondary program prior to July 1, 2012.

Note: Amberton University does not accept ATB alternatives.

7. International students seeking undergraduate admission should see and review the “International Student Advising and Admission Requirements” in this catalog.

COURSE LOAD AND STUDENT STATUS

The number of courses a student should take during a session must be determined by the individual based upon work obligations, family needs, and other commitments. However, an undergraduate student may not enroll for more than twelve semester hours without an advisor’s approval. A full-time undergraduate student is one taking nine or more hours in a session. Undergraduate students having an ICE status of F-1 must carry a course load of twelve (12) credit hours each session to remain in status. Please speak with an advisor for more information. For undergraduate students receiving Pell Grants, full-time enrollment requires 12 or more hours each session (see the Financial Aid Handbook for more information concerning policies and procedures).

FINANCIAL AID

Amberton University is an approved educational institution under Title IV requirements to participate and award Pell Grants. For more information on how to apply for Title IV financial aid, eligibility requirements, and policies and procedures related to financial aid, please review the University’s Financial Aid Handbook. This handbook is located on the University’s website at <http://www.amberton.edu/choosing-amberton/tuition/financial-aid.html>.

The Sallie Mae® Smart Option Student Loan® is a private, credit-based, school-certified student loan for student borrowers enrolled at least half-time. With this loan, qualified students may be eligible to borrow up to the full cost of their education as certified by the University. For information about the application process, visit Sallie Mae® (www.SallieMae.com).

GRADES

Grades are mailed to students at the end of each session. The following grades are used with the grade point value per semester hour of credit:

GRADE MARKS	UNDERGRADUATE	GRADE POINTS
A	Greater than 89	4.0
B	Greater than 79	3.0
C	Greater than 69	2.0

D	Greater than 59	1.0
F	Less than 60	0.0
I	Incomplete	Not counted
R	Repeated Course	Not counted
W	Withdrew	Not counted

An *I* which is not properly removed within 30 days following the session enrolled will become an *F* grade. Incomplete grades are given when an illness or emergency prevents the student from completing course requirements. Any appeal for a change of grade must be made within 30 days of the last class day of the session. After 30 days, the grade of record is indisputable.

The student's grade point average (GPA) is determined by dividing the total number of grade points by the total number of hours attempted (not the number of hours passed) at Amberton University. If a student has made a low grade in a course at Amberton University and repeats the course at Amberton University, the highest grade will be recorded and counted in his/her grade point average.

ACADEMIC PERFORMANCE OF A STUDENT

Each student has the opportunity to continue his/her education at Amberton University as long as he/she is making satisfactory academic progress and is complying with all University rules. The student's cumulative grade point average is computed at the end of each session. In order for an undergraduate student to remain in good standing academically, he/she must maintain a grade point average of at least 2.00.

If a student fails to meet these standards, he/she will be placed on academic probation. If he/she fails to meet these standards during the session on probation, he/she may be suspended from the University. *A student suspended from the University for poor academic performance will remain suspended until a written appeal for readmission is approved by the Academic Dean.*

APPLYING FOR GRADUATION

It is the undergraduate student's responsibility to make written application for his/her degree. As the student enrolls for the final session of required course work, the student may apply for graduation in a specific degree program. To be considered a candidate for graduation, the student must have: (1) provided the University with all required official transcripts, (2) removed any conditions of admission, and (3) attained a 2.0 or better grade-point average for all academic work. Applications for graduation are available in the Student Services Office and on the Amberton web site. No undergraduate student will be entitled to graduate who has not properly requested graduation.

UNDERGRADUATE DEGREE REQUIREMENTS

GENERAL REQUIREMENTS FOR ALL DEGREES

The following general requirements apply to all bachelor's degrees:

1. A minimum of 120 semester hours is required for all degrees.
2. A minimum of 42 hours of upper-division work is required. Twenty-seven (27) hours must be completed at AmbertonUniversity and applicable to the degree.
3. A minimum cumulative grade point average of 2.00 is required.
4. The student must complete a minimum of 33 semester hours at AmbertonUniversity.
5. The student will be allowed to graduate by meeting the requirements for the degree in force at the time of initial enrollment, provided the student is within thirty (30) hours of graduating and completes no less than fifteen (15) hours per year.

TRANSFER OF CREDITS FROM ANOTHER INSTITUTION

Both qualitative and quantitative considerations are involved in the transfer of credits from another institution. **THERE IS NO AUTOMATIC TRANSFER OF CREDITS TOWARD A DEGREE AT AMBERTON UNIVERSITY.** Work considered for transfer from other accredited schools will be carefully evaluated by University officials. Only work from official transcripts (registrar's original signature and college seal) will be considered for transfer from other accredited schools recognized by AmbertonUniversity. Official electronic transcripts will be accepted from the educational institution through an approved third-party transcribing service. Electronic transcripts can be emailed to: Transcripts@Amberton.edu. Electronic transcripts from students or unapproved third parties will not be accepted. All official academic transcripts to be considered for transfer credit must be submitted during the first session's enrollment. Students who fail to submit official transcripts during the first session's enrollment may not be able to use transfer work as credit toward a degree.

GENERAL TRANSFER POLICIES

- Military Service - Amberton University may be able to offer credit to undergraduate Service Men and Women for military experience and training received while active in the U.S. Armed Forces. Active military and veterans seeking academic credit for military training should provide the University with an official transcript of courses/training supplied through the American Council on Education (ACE), the Department of Defense (Joint Services Transcript) or the Community College of the Air Force.

- Credit for Work – Amberton University is also receptive to awarding academic credit for knowledge acquired through life-learning experiences (credit obtained through non-collegiate courses). Students interested in gaining this type of academic credit may submit a portfolio documenting the learning gained as related to current Amberton University courses. Students interested in the submission of a portfolio should review the *Handbook for Preparing A Portfolio for the Academic Assessment of Learning Experiences*.
- Credit by Exam – Nationally recognized examinations such as College Level Examination Program (CLEP) Subject Exams Only, Defense Activity for Nontraditional Education Support (DANTES/DSST), and military courses evaluated by the American Council on Education (ACE) are treated in the same manner as transferred credit. The number of credits awarded for courses recommended by ACE is at the discretion of Amberton University.
- All official transcripts, military credit, exam scores, and life-learning experience portfolios should be submitted during the first session's enrollment to avoid duplication of courses previously taken.

UNDERGRADUATE TRANSFER OF CREDITS

Assuming work is allowed to transfer from an accredited institution, the following guidelines will be followed:

1. Transfer work from another regionally accredited institution will be evaluated upon admission.
2. No grade below *C* will be accepted as transfer work.
3. Individual courses will be accepted but no grade points. Each Amberton University transfer student will begin with a new grade point average.
4. No more than a total composite of eighty-seven (87) hours will be allowed in transfer toward any Amberton University degree.
5. Students who duplicate a course accepted in transfer at Amberton University will lose the credits in transfer. Coursework completed at Amberton University will always take precedence over the transfer-equivalent credits.
6. An (X) placed by a transfer course in the TCR report means that the course is accepted in transfer as equivalent to the designated Amberton University course but will not satisfy upper level hour requirements.
7. The age of transfer work may affect transferability.

UNDERGRADUATE DEGREE PLANS

The student is responsible for learning about and fulfilling all general and specific regulations concerning his/her degree program. Prior to or shortly after enrolling at AmbertonUniversity, the student should have official transcripts sent directly to AmbertonUniversity from all institutions attended. Each transcript received will be evaluated for AmbertonUniversity course equivalence, and a copy of the evaluation, the "Transfer of Credit Report" (TCR), will be sent to the student. The TCR can be used by the student in preparing a degree plan.

For degree advising purposes, students can have AmbertonUniversity transcribed work and all transfer work electronically evaluated against any degree in the Catalog. The Electronic Degree Plan (EDP) produces a printout of satisfied degree requirements as well as requirements which may be deficient relative to the degree selected. The EDP allows a student to compare his/her academic accomplishments against any or all degrees in the Catalog. The EDP analyzes a student's records and provides a report. The EDP is available online in the Student Portal and by contacting an advisor in Student Services.

UNDERGRADUATE DEGREE PROGRAM METHODS OF DELIVERY

		<u>Classroom</u>	<u>DL*</u>
BA	Professional Development	√	√
BBA	General Business	√	√
BBA	Management	√	√
BBA	Management Accounting	√	
BBA	Project Management	√	√
BS	Applied Studies	√	√
BS	Human Relations & Business	√	√

- * Distance learning degree programs are available via the Internet with no on-campus attendance required. See "Distance Learning Courses," for additional information. Programs offered through Classroom and DL methods of delivery may be completed completely online or through a combination of online and campus courses.

UNDERGRADUATE RESIDENCY REQUIREMENTS

In order to meet residency requirements for an undergraduate degree, the student must complete 33 hours in residency at AmbertonUniversity. Any successfully completed AmbertonUniversity courses will satisfy residency requirements.

REQUIREMENTS FOR A SECOND DEGREE

To receive a second bachelor's degree, a student must complete at least 30 semester hours beyond the first degree and must meet all general education and major field requirements for the second degree. No grade below a *C* will be accepted in transfer from a previous degree.

SPECIALIZATION

In addition to degree programs, Amberton University offers specializations that can be completed within degree programs or stand-alone. Please see the Amberton web site (www.amberton.edu) for more details and a listing of current specializations. All courses applied toward specializations must be taken at Amberton University (no transfer work will count toward specializations).



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BACHELOR OF ARTS PROFESSIONAL DEVELOPMENT

The Bachelor of Arts in Professional Development provides a required core of general education courses as well as a broad-based interdisciplinary curriculum that enables the student to select courses that meet individual learning goals. The degree program provides students with the opportunity of designing an interdisciplinary program of study that brings fields of inquiry together in strategic fashion to address educational and professional goals. Students who graduate with this degree will be able to use it in a wide range of leadership settings including business, communication, team leadership, social sciences, and management. The degree program is offered both in the classroom lecture and distance learning modes. The mission of the program is to provide a broad-based interdisciplinary curriculum of study to promote leadership in business, communication, human behavior and development, management, and social sciences.

A graduate with a Bachelor of Arts in Professional Development will be able to:

- Demonstrate the ability to communicate effectively to meet professional goals and objectives.
- Demonstrate life-learning skills appropriate to the field(s) of study.
- Analyze and apply a framework to decision-making
- Identify and evaluate ethical issues relevant to the field(s) of study.
- Conduct relevant research in the field(s) of study.

The minimum requirements for a Bachelor of Arts in Professional Development are:

- 33 semester hours must be completed at Amberton University.
- 42 semester hours must be at the 3000/4000 level, 27 of which must be completed at Amberton University and applicable to the degree.
- 120 semester hours for a degree.
- A minimum cumulative grade point average (GPA) of 2.00 is required.

B. A. PROFESSIONAL DEVELOPMENT DEGREE PLAN

I. General Education Requirements: 45 Hours

Behavioral Science (PSY3735).....	3 hours
Communication (must include oral communication skills)....	3 hours
Selected from: COM3401 or COM4405	
Computer Concepts (fundamentals course, MIS2110).....	3 hours
English (ENG 1001, 1002 plus 6 hours of writing)	12 hours
Six (6) hours of writing may be selected from:	
COM3461 or COM4441 or ENG2006	
History and/or Government (HIS1011, 1012)	6 hours
Humanities (HUM1015)	3 hours
Mathematics (MAT1013, 1014)	6 hours
Natural Science (SCI1026, 1027)	6 hours
Religion (REL2000/3000 Level)	3 hours

II. General Electives: 33 Hours (1000 - 4000 level)

III. Major Requirements: 42 Hours

Forty-two (42) hours of 3000 or 4000 level courses selected by the student from one or more of the following areas:

Business Administration (ACC, BUS, ECO, FIN,
MGT, MIS, MKT)

Communication

Human Behavior & Development

Psychology

Religion

Totals: 120 Hours

BACHELOR OF BUSINESS ADMINISTRATION GENERAL BUSINESS

The Bachelor of Business Administration degree in General Business provides a solid core of general business courses while allowing maximum flexibility in program design to meet career goals. The General Business degree is widely recognized by corporations as the most versatile of the various degree plans. Students who graduate with this degree are prepared for careers where broad business knowledge and understanding are combined with effective problem-solving skills. The degree program is offered both in the classroom lecture and distance learning modes. The mission of the program is to provide a general business-based curriculum in the fundamental business concepts of accounting, economics, finance, management, marketing, business law, statistical analysis, critical thinking and problem solving.

A graduate with a Bachelor of Business Administration in General Business will be able to:

- Communicate analytically, clearly, and concisely in a variety of business settings.
- Critically analyze business situations and provide appropriate courses of action in business environments.
- Apply and comprehend business concepts and theories in a variety of organizational situations.
- Comprehend and apply appropriate ethical and corporate social responsibility action(s) within an organization and a competitive business landscape.
- Conduct relevant research and construct viable business solutions.

The minimum requirements for a Bachelor of Business Administration in General Business are:

- 33 semester hours must be completed at Amberton University.
- 42 semester hours must be at the 3000/4000 level, 27 of which must be completed at Amberton University and applicable to the degree.
- 120 semester hours for a degree.
- A minimum cumulative grade point average (GPA) of 2.00 is required.

**B. B. A. GENERAL BUSINESS
DEGREE PLAN**

I. General Education Requirements: 45 Hours

Behavioral Science (PSY3735).....	3 hours
Communication (must include oral communication skills)....	3 hours
Selected from: COM3401 or COM4405	
Computer Concepts (fundamentals course, MIS2110).....	3 hours
English (ENG 1001, 1002 plus 6 hours of writing)	12 hours
Six (6) hours of writing may be selected from:	
COM3461 or COM4441 or ENG2006	
History and/or Government (HIS1011, 1012)	6 hours
Humanities (HUM1015)	3 hours
Mathematics (1021 and 1022 or the equivalent).....	6 hours
Natural Science (SCI1026, 1027)	6 hours
Religion (REL2000/3000 Level)	3 hours

II. General Electives: 21 Hours

III. Major Requirements: 54 Hours

A. Business Core: 24 hours	
Accounting Principles (ACC2111, 2112).....	6 hours
Economics Principles (ECO2131, 2132)	6 hours
Finance (3000/4000 level) (FIN)	3 hours
Marketing (3000/4000 level) (MKT).....	3 hours
BUS3101 Business Law	3 hours
BUS3104 Statistical Analysis I.....	3 hours
B. Advanced Business Administration courses	
selected from 3000/4000 level	30 hours
(Selected from courses with the following prefixes:	
ACC, BUS, ECO, FIN, MGT, MIS, MKT)	

Totals: 120 Hours

BACHELOR OF BUSINESS ADMINISTRATION MANAGEMENT

The Bachelor of Business Administration degree in Management prepares individuals to assume managerial roles in the business community. Emphasis is placed on internal and external relationships as well as analyzing opportunities, setting objectives, organizing, motivating, and evaluating performance to meet organizational goals. The degree program is offered both in the classroom lecture and distance learning modes. The mission of the program is to prepare students to develop skills and assume responsibilities required by managers. In addition, this program aids in transforming student thinking to enhance the application of technical and cognitive skills necessary to succeed in the business community.

A graduate with a Bachelor of Business Administration in Management will be able to:

- Appraise and construct business ideas effectively and rationally.
- Examine and predict best practices for decision-making.
- Understand how business organizations integrate cultural and global differences
- Identify and explore ethical issues and responsibilities of organizations.
- Conduct and disseminate relevant research regarding business practices and organizations.

The minimum requirements for a Bachelor of Business Administration in Management are:

- 33 semester hours must be completed at Amberton University.
- 42 semester hours must be at the 3000/4000 level, 27 of which must be completed at Amberton University and applicable to the degree.
- 120 semester hours for a degree.
- A minimum cumulative grade point average (GPA) of 2.00 is required.

**B. B. A. MANAGEMENT
DEGREE PLAN**

I. General Education Requirements: 45 Hours

Behavioral Science (PSY3735).....	3 hours
Communication (must include oral communication skills).....	3 hours
Selected from: COM3401 or COM4405	
Computer Concepts (fundamentals course, MIS2110).....	3 hours
English (ENG 1001, 1002 plus 6 hours of writing)	12 hours
Six (6) hours of writing may be selected from:	
COM3461 or COM4441 or ENG2006	
History and/or Government (HIS1011, 1012)	6 hours
Humanities (HUM1015)	3 hours
Mathematics (1021 and 1022 or the equivalent).....	6 hours
Natural Science (SCI1026,1027)	6 hours
Religion (REL2000/3000 Level)	3 hours

II. General Electives: 21 Hours

III. Major Requirements: 54 Hours

- A. Business Core: 24 hours
 - Accounting Principles (ACC2111, 2112).....6 hours
 - Economics Principles (ECO2131, 2132).....6 hours
 - Finance (3000/4000 level) (FIN).....3 hours
 - Marketing (3000/4000 level) (MKT).....3 hours
 - BUS3101 Business Law.....3 hours
 - BUS3104 Statistical Analysis I.....3 hours
- B. Management & Business Administration: 21 Hours
 - Advanced MGT3000/4000 level courses.....15 hours
 - Advanced Business Administration courses.....6 hours
(3000/4000 level ACC, BUS, ECO, FIN, MGT, MIS, MKT)
- C. Advanced Communication and/or Human Behavior & Development courses: 9 Hours
(3000/4000 level COM and/or HBD)

Totals: 120 Hours

BACHELOR OF BUSINESS ADMINISTRATION MANAGEMENT ACCOUNTING

The Bachelor of Business Administration in Management Accounting prepares students for a broad range of management competencies needed to add value, drive business performance, and build quality financial practices within organizations. Graduates of the BBA Management Accounting program are prepared for career specialty areas in financial analysis, budget preparation, financial management, management accounting, government, finance, and consulting. The program is offered in the campus-based classroom lecture mode only. The mission of the program is to prepare students for entry-level careers in all areas of accounting including public accounting, private industry, federal, state and local governments and non-profit organizations by ensuring graduates are competent in the latest practices and principles of communication, accounting concepts and standard procedures.

A graduate with a Bachelor of Business Administration in Management Accounting will be able to:

- Communicate the principles and concepts of financial information used in business decision-making.
- Employ problem-solving skills to resolve accounting or business issues using an appropriate framework.
- Apply the quantitative and technological skills to analyze data and interpret results to improve business performance.
- Understand the ethical implications in financial reporting and strategies to address issues.

The minimum requirements for a Bachelor of Business Administration in Management Accounting are:

- 33 semester hours must be completed at Amberton University.
- 42 semester hours must be at the 3000/4000 level, 27 of which must be completed at Amberton University and applicable to the degree.
- 120 semester hours for a degree.
- A minimum cumulative grade point average (GPA) of 2.00 is required.

**B.B.A. MANAGEMENT ACCOUNTING
DEGREE PLAN**

I. General Education Requirements: 45 Hours

Behavioral Science (PSY3735).....	3 hours
Communication (must include oral communication skills).....	3 hours
Selected from: COM3401 or COM4405	
Computer Concepts (fundamentals course, MIS2110).....	3 hours
English (ENG 1001, 1002 plus 6 hours of writing)	12 hours
Six (6) hours of writing may be selected from:	
COM3461 or COM4441 or ENG2006	
History and/or Government (HIS1011, 1012)	6 hours
Humanities (HUM1015)	3 hours
Mathematics (1021 and 1022 or the equivalent).....	6 hours
Natural Science (SCI1026, 1027)	6 hours
Religion (REL2000/3000 Level)	3 hours

II. General Electives: 15 Hours

III. Major Requirements: 60 Hours

A. Business Core: 30 hours	
Accounting Principles (ACC2111, 2112).....	6 hours
Economics Principles (ECO2131, 2132)	6 hours
Finance (3000/4000 level) (FIN)	3 hours
Marketing (3000/4000 level) (MKT).....	3 hours
BUS3101 Business Law	3 hours
BUS3104 Statistical Analysis I.....	3 hours
Business Administration Courses (3000/4000)	6 hours
(ACC, BUS, ECO, FIN, MGT, MIS, MKT)	
B. Accounting Core: 15 Hours	
ACC3114 Intermediate Accounting I.....	3 hours
ACC3115 Intermediate Accounting II.....	3 hours
ACC3117 Cost Accounting	3 hours
ACC4123 Consolidations & Mergers.....	3 hours
ACC4124 Governmental/Special Topics.....	3 hours
C. Advanced Business Administration Courses: 15 hours	
(3000/4000 level ACC, BUS, ECO, FIN, MGT, MIS, MKT)	

Totals: 120 Hours

BACHELOR OF BUSINESS ADMINISTRATION PROJECT MANAGEMENT

The mission of the Bachelor of Business Administration in Project Management program is to provide career professionals with the opportunity to develop project management best practices as well as the business, communication, and leadership skills necessary to manage projects and teams for the purpose of helping organizations achieve strategic goals. Graduates of this program will acquire a pragmatic foundational understanding of the project management tools and techniques needed to achieve successful project outcomes to effect positive change in nearly every facet of their personal and professional lives.

A graduate with a Bachelor of Business Administration in Project Management will be able to:

- Demonstrate an understanding of project-based solutions to business problems and opportunities to achieve strategic performance goals of an organization.
- Synthesize the threats and opportunities of internal and external factors in the creation of project-level and enterprise-level risk management and quality management plans.
- Explain the project life cycle from initiation to closure, as presented in the PMBOK that would meet stakeholder requirements and achieve the objectives of the project.
- Assess the impact of project leadership and communication on social, economic, and environmental factors that contribute to sustainability in project management.
- Demonstrate the ability necessary to produce project management outputs in accordance with established practices for conducting projects within an organization.
- Appropriately apply professional practices for ethical, cultural, and socially responsible conduct by project management practitioners.

The minimum requirements for a Bachelor of Business Administration in Project Management are:

- 33 semester hours applicable to the degree must be completed at Amberton University.
- 42 semester hours must be at the 3000/4000 level, 27 of which must be completed at Amberton University and applicable to the degree.
- 120 semester hours for a degree.
- A minimum cumulative grade point average (GPA) of 2.00 is required.

B.B.A. PROJECT MANAGEMENT DEGREE PLAN

I. General Education Requirements: 45 Hours

Behavioral Science (PSY3735).....	3 hours
Communication (must include oral communication skills).....	3 hours
Selected from: COM3401 or COM4405	
Computer Concepts (fundamentals course, MIS2110).....	3 hours
English (ENG 1001, 1002 plus 6 hours of writing)	12 hours
Six (6) hours of writing may be selected from:	
COM3461 or COM4441 or ENG2006	
History and/or Government (HIS1011, 1012)	6 hours
Humanities (HUM1015)	3 hours
Mathematics (1021 and 1022 or the equivalent).....	6 hours
Natural Science (SCI1026, 1027)	6 hours
Religion (REL2000/3000 Level)	3 hours

II. General Electives: 15 Hours

III. Major Requirements: 60 Hours

A. Business Core: 24 hours	
Accounting Principles (ACC2111, 2112).....	6 hours
Economics Principles (ECO2131, 2132).....	6 hours
Finance (3000/4000 level) (FIN)	3 hours
Marketing (3000/4000 level) (MKT).....	3 hours
BUS3101 Business Law	3 hours
BUS3104 Statistical Analysis I.....	3 hours
B. Project Management Core: 18 Hours	
MGT4495 Project Management Foundations.....	3 hours
MGT4497 Role of the Project Manager & Resource Management.....	3 hours
MGT4501 Project Scope & Quality Management.....	3 hours
MGT4502 Project Cost & Contract Procurement Management.....	3 hours
MGT4503 Project Risk & Schedule Management .	3 hours
MGT4504 Project Stakeholder & Communications Management	3 hours
C. Advanced Business Administration Courses: 18 hours (3000/4000 level ACC, BUS, ECO, FIN, MGT, MIS, MKT)	

Totals: 120 Hours

BACHELOR OF SCIENCE APPLIED STUDIES

The Bachelor of Science degree in Applied Studies is available to transfer students who have completed a block of twenty-one (21) semester hours in a designated field of study. Students must complete twenty-seven (27) semester hours from the disciplines of Business Administration, Human Behavior and Development or Communication at the 3000/4000 levels. This degree enables students to combine a concentration of lower-level coursework with the upper-level university credits in three designated areas resulting in an application oriented degree program. The degree program is offered both in the classroom lecture and distance learning modes. The mission of the program is to enable students who have a concentrated block of hours in a specific field of study but have not completed the requirements to complete a degree by providing the cognitive and technical skills of effective communication, business administration, human behavior and development, problem solving and decision-making relevant in the workplace.

A graduate with a Bachelor of Science in Applied Studies will be able to:

- Appraise information to connect technical expertise, business administration skills, human behavior knowledge, and communication skills to make appropriate, effective decisions.
- Analyze information to create effective oral and written communication.
- Evaluate information to identify the technical and cognitive skills necessary to remain viable in the work place.
- Identify ethical responsibilities of organizations and relevant ethical issues.
- Conduct relevant research appropriate to the discipline(s).

The minimum requirements for a Bachelor of Business Science in Applied Studies are:

- 33 semester hours must be completed at Amberton University.
- 42 semester hours must be at the 3000/4000 level, 27 of which must be completed at Amberton University and applicable to the degree.
- 120 semester hours for a degree.
- A minimum cumulative grade point average (GPA) of 2.00 is required.

**B.S. APPLIED STUDIES
DEGREE PLAN**

I. General Education Requirements: 45 Hours

Behavioral Science (PSY3735).....	3 hours
Communication (must include oral communication skills)....	3 hours
Selected from: COM3401 or COM4405	
Computer Concepts (fundamentals course, MIS2110).....	3 hours
English (ENG 1001, 1002 plus 6 hours of writing)	12 hours
Six (6) hours of writing may be selected from:	
COM3461 or COM4441 or ENG2006	
History and/or Government (HIS1011, 1012)	6 hours
Humanities (HUM1015)	3 hours
Mathematics (MAT1013, 1014)	6 hours
Natural Science (SCI1026, 1027)	6 hours
Religion (REL2000/3000 Level)	3 hours

II. General Electives: 27 Hours

III. Applied Requirements: 48 hours

A block of 21 semester hours must be transferred to Amberton University from a specific field of study. Then, 27 semester hours must be completed at Amberton University at the 3000/4000 levels selected from any of the Business Administration (ACC, BUS, ECO, FIN, MGT, MIS, MKT), Human Behavior & Development or Communication course offerings.

Totals: 120 Hours

BACHELOR OF SCIENCE HUMAN RELATIONS AND BUSINESS

The Bachelor of Science in Human Relations and Business provides an interdisciplinary degree that balances business administration skills with effective communication and human relations abilities. The broad-based curriculum includes studies in the areas of business, human behavior and communication. Students who graduate with this degree are prepared for a wide range of careers requiring human relations and business acumen along with communication proficiency. The degree program is offered both in the classroom lecture and distance learning modes. The mission of the program is to assist student development in communication and human relation skills applicable to business and explore methods of improving interpersonal relationships in organizations by acquiring business acumen to succeed in their professional lives.

A graduate with a Bachelor of Science in Human Relations and Business will be able to:

- Create and compose informative messages applicable to business or organizations.
- Design and propose communication to influence people in business or organizational settings.
- Analyze contemporary business related human relations issues faced by domestic or global organizations.
- Devise strategies to improve the interpersonal relationships within organizations or business.
- Recommend ethical strategies for resolving challenges within the workplace.
- Conduct research appropriate for human relations and business.

The minimum requirements for a Bachelor of Science in Human Relations and Business are:

- 33 semester hours must be completed at Amberton University.
- 42 semester hours must be at the 3000/4000 level, 27 of which must be completed at Amberton University and applicable to the degree.
- 120 semester hours for a degree.
- A minimum cumulative grade point average (GPA) of 2.00 is required.

**B.S. HUMAN RELATIONS AND BUSINESS
DEGREE PLAN**

I. General Education Requirements: 45 Hours

Behavioral Science (PSY3735).....	3 hours
Communication (must include oral communication skills)....	3 hours
Selected from: COM3401 or COM4405	
Computer Concepts (fundamentals course, MIS2110).....	3 hours
English (ENG 1001, 1002 plus 6 hours of writing)	12 hours
Six (6) hours of writing may be selected from:	
COM3461 or COM4441 or ENG2006	
History and/or Government (HIS1011, 1012)	6 hours
Humanities (HUM1015)	3 hours
Mathematics (MAT1013, 1014)	6 hours
Natural Science (SCI1026, 1027)	6 hours
Religion (REL2000/3000 Level)	3 hours

II. General Electives: 21 Hours

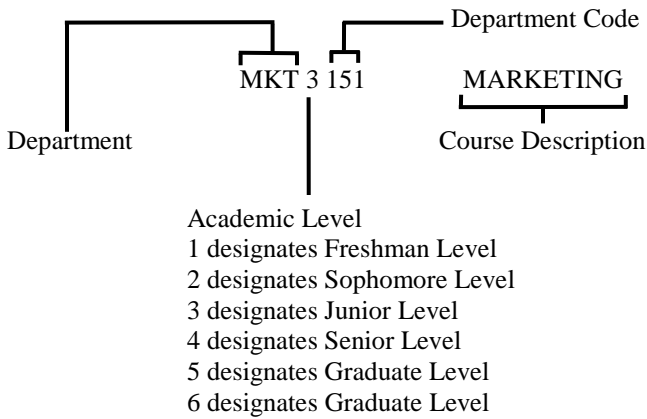
III. Major Requirements: 54 Hours

- A. Business Administration (3000/4000)15 hours
(ACC, BUS, ECO, FIN, MGT, MIS, MKT)
- B. Communication (COM) (3000/4000)15 hours
- C. Human Behavior and Development (HBD) or
Psychology (PSY) (3000/4000)15 hours
- D. Advanced Electives (3000/4000 level)9 hours

Totals: 120 Hours

EXPLANATION OF COURSE OFFERINGS

New courses as well as course changes are included in this edition of the catalog. Students pursuing a degree under a previous edition of the catalog should refer to that edition to determine course requirements for their degree. Courses are designated by department name and number along with a descriptive title.



A list of undergraduate courses and course competencies begins in the next section.

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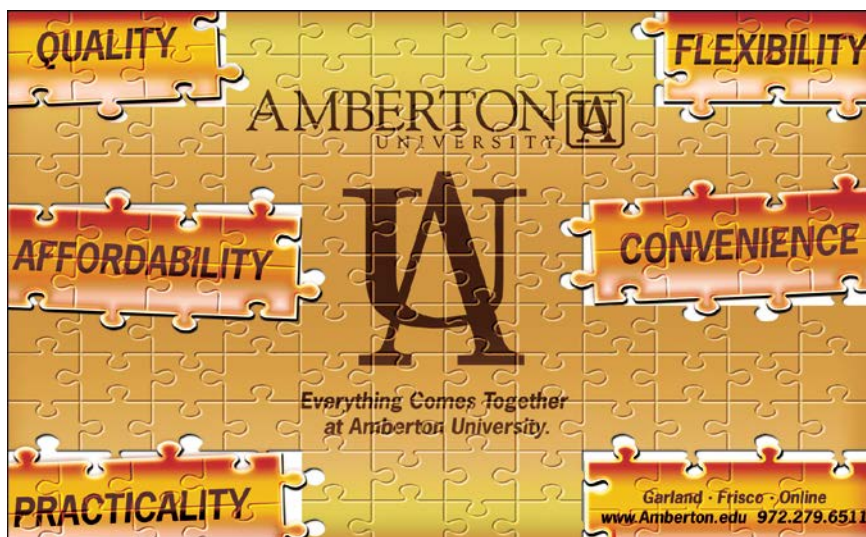
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PRINCIPLES OF ACCOUNTING I (Financial Accounting)
(PRINCIPLES OF ACCT I)**ACC2111**

The course presents an introduction to accounting fundamentals. It focuses on terms and processes used in accounting, the accounting cycle, posting of transactions unique to the corporate form of business as well as proprietorships and partnerships, and the preparation of financial reports.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT:

- Expressing an understanding of the accounting cycle.
- Identifying uses and users of accounting information.
- Understanding the differences between cash and accrual accounting.
- Identifying organizational influences on accounting principles and practices unique to the corporate form of business as well as proprietorships and partnerships.
- Applying the rules of debits and credits used in a double entry accounting system.
- Demonstrating the ability to record a journal entry for basic accounting transactions relating to cash, short term investments, accounts receivables, inventory, cost of goods sold, plant assets and intangibles, current liabilities, and contingencies.
- Describing the differences in accounting for merchandising and service businesses.
- Accounting for short-term investments.
- Analyzing cash and cash equivalents.
- Accounting for receivables and for determining uncollectable accounts.
- Accounting for inventory and cost of goods sold.
- Evaluating plant assets including depreciation.
- Accounting for natural resources and intangibles including depletion and amortization.
- Identifying current liabilities and contingencies.
- Accounting for notes payable and bonds.
- Identifying accounts from the chart of accounts and their appropriate financial statement.
- Preparing a simple balance sheet, income statement, statement of owner's equity, and statement of cash flows.
- Preparing a balance sheet, income statement, statement of owner's equity, and statement of cash flows.
- Illustrating the impact of the issuance of stock, declaration and payment of dividends, and net income or loss on the owner's equity.

PRINCIPLES OF ACCOUNTING II (Managerial Accounting)
(PRINCIPLES OF ACCT II)**ACC2112**

The course continues the study of financial accounting concepts with emphasis on the corporate structure, and introduces managerial accounting concepts, emphasizing introductory cost analysis and decision-making.

PREREQUISITE: ACC2111

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Defining the basic concepts of managerial accounting.
- Understanding the process for preparing a budget.
- Identifying cost accounting concept and terms used in assisting management in efficient operations.
- Computing basic time value of money problems.
- Demonstrating the use of operational and financial budgeting concepts.
- Computing basic ratios.
- Classifying the sources and uses of cash used for creating a statement of cash flows.
- Recognizing the purposes and principles used in absorption and variable costing.
- Reviewing production process procedures for process costing, job costing, and activity based costing.
- Accounting for the flow of material through the production process.
- Summarizing the process for creating a capital budget and making capital decisions.

- Preparing basic cost volume profit analysis.

INTERMEDIATE ACCOUNTING I
(INTERMEDIATE ACCT I)**ACC3114**

The course emphasizes financial accounting concepts and theory; analysis of various classes of assets and current liabilities; and, preparation of financial statements to comply with Generally Accepted Accounting Principles. Assets are covered in depth in the first course and liabilities are covered in the second

PREREQUISITE: ACC2112 or the equivalent.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding the financial accounting environment and the role of the conceptual framework in creating generally accepted accounting principles
- Illustrating the differences in cash versus accrual basis accounting.
- Identifying differences between U.S. GAAP (Generally Accepted Accounting Principles) and IFRS (International Financial Reporting Standards).
- Demonstrating the ability to analyze and record transactions while applying generally accepted accounting principles to major classes of transactions including: cash and cash equivalents, short term investments, accounts and notes receivables, property, plant and equipment, intangibles, and inventory.
- Explaining the steps of revenue recognition according to GAAP for various types of businesses.
- Preparing a multiple step income statement properly classifying income from continuing operations and those items requiring separate reporting under GAAP.
- Applying time value of money concepts to solve a variety of present value and future value problems relating to recording accounting transactions.
- Preparing a classified balance sheet in good form.
- Analyzing accounting transactions for their impact on the statement of cash flows
- Preparing a statement of cash flows
- Understanding the role of disclosures and the related GAAP requirements for presentation in the financial statements.

INTERMEDIATE ACCOUNTING II
(INTERMEDIATE ACCT II)**ACC3115**

The course provides a combination of the emphasis on an analysis of liabilities, equities, financial accounting concepts and theory. Alternative accounting methods for special topics such as leases, pensions, and income taxes; and, more advanced aspects of accounting theory are examined.

PREREQUISITE: ACC3114

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Accounting for long-term liabilities and alternate valuation methods.
- Analyzing asset impairments and troubled debt restructuring.
- Accounting for transactions in debt securities and alternate valuation approaches.
- Accounting for early extinguishment of debt and off-balance sheet financing.
- Accounting for leases and special valuation problems.
- Accounting for pensions and post-retirement benefits.
- Accounting for dividend transactions and understanding dividend policy.
- Accounting for intraperiod tax allocation and deferred taxes.
- Analyzing the corporate form of organizations and related equity transactions.
- Accounting for stock rights and stock options.
- Reporting corporate investments and methods of consolidation.
- Analyzing accounting changes and error corrections.
- Applying interim reporting requirements and disclosures.
- Preparing and interpreting a statement of cash flows.

- Identifying dilutive securities and calculating earnings per share.
- Demonstrating knowledge of proper financial presentation and disclosure requirements for all topics covered in the course.

COST ACCOUNTING (COST ACCOUNTING)

ACC3117

The course presents an advanced analysis of data collection for planning and controlling operations. Topics include inventory cost evaluation, income determination, job order, process, and standard costing systems.

PREREQUISITE: Six semester hours of accounting including ACC2112.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Evaluating cost accounting concepts in an organizational setting.
- Describing the role of a cost accountant.
- Analyzing inventory costing methods.
- Allocating overhead costs to jobs, departments, and cost centers.
- Recording journal entries applicable to a costing system.
- Identifying cost information relevant to financial statements.
- Identifying issues associated with production efficiency and quality control.
- Preparing production and operational reports.
- Analyzing job order and process costs systems.
- Determining multiple product processing systems.
- Analyzing joint products and by-products costs.
- Developing budget systems as a cost control technique.
- Applying standard costing concepts.
- Performing variance analysis as a cost control.
- Performing cost-volume-profit analysis and profit planning.
- Evaluating variable and absorption costing systems.

INCOME TAX PROCEDURES: PARTNERSHIPS & CORPORATIONS (INCOME TAX: PARTNER/CORP)

ACC3120

The course emphasizes income tax statutes as applied to partnerships, corporations, estates, and trusts.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Analyzing the conceptual framework of income tax as applied to taxpayers other than individuals.
- Evaluating tax reporting requirements for taxpayers other than individuals.
- Analyzing and illustrating legitimate tax planning techniques.
- Differentiating between capital gains and ordinary income.
- Conducting research to support opinions about significant tax issues.
- Determining the tax aspects of specific business transactions.
- Identifying income tax credits versus tax deductions.
- Analyzing the tax effect upon various business structures.
- Computing the carry-over and recapture of tax benefits and credits.
- Interpreting current changes in tax law.
- Computing a partner's distributive share of income.
- Analyzing the tax effects of corporate distributions.
- Evaluating liquidation and reorganization concepts as applied to corporations and shareholders.
- Determining the unique tax aspects of "S" corporations, excess accumulated earnings, and personal holding companies.
- Analyzing international tax implications of foreign corporations.

- Identifying the tax consequences of property transfers between taxpayers and controlled entities.
- Reconciling net income per accounting records with taxable income per tax returns.

CONSOLIDATIONS & MERGERS (CONSOLIDATIONS & MERGERS)

ACC4123

The course concentrates on various aspects of business combinations with special emphasis on the technical aspects of financial statement preparation for consolidated entities. Also included are business segments, and SEC topics.

PREREQUISITE: ACC3115

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Identifying legal and financial factors for a business combination.
- Accounting for a purchase acquisition.
- Developing working papers for business combinations.
- Preparing journal entries for the consolidated entity.
- Analyzing ownership patterns and minority interests.
- Accounting for changes in ownership levels between members of a business combination.
- Preparing elimination entries for intercompany transactions.
- Analyzing intercompany transfers.
- Calculating preacquisition income.
- Applying cost and equity methods for corporate investments.
- Accounting for special problems in the preparation of consolidated financial statements.
- Identifying reportable segments and preparing the required disclosures.
- Accounting for affiliated structures in the preparation of consolidated financial reports.
- Analyzing special issues involving intercompany debt.
- Calculating income tax treatments and ownership patterns in business combinations.
- Analyzing SEC regulations.
- Demonstrating knowledge of proper financial presentation and disclosure requirements for all topics covered in the course.

GOVERNMENTAL/SPECIAL TOPICS (GVRMNTL/SPECIAL TOPICS)

ACC4124

The course presents problems and case studies in accounting for partnerships, bankruptcy, governmental and not-for-profit entities. Also, accounting for estates and trusts and international accounting are presented.

PREREQUISITE: ACC3115

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Accounting for the formation and organization of a partnership.
- Applying partnership agreements to financial reports.
- Calculating partnership operational income and distributions.
- Accounting for termination and liquidation of a partnership.
- Preparing a Statement of Realization and Liquidation for a partnership.
- Applying the Bankruptcy Act in accounting for bankruptcies and liquidations.
- Accounting for legal reorganizations.
- Preparing a Statement of Financial Affairs.
- Accounting for Estates and Trusts and compliance with tax requirements.
- Accounting for the unique characteristics of government entities.
- Applying the basic concepts of fund accounting including budgets, encumbrances, and interfund transfers for governmental entities.
- Applying related official pronouncements of the GASB and the FASB.
- Preparing financial reports of a governmental entity and a not-for-profit entity.

- Comparing and contrasting not-for-profit entities with governmental entities and commercial enterprises.
- Analyzing foreign currency translations and remeasurements.
- Preparing foreign currency hedging transactions and adjustments.
- Calculating foreign currency exchange rates.
- Tracing the development of International Accounting concepts and procedures.

AUDITING
(AUDITING)

ACC4125

The course presents the theoretical and practical side of auditing by examining the professional responsibilities of the auditor and reporting requirements. Included are general standards and rules of conduct, legal liability, types of audit reports, and other reporting considerations.

PREREQUISITE: ACC3115

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Interpreting the Generally Accepted Auditing Standards and its implications.
- Interpreting the AICPA Code of Professional Conduct and its meaning for both CPAs and others who rely on their work.
- Defining the auditor's legal liability to the clients, primary beneficiaries, and other third parties.
- Defining the elements of quality control and how they affect the planning supervision of the audit.
- Comparing and contrasting an unqualified, qualified, adverse, and disclaimer of opinion, and identifying situations in which each of the above might be used.
- Preparing special reports such as engagement and management letters.
- Applying the effects of subsequent events on the auditor's report.
- Defining the audit process and assessing inherent control and detection risk.
- Describing the auditor's reporting requirements for unaudited financial information and the financial statements of nonpublic entities.
- Defining the internal control and describing the steps involved in evaluation by the auditor.
- Analyzing basic methods of documentation used by the auditor in evaluating internal control.
- Describing tests of controls and the general approaches to the testing transactions.
- Defining audit evidence and writing an audit program.
- Preparing working papers and understanding their general content and composition.
- Stating audit objectives and preparing audit programs to test transactions and balances.
- Describing the differences and similarities among general controls, application controls, software controls, hardware controls, and EDP auditing.
- Describing appropriate audit procedures regarding client and attorney representation and approval letters.

UNDERGRADUATE

ACCOUNTING THEORY
(ACCOUNTING THEORY)

ACC4126

The course presents various assumptions, standards, rules, principles, and objectives forming the foundation for accounting practice in today's contemporary and complex business environment. Emphasis will be on financial accounting concepts and the major pronouncements of the FASB and its predecessors.

PREREQUISITE: Twelve semester hours of upper level accounting.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Describing the Financial Accounting Standards Board's (FASB) evolution and its role in contemporary accounting theory and practice.
- Analyzing financial accounting and financial statement objectives.
- Analyzing the FASB's conceptual framework and its role in standard setting.
- Applying financial accounting standards to asset measurement and presentation.

- Applying financial accounting standards to liability valuation and presentation.
- Applying financial accounting standards to equity valuation and presentation.
- Analyzing standards that apply to measurement and presentation of income determination.
- Analyzing foreign currency transactions and multinational corporation financial statements.
- Describing business combinations and preparation of consolidated financial statements.
- Analyzing components of earnings per share (EPS) and relative dilutive securities.
- Applying financial accounting standards to business segments.
- Understanding accounting changes and prior period adjustments.
- Applying accounting standards to alternative revenue recognition principles.
- Applying financial accounting standards to tax allocation and deferred taxes.
- Applying financial accounting standards to complex leases.
- Analyzing financial accounting standards applying to pensions and post-retirement benefits.
- Demonstrating the ability to research an accounting issue and determine the appropriate theoretical and/or regulatory resolution using the FASB Accounting Standards Certification.

BUSINESS LAW (BUSINESS LAW)

BUS3101

The course presents an introduction to the relationship of law and business. It focuses on specific principles of commercial law in certain subject areas. Topics include contracts, sales, agencies, the Uniform Commercial code, harassment and unemployment laws, and other current legal issues.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Identifying the role of law in society.
- Discussing torts, negligence, and liabilities.
- Identifying the elements that create an enforceable contract.
- Discussing circumstances in which a court may free a person from his or her contractual obligations.
- Explaining the conditions and comments that make a verbal contract enforceable.
- Describing contracts that are generally required by law to be in writing.
- Discussing the rights of third parties to a contract.
- Discussing sales law under the Uniform Commercial Code (UCC) Article 2.
- Discussing Consumer Protection laws.
- Discussing immigration and labor laws.
- Distinguishing sales from other transactions and applying the special UCC rules to the formation of sales contracts.
- Describing when title and risk of loss pass from seller to buyer.
- Discussing warranties and product liability that sellers of goods have for injuries caused by defective products.
- Identifying the rights that buyers or sellers have when the other party breaches a sales contract.
- Discussing the types of securities issued by a corporation.
- Explaining the Federal and State registration procedure pertaining to securities issued by a corporation
- Discussing employment law.
- Discussing antitrust regulations.
- Discussing alternative dispute resolution.
- Discussing environmental law.

STATISTICAL ANALYSIS I (STATISTICAL ANALYSIS I)

BUS3104

The course presents quantitative decision-making techniques applying principles of probability and statistical analysis to managerial decision-making. The course places emphasis on conceptual understanding rather than mathematical proofs.

PREREQUISITE: Six semester hours of mathematics.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Distinguishing between independent and dependent variables.
- Defining and applying the idea of a random variable.
- Differentiating between discrete and continuous random variables.
- Identifying random sampling techniques and describing the importance of sampling distributions.
- Defining, describing, and giving examples of descriptive and inferential statistics.
- Communicating important information contained in a set of data by means of graphs and frequency distributions.
- Calculating and describing characteristics of the common measures of central tendency: mean, median, and mode.
- Defining the sum of the squares and square of sum concepts.
- Calculating the variance and standard deviation for a population and for a sample.
- Calculating a standard score and determining percentages under the normal curve.
- Determining the general properties of probability, binomial, and normal distributions.
- Explaining the rules governing probability concepts.
- Identifying and differentiating between null hypotheses and alternative hypotheses.
- Describing what is meant by the level of significance and the region of rejection.
- Differentiating between one-tailed and two-tailed tests for hypotheses.
- Describing the general procedures for testing statistical hypotheses including the definition of sampling error, the differentiation of Type I and Type II errors, and the use of the Z and T distributions.
- Explaining the central limit theorem and the concept of degrees of freedom and discussing their importance in statistical inference.

MANAGEMENT FUNDAMENTALS
(MANAGEMENT FUNDAMENTALS)
(FORMERLY BUS3305 MGT PROCESSES/INFO SYS)

BUS3305

The course provides a fundamental understanding of the functions of management and the importance of information systems in an organizational setting. The course covers such topics as the structure of organizations, communication systems in the organization, the development of information systems, and managing system changes.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Defining and discussing the functions of management.
- Understanding the various schools of management thought and the key contributions made by important management theorists.
- Discussing the internal and external forces that affect business, including how these forces affect the decisions and performance of a company.
- Describing ethical influences on decision making and the practical steps that managers can take to improve ethical decision making.
- Discussing the benefits and pitfalls of planning, steps and limitations of rational decision making, and group decision techniques.
- Understanding the strategy-making process and how managers use strategies to obtain a sustainable competitive advantage.
- Discussing the issues associated with organizational innovation and organizational change.
- Understanding the management implications of global trade and globalization.
- Discussing organizational structure and organizational design.
- Discussing the advantages and disadvantages of work teams and practical steps for managing teams within organizations.
- Discussing key aspects of human resource systems, determining human resource needs, and effectively managing the human resource lifecycle.
- Understanding and discussing what diversity is, why it matters, and how it can be managed.
- Discussing concepts and management implications of human motivation, leadership, and communication in contemporary organizations.

- Discussing the role of the internet and personal information systems, work-group information systems, and enterprise information systems utilized by organizations.
- Discussing how organizations integrate, process, and protect information, knowledge, and expertise using management information systems.

COMPETITIVE ANALYSIS

BUS3310

(COMPETITIVE ANALYSIS)

(FORMERLY BUS3310 MKT STRUCTURE/COMP ANALY)

The course provides an introduction to the basics of managerial economics and marketing management with an emphasis on the areas of overlap between the two disciplines. Topics include demand, costs, pricing, market structure analysis, and competitive strategies.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Analyzing the variables that influence demand and their economic and marketing significance for competitive strategy.
- Interpreting the relationship between the demand function and the various revenue relationships of a firm and distinguishing revenue relationships in terms of market structure.
- Applying research techniques and data sources to analyze competitors within an industry.
- Comparing the link between price changes, elasticity of demand, and changes in total revenue.
- Identifying the market structures of perfect competition, monopolistic competition, oligopoly, and monopoly.
- Evaluating the overall pricing objectives of firms which may be demand based, cost based or competition based.
- Interpreting the economic and marketing significance of various pricing practices such as price discrimination, target return pricing, penetration pricing, product line pricing, and the market conditions favoring such strategies.
- Applying a specified model to assess the essence and degree of competition within an industry.
- Evaluating the use of competitive strategy to create a competitive advantage for a firm.
- Comparing the effects of economies of scale on market entry and pricing strategies.
- Evaluating the economic impact of prosperity, recession, scarcity, and stagflation on marketing decisions.
- Analyzing the influence of industry structure on competitive marketing strategies.
- Identifying the effects of price, promotion, product, and distribution on demand.
- Understanding how company objectives should lead to marketing objectives.
- Understanding the different channels of distribution: manufacturing, wholesaling, retailing, internet sellers.

INTERNATIONAL BUSINESS

BUS4110

(INTERNATIONAL BUSINESS)

The course addresses the challenge of global competition by analyzing management, marketing, financial, and production activities in foreign markets. Economic, cultural, legal, political, labor, market, and other environmental factors that have an impact on international business strategies are also examined.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Identifying the reasons and methods for entering international markets.
- Discussing the theories of international trade and investment.
- Describing the differences in managing personnel in different countries and cultures.
- Explaining the differences between consumer and organizational buying behavior in different countries and cultures.
- Describing how the international monetary system has an impact on business strategies.
- Appreciating the differences in marketing of products and services in different countries and cultures.
- Researching international markets and assessing business opportunities and risks.
- Identifying the effects of location, topography, and climate on international trade.

- Understanding the implications of culture including attitudes, beliefs, religions, technologies, and levels of education on international business.
- Describing the impact of foreign laws and regulations on the operation of global enterprises.
- Describing how international institutions, such as the World Trade Organization, both governmental and nongovernmental, impact the conduct of international trade.
- Discussing the evolution of the current international monetary system and explaining how it operates.
- Identifying the issues of standardization, distribution, and pricing in an international environment.
- Describing the political, economic, and cultural motives behind governmental intervention in trade.
- Discussing techniques for evaluating and controlling global operations.
- Identifying and discussing ethical issues in the global marketplace.
- Understanding the currency exchange rate risk inherent in international business.

ACCOUNTING & FINANCE FOR MANAGERS (ACCT & FINANCE FOR MNGRS)

BUS4113

The course is designed for those who expect to read, interpret, and analyze financial statements. Emphasis is placed on the analysis and interpretation of financial information as a basis for managerial decision-making.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding accounting as a form of communication.
- Using Financial Statements and the Annual Report.
- Processing accounting information.
- Using income measurement and accrual accounting.
- Understanding Inventories and Cost of Goods Sold.
- Knowing the elements of Cash and Internal Control.
- Identifying Receivables and Investments.
- Understanding Operating Assets such as Property, Plant and Equipment and Intangibles.
- Explaining Current Liabilities and Contingencies.
- Understanding the Time Value of Money.
- Understanding the concept of Long-term Liabilities.
- Understanding the Stockholders' Equity and its importance.
- Preparing the Statement of Cash Flows.
- Conducting Financial Statement Analysis.
- Knowing International Financial Reporting Standards.

UNDERGRADUATE

PUBLIC SPEAKING (PUBLIC SPEAKING)

COM3401

The course helps students develop effective verbal and nonverbal skills for public speaking. Students will learn how to deliver informative, persuasive, and inspirational speeches.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Organizing a speech with an introduction, body, and conclusion.
- Writing an introduction for a speech which captures the attention of the audience, includes a thesis statement, and gives an overview for the speech.
- Writing a thesis statement with clarity, comprehensiveness, and completeness.
- Composing a conclusion which summarizes the speech and ends the speech with impact.
- Locating appropriate research material for a speech using an on-line library.
- Selecting an appropriate organizational pattern for a speech: problem/solution, topical, spatial, or chronological.
- Using effective nonverbal skills such as eye contact, postures, gestures, and movement.
- Demonstrating how to use visual aids effectively.

- Developing and delivering an informative and a persuasive speech.
- Delivering an informative speech which is intellectually stimulating, relevant, creative, and memorable.
- Selecting and utilizing effective illustrations for a speech.
- Choosing language for the speech that includes clarity, precision, specificity, and vividness.
- Speaking fluently, energetically, and communicatively.
- Delivering impromptu and prepared speeches.
- Listing and describing methods of audience analysis: demographics, gender, socio-economic status, education, etc.
- Discussing the different types of speeches: extemporaneous, impromptu, speeches of introductions, tributes, and awards.

TECHNICAL WRITING (TECHNICAL WRITING)

COM3461

The course presents the logical development of various types of documents currently used in business. The course emphasizes the basic writing tasks common to most business applications.

PREREQUISITE: Six hours of composition.

Recommended: COM4441

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Evaluating different types of readers and determining how their needs relate to written communication.
- Developing effective pre-writing skills, including identifying the purpose of the document, brainstorming for information, and designing a workable outline.
- Using headings, subheadings, white space, and bulleted and enumerated lists to make a document easier to read.
- Constructing tables and figures to be included in business documents.
- Developing graphics to be included in manuals and electronic presentations.
- Editing documents for content, organization, consistency, grammar and syntax.
- Writing job application materials, including the reverse chronological, functional, targeted, and electronic resumes, and the letter of application.
- Writing specific types of business letters, including letters of application, inquiry, complaint, credit, sales, and good will.
- Writing procedures for business purposes, in hard copy and electronically.
- Writing an informal report in memorandum format.
- Compiling a portfolio of documents which indicate the qualities of professional writing.
- Editing and submitting assignments based on the instructional criteria and attention to detail.
- Writing procedures for analyzing a process.
- Analyzing the ethical responsibilities involved in technical communication.
- Editing for appropriate style, including attention to word choice, sentence structure, punctuation, and spelling.
- Locating, evaluating, and incorporating pertinent information.
- Recognizing, analyzing, and accommodating diverse audiences.

MANAGERIAL COMMUNICATION (MANAGERIAL COMMUNICATION)

COM3469

The course explores the relationship between management and communication, providing students with the skills to improve their management communication skills.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Analyzing the communication styles of successful managers.
- Identifying barriers to managerial communication and suggesting solutions for these problems.
- Researching topics relevant to managerial communication which can improve interpersonal relationships in business.

- Ascertaining how personalities affect communication.
- Differentiating among diverse theories of leadership and management.
- Explaining how communication styles affect the work place.
- Comparing managerial theories and determining their strengths and weaknesses.
- Summarizing motivational theories to determine how to influence employees in business.
- Listing sources of power within the organization and suggesting ways to improve personal power and influence.
- Determining how to build stronger interpersonal relationships between management and employees.
- Determining how to build stronger relationships with colleagues in the organizational setting.
- Exploring how ethics affect communication in business.
- Interpreting how the employee's and the manager's values affect communication.
- Examining methods of solving conflict in the workplace.
- Developing a plan for effective organizational communication.
- Using information technology skills to research topics relevant to management and communication.

PERSUASION (PERSUASION)

COM4405

The course presents the major theories of persuasion and teaches students how to apply them in interpersonal communication, business, and civic arenas. Key topic areas include credibility, audience adaptation, persuasive analysis, persuasive speech, motivation, social campaigns, and manipulation.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Explaining and applying major persuasive theories.
- Identifying persuasive verbal and nonverbal behaviors in speeches.
- Describing how persuasion is used in the political process.
- Defining and identifying fallacious arguments in the media.
- Using critical thinking to write a persuasive speech which includes arguments that support a controversial position that is relevant to organizations and business.
- Creating and identifying logos, ethos, and pathos arguments applying Aristotle's Theory.
- Discussing the elements source credibility applicable to interpersonal and business relationships.
- Determining how emotions can be used to impact the message in interpersonal and business relationships.
- Using logic to support a position on a controversial topic.
- Exploring methods of audience analysis and adaptation.
- Using critical thinking skills to apply the stages of a campaign to a social movement.
- Using analytical and critical thinking skills to analyze the persuasive messages in a campaign.
- Using critical thinking skills and technical skills to locate and analyze persuasion in speeches and published material.
- Discovering how demographics are used to target specific audiences in persuasive settings.
- Describing and discussing the process of manipulation—unethical persuasion.
- Identifying the characteristics of manipulators.
- Using information literacy skills to research persuasive material.

NONVERBAL COMMUNICATION (NONVERBAL COMMUNICATION)

COM4407

The course investigates the impact of nonverbal behavior on the communication process. It explores how the environment, dress, appearance, movement, facial expressions, eye behavior, and chronemics affect communication.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Describing the role of the nonverbal channel in the communication model.

- Locating and collecting scholarly research, on-line resources and videos, on nonverbal behavior, and writing a professional summary.
- Using critical thinking skills to analyze a business environment.
- Discussing the role of semi-fixed and fixed feature space within the environment.
- Listing and describing the proxemic distances: intimate, personal, social, and public.
- Discussing how territoriality affects the interaction among people.
- Listing and explaining the advantages and disadvantages of attractiveness and unattractiveness.
- Identifying and describing the different classic body types: endomorph, mesomorph, and ectomorph.
- Listing, describing, and discussing the different types of facial expressions.
- Describing the causes of pupil dilation.
- Differentiating between circumstances under which people gaze more often and when they gaze less often.
- Explaining why touch is important.
- Listing and describing touch norms.
- Describing how an individual's vocalics can influence whether he is seen as competent, friendly, sad, optimistic, or warm.
- Defining emblems, illustrators, regulators, and adapters.
- Describing how nonverbal communication can be used to persuade others.
- Discussing the cultural differences in diversity.

EFFECTIVE WRITING SKILLS (EFFECTIVE WRITING SKILLS)

COM4441

The course teaches students to write to their intended readers in a concise and readable style. It is a good refresher-writing course for those who need to brush up on basic writing skills. Topics include writing basics, as well as editing, choosing subjects, organizing documents, using library sources and APA citation.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Organizing and implementing the appropriate rhetorical patterns for developing an idea in written communication.
- Identifying the major types of readers and addressing the subject of the document to them.
- Organizing a unified document into its three component parts: introduction, text, and conclusion.
- Presenting a statement of purpose developed by means of the major rhetorical strategies of written communication: description, analysis, and persuasion.
- Writing objective, subjective and thematic descriptive essays.
- Analyzing a subject by means of comparison and contrast and according to the point-by-point (alternating) or subject-by-subject (dividing) patterns of exposition.
- Describing a subject showing cause and effect relationships.
- Analyzing a subject according to strategies of classification and extended definition.
- Developing a personal vocabulary that precisely expresses the writer's thinking in written form.
- Editing the writer's documents to eliminate grammatical and stylistic errors.
- Implementing corrective procedures for revising a document for presentation in a professional setting.
- Editing compositions for punctuation, emphasis (style), and low-information content.
- Transforming expository information into alternative modes of expression.
- Composing summaries of expository information.
- Identifying techniques of persuasion in compositions.
- Identifying the elements of argument.
- Distinguishing between stated and implied premises and conclusions in argument.

PUBLIC RELATIONS
(PUBLIC RELATIONS)**COM4445**

The course presents issues related to the ways individuals and organizations represent themselves to their respective publics. Public relations is a communication function within the organization which influences internal and external audiences.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Defining public relations as a communication function within an organization.
- Describing the art and science of Public Relations.
- Listing and discussing the different kinds of PR research.
- Researching PR audiences and issues using technical and critical thinking skills.
- Identifying key issues that affect specific diverse audiences.
- Summarizing the legal, ethical, and moral considerations inherent in public relations.
- Discussing how management affects the public relations of a company.
- Listing and describing public relations tools.
- Listing and describing organizational publics such as government, media, internal publics, community groups, special interests, etc.
- Considering the values and opinions of the various publics when designing public relations positions and programs that are persuasive.
- Discussing the role of Public Relations in government.
- Analyzing the effectiveness of the various media for influencing publics.
- Determining the advantages and disadvantages of the different types of media.
- Using effective business writing skills to compose a news release.
- Creating an effective radio announcement to influence a public.
- Using critical thinking skills to plan and to design a fund raising event.
- Analyzing a crisis and developing a message which would build the image of an organization of a person.
- Determining the goal, the theme, and the media for a persuasive campaign.
- Developing a code of ethics to guide a PR career.

CRITICAL ANALYSIS OF THE MEDIA
(CRITICAL ANALYSIS: MEDIA)**COM4447**

The course will offer students the opportunity to understand the source of information provided through the media. Emphasis will be placed on questioning and evaluating information received and applying the discipline of critical thinking to final analysis of that information.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding the definition of media.
- Recognizing the various types of media.
- Defining “news”.
- Differentiating between news and entertainment programs.
- Questioning the source of news.
- Understanding how ratings affect decisions in broadcasting.
- Understanding the decision making process in the media.
- Discussing the psychology of group motivation in news reporting.
- Analyzing the influence of other media on reporters.
- Examining the effects of news on the individual and family.
- Understanding how people process and deal with news.
- Discussing the media’s obligations to the public.
- Discussing emotional response theories relative to news.
- Analyzing social influences the media has on individuals.
- Understanding how social media affects our lives.
- Examining the changes the Internet has had on traditional media.

PRINCIPLES OF MACROECONOMICS
(PRIN OF MACROECONOMICS)**ECO2131**

The course provides an analysis of the economy as a whole including measurement and determination of Aggregate Demand and Aggregate Supply, national income, inflation, and unemployment. Other topics include international trade, economic growth, business cycles, and fiscal policy and monetary policy.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding the basic concepts of the art and science of economic analysis including definition of economics, economic scarcity, factors of production, product and resource markets, circular flow model, positive and normative economics, and economic graphs.
- Understanding the basic economic tools used in economic analysis including opportunity costs, law of comparative advantage, production possibility analysis, and three economic systems.
- Understanding the economic decision makers of households, businesses, and the government.
- Understanding the economic concepts of demand, supply, and market equilibrium.
- Understanding the basics of macroeconomics including gross domestic product, the business cycle, and leading economic indicators.
- Understanding productivity and growth of the economy including the production possibility frontier and factors that influence productivity growth.
- Understanding the methods to track the economy including an analysis of GDP, the circular flow of income and expenditure model, national income accounting, and consumer price index.
- Understanding the factors that impact unemployment and inflation.
- Understanding the factors that impact aggregate expenditure including consumer spending, business spending, government spending, and net exports.
- Understanding factors that impact aggregate expenditure and aggregate demand including components of aggregate expenditures, the multiplier, and price level.
- Understanding factors that impact aggregate supply including expansionary gaps, contractionary gaps, and supply shocks.
- Understanding the fiscal policy including automatic and discretionary policy, the tools of fiscal policy, expansionary and contractionary fiscal policy, and supply-side economics.
- Understanding federal budgets and public policy including federal budget process, federal budget deficits, federal budget reforms, social security and medicare, and the national debt.
- Understanding money and the financial system including functions of money, the Federal Reserve System, and the banking system.
- Understanding the banking and the money supply including definitions of the money supply and the tools of monetary policy.
- Understanding monetary theory and policy including expansionary and contractionary monetary policy, interest rates, quantity theory of money, and contrasting monetary policy.
- Understanding the macro policy debate of active or passive economic policy.
- Understanding international trade including the trade balance, comparative and absolute advantage, quotas and tariffs, and trade restrictions and trade protection.
- Understanding internal finance including the balance of payments, balance of goods and services, and exchange rates.
- Understanding developing and transitional economics including developing and industrial markets, productivity, and types of economic systems, the development of emerging countries.

PRINCIPLES OF MICROECONOMICS
(PRIN OF MICROECONOMICS)**ECO2132**

The course presents an introduction to microeconomics analysis and the study of economic behavior in particular markets. Topics of study include an introduction to economics, introduction to the market system, market structure and pricing including monopolies and oligopolies, market failure and public policy, and international microeconomics within the firm or business entity.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding the basic concepts of the art and science of economic analysis including definition of economics, economic scarcity, factor of production, product and resource markets, circular flow model, positive and normative economics, and economic graphs.
- Understanding the basic economic tools used in economic analysis including opportunity costs, law of comparative advantage, production possibility analysis, and three economic systems.
- Understanding the economic decision makers of households, businesses, and the government.
- Understanding the economic concepts of demand, supply, and market equilibrium.
- Understanding elasticity of demand, elasticity of supply, income elasticity, and cross-price elasticity of demand.
- Understanding consumer choice and demand including utility analysis, marginal analysis, and law of diminishing utility.
- Understanding the basic concepts of production and cost in the firm including explicit costs, implicit costs, variable costs, fixed costs, law of diminishing returns, relationship between the total cost curve, variable cost curve, and marginal cost curve, in the short run, and economies and diseconomies of scale.
- Understanding the characteristics of the four market structures of perfect competition, monopolistic competition, oligopoly, and monopoly.
- Understanding the resource market including resource demand and resource supply, derived demand, the resource market demand and supply curve, temporary resource price differential, permanent resource price differential, economic rent and opportunity cost, the firm's decision-making process regarding marginal resource cost and marginal revenue product.
- Understanding labor markets and labor unions.
- Understanding capital, interest, entrepreneurship, and corporate finance as related to the economy.
- Understanding transaction cost, imperfect information, and behavioral economics.
- Understanding economic regulation and antitrust policy as related to the economy.
- Understanding public goods and public choice as related to the economy.
- Understanding externalities and the environment as related to the economy.
- Understanding income distribution and poverty as related to the economy.
- Understanding international trade and its impact on the economy.
- Understanding international finance as related to the economy.
- Understanding economic development and its impact on the economy.

COMPOSITION & RHETORIC (COMPOSITION & RHETORIC)

ENG1001

The course presents the proper use of the English language through standard expository writing. Topics include the elements of writing as well as the practice of effective rhetorical writing.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Recognizing the stages of the writing process.
- Identifying appropriate audiences for composition.
- Identifying and correcting the major grammatical and mechanical errors in the construction of sentences. These include sentence fragments, run-on sentences, improper agreement, parallelism, and shifting tense.
- Using standard punctuation and writing in standard English without recourse to colloquialisms.
- Selecting precise words and phrases to express ideas in a paragraph.
- Identifying techniques that contribute to the unity of sentences within paragraphs and of paragraphs within completed essays.
- Developing unity within an essay by means of an outline.
- Defining the purpose of the topic in a paragraph.
- Formulating essays that address topics in a variety of subject areas.
- Writing the introduction to an essay that includes a thesis sentence.

- Expanding the text of an essay by illustration and example.
- Writing effective concluding paragraphs.
- Revising a rough draft of an original essay.
- Completing a final, original essay based on the five-paragraph format.
- Evaluating peer essays for effective expository writing and recommending corrective procedures for revising them.

COMPOSITION & LITERATURE
(COMPOSITION & LITERATURE)

ENG1002

The course presents concepts for the development of expository writing skills, of library research skills, and of analytical skills used in reviewing and evaluating literature. Areas include analyzing literary works, generating ideas for writing about literary works, writing literary critiques, and preparing a research paper.

PREREQUISITE: ENG1001

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Analyzing a literary work to understand and evaluate it precisely.
- Formulating a thesis for critical analysis and argumentation.
- Analyzing a work according to the characteristics of a particular genre, including fiction, poetry, drama, and literary criticism.
- Generating ideas concerning literary works through brainstorming, collaborative learning, and other means of creative thinking.
- Developing a preliminary bibliography for restricting the subject of the literary analysis and for developing a thesis statement.
- Developing strategies for active reading, including marking and annotating a text.
- Taking notes and documenting quotations from resources derived from research.
- Writing effective abstracts and paraphrasing secondary sources.
- Writing an extended literary analysis based on information derived from research.
- Documenting materials or ideas cited from secondary sources of information.
- Distinguishing between plagiarism and the proper documentation of another's ideas and materials.
- Distinguishing between appropriate uses and applications for different formats, such as APA and MLA.
- Properly documenting parenthetical documentation and works cited.
- Writing a research paper in an accepted format.
- Editing and revising written documents.
- Conducting on-line and computer-based research on literary topics.

STUDIES IN LITERATURE
(STUDIES IN LITERATURE)

ENG2006

The course facilitates self-discovery through the study of the master works of various cultures. It emphasizes the common themes of human experience, such as family, the hero, initiation, and self-discovery.

PREREQUISITE: ENG1002 or the equivalent.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Evaluating key master works of ancient and contemporary cultures.
- Distinguishing the genre of imaginative literature.
- Recognizing stated, implied, and inferred meaning in selected readings.
- Discussing the relationships among literary elements in selected readings.
- Identifying and analyzing the author's use of figurative language in selected passages of literature.
- Describing the literary techniques the author uses to project the theme of the work.
- Recognizing stated and figurative symbolism in passages of literature.

- Discussing the theme of a literary work in relation to its global significance.
- Analyzing the development of the author's moral and ethical vision in a literary work.
- Recognizing the forces in a work that have an impact on the reader's values and ethics.
- Recognizing the writer's role as a humanizing agent in society.
- Understanding the contemporary experience through the universal themes in literature.
- Understanding how cultural imperatives influence the creations of literary work.
- Drawing comparisons among works of various cultures or literary eras.
- Drafting and revising an analytical paper on a selected work.
- Conducting on-line and computer-based research on a literary topic.
- Summarizing secondary research on a literary topic.

BUSINESS FINANCE (BUSINESS FINANCE)

FIN3137

The course is a survey course in financial management. Basic concepts such as security markets, interest rates, taxes, and risk/return valuation models are discussed as well as how financial management can be used to help maximize the value of a firm or household.

PREREQUISITE: MAT1021 and MAT1022 or the equivalent and ACC2111 and ACC2112 or the equivalent.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Describing the goals of a firm.
- Comparing the different forms of business organizations.
- Determining the impact of the federal income tax system.
- Describing the capital markets.
- Analyzing the determinants of market interest rates.
- Interpreting the term structure of interest rates.
- Preparing cash flow analyses.
- Evaluating stock and bond valuation models.
- Analyzing the relationship between risk and rates of return.
- Interpreting financial statements.
- Determining the basics of capital investment decisions.
- Comparing common and preferred stock as sources for long-term financing.
- Analyzing types of debt instruments and leveraging.
- Applying present value, internal rate of return, and other valuation concepts.
- Understanding variations in capital structure among firms.
- Analyzing dividend policy issues.

UNDERGRADUATE

AMERICAN HISTORY TO 1877 (AMERICAN HISTORY TO 1877)

HIS1011

The course introduces the political, social, economic, and cultural history of the United States to 1877. The course is designed to help students understand and evaluate their society in the context of the historical experience.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Describing America prior to Columbus' arrival.
- Identifying the origins and consequences of European exploration and conquest of the New World and contrasting settlement patterns of the Spanish, French, Dutch, and English.
- Describing the development of colonial institutions, life, and culture.
- Describing how colonial American resistance to British imperial policy evolved into the War of Independence.
- Discussing the course of the War for Independence including its effects on American economy, politics, and culture.

- Describing the development of representative government (and federalism) from the Articles of Confederation to the Constitution and Bill of Rights.
- Identifying the development and practice of American political institutions including the presidency, the judiciary, and the government's role in the economy.
- Describing the development of American foreign policy from Washington's Neutrality Proclamation to the Monroe Doctrine.
- Comparing and contrasting the commercial economies that developed in the North and South prior to the Civil War.
- Discussing the growth of democracy during the Age of Jackson.
- Describing the development of the distinctive culture of the Old South including the cotton culture, slavery, and relations between planters and yeomen.
- Describing the spirit of reform from 1830-1860 that led to the secession of the Southern Confederacy.
- Understanding the military, political, economic, and social features of the Civil War in the North and South.
- Discussing the strategies used to implement Reconstruction and analyzing their effects on black and white racial groups in the North and the South.

AMERICAN HISTORY 1876 TO THE PRESENT (AM HIST 1876 TO PRESENT)

HIS1012

The course introduces the cultural, social, political, economic, history of the United States from 1876 to the present. The course is designed to help students understand and evaluate their society in the context of the historical experience. Topics include history events such as the settling of the American West, definition of the "New South," the Great Depression, the New Deal, World War II, the Cold War, and the Civil Rights Movement.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding the concept of manifest destiny as it applies to the settlement of the American West.
- Defining the "New South," with emphasis on its economic, social, political, and racial features.
- Understanding the impact of the industrial revolution, including the rise of corporations, the transformation of work, and the growth of cities.
- Comparing and contrasting the Populist and Progressive responses to the emergence of modern America.
- Analyzing the emergence of America onto the world stage at the turn of the century.
- Describing the New Era of the 1920s, including consumerism, transportation, the economy, and social unrest.
- Understanding the causes of the Great Depression and the response of the New Deal.
- Describing America's move from isolationism to internationalism during the 1930s and World War II.
- Understanding the Cold War both at home and abroad.
- Analyzing the causes for the effects of the post World War II economic boom in the United States.
- Describing the impact of the Civil Rights Movements in post war America.
- Understanding the "Great Society" and its legacy.
- Analyzing American society at home and abroad during the Vietnam War era.
- Describing the economy, politics, and culture of the post Vietnam era.
- Discussing American society at the end of the Cold War.

ORGANIZATIONAL BEHAVIOR (ORGANIZATIONAL BEHAVIOR)

HBD3173

The course presents an integrated social science view of human behavior in organizations. Topics include intergroup relations, conflict in organizations, organizational structure, work design, and the quality of work life.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Outlining the history of “organizational behavior.”
- Defining the scientific management thrust in business and its importance.
- Describing the human relations movement in business and its importance.
- Tracing the development of systems thinking in organizational behavior.
- Discussing the role of the employee as learner.
- Identifying the relationship between organizational structure, work design, and quality of work life.
- Discussing the dynamics of effective teamwork.
- Relating corporate culture to performance for both individuals and groups.
- Discussing the concept of an organization as a community of shared interests.
- Examining human resource strategies for managing individual behavior within organizations.
- Exploring the dynamics of intergroup relations and conflict within organizations.
- Relating the concepts of power and politics to organizational behavior.
- Discussing the nature of both intra- and inter-organizational communications.
- Identifying leadership challenges and strategies for successful organizations.
- Differentiating between successful and chaotic organizational change.
- Addressing the impact of corporate ethics upon organizational behavior.

SEX ROLES IN BUSINESS & SOCIETY (SEX ROLES BUS/SOCIETY)

HBD4721

The course presents an understanding of how organizational role expectations interact with sex role expectations. The primary objective of the course is to help both male and female students develop greater understanding and respect for each other as professional colleagues and as valuable members of society.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Identifying sex roles that are common within the contemporary Western cultures.
- Investigating the impact of social institutions such as the family, church, school, and state upon changing sex roles.
- Distinguishing among the definitions of sex, sex roles, and gender identity.
- Analyzing contemporary issues for working women and men in our society.
- Elaborating upon the process of identity development with emphasis upon sex role expectations at each phase of the life span.
- Comparing and contrasting communication strategies and messages for males and females.
- Researching sexual harassment and sex discrimination as contemporary business phenomena.
- Discussing the meaning of work to both sexes and exploring its relevance to changing demographics among the work force.
- Analyzing the impact of stress on working men and women.
- Analyzing the concept of androgyny in terms of building a personal management style.
- Tracing the history of changes in sex roles during the past century.
- Discussing the choices available to men and women in choosing an occupation.
- Discussing the role of organizational culture in dealing with issues of sexual harassment and organizational romance.
- Summarizing the steps that companies should take in creating a policy on harassment.
- Describing the origins of stereotyping.

DEVELOPING HUMAN POTENTIAL (DEVELOP HUMAN POTENTIAL)

HBD4722

This course takes both a historical and an experiential approach to studying the development of human potential. Students learn practices that are designed to assist them in identifying life goals and developing action plans for achieving these goals.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Describing the basic models for developing human potential.
- Completing self-assessments that measure one's position and progress in developing human potential.
- Describing ways in which people fail to develop their human potential.
- Exploring the research findings about consciousness and human potential.
- Describing the relationship between will and spirit and the development of human potential.
- Describing biographical accounts of the development of human potential.
- Discussing societal issues that result from undeveloped human potential.
- Describing the role of emotions in developing human potential.
- Describing power as it affects the development of human potential.
- Applying practices designed to develop human potential.
- Exploring the relationship between spirituality and the development of human potential.
- Describing humanity's use of religion to address the need of developing human potential.
- Discussing the concept of psychological development in relation to developing human potential.
- Describing ways to develop human potential through dealing with personal crises and life situations.
- Discussing the impact of relationships on human potential.

PSYCHOLOGY OF ADJUSTMENT (PSYCHOLOGY OF ADJUSTMENT)

HBD4725

The course presents the ways in which psychological principles apply to effective personal adjustment and development. Topics include emotional response theories, coping skills, self-esteem, depression, stress factors, and psychotherapeutic intervention.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Defining adjustment and discussing its implications.
- Describing how competence and flexibility relate to intellectual adjustment.
- Identifying the nature of emotional response and emotional paradox as they relate to emotional adjustment.
- Describing the emotional response theories of selected theorists.
- Examining adjustment to stressful situations and identifying positive and negative ways people cope with stress.
- Discussing the implications of psychotherapeutic intervention for optimum personal adjustment.
- Identifying personal stressors that may have an impact on the process of adjustment.
- Discussing the maintenance of interpersonal security, self-esteem, and the assimilation of the data of experience as functions of the self.
- Contrasting constructive and destructive fight styles.
- Discussing depression as it relates to personal adjustment.
- Describing how ineffective adjustment patterns affect the individual and the family.
- Applying Constructive Coping Model to personal stressful circumstances.
- Describing the correlation of habit, lifestyle, and health to personal adjustment.
- Applying the principles of Positive Psychology.
- Identifying communication styles and how they impact the ability to adjust effectively.
- Exploring gender, ethnic and sociocultural differences in responding to and coping with stress produced by life changes.
- Critically analyzing advertising and other media for instances of stereotyping, and discussing any potential impact on personal development and adjustment.
- Critically reviewing and analyzing a self-help book for its thoroughness in discussing a psychological problem and its effectiveness in outlining a specific plan to manage, cope, or solve the associated challenges.

INTERPERSONAL RELATIONS
(INTERPERSONAL RELATIONS)**HBD4727**

The course examines the impact of interpersonal relationships as experienced in family, business, and social groups. Topics include personal well-being, self-disclosure, conflict and anger management, models of interpersonal relationships, and the social exchange theory.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Exploring the reasons why individuals form relationships.
- Discussing interpersonal relationships and personal well-being.
- Identifying the advantages and disadvantages of self-disclosure.
- Understanding the relationship between developing interpersonal trust and building effective human relationships.
- Listing the elements of effective interpersonal communications.
- Discussing nonverbal communication with regard to developing and maintaining relationships.
- Identifying ways in which people listen and respond to each other.
- Understanding the importance of self-acceptance.
- Describing the constructive nature of interpersonal conflicts.
- Identifying strategies for managing conflict collaboratively.
- Describing the developmental stages of intimate relationships.
- Discussing various models of interpersonal relationships according to noted researchers.
- Describing the social exchange theory and the theories regarding the development of self.
- Discussing the theories of contemporary scholars regarding the development of the "self."
- Listing rules for managing anger constructively.
- Describing how the perception process influences interpersonal relationships.
- Identifying methods of improving communication climates.
- Outlining methods for responding nondefensively to criticism.

HUMAN RESOURCE INVENTORY
(HUMAN RESOURCE INVENTORY)**HBD4735**

The course presents the techniques, skills, and models for identifying and utilizing the assets of human resources within organizations as well as one's own personal assets. Students will learn how to use self-assessments and evaluation of skills and life experiences to develop portfolios for documentation.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Defining human resource skills and human assets of an organization.
- Discussing the applications of skills inventories within organizations.
- Identifying current job markets and projected job markets with corresponding skills required.
- Identifying the components in an assessment process.
- Defining life-learning experiences and their relationship to education.
- Discussing human resource skills as they relate to specific job and career paths.
- Describing the theory of life span development and its relevance to learning.
- Examining the basic potential of learning environments in a person's experience.
- Identifying variables and outcomes in the experiential learning process.
- Describing experiences which influence one's career path.
- Writing clear and comprehensive competency statements.
- Developing the elements of documentation to support the existence of competencies.
- Organizing life experiences into a portfolio.
- Discussing the importance of an individual inventory to the individual and/or to others.
- Developing a clear process for a three-step career change visualized.
- Identifying and prioritizing transferable skills.
- Examining the use of technology in identifying and presenting skills and experience.

MOTIVATION
(MOTIVATION)**HBD4741**

The course presents an in-depth examination of current issues on motivation and their application to real life situations. Topics include not only the theories of motivation but also goal setting, employee attachment, reward systems, employee attitudes, and the phenomenon of learned helplessness.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Defining motivation and discussing characteristics of motivation.
- Describing the function of work design.
- Describing the function of goal setting.
- Defining employee attachment.
- Understanding the relationship of intrinsic motivation to extrinsic motivation.
- Discussing groups and organizational design.
- Describing cross cultural influences on motivation.
- Contrasting motivation and performance.
- Understanding the phenomenon of learned helplessness.
- Describing communication, feedback, and motivation.
- Discussing various theories on reward systems.
- Describing employee and organizational development.
- Contrasting job attitudes and performance.
- Identifying the effects of individual behavior at work.
- Discussing social influences on behavior.

THE POWER AND WISDOM OF LOVE
(POWER/WISDOM OF LOVE)**HBD4752**

The course discusses love from both a personal and societal perspective. Students are encouraged to examine how love operates in their own lives through personal self-assessment, by applying text recommendations to personal needs and goals, and by sharing issues and ideas in a lecture class setting or in an online discussion forum. During the course, students are expected to be able to understand and apply relational principles to real life situations.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Defining time-tested principles of respectful power, situational wisdom, and healthy love.
- Describing individual benefits of becoming a loving person.
- Knowing the differences between healthy and unhealthy love and being able to apply true loving methods for self-protection, self-improvement, and personal success.
- Demonstrating a working understanding of practical text strategies and using them to better manage specific personal and/or real life instances.
- Applying proven methods to form better habits by taking responsibility for one's attitudes and actions and productively correcting personal wrongs.
- Implementing desired goals, realistic expectations, and committed outcomes to achieve a happier, healthier and more enriched life.
- Mentally analyzing strategies to better balance self/others needs and expectations.
- Exploring degrees of love within friendships, family, and spousal relationships.
- Understanding, respecting, nurturing, and appreciating relational differences.
- Encouraging and helping others to demonstrate healthy loving attitudes, expressions, and actions.
- Knowing how to practice consideration, compassion, service, and emotional support with reasonable giving.
- Creating uplifting, happy, and fun moments together in both intimate and non-intimate relationships.
- Wisely communicating with a loving attitude, with sincere listening, and with meaningful feedback.
- Using biblical teachings of godly love to enhance personal effectiveness.

- Practicing a healthy, harmonious, and loving balance in all relationships.
- Continuing to positively grow a loving relationship by seeking wise counsel through good books and inspired others who serve as excellent examples.

STRESS MANAGEMENT (STRESS MANAGEMENT)

HBD4759

The course presents an in-depth study of the sources of stress, the physiological and psychological effects of stress, and the strategies for managing stress. Definitions, symptoms, psychological aberrations, physical disturbances, and stress maintenance are covered.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Discussing the unique stresses of the twentieth century brought about by changes in the American culture.
- Listing definitions of stress by noted researchers.
- Discussing the causes of stress brought about in the modern world of multi-cultures.
- Describing physiological reactions of the body to stress.
- Comparing the relationship of personality to stress.
- Discussing the management of stress-induced drug and alcohol abuse.
- Listing sources of stress in business organizations.
- Comparing the actual and psychological costs of stress.
- Identifying causes and symptoms of burnout.
- Listing variables involved in overall job satisfaction.
- Outlining the problems of expressing anger, hostility, frustration, and aggression.
- Demonstrating the ability to monitor one's physiological reactions to stress and applying stress-reduction techniques.
- Discussing the relationship between life events and the onset of illnesses.
- Developing a holistic model of managerial lifestyle that calls for a balance in the following dimensions of life: professional, financial, social, cultural, creative, and personal.
- Discussing the cognitive appraisal concept as it relates to stress.
- Describing psychosomatic disorders as manifestations of stress.
- Discussing sources of stress in the family and the community and the social approaches to stress management.
- Reviewing the current research on stress in the United States.
- Determining and reflecting on the overall picture of one's own current stress status.

UNDERGRADUATE

INTRODUCTION TO THE HUMANITIES (INTRO TO THE HUMANITIES)

HUM1015

The course examines the creative achievements of humanity in order to increase the student's awareness and understanding of his/her unique value.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Defining the term humanities.
- Tracing the historical background of major periods in the humanities.
- Discussing the elements of art for each of the arts media.
- Discussing the principles of design for each of the arts media.
- Discussing the major aesthetic theories that have influenced the creation and evaluation of Western Art.
- Discussing the assumptions and interests the viewer brings to a work of art which may influence appreciation of the work.
- Researching the human need for art and the importance of art to the life of an individual.
- Describing the sources of art subjects.
- Analyzing the aesthetic concepts that influence the production of specific works of art.
- Analyzing a work of art in terms of form, content, function, medium, style and organization of elements.

- Describing the various artistic media, including two and three-dimensional design, theater, opera, film, and architecture.
- Writing a formal critique that describes, analyzes and evaluates the aesthetic qualities of a work of art.
- Recognizing how an artist's style influences the creation of the work of art.
- Appreciating works of art as universal icons of human consciousness.
- Describing how a work of art affects the viewer emotionally and intellectually.

ANALYSIS & DESIGN OF ORGANIZATIONS (ANALYSIS/DESIGN OF ORGAN)

MGT3172

The course presents various theories of organizational designs in a behavioral approach to organizational effectiveness. Topics include diagrammatic representations of systems, organizational typology, expectancy theory of motivation, and the causal-effect relationships that exist within the organization.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Discussing the implications of "theory" for organizational design.
- Examining leading organizational theories in terms of basic tenets and implications for organizational structure and processes.
- Preparing a diagrammatic representation of a systems approach to organizational design.
- Explaining the relationship between various organizational designs and the selection of information processing systems.
- Examining the similarities and differences among goals at various levels of the organization.
- Describing a strategy for managing interdepartmental goal conflict.
- Describing the following processes of integrating individual and organizational goals: exchange, socialization, process and accommodation.
- Evaluating the future merit of MBO programs as a methodology for structuring work and measuring performance.
- Defining the types and critical dimensions of contemporary organizational environments, including the effects of joint ventures, mergers and acquisitions.
- Describing organizational strategies for managing boundary personnel.
- Defining organizational typology and specifying ways in which it affects organizational effectiveness and climate.
- Discussing the causal-effect relationships that exist between values of organizational members and the organizational structure and technology.
- Describing the basic premises of the expectancy theory of motivation and elaborating upon related implications for management.
- Listing the general questions to be asked by management in structuring specific job/work assignments.
- Comparing the strengths and weaknesses of the major approaches of control within contemporary organizations.
- Identifying dimensions of the organizational structure and discussing their interrelationships as they relate to overall effectiveness.

PERSONNEL MANAGEMENT (PERSONNEL MANAGEMENT)

MGT4174

The course presents an investigation of the recruitment, selection, maintenance, development, utilization, and accommodation of human resources by organizations. Topics include cultural development, human behavior and organizational effectiveness, legal issues involving human resources, and applying relevant Federal laws and acts to the personnel management process.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Identifying the major personnel management processes.
- Explaining the effect of the organizational climate on human behavior and organizational effectiveness with respect to the Equal Employment Act.

- Evaluating organizational behavior in terms of justice, fairness, and consistency.
- Understanding the legal issues involved in human resources and the importance of consistent practices in dealing with all employees.
- Understanding the content and responsibilities of the Employee Retirement Income Security Act.
- Applying relevant Federal laws to the employment process.
- Understanding the content and responsibilities of the Occupational Safety and Health Act.
- Understanding the content and impact of the Fair Labor Standards and its amendments on compensation and fringe benefits within the organization.
- Articulating the importance of diversity management (domestically and internationally) in organizations.
- Understanding the evolution of law relating to the union movement as well as the law's changing emphasis.
- Identifying and discussing ethical issues in personnel management.
- Assessing how Compensation and Benefits impacts the organization and the employees.
- Understanding how benefits impact human resource management.
- Identifying and discussing problems of bias and cultural development.
- Describing effective diversity management programs and principles.
- Identifying the purpose of management and employee development programs.
- Assessing the impact of union membership on personnel management practices.
- Evaluating the purpose and importance of performance appraisals.
- Assessing the importance and means of retention.

BUSINESS ETHICS
(BUSINESS ETHICS)

MGT4192

The course is designed to prepare undergraduate students to identify, analyze, and resolve ethical dilemmas commonly encountered in the business world. Emphasis is placed on a philosophical framework for making ethical decisions in the marketplace and workplace.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Discussing the historical development of business ethics, including the evolution of professional and corporate Codes of Ethics.
- Understanding ethical theories and decision-making methodologies and applying them to business dilemmas.
- Assessing his/her own values, attitudes, and beliefs as a member of the workforce.
- Discussing the nature of the corporation and its relationship to society.
- Explaining consumer rights and how business practices affect consumers.
- Understanding the sometimes conflicting values, attitudes, and beliefs held by employees, customers, suppliers, managers, owners/stockholders, and members of the larger community.
- Understanding social responsibility and how business ethics is a part of social responsibility.
- Analyzing the impact that laws and regulations have on ethical decisions made in conducting a business.
- Discussing the impact of religion on ethical standards in the workplace and marketplace.
- Assessing ethical issues related to the use and structure of new technologies in the marketplace and workplace.
- Explaining the relationship between ethics and the achievement of quality objectives.
- Understanding the role of corporate leadership in establishing an environment conducive to ethical outcomes of business dilemmas.
- Discussing the process of achieving ethical changes in business organizations.
- Discussing the complexity of ethical decision making when companies conduct business in a foreign country.
- Analyzing specific ethical decisions made by businesses in the areas of human resources, marketing, accounting/finance, and production.

NEGOTIATION SKILLS FOR MANAGERS
(NEGOTIATION SKILLS)**MGT4193**

The course presents skills for a variety of negotiating situations: managing contracts, implementing change, making sales purchases, settling organizational conflicts, planning strategies, and achieving credibility.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Identifying negotiatory elements and discussing the reasons they are important to the process.
- Determining the preconditions and preparation that affect negotiations and discussing the importance of determining the needs of both parties prior to negotiating.
- Mastering and utilizing the language of negotiation.
- Establishing minimum and maximum goals in preparation for the negotiating process.
- Recognizing and dealing with personal negotiating styles and attitudes.
- Identifying and recognizing personal strengths and weaknesses which have an impact on the negotiating process.
- Exploring the various tactics used by negotiators.
- Investigating the importance of nonverbal communications in the negotiation process.
- Analyzing why negotiations fail.
- Identifying ways to overcome obstacles that restrain progress in the negotiating process.
- Contrasting effective and ineffective teamwork in negotiations.
- Describing productive and counterproductive negotiation attitudes, strategies, assumptions and personal demeanor.
- Illustrating how to keep the negotiation on track.
- Analyzing the important elements of a complete, written, negotiated agreement.
- Illustrating the importance of negotiating needs rather than negotiating positions.
- Discussing how to negotiate under specific, unusual circumstances.
- Constructing a logical plan of action for purchasing and salary bargaining.
- Understanding the walk-away point and how to eliminate emotions in negotiations.
- Understanding how to deal with other parties in various power positions.

BUSINESS ADMINISTRATION & POLICY
(BUSINESS ADMIN & POLICY)**MGT4199**

The course presents the conceptual framework upon which organizations are built and maintained. Topics include analysis of policies to practices, policy management, policy formulation, and corporate governance.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Defining the essential responsibilities of a general manager.
- Critiquing the process of formulating strategy and policy.
- Comparing policy and operational planning.
- Assessing the benefits and requirements for developing an effective managerial process, tactical, operational, and managerial approaches utilized in designing a company system.
- Evaluating relationship of social restraints and constraints to the policies and plans of organizations.
- Identifying top management's requirements for effective policy development.
- Understanding the human tendencies and errors common to the planning process.
- Analyzing business administration and policy issues in case studies.
- Discussing the importance of and the foundation of corporate governance.
- Developing policies and procedures to support a specific organizational purpose and strategy.
- Formulating an integrated operational plan for a change within any organization.
- Delineating an effective process for corporate performance measurement and evaluation.
- Designing control techniques for managing compliance to policies and goals.
- Assessing the role of various types of budgets in implementing strategy.
- Understanding the importance of ethics programs in the overall success of the firm.

OPERATIONS MANAGEMENT
(OPERATIONS MANAGEMENT)**MGT4203**

The course presents skills necessary for achieving a competitive advantage in both manufacturing and service industries. Topics include organizational design, customer service, setting strategic goals, and managing goods and services to both employees and customers.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Analyzing manufacturing and service operations management within industries.
- Describing theories governing the role of operations management within a business firm.
- Developing product and process operations strategies at the corporate and global level.
- Applying decision-making techniques to operations including forecasting and capacity planning.
- Describing principles related to process versus product management functions.
- Determining the quality and accuracy of external source data used in forecasting techniques.
- Identifying and applying total quality management and six sigma concepts governing operations management.
- Applying statistical process control methods to production forecasts and budgets.
- Designing workforce management systems including basic input elements of the master schedule.
- Developing capacity planning tools including methods to lower costs and improve profitability.
- Developing location analyses based on production demands derived from sales, warehouse and transportation requirements.
- Translating an organization's business plan into a detailed production schedule.
- Identifying principles, concepts, and techniques of operations as applied to sales, production, and distribution systems.
- Analyzing materials management and the impact of inventory systems on organizational operating performance and profitability.
- Defining strategies for innovative changes related to production and materials management including complex projects.
- Developing materials management programs related to service controls, customer service, and communication.
- Defining supply-chain management factors from a system-wide perspective.
- Describing the logistics function in a supply-chain setting.
- Identifying Technological Issues in Operations Management.
- Identifying Operational Sustainability Requirements.

UNDERGRADUATE

PROJECT MANAGEMENT FOUNDATIONS
(PROJ MGMT FOUNDATIONS)**MGT4495**

This course presents the essential skills and activities associated with managing complex projects within modern organizations. Topics include the history of project management, the project management lifecycle, project management knowledge areas, and project management processes. Students explore case studies of project success and failures and are introduced to the project management body of knowledge.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding the history of project management and its value within organizations.
- Understanding the role of project management standards organizations such as the Project Management Institute (PMI).
- Discussing the purpose of the PMBOK® Guide.
- Discussing the unique characteristics of a project.
- Defining the project management processes for a project.
- Understanding project management knowledge areas and their integration across the project.
- Discussing common project management process interactions.
- Defining the project management process groups.

- Discussing the relationships among project management, program management, and portfolio management.
- Understanding the purpose of the project management office (PMO).
- Discussing the differences between project management and operations management.
- Understanding the role of the project manager.
- Defining project management enterprise organizational factors and organizational process assets.
- Discussing the project lifecycle and product lifecycle relationships.
- Understanding project governance across the project lifecycle.
- Defining project stakeholders and understanding their relationship to the project.
- Understanding organizational influences on project management.
- Understanding common project selection techniques.
- Defining the purpose of the project charter.
- Understanding the purpose of project management tools and techniques.
- Understanding the purpose and value of project documentation.

ROLE OF THE PROJECT MANAGER & RESOURCE MANAGEMENT (ROLE PROJ MGR & RES MGMT)

MGT4497

This course presents the critical role of the project manager in the leadership of the project team and in achievement of project and organization objectives. In addition, this course covers the project management processes and skills required to identify, acquire, and manage project resources. Students explore these topics through case studies, discussions, and project management literature.

PREREQUISITE: MGT4495

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Discussing the definition of project management and the project manager.
- Discussing the interpersonal and leadership skills of the project manager.
- Understanding the role of the project manager in the leadership of the project team.
- Understanding the role of the project manager in project integration.
- Discussing the project manager's sphere of influence.
- Defining the competencies of the project manager and the PMI Talent Triangle.®
- Discussing technical, business, and strategic skills of the project manager.
- Comparing leadership and management.
- Discussing the key concepts of project resource management.
- Discussing emerging trends in project management styles and resource management.
- Understanding the process of defining how to estimate, acquire, manage, and utilize physical and team resources.
- Understanding estimating the process of estimating team and physical resources.
- Understanding the process of obtaining team members and physical resources necessary to complete project work.
- Discussing the process of improving competencies, team member interaction, and the overall team environment to enhance project performance.
- Understanding the process of tracking team member performance, providing feedback, and resolving issues to optimize team performance.
- Discussing the process of ensuring that physical resources are allocated and utilized according to the project plan and taking corrective action as necessary.

PROJECT SCOPE & QUALITY MANAGEMENT (PROJECT SCOPE/QLTY MGMT)

MGT4501

The course presents an overview of project management and the importance to the organization. The integration of project management principles is studied, as well as project scope management and project quality management.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding the nature of project management and the integration of the functions of managing within the organization.
- Defining project life cycles and the usage and benefits of progress reports.
- Discussing the different roles of project actors (e.g., project manager, staff, middle management, specialist, top management) and how to deal with and manage conflict during the different life cycles.
- Understanding how to document requirements of the project and build the project plan, determine the validity of the project, and build work breakdown structures.
- Identifying the customer and analyzing the needs as the basis of project specification.
- Understanding how to monitor the project progress and manage the necessary change during execution.
- Understanding the need for selecting and assigning the correct people on the project, and proper delegation of responsibilities and authority to achieve objectives.
- Understanding the process of documenting the project from inception through conclusion, closing the project out with positive results to maximize organizational contractual benefits.
- Using the various project management tools, the benefits delivered, and when the tools should be applied.
- Understanding quality and quality management, including the costs of quality and the costs of non-quality.
- The tools and methods used to provide quality assurance and the attributes of quality through quality planning and control.
- Understanding cost/benefit analysis as applied to project go/no go decisions.
- Applying statistical control concepts and the importance of quality design.
- Developing an action plan when results do not meet project specification.
- Understanding the Pareto principle and diagrams and how they relate to and assist in project management.
- Understanding and defending the zero defects concept.
- Knowing how motivation works within the organization and the project team to enhance quality.
- Understanding the purpose and value of project documentation.

PROJECT COST & CONTRACT PROCUREMENT (PROJ COST/CONT PROCURE)

MGT4502

The course covers a broad range of cost related uses, ranging from basic budgeting to cost estimating to capital budgeting. It also covers the basic contract and procurement principles. The course prepares students for Scheduling & Cost Controls and Contracting for Project Managers portion of the Project Management Certification test.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Defining and discussing life cycle costing and the use of the Work Breakdown Structure (WBS) as a budget tool and basis for estimating target costs.
- Defining and discussing the various terms that are integral to cost management: target cost, target price, definitive estimates, conceptual estimates, preliminary estimates, point of assumption, committed costs, opportunity costs, sunk costs, law of diminishing returns, learning curve theory, parametric estimates, order of magnitude estimates, appropriation, and level of effort work.
- Demonstrating an understanding of how to work various cost-related problems: cost of capital, computing interest rates, and calculating labor costs.
- Understanding the differences between fixed costs and variable costs and how they impact a project's execution and success.
- Understanding and discussing the various earned value concepts: BCWP, BCWS, ACWP, cost variance, cost performance index, estimate at complete (EAC).
- Understanding and discussing capital budgeting and demonstrating that understanding through working problems related to: net present value, internal rate of return, and payback period analysis.

- Discussing the meaning and use of depreciation of capital and demonstrating knowledge of reading cost tables.
- Discussing capital investment concepts: fixed capital, working capital.
- Discussing various types of contracts important to organizations and how and when they may be used for the benefit of the organization.
- Knowing the legal implications of contracts and understanding the importance of and differences between the various contract terms: Cost Plus Fixed Fee (CPFF), Cost Plus Incentive Fee (CPIF), Fixed Price (FP), and Time and Materials (T&M).
- Demonstrating the ability to analyze the rent versus lease trade-offs and the lease versus purchase advantages and disadvantages.
- Discussing how to analyze “make” versus “buy” decisions.
- Understanding various types of warranties and their importance to the organization.
- Understanding the three basic elements of procurement management (purchasing, expediting, inspection) and how they help the organization meet its objectives.
- Understanding international contract/procurement issues and how they must be understood, negotiated, and executed differently than domestic issues.
- Discussing the benefits of and the differences between centralized and decentralized contracting.
- Understanding the purchasing cycle and how it works within the organization.
- Understanding the principles and importance of Contract negotiation with external parties: suppliers, hardware, software, services, support, etc.

PROJECT RISK & SCHEDULE MANAGEMENT
(PROJ RISK & SCHED MGMT)
(FORMERLY MGT4503 PROJ RISK & TIME MGMT)

MGT4503

The course presents risk and time management concepts as processes to improve the likelihood of a project’s successful and timely completion. The student will learn quantitative and qualitative techniques to assess project risk, how to mitigate and control risk and how to more effectively communicate the cost savings benefits of risk management to project sponsors and project team members. In addition, the student will learn about techniques to estimate, schedule and control project activities using PERT, CPM and other methods. The course adds new concepts and methods to those learned in previous project management courses and integrates and expands the risk and time management processes using case studies, exercises and real world experiences. Class material will include, but not be limited to, topics emphasized by the Practice Management Institute and its certification exam.

UNDERGRADUATE

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Defining and discussing the risk management and time management processes.
- Distinguishing among and identifying various types of risk.
- Understanding risk management techniques.
- Discussing, quantifying and prioritizing risks affecting the likely outcomes of a project.
- Selecting risk analysis tools in project management.
- Understanding how to plan and implement basic risk mitigation strategies.
- Understanding how to implement and monitor risk response and control strategies.
- Developing responsibility matrices, workaround strategies and other alternative responses to changes in risk during the life of the project.
- Defining project activities within the work breakdown structure (WBS).
- Understanding techniques to develop project network diagrams and activity update lists.
- Understanding tools to develop and analyze activity duration estimates.
- Preparing activity schedules using CPM, GERT, PERT and simulation methods.
- Discussing the relative advantages of GANTT (bar) charts, milestone charts and time-scaled network diagrams.
- Discussing techniques to implement and monitor an ongoing schedule control process in order to respond to unplanned changes.
- Understanding methods for and the importance of performance measurement and reporting.
- Understanding the importance of team communication, interaction and agreement in successful project time and risk management efforts.

**PROJECT STAKEHOLDER &
COMMUNICATIONS MANAGEMENT**
(PROJ STKHLDR & COM MGMT)
(FORMERLY MGT4504 PROJ HUMAN RES/COMM MGMT)

MGT4504

The course covers the processes required to make effective use of people involved with a project. Stakeholders include: sponsors, customers, individuals, contributors. In addition, the course covers processes required to ensure timely and appropriate generation, collection, dissemination, storage and ultimate disposition of project information. Major topics include those typically covered by the Project Management Institute Human Resource Management and Communication Management Examinations.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Discussing the forms of organizations and the impact of organizational structures on the manager- employee relationship.
- Understanding and discussing the roles and responsibilities of the project manager, project team, and project management team.
- Understanding project HR management processes, tools and techniques in the context of planning, acquiring, developing and managing the project team.
- Discussing the types of power and ways that power can be used both positively and negatively.
- Understanding how to manage conflict effectively including various techniques and methods available for project managers.
- Discussing the personnel issues that can and do arise within the organization including the effective and proper use of performance appraisals.
- Discussing the importance of training, career planning, productivity, and teamwork.
- Discussing motivation and rewards including how they may be used effectively.
- Discussing specific motivation and hygiene theories including: Maslow, Herzberg, Douglas McGregor's Theory X and Theory Y.
- Discussing the importance of proper resource allocation and coordination.
- Discussing the various components of the communication process and channels.
- Discussing various communication barriers versus effective communication.
- Discussing formal versus informal communications.
- Discussing traits and proper usage of different kinds of communication.
- Discussing the organizational climate and its impact on communication.
- Discussing the role of the project in effective communication.
- Discussing the importance of feedback in communication.
- Discussing the importance of communicating with customers and the usage of appropriate methods.

TEAMS & TECHNOLOGY
(TEAMS & TECHNOLOGY)

MGT4620

This course provides students the skills necessary to form and manage a virtual team. The course will explore the history of teamwork as well as the history of virtual teams. Students will investigate essential skills and activities associated with managing teams. Students will also explore the essential technologies associated with managing virtual teams. Topics include the history of teams, the advantages of a virtual team, trust in teams, networking and technology, managing time in the virtual workplace, ethical considerations in virtual teams, thinking and learning in virtual teams, organizational culture limitations, and how to ensure virtual team success.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding the role of virtual teams in organizations.
- Defining the difference between traditional face-to-face teams versus virtual teams.
- Understanding how to form a virtual team.
- Discussing how to set up a virtual workspace.
- Defining team trust.
- Understanding how personality type affects team communication.

- Understanding the need to manage virtual team technology efficiently.
- Defining working together and working apart.
- Understanding the issues of privacy and respect.
- Understanding ethics within a virtual team.
- Discussing tools for learning online.
- Understanding external and internal boundaries of a virtual team.
- Defining team member cooperation and authority.
- Understanding the need for relationship building within virtual teams.
- Understanding the importance of effective communication within virtual teams.
- Understanding individual team member skills and how they affect the team.

CONTEMPORARY MANAGEMENT ISSUES
(CONTEMPORARY MGMT ISSUES)

MGT4650

This course provides students an in-depth exposure to the skills necessary to manage an organization in today's rapidly changing marketplace. The course will explore the general history and theory of the field of management. After reviewing the theories and foundations of the management field, students will investigate and discuss the changes and challenges in today's global marketplace. A variety of crucial management skills will be addressed. Course topics include the history and theory of management, managing differences, personality type, Emotional IQ, contemporary management challenges, ethical considerations in management, how to manage rapidly changing technologies, relationship building, and managing the multi-generational workforce.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding the role of the manager within the organization.
- Understanding how changes in the economy affect managers.
- Defining the importance of being able to adapt to today's workplace challenges by creating an adaptive organization.
- Understanding how the differences in generations affect the workplace and the need to adapt managerial approaches to those differences.
- Discussing how being able to work with different personalities can be an asset to a manager.
- Exploring gender differences and the need to adapt managerial approaches to those differences.
- Understanding how to conceptualize organizational needs in relation to change.
- Understanding how working with Emotional IQ can be a powerful management tool.
- Understanding the need to manage technology efficiently and effectively.
- Understanding diversity within the workplace and how it affects managerial decision making.
- Understanding ethics.
- Discussing the hostile work environment and how to overcome this challenge.
- Understanding the challenges of the entitled worker.
- Understanding the challenges of the unmotivated worker.
- Understanding the challenges of the overworked employee.

EXECUTIVE LEADERSHIP
(EXECUTIVE LEADERSHIP)

MGT4670

The course provides students the skills necessary to lead an organization at the executive level in today's rapidly changing marketplace. The course will explore the general theories of leadership applied specifically to the executive level. After exploring the theories and foundations of executive leadership, students will investigate and discuss the changes and challenges in executive leadership. A variety of crucial leadership skills and techniques will be addressed. Topics include the history and various theories of leadership, the uniqueness of executive leadership, knowledge management, Emotional IQ, international and culturally diverse aspects of executive leadership, negotiation skills, governance and the board of directors relationship, and leadership development and succession.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding the history and theories of leadership and their value within the organization.

- Understanding the role of executive leadership within the organization.
- Defining the importance of social responsibility in today's marketplace.
- Determining how being able to work with basic personality types can be an asset to an executive.
- Understanding basic gender differences in executive leadership.
- Discussing techniques essential to negotiation at the executive level.
- Understanding how knowledge management impacts the executive level of an organization.
- Understanding how working with Emotional IQ can be a powerful management tool.
- Understanding the nature and value of internationally diverse executive leadership.
- Understanding the nature and value of culturally diverse executive leadership.
- Defining the impact of ethics at the executive level.
- Understanding the executive role and relationship to the board of directors.
- Determining the components of a hostile work environment.
- Understanding the need for relationship building within the organization.
- Understanding how to motivate and empower employees.
- Recognizing basic issues associated with leadership development and succession.

MANAGING THE GENERATIONS (MANAGING GENERATIONS)

MGT4690

This course explores the new economic, social and political reality of the cross-generational workplace. The primary objective of the course is to help students analyze the 21st century workplace and the major generational changes effecting organizations.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding the history and theory of organizational behavior and management and application to generations in the workplace.
- Identifying the elements that enhance the employer/employee "psychological contract" for each generation.
- Describing the differences/similarities between generations and understanding the meaning and importance of generational cohorts.
- Comparing and contrasting global generational cohorts to the United States generational cohorts.
- Explaining the cross-generational workplace and potential organizational effects for the 21st century.
- Understanding the meaning of generational events and significance of those events.
- Summarizing the role of a generational cusper and identifying signposts.
- Managing generational conflict and developing organizational interventions.
- Illustrating the importance of effective communication among the various generations currently in the workplace.
- Recommending where and how mixed generations can work well together.
- Diagnosing the potential solutions for bridging the generational gaps.
- Defending the unique work ethics and ethical behavior of each generation.
- Recommending effective ways to manage and motivate different generations.
- Discussing current best practices on how to manage and bridge generations in the workplace.
- Reviewing the cross generational future and organizational implications for 21st century global workforces.

UNDERGRADUATE

COMPUTER CONCEPTS & INTERNET TECHNOLOGIES (COMPUTER CNCPTS/INTERNET)

MIS2110

The course presents activities that validate successful use of personal computers in a telecommunications-learning environment. The course emphasizes a basic knowledge of computer history, hardware, software, and the practical application of technologies. Skills gained are essential for advanced on-line learning.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Demonstrating a working vocabulary of personal computer hardware and basic Internet terms.
- Identifying and discussing the internal components of the personal computer.
- Describing the various operating systems of the personal computer.
- Demonstrating the ability to communicate via the Internet using e-mail.
- Demonstrating the ability to manage file attachments to Internet e-mail.
- Demonstrating the ability to investigate and evaluate specific systems available for accessing the Internet in a given location.
- Demonstrating the ability to do research via the Internet and applying research skills in reporting.
- Demonstrating the ability to apply basic OS skills relative to general file management on a personal computer.
- Demonstrating the ability to manage the processes of extracting compressed files.
- Discussing the meaning and merits of a computer *firewall*.
- Demonstrating a working knowledge of the Windows and DOS operating systems.
- Performing file management functions used in the daily operations of personal computers.
- Using commercially available software packages.
- Discussing how to select personal computer software and hardware.
- Discussing how to service and maintain personal computers.
- Identifying communications software, hardware, and services available for personal computers.
- Discussing networking of personal computers.
- Evaluating the latest peripherals available for personal computers.
- Describing the latest advancements in personal computer technology.
- Discussing how to apply personal computer technology and applications in a work environment.

EMERGING TECHNOLOGIES (EMERGING TECHNOLOGIES)

MIS4322

Emerging Technologies is a research-oriented course designed to guide the learner toward a greater appreciation and understanding of newly developing products and concepts that will have an impact on business. Topics include emerging products, investigation of emerging products, discussion of trends, and anticipation of future products.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Discussing the difference between an emerging technological product and a technological concept.
- Initiating an independent investigation of a product.
- Initiating independent research into a technological concept.
- Identifying the technological strengths and weaknesses of an identified product and of an emerging technological concept.
- Developing an in-depth technological overview report of a product.
- Reviewing literature relevant to advancing technologies and identifying trends that will result in new products.
- Grouping and interpreting emerging technologies for work opportunities/applications.
- Identifying or suggesting new products logically derived from emerging products.
- Discussing how emerging technological concepts breed technological products.
- Discussing how emerging products breed new technological concepts.
- Designing a new product logically derived from newly introduced technological concepts.
- Selecting an emerging technological concept and suggesting future emerging products logically derived from the concept.
- Selecting technological products and theorizing on anticipated emerging concepts.
- Discussing the practical and theoretical strengths and weaknesses in forecasting product development based on technological concepts.
- Identifying the practical and logical limits/parameters present in discussing emerging technologies.

MARKETING
(MARKETING)**MKT3151**

The course presents skills necessary for achieving a competitive advantage in both manufacturing and service industries. Topics include organizational design, customer service, setting strategic goals, and managing goods and services to both employees and customers.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Explaining the role of marketing in our economy and society.
- Identifying the environmental issues and factors affecting a company's marketing activities.
- Describing how cultural, social and psychological factors influence consumer decision-making processes.
- Discussing how demand estimates for products and services are derived.
- Assessing marketing opportunities and problems.
- Explaining how firms segment markets and select target markets.
- Describing the new product planning process.
- Discussing the relationship between a product's life cycle stage and the strategies used to promote, price, and distribute the product.
- Explaining how firms establish process for goods and services.
- Understanding the factors affecting a company's distribution strategy.
- Describing how promotional programs can effectively integrate advertising, personal selling, sales promotion, and publicity.
- Discussing the impact of the Internet and the World Wide Web on marketing strategies.
- Evaluating company marketing strategies.
- Describing the role of marketing research in developing marketing strategies.
- Identifying ethical issues in the practice of marketing.

CONTEMPORARY MATHEMATICS
(CONTEMPORARY MATHEMATICS)**MAT1013**

The course presents basic mathematical principles relative to decision-making. Topics include the fundamental concepts of inductive and deductive reasoning, logic, problem solving models, numeration systems, and real number properties.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Developing problem-solving models.
- Deducing from general to specific.
- Inducing from part to whole.
- Designing a formula for a given sequence.
- Identifying and performing set operations.
- Utilizing set schematics to organize data.
- Interpreting truth tables.
- Resolving basic Boolean Algebra operations.
- Applying logic to form valid conclusions.
- Employing a calculator to solve problems.
- Converting between various notations, bases, and forms.
- Recognizing the characteristics of numeration systems.
- Applying the Real number properties.
- Evaluating operations on the Real numbers.
- Solving applied interest problems.
- Calculating the annual percentage rate of a loan.
- Analyzing amortization of a home loan.
- Expressing analytical thinking, orally and in writing, and applying that knowledge to other disciplines and to real-world situations.

SURVEY OF MATHEMATICS
(SURVEY OF MATHEMATICS)**MAT1014**

The course presents a basic introduction to number theory. Topics include algebra, geometry, topology, probability, and statistics.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Applying the concepts of similar and congruent figures.
- Solving linear equations and inequalities.
- Simplifying rational expressions.
- Identifying modular problem applications.
- Determining angle measure and type.
- Utilizing metric units.
- Calculating perimeter and area.
- Computing the volume of various solids.
- Graphing on a coordinate system.
- Constructing a map using ordered pairs.
- Distinguishing between permutations and combinations.
- Deriving the probability of an event.
- Illustrating various types of graphical displays.
- Comparing measures of central tendency.
- Interpreting measures of dispersion.
- Analyzing data using the standard normal distribution.
- Expressing analytical thinking, orally and in writing, and applying that knowledge to other disciplines and to real-world situations.

QUANTITATIVE METHODS FOR BUSINESS I
(QUANTITATIVE METHODS I)**MAT1021**

The course presents the fundamental concepts of mathematics necessary in the social and management sciences. The course reviews linear, quadratic, exponential and logarithmic functions and introduces the geometry and algebra of linear programming. Systems of linear, quadratic, exponential and logarithmic equations, along with matrix algebra are included.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Graphing on the coordinate plane.
- Applying polynomials, rational expressions, exponents, and radicals.
- Solving systems of equations.
- Utilizing linear, quadratic, exponential and logarithmic functions.
- Designing linear functions for business operations.
- Graphically analyzing linear programming problems.
- Defining convex polygonal sets.
- Maximizing and minimizing linear systems.
- Identifying key steps in Gauss-Jordan elimination.
- Discussing the Pivot Transformation operation.
- Developing linear systems in tableau form.
- Utilizing laws of matrix algebra for problem solving.
- Performing mathematical operations on matrices.
- Illustrating identity and inverse matrix concepts.
- Examining the simplex algorithm in linear programming problems.
- Constructing an input/output matrix.
- Designing linear programming models.
- Expressing analytical thinking, orally and in writing, and applying that knowledge to other disciplines and to real-world situations.

QUANTITATIVE METHODS FOR BUSINESS II
(QUANTITATIVE METHODS II)**MAT1022**

The course presents an overview of business math concepts including functions, graphs, limits, continuity, derivatives, antiderivatives, definite integrals, and applications of differentiation and integration to modern business practice. The focus is to help apply these math tools to real business practice.

PREREQUISITE: MAT1021 or the equivalent.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Developing the limit of a function concept.
- Analyzing a limit analytically.
- Determining a limit graphically.
- Identifying the techniques for evaluating limits.
- Distinguishing continuous functions.
- Interpreting the derivative in various formats.
- Utilizing various derivative formulas.
- Examining maxima and minima with derivatives.
- Determining marginal analysis in business and economics.
- Solving optimization problems.
- Applying derivatives to economic concepts.
- Using higher order derivatives and tests.
- Defining antiderivative and integral.
- Computing antiderivative, indefinite, and definite integral.
- Employing various techniques of integration.
- Calculating the area under a curve.
- Modeling the definite integral to business problems.
- Expressing analytical thinking, orally and in writing, and applying that knowledge to other disciplines and to real-world situations.

PERSPECTIVES ON DEATH/DYING
(PERSPECTIVES:DEATH/DYING)**PSY3735**

The course surveys current American practices with regard to the psychosocial phenomena of death and dying. Both research and experiential data are used to examine the nature of our behavioral responses to the phenomena. Attention is specifically given to ethical concerns.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Describing the presence of and practices related to death and dying within various cultures, with particular emphasis upon the United States.
- Identifying stereotypical relationships established between aging and dying.
- Describing the multidimensional nature of death anxiety.
- Examining links between death anxiety and psychosocial adjustment, i.e., coping strategies, pathology, and/or stress reactions.
- Considering trends in societal attitudes toward euthanasia.
- Exploring the responses of family, co-workers, and friends to a dying person.
- Analyzing the psychological and philosophical foundations for dying found in the predominant literature and media of the day.
- Examining the interrelationship between the process of living and dying.
- Analyzing public policies and practices related to issues of dying.
- Comparing and contrasting healthy and unhealthy grieving.
- Conducting a cross-cultural comparison of institutionalized practices for dealing with death and dying.
- Focusing on issues of dying and grieving specific to cases of suicide.

- Examining the relationship among selected demographics such as age, gender, religious preference, educational level and one's expressed death anxiety.
- Developing a source of information for use by professionals and the public who are addressing issues of death and dying.
- Exploring areas of thanatology that require further research.
- Identifying the different cultural and religious perspectives on the meaning of death.
- Defining and explaining near-death experiences.

THE LIFE & TEACHINGS OF JESUS (LIFE/TEACHINGS OF JESUS)

REL2032

The course presents a survey of the life and ministry of Jesus Christ as presented in the four gospels (Matthew, Mark, Luke, and John), including historical, political, social, and religious context.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Describing key elements of the Greco-Roman backgrounds of the New Testament, including Roman presence and influence during the life of Jesus.
- Identifying various religious and political groups in first century Judaism, including the Sadducees, Pharisees, Zealots, Herodians, Essenes, and the Sanhedrin.
- Identifying specific styles, themes, and content of each of the Gospels.
- Discussing the pre-existent of the Son of God, and the concept of Incarnation in the person of Jesus of Nazareth.
- Explaining the religious and political significance of Messiah in first century Judaism.
- Correlating the two genealogies in Matthew and Luke.
- Comparing and explaining variations among Gospel parallels.
- Discussing the birth and childhood of Jesus and John the Baptist.
- Describing the prophetic ministry of John the Baptist and its correlation with the beginning of the public ministry of Jesus.
- Grappling with the meaning and implications of the stories of Jesus' temptation by Satan in the wilderness.
- Analyzing unique encounters with people, such as the woman at the well of Sychar.
- Tracing the three stages of the great Galilean ministry of Jesus.
- Describing the calling and special training of the Twelve disciples in Galilee.
- Tracing the later Judean Ministry, the Perea Ministry, and the last public ministry of Jesus in Jerusalem.
- Describing the arrest, trial, crucifixion, and burial of Jesus.
- Describing the resurrection, numerous appearances, and the ascension of Christ.
- Understanding the substance and meaning of select parables of Jesus.
- Discussing the Sermon on the Mount with special attention to the Beatitudes, the influence and responsibility of discipleship, the meaning of prayer, and the Golden Rule.
- Discussing the purpose and value of the signs and miracles of Jesus.
- Discussing the broad implications of the ministry of Jesus and the gospel message to the nations of the world.
- Discussing the purpose and value of the signs and miracles Jesus performed.
- Discussing the broad implications of the ministry of Jesus and the gospel message to the nations of the world.
- Explaining prophecy as a means of identifying Jesus as Messiah.

UNDERGRADUATE

THE GOSPEL OF JOHN (THE GOSPEL OF JOHN)

REL3821

The course presents a study of the life and teachings of Jesus Christ as revealed in the fourth Gospel, called the Gospel of John.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding the theological motive of the Gospel of John.
- Discovering evidences for the historicity and authorship of the Gospel of John.

- Discussing the historical background and theme of the Gospel of John.
- Characterizing the uniqueness of the Gospel of John from three other Gospels known as the Synoptics.
- Identifying the Pharisees, Sadducees, Essenes, and Gnostics.
- Tracing the developing oppositions to Jesus and his teachings.
- Discussing the theology of the Gospel of John relevant to human suffering.
- Discussing the miracles of Jesus presented by the Gospel of John, including their purpose and results.
- Describing the climax of opposition to the Christ and the results.
- Understanding the theology of the claims of Christ.
- Understanding the significance of the new birth.
- Describing the evidence of the bodily resurrection of Jesus in the Gospel of John and its importance for Christians today.
- Comprehending the revolutionary nature of the person and work of Jesus as revealed in the Gospel of John and, especially, as it relates to Him as Savior of the world.
- Determining a practical application of Jesus' High Priestly prayer.
- Discussing the Holy Spirit as guide, comforter and revealer.
- Understanding the meaning of the "I AM" pronouncements by Jesus.
- Understanding the Old Testament background of the Gospel of John.
- Understanding the Old Testament prophecies fulfilled in the Gospel of John.

FAMILY RELATIONS (FAMILY RELATIONS)

REL3851

The course involves a study of contemporary family life from a Christian perspective and presents psychological and behavioral principles that are essential in building and maintaining healthy family relationships.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding the value of Christian principles in building healthy family relations.
- Identifying basic human needs from a Christian perspective.
- Understanding the deepest meaning of love as illustrated by biblical images of divine love.
- Discussing the family as a system, including family systems theory, and the traits of both dysfunctional and functional families.
- Describing factors that influence mate selection.
- Understanding the nature of marriage from a Christian perspective and the value of covenant to help maintain a healthy and lasting marriage.
- Discussing the role of communication in the home.
- Understanding healthy conflict resolution in the home.
- Discussing the concepts of sex and healthy sexuality in the home.
- Describing the role of parents and children in the home, based on Christian principles.
- Discussing adolescence as well as common problems including alcohol, drugs, sex, social pressure, eating disorders, etc.
- Discussing divorce and remarriage and their effects on the family.
- Identifying the various forms of non-traditional families represented in today's culture.
- Discussing aging and its effects on family relations.
- Evaluating how families are undermined by the "bondage to commodities," and how to break free.
- Discussing how churches should respond to the numerous challenges faced by families today.

CONCEPTS OF BIOLOGY & HEALTHFUL LIVING (BIOLOGY/HEALTHFUL LIVING)

SCI1026

The course presents concepts of wellness and healthful living in today's modern society. Different aspects of human health within a world context are covered including cancer, nutrition, drug use, and abortion.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Discussing the implication of an individual's value system on society.
- Identifying the major components of health.
- Identifying and describing contemporary nutrition diets and describing their advantages and disadvantages.
- Contrasting the research set forth by the American Cancer Society and the tobacco industry as it may relate to the relationship of lung, mouth, lip and nasal cancer and the use of tobacco.
- Identifying and describing the leading preventative and detection techniques available for men and women as they relate to present or future personal occurrences of one or more forms of cancer.
- Explaining the physiological and psychological traumas often associated with a cancer victim and his/her friends, family and/or associates.
- Describing the preparation/precaution recommended by leading authorities prior to engaging in a vigorous physical fitness program.
- Describing the influences of drug and alcohol abuse on the United States economy and industrial production.
- Identifying and describing the leading forms, the target population, and growth of drug abuse in the last twenty years.
- Defining suicide, identifying the characteristics of individuals most commonly associated as being suicide candidates, and identifying and describing organizations whose primary purpose focuses on suicide prevention activities and/or who work with families of suicide victims.
- Describing and discussing the increasing incidence of sexually transmitted diseases (STD) in the United States.
- Identifying and discussing the biological and social implications of HIV/AIDS.
- Contrasting the arguments advocated by the Right to Life versus the Freedom of Choice philosophies.
- Identifying and describing recommended coping strategies for individuals to utilize in order to minimize the influences of common stress factors.
- Describing and interpreting the major medical tests which are generally prescribed by physicians.

ECOLOGY: MAN & HIS ENVIRONMENT
(ECOLOGY:MAN/ENVIRONMENT)

SCI1027

The course presents basic ecological concepts and principles and their application and practice in our present environment. Topics include fossil fuel energy sources, nuclear energy, ecosystems, and agricultural chemicals and their effects on the environment.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Describing and discussing what is meant by a sustainable society.
- Defining what is meant by an ecosystem approach to environmental issues.
- Defining the following ecological items: abiotic and biotic factors, commensalism, community, competition, consumer, decomposer, environment, food chain, foodweb, limiting factor, niche, range of tolerance and trophic level.
- Discussing selected major human population growth issues.
- Describing the environmental impact of the fossil fuel energy sources commonly used by industrialized nations.
- Identifying the benefits and risks of nuclear energy.
- Identifying the basic components of aquatic and terrestrial ecosystems.
- Defining succession and distinguishing between primary and secondary successions.
- Describing predator-prey, parasite-host, competitive, mutualistic, and commensalistic relationships.
- Comparing the differences between a community and an ecosystem.
- Listing several conservation organizations that are dedicated to the preservation of wildlife and other natural resources.
- Listing the major biomes of North America and identifying major characteristics of each.
- Comparing the advantages and disadvantages of agricultural chemicals used to increase food production.
- Comparing succession in a pond to that in an old field.

- Comparing the components of a freshwater ecosystem with those of a marine ecosystem.
- Discussing the causes and consequences of pollutants on terrestrial and aquatic ecosystems.



GRADUATE ACADEMIC

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GRADUATE ADMISSION STANDARDS

Admission Standards Overview

Admission to Amberton University is a privilege not a right. Admission is granted only when, in the judgment of University officials, the applicant can benefit from our educational programs.

Admission Requirements:

A student seeking unconditional admission to Amberton University for graduate study will meet the following admission standards. Additional admission standards are required for students seeking formal admission to the Master of Arts – School Counseling Program. See the “Program Requirements” section below for more information.

1. Be a U.S. citizen or permanent resident.
2. Proficient in the English language
3. A mature adult with employment experience.
4. Successful completion of earned bachelor’s degree from a U.S. regionally accredited college or university as evidenced by the submission of official transcripts.
5. Students under 22 years of age and enrolled in campus classes must provide evidence of receipt of an initial bacterial meningitis vaccination dose or booster during the five-year period preceding and at least 10 days prior to the first day of the first semester in which the student initially enrolls at an institution, or following a break in enrollment of at least one fall or spring semester at the same or another institution. Exceptions to this provision may be found at:

<http://www.dshs.texas.gov/immunize/school/college-requirements.aspx>.

Does not apply to students enrolled in only online or distance education courses.

Program Requirements

Master of Arts-School Counseling

The Master of Arts in School Counseling prepares students to satisfy academic requirements for the Professional School Counseling Certification in the State of Texas. Students who seek formal admission to the MA-School Counseling must meet graduate admission standards as well as the requirements unique to this program. The following information and processes must be completed and/or submitted for consideration of formal admission to the MA-School Counseling program:

1. Complete Application for Admission to Amberton University.
2. Complete School Counselor Certification Program Application.
3. Provide official transcripts from all previously attended institutions.
4. 2.5 overall GPA required on most recent Bachelor’s degree or higher or on most recent 60 hours. For students with less than a 2.5 GPA, please contact the Program Director at DHill@Amberton.edu.

5. Provide Valid State of Texas Teacher Certificate.
6. Complete School Counseling Program Questionnaire
7. Submit payment of \$55 non-refundable TEA Assessment Fee.

In addition, student's District Service Record verifying two (2) creditable years teaching experience is required before enrolling in CSL6829 Pre-Practicum. It is highly recommended that students have completed the teaching experience requirement prior to applying to the program.

For assistance in applying to the MA-School Counseling program or any of the University's graduate programs, please speak with an advisor or email: Advisor@Amberton.edu. See page 128 for more information on the MA-School Counseling Program.

International Students (Non-U.S. Citizen/Non-Permanent Resident)

Amberton University is authorized under federal and state laws to enroll qualified international students seeking bachelor or master degrees. Amberton University will allow international students (non-U.S. citizens/non-permanent residents) to enroll in academic programs, if after evaluation, it is determined that the University can provide for the special and unique needs often presented by these students.

The international student must submit his/her application for admission, transcripts, and any other supporting documents before admission can be considered. Any international student who requires Immigration and Customs Enforcement (ICE) forms must supply all required documents at the time of requesting admission. Students needing assistance with ICE forms may speak with an advisor for more information and guidance. A processing fee is required of non-U.S. citizens/non-permanent residents at the time of application for admission.

International students must fulfill the following admission requirements for graduate admission:

1. 21 years of age or older
2. Proficient in the English language (reading, writing, speaking)*.
3. Submission of Application for Admission along with non-refundable processing fee.
4. Successful completion of earned bachelor's degree from a college or university accredited by a U.S. regional association of colleges and schools as evidenced by the submission of official transcripts. Submit official transcripts of all colleges attended.
5. For degrees earned outside of the United States, evidence that the academic work completed is equivalent to a U.S. bachelor's degree. Transcripts must be evaluated course by course by a NACES approved evaluation service, such as Educational Credential Evaluators (ECE), World Education Services, Inc (WES ICAP evaluation) or SpanTran Educational Services (Divisional Course by Course) before evaluation and processing by Amberton University.
6. Students subject to Immigration and Customs Enforcement regulations must:

- Have attended at a U.S. institution within the past 5 months and be “in-status” with ICE and SEVIS.
- Submit all required documents as specified in the Amberton University International Student Required Document List along with the Application for Admission and processing fee.

**The ability to read, write, speak, and understand English is vital for success at Amberton University. If applicant’s native language is not English and the applicant has been educated outside of the United States in a non-English speaking country, s/he must demonstrate English proficiency. Proficiency may be demonstrated by:*

7. Submitting an acceptable Test of English as a Foreign Language (TOEFL) examination score. At the time of enrollment, the test score must be less than two years old. Minimum test scores are as follows:
 - 80 TOEFL IBT (Internet-based test)
 - 550 TOEFL (Paper-based test)
 - 215 TOEFL (Computer-based test)
8. A personal interview with Amberton University staff to determine applicant’s ability to communicate effectively in English. Professional experiences and work history may be considered when evaluating English proficiency.

COURSE LOAD AND STUDENT STATUS

The number of courses a student should take during a session must be determined by the individual based upon work obligations, family needs, and other commitments. However, a graduate student may not enroll for more than nine semester hours without an advisor’s approval. A full-time graduate student is one taking six or more hours in a session.

GRADES

Grades are mailed to students at the end of each session. The following grades are used with the grade point value per semester hour of credit:

GRADE MARKS	GRADUATE	GRADE POINTS
A	Greater than 91	4.0
B	Greater than 81	3.0
C	Greater than 71	2.0
D	Greater than 61	1.0
F	Less than 62	0.0
I	Incomplete	Not counted
R	Repeated Course	Not counted
W	Withdrew	Not counted

An *I* which is not properly removed within 30 days following the session enrolled will become an *F* grade. Incomplete grades are given when an illness or emergency prevents the student from completing course requirements. Any

appeal for a grade change must be made within 30 days of the last class day of the session.

The student's grade point average (GPA) is determined by dividing the total number of grade points by the total number of hours attempted (not the number of hours passed) at Amberton University. For repeated courses at Amberton, the highest grade earned will be the grade of record.

ACADEMIC PERFORMANCE

Each student has the opportunity to continue his/her education at Amberton University as long as he/she is making satisfactory academic progress and is complying with all University rules. The student's cumulative grade point average is computed at the end of each session. Graduate students must maintain a grade point average of at least 3.00 to remain in good standing.

If a student fails to meet these standards, he/she will be placed on academic probation. If he/she fails to meet these standards during the session on probation, he/she may be suspended from the University. *A student suspended from the University for poor academic performance will remain suspended until a written appeal for readmission is approved by the Academic Dean.*

GRADUATION/CANDIDACY

It is the graduate student's responsibility to make application for graduation/candidacy status. To be granted graduation/candidacy status for a graduate degree, the student must have: (1) provided the University with all required official transcripts, (2) removed any conditions of admission, (3) completed all requirements for the degree being sought, and (4) attained a 3.0 or better grade point average for all graduate work completed. Application forms for graduation/candidacy status are available in the Student Services Office as well as on the university web site. No graduate student will be entitled to graduate who has not properly requested and received graduation/candidacy status.

GRADUATE DEGREE REQUIREMENTS

GENERAL REQUIREMENTS FOR ALL DEGREES

The following general requirements apply to all masters' degrees:

1. The minimum amount of work beyond the bachelor's degree required for a master's degree is 30 semester hours excluding any prerequisite courses that may be required. See graduate degree plans for specific requirements
2. All courses taken to satisfy course requirements for a master's degree must be taken at the graduate level.
3. A minimum of twenty-four (24) semester hours applicable to the degree must be completed at Amberton University.
4. The student must have a minimum grade point average of 3.00.
5. A grade of *D* may not be applied toward a graduate degree.
6. The student will be allowed to graduate by meeting the requirements for the degree in force at the time of initial enrollment, provided the student is within twenty-four (24) hours of graduating and completes no less than twelve (12) hours per year.
7. The age of transfer work may influence transferability. Generally, work completed over six (6) years ago is not accepted.

TRANSFER OF CREDITS FROM ANOTHER INSTITUTION

Both qualitative and quantitative considerations are involved in the transfer of credits from another institution. **THERE IS NO AUTOMATIC TRANSFER OF CREDITS TOWARD A DEGREE AT AMBERTON UNIVERSITY.** Work considered for transfer from other accredited schools will be carefully evaluated by University officials. Only work from official transcripts (registrar's original signature and college seal) will be considered for transfer from other regionally accredited schools recognized by Amberton University. Official electronic transcripts will be accepted from the educational institution or an approved third-party transcribing service. Electronic transcripts can be emailed to Transcripts@Amberton.edu. Electronic transcripts from students or unapproved third-parties will not be accepted by Amberton University. All official academic transcripts to be considered for transfer credit must be submitted during the first session's enrollment. Students who fail to submit official transcripts during the first session's enrollment may not be able to use transfer work as credit toward a degree.

Military courses that are evaluated by the American Council on Education (ACE) as equivalent to graduate level work are treated in the same manner as transferred credit. The number of credits awarded for courses recommended by ACE is at the discretion of Amberton University but will not exceed 12 semester hours.

GRADUATE TRANSFER OF CREDITS

Assuming work is allowed to transfer from an accredited institution, the following guidelines will be followed:

1. Transfer work from another regionally accredited institution will be evaluated upon admission.
2. No grade below *B* will be accepted as transfer work.
3. Individual courses will be accepted, but no grade points. Each Amberton University transfer student will begin with a new grade point average.
4. No more than twelve (12) hours maximum will be allowed in transfer toward a graduate degree.
5. All work allowed in transfer to Amberton University on a graduate level must be directly related to courses offered at Amberton University.
6. Graduate hours will not be evaluated for transfer until the official transcript of the bachelor's degree is received.
7. The age of transfer work may influence transferability.

GRADUATE DEGREE PLANS

Prior to or during the first session of enrollment at Amberton University, the student must have official transcripts with the undergraduate degree posted as well as official transcripts for any previous graduate hours completed mailed to the University. Graduate hours will not be evaluated for transfer until the official transcript of the bachelor's degree is received.

Each transcript received will be evaluated for Amberton University course equivalence, and a copy of the evaluation, the "Transfer of Credit Report" will be provided to the student. The report will reflect both graduate hours accepted in transfer as well as program prerequisites that have been satisfied based upon the graduate major program declared by the student.

For degree advising purposes, students can have Amberton University transcribed work and all transfer work electronically evaluated against any degree in the Catalog. The Electronic Degree Plan (EDP) produces a printout of satisfied degree requirements as well as requirements which may be deficient relative to the degree selected. The EDP allows a student to compare his/her academic accomplishments against any or all degrees in the Catalog. See a University advisor for further information on obtaining an EDP. The EDP is available online in the Student Portal and in the Student Services Office.

GRADUATE DEGREE PROGRAM METHODS OF DELIVERY

		<u>Classroom</u>	<u>DL*</u>
MA	Marriage and Family Therapy	√	
MA	Professional Counseling	√	
MA	Professional Development	√	√
MA	School Counseling	√	
MBA	General Business	√	√
MBA	International Business	√	√
MBA	Management	√	√
MBA	Project Management	√	√
MBA	Strategic Leadership	√	√
MS	Agile Project Management	√	√
MS	Family Studies	√	√
	With Christian Counseling Specialization	√	√
MS	Human Relations & Business	√	√
MS	Human Resource Training & Development	√	√
MS	Managerial Science	√	√

- * Distance learning degree programs are available via the Internet with no on-campus attendance required. See the Table of Contents and Links, “Distance Learning Courses”, for additional information on distance learning programs and delivery. Programs offered through Classroom and DL methods of delivery may be completed completely online or through a combination of online and campus courses.

SPECIALIZATION

In addition to our degree programs we offer specializations that can be completed within degree programs or stand-alone. Please see the Amberton web site (www.amberton.edu) for more details and a listing of current specializations. All courses applied toward specializations must be taken at Amberton University (no transfer work will count toward specializations).

GRADUATE RESIDENCY REQUIREMENTS

In order to meet residency requirements for a graduate degree, the student must complete 24 hours in residency at Amberton University. See graduate degree plans for specific requirements

REQUIREMENTS FOR A SECOND DEGREE

Students may not pursue more than one degree simultaneously. Only one degree may be earned at a time.

Students Who Have Completed A Master's Degree From Another University

A student holding a master's degree from an externally accredited graduate institution must complete a minimum of twenty-four (24) approved hours in residency for the second master's degree.

Students Who Have Completed A Master's Degree At Amberton University

Students who hold a master's degree from Amberton University must complete a minimum of twenty-four (24) approved hours in residency for an additional master's degree. None of the hours completed during enrollment of the first degree may be used to satisfy the twenty-four (24) hour minimum for a second degree at Amberton University. No grade below *B* will be accepted toward a second master's degree. However, the following exceptions to the twenty-four (24) hour requirement may be allowed. An exception may be available to counseling students who have completed one of the following degrees at Amberton University:

- Master of Arts in Marriage & Family Therapy
- Master of Arts in Professional Counseling
- Master of Arts in School Counseling

Such students may earn the Master of Arts in Marriage & Family Therapy, the Master of Arts in Professional Counseling or the Master of Arts in School Counseling and may not be required to satisfy the twenty-four (24) hour requirement; however, they must satisfy, in residency, all current degree requirements for the degree being pursued. Additional program admission requirements must be met before a student may pursue the Master of Arts in School Counseling as a second degree.

An exception may also be available to business students who have completed one of the following degrees at Amberton University:

- Master of Business Administration in Project Management
- Master of Science in Agile Project Management

Such students may earn the Master of Business Administration in Project Management or the Master of Science in Agile Project Management and may not be required to satisfy the twenty-four (24) hour requirement; however, they must satisfy, in residency, all current degree requirements for the degree being pursued.

Students seeking a second graduate degree must contact the Academic Services Office to request a Second Degree Plan before beginning classes for the second degree.

GRADUATE ACADEMIC

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MASTER OF ARTS MARRIAGE AND FAMILY THERAPY

The purpose of the Master of Arts degree in Marriage and Family Therapy is to provide the graduate with a comprehensive knowledge of the functional areas of marriage and family counseling including but not limited to the nature of the counseling profession and an understanding of life span development, as well as cognitive knowledge of counseling theories, concepts and principles of concern to the counseling professional. This degree will also provide the academic credentials for persons interested in becoming Licensed Marriage and Family Therapists (L.M.F.T.) in the State of Texas. Graduates are prepared to provide individual, group, and family counseling in community and social service organizations.

The minimum requirements for a Master of Arts in Marriage and Family Therapy are:

- 48 semester hours applicable to the degree must be completed at Amberton University.
- 60 semester hours for a degree.
- A minimum cumulative grade point average (GPA) of 3.00 is required.

* **PLEASE NOTE:** *Students who complete the Amberton University Master of Arts in Marriage and Family Therapy meet the academic requirements for becoming a Licensed Marriage and Family Therapist in the State of Texas. However, according to the Texas State Board of Examiners of Marriage and Family Therapists, a graduate degree and graduate coursework that was awarded or earned more than 10 years prior to applying for licensure may not be used to fulfill the requirements. Students should carefully review the current state requirements for changes and updates. The Texas State Board of Examiners of Marriage and Family Therapists provides clear guidelines and requirements to apply for a new licensure. Questions regarding licensure should be directed to the Texas State Board of Examiners of Marriage and Family Therapists.*

http://www.dshs.state.tx.us/mft/mft_apply.shtm

** In preparation for student selection of a practicum site for the practicum field experience, counseling faculty recommends that students begin familiarizing themselves with counseling opportunities available in the mental health community early in the program. Volunteering at a community agency that provides mental health services is an excellent way to learn about services that are offered and sometimes leads to a practicum site later when the student is ready to make a selection.

**M.A. MARRIAGE AND FAMILY THERAPY
DEGREE PLAN**

I. Required Graduate Studies: 3 hours

RGS6035 Theory & Application of
Research Methods 3 hours

II. Major Requirements: 48 hours

CSL6740 Counseling Ethics 3 hours
CSL6825 Marriage & Family Therapy 3 hours
CSL6782 Theories & Methods in Counseling 3 hours
CSL6792 Couples Therapy 3 hours
CSL6801 Life Span Development 3 hours
CSL6796 Adult/Geriatric Psychopathology
& Treatment 3 hours
CSL6832 Multicultural Counseling 3 hours
CSL6800 Counseling Assessment 3 hours
CSL6798 Child/Adolescent Psychopathology
& Treatment 3 hours
CSL6794 Principles and Methods of Sex Therapy 3 hours
CSL6760 Addiction Counseling 3 hours
CSL6830 Advanced Counseling Skills & Techniques 3 hours
CSL6839 Pre-Practicum Professional Counseling 3 hours
CSL6840 Practicum I 3 hours
CSL6845 Practicum II 3 hours
CSL6850 Practicum III 3 hours

III. Counseling Elective: 9 hours

Totals: 60 hours

MASTER OF ARTS PROFESSIONAL COUNSELING

The Master of Arts in Professional Counseling is designed for persons interested in becoming Licensed Professional Counselors (L.P.C.) in the State of Texas. The degree prepares graduates to work with individuals, couples, families and groups in community, social service, religious, and private practice settings. The curriculum is comprised of sixty (60) graduate hours and includes a minimum of 300 practicum hours. ***No student may enroll in a practicum course without completing all other degree requirements.*****

Students who complete the program meet the academic requirements for becoming Licensed Professional Counselors (L.P.C.) in the State of Texas.*The mission of the program is to prepare competent, ethical, and culturally skilled counselors by educating students in concepts, knowledge, techniques and skills of professional counseling. Graduates will demonstrate leadership and character reflective of the standards of the counseling profession. ***The PROGRAM is offered in the campus-based, classroom, lecture mode only; however, some classes are offered via distance learning.***

A graduate with a Master of Arts in Professional Counseling will be able to:

- Analyze and apply knowledge of the functional area of professional counseling.
- Develop and apply a framework for counseling diverse client populations.
- Identify relevant ethical issues in mental health and related settings.
- Conduct relevant research appropriate to the discipline.
- Evaluate clients' biological, psychological, and social functioning using appropriate assessment procedures.
- Identify clients affected by inequities and advocate for them as appropriate.

The minimum requirements for a Master of Arts in Professional Counseling are:

- 48 semester hours applicable to the degree must be completed at Amberton University.
- 60 semester hours for a degree.***
- A minimum cumulative grade point average (GPA) of 3.00 is required.

M.A. PROFESSIONAL COUNSELING DEGREE PLAN

I. Required Graduate Studies: 3 Hours

RGS6035 Theory & Application of Research Methods.....	3 hours
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II. Major Requirements: 54 Hours

CSL6740 Counseling Ethics	3 hours
CSL6780 Professional Counseling	3 hours
CSL6782 Theories/Methods in Counseling	3 hours
CSL6765 Crisis Counseling.....	3 hours
CSL6801 Life Span Development	3 hours
CSL6796 Adult & Geriatric Psychopathology & Treat	3 hours
CSL6803 Career Counseling/Guidance	3 hours
CSL6800 Counseling Assessment	3 hours
CSL6798 Child & Adolesc. Psychopathology & Treat	3 hours
CSL6805 Group Counseling/Therapy.....	3 hours
CSL6825 Marriage & Family Therapy	3 hours
CSL6770 Advanced Counseling Ethics	3 hours
CSL6832 Multicultural Counseling	3 hours
CSL6760 Addiction Counseling	3 hours
CSL6830 Advanced Counseling Skills & Techniques.....	3 hours
CSL6839 Pre-Practicum Professional Counseling.....	3 hours
CSL6840 Practicum I.....	3 hours
CSL6845 Practicum II.....	3 hours

III. Counseling Elective: 3 Hours

Totals: 60 Hours

****PLEASE NOTE:** Students who complete the Amberton University Master of Arts in Professional Counseling meet the academic requirements for becoming Licensed Professional counselors in the State of Texas. However, according to the Texas State Board of Examiners of Professional counselors, a graduate degree and graduate coursework that was awarded or earned more than 10 years prior to applying for licensure may not be used to fulfill the requirements. Students should carefully review the current state requirements for changes and updates. The Texas State Board of Examiners of Professional Counselors provides clear guidelines and requirements to apply for a new licensure. Questions regarding licensure should be directed to the Texas State Board of Examiners of Professional Counselors. <http://www.dshs.state.tx.us/counselor/lpcapply.shtm>.*

***In preparation for student selection of a practicum site for the practicum field experience, counseling faculty recommends that students begin familiarizing themselves with counseling opportunities available in the mental health community early in the program. Volunteering at a community agency that provides mental health services is an excellent way to learn about services that are offered and sometimes leads to a practicum site later when the student is ready to make a selection.*

****As of August 1, 2017, the LPC Board and the state of Texas increased the semester hours required for new Licensed Professional counselors in the state of Texas to 60 semester hours.*

MASTER OF ARTS PROFESSIONAL DEVELOPMENT

The Master of Arts in Professional Development provides a broad based, interdisciplinary curriculum from the fields of business, communication, counseling, human behavior and human resources and training to meet the specific learning goals of the adult student. This degree program provides students with the opportunity of designing an interdisciplinary program of study that brings fields of inquiry together in unique combinations not otherwise offered as a program at the University. Graduates will use their unique program of study in a wide range of careers including management, team leadership, communication, and social sciences. The mission of the program prepares students for a diverse array of careers or as a basis to accomplish their own goals of advanced learning and development by education in business, communication, counseling, human behavior, human resources and training. The degree program is offered both in the classroom lecture and distance learning modes.

A graduate with a Master of Arts in Professional Development will be able to:

- Demonstrate knowledge and understanding in one or more of the following areas: business administration, communication, counseling, human behavior and development, and/or human resources training.
- Effectively speak and/or write principles and techniques appropriate to field(s) of study.
- Identify and explain successful communication channels and techniques used in the fields(s) of study.
- Identify and evaluate ethical issues appropriate in the fields(s) of study.
- Conduct relevant research and create a clear concise report related to the field(s) of study.

The minimum requirements for a Master of Arts in Professional Development are:

- 24 semester hours applicable to the degree must be completed at Amberton University.
- 36 semester hours for a degree.
- A minimum cumulative grade point average (GPA) of 3.00 is required.

**M.A. PROFESSIONAL DEVELOPMENT
DEGREE PLAN**

I. Required Graduate Studies: 6 Hours

RGS6035 Theory & Application of Research Methods .3 hours

RGS6036 Ethics for Decision Making3 hours

II. Major Requirements: (5000/6000 Levels) 30 Hours

Thirty (30) semester hours of graduate courses selected by the student from one or more of the following areas:

Business Administration (BUS, ECO, FIN, MGT, MKT)

Communication

Counseling

Human Behavior and Development

Human Resources and Training

Psychology

Religion/Ethics

Sociology

*

Totals: 36 Hours

*Graduate specializations may be completed while fulfilling degree requirements. See the University web site for a listing of specializations offered.

MASTER OF ARTS SCHOOL COUNSELING

The Master of Arts (M.A.) in School Counseling prepares students to satisfy academic requirements for the Professional School Counseling Certification in the State of Texas. Graduates will be counselors, academic advisors and advocates who create conditions of academic achievement for children in public and private schools. Admission to this program is available only to those students who satisfy the Program Admission Requirements (See pages 112-113), including the teaching experience as required by the State Board for Educator Certification (S.B.E.C.) and hold a valid Texas teaching certificate.

The program is comprised of forty-five (45) graduate hours and includes a minimum of 160 practicum hours. Students completing this degree and passing the TExES examination for School Counseling are eligible for employment as a school counselor in an educational setting. Students must satisfy the teaching experience requirement prior to entering CSL6829 Pre-Practicum School Counseling. The mission of the program is to provide a comprehensive school counseling curriculum to serve school-age children. This program focuses on the utilization of the data-driven approach in the areas of social-emotional, academic, and career development in children and adolescents. The program is offered in the campus-based, classroom, lecture mode only.

A graduate with a Master of Arts in School Counseling will be able to:

- Design a student's Personal Graduation Plan used in school counseling.
- Apply the domains of the state guidance plan during field experience.
- Utilize interview techniques and developmental theories to compose a written assessment of a parent-child-school dynamic.
- Analyze a chosen theory and integrate the theory into a school counseling setting.
- Articulate ethical decisions conforming to state law and code of ethics required of school counselors.
- Interpret and utilize school data and research literature to substantiate the development of a guidance program.

The minimum requirements for a Master of Arts in School Counseling are:

- 33 semester hours applicable to the degree must be completed at Amber-ton University.
- 45 semester hours for a degree.
- A minimum cumulative grade point average (GPA) of 3.00 is required.

M.A. SCHOOL COUNSELING DEGREE PLAN

I. Required Graduate Studies: 3 Hours

RGS6035 Theory & Application of Research Methods..... 3 hours

II. Major Requirements: 39 Hours

CSL6745 School Counseling Ethics.....3 hours

CSL6801 Life Span Development 3 hours

CSL6782 Theories/Methods in Counseling 3 hours

CSL6832 Multicultural Counseling 3 hours

CSL6779 Counseling in Schools 3 hours

CSL6805 Group Counseling/Therapy..... 3 hours

CSL6803 Career Counseling/Guidance 3 hours

CSL6800 Counseling Assessment 3 hours

CSL6833 Counseling Children & Adolescents..... 3 hours

CSL6830 Advanced Counseling Skills & Techniques..... 3 hours

CSL6829 Pre-Practicum:School Counseling 3 hours

CSL6855 Practicum School Counseling 3 hours

CSL6857 Advanced School Counseling Practicum..... 3 hours

III. Counseling Elective: 3 hours

Totals: 45 Hours

MASTER OF BUSINESS ADMINISTRATION GENERAL BUSINESS

The Master of Business Administration degree in General Business develops analytical business and general managerial skills within a broad-based business curriculum. Building upon the foundational disciplines of Economics, Finance, Management and Marketing, students customize their program with electives in Business Administration. Graduates will use this highly versatile degree in a wide range of leadership settings including consulting, small businesses, domestic companies and international corporations. The mission of the program is to prepare students to succeed in business by providing a curriculum that focuses on integrating theory, research and application to current real world business issues. The degree program is offered both in the classroom lecture and distance learning modes.

A graduate with a Master of Business Administration in General Business will be able to:

- Communicate clearly, concisely, and analytically to a variety of business constituents.
- Develop and apply a framework for identifying business issues and alternative solutions.
- Apply general knowledge of contemporary business concepts on both a national and international level.
- Identify and analyze relevant ethical issues and appropriate action(s).
- Conduct relevant research appropriate to the discipline.

The minimum requirements for a Master of Business Administration in General Business are:

- 24 semester hours applicable to the degree must be completed at Amberton University.
- 36 semester hours for a degree, excluding prerequisite courses.
- A minimum cumulative grade point average (GPA) of 3.00 is required.

M.B.A. GENERAL BUSINESS DEGREE PLAN

I. Program Prerequisites: 12 Hours

Prerequisite to the M.B.A. program is a bachelor's degree in business; otherwise, the student must have had either the following courses or their equivalent or must take the classes.

BUS3104	Statistical Analysis I	3 hours
BUS3305	Management Fundamentals.....	3 hours
BUS3310	Competitive Analysis.....	3 hours
BUS4113	Accounting & Finance for Managers.....	3 hours

II. Required Graduate Studies: 6 Hours

RGS6035	Theory & Application of Research Methods	3 hours
RGS6036	Ethics for Decision Making	3 hours

III. Major Requirements: (5000/6000 Levels) 30 Hours

Business Administration Electives	15 hours
(Selected from courses with the following prefixes: BUS, ECO, FIN, MGT, MKT)	
Economics (ECO6140 or ECO6250)	3 hours
Finance (FIN6186 or FIN6290).....	3 hours
Management (MGT).....	3 hours
Marketing (MKT6210 or MKT6230).....	3 hours
MGT6203 Strategic Management*	3 hours

Totals: 36 Hours
(Excluding Program Prerequisites)

*This course has a prerequisite of 12 semester hours selected from 5000/6000 level courses with the following prefixes: BUS, ECO, FIN, MGT, MKT.

MASTER OF BUSINESS ADMINISTRATION INTERNATIONAL BUSINESS

The Master of Business Administration degree in International Business prepares students for positions in career paths in the arena of international business, international marketing, international monetary policy and multicultural communication. The program requires graduates to apply comprehensive and realistic management tools in tandem with competencies in economics, finance, global workforce management, marketing, and communication. The mission of the program is to provide competency in advanced international knowledge, business, and management skills required for leadership and interaction in international trade and commerce.

A graduate with a Master of Business Administration in International Business will be able to:

- Develop a realistic systematic critical thinking approach to evaluate and manage a career in international business or a related field.
- Apply principles of international business, while integrating other disciplines such as economics, statistics, information systems, management, communication, and ethics within a competitive international environment.
- Effectively communicate organizational principles, practices, and policies in a multicultural setting.
- Integrate ethical principles in real world international business scenarios.
- Analyze and critique team development skills used in a multicultural team.

The minimum requirements for a Master of Business Administration in International Business are:

- 24 semester hours applicable to the degree must be completed at Amberton University.
- 36 semester hours for a degree, excluding prerequisites.
- A minimum cumulative grade point average (GPA) of 3.00 is required.

M. B. A. INTERNATIONAL BUSINESS DEGREE PLAN

I. Program Prerequisites: 12 Hours

Prerequisite to the M.B.A. program in International Business is a bachelor's degree in business; otherwise, the student must have had either the following courses or their equivalent or must take the classes.

BUS3104	Statistical Analysis I	3 hours
BUS3310	Competitive Analysis.....	3 hours
BUS4110	International Business.....	3 hours
BUS4113	Accounting & Finance for Managers.....	3 hours

II. Required Graduate Studies: 6 Hours

RGS6035	Theory & Application of Research Methods	3 hours
RGS6036	Ethics for Decision Making	3 hours

III. Major Requirements: (6000 Level) 18 Hours

COM6420	Cultural Communication.....	3 hours
MGT6220	Managing the Global Workforce	3 hours
ECO6250	Global Economics Issues	3 hours
FIN6290	International Finance	3 hours
MKT6230	International Marketing	3 hours
MGT6203	Strategic Management*	3 hours

IV. Electives: (5000/6000 Levels) 12 Hours

Business Administration Electives 12 hours
(Selected from courses with the following prefixes: BUS, ECO, FIN, MGT, MKT)

**Totals: 36 Hours
(Excluding Program Prerequisites)**

*This course has a prerequisite of 12 semester hours selected from 5000/6000 level courses with the following prefixes: BUS, ECO, FIN, MGT, MKT.

MASTER OF BUSINESS ADMINISTRATION MANAGEMENT

The Master of Business Administration in Management prepares business leaders with analytical skills combined with human relations competencies necessary to compete in a global environment. The curriculum, offered in both classroom lecture and distance learning modes, emphasizes solutions to real world problems as students are prepared for middle and upper management positions. Graduates possess the knowledge and skills for leadership positions in executive management, sales and marketing, human resource management, consulting and financial management. The mission of the program is to prepare students for a seamless transition into various managerial roles through educational training in managerial ideology, principles, concepts, techniques and ethical decision-making.

A graduate with a Master of Business Administration in Management will be able to:

- Apply innovative business and management concepts and create solutions to organizational issues.
- Evaluate and validate strategic issues and solutions.
- Analyze and evaluate the impact of current business trends to remain competitive.
- Communicate business information accurately, ethically, and professionally.
- Demonstrate knowledge of ethical issues and decision-making skills.
- Conduct relevant research appropriate to the discipline.

The minimum requirements for a Master of Business Administration in Management are:

- 24 semester hours applicable to the degree must be completed at Amberton University.
- 36 semester hours for a degree, excluding prerequisites.
- A minimum cumulative grade point average (GPA) of 3.00 is required.

M. B. A. MANAGEMENT DEGREE PLAN

I. Program Prerequisites: 12 Hours

Prerequisite to the M.B.A. program is a bachelor's degree in business; otherwise, the student must have had either the following courses or their equivalent or must take the classes.

BUS3104	Statistical Analysis I	3 hours
BUS3305	Management Fundamentals	3 hours
BUS3310	Competitive Analysis.....	3 hours
BUS4113	Accounting & Finance for Managers.....	3 hours

II. Required Graduate Studies: 6 Hours

RGS6035	Theory & Application of Research Methods	3 hours
RGS6036	Ethics for Decision Making	3 hours

III. Major Requirements: (5000/6000 Levels) 30 Hours

Business Administration Electives	3 hours
(Selected from courses with the following prefixes: BUS, ECO, FIN, MGT, MKT)	
Economics (ECO6140 or ECO6250)	3 hours
Finance (FIN6186 or FIN6290).....	3 hours
Management (MGT).....	15 hours
Marketing (MKT6210 or MKT6230).....	3 hours
MGT6203 Strategic Management*	3 hours

**Totals: 36 Hours
(Excluding Program Prerequisites)**

*This course has a prerequisite of 12 semester hours selected from 5000/6000 level courses with the following prefixes: BUS, ECO, FIN, MGT, MKT.

MASTER OF BUSINESS ADMINISTRATION PROJECT MANAGEMENT

The mission of the Master of Business Administration in Project Management is to provide business professionals with the competencies necessary to succeed as project management leaders for modern organizations. Graduates of the program are provided an opportunity to acquire a thorough understanding of the strategic role of project management and knowledge of the project management tools, techniques, and processes necessary to effectively initiate, plan, execute, control, and close organizational projects for organizations in the global economy.

A graduate with a Master of Business Administration in Project Management will be able to:

- Analyze and apply the project management processes of initiating, planning, executing, monitoring/controlling, and closing relevant to project management.
- Write and/or orally communicate project management documents and information clearly and concisely.
- Integrate and apply technical expertise of project management tools and techniques to projects within organizations referencing current project management literature, professional standards, and guides.
- Understand and analyze knowledge the strategic role of project management for competitive advantage for contemporary organizations.
- Demonstrate knowledge of ethical issues and apply culturally aware decision-making skills for stakeholder engagement, communication, leadership, and teamwork.
- Conduct relevant research appropriate to project management.

The minimum requirements for a Master of Business Administration in Project Management are:

- 24 semester hours applicable to the degree must be completed at Amberton University.
- 36 semester hours for a degree, excluding prerequisites.
- A minimum cumulative grade point average (GPA) of 3.00 is required.

M.B.A. PROJECT MANAGEMENT DEGREE PLAN

I. Program Prerequisites: 12 Hours

Prerequisite to the MBA in Project Management program is a bachelor's degree in business; otherwise, the student must have had either the following courses or their equivalent or must take the classes.

BUS3104 Statistical Analysis I	3 hours
BUS3310 Competitive Analysis.....	3 hours
BUS4113 Accounting & Finance for Managers.....	3 hours
MGT4495 Project Management Foundations.....	3 hours

II. Required Graduate Studies: 6 Hours

RGS6035 Theory & Application of Research Methods.....	3 hours
RGS6036 Ethics for Decision Making	3 hours

III. Major Requirements: 24 Hours

MGT6151 Project Initiating & Planning	3 hours
MGT6152 Project Execution & Closing	3 hours
MGT6153 Project Risk, Cost, Schedule - Estimation & Control.....	3 hours
MGT6154 Project Management Applications.....	3 hours
HBD6771 Conflict Management & Resolution	3 hours
HBD6776 Leadership Theories Practice.....	3 hours
MGT6203 Strategic Management*	3 hours
Communication (Any 5000/6000 COM course).....	3 hours

IV. Electives (5000/6000 Levels): 6 Hours

Business Administration Electives	6 hours
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(Selected from courses with the following prefixes:
BUS, ECO, FIN, MGT, MKT)

**Totals: 36 Hours
(Excluding Program Prerequisites)**

*This course has a prerequisite of 12 semester hours selected from 5000/6000 level courses with the following prefixes: BUS, ECO, FIN, MGT, MKT.

MASTER OF BUSINESS ADMINISTRATION STRATEGIC LEADERSHIP

The Master of Business Administration degree in Strategic Leadership develops the managerial skills necessary for leadership roles in dynamic organizations. Core requirements emphasize competencies for implementing organizational systems, managing change, and resolving conflict within a framework of ethical leadership. Customization, through selection of electives, allows the program to compliment individual career goals. This versatile degree, offered in both classroom lecture and distance learning modes, allows graduates to fill executive leadership roles in management, consulting and financial services or assume positions in healthcare, government and education. The mission of the program is to provide an ethical framework for internal and external analysis, organizational planning, goal setting and the effective implementation of competitive strategies.

A graduate with a Master of Business Administration in Strategic Leadership will be able to:

- Analyze and apply leadership competencies in organizational situations.
- Apply management principles and practices to the strategic management of organizations.
- Construct and present a strategic plan for an organization.
- Demonstrate knowledge of ethical issues and decision-making skills.
- Conduct relevant research appropriate to the discipline.

The minimum requirements for a Master of Business Administration in Strategic Leadership are:

- 24 semester hours applicable to the degree must be completed at Amberton University
- 36 semester hours for a degree, excluding prerequisites.
- A minimum cumulative grade point average (GPA) of 3.00 is required.

**M.B.A. STRATEGIC LEADERSHIP
DEGREE PLAN**

I. Program Prerequisites: 12 Hours

Prerequisite to the M.B.A. program is a bachelor's degree in business; otherwise, the student must have had either the following courses or their equivalent or must take the classes.

BUS3104	Statistical Analysis I	3 hours
BUS3305	Management Fundamentals.....	3 hours
BUS3310	Competitive Analysis.....	3 hours
BUS4113	Accounting & Finance for Managers.....	3 hours

II. Required Graduate Studies: 6 Hours

RGS6035	Theory & Application of Research Methods.....	3 hours
RGS6036	Ethics for Decision Making.....	3 hours

III. Major Requirements: (5000/6000 Levels) 24 Hours

HBD6776	Leadership Theories & Practice.....	3 hours
HRT6575	Organizational Change	3 hours
HBD6771	Conflict Management & Resolution	3 hours
Business Administration Electives		6 hours
(Selected from courses with the following prefixes: BUS, ECO, FIN, MGT, MKT)		
Management (MGT) Electives		6 hours
MGT6203	Strategic Management*	3 hours

IV. Electives (5000/6000 Levels): 6 Hours

**Totals: 36 Hours
(Excluding Program Prerequisites)**

*This course has a prerequisite of 12 semester hours selected from 5000/6000 level courses with the following prefixes: BUS, ECO, FIN, MGT, MKT.

MASTER OF SCIENCE AGILE PROJECT MANAGEMENT

The Master of Science in Agile Project Management (MS/APM) degree is ideal for individuals who want to enhance their ability to manage complex traditional and agile projects. Courses focus on contemporary traditional and agile project management theories and practice. Students acquire knowledge of the project management tools, techniques, and processes necessary to effectively initiate, plan, execute, control, and close organizational projects and succeed as agile project management practitioners. MS/APM graduates are prepared to fulfill traditional project management, agile project management, and leadership roles in modern organizations.

A graduate with a Master of Science in Project Management degree will be able to:

- Analyze and apply the project management processes of initiating, planning, executing, monitoring/controlling, and closing relevant to traditional and agile project management.
- Write and/or orally communicate project management documents and information clearly and concisely.
- Integrate and apply agile project management tools and techniques to projects within organizations.
- Understand and examine knowledge of agile project management theory and its implications for project management practitioners.
- Demonstrate knowledge of ethical issues and apply decision-making skills.
- Conduct relevant research appropriate to traditional and agile project management.

The minimum requirements for a Master of Science in Project Management are:

- 24 semester hours applicable to the degree must be completed at Amberton University.
- 30 semester hours for a degree, excluding prerequisite.
- A minimum cumulative grade point average (GPA) of 3.00 is required.

**M.S. AGILE PROJECT MANAGEMENT
DEGREE PLAN**

I. Program Prerequisites: 3 Hours

Prerequisite to the MS/APM program is a bachelor's degree in business; otherwise, the student must have taken the following course or its equivalent:

MGT4495 Project Management Foundations.....3 hours

II. Required Graduate Studies: 6 Hours

RGS6035 Theory & Application of Research Methods .3 hours

RGS6036 Ethics for Decision Making3 hours

III. Major Requirements: (6000 Level): 18 Hours

MGT6145 Adv. Project Management Foundations.....3 hours

MGT6151 Project Initiating & Planning3 hours

MGT6505 Agile Project Management.....3 hours

MGT6515 Agile Frameworks3 hours

MGT6520 Agile Methods3 hours

MGT6525 Advanced Agile Project Management3 hours

IV. Electives: 6 Hours

Business Administration Electives

(Selected from 5000/6000 courses with the following prefixes:

BUS, ECO, FIN, MGT, MKT)

Totals: 30 Hours

MASTER OF SCIENCE FAMILY STUDIES

The Master of Science in Family Studies is an interdisciplinary degree from the fields of Counseling and Human Behavior and Development, offered on campus and on-line, emphasizing family life education. Graduates will provide prevention, enrichment, and education on the family and its interaction with other social systems in a wide range of organizations. Career opportunities include social service agencies, religious institutions, parent education programs, juvenile services, day care facilities, foster care programs, and retirement and/or assisted living facilities. The degree is offered with an optional specialization in Christian Counseling.

A graduate with a Master of Science in Family Studies will be able to:

- Communicate the emotional, social, and developmental issues in the lifespan of families.
- Articulate clearly and concisely the various theories of family development.
- Communicate effectively with diverse cultures regarding family development.
- Develop and apply a framework to identify family issues and alternative solutions.
- Evaluate and apply ethical principles in dealing with family issues.

A MS/FS graduate with a specialization in Christian Counseling will be able to:

- Articulate a personal model of Christian counseling based on the integration of Christian principles and accepted counseling practices.
- Apply a personal model of Christian counseling to a given case study.
- Identify and comprehend contemporary theories and research in the field of human development.
- Illustrate the importance of confidentiality and Informed Consent as necessary ethical and legal components of the counseling relationship.

The minimum requirements for a M.S. in Family Studies are:

- 24 semester hours applicable to the degree must be completed at Amberton University.
- 36 semester hours for a degree.
- A minimum cumulative grade point average (GPA) of 3.00 is required.

This program does not lead to licensure as a Licensed Professional Counselor. Students seeking a program with the academic requirements for L.P.C. licensure in the State of Texas should select the Master of Arts in Professional Counseling.

**M. S. FAMILY STUDIES
DEGREE PLAN
TRACK A**

I. Required Graduate Studies: 6 Hours

- RGS6035 Theory & Application of Research Methods .3 hours
- RGS6036 Ethics for Decision Making3 hours

II. Major Course Requirements: 18 Hours

- HBD6767 Family Studies3 hours
- CSL6801 Life Span Development3 hours
- HBD6771 Conflict Management & Resolution3 hours
- HBD6769 Human Sexuality.....3 hours
- CSL6765 Crisis Counseling3 hours
- HBD6768 Aging & End of Life Issues3 hours

III. Counseling Electives: 12 hours*

Totals: 36 Hours

- * Pre-practicum and practicum courses may not be used to fulfill counseling electives.

**TRACK B
SPECIALIZATION IN CHRISTIAN COUNSELING**

**Complete Requirements listed under I and II as noted above.
In addition, the following courses are required:**

III. Specialization Requirement: 9 Hours

- CSL6720 Christian Counseling
- CSL6730 Family Life Ministry
- CSL6860 Practical Experience in Christian Counseling

IV. Specialization Elective - 3 Hours Selected From:

- CSL6782 Theories & Methods of Counseling
- CSL6825 Marriage & Family Therapy
- CSL6740 Counseling Ethics
- CSL6832 Multicultural Counseling

MASTER OF SCIENCE HUMAN RELATIONS AND BUSINESS

The Master of Science in Human Relations and Business provides students with expertise in an interdisciplinary degree that balances the demands of business with the art of leading people. The adaptable curriculum, offered in both classroom lecture and distance learning modes, draws from the fields of business, communications, human development, counseling and human resources and training. Graduates will fill professional roles requiring expertise in business and human relations skills such as healthcare, communications, human resources, education, and training. The mission of this program is to provide a curriculum that will inspire, innovate, and engage outstanding performance in the field. Additionally, the program focuses on learning needs analysis, design and delivery training programs, and evaluation methodologies.

A graduate with a Master of Science in Human Relations and Business will be able to:

- Critically analyze and synthesize business situations and provide appropriate leadership courses of action.
- Identify and describe successful communication channels and/or techniques used in organizations.
- Exhibit and apply knowledge of business and human relations concepts.
- Define ethical responsibilities and issues of human relations within business organizations and evaluate appropriate action(s).
- Conduct relevant research in the study of human behavior and organizational variables.

The minimum requirements for a Master Science in Human Relations and Business are:

- 24 semester hours applicable to the degree must be completed at Amberton University.
- 36 semester hours for a degree.
- A minimum cumulative grade point average (GPA) of 3.00 is required.

**M.S. HUMAN RELATIONS AND BUSINESS
DEGREE PLAN**

I. Required Graduate Studies: 6 Hours

- RGS6035 Theory & Application of Research Methods .3 hours
- RGS6036 Ethics for Decision Making3 hours

II. Major Requirements: (5000/6000 Levels) 30 Hours

- A. Business Administration Courses9 Hours
(Selected from BUS, ECO, FIN, MGT, MKT)
- B. Communication Courses6 Hours
- C. Counseling, Human Behavior and Development, Human
Resources and Training, Psychology Courses9 Hours
- D. Electives: (5000/6000 Levels)6 Hours

Totals: 36 Hours

MASTER OF SCIENCE HUMAN RESOURCE TRAINING AND DEVELOPMENT

The Master of Science in Human Resource Training and Development prepares students to assess learning needs, design and deliver training programs and establish evaluation methodologies within organizations. Graduates will fill leadership positions in human resources, training and development, recruiting and staffing, team development and consulting roles in both public and private settings. The degree program is offered both in the classroom lecture and distance learning modes. The mission of the program is to provide a curriculum that leads to workplace solutions that will inspire, innovate, and engage outstanding performance in the field. Additionally, the program focuses on learning needs analysis, design and delivery training programs, and evaluation methodologies.

A graduate with a Master of Science in Human Resource Training and Development will be able to:

- Comprehend and apply training methodologies within an organizational context.
- Develop a comprehensive evaluation system to assess training program effectiveness.
- Analyze and defend a position relevant to a discipline related topic.
- Critique ethical concepts and methodologies for making decisions.
- Assess research methods in the study of human behavior, learning, and organizational variables.

The minimum requirements for a Master of Science in Human Resource Training and Development are:

- 24 semester hours applicable to the degree must be completed at Amberton University.
- 36 semester hours for a degree.
- A minimum cumulative grade point average (GPA) of 3.00 is required.

**M.S. HUMAN RESOURCE TRAINING & DEVELOPMENT
DEGREE PLAN**

I. Required Graduate Studies: 6 Hours

- RGS6035 Theory & Application of Research Methods3 hours
- RGS6036 Ethics for Decision Making3 hours

II. Major Requirements (5000/6000 Levels): 24 Hours

- Communication (Any 5000/6000 COM course).....3 hours
- Human Resource Training (HRT)18 hours
- MGT6177 Human Resource Management3 hours

III. Electives (5000/6000 Level) from Any Discipline: 6 hours

Totals: 36 Hours

MASTER OF SCIENCE MANAGERIAL SCIENCE

The Master of Science in Managerial Science degree is designed for individuals who have achieved success in their careers and anticipate or have received a promotion to a leadership position. Degree goals are achieved through multi-disciplinary studies in management, organizational and human behavior and communications. Graduates will fill leadership and management roles that require sophisticated application of people skills in an ever-changing business environment. The degree program is offered both in the classroom lecture and distance learning modes.

A graduate with a Master of Science in Managerial Science will be able to:

- Integrate and apply key management concepts and techniques within an organizational context.
- Exhibit effective communication skills in a leadership setting.
- Comprehend, synthesize and apply management concepts and techniques within a real-world organizational environment.
- Develop a comprehensive skills self-assessment, application, and evaluation for leadership development.
- Evaluate ethical concepts and methodologies for making ethical decisions.

The minimum requirements for a Master of Science in Managerial Science are:

- 24 semester hours applicable to the degree must be completed at Amberton University.
- 36 semester hours for a degree.
- A minimum cumulative grade point average (GPA) of 3.00 is required.

DEGREE PLAN

I. Required Graduate Studies: 6 Hours

RGS6035	Theory & Application of Research Methods	3 hours
RGS6036	Ethics for Decision Making	3 hours

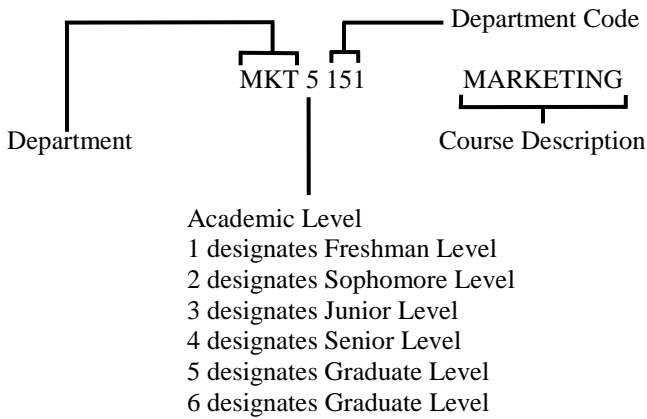
II. Major Requirements (5000/6000 Levels): 30 Hours

HBD6776	Leadership Theories/Practices	3 hours
HRT6560	Organizational Culture.....	3 hours
HRT6570	Leadership and Team Development	3 hours
	Communication (Any 5000/6000 COM course)	3 hours
	Management (MGT).....	18 hours

Totals: 36 Hours

EXPLANATION OF COURSE OFFERINGS

New courses as well as course changes are included in this edition of the catalog. Students pursuing a degree under a previous edition of the catalog should refer to that edition to determine course requirements for their degree. Courses are designated by department name and number along with a descriptive title.



A list of graduate courses and course competencies begins in the following section.

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INTERNATIONAL BUSINESS
(INTERNATIONAL BUSINESS)**BUS5110**

The course addresses the challenge of global competition by analyzing management, marketing, financial, and production activities in foreign markets. Economic, cultural, legal, political, labor, market, and other environmental factors that have an impact on international business strategies are examined.

CAVEAT: No graduate credit will be awarded if BUS4110 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Analyzing the reasons and methods for entering international markets.
- Understanding the theories of international trade and investment.
- Understanding the impact of the international monetary system and balance of payments on business strategies.
- Researching international markets and assessing business opportunities and risks.
- Adapting human resource programs to meet the needs of workers and management in a variety of countries and cultures.
- Assessing the differences in consumer and organizational buying behavior in different countries and cultures.
- Developing marketing strategies for products and services in different countries and cultures.
- Analyzing the effects of location, topography, and climate on international trade.
- Understanding the implications of culture including attitudes, beliefs, religions, technologies, and levels of education on international business.
- Describing the political, economic, and cultural motives behind governmental intervention in international trade.
- Discussing how international institutions, both governmental and nongovernmental, impact the conduct of international trade.
- Determining the effects of currency control, wage and price controls, and quotas on international trade.
- Evaluating the issues of standardization, distribution, and pricing in an international environment.
- Understanding export and import practices and procedures, including the use of letters of credit, bills of lading, and means of export financing.
- Discussing techniques for evaluating and controlling global operations.
- Assessing the design requirements for production systems in different countries and cultures.
- Analyzing alternative organizational structures for global businesses.
- Identifying and discussing ethical issues in the global marketplace.
- Understanding the currency exchange rate risk inherent in international business and methods of dealing with such risk.

PUBLIC SPEAKING
(PUBLIC SPEAKING)**COM5401**

The course helps students become effective public speakers by requiring them to research, to outline, and to present speeches. Students will also learn how to analyze and critique the presentational skills and techniques of other speakers.

CAVEAT: No graduate credit will be awarded if COM3401 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Writing effective speech introductions which include startling statements, questions, anecdotes, quotes, suspenseful illustrations, and personal references.
- Creating memorable conclusions which include a summary and illustrations, emotional appeals, humor and challenges.

- Locating material for a speech using EBSCO and other scholarly sources in the on-line library and correctly documenting those sources within a speech outline.
- Composing a speech outline which demonstrates excellent organizational skills which thoroughly develop the topic.
- Choosing language that appeals to the five senses: sight, hearing, feeling, smell, and taste.
- Integrating illustrations within a speech which include vivid imagery.
- Applying the nonverbal research to present an effectiveness speech including eye contact, good postures, appropriate gestures, and occasional movement.
- Analyzing a speaker's nonverbal effectiveness: eye contact, postures, gestures, facial expression, and movement.
- Presenting a speech with enthusiasm, energy, spontaneity, and communicativeness.
- Evaluating organizational patterns to determine which one is appropriate for an informative speech: topical, spatial, or chronological.
- Selecting and utilizing appropriate organizational patterns for informative speeches such as lectures or demonstrations.
- Evaluating and selecting appropriate organizational patterns for a persuasive speech: problem/solution, comparative advantage, and criteria/satisfaction.
- Applying Aristotle's theory of persuasion including ethos, pathos, and logos.
- Utilizing emotional, logical, and credible appeals in a persuasive speech.
- Analyzing an audience and writing a speech that specifically addresses the issues that concern the group with credibility.
- Delivering a speech that shows the audience relevancy through timeliness, proximity, and impact.
- Developing a personal code of ethics for public speaking.

PERSUASION **(PERSUASION)**

COM5405

The course presents the major theories of persuasion and helps students apply them. Key topic areas include credibility, motivation, social campaigns, manipulation, and audience analysis, and adaptation.

CAVEAT: No graduate credit will be awarded if COM4405 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Comparing and contrasting persuasive theories.
- Describing the different kinds of fallacies.
- Identifying, describing, and analyzing fallacious arguments in the media.
- Writing credibility arguments to persuade an audience, improving interpersonal relationships.
- Hypothesizing how emotions can be used to influence audiences.
- Using logic to support a position on a controversial topic.
- Using information literacy skills to support credibility, emotional, and logic arguments.
- Discussing methods of audience analysis and adaptation.
- Analyzing and evaluating persuasive nonverbal behaviors.
- Examining persuasive messages and speeches in politics, in organizations, and business.
- Applying the theory of the stages of a social campaign to a movement that affects business.
- Discussing and analyzing the rhetoric of a campaign.
- Analyzing the process of manipulation—the unethical side of persuasion.
- Assessing the characteristics of unethical manipulators.
- Determining how a manipulator gains control over an audience.
- Applying information literacy skills to research unethical persuasion.
- Utilizing effective argumentation skills and techniques to persuade and influence an audience.
- Developing a personal code of ethics for the persuasion.

NONVERBAL COMMUNICATION
(NONVERBAL COMMUNICATION)**COM5407**

The course investigates the impact of nonverbal behavior on the communication process. It explores how the environment, dress, appearance, movement, facial expressions, eye behavior, and chronemics affect communication. Special attention is given to nonverbal research and analysis.

CAVEAT: No graduate credit will be awarded if COM4407 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Discussing the different types of nonverbal behaviors: oculosics, facial kinesics, kinesics, environment, haptics, chronemics, smell, dress, and appearance.
- Describing how to locate scholarly nonverbal behavior using appropriate indexes in EBSCO and other appropriate on-line sources.
- Using critical thinking skills to develop a methodology and tabulate results of a nonverbal study.
- Writing a paper which presents a literature review, a method, and results.
- Using analytical skills to evaluate an environment by applying the research on nonverbal environments.
- Describing the four different types of proxemic spaces: intimate, interpersonal, social, and public.
- Completing a nonverbal self analysis which looks at dress, appearance, eyes, facial kinesics, and environment.
- Discussing how personal appearance can be manipulated so the person looks credible, knowledgeable, and approachable.
- Analyzing the messages being sent by others nonverbal appearance.
- Describing how personality can be communicated through facial expressions.
- Discussing how pupilmetrics can help identify who is attracted to whom, what products are desirable, and which political candidates are preferred.
- Examining and explaining the role of haptics in human development from birth to death.
- Describing the role of vocalics in affecting the image of an individual.
- Studying how postural and gestural kinesics affect human interaction.
- Discussing how persuasion can be affected by kinesics.
- Applying the theories and research of nonverbal communication to analyze interactions.
- Listing and describing how cultures differ nonverbally.

PUBLIC RELATIONS
(PUBLIC RELATIONS)**COM5445**

The course examines the messages individuals and organizations send to their respective publics. Public relations is a communication function within the organization which addresses internal and external audiences.

CAVEAT: No graduate credit will be awarded if COM4445 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Discussing the roles and the functions of Public Relations today.
- Listing and describing the various kinds of research used by the PR professional.
- Exploring how technology affects Public Relations today.
- Researching issues that affect publics utilizing appropriate on-line sources.
- Using research to write effective arguments to target specific audiences.
- Discussing the integral relationships among the audiences.
- Comparing and contrasting the advantages and disadvantages of the various media.
- Selecting appropriate media for a campaign.
- Preparing for a media interview.
- Writing news releases and radio announcements for a publicity campaign
- Designing an event which will promote your organization and invite fund raising.

- Discussing the role of senior and upper management in influencing their organization's internal/external public relations activities.
- Discussing how public relations can affect national and international audiences.
- Describing and giving examples of public relations crises that PR professionals must anticipate.
- Developing a plan to prepare for various crises.
- Suggesting methods for handling public relations crises.
- Designing a strategy for a company or a person with a tainted image.
- Writing material that will help build the image of a client.
- Developing the goal, theme, and publicity for a campaign.
- Exploring the student's ethics as related to public relations.

CRITICAL ANALYSIS OF THE MEDIA (CRITICAL ANALYSIS:MEDIA)

COM5447

The course offers students the opportunity to understand the psychological effects of information provided through the media. Emphasis will be placed on questioning and evaluating information received as to its effects on target and non-target audiences.

CAVEAT: No graduate credit will be awarded if COM4447 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Differentiating between various types of media communication.
- Probing sources of news media communication.
- Critiquing decision-making processes in the media.
- Demonstrating the use of symbolism in media communication.
- Analyzing the psychology of group motivation in media communication.
- Describing the effects of various types of media messages on children.
- Examining the effects of the news media on the family.
- Examining the effects of the entertainment media on the family.
- Analyzing cognitive responses to media communication.
- Analyzing emotional responses to media communication.
- Critiquing the use of subliminal messages in media communication.
- Examining the effect of ratings on entertainment and news media decisions.
- Recognizing and describing ethical dilemmas in media broadcast decisions.
- Categorizing the media's obligations to the public.
- Contrasting persuasive versus informative media messages.
- Understanding how social media affects our lives.
- Examining the changes the Internet has had on traditional media.

MANAGERIAL COMMUNICATION (MANAGERIAL COMMUNICATION)

COM5469

The course explores the relationship between management and communications, providing the students with the tools to improve their organizational communication skills. Topics include effective application of managerial and communication skills, motivational theories, management theories, and communication theories.

CAVEAT: No graduate credit will be awarded if COM3469 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Identifying and examining the communication traits of a successful manager.
- Recommending ways to build stronger relationships between management and employees, improving interpersonal relationships.
- Proposing how communication personalities might positively and negatively affect an organization.
- Recommending methods of adapting one's leadership style to the organizational environment.

- Examining how to adapt one's communication style to interpersonal relationships at the workplace.
- Comparing and contrasting managerial theories to determine their strengths and weaknesses.
- Devising strategies to motivate and to influence employees.
- Exploring how attitudes can positively or negatively influence one's work.
- Discussing how transformational and charismatic leadership influence others.
- Analyzing the bases of power within the organization and devising strategies to increase one's power and influence.
- Predicting how an employee's contributions might be improved by communication from the manager.
- Assessing the sources of conflict and proposing communication strategies to solve conflict in an organization.
- Identifying a manager's style by comparing it to communication and management.
- Exploring how ethics affects communication in the workplace.
- Researching topics relevant to management communication.
- Analyzing methods of increase influence in the organization.
- Analyzing one's own style to determine how one is exhibiting influential and non-influential behaviors.
- Applying managerial theories to one's own style.

**COMMUNICATING FOR RESULTS
IN ORGANIZATIONS
(COMM RESULTS IN ORGAN)**

COM6303

The course allows students to explore the communication within organizations. The course helps the student investigate relationships, organizational cultures, work groups, training, and problems in organizations. Students will learn how to analyze communication, diagnose problems, and suggest solutions.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Identifying interpersonal communication problems within an organization.
- Discussing methods of improving relationships within organizations.
- Exploring how technology affects communication within organizations.
- Analyzing the culture of a specific corporation.
- Evaluating how the nonverbal environment and behavior affect interaction within an organization.
- Demonstrating how "corporate stories" about the history of an organization affect the communication climate.
- Discussing how the communication styles of corporate heroes and villains give insights into the corporate culture.
- Diagnosing how the corporate culture affects the public communication of an organization.
- Describing team communication within organizations.
- Differentiating between effective and ineffective communication strategies within organizational teams.
- Analyzing how conflict affects the productivity of organizational teams.
- Determining the needed skills and qualifications for a communication consultant.
- Deciding whether to use an in-house consultant or an external consultant to solve communication problems.
- Describing the different types of training and evaluating their outcome.
- Ascertaining the major communication problems that confront organizations today.
- Researching current issues that affect communication within organizations.
- Analyzing the effectiveness and ineffectiveness of corporate communication.
- Suggesting methods of improving corporate communication.

**CULTURAL COMMUNICATION
(CULTURAL COMMUNICATION)**

COM6420

The course allows students to analyze how cultural differences affect communication. Students study various cultures and compare and contrast them with the American culture.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Describing the American culture and differentiating it from other cultures.
- Identifying and describing the subcultures within the United States.
- Explaining how core values affect cultures.
- Discussing how language influences cultures.
- Defining and discussing how culture affects the perception of reality.
- Determining the nonverbal differences among cultures.
- Identifying and discussing how nonverbal differences create misunderstanding.
- Examining sex role differences among cultures and discussing how these differences affect communication.
- Exploring and analyzing the family structures of specific cultures.
- Investigating how children are treated within cultures.
- Listing the beliefs of the world's major religions.
- Comparing and contrasting world religions to determine how they impact cultures.
- Evaluating how religions influence the communication and the values within cultures.
- Analyzing how cultures affect domestic and international business.
- Specifying how management can overcome cultural communication barriers.
- Comparing and contrasting communication patterns of Asians, Europeans, Latin Americans, North Americans, Africans, and Middle Easterners.
- Suggesting methods of cultural adaptation in business.

CHRISTIAN COUNSELING (CHRISTIAN COUNSELING)

CSL6720

The course presents an overview of counseling from a Christian perspective, introducing key terms, theories, and concepts. It provides a basic Christian counseling model that is applicable to a wide range of issues typically encountered in the local church. The course also includes professional, ethical, and legal issues related specifically to Christian counseling.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding personal motivations and goals for providing Christian counseling.
- Examining personality development from a lifespan perspective.
- Defining key concepts and terms related to the major theories of therapy.
- Identifying and exploring the major concepts of psychoanalytic therapy in relation to Christian counseling.
- Examining the usefulness of existential therapy as it applies to the helping relationship.
- Defining and describing the advantages of person centered therapy as it pertains to ministerial counseling.
- Evaluating the use of behavioral therapy and its application to Christian counseling.
- Analyzing and applying the concepts of cognitive behavioral therapy in relation to individuals, couples, and families.
- Discussing the strengths and usefulness of reality therapy in a pastoral counseling context.
- Summarizing the contributions and clinical applications of post-modern approaches to Christian counseling.
- Exploring the therapy terms and application of family systems to congregational families and the church as a larger human system.
- Evaluating major theories of counseling and integrating them into a personal model of Christian counseling.
- Applying one's personal model of Christian Counseling to a given case.
- Demonstrating an understanding of ethical and legal issues related to the practice of Christian counseling.
- Understanding the effects of the counselor's personal beliefs and values on the therapeutic process.

FAMILY LIFE MINISTRY (FAMILY LIFE MINISTRY)

CSL6730

The course presents an introduction to the field of family life ministry. Focus will be on the design, development, and delivery of a comprehensive family ministry with emphasis on preventive and therapeutic resources for families in the church and in the community. The theological foundations for a ministry to families will be explored.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

-
- Defining family ministry and understanding the role of family life ministry in the local church.
- Discussing the major decisions a church and church leadership make before initiating a ministry to families.
- Describing a theological and biblical basis for family life ministry and the nature of the family.
- Formulating an approach to counseling in the local church for various church contexts.
- Analyzing the common barriers to family life ministry and discussing approaches to deal with those barriers.
- Formulating a plan to minister to the needs of families in the local church through the use of a congregational needs analysis.
- Identifying and discussing various forms of family life ministry that are applicable to a range of church contexts.
- Applying principles of preventive ministry with therapeutic ministry to provide a holistic approach to family needs.
- Describing family ministry as an outreach to the local community to meet the needs of families in the community.
- Evaluating the competencies and skills necessary to function as a family life minister in a local church.
- Understanding the needs of diverse family forms in the local church as they apply to the planning of a family life ministry.
- Describing the design, development, and delivery of a comprehensive family life ministry for a local church.
- Describing a parenting ministry for a congregation.
- Describing a ministry to families at various stages of the life cycle.
- Describing a ministry to marriages in a local church.

COUNSELING ETHICS (COUNSELING ETHICS)

CSL6740

The course is specifically designed to prepare graduate students to function in the formal role of a professional practitioner. Major emphasis is placed upon ethical and legal issues, standards and conditions of preparation for the professions, and role identity matters. Models of decision making are presented with emphasis on application in mental health settings.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Discussing the historical development of professions, in general, and the counseling profession specifically.
- Examining trends in the codes of ethics and ethical decision-making within the counseling profession.
- Assessing one's own values, attitudes, and beliefs as a helping professional.
- Discussing the issue of personal therapy for counselors and other helping professions.
- Discussing high-risk practices with clients such as social, business, and personal relationships, sexual contact with clients, and other boundary issues.
- Describing and analyzing the ethical, legal, and professional standards of the counseling and guidance profession, including local, state, and national ethical and legal codes related to mental health counselors and Christian counselors.
- Discussing confidentiality, privileged communication, duty to warn, informed consent, dual relationships, privacy, and the rights of clients in mental health and Christian counseling settings.
- Discussing ethical and professional issues specific to group counseling and group guidance in mental health settings.
- Considering the various roles and responsibilities of the counselor within mental health settings, Christian counseling settings, and the community.

- Discussing the professional Codes of Ethics for Counselors, Marriage & Family Therapists, Christian Counselors, and other specialized helping professionals.
- Explaining the ethical issues in counseling-therapy research practices in mental health settings.
- Describing the nature of professional liability, malpractice, and treatment of dangerous and difficult clients in mental health settings.
- Understanding the referral/advocacy/triage related to the counseling profession.
- Defining and understanding crisis intervention in the helping professions.
- Examining the differences between crisis and psychotherapy.
- Defining consultation and supervision as related to the counseling profession.

SCHOOL COUNSELING ETHICS (SCHOOL COUNSELING ETHICS)

CSL6745

The ethics related to school counseling differ in focus from that of a professional counselor. There are separate professional organizations as well as separate work environments. School Counselors work with minors in a school setting that is designed for academics. Issues that face children and adolescents on a personal-social level do impact progression in the academic areas and need counselor intervention and consultation. The Education Code is the guiding framework for school counselor's work, and it has become more complex in interpretation and implementation. Legal issues are quickly becoming a concern for school counselors as they practice in the public setting.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Examining trends in the codes of ethics and ethical decision-making within the counseling profession.
- Describing and analyzing the ethical, legal, and professional standards of the counseling profession, including state and national ethical and legal codes related to mental health counselors.
- Managing high risk behaviors in the school culture such as self-injurious behaviors, suicidal ideation, and potential for violence.
- Developing appropriate case notes, guidelines for court testimony, and responding to subpoenas in the role of the school counselor.
- Documenting rules and regulations for the counselor position in the public schools through the Texas Administrative Codes, Attorney General Decisions, and Federal Guidelines.
- Communicating with administrators, teachers, parents and other school personnel within legal and ethical guidelines while protecting and maintaining student confidentiality.
- Defining and understanding crisis intervention in the helping professions.
- Examining the differences between crisis counseling and psychotherapy.
- Defining consultation and supervision as related to the counseling profession.
- Demonstrating via case studies the ability to apply ethical decision-making skills.
- Discussing confidentiality, privileged communication, duty to warn, informed consent, dual relationships, privacy, right of clients, professional liability, and malpractice in mental health setting.
- Assessing one's own values, attitudes, and beliefs as a helping professional.
- Discussing the ethics of academic advisement of students in the public school setting.
- Communicating an understanding of the ethical guidelines concerning college admission process, college letters of recommendation and scholarship needs for the student.
- Demonstrating the best practices of student assessment for career programs and career advisement along with advocacy in selection of students for special school programs and leadership roles.
- Distinguishing between the role of the counselor in the school culture and that of a private practice setting.
- Demonstrating the need for confidentiality issues on a school campus and the areas in which that is appropriate.
- Demonstrating the best process for data collection and its uses for the best student academic outcome.
- Explaining high stakes testing and related stressors in the school culture.

ADDICTION COUNSELING (ADDICTION COUNSELING)

CSL6760

The course presents a study of alcohol and drug addiction and other troublesome compulsive behavior. An introduction to the essential components of addiction is provided. In addition, the course will include an overview of the primary aspects of addiction including, the physical and psychological effects of drug abuse and chemical addiction, the elements of psychopharmacology, the assessment and diagnosis of substance abuse and chemical dependency, the treatment of addictive disorders, and topics focused on special populations.

The course in addiction counseling will be very beneficial to students enrolled in the professional counseling degree program. It is essential for students at Amberton University to have knowledge and skills conducive to working with individuals and families that suffer from alcohol and substance use and abuse. This course is designed to prepare students to function as counselors for those who have alcohol, drug, gambling, sexual, and other harmful addictions.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Defining addiction and tracing the history of the field.
- Identifying the major theories that attempt to explain addiction.
- Conducting alcohol and drug assessments using the SASSI, the ASI, the MAST, the DAST, and other assessment instruments.
- Examining and understanding the addiction and recovery process.
- Comprehending addiction etiology, assessment, diagnosis and treatment planning.
- Learning and understanding the biology and physiology of addiction.
- Understanding psychopharmacology as it relates to addictive behaviors.
- Comprehending the physiology and psychology of alcoholism and drug abuse.
- Assessing the relationship between the different types of addiction.
- Understanding the physiology and psychology of eating disorders.
- Synthesizing the effects of addiction, including sexual, gambling, smoking, chocolate, and other compulsive behaviors.
- Comparing and contrasting the various traditional approaches to the treatment of addiction.
- Demonstrating knowledge and understanding of the “Twelve Step Approach” in treating addictions.
- Evaluating and understanding the Social Learning and Cognitive approaches to treating addictive behaviors.
- Understanding “Relapse” and “Relapse Prevention” related to addiction.
- Examining and discussing the role of the family in treating addictions.
- Comprehending the concepts of tolerance, withdrawal, and the detoxification process.

CRISIS COUNSELING (CRISIS COUNSELING)

CSL6765

This course presents an in-depth study of crisis intervention information, skills and strategies needed for counseling professionals to provide effective mental health care to clients facing a variety of crisis situations. This course first examines the overall background, basic concepts and definitions, and theoretical models of the crisis intervention field of professional counseling. Next, this course provides a study of the essential components of crisis care and application including working with multicultural clients, basic attending skills, assessment models, case management, and crisis counseling through the use of technology. Additionally, this course provides an overview of effective crisis counseling and handling of clients dealing with a specific type of responses to crisis, including PTSD, sexual assault, family and partner violence, lethal violence, and bereavement and grief. And lastly, a critical component to this course is the in-depth review and provision of strategies needed by crisis workers with respect to the various types of crisis care-giving environments, such as, mental health care facilities, schools, hostage situations, and natural disaster areas.

This course in crisis counseling is extremely important to students enrolled in the professional counseling degree program. This course will be a required course for the state mandated curriculum changes, which will take place on August 1, 2017. Moreover, it is critical that students at Amberton University have the knowledge and skills required to effectively assist individuals, institutions, and communities impacted and affected by both man-made and natural disasters. This course is designed

to prepare students to function as mental health care professionals for those affected by crisis events and situations.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Developing collaborative client relationships that promote crisis care in multiple environments.
- Defining and understanding the field of crisis counseling in historical, modern and multicultural societies.
- Understanding the concepts of crisis intervention, advocacy, and triage as applied in overall crisis care.
- Conducting effective and accurate client initial care, assessments, evaluations and referrals.
- Evaluating the social, political, and community factors that are also impacted by crisis events.
- Identifying and examining the major theories, strategies, and skills used in crisis counseling.
- Identifying and understanding the legal and ethical issues related to crisis work in various counseling institutions and crisis care environments.
- Exploring the associated care-giver issues of burnout, traumatization, and compassion fatigue.
- Comparing and contrasting the implications and various approaches to crisis telephone and internet work.
- Identifying and effectively implementing various approaches to assisting clients impacted by violence, abuse, sexual assault, and chemical dependency.
- Comparing and contrasting the implications and various approaches to conducting crisis care work both in schools and mental health care agencies.
- Comprehending and applying crisis counseling approaches that are specific to working with children versus adults.
- Understanding the critical components to assessing, diagnosing and providing care with respect to Post Traumatic Stress Disorder (PTSD).
- Understanding the differing aspects and approaches to working with both man-made and natural disaster related client issues.
- Learning about and understanding the dynamics of disaster response teams and how they are impacted and affected by crisis situations.
- Assessing crisis and providing intervention from an integrative perspective.
- Assessing and identifying the dynamics of suicide, murder, bereavement and grief for the clients and the clients support system.
- Examining the role of counseling in hostage situations.

ADVANCED COUNSELING ETHICS (ADV COUNSELING ETHICS)

CSL6770

The course is designed to provide practicing professionals with knowledge of the professional code of ethics and its application to professional services. The course fulfills the licensure requirements of the Licensed Professional Counselor and the Licensed Marriage and Family Therapist.

PREREQUISITE: CSL6740

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- In-depth examination, analysis, and application of ethics, ethical decision-making, codes of ethics, and related legal issues pertaining to the practice of professional counseling and marriage and family therapy.
- Identification of ethical issues and refining the role of the counselor to effectively meet the needs of increasingly diverse individuals and communities served by mental health professionals.
- Deciphering and connecting historical and systemic issues to the client's presenting concerns, and linking client change as an integral aspect of multiculturalism.
- Examining and determining counselor's own biases and worldview to develop knowledge, awareness, and skills to form a framework to continue personal and professional lifelong learning.
- Writing and maintaining case notes that meet clinical, ethical, legal and organizational guidelines for effective treatment, risk management, and reimbursement.
- Examining the general issues involved when working with minors including to whom counselors owe the ethical obligation of confidentiality, parental consent and legal rights, informed consent, and competency level of the minor.

- Describing specific confidentiality concerns in working with minors including the client's relationship with the parent or guardian, whether disclosure is expected to help the situation, and the severity of potential harm or injury that might result from not disclosing information.
- Assessing ethical guidelines for crisis counseling using American Counseling Association guidelines.
- Analyzing malpractice risks related to health services (e.g., managed health care; privacy, consent, hospital record access; quality and review issues; interdisciplinary relationships, and hospital privileges).
- Describing activities, procedures, and responsibilities for clinicians in private practice and in various mental health settings.
- Analyze hierarchical responsibility for medical regimes and medical liaison consultation for clients.
- Describing ethical and legal constraints/responsibilities related to multiple codes of ethics and licenses.
- Identifying and describing the process for professional responses to client complaints filed with the board(s) and timely, effective responses to potential legal actions against the counselor.
- Generating ethical guidelines and counselor, effective court testimony for the mental health practitioner.
- Describing and applying ethical guidelines related to scope of practice and competency issues for counselors in use of counseling assessments and tests including the use of objective personality tests, and cognitive/academic testing.
- Detailing ethical duty to clients pertaining to court appearances and guidelines for effective court testimony for the mental health practitioner.
- Researching, examining and applying federal and state laws that impact counselors in Texas.
- Reviewing future trends and current board actions, promote legislative awareness, and encourage professional involvement and participation in decisions and activities that impact the counseling profession.

COUNSELING IN SCHOOLS (COUNSELING IN SCHOOLS)

CSL6779

The course presents a comprehensive review of counseling in schools. Students will define the roles and functions of school counselors. Emphasis is placed on a learner-centered process that includes organizing, planning, designing, implementing, and evaluating a comprehensive counseling and guidance program. The Texas Developmental Plan as well as the American School Counseling Association Models will be reviewed as related to the school counselor job.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding the roles and responsibilities of the school counselor along with other professionals in the school with regard to the guidance and counseling program.
- Demonstrating knowledge of the components of a developmental guidance and counseling program, procedures for implementing, evaluating, and modifying the developmental guidance and counseling program as necessary to meet the needs of all students.
- Demonstrating how to assess the needs of students in a school and plan a proactive program that reflects student needs.
- Applying knowledge of procedures for developing a guidance curriculum (e.g., establishing learning goals and objectives, indicators of competence, expected results, and evaluative criteria).
- Understanding the use of prevention approaches and intervention strategies to address student concerns.
- Guiding students to develop age-appropriate knowledge and skills in the areas of self-confidence, motivation to achieve, decision making and problem solving.
- Discussing effective referral procedures to facilitate the use of special programs and services.
- Explaining strategies for effective internal and external communication.
- Illustrating consultant and/or coordinator roles of school counselors.
- Demonstrating how to work collaboratively with the school community to promote the integration of the guidance and academic curriculum.
- Demonstrating personal assessment of leadership aptitudes and capabilities for school counselor on the academic leadership team.

- Demonstrating knowledge of procedures for consulting with teachers, administrators, and others to provide professional expertise and enhance their work with students.
- Applying school data to guidance curriculum development.
- Integrating national and state models into guidance curriculum development.
- Accessing national and state legislation related to school counselor job description.
- Articulating methods of school counselor accountability.
- Analyzing programs designed to develop college/career readiness.

PROFESSIONAL COUNSELING (PROFESSIONAL COUNSELING)

CSL6780

The course presents an introduction and overview of the counseling profession. A variety of areas are explored including professional orientation, the helping relationship, theories and skills, systems theory, group work, consultation and supervision, lifespan development, abnormal development, diagnosis, career development, research and appraisal, agency counseling, and school counseling. Multicultural aspects of counseling are stressed as well as ethical, professional, and legal issues. Emphasis will be placed on student development of personal philosophy of counseling and theoretical orientation.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Discussing the historical development of the counseling profession.
- Examining the contributions of each theory of counseling.
- Identifying issues and trends in the field of counseling.
- Understanding personality development from a lifespan perspective.
- Demonstrating an awareness of personal motivation and goals for entering the counseling profession.
- Interpreting graduate level research studies.
- Using APA standards effectively with all course assignments.
- Describing and analyzing the ethical, professional and legal issues in the counseling profession.
- Defining the roles and functions of school, agency, and mental health counselors.
- Distinguishing between counseling, guidance, and psychotherapy.
- Analyzing the contemporary models of counseling assessment.
- Examining the history of career development and vocational guidance.
- Identifying the major theoretical frameworks for group work.
- Understanding abnormal psychology reflective of the DSM-V.
- Explaining the historical trends and major theories associated with marriage and family therapy.
- Defining consultation and supervision as related to the counseling profession.
- Evaluating the aspects of counseling from a multicultural perspective.
- Understanding the referral/advocacy/triage related to the counseling profession.
- Defining and understanding crisis intervention in the helping professions.
- Examining the differences between crisis and psychotherapy.
- Developing personal philosophy of counseling.

THEORIES & METHODS OF COUNSELING (THEORIES/METHODS CNSLG)

CSL6782

The course presents the philosophical and theoretical bases of the helping process. Emphasis is placed on understanding the major counseling theories, basic helping skills, and applications to diverse populations. Techniques and methods from each counseling perspective will be demonstrated and practiced under faculty supervision. A major focus is on the application of the theories and methods of individual, group, and family counseling in schools and mental health settings. The course also includes professional, ethical, and legal issues related specifically to the counseling and guidance process.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding the influence of biographical backgrounds of major counseling theorists.
- Synthesizing the contributions of each major counseling theory.

- Comprehending therapy as postulated by each of the major theorists.
- Evaluating the nature of behavior and behavior change from each model presented.
- Contrasting the concepts of mental health and mental illness as described by each theorist.
- Understanding the views of human nature from each counseling perspective.
- Assessing the relationship between therapist and client in each counseling theory.
- Demonstrating techniques and methods from each counseling perspective.
- Examining the multicultural aspects of each counseling method.
- Comparing and contrasting various therapeutic approaches to a given case study.
- Analyzing how each theory presented might be used to direct or redirect personal growth.
- Examining the ethical and moral implications of each theory.
- Synthesizing research findings about the effectiveness of therapy approaches from each counseling theory.
- Applying the theories and methods of individual, group, and family counseling in school and mental health settings.
- Illustrating the influence of each theory on the field of counseling and guidance.

COUPLES THERAPY (COUPLES THERAPY)

CSL6792

This course will focus on the theory and practice of marital therapy. Relevant theories and techniques addressing the formation, growth and renegotiation of the couple relationship will be explored. Therapeutic approaches to understanding attraction, mate selection, couples therapy along with special issues such as extra-marital affairs, divorce, and attachment will be discussed. The ethical and professional role of the therapist in the process of couple's therapy will be examined.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Examining the major theories of couple's therapy including traditional approaches, integrative approaches and post-modern approaches.
- Explain the major concepts of cognitive-behavioral couple's therapy.
- Describe the methods of clinical assessment in couple's therapy.
- Discuss the stages of couple's therapy including initial contact, assessment and developing a treatment protocol, therapeutic contracts, and conducting therapy with a couple.
- Explore strategies for restoring commitment and trust in a relationship.
- Examine strategies for building effective communication skills in the couple relationship.
- Discuss approaches to resolving conflict in marital interactions.
- Identify approaches to problem solving, decision-making and the allocation of power in decision making with couples.
- Explore the role of the family of origin in mate selection, attachment and the formation of the unconscious marriage.
- Describe the theories of attraction, mate selection and the process of pre-marital counseling.
- Describe the types of extra-marital affairs and the various treatment protocols appropriate to each.
- Explain the process of separation and divorce and the role of therapy in the decision-making and reconstruction phases.
- Discuss the impact of sexual abuse and trauma on marital interaction patterns.
- Examine the role of neurobiological process as they impact the marriage.
- Explore the role of the marriage and family therapist professionally and personally as a facilitator of growth in couple's relationships.
- Understand the AAMFT professional code of ethics and the Texas LMFT professional code of ethics in the practice of marriage and family therapy.

PRINCIPLES AND METHODS OF SEX THERAPY (PRIN/METH OF SEX THERAPY)

CSL6794

This course provides a basic introduction for counseling individuals and couples with sexual issues and concerns. Contemporary developments in human sexuality and the multiple sources of sexual problems are examined. Areas addressed include, psychological, relational, socio-cultural, and biological factors. The course is designed to provide students with the knowledge and skills necessary to assess and treat common sexual problems. Specific sexual problems such as sexual

dysfunction, disorders, criminal sexual behavior, sexual trauma, pornography, sexual addiction, compulsivity, and sexual harassment are explored. Students are also challenged in their own growth and development in sexuality as they learn to teach and counsel more effectively on sexual concerns. The course in principles and methods of sex therapy will be required for those students enrolled in the marriage and family therapy degree program. It is beneficial for students at Amberton University to have knowledge and skills essential for working with individuals and couples with sexual issues. This course will assist students in gaining an understanding of the latest developments in human sexuality and the multiple sources of sexual problem. In addition, students will become knowledgeable about the common sexual concerns and complaints of couples and individuals, including those in clinical populations.

As a result of this course, students will learn to identify, assess, and treat sexual dysfunctions and problems in the context of ongoing couple therapy or individual psychotherapy. Basic intervention techniques and strategies will be developed through this course, as students acquire the ability to utilize therapeutic approaches and sex therapy techniques appropriate for working with diverse clients. Students will learn how to set and maintain appropriate boundaries while working with clients with sexual problems.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Defining sex therapy and tracing the history of the field.
- Assessing, evaluating, and treating compulsive and atypical sexual behavior.
- Analyzing sex therapy techniques appropriate to LGTB's and persons of diverse cultural backgrounds.
- Understanding sexual dysfunctions and problems in the context of individual, group, and couple therapy.
- Identifying issues related to both male and female sexual dysfunction and sexual disorders.
- Exploring the ethical aspects of the practice of sex therapy
- Understanding contemporary models for treatment of sexual problems.
- Assisting students in assessing their own sexuality.
- Discussing, critiquing, and integrating faith based perspectives in the practice of sex therapy.
- Analyzing and treating sexual health problems in the presence of chronic illness and lifespan challenges.
- Conducting psychosocial and psychosexual assessments related to problematic sexual behavior.
- Demonstrating knowledge of medical conditions that impair sexual functioning.
- Comprehending common sexual challenges in relationships.
- Exploring issues regarding the use of pornography.
- Identifying and assessing sexually transmitted infections and safer sex practices.

ADULT & GERIATRIC PSYCHOPATHOLOGY & TREATMENT

(ADULT/GERIAT PSYCHOPATH)

CSL6796

This course presents the etiology, diagnosis, and treatment of adult and geriatric psychopathological disorders as defined by the Diagnostic and Statistical Manual of Mental Disorders 5th Edition (DSM-5). Students will develop skills in the unique application of diagnostic interviewing techniques, differential diagnosis, case conceptualization via personality theory, and empirically-based treatment planning with regard to adult and geriatric psychopathology. Benefits and limitations of the diagnostic and treatment process are also reviewed. In addition, this course will examine the methods and techniques utilized by counselors to assist adult and geriatric clients in the change process with specific reference to problem diagnosis, medical and psychiatric co-morbidity, basic psychopharmacological principles and intervention, construction of an empirically-based treatment plan, termination, and ethical and cultural issues in the diagnostic and treatment process.

The course in adult and geriatric psychopathology will be beneficial to students enrolled in the professional counseling degree program since this course will satisfy the Texas State Board of Professional Counselors board rule §681.83 (c) (3). It is both ethically and clinically essential that students at Amberton University, who are pursuing a master's degree in professional counseling, and who wish to obtain licensure as an LPC in the state of Texas, possess knowledge and skills in the assessment, diagnosis, and treatment of adult and geriatric clients suffering from mental illnesses. This course is designed to prepare students to ethically and effectively practice as professional counselors in a professional treatment role for adults who are suffering from mental disorders.

PREREQUISITE: CSL6801

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Proficiency in utilizing the DSM-5 to apply accurate diagnostic labels to mental disorders.
- Effectively applying differential diagnoses with respect to co-morbidity and medical etiologies across a wide-range of mental disorders.
- Understanding the nature and etiology of adult psychopathology in order to articulate case conceptualization and make empirically based treatment plans.
- Understanding the role of systematic scientific, clinical experience, and consultative input in making treatment decisions.
- Utilizing basic psychotherapeutic assessment tools to assess outcomes in the treatment of adult and geriatric clients.
- Understanding ethical and cultural issues involved in the treatment process.
- Understanding the importance of self-examination and critiquing self as an effective change agent in counseling relationships.
- Comprehending and examining the role of age upon the manifestation and treatment of mental disorders in adult and geriatric clients
- Understanding basic psychopharmacological intervention with regard to the treatment of mental disorders in adult and geriatric clients
- Comprehending and addressing the effects of end-of-life issues involved with the manifestation of mental disorders in elderly populations.

**CHILD & ADOLESCENT PSYCHOPATHOLOGY
& TREATMENT
(CHILD/ADOL PSYCHOPATH)**

CSL6798

This course presents the etiology, diagnosis, and treatment of child and adolescent psychopathological disorders as defined by the Diagnostic and Statistical Manual of Mental Disorders 5th Edition (DSM-5). Students will develop skills in the unique application of diagnostic interviewing techniques, differential diagnosis, case conceptualization via personality theory, and empirically-based treatment planning with regard to child and adolescent psychopathology. Benefits and limitations of the diagnostic and treatment process are also reviewed. In addition, this course will examine the methods and techniques utilized by counselors to assist child and adolescent clients in the change process with specific reference to problem diagnosis, medical and psychiatric co-morbidity, basic psychopharmacological principles and intervention, construction of an empirically-based treatment plan, termination, and ethical, cultural, and systemic issues in the diagnostic and treatment process.

The course in child and adolescent psychopathology will be beneficial to students enrolled in the professional counseling degree program since this course will satisfy the Texas State Board of Professional Counselors board rule §681.83 (c) (3). It is both ethically and clinically essential that students at Amberton University, who are pursuing a master's degree in professional counseling, and who wish to obtain licensure as an LPC in the state of Texas, possess knowledge and skills in the assessment, diagnosis, and treatment of child and adolescent clients suffering from mental illnesses. This course is designed to prepare students for ethical and effective practice as professional counselors in a professional treatment role for children and adolescents who are suffering from mental disorders.

PREREQUISITE: CSL6801

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Proficiency in utilizing the DSM-5 to apply accurate diagnostic labels to mental disorders.
- Effectively applying differential diagnoses with respect to co-morbidity and medical etiologies across a wide-range of mental disorders.
- Understanding the nature and etiology of child and adolescent psychopathology in order to articulate case conceptualization and make empirically-based treatment plans.
- Understanding the role of systematic scientific, clinical experience, and consultative input in making treatment decisions.
- Utilizing basic psychotherapeutic assessment tools to assess outcomes in the treatment of child and adolescent clients.

- Understanding ethical, cultural, and systemic issues involved in the treatment process.
- Understanding the importance of self-examination and critiquing self as an effective change agent in counseling relationships.
- Comprehending and examining the developmental theories upon the manifestation and treatment of mental disorders in child and adolescent clients
- Understanding basic psychopharmacological intervention with regard to the treatment of mental disorders in child and adolescent clients
- Comprehending and addressing the sequelae of prenatal and perinatal complications upon the development of psychopathology in children and adolescent clients
- Understanding the systemic dynamics (e.g., family constellation, school environment, peers, etc.) with regard to the etiology, presentation, and course of mental illnesses in children and adolescents
- Developing comprehensive skills with regard to effective collaboration and consultation with schools, parents, and caretakers of children and adolescents

COUNSELING ASSESSMENT TECHNIQUES (COUNSELING ASSESSMENT)

CSL6800

The course develops a framework for assessing the functioning of individuals, groups, families, or organizations. Interviews, testing, and integration of clinical information are used. Assessment tools reflecting personality, intellectual, family, educational, vocational, and social functions are used. Principles of measurement, data gathering, and interpretation are discussed. Class participation and case presentation are required. Ethics, ethnic, and cultural bias are examined.

PREREQUISITE: CSL6782

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Synthesizing the history of counseling assessment and psychological testing.
- Analyzing the contemporary models of counseling and the current issues and trends in counseling assessment.
- Explaining basic qualifications and responsibilities of both developers and users of assessment tools in various settings, including schools, families, and organizations.
- Adhering to acceptable practices when interpreting and communicating results of assessments with clients, parents/guardians, teachers, administrators, and community representatives.
- Adhering to clear, ethical and effective standards of practice when conducting assessments with diverse populations or populations with special needs.
- Using computer technology effectively in all phases of counseling assessment.
- Demonstrating effectiveness in writing assessment reports and in developing materials to be used in communicating with clients, parents/guardians, and community resources.
- Addressing the relationships among various theories and counseling assessment.
- Applying basic statistical and measurement concepts to the development and use of counseling assessment.
- Demonstrating skill in evaluating the offerings of publishers of tests and in selecting and using various sources of information and particular instruments.
- Demonstrating skill in administering tests to include managing the collection of assessment data in individual, group, family, and school settings.
- Intervening to manage test anxiety.
- Critiquing available assessment tools and approaches for their validity and reliability with particular populations.
- Identifying and using specific assessments developed for measurement of intelligence, life span development, personality, achievement, aptitude, learning styles and differences, career development, social environment, and family dynamics.
- Involving families, inter-disciplinary team members, and other community groups in using assessment to facilitate learning and development.
- Identifying and using specific assessments developed and used primarily in school settings.

LIFE SPAN DEVELOPMENT
(LIFE SPAN DEVELOPMENT)**CSL6801**

The course investigates the changes that occur with age and the processes underlying human growth and development throughout the life cycle. The developmental progression of the family life cycle is also explored, including physical, psychological, and social characteristics. Emphasis is placed on areas such as sensory and perceptual ability, cognitive and language development, behavioral genetics, and effects of socialization agents. Developmental and learning theories will be emphasized.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Defining developmental psychology.
- Detailing stages of the human life cycle.
- Understanding the contribution of genetics to life span development.
- Examining the developmental stages of the family life cycle and the family structure, including their influence on the allocation of family resources.
- Discussing prenatal development.
- Describing theories of personality development in infancy.
- Assessing motor skill development in early childhood.
- Evaluating perceptual development in early childhood.
- Analyzing theories of personality development in early and middle childhood.
- Discussing development of primary and secondary sex characteristics.
- Discussing adolescent egocentrism.
- Expanding the concept of adult maturity.
- Discussing the development of adult sexual relationships.
- Investigating theories of mid-life personality development.
- Synthesizing changes in health, sensory abilities, and mental capabilities in late adulthood.
- Evaluating psychological stages in the dying process.
- Understanding the effect of school developmental and counseling guidance programs upon societal problems.

CAREER COUNSELING AND GUIDANCE
(CAREER CNSLG/GUIDANCE)**CSL6803**

The course presents an in-depth study of career counseling and guidance services that focuses on occupational, educational, and personal/social issues for general and specific populations. Emphasis is on understanding and applying career counseling and guidance theories in school and non-school settings. A primary focus includes program planning, designing, developing, implementing, and evaluating a career counseling and guidance program in schools and mental health settings.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Examining the history of career development and guidance.
- Identifying general professional/occupational areas of competence.
- Identifying theories of career counseling and guidance.
- Discussing the importance of an individual skills inventory to career development.
- Using a variety of self-assessment methods in career planning and development.
- Evaluating the role of career development management and the administration of career development interventions in both school and organizational settings.
- Identifying the different career stages and their relationship to development and career development theories.
- Discussing the use of lifelong learning as a proactive approach to career development and guidance.
- Explaining the importance of identifying functional or transferable skills and their relationship to career change and development.
- Discussing the evolving array of career development resources.
- Critically analyzing the utility of each career counseling and guidance theory.
- Organizing life experiences into an overall view for career planning.

- Identifying the major demographic, technological, and organizational trends that will affect future career planning and development.
- Presenting diverse complex perspectives on work and on the labor market.
- Understanding various types of assessments of individual career competence.
- Developing effective communication strategies for use in fostering career development in the classroom, mental health or organizational setting.

GROUP COUNSELING & THERAPY
(GROUP COUNSELING/THERAPY)

CSL6805

The course examines the theory, practice, and functioning of group processes. Different types of small groups are studied, including self-help groups. Leadership, meta-communications, methods, dynamics, and facilitative skills are presented. Small group participation is included.

PREREQUISITE: CSL6782

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Defining the origins of group guidance, group counseling, and psychotherapy, including the leaders and time frames.
- Applying specific theories of practice to group counseling and psychotherapy.
- Applying group dynamics and processes.
- Evaluating ethical and professional guidelines for professional group leaders.
- Interpreting the progression of group stages and the relationships among the stages.
- Selecting appropriate interventions for members who present common patterns such as fear, anger, and/or violence.
- Selecting therapeutic responses when working with cultural diversity among group members.
- Managing assessments of group members for use in selection of members for planning specific strategies and techniques.
- Applying appropriate clinical interventions with selected clinical, educational, business, and/or community populations.
- Demonstrating leadership skills in both group maintenance and group facilitation.
- Modeling effective group techniques for use in schools, community, or organizational settings.
- Illustrating proper administrative procedures for group counselors or therapists including effective documentation.
- Discerning when group counseling is appropriate or is preferred as a treatment modality.
- Providing and synthesizing the exchange of feedback between self and other leaders and group members.
- Applying selected models of consultation to help groups or organizations to change.
- Reviewing the nature and scope of research about group counseling and therapy.

MARRIAGE & FAMILY THERAPY
(MARRIAGE/FAMILY THERAPY)

CSL6825

The course is a survey of the historical development and principal conceptualizations of marital and family therapy goals. Goals include an initial examination and comparison of various therapies currently employed in the field.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Explaining the history and development of the marriage and family therapy field.
- Reviewing the Texas Family Code relating to marriage, divorce, child custody, and abuse issues.
- Classifying the theoretical approaches to understanding marriage and the family.
- Comparing traditional individual therapy with marriage and family therapy.
- Understanding the different theories of marriage and family therapy.
- Explaining the nature of divorce, re-marriage, and blended families.
- Describing assessment instruments utilized in marriage and family therapy.
- Defining the role of the therapist in the major theories of marriage and family therapy.
- Understanding the influence of each theory in the field of marital and family therapy.
- Defining the key terms and concepts in marital and family theory.

- Understanding the Code of Ethics for marriage and family therapists.
- Reviewing the current research on marital and family therapy in the United States.
- Understanding the role and process of supervision related to the training of marriage and family therapists.
- Understanding the role of gender in marriage and family therapy.
- Understanding the role of culture and ethnicity in marriage and family therapy.

PRE-PRACTICUM SCHOOL COUNSELING (PRE-PRAC SCHOOL CNSLG)

CSL6829

This course is a stand-alone course and cannot be taken simultaneously with any other courses. The course is the first in the student's fieldwork for the state of Texas requirement. Application and contract completion, mentor counselor goals and scheduling are part of the student becoming organized during the field experience. Students are prepared for fieldwork through practice of counseling techniques, case studies, and counseling theory practice. Eighty actual clock hours of counseling experience are expected for completion during this course.

PREREQUISITE: Prior to enrollment in Pre-Practicum in School counseling, students must meet the following requirements:

1. All coursework completed (except for Practicum courses)
2. GPA of 3.00 or higher
3. Be in good academic standing

Note: The application, contract, and other required documents must be presented to the instructor of CSL6829 during the first class meeting. Failure to do so will result in the student being administratively dropped from the course. See [ftp://ftp.amberton.edu/csinfo](http://ftp.amberton.edu/csinfo) for forms.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Demonstrating goal setting, organization, and scheduling of fieldwork hours.
- Applying research tools to obtain knowledge and skill related to human development, counseling services, and professional leadership for becoming a school counselor.
- Obtaining opportunities to demonstrate professional school counselor leadership skills during fieldwork.
- Stating relevant, measurable counseling goals.
- Developing solutions to selected counseling problems: academic, career and/or vocational, or social and developmental.
- Applying critical thinking skills to the critique of counseling approaches to specific cases involving learners and their families.
- Analyzing case conceptualization from vignettes in school counseling.
- Explaining the implications of emerging standards that are being advanced by the Texas State Board of Educator Certification, the American School Counseling Association, and the Texas School Counseling Association.
- Demonstrating readiness for Practicum in School Counseling by completing the official Amberton Practicum Application Packet.
- Demonstrating the ability to apply the Carkhuff counseling model to school counseling situations.
- Selecting and demonstrating techniques of a chosen counseling theory.
- Evaluating the need for educational, behavioral, and emotional intervention.
- Presenting case consultation with alternatives and solutions in an educational and community environment.
- Stating positive and negative experiences in field experience.
- Applying the use of planning and implementing of goals in field experience.

ADVANCED COUNSELING SKILLS & TECHNIQUES (ADV CNSLG SKILLS & TECH)

CSL6830

The course presents complex, multi-faceted interventions for individuals, families, groups, and organizations. Emphasis is given to conceptualization of cases with effective interventions. Students are expected to integrate learning from CSL6782. Applications for clinical and school settings are examined.

PREREQUISITES: CSL6782

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Evaluating and demonstrating the appropriate use of techniques associated with major counseling theories.
- Evaluating and demonstrating the appropriate use of techniques associated with selected alternative and emerging therapies.
- Writing a paper assessing counseling techniques and describing one's personal counseling orientation.
- Demonstrating skills of referral, advocacy, and triage in crisis intervention cases.
- Identifying and understanding cultural specific issues, including gender, race, ethnicity, socioeconomic, and physically challenged individuals in schools and mental health settings.
- Developing effective leadership skills to plan, implement, and evaluate a comprehensive developmental counseling and guidance program that meets the needs of all learners.
- Defining the roles and functions of counselors in schools and mental health settings, and identifying common referral resources available to school and mental health counselors.
- Describing and analyzing the ethical, professional, and legal issues in the counseling and guidance profession.
- Demonstrating both basic and advanced helping skills.
- Demonstrating skill in the management of clinical and administrative documentation.
- Assessing for difficulties in the areas of addictive behavior, depression, suicidality and/or homicidality, and violent behavior.
- Evaluating and understanding the emerging role of technology-based counseling.
- Demonstrating the ability to establish collaborative and appropriate therapeutic goals with clients.
- Assessing for difficulties in the areas of addictive behavior, depression, suicidality and/or homicidality, and violent behavior.
- Understanding human development as it applies to school and non-school settings and developing a comprehensive developmental guidance and counseling program that encourages all learners to achieve their full potential.

MULTICULTURAL COUNSELING (MULTICULTURAL COUNSELING)

CSL6832

The course presents an in-depth study of counseling and therapy from a multicultural perspective. Emphasis is on the unique features and concerns in working with culturally and ethnically different clients in school and mental health settings. In addition, the course focuses on the development of skills needed to work with culturally different families.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Describing the multicultural counseling competencies as defined by the American Counseling Association.
- Analyzing major theories of multicultural counseling.
- Recognizing unique and universal characteristics of culturally diverse populations.
- Discussing sociopolitical factors such as poverty, environment, economics and how they affect families and various cultural groups.
- Understanding discrimination, prejudice, racism, and the history of oppression from a multicultural perspective.
- Discussing the psychology of gender and sexual orientation from a multicultural perspective.
- Understanding the family structure and family dynamics from a multicultural perspective.
- Understanding ways to create, maintain, and advocate for a school environment that is culturally sensitive, responsive, and inclusive to all learning environments.
- Understanding the impact of environmental influences on learners' development and achievement and facilitating learners' development of strategies that help them cope with situations that may hinder learning.
- Demonstrating an appreciation of human diversity by providing equitable guidance and counseling services for all learners and by promoting a climate of mutual respect in which students learn to value themselves and others.
- Understanding the aspects of counseling and guidance from a multicultural perspective.

- Defining acculturation as it relates to culturally diverse groups and families.
- Describing cultural values, educational needs, and attitudes of culturally different clients and their relevance to learning development.
- Demonstrating the differences in assessment, evaluation, and treatment skills required when working with culturally diverse populations.
- Defining culture as it relates to multi-ethnic populations including gender and its relevance to learning development.
- Understanding multicultural counseling and guidance from the perspective of various ethnic groups.

COUNSELING CHILDREN AND ADOLESCENTS (CNSLG CHILDREN & ADOLESC)

CSL6833

The course addresses the major issues related to counseling children and adolescents within a developmental, familial and social framework. A conceptual model for treatment planning, clinical assessment and protocols are discussed including areas of developmental adjustment, abuse and neglect and individual interpersonal issues. Treatment approaches will include an examination of behavioral, art and play therapy options. Issues of professional practice include codes, ethical standards, documentation and safe practice counseling children and adolescents.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Thinking critically about what it means to grow up in the 21st century.
- Describing a developmental perspective for counseling with children.
- Describing a developmental perspective for counseling with adolescents.
- Exploring the relevance of growing up in an abusive and/or neglectful environment.
- Developing a conceptual framework for assessment and treatment planning with children, adolescents and their families.
- Developing a conceptual model for collaborating with social institutions and communities in providing counseling services for children, adolescents and their families.
- Developing skills sets for working both individually and in groups with children, adolescents and their families, utilizing the diagnostic criteria of Diagnostic and Statistical Manual of Psychological Disorders.
- Implementing play therapy with children.
- Incorporating art therapy into work with children and adolescents.
- Developing behavioral approaches to practice with children and adolescents.
- Discussing appropriate codes and policies to provide ethical, safe counseling for children and adolescents.
- Including parents and families in the overall treatment of issues in children and adolescents.
- Leading child-focused parent groups.
- Clarifying protocols for addressing serious developmental, behavioral or interpersonal issues that the profession has identified as being high priority.
- Writing and maintaining appropriate documentation of counseling work with children and adolescents.
- Addressing issues related to developing one's own clinical style for counseling with children and adolescents.
- Investigating professional issues that arise across various treatment settings.

PLAY THERAPY (PLAY THERAPY)

CSL6835

This course provides an enhancement of counseling skills in working with individuals and families at a deeper level than those theories present in the curriculum. The purpose of a course in Play Therapy is to encourage communication more naturally through the manipulation of toys and objects in a safe environment. This course provides relevant and cognitive training for problem solving in the area of child behavior and development. A course of this nature develops a student's capability to identify and select solutions to social problems related to child, adolescent and adult development. Play Therapy allows for a more adequate means than words to express the significant persons and events in a person's life. Play Therapy training provides the student a different set of techniques to work with children, adolescents, adults, and families. Play Therapy can be utilized throughout the

counseling division in the School, Professional, and Christian counseling programs for any student that will be working in Play Therapy techniques.

PREREQUISITE: CSL6801 Life Span Development

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Identifying and utilizing the contributions of play and sand tray therapy theorists.
- Applying developmental attributes of play and sand tray therapy to the practice of therapy with children, adolescents, adults and families.
- Applying play therapy models to group, individual and family formats.
- Defining the personal characteristics of a play therapist.
- Identifying categories of toys.
- Analyzing rationale for toy/miniature selections in play and sand tray therapy by case study.
- Developing a play therapy traveling kit or generating a list of appropriate play therapy materials to be used for evaluation and treatment.
- Writing a treatment plan and case study using play and sand tray therapy.
- Identifying stages of play and sand tray therapy and providing appropriate therapeutic techniques.
- Developing key elements in a play therapy relationship.
- Identifying the uses of play and sand tray therapy in school, private practice and community mental health environments.
- Demonstrating basic play and sand tray therapy skills (with non-clinical volunteers) including (but not limited to) structuring, tracking, reflection of content and process, returning responsibility, facilitating self-advocacy skills, and limit setting
- Identifying and limiting the typical problems in play and sand tray therapy sessions.
- Being cognizant of relationship issues including transference and counter transference.
- Working cooperatively with child protective services, educational services, other mental health professionals and medical personnel.

**PRE-PRACTICUM PROFESSIONAL COUNSELING
(PRE-PRAC PROFESS CSL)**

CSL6839

This course is a stand-alone course and cannot be taken simultaneously with any other courses. This course provides an assessment of one's learning in the field of professional counseling. Students complete homework, lead classroom discussions and examine topics designed to prepare them for entrance into the Practicum stage of their preparation. Students prepare for Practicums I and II by completing activities such as making application for Practicum, completing a simulated interview, and developing a thorough case study.

PREREQUISITE: Prior to enrollment in Pre-Practicum in Professional Counseling, students must meet the following requirements:

1. All coursework completed (except for Practicum courses)
2. GPA of 3.00 or higher
3. Be in good academic standing

Note: The Professional Counseling Portfolio must be successfully completed prior to the end of the Pre-Practicum class to be eligible to enroll in Practicum I for the next session.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Developing a counselor portfolio to document and link academic learning with future plans and goal setting.
- Organizing one's schedule to follow a specific guide and timetable for Practicum.
- Contributing to group learning of counseling competencies by developing and presenting a thorough case study.
- Developing solutions to selected counseling problems across a variety of counseling settings.
- Applying critical thinking skills to the critique of counseling approaches to specific cases with individuals, families, groups, or organizations.
- Writing a paper assessing counseling techniques and describing one's theoretical counseling orientation.
- Analyzing the conceptual frameworks and treatment objectives of selected vignettes of others' work.

- Evaluating and demonstrating the appropriate use of techniques associated with selected alternative and emerging therapies.
- Explaining the implications of emerging standards that are being advanced by the Texas or other State Boards of Licensure for Professional Counseling, the American Counseling Association, and the Texas Counseling Association.
- Demonstrating skills of referral, advocacy, and triage in crisis intervention cases.
- Developing and analyzing one's personal philosophy of counseling.
- Evaluating and understanding the emerging role of technology-based counseling.
- Demonstrating readiness for Practicum I by completing the official Amberton Practicum Application Packet.
- Applying critical thinking skills in developing a framework for counseling diverse client populations.
- Selecting and demonstrating techniques of a chosen counseling theory.
- Assessing for difficulties in the areas of addictive behavior, depression, anxiety, suicidality, homicidal and violent behavior.
- Demonstrating the ability to apply methods and models to professional counseling situations.

PRACTICUM I (PRACTICUM I)

CSL6840

This course is a stand-alone course and cannot be taken simultaneously with any other courses. This course offers the student field experience in counseling. Students are expected to complete within this course a minimum of 100 hours of the mandatory 300-hour practicum required for licensure in the State of Texas or Marriage and Family Therapy. Students are expected to complete within this course a minimum of 150 hours of the mandatory 300-hour practicum required for licensure in the State of Texas for Professional Counseling. Participation in continuing education, staff meetings, case presentations, and case observations is expected. **Students may not meet existing or potential counseling clients on the premises of Amberton University for any reason.**

PREREQUISITE: Successful completion of CSL6839. Students must successfully pass the Professional Counseling Portfolio before enrolling in this course. The application for the Practicum and other requested documents must be presented to the instructor of CSL6839 Pre-Practicum no later than the last class meeting. Failure to do so may result in the student being administratively dropped from the course.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Developing a comprehensive conceptual framework that describes the nature of the counseling process.
- Demonstrating consistency in the application of the conceptual framework.
- Demonstrating skill in building the counselor-client relationship.
- Identifying relevant treatment goals for clients within family systems.
- Applying appropriate counseling techniques in mental health settings.
- Evaluating progress of the client with regard to the stated treatment goals.
- Adopting professional responsibility in establishing networking relationships.
- Preparing treatment plans that are appropriate to the setting.
- Addressing personal goals with regard to the practicum experience.
- Understanding the ethical, legal, and professional standards of the counseling profession.
- Identifying and evaluating specialty areas within the career of counseling.
- Selecting and utilizing contemporary appraisal techniques most commonly used in the counseling profession.
- Defining consultation and supervision as related to the counseling profession.
- Understanding the referral/advocacy/triage processes related to the counseling profession.
- Identifying and applying crisis intervention techniques in a counseling situation.
- Examining the differences between crisis intervention and psychotherapy.
- Incorporating 150 hours of field experience in a manner that maximizes learning.
- Applying the major theories and methods of individual, group, and family counseling to specific counseling situations.
- Demonstrating competence and compassion with clients from different cultures, backgrounds, and orientations.

PRACTICUM II
(PRACTICUM II)**CSL6845**

This course is a stand-alone course and cannot be taken simultaneously with any other courses. This course offers the student field experience in counseling. Students are expected to complete within this course a minimum of 100 hours of the mandatory 300-hour practicum required for licensure in the State of Texas for Marriage and Family Therapy. Students are expected to complete within this course a minimum of 150 hours of the mandatory 300-hour practicum required for licensure in the State of Texas for Professional counseling. Participation in continuing education, staff meetings, case presentations, and case observations is expected. **Students may not meet existing or potential counseling clients on the premises of Ambernton University for any reason.**

PREREQUISITE: CSL6840

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Achieving 150 hours of field experience that satisfies the practicum site, the practicum supervisor, and the practicum professor.
- Developing a case study that reflects a sound conceptual framework as well as evidence of an effective counselor-client relationship.
- Verifying effective treatment approaches for a given population of students or clients.
- Demonstrating skill in counseling assessment, planning, implementation, and evaluation.
- Demonstrating clear, thorough, legally defensible documentation.
- Experimenting with new, creative approaches within the clinical setting.
- Recognizing and dealing with personal issues which could interfere with counseling effectiveness.
- Establishing a professional network within the community.
- Initiating professional development activities.
- Analyzing various clinical situations for ethical concerns and approaches.
- Critiquing current trends that have an impact on counseling and related mental health fields.
- Accepting and incorporating feedback for the purpose of personal and professional growth.
- Adopting a multicultural framework when working with students, clients, and colleagues.
- Synthesizing and applying all previous course work.
- Appreciating and analyzing formal research with implications for counseling.

PRACTICUM III
(PRACTICUM III)**CSL6850**

This course is a stand-alone course and cannot be taken simultaneously with any other courses. This course offers the student field experience in working with couples and families. Students are expected to complete within this course a minimum of 100 hours of the mandatory 300-hour practicum required for licensure in the State of Texas for Marriage and Family Therapy. Participation in continuing education, staff meetings, case presentations, and case observations is expected. The MFT board requires a 300-hour mandatory practicum including 75 hours of direct counseling contact with couples and families out of an overall minimum of 150 hours of direct client contact. **Students may not meet existing or potential counseling clients on the premises of Amerton University for any reason.**

PREREQUISITE: CSL6845. Note: Practicum III is for students who plan to pursue LMFT licensure in the state of Texas.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Discussing specific cases with reference to leading counseling theories.
- Differentiating counseling theories in terms of their relevance for particular cases.
- Conducting a thorough assessment of client systems.
- Conducting a thorough assessment of functional and dysfunctional group dynamics.
- Deciding appropriate interventions based on the client assessment.
- Preparing an action plan to be used in work with the clients.
- Participating in psychodrama with groups.
- Critiquing one's own performance in light of identified performance criteria.

- Preparing a comprehensive assessment of one's personal theoretical framework for work with groups and families.
- Conducting group counseling sessions with at least one group per week.
- Writing accurate reports of group counseling sessions which conform to standards in the field.
- Incorporating the results of psychological testing into one's treatment plan with clients.
- Assessing family and/or group stages of development.
- Participating as a member of an inter-disciplinary team through activities such as referrals, consultations, and training programs.
- Adapting one's approach with clients based upon specific feedback from professor-supervisors.

**PRACTICUM SCHOOL COUNSELING
(PRACTICUM SCHOOL CNSLG)**

CSL6855

This course is a stand-alone course and cannot be taken simultaneously with any other courses. The course involves supervised professional activities in guidance and counseling. Students will be involved in the practice of school counseling at the educational level of interest. Major emphasis is placed on the integration of theoretical and conceptual principles as well as professional and personal skill development. Legal and ethical issues related to school counseling such as confidentiality, duty to warn, informed consent, and dual relationships will also be examined. Students must complete another eighty hours in addition to the eighty hours completed in CSL6829 to meet the state requirement of one hundred sixty hours of field experience.

PREREQUISITE: Successful completion of CSL6829.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding crisis, remedial, preventive, and developmental philosophies in school counseling programs.
- Explaining the current standards for the certification of school counselors in the State of Texas.
- Applying appropriate counseling interventions with regard to high-risk student populations.
- Planning, developing, designing, implementing, and evaluating a counseling and guidance program that systematically empowers each learner to develop personal, social, academic, and learner competence.
- Understanding the ethical, professional, and legal issues in school counseling and guidance.
- Applying the theories and methods of individual and group counseling at the elementary, middle, and secondary school levels.
- Evaluating and understanding culture specific issues including gender, race, ethnicity, sociocultural, and physically challenged individuals in school settings.
- Understanding human development and providing a comprehensive developmental guidance and counseling that encourages all learners to achieve their full potential.
- Understanding the effects of environmental factors on learners' development and design strategies to assist in the learning process.
- Developing leadership skills to plan and evaluate a comprehensive developmental guidance and counseling program that meets the needs of all learners.
- Developing collaborative school-home relationships that promote and facilitate learner academic, personal, social, and career growth.
- Consulting and collaborating within and beyond the school system to develop integrated approaches and systems of support in which students can develop their full potential.
- Defining accreditation and identifying the major accreditation bodies for public school programs and counselor education programs.
- Describing various goals, purposes, advantages, and guidelines for development of peer helper programs.
- Selecting and utilizing the contemporary appraisal techniques commonly used in school settings.

**ADVANCED SCHOOL COUNSELING PRACTICUM
(ADV SCH CSL PRACTICUM)**

CSL6857

This course is a stand-alone course and cannot be taken simultaneously with any other courses. The course is designed for school counseling students to comply with TAC 228.35. The course allows for

more extensive practicum experiences for the MA in School Counseling students. The course will enable students to be in a school counseling center for a complete school year cycle. This extended cycle is commensurate with a complete field experience within the expectations of the Texas Education Agency.

The course will offer extended field experiences in demonstrating the student's ability to implement a comprehensive guidance program according to state requirements. A complete participation in the school calendar year offers a wider range of exposure to the four facets of the Texas Guidance Plan; guidance curriculum, response services, individual planning, and system support.

PREREQUISITE: CSL6855

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Applying chosen counseling theory to school students.
- Conceptualizing cases of school counseling in academic and behavioral situations.
- Applying advocacy and social justice principles to school counseling culture.
- Presenting school counseling interview portfolio.
- Identifying mental health and social service referral resources for school community.
- Evaluating ethical and legal standards within the school culture.
- Demonstrating understanding of diverse cultures in the school community.
- Incorporating peer supervision principles for consultation interaction.
- Identifying professional organizations that support the school counselor.
- Researching and presenting current topic(s) in school counseling.
- Identifying the differences in counseling, psychotherapy, and crisis counseling.
- Identifying school protocol for suicidal ideation and threats of violence.
- Participating in cohort supervision group.
- Demonstrating management of comprehensive school counseling program.
- Demonstrating successful counseling theory application.
- Demonstrating collaborative skills with school community stakeholders for student success.

PRACTICAL EXPERIENCE IN CHRISTIAN COUNSELING CSL6860
(PRAC EXP CHRISTIAN CNSLG)

The course provides guided instruction and supervised counseling experience for students in their ministry setting. Students are expected to complete a minimum of 100 hours of practical counseling experience.

PREREQUISITE: Completion of all coursework.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Demonstrating skill in building the counselor-counselee relationship.
- Identifying relevant treatment goals for counselees.
- Applying appropriate counseling techniques in a Christian counseling setting.
- Demonstrating consistency in the application of the counselor's conceptual framework.
- Evaluating the progress of the counselee with regard to stated treatment goals.
- Demonstrating ethical and legally defensible practice.
- Recognizing and dealing with personal issues which could interfere with counseling effectiveness.
- Accepting and incorporating feedback for the purpose of personal and professional growth.
- Understanding professionally accepted theories and methods applicable to individual, marriage, and family counseling.
- Incorporating 100 hours of practical experience in a manner that maximizes learning.
- Demonstrating counseling skills during fifty hours of supervised face-to-face counseling.
- Developing and incorporating an Informed Consent Form that is applicable to the student's counseling site.
- Demonstrating an understanding of confidentiality and its limitations.
- Understanding dual and multiple relationships and their effect on counselor effectiveness.
- Understanding the difference between counseling within the context of one's beliefs and imposing one's beliefs on the counselee.

MANAGERIAL ECONOMICS
(MANAGERIAL ECONOMICS)**ECO6140**

The course presents the economic approach to managerial decision-making known as marginal or incremental analysis. Topics include demand, cost and market structure analysis, the economics of pricing, practices of incentives, and analyst's tools used to evaluate supply and demand in an array of economic settings.

PREREQUISITE: Six semester hours of economics or BUS3310.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Discussing the economics of effective management.
- Discussing the nature of supply and demand.
- Describing the role of supply and demand in organizational behavior.
- Recognizing the importance and nature of profits.
- Using the elasticity concept as a tool of managerial analysis.
- Discussing the relationship among price, price elasticity of demand, and changes in total revenue.
- Describing the marginal productivity theory of labor and its implications for effectively utilizing human resources in an enterprise.
- Relating the implications of production theory for cost theory.
- Distinguishing between returns to a variable factor, returns to scale, and returns to scope.
- Distinguishing between opportunity costs and historical costs.
- Analyzing various economic factors that influence decision making by an organization.
- Discussing the influence of market structure on a firm's behavior and performance.
- Describing the model of perfect competition and its role as a benchmark in market structure and analysis.
- Discussing the nature of monopoly, monopolistic competition, and oligopoly.
- Relating pricing strategies to organizational behavior and profitability.
- Describing pricing strategies for special cost and demand structures and in markets with intense competition.
- Understanding how game theory is used by organizations in developing competitive strategies.
- Discussing the economics of information including risk and uncertainty and consumer behavior, markets with asymmetric information and auction markets.
- Describing the economic implications of various government regulations in the market place.

GLOBAL ECONOMIC ISSUES
(GLOBAL ECONOMIC ISSUES)**ECO6250**

The globalization of modern markets is one of the major developments of the modern economic era. The impact of economic interdependence has often resulted in severe and asymmetrical economic impacts among different nations and/or among different sectors within a nation. The purpose of this course is to introduce students to these concepts and ideas of global economics and equip them with the necessary tools to analyze effectively the effects of global markets on the domestic economies. This experience will allow students to develop the ability to analyze the current issues objectively and accurately. Emphasis will be on current events, gains from trade, Balance of Payments, determination of exchange rates and various monetary standards, international capital flows, and trade policy considerations in a changing global economy.

PREREQUISITES: ECO 2131 Principles of Macroeconomics or BUS3310 Competitive Analysis

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding fundamental aspects of globalization of economic activity.
- Understanding fundamental aspects of Monetary Policy Theory.
- Analyzing free trade and the quality of life in a variety of national economies.
- Analyzing and evaluating the interconnectedness of global financial and economic dynamics.

- Understanding concepts of exchange rate risk management for a multinational enterprise.
- Analyzing exchange rate behavior and the equilibrium theories.
- Evaluating basic components of trade agreements and conflicts in the post World War II period.
- Demonstrating an understanding of the global economic downturn and its broad impact on various regions of the world
- Understanding trade conflicts between developing and industrial nations.
- Applying relevant and ethical assumptions and estimates in economic management policies and decision.
- Understanding the Balance of Payments and Exchange Rate Determination.
- Analyzing and evaluating Macroeconomic Policy in an Open Economy.
- Analyzing basic impacts of trade liberalization.
- Understanding governmental influence on exchange rates, inflation, and imports/exports.
- Understanding the impact of the dollar as a reserve currency.
- Analyzing and evaluating the Role of Expectations in Monetary Policy.
- Analyzing and evaluating transmission mechanisms of Monetary Policy.

MANAGERIAL FINANCE (MANAGERIAL FINANCE)

FIN6186

The course provides an understanding of the theory and practices underlying sound financial decisions in the domestic and global business organization. Topics include financial markets, determinants of interest rates, cash flow analysis, investing portfolios, asset pricing models, and capital budgeting.

PREREQUISITES: BUS3104 and BUS4113 or the equivalent.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Discussing the place finance has in an organization.
- Understanding the different forms of business organizations.
- Understanding how financial decisions help accomplish organizational goals.
- Discussing financial markets.
- Explaining the determinants of interest rates.
- Explaining cash flow analysis.
- Understanding methods of stock and bond valuations.
- Describing the relationship between risk and return and portfolio risk.
- Describing modern portfolio theory and the Capital Asset Pricing Model.
- Analyzing net present value concepts and discounted cash flow analysis.
- Explaining and applying the basics of capital budgeting.
- Estimating cash flow for capital budgeting.
- Explaining risk analysis in capital budgeting and capital structure theories.
- Determining business and financial risks.
- Explaining dividend policy.
- Explaining the investment banking process.
- Explaining stock and bond issues as a source of long-term financing.
- Analyzing key concepts in International Corporate Finance.

INTERNATIONAL FINANCE (INTERNATIONAL FINANCE)

FIN6290

This course focuses on the scope and content of international finance as a fast evolving field due to the deregulation of financial markets, product innovations, and technological advancements. As capital markets of the world are becoming more integrated, a solid understanding of international finance has become essential for effective corporate decision making and risk management. Three major areas distinguish international financial management from domestic corporate finance and become the core focus of this course, namely, (i) foreign exchange and political risks, (ii) market imperfections, and (iii) expanded opportunity set. Students will be introduced to international finance by means of looking at how firms and governments inter-react with these markets. The

course will emphasize the link between theory and applications. The course is streamlined to benefit students who have aspirations in careers such as general management, financial analysis, commercial and investment banking and consulting, among others.

PREREQUISITES: BUS4113

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding fundamental aspects of multinational financial management.
- Analyzing international financial markets in order to critically evaluate the financial, investment and operating activities of various industries.
- Analyzing and evaluating the interconnectedness of global financial dynamics.
- Understanding concepts of exchange rate risk management for a multinational enterprise.
- Applying relevant tools of exchange rate risk management to maximize financial decisions in a risk/return environment as related to global business.
- Analyzing exchange rate behavior and the equilibrium theories.
- Demonstrating an understanding of mechanisms and functions of the international financial environment.
- Evaluating and determining basic arbitrage opportunities in international exchange markets.
- Demonstrating an understanding of foundational components of political risk in emerging and developed markets.
- Understanding financial measurement techniques to determine international flow of funds and their impacts upon markets.
- Applying relevant and ethical assumptions and estimates in international financial management policies and decisions.
- Analyzing and evaluating basic currency derivatives.
- Analyzing and evaluating international arbitrage and interest rate parity.
- Understanding governmental influence on exchange rates, inflation, and imports/exports.
- Evaluating the relationship among inflation, interest rates and exchange rates.
- Analyzing the management of economic exposure and translation exposure.
- Analyzing and Evaluating Direct Foreign Investment and Country risk analysis.
- Analyzing and evaluating Multinational capital structure and cost of capital.

ORGANIZATIONAL BEHAVIOR
(ORGANIZATIONAL BEHAVIOR)

HBD5173

The course presents an integrated social science view of human behavior in organizations. Topics include inter-group relations, conflict in organizations, organization structure, work design, and the quality of work life.

CAVEAT: No graduate credit will be awarded if HBD3173 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Researching the history of “Organizational Behavior” as a field of study.
- Analyzing the influence of scientific management ideology on business practices.
- Investigating the impact of the human relations movement on organizational behavior.
- Explaining the development of systems thinking in organizational behavior.
- Developing models for building productive workplaces.
- Discussing the relevance of life-long learning within organizations.
- Determining the relationship among organizational structure, work design, and quality of work life.
- Understanding the dynamics of effective teamwork.
- Describing the relationship between corporate culture and individual performance on group productivity.
- Investigating the concept of an organization as a community of shared interests.
- Critiquing human resources strategies for managing individual behavior within organizations.
- Applying effective conflict resolution skills within organizations.

- Analyzing the processes and outcomes of power and politics as they operate within organizations.
- Exploring models of leadership used within successful organizations.
- Developing strategies for organizational change.
- Critiquing the impact of corporate ethical decision making upon organizational behavior.

SEX ROLES IN BUSINESS & SOCIETY (SEX ROLES BUS/SOCIETY)

HBD5721

The course presents an understanding of how organizational role expectations interact with sex role expectations. The primary objective of the course is to help both male and female students develop greater understanding and respect for each other as professional colleagues and as valuable members of society.

CAVEAT: No graduate credit will be awarded if HBD4721 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Distinguishing among the definitions of sex, sex roles, and gender identity.
- Identifying sex roles that are common within the contemporary Western cultures.
- Explaining the impact of social institutions such as the family, church, school, and state upon changing sex roles.
- Articulating the process of identity development with emphasis upon sex role expectations at each phase of the life span.
- Defining gender stereotypes and examining how stereotypes are learned.
- Analyzing the role of media in portraying sex roles and gender stereotypes in business and society.
- Identifying and differentiating the communication strategies and messages for males and females.
- Discussing the choices available to men and women in choosing an occupation.
- Explaining gender differences in job search behavior.
- Outlining the pay issues and non-pay issues of the sex discrimination laws.
- Comparing and contrasting the meaning of work to both sexes and exploring its relevance to changing demographics among the work force.
- Analyzing contemporary issues for working women and men in our society.
- Discussing the problems and solutions of mixed sex teams.
- Describing the learned helplessness paradigm as it influences choices of American men and women.
- Analyzing the impact of stress on working men and women.
- Examining leader stereotypes and leadership style theories, including the concept of androgyny in leadership style.
- Articulating an understanding of the legal and social definitions of sexual harassment; the two forms of harassment recognized by the EEOC, and the four types of sexual harassment.
- Discussing the role of organizational culture in dealing with issues of sexual harassment and organizational romance.
- Summarizing the steps that companies should take in creating a policy on harassment.
- Analyzing the role of media in portraying sex roles and gender stereotypes in business and society.

DEVELOPING HUMAN POTENTIAL (DEVELOP HUMAN POTENTIAL)

HBD5722

Leaders in the field of human potential estimate that only one percent of humans realize their full potential. This course explores models and approaches designed to develop untapped abilities. Students consider reasons for the failure to achieve maximum human development and experience practices designed to further their own growth.

CAVEAT: No graduate credit will be awarded if HBD4722 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Explaining the development of human potential using both content and process models.
- Completing a self-assessment that measures one's position and progress in developing human potential.
- Analyzing models that explain the failure to develop human potential.
- Exploring the role of consciousness in developing potential.
- Describing the relationship between will and spirit as they impact the development of potential.
- Explaining contributions of prominent leaders in the human potential field.
- Illustrating the consequences of aborted development of potential at individual, group, societal, and global levels.
- Explaining the role of emotions in developing human potential.
- Examining power, both as a force of destruction and of development of human potential.
- Applying practices designed to develop human potential.
- Comparing and contrasting typical stress management programs with approaches to developing human potential.
- Discussing the development of premodern, modern, and postmodern perspectives and their relationship to the development of human potential.
- Exploring the relationship between spirituality and the development of human potential.
- Describing the contributions and limitations of major world religions to the understanding and development of human potential.
- Relating the concept of psychological development to the concept of developing human potential.
- Explaining the role of life events and crises as elicitation windows for developing human potential.
- Developing specific applications to issues of developing potential in the areas of human sexuality, money, work, relationships, religion, family, and society.

PSYCHOLOGY OF ADJUSTMENT (PSYCHOLOGY OF ADJUSTMENT)

HBD5725

The course presents the ways in which psychological principles apply to effective personal adjustment and development. Emphasis is on identifying, developing, and maintaining personal strategies for appropriate psychological and emotional adjustment.

CAVEAT: No graduate credit will be awarded if HBD4725 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding the process of personal adjustment and discussing its implications.
- Analyzing how competence and flexibility relate to intellectual adjustment.
- Assessing the emotional response theories of selected theorists.
- Examining the emotional and physiological responses to stressful situations, including life changes and evaluating the positive and negative ways people cope with stress.
- Determining the implications of psychotherapeutic intervention for optimum personal adjustment.
- Understanding the maintenance of interpersonal security, self-esteem, and the assimilation of the data of experience as functions of the self.
- Comprehending the concepts of diffusion of responsibility and blind obedience to authority as they relate to the personal evaluation of behavior.
- Analyzing communication styles and how they impact the ability to adjust effectively.
- Correlating attraction, friendship, and love in interpersonal relationships.
- Applying the theories of adjustment to personal development.
- Illustrating the motivational relationship of human needs to adjustment and development.
- Applying the principles of Positive Psychology.
- Tracing the development of various forms of parent-child relationships and their implications for the effective development of both parties.
- Comprehending the nature of primary and secondary drives as motivational processes.
- Exploring gender, ethnic and sociocultural differences in responding to and coping with stress produced by life changes.
- Critically analyzing advertising and other media for instances of stereotyping, and discussing any potential impact on personal development and adjustment.

- Critically reviewing and analyzing a self-help book for its thoroughness in discussing a psychological problem and its effectiveness in outlining a specific plan to manage, cope, or solve the associated challenges.

INTERPERSONAL RELATIONS (INTERPERSONAL RELATIONS)

HBD5727

The course examines the impact of interpersonal relationships as experienced in family, business, and social groups. Topics include personal well-being, self-disclosure, conflict and anger management, models of interpersonal relationships, and the social exchange theory.

CAVEAT: No graduate credit will be awarded if HBD4727 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Analyzing the relationship between developing interpersonal trust and building effective human relationships.
- Critiquing the elements of effective interpersonal communications.
- Describing nonverbal communication and its relationship to interpersonal relationships.
- Exploring ways in which people listen and respond to each other.
- Investigating the importance of self-acceptance.
- Explaining the constructive nature of interpersonal conflicts.
- Demonstrating strategies for managing conflict collaboratively.
- Exploring the developmental stages of intimate relationships.
- Synthesizing views of interpersonal relationships according to noted researchers.
- Analyzing the social exchange theory.
- Evaluating guidelines for expressing emotions in relationships.
- Integrating the theories of contemporary scholars regarding the development of the “self.”
- Evaluating rules for managing anger constructively.
- Analyzing how the perception process influences interpersonal relationships.
- Evaluating methods of approving communication climates.
- Applying methods for responding nondefensively to criticism.

HUMAN RESOURCE INVENTORY (HUMAN RESOURCE INVENTORY)

HBD5735

The course presents the techniques, skills, and models for identifying and utilizing the assets of human resources within organizations as well as one’s own personal assets. Students will learn how to use self-assessments and evaluation of skills and life experiences to develop portfolios for documentation.

CAVEAT: No graduate credit will be awarded if HBD4735 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Analyzing human resource skills and human assets that are essential to an organization.
- Applying the results of skills inventories within organizations.
- Researching skills that are required to meet the needs for both current and projected job markets.
- Defining the components in an assessment process.
- Relating life-learning experiences to education.
- Describing human resource skills as they relate to specific job and career paths.
- Applying concepts of life span development to adult learning.
- Critically analyzing variables and outcomes in the experiential learning process.
- Analyzing ways in which experiences influence one’s career path.
- Writing clear and comprehensive competency statements.
- Developing sources of documentation that verify the existence of competencies.
- Organizing life experiences into a portfolio.
- Discussing the importance of skills inventories for an organization to appropriately utilize its human asset.
- Relating the importance of an individual inventory to one’s personal mission.

- Identifying and prioritizing transferable skills.
- Examining the use of technology in identifying and presenting skills and experience.
- Developing a clear process for a three-step career-change visualized.

MOTIVATION (MOTIVATION)

HBD5741

The course presents an in-depth examination of current issues on motivation and their application to real life situations. Topics include not only the theories of motivation but also goal setting, employee attachment, reward systems, employee attitudes, and the phenomenon of learned helplessness.

CAVEAT: No graduate credit will be awarded if HBD4741 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Defining motivation and exploring characteristics of motivation.
- Summarizing the function of work design.
- Investigating the function of goal setting.
- Exploring the relationship of intrinsic and extrinsic motivation.
- Analyzing employee attachment to organization.
- Critiquing cross-cultural influences on motivation.
- Contrasting motivation and performance.
- Investigating the phenomenon of learned helplessness.
- Integrating communication, feedback, and motivation.
- Synthesizing the various theories on reward systems.
- Integrating the employee and organizational development.
- Contrasting job attachment and performance.
- Exploring the effects of individual behavior at work.
- Analyzing social influences on behavior.
- Critiquing the research on job attitudes and performance.
- Exploring the motivational qualities of groups and organizational design.

THE POWER AND WISDOM OF LOVE (POWER/WISDOM OF LOVE)

HBD5752

The course discusses love from both a personal and societal perspective. Students are encouraged to examine how love operates in their own lives through personal self-assessment, by applying text recommendations to personal needs and goals, and by sharing issues and ideas in a lecture class setting or in an online discussion forum. During the course, students are expected to be able to understand and apply relational principles to real life situations.

CAVEAT: No graduate credit will be awarded if HBD4752 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Defining time-tested principles of respectful power, situational wisdom, and healthy love.
- Describing individual benefits of becoming a loving person.
- Knowing the differences between healthy and unhealthy love and being able to apply true loving methods for self-protection, self-improvement, and personal success.
- Demonstrating a working understanding of practical text strategies and using them to better manage specific personal and/or real life instances.
- Implementing desired goals, realistic expectations, and committed outcomes to achieve a happier, healthier and more enriched life.
- Mentally analyzing strategies to better balance self/others needs and expectations.
- Exploring degrees of love within friendships, family, and spousal relationships.
- Understanding, respecting, nurturing, and appreciating relational differences.
- Encouraging and helping others to demonstrate healthy loving attitudes, expressions, and actions.
- Knowing how to practice consideration, compassion, service, and emotional support with reasonable giving.

- Creating uplifting, happy, and fun moments together in both intimate and non-intimate relationships.
- Wisely communicating with a loving attitude, with sincere listening, and with meaningful feedback.
- Using biblical teachings of godly love to enhance personal effectiveness.
- Practicing a healthy, harmonious, and loving balance in all relationships.
- Examining, analyzing, and in some cases researching the above competencies on a graduate level and assessing how each can be properly applied to real life situations.

STRESS MANAGEMENT (STRESS MANAGEMENT)

HBD5759

The course presents an in-depth study of the sources of stress, the physiological and psychological effects of stress, and the strategies for managing stress. Definitions, symptoms, psychological aberrations, physical disturbances, and stress maintenance are covered.

CAVEAT: No graduate credit will be awarded if HBD4759 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Discussing the unique stresses of the twentieth century brought about by changes in the American culture.
- Comparing and contrasting definitions of stress by noted researchers.
- Analyzing the different causes of stress brought about as a result of multi-culturalism.
- Describing physiological reactions of the body to stress.
- Comparing the relationship of personality to stress.
- Discussing the management of stress-induced drug and alcohol abuse.
- Identifying and categorizing sources of stress in business organizations.
- Comparing the actual and psychological costs of stress.
- Identifying causes and symptoms of burnout.
- Designing a burnout prevention program.
- Listing variables involved in overall job satisfaction.
- Outlining the problems of expressing anger, hostility, frustration, and aggression.
- Demonstrating the ability to monitor one's physiological reactions to stress and applying stress-reduction techniques.
- Discussing the relationship between life events and the onset of illnesses.
- Developing a holistic model of managerial lifestyle that calls for a balance in the following dimensions of life: professional, financial, social, cultural, creative, and personal.
- Discussing the cognitive appraisal concept as it relates to stress.
- Describing psychosomatic disorders as manifestations of stress.
- Discussing sources of stress in the family and the community and the social approaches to stress management.
- Identifying stress reduction strategies including biofeedback, relaxation techniques, and pharmacological methods.
- Designing a personal stress prevention strategy.
- Recommending and/or designing a stress management strategy for business.
- Reviewing the current research on stress in the United States.

FAMILY STUDIES (FAMILY STUDIES)

HBD6767

The course addresses issues affecting families and their relationships to other institutions and to society in general. Students will develop an understanding of the complexities of family roles, relationships, interactions, and changes throughout the lifespan.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Defining structures and functions of families.
- Determining the leading theoretical approaches to studying the family.
- Exploring the history of the American family and the effect of demographic trends.

- Examining the emergence of the modern concepts of sexuality and the forming of partnerships through dating, courtship, and cohabitation.
- Analyzing the persistence and change in the institution of marriage.
- Describing the impact of gender, race, class, ethnicity, and culture on the private and public family.
- Examining the impact of socio-economic factors on family well-being and decision making.
- Identifying how families allocate resources to meet their goals.
- Explaining the impact of parenting practices and processes in the socialization of children.
- Examining the changing parenting roles over the Life Cycle.
- Exploring laws and public policies that affect families as members interact with each other and with society.
- Discussing the development, formation, implementation, and application of policy issues related to family issues and social problems.
- Explaining the general philosophy and broad principles of family life education.
- Examining the formation of values within the family unit.
- Discussing family dynamics in single-parent and blended families.

AGING AND END OF LIFE ISSUES

(AGING AND END OF LIFE)

HBD6768

This course explores the critical social issues facing our aging society. Coverage includes the major social, psychological and biological perspectives in aging and old age from the standpoint of both the individual and the wider society.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding aging within its evolving historical and social context.
- Examining the changing demography and assessing the direction of social change brought on by the aging society.
- Exploring issues in aging related to race, ethnicity, culture, socioeconomic position, and gender, including bereavement and widowhood.
- Identifying issues and problems facing older people, answering the needs of those preparing to work with older people and also those with close ties to someone growing older.
- Comparing policies and practices of other countries in meeting the needs of older people.
- Exploring how older people construct their self-concept, individuality and actions in old age and how this affects meaning, value and purpose in their lives.
- Examining the physical, social, psychological, spiritual, and economic realities of growing older.
- Discussing variations in household structure, patterns of home ownership, and alternative living arrangements among the aged to include family and institutional care options.
- Examining changes in retirement and aging and the emergence of post work lifestyles.
- Identifying the major issues regarding elders in the health care system, labor force participation and retirement, and legislation affecting health and economic well-being.
- Exploring the role of employers, human resource managers, and public policy makers in increasing support for career and work life extensions among older workers.
- Exploring how new lifestyles and improved health among today's elderly challenge traditional views of old age.
- Examining the issue of familial responsibility in care giving influenced by the growth and complexities of multigenerational living.
- Evaluating strategies for assessing older persons' needs for care, ensuring their safety and seeking elder care options.
- Understanding the importance of the individual, family, neighborhood, community and societal contributions to optimal aging.
- Analyzing public policy issues and practices that affect the aging population.
- Discussing the essential topics of elder law – advanced directives, patient rights, social security, guardianship, elder abuse.
- Identifying rituals, traditions, and responsibilities in matters of death and dying.
- Understanding stereotypes and images of the aging.
- Identifying special problems among the aging including suicide, elder abuse, fraud, crimes against older people and drug abuse.

- Developing a source of information for use by professionals and the public who are addressing issues of aging.

HUMAN SEXUALITY **(HUMAN SEXUALITY)**

HBD6769

Human Sexuality is a thorough examination of one of the most important aspects of life. Also, the course addresses many of the issues and dilemmas created by avoidant and/or inadequate learning about healthy sexuality. These competencies represent knowledge and skills that may be applied by professionals in the education and/or helping fields as well as by individuals wishing to advance their own learning in the area.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Defining human sexuality according to research as well as common societal viewpoints.
- Describing societal and cultural views of human sexuality as well as the impact of politics on sexuality.
- Analyzing healthy developmental stages for human sexuality.
- Explaining sexual anatomy and physiology.
- Exploring connections between mind, body, and spirit as they relate to human sexuality.
- Discussing contemporary models for treatment of sexual deviance and violence.
- Reviewing the literature for current research relevant to sexual issues, including approaches to management of sexual problems.
- Examining the role and effects of sex education programs in our schools.
- Exploring issues surrounding pornography, including internet pornography.
- Summarizing trends in sexual viewpoints and practices throughout the lifespan.
- Investigating resources for learning about how to achieve healthy sexuality.
- Researching major societal issues that are integrally related to sexuality.
- Examining a transpersonal and developmental framework for sexual ethics.
- Examining the role that media has with portrayal of sexuality and relationships across the lifespan.
- Critically analyzing advertising that uses sexual imagery to sell non-sexually relevant products for its potential effect on sexual attitudes and behaviors.
- Examining sexual harassment in education and workplace environments.

CONFLICT MANAGEMENT & RESOLUTION **(CONFLICT MGMT/RESOLUTION)**

HBD6771

The course presents a discussion of the nature of conflict and the origins and strategies used in managing conflict for productive results. Interpersonal, intergroup, and organizational conflicts are studied.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Comparing and contrasting interpersonal and intrapersonal conflict.
- Comparing and contrasting constructive and disruptive conflicts.
- Examining the value of conflict.
- Investigating pre existing conditions of conflict.
- Differentiating among content goals, relational goals, identity goals, and process goals.
- Analyzing power, power currencies and power balancing.
- Identifying conflict patterns.
- Discussing the roles of self-disclosure and feedback in a conflict situation.
- Identifying personal styles of conflict resolution.
- Detailing the role of the belief system in conflict, emphasizing beliefs that are conducive to problem solving.
- Differentiating between process and content leadership in formal conflict resolution strategies.
- Integrating systems theory as an organizing framework in conflict.
- Comparing and contrasting competitive, accommodative, and collaborative tactics in conflict resolution.
- Assessing the need to review and adjust perceptions and attitudes in a conflict situation.

- Investigating the process of individual behavior change with regard to the management of conflicts.
- Analyzing the process of searching for alternatives in a conflict situation.
- Applying the assessment and intervention process to a conflict scenario.
- Understanding the nature of forgiveness and reconciliation.

LEADERSHIP THEORIES/PRACTICE
(LDRSHP THEORIES/PRACTICE)

HBD6776

The course presents leadership development theories necessary for the challenges of today's organizations and for the rapidly changing work environment of the future. The course addresses current terminology, concepts, competencies, and attitudes to enable students to become leaders who accomplish effective outcomes in organizations while maintaining integrity and credibility.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Exploring the origins and evolution of the human need for leadership by tracing the history of management theory and leadership styles.
- Comparing and contrasting characteristics of managers versus leaders.
- Understanding those leadership characteristics that are essential to achieving organizational goals.
- Describing leadership as determined by the group being led.
- Analyzing the functions of political, directive, and values-driven leadership.
- Discussing the role of "transformational leadership" in changing work environments.
- Investigating the roles and practices of spiritual and ethical leadership for the long-term development of people and institutions.
- Researching leadership styles and assessing one's own skills and self-development plans as a model of leadership in lifelong learning.
- Describing the relationship between leaders and teams that results in participative work.
- Analyzing global market influences on organizational leadership roles.
- Demonstrating creativity and innovation in problem solving.
- Analyzing contributions from a diverse work force.
- Describing the interactive communication skills of questioning, listening, projecting appropriate images, using body language and voice tones, and providing feedback.
- Defining and affirming shared values, purposes, and convictions to create a cooperative work community using connective leadership.
- Employing technology for research, problem solving, and strategic planning.
- Questioning management paradoxes that challenge conventional wisdom and re-examining assumptions about effective leadership.
- Exploring leadership skills through behavioral profile self-assessment analysis.

ADULT LEARNING IN THE WORKPLACE
(ADULT LEARNING:WORKPLACE)

HRT6550

The course examines the nature and processes of adult learning, particularly emphasizing learning within organizations. Topics include theories on how adults learn, learning styles, assessing learning, developing thinking skills in adults, and training methodologies.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Investigating contemporary paradigms that explain how adults acquire and use knowledge, skills, and attitudes.
- Explaining the nature of relationships among individual factors such as learning style, personality profile, age, life experiences, and developmental level of adult learning.
- Analyzing learning styles, types of motivation, modes of operation, and the resulting consequences for self and others.
- Forecasting possible trends and developments which will affect both organizations and individuals and recognizing their implications for adult learners and managers of adult training.
- Developing critical thinking skills of adults to include the ability to learn, to reason, to think creatively, to make decisions, and to solve problems using critical thinking.

- Applying prominent theories of career development and adult learning to training methodologies.
- Assessing specific jobs, tasks, and roles in terms of essential knowledge, skills, and attitudes.
- Guiding others to recognize and understand personal needs, values, problems, visions, and alternatives.
- Analyzing the impact of organizational changes upon the work force and identifying resultant learning needs.
- Critiquing learning from the various levels of complexity according to Bloom's taxonomy.
- Developing a philosophy of the training function within an organization to include values and beliefs about the role of training in accomplishing organizational objectives.
- Defining lifelong learning as a conscious and continuous process of discovery.
- Explaining the principles for creating a positive learning experience through on-line learning.
- Analyzing the impact of social media and social networks on adult learning.
- Assessing specific models of learning and the link to transfer of learning.

EMERGING ISSUES IN HRT (EMERGING ISSUES IN HRT)

HRT6555

The course prepares the student to identify the emerging issues that will affect the human resources and training professional. Students will explore current trends and technologies related to HRT.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Examining current contextual influences and the future direction for contextualizing Human Resources and Training (HRT).
- Defining key features of business ethics and various ethical frameworks that human resources and training professionals should consider.
- Identifying the choices, contingencies and various theoretical approaches to strategic HRT.
- Analyzing the impact of organizational restructuring and the HRT responses.
- Understanding the implication of globalization for the 21st century's workforce.
- Exploring the changing dynamics of the workplace, contemporary developments in the job and work design.
- Examining HRT in transnational organizations and the role of global HRT professionals in those organizations.
- Appraising the latest technology in the delivery of training programs.
- Developing business cases and social equity approaches to diversity management.
- Designing different change management approaches and key considerations HRT professionals face.
- Identifying future theoretical and practical challenges in the field of research in recruitment and selection.
- Understanding the social and cultural factors affecting employee perceptions of fair pay and effectiveness of pay programs.
- Analyzing the most effective sources for global performance management systems and identifying strategies to enhance the technological delivery of those systems.
- Examining changes in the workplace environment and its effect of work-life balance programs.
- Identifying good practices for employee involvement and employee participation in organizations.
- Exploring the role that HRT plays within the organization and how that role can impact organizational performance.
- Analyzing the relationship between knowledge and learning to include ways to implement knowledge transfer strategies.
- Examining the assumptions of total quality management and the key elements of the human resources management cycle.

ORGANIZATIONAL CULTURE (ORGANIZATIONAL CULTURE)

HRT6560

The course examines the development, nature, classifications, and characteristics of organizational culture. Emphasis is placed on the investigation of behaviors and their relationship to organizational culture. The interaction of the individual, groups, the organization and environment are explored.

Special attention is given to theories, models and methods for aligning culture to the organizational vision and mission.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Analyzing the impact that the founders, history, and tradition have on an organization's culture.
- Examining contemporary research findings with regard to organizational behavior.
- Explaining the impact of corporate culture upon organizational communication.
- Recognizing how interpersonal skills influence organizational communication and the need to ensure proper development of those skills.
- Analyzing objectively the impact of organizational politics on corporate culture.
- Analyzing strategy, structure, power networks, financial position, and systems of a specific organization and their impact on corporate culture.
- Assessing the role organizational culture plays in the decision-making process both during crises and during daily organizational life.
- Explaining the nature of the relationship between the individual ethics of organizational leaders and the ensuing ethics of the organization itself.
- Describing current trends in the workplace that are a result of the conflicts between the new social values of employees and the more traditional values of the organization.
- Assessing the impact multi-generational representation in the workforce is having on organizational culture values, norms, behaviors, and attitudes.
- Illustrating the complexity and challenge of managing cross-cultural human relationships.
- Analyzing contemporary approaches to designing organizations and systems that positively affect an organization's culture.
- Conducting an in-depth analysis of the culture within an organization.
- Identifying strategies that help companies align culture with corporate vision.
- Recognizing the connection between culture and workplace behaviors.
- Matching business situations to their relationship with organizational culture.
- Matching cultural traits with their manifested workplace behaviors.
- Identifying the applicable steps to change corporate culture.
- Understanding the implications of subcultures.
- Explaining the role of leadership in using culture as a tool to sustain a high performance organization.

DEVELOPMENT OF TRAINING PROGRAMS (DEV TRAINING PROGRAMS)

HRT6565

The course provides the student with the 21st century developments in training, research and practice including the strategic role of training and the use of new technologies.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Examining the forces influencing the workplace and learning, various training design processes, and key roles for training professionals.
- Defining how business strategy influences the type and amount of training in organizations, strategic training and development process, and the business embedded model for organizing the training function.
- Identifying the role of the organization analysis, person analysis, and task analysis in needs assessments.
- Developing competency models and the process used to develop them.
- Understanding adult learning theories, program designs, learner outcomes and implication of learning theory for instructional design.
- Examining a wide range of learning activities and actions to improve organizational effectiveness, individual performance and learning.
- Appraising the latest technology in the delivery of training programs.
- Developing an instruction using a curriculum road map, lesson plan, design document, and concept.
- Designing application assignments and action plans to enhance learning and transfer of training.
- Identifying outcomes to evaluate a training program, process used to plan and implement a good training evaluation, strengths and weaknesses of different evaluation designs.

- Understanding the current role of workforce analytics and dashboards in determining the value of training practices.
- Analyzing effective OJT, self-directed learning, web-based training, e-learning, mobile learning and simulations.
- Identifying benefits of learning managements systems, formal education programs, training partnerships and corporate university systems.
- Examining legal issues, managing diversity and career challenges that impact organizations and training departments.
- Identifying future trends influencing trainers, training delivery, embedded learning and administration.
- Utilizing current technology to develop models and strategies for conducting cost-benefit analysis and return on investment (ROI) related to human resources training and development programs.

LEADERSHIP AND TEAM DEVELOPMENT (LEADERSHIP AND TEAM DEV)

HRT6570

The course acquaints the student with processes to utilize interpersonal, conflict management, team building, and leadership skills to achieve objectives in a group. The primary objective of the course is to help students analyze the role of leadership and teams.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Assessing and developing skills of group development, leadership, teamwork, interpersonal relations, and conflict management needed to achieve group objectives.
- Developing and monitoring systems for promoting productive team activities within an organizational setting.
- Analyzing organizational environments to include both implicit and explicit structures of the organization as they influence the development and acceptance of teamwork.
- Influencing groups so that tasks, relationships, and individual needs are addressed.
- Evaluating the effectiveness of individual members and of groups in satisfying identified objectives.
- Identifying power structures that influence group interactions.
- Identifying individual conflict styles and tactics of the various participants within groups.
- Assessing conflict and tension within groups by using various assessment instruments.
- Differentiating between competitive and collaborative negotiations and facilitating principled negotiations for win-win solutions.
- Analyzing and discussing the major leadership and teaming theories and the leadership styles implicated by each.
- Assessing leadership style, its influences on others, and its effectiveness within specific groups.
- Evaluating the complexity of the leadership styles within organizations and determining how these styles influence organizational and group effectiveness.
- Judging the appropriateness and effectiveness of people's interpersonal behaviors within groups.
- Maintaining communication that empowers individuals and relationships in the development of teams.
- Facilitating effective meetings with skills, tools, and strategies to meet specific purposes, audiences, and work environments.
- Utilizing collaborative processes that recognize the fundamental role played by basic values of both individuals and organizations.
- In-depth analysis and application of leadership ethics, gender leadership and organizational culture.
- Evaluating 21st century leadership theories and global business implications.

ORGANIZATIONAL CHANGE (ORGANIZATIONAL CHANGE)

HRT6575

The course presents concepts of spontaneous and planned changes within the organization and their influence on employee behavior and the organization's structure. Topics include change theories, managing change, strategic advantages and disadvantages of change, and planning change goals.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Discussing the evolution of organizational development as a professional discipline.
- Analyzing the trends in values among organizations and individuals within our society.
- Analyzing the trends in cross-generational management as it relates to encouraging, resisting, and sustaining change.
- Evaluating major theories and models of planned change in terms of their concepts and the related implications for managers within organizations.
- Evaluating the impact of interpersonal relationship and communication skills as it relates to change management.
- Using organizational development models to analyze a selected organization's productivity and morale.
- Evaluating the impact organizational culture has on an organization's ability to implement and sustain change.
- Assessing strategies to use in developing a balance of power within various types of organizations.
- Assessing the quality of work life and its implication for productivity.
- Appraising employee compensation and benefit strategies in terms of their relationship to organizational change.
- Creating a plan for an integrated or holistic management approach in directing organizational change.
- Diagnosing the nature of organizational client systems using concepts from group dynamics, industrial psychology, systems theory, behavioral studies, and sociopolitics.
- Assessing alternatives in terms of their financial, psychological, and strategic advantages and disadvantages.
- Analyzing both readiness and resistance to change within organizations.
- Developing and applying strategies for managing minor to major organizational and personal change.
- Explaining the role of the change agent for achieving organizational goals.
- Evaluating skills required for leading change effectively in organizations.
- Evaluating the integral role of communication as it relates to the organizational change process.
- Assessing the alignment between employee and management perceptions regarding the need for change.
- Analyzing the role of succession planning as a proactive strategy for managing organizational change.

ANALYSIS & DESIGN OF ORGANIZATIONS (ANALYSIS/DESIGN OF ORGAN)

MGT5172

The course presents various theories of organizational designs in a behavioral approach to organizational effectiveness. Topics include diagrammatic representations of systems, organizational typology, expectancy theory of motivation, and the causal-effect relationships that exist within the organization.

CAVEAT: No graduate credit will be awarded if MGT3172 has been successfully completed.
PREREQUISITE: Management principles course or the equivalent.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Synthesizing the implications of "theory" for organizational design.
- Evaluating leading organizational theories in terms of basic tenets and implications for organizational structure and processes.
- Formulating an organizational design model.
- Designing a diagrammatic representation of a systems approach to organizational design.
- Assessing the relationship between various organizational designs and the selection of information processing systems.
- Investigating the similarities and differences among goals at various levels of the organization.
- Executing a strategy for managing interdepartmental goal conflict.

- Reviewing the processes of integrating individual and organizational goals for exchange, socialization, process and accommodation.
- Ascertaining the future merit of MBO programs as a methodology for structuring work and measuring performance.
- Defining and reconciling the types and critical dimensions of contemporary organizational environments, including the effects of joint ventures, mergers and acquisitions.
- Planning organizational strategies for managing boundary personnel.
- Classifying organizational typology and specifying ways in which it affects organizational effectiveness and climate.
- Investigating the causal-effect relationships that exist between values of organizational members and the organizational structure and technology.
- Extracting the basic premises of the expectancy theory of motivation and elaborating upon related implications for management.
- Selecting the general questions to be asked by management in structuring specific job/work assignments.
- Separating the strengths and weaknesses of the major approaches of control within contemporary organizations.
- Investigating the dimensions of the organizational structure and integrating their interrelationships as they relate to overall effectiveness.

NEGOTIATION SKILLS FOR MANAGERS (NEGOTIATION SKILLS)

MGT5193

The course presents skills for a variety of negotiating situations: managing contracts, implementing change, making sales purchases, settling organizational conflicts, planning strategies, and achieving credibility.

CAVEAT: No graduate credit will be awarded if MGT4193 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Identifying negotiatory elements and discussing the reasons they are important to the process.
- Determining the preconditions that affect negotiations and discussing the importance of determining the needs of both parties prior to negotiating.
- Mastering and utilizing the language of negotiation.
- Recognizing and dealing with personal negotiating styles and attitudes.
- Exploring the various tactics used by negotiators.
- Investigating the importance of nonverbal communications in the negotiation process.
- Analyzing why negotiations fail.
- Describing productive and counterproductive negotiation attitudes, strategies, assumptions and personal demeanor.
- Discussing how to negotiate under specific, unusual circumstances.
- Constructing a logical plan of action for a labor management contract.
- Establishing minimum and maximum goals in preparation for the negotiating process.
- Illustrating the importance of negotiating needs rather than negotiating positions.
- Identifying and recognizing personal strengths and weaknesses which have an impact on the negotiating process.
- Identifying ways to overcome obstacles that restrain progress in the negotiating process.
- Contrasting effective and ineffective teamwork in negotiations.
- Analyzing the important elements of a complete, written, negotiated agreement.
- Understanding the value of the resistance point and how to utilize it effectively.
- Illustrating the importance of communication and personal presentation during negotiations.
- Assessing the walk-away point and how to eliminate emotions in negotiations.
- Illustrating how to effectively negotiate in an ethical manner.
- Evaluating how to deal with other parties in various power positions.

OPERATIONS MANAGEMENT (OPERATIONS MANAGEMENT)

MGT5203

The course addresses issues present in supply management, distribution, production, service delivery and logistics in the service and manufacturing industries. Topics include inventory management, competitiveness, capacity planning for products and services, facility layout, master scheduling, supply chain management, location planning and quality control measurements for managing customers and employees.

PREREQUISITE: Knowledge of statistics and management.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Analyzing operational processes in manufacturing and service organizations.
- Identifying organizational theories in operations management.
- Developing product and process operational strategies at the corporate and global level.
- Applying forecasting techniques to operations management.
- Applying total quality management concepts to operations management.
- Applying statistical process control methods to production forecasting.
- Applying statistical process control methods to financial budgets.
- Designing workforce management systems.
- Developing a master schedule.
- Designing capacity planning tools.
- Developing production schedules and budgets.
- Analyzing materials management programs.
- Designing corporate inventory systems and relevant controls.
- Developing statistical processes for analyzing operating performance and profitability measures.
- Developing location analysis techniques derived from sales, warehouse, and transportation requirements.
- Translating organizational business plans into detailed production schedules.
- Researching current trends and issues in operations management.

TEAMS & TECHNOLOGY (TEAMS & TECHNOLOGY)

MGT5620

This course provides students the skills necessary to form and manage a virtual team. The course will explore the history of teamwork as well as the history of virtual teams. Students will investigate essential skills and activities associated with managing teams. Students will also explore the essential technologies associated with managing virtual teams. Topics include the history of teams, the advantages of a virtual team, trust in teams, networking and technology, managing time in the virtual workplace, ethical considerations in virtual teams, thinking and learning in virtual teams, organizational culture limitations, and how to ensure virtual team success.

CAVEAT: No graduate credit will be awarded if MGT4620 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding the history of teamwork and its value within organizations.
- Understanding the role of virtual teams in organizations.
- Defining the difference between traditional face-to-face teams versus virtual teams.
- Understanding how to form a virtual team.
- Understanding the challenges of managing a virtual team.
- Understanding how to conceptualize organizational needs in relation to virtual teams.
- Defining team trust.
- Understanding how to manage and build team trust.
- Understanding how personality type affects team communication.
- Understanding the need to manage virtual team technology efficiently.
- Understanding the issues of privacy and respect.
- Understanding ethics within a virtual team.
- Understanding external and internal boundaries of a virtual team.
- Understanding the need for relationship building within virtual teams.
- Understanding the importance of effective communication within virtual teams.
- Understanding individual team member skills and how they affect the team.

- Exploring the future of virtual teams.

CONTEMPORARY MANAGEMENT ISSUES
(CONTEMPORARY MGMT ISSUES)**MGT5650**

This course provides students an in-depth exposure to the skills necessary to manage an organization in today's rapidly changing marketplace. The course will explore the general history and theory of the field of management. After reviewing the theories and foundations of the management field, students will investigate and discuss the changes and challenges in today's global marketplace. A variety of crucial management skills will be addressed. Course topics include the history and theory of management, managing differences, personality type, Emotional IQ, contemporary management challenges, ethical considerations in management, how to manage rapidly changing technologies, relationship building, and managing the multi-generational workforce.

CAVEAT: No graduate credit will be awarded if MGT4650 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding the history and theory of management and its value within the organization.
- Understanding the role of the manager within the organization.
- Understanding how changes in the economy affect managers.
- Defining the importance of being able to adapt to today's workplace challenges by creating an adaptive organization.
- Understanding how the differences in generations affect the workplace and the need to adapt managerial approaches to those differences.
- Discussing how being able to work with different personalities can be an asset to a manager.
- Exploring the continuously changing landscape in business.
- Exploring how legalities and government regulations affect a manager.
- Exploring gender differences and the need to adapt managerial approaches to those differences.
- Understanding how to conceptualize organizational needs in relation to change.
- Understanding how working with Emotional IQ can be a powerful management tool.
- Understanding the need to manage technology efficiently and effectively.
- Understanding how to manage diversity and the need to adapt managerial approaches to that diversity.
- Understanding how ethical dilemmas affect managers.
- Discussing the hostile work environment and how to overcome this challenge.
- Understanding the challenges of the entitled worker, the lazy worker, the unmotivated worker, and the overworked employee.
- Understanding the need for relationship building within the organization as well as within the greater business community.
- Understanding how to motivate and empower employees for current and future success.
- Discussing issues to be addressed in order to adapt quickly and efficiently to changes affecting the management of an organization.

EXECUTIVE LEADERSHIP
(EXECUTIVE LEADERSHIP)**MGT5670**

The course provides students the skills necessary to lead an organization at the executive level in today's rapidly changing marketplace. The course will explore the general theories of leadership applied specifically to the executive level. After exploring the theories and foundations of executive leadership, students will investigate and discuss the changes and challenges in executive leadership. A variety of crucial leadership skills and techniques will be addressed. Topics include the history and various theories of leadership, the uniqueness of executive leadership, knowledge management, Emotional IQ, international and culturally diverse aspects of executive leadership, negotiation skills, governance and the board of directors relationship, and leadership development and succession.

CAVEAT: No graduate credit will be awarded if MGT4670 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding the history and theories of leadership and their value within the organization.

- Understanding the role of executive leadership within the organization.
- Defining the importance of social responsibility in today's marketplace.
- Discussing how being able to work with different personalities can be an asset to an executive.
- Exploring gender differences in executive leadership.
- Discussing techniques essential to negotiation at the executive level.
- Understanding how knowledge management impacts the executive level of an organization.
- Understanding the nature and value of internationally diverse executive leadership.
- Understanding the nature and value of culturally diverse executive leadership.
- Understanding the impact of ethics at the executive level.
- Understanding the executive role and relationship to the board of directors.
- Discussing the hostile work environment and how to overcome this challenge.
- Understanding the need for relationship building within the organization.
- Understanding how to motivate and empower employees.
- Discussing issues associated with leadership development and succession.

MANAGING THE GENERATIONS (MANAGING GENERATIONS)

MGT5690

This course explores the new economic, social and political reality of the cross-generational workplace. The primary objective of the course is to help students analyze the 21st century workplace and the major generational changes effecting organizations.

CAVEAT: No graduate credit will be awarded if MGT4690 has been successfully completed.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Examining the history and theory of organizational behavior and management and application to generations in the workplace.
- Finding the elements that enhance the employer/employee "psychological contract" for each generation.
- Defining the differences/similarities between generations and understanding the meaning and importance of generational cohorts.
- Comparing and contrasting global generational cohorts to the United States generational cohorts.
- Defining the cross-generational workplace and potential organizational effects for the 21st century.
- Understanding the meaning of generational events and the significance of those events.
- Assessing the role of a generational cusper and identifying signposts.
- Managing generational conflict and developing organizational interventions.
- Appraising the importance of effective communication among the various generations currently in the workplace.
- Recommending where and how mixed generations can work well together.
- Critiquing potential solutions for bridging the generational gaps.
- Defending the unique work ethics and ethical behavior of each generation.
- Recommending and evaluating effective ways to manage and motivate different generations.
- Formulating and proposing organizational programs to enhance generational understanding.
- Evaluating current best practices on how to manage and bridge generations in the workplace.
- Analyzing workplace rewards, recognition, benefits, compensation, recruiting and training programs within organizations and constructing arguments for potential changes.
- Predicting the cross generational future and organizational implications for 21st century global workforces.
- Developing a "game plan" organizations can use to attract, retain and develop their employees and, in so doing, transform organizations to achieve compelling business results, increased employee motivation, improved customer connections and compete globally in the marketplace.

LAW APPLICATION FOR MANAGERS (LAW APPLN FOR MANAGERS)

MGT6106

The course presents the relationship of government regulations on management decision-making. Consideration is given to such law applications as antitrust legislation, labor legislation, worker and consumer protection, and environmental protection.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Analyzing the role of administrative law in business.
- Identifying and analyzing the purposes of a typical administrative agency.
- Analyzing the Grant of Authority of the Commerce Clause.
- Analyzing the relationship of federal and local regulation of commerce.
- Analyzing the employer-employee relationship as controlled by the Civil Rights Act of 1964, the Equal Pay Act of 1963, the Age Discrimination in Employment Act of 1967, and other laws.
- Analyzing the Texas Workers' Compensation Act.
- Analyzing the Occupational Safety and Health Act.
- Analyzing the law and consumer protection.
- Analyzing the Common Law Contract and its enforcement.
- Analyzing the State Deceptive Trade Practice Act and consumer protection.
- Analyzing the unfair acts and deceptive practices prohibited by the Federal Trade Commission Act.
- Analyzing the warranties extended to consumers by the Uniform Commercial Code.
- Analyzing the consumer protection from usury.
- Analyzing the Federal laws on credit.
- Analyzing activities prohibited by the Sherman Act.
- Discussing the Clayton Act's support of the Sherman Act.
- Discussing the Robinson Putman Amendment to the Clayton Act.

ADVANCED PROJECT MANAGEMENT FOUNDATIONS MGT6145 **(ADV PROJ MGMT FOUNDATION)**

This course provides students with an opportunity to demonstrate advanced academic achievement and practical knowledge of project management tools, techniques, and processes necessary for effective and efficient project management. In this course, students demonstrate the ability to integrate and utilize project management knowledge through the selection and completion of case studies, discussion forums, research papers, and a course project. Students apply project management skills of developing and presenting project justification, project charter, project requirements and scope documents, a project management plan, and other project management artifacts that describe how to manage and successfully complete a typical project.

PREREQUISITE: MGT4495

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Identifying and evaluating influential literature in the Project Management domain.
- Understanding universal ethical principles as applicable in the application of Project Management in society.
- Conducting research in the Project Management field.
- Discussing strategic planning in projects, programs, and project portfolios.
- Analyzing, evaluating, and applying planning techniques for control of scope, time, cost, quality, and risk.
- Defining project scope and developing work breakdown structures (WBS).
- Analyzing, evaluating, and applying project schedule development and control.
- Planning for project communication and information distribution.
- Applying the processes, tools, and techniques necessary to complete project work.
- Understanding the importance of systematically observing and measuring project performance.
- Analyzing, evaluating, and applying processes required to track, review, and regulate the progress and performance of projects.
- Discussing the human resource aspects of projects, including acquiring and managing the project team.
- Preparing a complete project management plan and its subsidiary plans.
- Creating a valid and reliable method for addressing project management issues, problems, and situations.

- Determining the proper project management approach for implementing the course project.
- Understanding the purpose and value of project documentation.

PROJECT INITIATING & PLANNING **(PROJ INITIATING/PLANNING)**

MGT6151

This course focuses on the project management methods necessary for initiating and planning successful enterprise projects. Students in this course identify and evaluate influential research in the project management areas of initiating and planning. Topics include the processes, tools, and techniques essential to the identification and definition of a new project or project phase and the development of a comprehensive project management plan.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding planning as a management function.
- Defining a project management strategy.
- Defining a project management plan.
- Discussing strategic planning in projects, programs, and project portfolios.
- Defining project scope and developing work breakdown structures (WBS).
- Understanding project workflow and network diagramming concepts and techniques.
- Discussing estimation theory for project budgeting and scheduling.
- Planning for managing projects and the role of the project management office (PMO) in project planning.
- Understanding planning techniques for control of scope, time, cost, quality, and risk.
- Discussing project charter development.
- Stakeholder identification techniques and planning for stakeholder management.
- Understanding project management plan development.
- Discussing project requirements documentation, traceability, and management.
- Discussing project activity definition, sequencing, and duration estimation techniques.
- Understanding project schedule development and control.
- Discussing project budget development and funding requirements.
- Discussing quality management planning and project process improvement planning.
- Understanding the importance of planning for project communication and information distribution.
- Understanding project procurement and source selection planning.

PROJECT EXECUTION & CLOSING **(PROJ EXECUTION/CLOSING)**

MGT6152

This course focuses on the project management methods necessary for successful execution, monitoring, control, and closing of enterprise projects. Students in this course identify and evaluate influential research in the areas of project execution, resource management, and process control. Topics include the processes, tools, and techniques essential to the completion of project work defined in the project management plan to satisfy the project specifications.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding the processes, tools, and techniques necessary to complete project work.
- Discussing the importance of coordinating people and resources in accordance with the project management plan.
- Discussing the direct and management project work process tools, techniques, and outputs.
- Understanding the role of quality assurance and continuous improvement projects.
- Discussing the unique human resource aspects of projects, including acquiring and managing the project team.
- Understanding the importance of managing project information distribution.
- Discussing the distribution information process tools, techniques, and outputs.
- Discussing the process of communicating and working with project stakeholders.
- Understanding the process of selecting sellers and awarding procurement contracts.
- Understanding the processes required to track, review, and regulate the progress and performance of projects.
- Identifying areas in which changes to the project plan are required.

- Understanding the importance of systematically observing and measuring project performance.
- Using earned value to measure and forecast project performance.
- Discussing the process of integrating change control in projects.
- Discussing the formal acceptance of completed project deliverables.
- Discussing the processes necessary for scope, schedule, cost, and quality control.
- Discussing the process of implementing risk response plans, tracking identified risks, and monitoring residual risks.

**PROJECT RISK, COST, SCHEDULE-
ESTIMATION & CONTROL
(PROJ RISK/COST/SCHEDULE)**

MGT6153

This course addresses the concepts, theories, procedures, and methods of risk, cost, and schedule estimation and control relevant to projects and project management. Students in this course identify and evaluate influential research in the areas of project risk, cost, and schedule estimating and control. This course covers the methods of developing project estimates during the planning stages and monitoring and controlling the relationships between project risk, cost, time, quality, and reliability of estimates, throughout the project lifecycle.

PREREQUISITE: MGT6151 or MGT6152

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding risk management approaches used in projects.
- Discussing recommended risk, cost, and schedule management practices during project planning and execution.
- Understanding qualitative risk analysis techniques and demonstrating the ability to apply common approaches.
- Understanding quantitative risk analysis techniques and demonstrating the ability to apply common approaches.
- Discussing risk, cost, and schedule estimation and control topics in recent literature.
- Identifying and discussing project risk management frameworks and infrastructure.
- Understanding the importance and purpose of risk, cost, and schedule reporting.
- Demonstrating knowledge of various methods of risk, cost, and schedule estimation and forecasting techniques.
- Discussing probabilistic estimation theory, simulation, analytic models, and approaches.
- Understanding the value of using probabilistic models for analyzing problems involving uncertainty in the project domain.
- Understanding procedures used in managing project resources to optimize the project parameters of risk, cost, and schedule.
- Understanding advanced concepts and techniques needed to monitor and control project risk, cost, and schedule parameters.
- Understanding the limitations of risk, cost, and schedule theory and practices in real-life projects.
- Understanding the numerics of project risk, cost, and schedule management.
- Discussing project management decision making tools, how they are used, and their limitations.

**PROJECT MANAGEMENT APPLICATIONS
(PROJ MGMT APPLICATIONS)**

MGT6154

This course provides the student with an opportunity to demonstrate academic achievement and practical knowledge of project management tools, techniques, and processes necessary for effective and efficient project management. In this course, students demonstrate their ability to integrate and utilize project management knowledge accumulated in prior course-work through the selection and completion of a course project. Students apply their knowledge by developing and presenting project justification, a project management plan, and other project management artifacts that describe how to manage and complete the course project.

PREREQUISITE: MGT6151, MGT6152

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Demonstrating the value proposition of project management for organizations.
- Demonstrating the ability to evaluate and incorporate emerging technologies to the discipline of project management.
- Preparing project selection and justification documentation.
- Preparing a complete project management plan and its subsidiary plans.
- Completing the process of documenting a project from inception to completion.
- Creating a valid and reliable method for addressing project management issues, problems, and situations.
- Determining the proper project management approach for implementing the course project.
- Determining the proper level of project management within the functional capabilities of the performing organization.
- Integrating project cost budgeting and management processes across the project.
- Planning and implementing a risk management approach for projects.
- Performing project stakeholder management and communication activities.
- Performing project risk identification and mitigation activities.
- Performing project management planning processes.
- Performing project human resource management processes.
- Completing a work breakdown structure (WBS) and a WBS dictionary.
- Monitoring and controlling project management processes.

ISSUES IN ORGANIZATIONAL STAFFING (ORGANIZATIONAL STAFFING)

MGT6174

The course examines policies, practices and procedures for effectively staffing organizations. Emphasis is given to planning staffing requirements, effective recruiting and selection methodologies, strategies for internal staffing, and the effects of downsizing and reengineering on the organization. Particular emphasis is given to contemporary staffing issues, problems, and challenges.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Evaluating the relationship between the sub-processes of the organizational staffing process and relating them to the human resource management process.
- Analyzing and applying the five staffing models to specific situations and considering the advantages and disadvantages of each.
- Comparing and contrasting the thirteen decisions that staffing strategy requires and how ethical staffing practice is established.
- Analyzing and applying to specific situations the provisions of the *Uniform Guidelines on Employee Selection Procedures* and the various *Interpretive Guidelines* issued by the Equal Employment Opportunity Commission.
- Illustrating an understanding of protected classes and developing programs, policies, and procedures to assure that they are afforded equal opportunity in the workplace.
- Developing programs, policies, and procedures that assure non-discrimination in recruiting, selecting, and other terms, conditions, and privileges of employment.
- Comparing and contrasting the various means of job analysis and developing job descriptions and job specifications that identify essential job functions and marginal job functions.
- Comparing and contrasting the various approaches for determining the future human resource needs of an organization and constructing a human resource plan utilizing one of these approaches.
- Analyzing statistical and judgmental techniques for forecasting HR requirements and availabilities to include advantages and disadvantages of core workforce, flexible workforce, and outsourcing strategies for different groups of employees.
- Analyzing the relationship between recruiting sources and recruiting methods and developing effective recruiting approaches based on the results of this analysis.
- Differentiating and critiquing employment testing, test validity, test reliability, and various mathematical approaches for determining that an employment test meets federal requirements for use in the workplace.
- Summarizing and constructing competency based job analysis and methods for collecting competencies.

- Comparing and contrasting the different systems for appraising employee and managerial performance and demonstrating knowledge of developing effective performance appraisal systems for use in internal staffing.
- Designing traditional, dual, and network career paths and demonstrating their use as an internal staffing method.
- Comparing and contrasting various employment interview techniques and determining which ones to use in specific situations or under varying conditions.
- Analyzing methods for combining multiple predictors while evaluating various methods for making a final selection.
- Creating a system for evaluating resumes and employment applications and conducting other pre-employment assessments such as background investigations, physical examinations, and drug tests.
- Evaluating and recommending the processes involved in reductions in force, layoffs, job sharing, and modified work schedules and their use in organizational downsizing.
- Calculating and analyzing costs and benefits of turnover and differentiating the types and causes of the employee turnover.
- Calculating and applying the quantitative and qualitative techniques for evaluating the performance of the staffing function in organizations and determining whether or not the staffing function is performing effectively.

MANAGEMENT: RESPONSIBILITIES & PRACTICES
(MGMT:RSPNSBLTY/PRACTICE)

MGT6175

This course presents an intensive exploration of management as a systematic, disciplined process used to accomplish organizational goals. Topics include elements of the management system, organizational theory, global management, centralized and decentralized authority, and evaluating various types of work groups and teams.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Demonstrating an in-depth understanding of managerial functions and the management process through casework applications.
- Demonstrating an ability to apply approaches to management thought and leadership theories by examining evolution and challenges.
- Demonstrating an in-depth understanding of managerial competencies.
- Analyzing the impact of various environmental influences on the management of organizations.
- Demonstrating knowledge of global considerations in organizational management.
- Demonstrating an in-depth understanding of performance management.
- Comparing and contrasting the advantages and disadvantages of various types of work groups and teams.
- Demonstrating knowledge of organizational culture and how it affects the management of organizations.
- Demonstrating knowledge of organizational control systems.
- Analyzing strategic and operational management process and demonstrating creative problem solving and decision-making abilities.
- Analyzing resources capabilities within a competitive environment.
- Analyzing strategy formation at the business and corporate levels.
- Demonstrating knowledge of organizational behavior through power, politics, conflict, and stress strategy formation.
- Demonstrating an understanding of organizational ethics and social responsibility.
- Analyzing organizational challenges such as quality productivity, job satisfaction, and organizational design.
- Designing and managing an adaptive organization.

COMPENSATION MANAGEMENT
(COMPENSATION MANAGEMENT)

MGT6176

The course focuses on total compensation systems in organizations. Financial considerations emphasized include labor market dynamics, organizational policies, job analysis, job evaluation,

incentive systems, and performance management. The psychological and benefits aspects of pay systems are also examined in depth.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Instituting job analysis and the development of job descriptions.
- Identifying the three basic philosophical approaches to compensation.
- Distinguishing the various intrinsic and extrinsic basis of compensation.
- Critiquing the four basic methods of job evaluation.
- Rating benchmark and non-benchmark jobs.
- Designing a compensation structure.
- Discussing the dynamics of equality and fairness in compensation systems.
- Projecting a firm's need for competitive wages within an industry and a community.
- Separating the issues of pay and performance and the adjusting for the limitations of a pay-for-performance philosophy.
- Evaluating the potential and the impact of gain sharing and profit sharing incentive pay systems.
- Exploring the dynamic history and nature of executive compensation.
- Distinguishing the various levels of compensation in an organization and the rationales for their existence.
- Determining the origins of legally required benefits as well as other federal and state legislations on the management of a compensation system.
- Exploring the purposes and implementation of the variety of legally required benefits at both the federal and state levels on the compensation system.
- Establishing the budgeting, administration, and management requirements for effective compensation systems.

HUMAN RESOURCE MANAGEMENT (HUMAN RESOURCE MGMT)

MGT6177

The course presents a systematic framework for analyzing and evaluating the human resource management functions within an organization. Topics include hiring, training, compensation, benefits, employee relation/labor relations, performance management, safety and health management.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Evaluating human resource management functions and responsibilities within 21st century organizations.
- Formulating a benchmarking process comparing the business metrics and outcomes to industry standards or best practices.
- Assessing human resource management activities such as forecasting requirements workforce availability analysis, and talent requirements needed by an organization.
- Constructing job analysis and facilitating the job analysis process.
- Analyzing the legal environment surrounding human resource management functions.
- Identifying and critiquing recruitment and retention strategies.
- Comparing and contrasting interview techniques and comprehending the advantages and disadvantages of each approach.
- Analyzing the use of employment tests and demonstrating concepts of validity, reliability, correlation, and test validation procedures.
- Analyzing the performance appraisal process, the methods used, and the problems encountered.
- Illustrating the role of benefits and nonfinancial compensation in attracting, retaining, and motivating employees.
- Assessing efforts in safety and health programs, employee assistance programs, health promotion programs and other efforts directed toward improving employee health and well being.
- Distinguishing labor relations and the collective bargaining process.
- Evaluating the strategic role for the human resources department and professional, reviewing the competencies necessary in anticipating and preparing for future business needs.
- Formulating the steps in developing a base pay system, employee rates of pay and variable pay structures.

- Summarizing the nature and importance of disaster preparation and recovery planning for Human Resources.
- Comparing and contrasting selected human resource practices in the U.S. with those of other global countries.

STRATEGIC MANAGEMENT
(STRATEGIC MANAGEMENT)

MGT6203

The course presents the functions of management in the formulation of strategic policies, goals, objectives, and procedures relative to organizational effectiveness. Topics include theories of strategic planning, internal and external factors in strategic planning, strategic planning relative to goals, forecasting techniques, and analyzing and evaluating change.

PREREQUISITE: Twelve hours of 5000/6000 level BUS, ECO, FIN, MGT, MKT.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Examining the key concepts associated with the field of Strategic Management.
- Identifying organizational strengths, weaknesses, opportunities, and threats.
- Discussing the major issues associated with gaining acceptance of the strategic planning process.
- Profiling factors that influence the internal and external environments of a strategic management system.
- Identifying organizational structures that are compatible with stated organizational directions.
- Discussing environmental and forecasting techniques utilized in the corporate planning process.
- Discussing industrial competition and identifying approaches for creating defensible boundaries.
- Explaining the role of corporate alternatives in positioning an organization for the present and future.
- Understanding the concept of portfolio matrix and the establishment of strategic business units.
- Evaluating strategic alternatives in regard to organizational competence and resources.
- Describing techniques for integrating the functional areas of a business with strategic business units.
- Identifying and analyzing information sources used in the development of a strategic plan.
- Analyzing and evaluating the effectiveness of corporate and business level strategies.
- Evaluating financial ratios and financial statements and their impact on an organization's operations.
- Evaluating marketing agendas and how it complies with the organization's strategy.

MANAGING THE GLOBAL WORKFORCE
(MANAGE GLOBAL WORKFORCE)

MGT6220

This course provides students the skills necessary to manage the global workforce effectively. Students will learn how to conduct human resources in global organizations. The course will examine the international dimensions of human resources management, global business strategies and contexts for managing the global workforce. A variety of global workforce topics will be discussed including global competencies, cultural concerns, selection, training and development as well as managing attitudes and behaviors globally. The course will also explore the future of global workforce planning and talent management by identifying alignment with strategic goals, future technology, and contextual issues affecting companies.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Evaluating globalization principles, global human resources management and global strategic human resources management elements.
- Analyzing factors that influence global multiculturalism and geographical dispersion.
- Researching the natural culture influences, attitudes and behaviors in joint ventures, acquisitions, collaborative alliances, subsidiaries and multinational structures and the effects on the global workforce.

- Differentiating cross-border differences in labor economics, labor supply, employment regulations, employee representation, and long term graphic trends.
- Illustrating Hofstede's cultural differences, cultural agility, cultural adaptations, and cultural integration.
- Distinguishing the four types of staffing strategies, the differences in staffing across countries, and issues associated with implementing global staffing and talent management.
- Debating the global competencies for the workforce, strategic and global challenges in employee training and identifying global training and development trends.
- Developing and designing an effective global mobility program highlighting global assignments, adjustment to foreign cultures, work role factors, expatriation-repatriation cycle and support practices.
- Managing the challenges, issues and decisions for managing the global workforce.
- Comparing and contrasting the elements of a national labor relations systems, the relationship between MNE's (multi-national enterprises) and organized labor around the world.
- Summarizing different institutional environments related to different forms of corporate social responsibility.
- Comparing the various guidelines for ethical decision making and discussing the elements of corporate code of conduct globally.
- Anticipating the emerging issues in global organizations and changes in global business environments.
- Examining the human resources activities in cross-border mergers and acquisitions.
- Developing and recommending a selection method and training strategy for a particular country.
- Analyzing the psychological contract across national contexts and institutional contexts.
- Evaluating convergence, divergence or equilibrium concepts related to global strategy and the effects it has on managing the global workforce.
- Diagnosing factors that influence organizations developing a global workforce.
- Comparing and contrasting international joint ventures, mergers and acquisitions and collaborative alliance as it relates to global workforce staffing, training, compensation, etc.
- Researching the workforce effects of country of origin, dominance, localization and re-contextualization processes.

AGILE PROJECT MANAGEMENT (AGILE PROJECT MANAGEMENT)

MGT6505

This course focuses on the values, principles, frameworks, and methods that comprise the agile project management body of knowledge. Students in this course evaluate seminal literature and evaluate agile project management tools, techniques, knowledge, and skills. Topics include the origins, philosophy, and practice of agile project management, value driven product delivery, stakeholder engagement, team performance practices, adaptive planning, problem detection and resolution, and continuous improvement in the agile project context.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Identifying and evaluating seminal literature in the agile project management domain.
- Identifying and evaluating influential research regarding agile project management.
- Discussing the history and origins of agile project management.
- Application of the Agile Manifesto values and principles.
- Understanding the advantages and disadvantages of traditional and Agile approaches to project management.
- Discussing the value proposition for agile projects.
- Identifying and evaluating agile project management frameworks and methods.
- Analyzing and evaluating the components of value driven delivery in the agile project management context.
- Analyzing and evaluating the components of stakeholder engagement in the agile project management context.
- Analyzing and evaluating the components of team performance in the agile project management context.
- Analyzing and evaluating the components adaptive planning in the agile project management context.

- Analyzing and evaluating the components of problem detection and resolution in the agile project management context.
- Analyzing and evaluating the components of continuous improvement in the agile project management context.
- Using process tailoring to formulate an agile project management approach for an organization.
- Understanding universal ethical principles, anchored in an agile project management perspective.

AGILE FRAMEWORKS (AGILE FRAMEWORKS)

MGT6515

This course focuses on the management frameworks applied in the management of Agile projects. Students in this course identify and evaluate influential research from the Agile Project Management body of knowledge regarding the adoption and management of processes and management frameworks applied in Agile projects. This course presents essential skills and activities utilized in managing complex Agile project management frameworks within modern organizations. Topics include the processes, tools, and techniques essential to the identification, definition, and tailoring of agile project management frameworks that lead to successful delivery of desired project results.

PREREQUISITE: MGT6505

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Identifying and evaluating influential literature relevant to Agile project management frameworks.
- Understanding universal ethical principles as applicable in the application of Agile project management in society.
- Conducting research in the Agile project management field.
- Application of the Agile Manifesto values and principles at the enterprise level.
- Discussing challenges involved with scaling Agile to the enterprise level.
- Understanding the implications of organizational culture and values in enterprise Agile project management frameworks.
- Comparing strengths and weaknesses of various predefined Agile project management frameworks.
- Discussing the Envision-Speculate-Explore-Adapt-Close Agile delivery framework.
- Evaluating enterprise value driven delivery frameworks in the Agile project management context.
- Evaluating how an Agile project management framework can determine agile practices suitable for organizational adoption.
- Using process tailoring to formulate an Agile project management framework for an organization.
- Discussing the role of governance in Agile project management frameworks.
- Evaluating the project management functions in enterprise Agile frameworks.
- Developing a project integration and delivery plan within an Agile project management framework.
- Evaluate requirements and tasks coordination in enterprise Agile project management frameworks.

AGILE METHODS (AGILE METHODS)

MGT6520

This course focuses on the strategic and tactical methods applied in the management of Agile projects. Students in this course identify and evaluate influential research from the Agile Project Management body of knowledge regarding the adoption and application of tools, techniques, and processes applied in Agile projects. This course presents essential skills and activities utilized in managing complex Agile projects within modern organizations. Topics include Agile methods applied for value-driven delivery, stakeholder engagement, team performance, adaptive planning and problem detection and resolution in Agile projects.

PREREQUISITE: MGT6505

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Identifying and evaluating influential literature relevant to Agile project management methods.
- Understanding universal ethical principles as applicable in the application of Agile project management in society.
- Conducting research in the Agile project management field.
- Application of the Agile Manifesto values and principles using Agile methods.
- Discussing Agile methods for motivating, building, and mentoring agile teams.
- Analyzing, evaluating, and applying principles of systems thinking complex adaptive, evolutionary, and chaos.
- Analyzing, evaluating, and applying Agile project/product analysis and design principles including progressive elaboration, Agile modeling, product backlog, user stories, and collaboration games.
- Discussing Agile estimation methods of relative sizing (story points), affinity estimating, wideband Delphi, and ideal time.
- Analyzing, evaluating, and applying methods for team and other stakeholder communication including information radiators, collocation, osmotic communication, social media, active listening, brainstorming, and feedback methods.
- Discussing the influence of interpersonal skills in Agile projects.
- Evaluating and applying Agile project metrics including velocity, cycle time, lead-time, EVM for agile projects, work in progress (WIP) and agile KPIs.
- Discussing Agile planning, monitoring, and adapting methods including timeboxing, WIP limits, backlog grooming/refinement, product-feedback loop, daily standups, trend analysis, retrospectives, and iteration and release planning.
- Discussing Agile process improvement methods including Kaizen, five WHYS, retrospectives, process tailoring, value stream mapping, control limits, and root cause analysis.
- Analyzing, evaluating, and applying Agile product quality methods including inspection and evaluation, definition of done, continuous integration/DevOps, and technical quality assurance tools.
- Discussing Agile value-based prioritization methods including ROI/NPV/IRR, customer valued prioritization, requirement reviews, minimal viable product (MVP), minimal marketable feature (MMF), relative prioritization/ranking, MoSCoW, and Kano analysis.

ADVANCED AGILE PROJECT MANAGEMENT (ADV AGILE PROJECT MGMT)

MGT6525

This course provides students with an opportunity to demonstrate academic achievement and practical knowledge of Agile project management tools, techniques, and processes necessary for effective and efficient product delivery. In this course, students demonstrate their ability to integrate and utilize Agile project management knowledge accumulated in prior course-work through the selection and completion of a course project. Students apply their knowledge by developing and presenting project justification, Agile product delivery plan, and other Agile project management artifacts that describe how to manage and complete the course project.

PREREQUISITE: MGT6505, MGT6515, MGT6520

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Identifying and evaluating influential literature relevant to advanced agile project management topics.
- Understanding universal ethical principles as applicable in the application of Agile project management in society.
- Identifying, evaluating, and applying Agile principles and mindset within the context of the project team and organization.
- Understanding the implications of producing valuable project results by producing high-value increments for review, early and often, based on stakeholder priorities.
- Discussing the importance of engaging current and future interested Agile project stakeholders through building a trusting environment that aligns their needs and expectations and balances their requests with an understanding of the cost/effort involved.
- Discuss contract and procurement management for Agile projects.

- Analyzing, evaluating, and application of stakeholders' feedback to prioritize and improve future product development increments.
- Evaluating stakeholder participation and collaboration throughout the Agile project life cycle.
- Analyzing, evaluation, and application of agile practices for effective coordination and informed decision making in the Agile project management context.
- Creating an environment of transparency, trust, and conflict resolution that promotes team self-organization and cultivates a culture of high performance.
- Producing and maintaining an evolving Agile project management plan, from initiation to closure, based on goals, values, risks, constraints, stakeholder feedback, and review findings.
- Discussing the Agile practice of continuous identification of problems, impediments, and risks.
- Discussing the importance of evidenced based learning (inspection and adaptation) in Agile projects.
- Discussing continuous improvement of quality, effectiveness, and value of the product, the process, and the team in the Agile project management context.

MARKETING MANAGEMENT (MARKETING MANAGEMENT)

MKT6210

The course presents a systematic approach to the analyzing, planning, implementing, and the control of marketing activities demonstrated through a marketing plan. Topics include analyzing marketing research, creating a marketing strategy, forecasting market demand, evaluating market segments, selecting target markets, evaluating strategies, contingency planning, and developing a comprehensive marketing plan.

PREREQUISITES: BUS3305 and BUS3310, or MKT 3151

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Developing a marketing plan.
- Understanding the marketing framework: 5C's, STP, and the 4P's of marketing.
- Identifying the marketing science of customer behavior.
- Identifying the firm's core market offering(s).
- Understanding branding strategies and how to determine brand equity.
- Analyzing and researching marketing opportunities through trend analysis.
- Evaluating market segments, selecting target markets, and developing market positions (STP Process).
- Designing marketing strategies for different stages of the product life cycle.
- Designing advertising messages to meet marketing and corporate goals.
- Evaluating the effectiveness of advertising campaigns.
- Evaluating media decisions made in advertising campaigns.
- Integrating marketing communications across media.
- Designing promotional programs that effectively integrate the functions of advertising, sales promotion, personal selling, and publicity.
- Identifying social media and social networks.
- Understanding customer loyalty through customer relationship management (CRM).
- Developing marketing control systems for an organization.
- Evaluating the concept, structure, and use of marketing information systems.
- Formulating contingency plans to overcome marketing strategy failures.
- Formulating and evaluating return on investment (ROI) on proposed marketing campaign.
- Identifying ethical issues in marketing management and formulating responses to those issues.

INTERNATIONAL MARKETING (INTERNATIONAL MARKETING)

MKT6230

This course provides students the concepts necessary to recognize the impact and rationale for international marketing. The course will explore the connection between international trade and marketing and highlights how consumers, suppliers, and competitors are exposed to international marketing. After briefly exploring the theories and foundations of marketing, students will learn the nuances of culture, world trade policy, economic factors, market factors and global branding.

Several international marketing concepts will be addressed. Topics include the importance of world trade, opportunities and challenges of international marketing, cultural analysis, market characteristics, ethical issues, globalization drivers, international research, organizational considerations, product management, advertising, promotion, sales, logistics, communication, social responsibility, and trends.

PREREQUISITES: BUS3310 or MKT3151

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Understanding the rationale behind international marketing.
- Comprehending the role of international institutions.
- Defining and demonstrating the effect of culture's various dimensions on business.
- Understanding population, infrastructure, geographic features, and involvement.
- Recognizing the effects of government regulations.
- Comprehending the drivers of global consumers.
- Comparing and contrasting domestic and international research.
- Understanding the effects, benefits, and repercussions of entering international markets.
- Determining the need for controls in international operations.
- Understanding the differences and linkages between goods and services.
- Seeking a direct connection between target consumer and businesses.
- Understanding how pricing can serve as a means for international strategy.
- Recognizing the impact of technology for buying and selling products internationally.
- Acknowledging the importance of social media and its success strategies in international marketing.
- Exploring the responsibility of international marketers towards society.
- Comprehending strategic efforts marketers must undertake to stay ahead of key trends.
- Understand the linkages behind international marketing and international trade.
- Understanding how businesses act as change agents in the diverse cultural environments.
- Understanding the differences in social media use around the world.
- Examining how international marketing can cure the effects of past mistakes for a better future.

**THEORY & APPLICATION OF RESEARCH METHODS RGS6035
(RESEARCH METHODS)**

The course presents the issues relevant to the understanding and application of research methods in the study of human behavior and organizational variables. Aspects of conducting research, methodologies for research, and studying and preparing a research project are covered.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Describing and discussing the research process and the scientific method.
- Selecting procedures to locate unsolved research problems in given areas of interest.
- Listing and describing the components of a sound research plan.
- Writing hypotheses and research questions that relate to a given research problem.
- Identifying aspects of a research situation that involve ethical questions or principles.
- Conducting a review of the research literature on a given topic.
- Identifying sections of research reports and aspects of research design that indicate possible bias or contamination.
- Describing, discussing, and using appropriate sampling procedures.
- Defining and illustrating the types of validity and reliability and their influence on the research process.
- Identifying and discussing the major methods of research.
- Applying procedures and guidelines for constructing questionnaires.
- Critically evaluating possible threats to the internal and external validity of a research project.
- Creating commonly used experimental designs, including specifications for random assignment, formulation of experimental and control groups, and use of pretests and posttests.
- Writing a document that employs correct grammar, mechanics, and diction; follows APA format for research reports; and achieves the intended purpose of the document.
- Understanding the available sources of data and where they can be located.

The course presents an integrated approach to understanding the basis for ethical decision-making. The roots of ethical concepts, the methodologies for making decisions, and the application of norms and logic to current ethical issues are presented.

UPON COMPLETION OF THE COURSE, THE STUDENT WILL BE COMPETENT IN:

- Exploring several ethical theories, including definitions of major terms.
- Defining and discussing the variables that comprise the basis of one's ethical beliefs.
- Illustrating the variables that comprise the basis of one's wants and needs relative to ethical issues.
- Investigating the importance and influence of relationships to one's ethical decision-making.
- Analyzing the various decision-making methodologies and the techniques normally used in the decision-making process.
- Probing the relationship of ethics to a particular culture.
- Questioning the logical reasoning for rejecting or accepting selected theories as they relate to behavior and conduct.
- Applying ethical theories to specific life experiences—social, business, personal—and logically defending one's personal conclusions about using an ethical decision-making process.
- Describing the importance of experience, perception, and intellect to identify and interpret ethical issues.
- Critiquing the multidimensional nature of ethical decision making and the influences and complexities these variables have on the decision-making process.
- Defining and discussing the influences of customs, social norms, law, and religion on a personalized interpretation of ethical issues.
- Analyzing one's human emotion and self-discipline as they relate to ethical decision-making.
- Questioning how behavior in non-ethical situations is sometimes controlled by, or influenced by, ethical perceptions.
- Exploring how one is often culturally inducted into certain beliefs and how one might guard against such socialization.
- Applying the methodology for perceptively discerning the ethical influences of others.

THE FACULTY

**ADMINISTRATION
&
DEPARTMENTS**

THE FACULTY

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BARRY THIAS, BRIDGET. Research Librarian.

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University Recruiting	166	Recruit@Amberton.edu
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For Faculty contact information, see the current *Schedule of Classes* or the University's web site, www.Amberton.edu.

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(972) 279-6511

To reach both the Garland Main Campus and the Frisco Center, enter this number and the specific extension number when requested.

University Business Fax Line	(972) 279-9773
University Faculty Fax Line	(972) 686-5890
Library Resource Center Fax Line	(972) 686-5567