

CATALOG 2026-2027

Celebrating 55 Years of
Serving Working Adults
through Education.

Amberton.edu

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, 2026

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



AMBERTON
University

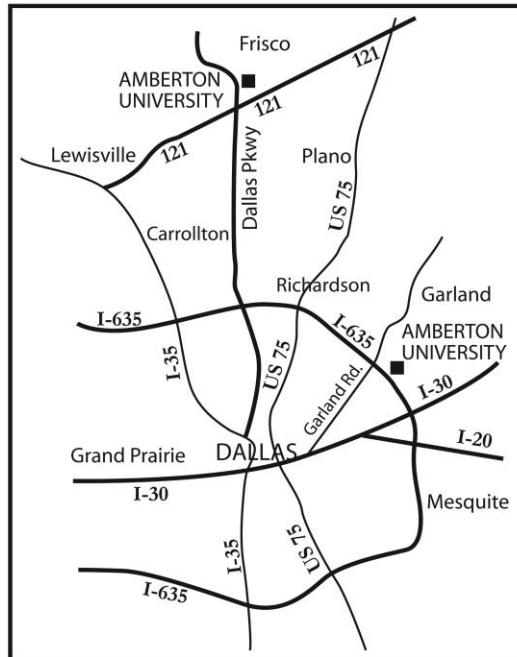


CATALOG
2026-2027
AND
STUDENT
HANDBOOK

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
13601 LBJ Freeway
Garland, TX 75041-4707

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 website at www.amberton.edu.



AMBERTON UNIVERSITY PRESIDENT'S LETTER

Greetings and a warm welcome to Amberton University!

It is with great joy that I embark on this educational journey alongside you. The prospect of sharing in your academic growth and success fills me with excitement and anticipation.

This year, Amberton University proudly celebrates its 55th year of serving students, a milestone that reflects our long-standing commitment to excellence in adult education. Over these five and a half decades, Amberton has remained rooted in Christian principles while welcoming students from all backgrounds and religious creeds. Our faculty and staff have dedicated many years to serving the unique needs of the working adult student. Let me assure you that we understand the challenges and aspirations that accompany your journey.

At Amberton, our faculty consists of seasoned professionals, each an expert in their respective fields. They seamlessly integrate their wealth of real-world experience into the classroom, providing students with valuable insights and practical knowledge. We strongly believe in offering programs that deliver immediately applicable information to the workplace, equipping you with the tools and knowledge needed for success in your chosen field.

Amberton University is regionally accredited by the Southern Association of Colleges and Schools Commission on Colleges, which is a testament to the academic excellence of our programs. Regional accreditation means credits are recognized universally. Our commitment to providing quality education is unwavering. We also take pride in being a no-frills university. This approach allows us to keep costs low, ensuring that education remains accessible to all who seek it.

What makes Amberton University exceptional? It is our genuine concern for each individual student. Our administration, staff and instructors are not only knowledgeable but also approachable, making themselves immediately available to support and guide you throughout your academic journey with us. Your success is our priority, and we are honored that you have chosen Amberton University as your academic partner, especially in this landmark 55th year of the university's history.

We are thrilled to welcome you to our community of educators and learners. Together, let us embark on a journey of growth, discovery, enlightenment and achievement. Your decision to learn with us is not just a choice - it is a commitment to a transformative educational experience and sets you on a path to life-long success and learning!

Welcome to Amberton University!

Dr. Carol A. Palmer
President

ORGANIZATION OF THE CATALOG

The *Amberton University Catalog* 2026 - 2027 is organized around the following four main sections:

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

The Student Handbook section contains information that applies to all Amberton University students. The Undergraduate, Graduate and Doctorate 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. 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 (SACSCOC) to award bachelor's, master's and doctoral degrees. Amberton University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Amberton University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, telephone (404) 679-4500, or by using information available on SACSCOC's website, www.sacscoc.org.

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 Clinical Mental Health Counseling (formerly 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.

The BBA/MBA Accounting Dual Degree program meets the education requirements of the Texas State Board of Public Accountancy necessary to register for the Certified Public Accountant examination.

The Master of Science degree in Human Resource Management aligns with the curriculum standards of the Society for Human Resource Management (SHRM).

Amberton University has received the Project Management Institute Global Accreditation Center's accreditation for its Project Management degree programs.

Selected undergraduate and graduate Business programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP). Refer to [page 45](#) (undergraduate) and [page 125](#) (graduate) for a listing of accredited programs.

As a best practice, Amberton University shall accurately represent its accreditation status to all U.S. Department of Education-recognized accrediting agencies with which it holds accreditation and shall promptly notify the appropriate agencies of any change in accreditation status.

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GENERAL INFORMATION

AMBERTON UNIVERSITY, A BRIEF HISTORY

Fifty-five 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 non-traditional 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.

NONPROFIT 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's and master's 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 email and internet access.
 - Individuals who have satisfactorily completed academic work from a U.S.A. accredited university recognized by Amberton.
 - 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.).

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- To meet the unique needs of working adults, Amberton University offers classes and programs on campus as well as online.
- 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 himself or 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 AND VISION STATEMENT

The mission statement for Amberton University is *to provide a quality, relevant, technologically advanced education to adult students in a Christian environment.*

Amberton University's vision is that *Amberton University will be the university of choice for working adults, offering high-quality, flexible, and accessible education through career-focused certificates, bachelor's, and advanced degree programs – empowering students to succeed without the burden of student debt.*

VALUES OF AMBERTON UNIVERSITY

Accessibility – Amberton University commits to breaking down barriers for students to reach their educational goals through:

- user-friendly software for application, payment, transcripts, and financial aid.
- ensuring quality and transparent academic advising in alignment with student goals.
- offering classes at times and in modalities that are convenient for working adults.
- offering classes at an affordable cost without the need for student debt.

Collaboration, Teamwork – Amberton University administration, faculty, and staff commit to productive collaboration for innovative and excellent service to students.

Continuous Improvement – Amberton University commits to:

- a continuously refined curriculum that represents academic excellence and is in alignment with current industry standards and needs.
- processes and regulations that are continuously reviewed and improved for efficiency, effectiveness, and relevancy.

Honesty, Integrity, Trust – Amberton University commits to practicing Christian principles and operating ethically in all its interactions.

Kindness, Respect, and Appreciation – Amberton University commits to treating our students, each other, and the community with kindness and respect, and with an appreciation for diversity of thought.

Meaningful and Timely Communication – Amberton University commits to communicating with students, faculty, staff, stakeholders, and the community in ways that are meaningful, timely and appropriate.

Passion and Joy in Our Work – Amberton University administration, faculty, and staff commit to conducting our work with a passion and joy that inspires our students and each other.

STUDENT HANDBOOK

Work/Life Balance – Amberton University will value and seek to achieve work/life balance for administration, faculty, students, and staff recognizing the importance of time spent on personal interests, family, and self-care in addition to professional commitments and obligations.

AMBERTON UNIVERSITY PURPOSE

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 their 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 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 2026/2027*. This most recent edition again incorporates updated 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 or 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 ensure 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.

STUDENT HANDBOOK

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 various degree pages on the University's website.

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 fifty 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 or 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, secure 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." If loans are necessary to meet financial needs, students are encouraged to borrow wisely and use good judgment.

The unique learning options of Amberton University include the following:

- Ten-week sessions offered four times annually allow greater options for attendance.
- Offering courses as either lecture classes or online 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 online 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 is committed to providing a work and educational environment free of Discrimination and Harassment. The University does not discriminate or tolerate Discrimination or Harassment against individuals based on sex, gender, race, color, ethnic or national origin, age, disability, genetic information or veteran status (collectively, "Protected Status") in its employment, admissions, and/or education programs and activities.

As a nondenominational Christian institution, Amberton University is exempt from some of Title IX's and Title VII's requirements because of its commitment to Christian ethics. While Amberton University does not discriminate based on religion concerning admission, the University does discriminate on the basis of religion concerning employment. Because the University is committed to Christian ethics, a Christian commitment is required of all employees.

To review the University's complete Non-Discrimination Policy, refer to the University's website. Open the website menu and click on 'About Amberton' then choose 'Non-Discrimination Notice'.

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

Executive Vice President
Amberton University
13601 LBJ Freeway
Garland, Texas 75041
ExecVP@Amberton.edu

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 the 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. 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. Open the website menu and click on 'About Amberton' then choose 'Title IX Information'.

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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 or 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, according to 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 Educator Preparation Program are expected to adhere to the Educators' Code of Ethics and attest to their compliance. Students enrolled in the MA-School Counseling program must also adhere to the program's Dismissal Policy located in the School Counseling Handbook and on the website.

- 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.

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- 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 or her, and he or 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

Annually, Amberton University informs students of the Family Educational Rights and Privacy Act of 1974, as amended (FERPA). This act, with which the institution intends to comply fully, was designated to protect the privacy of education records and afford students certain rights with respect to their education records. These rights include:

1. Inspection and Review – Students have the right to inspect and review education records within 45 days of the day the university receives a request for access. Students should submit a written request to the Executive Vice President of Operations that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the University official to whom the request was submitted does not maintain the records, that official shall advise the student of the correct official to whom the request should be addressed.
2. Request Amendment – Students have the right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's rights under FERPA. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record clearly identifying the part of the record they want changed and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision in writing and advise the student of his or her right to a hearing regarding the request for amendment. Additional

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information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. Consent to Disclosure – Students have the right to provide consent to disclosure of personally identifiable information contained in the student’s education records, except to the extent that FERPA permits the University to disclose such information without the student’s consent. Exceptions that permit (but do not require) disclosure without consent include:
 - a. To school officials with a legitimate education interest. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has asked or contracted to provide institutional services and functions (such as an attorney, auditor, collection agent, contractor, consultant, or volunteer); such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the office needs to review an education record in order to fulfill his or her professional responsibility.
 - b. To officials of another school, upon request, in which a student seeks or intends to enroll. The student shall receive notification of the disclosure unless the student initiated the disclosure. Such a disclosure must relate to the student’s enrollment and transfer but may include updating and correcting information after the transfer or enrollment is complete.
 - c. To school officials or lending institutions, in connection with financial aid for which the student has applied or which the student has received, if the information is necessary in determining eligibility, amount, conditions for the aid or enforcing the terms and conditions of the aid.
 - d. To organizations conducting studies for or on behalf of educational institutions.
 - e. To accrediting organizations.
 - f. To parents of dependent students if the student is a verified dependent for tax purposes under Internal Revenue Code 1986, Section 152.
 - g. To parents of students under the age of 21 who have violated University policies related to alcohol or controlled substances.
 - h. To provide final results of disciplinary proceedings against a student who is an alleged perpetrator of a violent crime (18 U.S.C. § 16) or non-forcible sex offense, if the University finds that the student committed a violation of the University’s rules or policies. The University may also disclose information to a victim of an alleged crime of violence or non-forcible sex offense regardless of whether the violation was proven under the University’s rules and policies.
 - i. To persons whose knowledge is necessary to protect the health and safety of the student or other individuals. This requires the University to determine that there is an articulable and significant threat to the health and safety of a student or other individuals.
 - j. To comply with a lawfully issued subpoena or court order.
 - k. Information the University has designated as “Directory Information”, unless a hold has been placed upon the release of information by the student. The following information is considered to be directory information and may be disclosed by the University for any purpose, at its discretion: Name, classification, identification number, major field of study, dates of attendance, full-time or part-time status, and degree(s) conferred (including dates).
 - l. Currently enrolled students may withhold disclosure of “Directory Information”. To withhold disclosures, written notification must be received in the Vice President for Administrative Services Office within 12 calendar days from the first day of a session. Forms requesting the withholding of “Directory Information” are available on the University’s website under ‘Forms & Publications’. Amberton University assumes that failure on the part of any student to specifically request the withholding of categories of “Directory Information” indicates approval for disclosure.

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4. File a Complaint – 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:

U.S. Department of Education
Student Privacy Policy Office
400 Maryland Avenue, SW
Washington, DC 20202-8520

STUDENT GRIEVANCE AND APPEAL

A student who feels that he or 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 or 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; Executive Vice President of Operations 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.

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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, www.tea.texas.gov.

NC-SARA

The National Council for State Authorization Reciprocity Agreements (NC-SARA) is a private nonprofit organization [501(c)(3)] that helps expand students' access to educational opportunities and ensure more efficient, consistent, and effective regulation of distance education programs.

Recognizing the growing demand for distance education opportunities, higher education stakeholders – including state regulators and education leaders, accreditors, the U.S. Department of Education, and institutions – joined together in 2013 to establish the State Authorization Reciprocity Agreements (SARA), which streamline regulations around distance education programs.

In partnership with four regional compacts, NC-SARA helps states, institutions, policymakers, and students understand the purpose and benefits of participating in SARA. Today, more than 2,200 institutions in 49 member states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands all voluntarily participate in SARA.

NC-SARA Complaint Process

Every student deserves a positive educational experience. Sometimes a student's experience may not be what they anticipate, and the student may have a concern or a complaint.

SARA consumer protection provisions require the institution's home state, through its SARA State Portal Entity, to investigate and resolve allegations of dishonest or fraudulent activity by the state's SARA-participating institutions, including the provision of false or misleading information.

A student has the right to lodge a complaint or grievance. The institution should ensure that all concerns and complaints of students are addressed fairly and are resolved promptly. Student complaints relating to consumer protection laws offered under the terms and conditions of the State Authorization Reciprocity Agreement (SARA), must first be filed with the institution to seek resolution.

The student should begin the complaint process with the institution and if resolution is not found, the student would contact the institution's home state SARA Portal Entity. For more information, please visit the NC-SARA Complaint Process website.

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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, ADA Accommodations and copies of records. For additional information, refer to "Students' Rights - Educational Records" and "Legal Notice of Non-Discrimination." Contact the Executive Vice President 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 with academic advisors. All new students should talk with an advisor prior to enrolling and graduating. 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, the CampusWeb system and through the Student Services Office, or a student may request a copy of his or her degree plan through the mail, by fax or email. At the conclusion of each session, students are notified of their course grades and degree plans are updated on all University systems.

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. A *Course Inventory* 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.

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 updates degree plans at the conclusion of each session and when transfer work is submitted and evaluated. 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 to keep educational costs affordable so students "pay as they go" and not incur long-term debts. The University is an approved Title IV educational institution and can award financial aid to eligible undergraduate and graduate students who are pursuing an approved degree program. Please refer to the University's Financial Aid Handbook, available on the University's website by opening the website menu and choosing 'Tuition and Financial Aid' and 'Financial Aid Handbook', 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, American Express 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. Amberton encourages students who secure Federal Direct Loans or Private Loans to use good judgment and borrow only as much as they need.

INTERNATIONAL STUDENT ADVISING AND ADMISSION

Amberton University is authorized under federal and state laws to enroll qualified international students seeking master's 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 some academic programs if, after evaluation, it is determined that the University can provide for the special and unique needs often presented by these students. Due to course and enrollment requirements, undergraduate students with an F-1 visa cannot be admitted to the University.

The international student must submit his or 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 website.) 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 website). Also, for 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.
 - Graduate students must have a bachelor's degree from a U.S.A. 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.
- (5) Because of course delivery restrictions, not all programs are available to F-1 students. Refer to the University's website (Programs and Courses. Applying to Amberton: International Student Requirements) for more information or speak with an advisor.

* *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, they must demonstrate English proficiency. Proficiency may be demonstrated by:*

- Submitting an acceptable Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) 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)
 4. 6.5 IELTS Band
- 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.

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VETERAN ADVISING

Amberton University has been approved by the Texas Veterans Commission 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 or she has already received credit, for courses which are in excess of degree requirements, or for courses which do not apply to a degree. A customized financial cost worksheet and degree plan will be provided upon request.

For certification with Veterans Affairs, eligible students must submit a certificate of eligibility for entitlement to educational assistance and complete the "Veterans Information Form" (available on the Amberton University website or in the Student Services Office). The Veterans Information Form must be completed 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 or 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 who has submitted a written FERPA Nondisclosure Request. Information on a present or former student will not be released to independent parties 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 or school officials on a "need-to-know" basis only.

A student may review his or 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 through the National Student Clearinghouse to be delivered electronically or by mail. Students may visit <https://tsorder.studentclearinghouse.org/school/ficcode/02259400> to order official transcripts. A student can also come into either our Garland or Frisco campus to request an official transcript in person. Official copies of records and transcripts from schools other than Amberton University must be requested by the student from the institutions where the course work was completed.

Please refer to the current *Schedule of Classes* or the University's website 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 or 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 website 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 and on our website. Additionally, students are encouraged to use online services available when seeking career opportunities. Through online services, students can search for employment locally as well as nationwide.

DISABILITY AND ACCOMMODATION SERVICES

In compliance with the Americans with Disabilities Act of 1990 (ADA), Amberton University recognizes a student with a disability as anyone who has a physical or mental impairment that substantially limits one or more major life activities. The Executive Vice President of Operations at Amberton University serves as the primary contact point for students with disabilities, for new students seeking admission or current students requesting ADA accommodations after admission has been granted. The Executive Vice President of Operations strives to help students with appropriate accommodations and support consistent with the mission of the University to provide equality education to working, adult students. A student requesting ADA accommodations is instructed to do so as a part of the admission process so that a determination can be made as to what accommodations are available prior to admission.

The Executive Vice President of Operations coordinates assistance for students with documented disabilities in cooperation with other University departments and in accordance with applicable state and federal laws. Appropriate and current documentation provided by a professional with appropriate training and credentials related to the area of disability must be presented to the Executive Vice President of Operations before accommodations are authorized. The documentation provided guides the development of appropriate accommodations. Recommended accommodations needed in a postsecondary educational setting, as well as duration and rationale for specific recommendations, should be included in the submitted documentation. Amberton University recognizes the vital assistance provided by trained, documented service dogs and welcomes their presence on its campuses. However, Emotional Support Animals (ESA) are not allowed.

Upon receipt of sufficient documentation, the Executive Vice President of Operations will work with the student to determine what accommodations can be provided to meet the student's needs. The Executive Vice President of Operations will then provide written confirmation of the accommodations to the student, faculty and other relevant individuals.

To apply for disability accommodations, contact:

Executive Vice President
Amberton University
13601 LBJ Freeway
Garland, TX 75041
ExecVP@Amberton.edu

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UNIVERSITY TECHNOLOGIES

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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 website.

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 or her thoughts and be precise. If a lengthy message is needed to explain a matter, the message should be written, then emailed.
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, they 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 EMAIL

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

All currently enrolled students are also assigned Amberton email accounts for use in University courses and to contact University offices and personnel. Information on student email access may be found in course syllabi. **It is important that students use their Amberton email accounts rather than personal email accounts when**

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contacting the University. Students are also encouraged to check their email accounts regularly for University news and announcements. Should an emergency situation occur requiring student notification, such notification will be submitted through the Amberton email system. In the event the email 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, social media and website postings.

As with all forms of communication, certain procedures should be observed. When sending correspondence by email, the student should be as clear and concise as possible in explaining their need or request. Since email addresses are often abbreviations and cannot always be linked to the student's identity, the email should contain the student's full name under which he or she 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 and the CampusWeb are Amberton's online education center. These systems provide many online resources for Amberton faculty and currently enrolled students. Each of these resources has been exclusively designed to make the student's online experience an enriching and rewarding one. We encourage each Amberton student, regardless of delivery method (lecture or online), to use these resources effectively.

Through these systems, 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 these systems, please review the 'Accessing Accounts information' by opening the website menu and choosing 'About Amberton' and 'All Forms & Documents'.

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, emails 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 online 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 online 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 online research. Wi-Fi access is also available throughout Amberton facilities to currently enrolled students. An access code is required.

ONLINE 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 online research services. These services are accessible through the LRC website and through the Single Sign-On. Using these services, currently enrolled students can access thousands of full-text and abstract sources in the form of online journals, periodicals, electronic books and indexes. Students also have search access to the LRC holdings through the online 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, email, or live chats through the Library website, <https://library.amberton.edu>. Contact information is listed on the University's website and in each session's *Schedule of Classes*. While the Library staff provides assistance in conducting online 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 campuses are monitored by local community Police Departments, 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 the campuses 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, open the website menu and choose 'About Amberton' and 'Campus Safety'.

EMERGENCY NOTIFICATION PROCEDURES

Should an emergency situation occur requiring student notification, such notification will be submitted through the Amberton email system or the University's website. 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 or social media.

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, the University will continue to upgrade and improve its systems. To further protect its students, the following regulations and procedures have been implemented:

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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 or approved entity.

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 from leaving 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

INTRODUCTION

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 website. The *Schedule of Classes* can be obtained by visiting Amberton University's website or it can be emailed to you by a Student Advisor.

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, Discover, and American Express) 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 on the University's website. 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.

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

Complete withdrawals from a session cannot be submitted online. All complete withdrawals must submit the 'Request for Change of Schedule' form available in the *Schedule of Classes* and on the University's website. A written notice including the student's name and signature, ID number, and course(s) to be changed can be submitted in place of the Change of Schedule Form. The notice may be submitted in a Student Services Office, mailed to the University, faxed (972-279-9773) or emailed (busoffice@Amberton.edu). 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.

MILITARY STUDENTS AND UNEARNED TUITION ASSISTANCE

Once the University is notified of unearned TA funds, the funding is returned to the appropriate funding source. The University has a pro-rated schedule through the first five (5) weeks of each session. After the fifth week of a given session, there is no tuition refund given to students who officially withdraw. When a student officially withdraws during the first week of a session, there is a 100% refund of tuition charges. During the next four (4) weeks, the amount of tuition refund reduces to 80%, then 60%, 40%, and 20%. If a student has a credit balance due to withdrawing and TA funds were previously received, the student can request a refund and provide the University with information on where to send the refund. Service members who have to withdraw during a session due to receiving deployment orders or other military service obligations must inform the University of this when they withdraw and the University will work with the student on the tuition charges for the affected

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session to ensure the service member does not incur a student debt. Unearned TA funds will be returned on a proportional rate based on the percentage of the session completed up to 60% of the session completed.

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.

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(All charges in this schedule are subject to change without notice, if conditions make it necessary.)

(Tuition is refundable based upon the Refund Policy and Schedule.)

UNDERGRADUATE AND GRADUATE TUITION PER COURSE..... \$975.00

(This rate applies to undergraduates, graduates, in-state and out-of-state students, as well as lecture and distance-learning courses.)

SPECIFIC USE FEES (Specific use fees are not refundable.)

Course Drop Fee (per each drop)	\$10.00
Credit Card Rejection Fee (per each occurrence)	\$25.00
Deferred Payment Fee (charged each session)	\$5.00
Duplicate Diploma Fee	\$15.00
Financial Records Search Fee	\$5.00
Graduation Evaluation Fee (accompanies graduation application and good for one year from date of application)	\$125.00
Diploma Mailing Fee (if applicable)	\$10.00
Grade Change Fee	\$10.00
International New Student Processing Fee (accompanies admission application)	\$100.00
International Student Reporting Fee (charged each session)	\$25.00
Late Registration Fee (per each occurrence)	\$25.00
Library Fines (per each day overdue)	\$00.35
Portfolio Application (per course)	\$50.00
Portfolio Fee (per course when submitted)	\$200.00
Pre-Practicum and Practicum Fee	See Schedule
Program Fee: Doctorate (mandatory-charged each session)	\$200.00
Program Fee: Undergraduate and Graduate (mandatory-charged each session)	\$25.00
Returned Check Fee (per each occurrence)	\$25.00
School Counseling Assessment Fee (state mandated-one time fee)	\$35.00
Technology Fee Undergraduate, Graduate and Doctorate (mandatory-charged each session)	\$75.00
Transcript Fee (per each transcript ordered)	See Website

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DOCTORAL PROGRAM TUITION AND FEES

Cost Per Hour	\$625.00
Cost Per Course	\$1,875.00
Session Fees	\$200
Applied Project Defense	\$500.00
Comprehensive Exam Fee	\$250.00

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 or her financial account will have his or 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.

FINANCIAL AID

Amberton University is an approved educational institution under Title IV requirements to participate, and award select Title IV Financial Aid grants and educational loans. 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 by opening the website menu and choosing 'Tuition and Financial Aid' and 'Financial Aid Handbook'.

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® (SallieMae.com).

Students applying for a private education loan must complete the Amberton University Private Education Loan Worksheet (available on the University website) and return it to the University prior to applying for the loan.

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GENERAL ACADEMIC INFORMATION

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), graduate and doctorate 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, email, or face-to-face. See the current *Schedule of Classes* for email addresses and office phone numbers. Phone numbers and email addresses are also detailed in the course syllabi via the Amberton website, www.amberton.edu. All faculty will be available to students before lecture classes.

ACADEMIC 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 Thursday and half-day on Saturday. 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.

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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 website.

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 website, www.amberton.edu.

A student should NOT register for a course until he or 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) instructional delivery methods used, (6) methods for contacting the instructor, and (7) where research resources are available.

ASSESSMENT AND COURSE COMPETENCIES

Amberton University uses an assessment system to evaluate all University academic programs. The system involves the use of 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, Graduate, and Doctorate course competencies are located in the respective degree level sections of this catalog.

STUDENT ATTENDANCE/ENGAGEMENT FOR COURSE WORK

Regular and punctual class attendance and engagement is expected at Amberton University. In case of absence, it is the student's responsibility to contact the professor as soon as possible. If a student intends on withdrawing from a course, it is the student's responsibility to follow the University's policy on formally withdrawing from a course. **Ceasing to attend classes does not constitute an official withdrawal.**

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Attendance in a lecture course is defined as punctual arrival to, and engagement in, a full lecture session. A student in a lecture course missing more than 20% (two class periods for weekday classes or one class period for Saturday classes) of the class meetings may be assigned a grade of an “F” or withdrawn at the discretion of Amberton University.

Attendance in a distance learning course is defined as active participation in the weekly online class sessions. “Active participation” can be defined as: submitting an academic assignment, taking an exam, engaging in an interactive tutorial, participating in an online discussion forum (or chat session), or initiating (or responding to) a communication with a faculty member about an academic assignment or the subject matter of the course. A student not meeting these requirements may be assigned a grade of an “F” or withdrawn at the discretion of Amberton University.

PLAGIARISM

Plagiarism is the presentation of someone else’s work as though it were your own. If you use another person’s words, ideas, or information; or if you use material from an outside source – whether a book, magazine, newspaper, business publication, broadcast, speech, or electronic media – you must acknowledge that source. Plagiarism is a violation of the University’s code of student ethical conduct and is one that is taken seriously. Amberton University operates on an honor system; therefore, honesty and integrity are essential characteristics of all who are associated with the institution. All Amberton students are expected to abide by the honor system and maintain academic integrity in all their work. Amberton University and its instructors monitor student work for plagiarism and reserve the right to submit such work to technology-based plagiarism detection services and applications at any time.

Self-plagiarism means reusing work that you have already published or submitted for a class. It can involve:

- Resubmitting an entire paper
- Copying or paraphrasing passages from your previous work

Self-plagiarism misleads your readers by presenting previous work as completely new and original. Students may not submit the same paper in substance in two or more classes without prior written permission of the instructors involved.

Students agree that by taking this course, all required assignments may be subject to submission for a textual similarity review to www.Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism in future papers. Use of Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com website.

Turnitin is a writing improvement and plagiarism prevention tool which uses special algorithms, to compare text-based student submissions to the Turnitin database and other online sources. Turnitin produces a detailed **similarity report** that can be customized and viewed by instructors and students.

Turnitin “Draft Coach” is a Google based add-on to Turnitin which supports students in developing high-quality academic writing; and serves as an integrity coach. Draft Coach, helps address errors and improve the quality of student’s writing by highlighting grammar mistakes, identifying incorrectly cited sources, and scanning for similarity across several databases. By providing formative feedback on how to address citation issues, incorrect grammar, and matches with the Turnitin database, Draft Coach provides explanations to help students become more confident writers, capable of producing higher quality work both in academics and in the workplace.

Amberton University students who use Artificial Intelligence (AI) generated content must adhere to the following policies:

- **Originality:** Students must avoid presenting AI generated content as their own original work. It is essential to acknowledge the involvement of AI in the content creation process in order to maintain academic and ethical standards.
- **Paraphrasing:** When using AI generated content, students must rephrase and/or modify the generated text. Paraphrased AI generated content should also be properly cited.
- **Acknowledgement:** When using AI generated content in any assignment, proper credit must be given to the AI system that generated the content, <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

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 website. 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 Academic Dean. 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. **No change is accepted verbally. Complete withdrawals from a session must be submitted in writing.** To be considered official, the class change must be in one of two ways:

1. Submitted in writing and signed by the student. 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.

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, AU ID number, and course(s) to be changed. The notice may be faxed, mailed, emailed, or hand delivered to the University. (Refer to the University's website for the fax number and email information.) If the exact add/drop date is critical to the student, it is recommended the student send the change by registered mail.

2. During the registration period, available courses can be added to your schedule or dropped from your schedule through the online registration portal (link on website and Student Portal). **To be official, when a schedule change is requested in the online registration portal, the 'Submit' button must be clicked. If the change is not submitted, the request(s) will not be processed and any pending class changes will be removed from the system after 48 hours and not processed by the University.**

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, AU ID number, and course(s) to be dropped. The notice may be faxed, mailed, emailed, 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 to re-enroll without applying

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for re-admission during these three years. After three years of non-attendance, 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, AU ID number, and course(s) to be dropped. The notice may be faxed, mailed, emailed, 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 reflected in the student's Student Portal 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 as stated in the Financial Aid Handbook, available on University website, 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 or her transcript, the error must be reported within thirty days. After thirty days, the grade of record is indisputable.

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

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 or 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 online 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.

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:

- Reliable access to the internet
- An Amberton email address (assigned at admission)
- Proficiency in:
 - Internet browser settings and configuration
 - Email and how to attach, upload, and download files
 - Use of a word processing package
- Ability to conduct online 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 website, students can access courses offered via the University's Course Management System. Discussion of degree programs and courses offered through distance learning, along with information on the Student Portal, may be found on the University's website. 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 the current *Schedule of Classes* and/or the website.

Students subject to Immigration and Customs Enforcement regulations may not be admitted to programs that are offered completely online. Refer to Admission Standards for International Students located on the website for a listing of degree offerings for International Students.

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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. Be a U.S. citizen or permanent resident.
2. Proficient in the English language.
3. A mature adult with employment experience.
4. Has successfully completed at least 30* credit hours from a U.S., recognized 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 session in which the student initially enrolls at an institution, or following a break in enrollment of at least one fall or spring session at the same or another institution. Exceptions to this provision may be found at: 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. Students seeking ADA accommodations should review the information on [page 17](#).

8. International students seeking undergraduate admission should see and review the “International Student Advising and Admission Requirements” in this catalog. ([page 15](#))

Service Member Re-Admission to the University

Admission to Amberton University is valid for three (3) years from date of last enrollment or acceptance to the University, whichever is later. If a service member is required to cease Amberton University due to military service requirements, their admission will remain valid for three (3) years from the last enrollment date. If the Service member returns after three (3) years, they will be required to apply for admission.

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 credit hours without the Academic Dean’s approval. A full-time undergraduate student is one

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taking nine or more hours in a session. For undergraduate students receiving Title IV Financial Aid, full-time enrollment requires 12 or more hours each session (see the Financial Aid Handbook for more information concerning policies and procedures).

GRADES

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

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 or her grade point average.

ACADEMIC PERFORMANCE OF A STUDENT

Each student has the opportunity to continue his or her education at Amberton University as long as he or 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 or she must maintain a grade point average of at least 2.00.

If a student fails to meet these standards, he or she will be placed on academic probation. If he or she fails to meet these standards during the session on probation, he or 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 application for graduation/candidacy status. 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, (3) completed all requirements for the degree being sought, and (4) attained a 2.0 or better grade-point average for all undergraduate work completed.

Application forms for graduation/candidacy status are available in the Student Services Office as well as on the University website. No undergraduate student will be entitled to graduate who has not properly requested and received graduation/candidacy status. All academic and financial requirements must be met before a degree is awarded.

UNDERGRADUATE DEGREE REQUIREMENTS

GENERAL REQUIREMENTS FOR ALL DEGREES

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

1. A minimum of 120 credit hours is required for all degrees.
2. A minimum of 42 credit hours of upper-division (3000/4000 level) work is required. Twenty-seven (27) credit hours must be completed at Amberton University 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 credit hours at Amberton University.

GENERAL EDUCATION REQUIREMENTS

Amberton's undergraduate GenEd requirements are designed to give students a strong academic foundation before they move into upper-level study in their major. The university's bachelor's degrees include 45 credit hours of general education to ensure students build broad knowledge, critical thinking, communication, and quantitative skills needed for success in advanced coursework and in their professions.

The structure of the curriculum reflects a deliberate integration of foundational knowledge and applied competencies. Coursework in English and communication develops advanced written and oral proficiency, while mathematics and natural sciences cultivate analytical reasoning and scientific literacy. Requirements in history, humanities, and behavioral science promote cultural awareness and contextual understanding of human experience. Amberton also includes coursework in critical thinking and religion, reinforcing Amberton's commitment to ethical reasoning, and values-based decision-making.

GRADUATION UNDER A PARTICULAR CATALOG

A student may meet the graduation requirements noted in the catalog in effect at the time of admission to Amberton University or the requirements in any later catalog published before the student's graduation.

Any student transferring directly from a community college to Amberton shall have the same choice of catalog published degree requirements as the student would have had if the dates of attendance at Amberton had been the same as the dates of attendance at the community college, provided the community college and Amberton have an approved articulation agreement. All other undergraduate transfer students will use the catalog in effect at their date of enrollment with Amberton.

All requirements of the chosen catalog must be met within eight years of that catalog's publication. Enrollment in the first course as an undergraduate student establishes the beginning of the eight-year time allowance. Students who have been continually active in their program for longer than eight years may seek a waiver of the eight-year time allowance from the Academic Dean, who will convene the Admission Committee to review the request. However, if a student has been inactive in a program for more than 36 months, the student must re-apply to Amberton and be granted readmission under the current admission requirements. The eight-year time allowance then begins again with the date of enrollment at readmission.

Changes in degree requirements made necessary by altered or discontinued courses or by requirements imposed by external accrediting or certification agencies become effective for degree audit purposes at the beginning of the academic term immediately following the academic term in which the changes are published in the Amberton catalog. The changes may include additions, deletions and other changes in prerequisite requirements for existing courses. Whenever possible, new requirements are implemented upon the expiration of the appropriate time limit. Students may be required to meet new degree requirements as stated in the most recent catalog in order to satisfy current certification or licensure requirements.

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. An exception to this rule is an approved articulation agreement with the transferring institution. 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 Amberton University. Official electronic transcripts will be accepted from the educational institution through an approved third-party transcript service. Electronic transcripts can be emailed. Electronic transcripts from students or unapproved third parties will not be accepted. All official academic transcripts to be considered for transfer credit

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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 members 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

Credit accepted for transfer will be evaluated in terms of level, content, quality, comparability and degree relevance. Assuming work is allowed to transfer from an accredited institution, the following guidelines will be followed:

1. Transfer work from another 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 with 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. If a course is accepted in transfer as equivalent to a designated Amberton University course, and the transferred course is lower level (1000/2000) and the course that it is equivalent to is upper level (3000/4000), it will meet that course requirement, however, it will not meet the upper level requirements for the degree.
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 or her degree program. Prior to or shortly after enrolling at Amberton University, the student should have official transcripts sent directly to Amberton University from all institutions attended. Each transcript received will be evaluated for Amberton University 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 Amberton University transcript 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 or 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.

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UNDERGRADUATE DEGREE PROGRAM METHODS OF DELIVERY

		Combination Classroom & DL	100% DL*
BA	Professional Development	√	√
BBA	Accounting		√
BBA/MBA	Accounting		√
BBA	Entrepreneurship	√	√
BBA	General Business	√	√
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. Classroom degree programs can be completed with a combination of classroom and online courses.

UNDERGRADUATE RESIDENCY REQUIREMENTS

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

REQUIREMENTS FOR A SECOND DEGREE

To receive a second bachelor’s degree, a student must complete at least 30 credit 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.

CERTIFICATES

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

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*These programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

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 mission of the Bachelor of Arts in Professional Development program is to provide a broad-based interdisciplinary curriculum of study to achieve the adult learners' personal, professional, and academic goals by educating them in the fundamental leadership areas of business, communication, human behavior and development, management, and social sciences.

This degree program may be completed through a combination of online and campus courses or 100% online.

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

- Integrate interdisciplinary knowledge to solve problems and make informed decisions in diverse professional contexts.
- Articulate effective oral and written communication principles, crafting clear and coherent messages tailored for diverse professional settings.
- Apply life-learning skills by demonstrating the ability to adapt to new information, technologies, and changing professional environments.
- Apply effective speaking and/or writing principles and techniques.
- Utilize critical thinking skills to solve problems and to support statements of beliefs and/or opinions.
- Link and synthesize information learned to the greater body of knowledge.
- Incorporate appropriate ethical standards to discussions, interpretations, and/or personal use of information.
- Conduct effective course-related research.

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

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

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BA PROFESSIONAL DEVELOPMENT DEGREE PLAN

I. GENERAL EDUCATION REQUIREMENTS: 45 Hours

Behavioral Science (PSY3735).....	3 hours
Communication (COM3401 or COM4405).....	3 hours
(Must include oral communication skills)	
Computer Concepts (MIS2110, Fundamentals Course)	3 hours
Critical Thinking (MGT4720)	3 hours
English (ENG1001, ENG1002), plus 6 hours of Writing	12 hours
(6 hours of Writing: COM3461, COM4441, or ENG2006)	
History and/or Government (HIS1011, HIS1012).....	6 hours
Humanities (HUM1015)	3 hours
Mathematics (MAT1016 or MAT1024)	3 hours
Natural Science (SCI1026, SCI1027)	6 hours
Religion (REL2032, REL3034, REL3821, or REL3851).....	3 hours

II. GENERAL ELECTIVES: 33 Hours

Selected from 1000-4000 level courses with any prefix.....	33 hours
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III. MAJOR REQUIREMENTS: 42 Hours

Selected from 3000/4000 level courses	42 hours
Selected from one or more with the following prefixes:	
Business Administration (ACC, BUS, ECO, FIN, MGT, MIS, MKT)	
Communication (COM)	
Human Behavior & Development (HBD)	
Psychology (PSY)	
Religion (REL)	

Total: 120 Hours

Undergraduate certificates may be completed while fulfilling degree requirements. See the University website for a listing of certificates offered.

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BACHELOR OF BUSINESS ADMINISTRATION ACCOUNTING

The Bachelor of Business Administration in Accounting offers two tracks of study depending upon the professional interest of the student. Track B-1 (below) is designed to meet the needs of the student who is interested in public accounting and plans to pursue a CPA certification. Track B-2 (below) is designed to meet the needs of the student who is interested in managerial accounting and plans to pursue a CMA certification. The curriculum for both tracks is focused on a strong theoretical foundation of accounting principles and theory for financial and managerial accounting, data analytics, and surveys of taxation, auditing, and advanced topics. A strong business core also provides a solid foundation for understanding business principles and acumen.

The mission of the program is to prepare students for entry-level careers in all areas of accounting including public accounting, private industry, governmental accounting, and non-profit organizations by ensuring graduates are competent in the latest practices and principles of communication, accounting concepts, ethics, and standard procedures.

The curriculum is also preparation for students to attain certifications such as the CPA (Certified Public Accountant) or CMA (Certified Management Accountant). The program has been designed to continue into the MBA-Accounting program if the student so chooses. For those students completing the BBA-Accounting degree (CPA) Track at Amberton, there is an option to complete up to six hours of graduate courses required in the MBA-Accounting degree plan. These dual-coded courses would count as electives in the BBA-Accounting degree (CPA Track), but also fulfill course requirements for the MBA-Accounting degree. This allows a student that completes the BBA-Accounting degree (CPA Track) the opportunity to complete the MBA-Accounting degree with only 30 additional credits.

This degree program (both tracks) may be completed 100% online.

***See the BBA/MBA-Accounting Dual Degree Program for courses available to be dual coded. This option is only available for students completing the BBA-Accounting (CPA Track) and continuing into the MBA-Accounting. They are eligible to be taken after the student has completed 90 credit hours towards the BBA-Accounting degree.**

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

- Demonstrate how accounting information is used for decision making.
- Illustrate the accounting process for a business.
- Develop well formulated responses based on accounting research to accounting questions.
- Apply effective speaking and/or writing principles and techniques.
- Utilize critical thinking skills to solve problems and to support statements of beliefs and/or opinions.
- Link and synthesize information learned to the greater body of knowledge.
- Incorporate appropriate ethical standards to discussions, interpretations, and/or personal use of information.
- Conduct effective course-related research.

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

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

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BBA ACCOUNTING DEGREE PLAN

I. GENERAL EDUCATION REQUIREMENTS: 45 Hours

Behavioral Science (PSY3735)	3 hours
Communication (COM3401 OR COM4405).....	3 hours
(Must include oral communication skills)	
Computer Concepts (MIS2110, Fundamentals Course)	3 hours
Critical Thinking (MGT4720)	3 hours
English (ENG1001, ENG1002), plus 6 hours of Writing.....	12 hours
(6 hours of Writing: COM3461, COM4441, or ENG2006)	
History and/or Government (HIS1011, HIS1012).....	6 hours
Humanities (HUM1015).....	3 hours
Mathematics (MAT1024).....	3 hours
Natural Science (SCI1026, SCI1027).....	6 hours
Religion (REL2032, REL3034, REL3821, or REL3851).....	3 hours

II. GENERAL ELECTIVES: 15 Hours

Selected from 1000-4000 level courses with any prefix.....	15 hours
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III. MAJOR REQUIREMENTS: 60 Hours

A. Business Core: 30 hours	
Accounting Principles (ACC2111, ACC2112)	6 hours
Economics Principles (ECO2131, ECO2132)	6 hours
Business Finance (FIN3137)	3 hours
Marketing (3000/4000 level) (MKT).....	3 hours
BUS3101 Business Law	3 hours
BUS3104 Statistical Analysis	3 hours
Business Administration Electives	6 hours
(6 hours selected from the following: BUS3305, BUS4113*, BUS4605, MGT3172, MGT4650)	

Track B-1. Accounting Core: 24 Hours Public Accounting (CPA) Track

ACC3114 Intermediate Accounting **	3 hours
ACC3115 Intermediate Accounting II**	3 hours
ACC3117 Cost Accounting**	3 hours
ACC3120 Survey of Federal Taxation**	3 hours
ACC4124 Governmental, NFP and Special Topics**	3 hours
ACC4125 Auditing** and ***	3 hours
ACC4450 Advanced Accounting**	3 hours
MGT4192 Business Ethics	3 hours
or	

Track B-2. Accounting Core: 24 Hours Management Accounting (CMA) Track

ACC3114 Intermediate Accounting**	3 hours
ACC3115 Intermediate Accounting II**	3 hours
ACC3117 Cost Accounting**	3 hours
ACC4125 Auditing** and ***	3 hours
BUS4113 Accounting & Finance for Managers**	3 hours
MGT4192 Business Ethics	3 hours
MGT4199 Business Administration & Policy	3 hours
MGT4203 Operations Management	3 hours

C. Advanced Business Administration Electives (3000/4000 level)	6 hours
(Selected from courses with the following prefixes: ACC, BUS, ECO, FIN, MGT, MIS, MKT)	

Total: 120 Hours

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NOTES:

- * BUS4113 will not be offered as a Business Core elective for students who select the Management Accounting (CMA) Track.
- ** Course is accepted by the Texas State Board of Accountancy towards the 30 hours required to sit for the CPA Exam (24 undergraduate credit hours).
- *** Course is accepted by The Texas State Board of Accountancy towards fulfilling the business communications requirement.

Undergraduate certificates may be completed while fulfilling degree requirements. See the University website for a listing of certificates offered.

UNDERGRADUATE ACADEMIC

BACHELOR OF BUSINESS ADMINISTRATION ACCOUNTING/ MASTER OF BUSINESS ADMINISTRATION ACCOUNTING DUAL DEGREE PROGRAM

The BBA/MBA Accounting Dual Degree Program is an accelerated program that prepares graduates for careers as professional accountants. Successful graduates will demonstrate competence in accounting, analytics, business, ethics, and management. The program meets the education requirements of the Texas State Board of Public Accountancy necessary to register for the Certified Public Accountant examination. The 150-credit hour program requires students to complete a total of 45 hours of accounting courses in earning the BBA Accounting (CPA Track) and MBA Accounting.

Students who complete the Amberton University Bachelor of Business Administration in Accounting (CPA Track) and Master of Business Administration in Accounting meet the education requirements for becoming a Certified Public Accountant in the State of Texas. However, each student should carefully review the current state requirements of the Texas State Board of Public Accountancy for changes and updates. The Texas State Board of Public Accountancy provides clear guidelines and requirements to take the CPA exam and in applying for a new licensure. It is the sole responsibility of each student to satisfy each of the requirements of the State of Texas for licensure. Questions regarding licensure should be directed to the Texas State Board of Public Accountancy at www.tsbpa.texas.gov/applicants/.

A graduate with a BBA/MBA in Accounting Dual Degree Program will be able to demonstrate the competencies of both the BBA in Accounting (CPA Track) and the MBA in Accounting, in addition to satisfying the academic requirements for becoming a CPA in the State of Texas. See the University Catalog degree listings for more information.

This dual degree program may be completed 100% online.

The minimum requirements for a Bachelor of Business Administration in Accounting (CPA Track) are:

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

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

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

UNDERGRADUATE ACADEMIC

BBA ACCOUNTING/MBA ACCOUNTING DUAL DEGREE PLAN

BBA ACCOUNTING

I. GENERAL EDUCATION REQUIREMENTS: 45 Hours

Behavioral Science (PSY3735)	3 hours
Communication (COM3401 OR COM4405).....	3 hours
(Must include oral communication skills)	
Computer Concepts (MIS2110, Fundamentals Course)	3 hours
Critical Thinking (MGT4720)	3 hours
English (ENG1001, ENG1002), plus 6 hours of Writing.....	12 hours
(6 hours of Writing: COM3461, COM4441, or ENG2006)	
History and/or Government (HIS1011, HIS1012).....	6 hours
Humanities (HUM1015).....	3 hours
Mathematics (MAT1024)	3 hours
Natural Science (SCI1026, SCI1027).....	6 hours
Religion (REL2032, REL3034, REL3821, or REL3851).....	3 hours

II. GENERAL ELECTIVES: 15 Hours

Selected from 1000-4000 level courses with any prefix.....	15 hours
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III. MAJOR REQUIREMENTS: 60 Hours

A. Business Core: 30 hours

Accounting Principles (ACC2111, ACC2112)	6 hours
Business Finance (FIN3137)	3 hours
Economics Principles (ECO2131, ECO2132).....	6 hours
Marketing (MKT 3000/4000 level)	3 hours
BUS3101 Business Law	3 hours
BUS3104 Statistical Analysis I	3 hours
Business Administration Electives	6 hours
(6 hours selected from the following: BUS3305, BUS4113, BUS4605, MGT3172, or MGT4650)	

B. Accounting Core: 24 Hours, Public Accounting (CPA) Track

ACC3114 Intermediate Accounting I**	3 hours
ACC3115 Intermediate Accounting II**	3 hours
ACC3117 Cost Accounting**	3 hours
ACC3120 Survey of Federal Taxation**	3 hours
ACC4124 Governmental, NFP, and Special Topics**	3 hours
ACC4125 Auditing** and ***	3 hours
ACC4450 Advanced Accounting**	3 hours
MGT4192 Business Ethics	3 hours

C. Bridge Courses: 6 hours

FIN5250 Corporate Finance	3 hours
MGT5203 Operations Management	3 hours

Total: 120 Hours

Undergraduate certificates may be completed while fulfilling degree requirements. See the University website for a listing of certificates offered.

UNDERGRADUATE ACADEMIC

BBA ACCOUNTING/MBA ACCOUNTING DUAL DEGREE PLAN (Cont'd.)

MBA ACCOUNTING

I. REQUIRED GRADUATE STUDIES: 6 Hours

ACC6165 Tax Planning and Research	3 hours
ACC6036 Ethics for Accountants	3 hours

II. MAJOR REQUIREMENTS: 24 Hours

COM5469 Leadership Communication.....	3 hours
FIN5250* Corporate Finance	3 hours
MGT5203* Operations Management	3 hours
ACC6120 Accounting Information Systems	3 hours
ACC6130 Financial Statement Analysis	3 hours
ACC6135 Data Analytics for Accountants.....	3 hours
ACC6155 Advanced Managerial Accounting	3 hours
MGT6203 Strategic Management****	3 hours

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

*FIN5250 and MGT5203 are courses completed in the Dual Degree BBA and MBA Accounting program and do not need to be repeated by the student.)

III. ELECTIVES (5000 – 6000 level): 6 Hours

6 hours selected from the following courses:	6 hours
BUS5425, BUS5110, ECO6140, ECO6250, FIN6290, FIN6186, MGT5670	

Total: 36 Hours

PLEASE NOTE: *Students who complete the Amberton University Bachelor of Business Administration in Accounting AND Master of Business Administration in Accounting meet the education requirements for becoming a Certified Public Accountant in the State of Texas. However, each student should carefully review the current state requirements of the Texas State Board of Public Accountancy for changes and updates. The Texas State Board of Public Accountancy provides clear guidelines and requirements to take the CPA exam and in applying for a new licensure. It is the sole responsibility of each student to satisfy each of the requirements of the State of Texas.*

Questions regarding licensure should be directed to the Texas State Board of Public Accountancy at www.tsbpa.texas.gov/applicants/.

NOTES:

- ** Course is accepted by the Texas State Board of Accountancy towards the 30 hours required to sit for the CPA Exam (24 undergraduate credit hours).
- *** Course is accepted by The Texas State Board of Accountancy towards fulfilling the business communication requirement.

BACHELOR OF BUSINESS ADMINISTRATION ENTREPRENEURSHIP

The Bachelor of Business Administration degree in Entrepreneurship is for those students who want to launch a start-up business and manage business functions within a new venture. In this program, students will learn the business and management components of Entrepreneurship. Students will be exposed to fundamental concepts such as: effectively identifying market opportunities, defining target markets, understanding economic trends, promoting products/services via marketing, developing strategy, managing personnel, and understanding financial reporting. Students will also become familiar with various laws and regulations governing small businesses and start-ups, tracking current trends in Entrepreneurship, and communicating with key stakeholders.

The mission of the Bachelor of Business Administration in Entrepreneurship program is to provide a curriculum of study designed to educate students to apply realistic comprehensive and relevant management tools in accounting, economics, finance, marketing, management, analysis, and communications to an entrepreneurial business venture.

This degree program can be completed through a combination of campus and online courses or 100% online.

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

- Apply entrepreneurial financial and managerial techniques, emphasizing strategic staffing and organizational and financial efficiency.
- Analyze the market to identify venture opportunities and challenges and effectively respond to competitive demands.
- Implement analytical skills and critical thinking to inform decisions and strategic plans for business innovation and growth.
- Apply effective speaking and/or writing principles and techniques.
- Utilize critical thinking skills to solve problems and to support statements of beliefs and/or opinions.
- Link and synthesize information learned to the greater body of knowledge.
- Incorporate appropriate ethical standards to discussions, interpretations, and/or personal use of information.
- Conduct effective course-related research.

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

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

UNDERGRADUATE ACADEMIC

BBA ENTREPRENEURSHIP DEGREE PLAN

I. GENERAL EDUCATION REQUIREMENTS: 45 Hours

Behavioral Science (PSY3735)	3 hours
Communication (COM3401 OR COM4405).....	3 hours
(Must include oral communication skills)	
Computer Concepts (MIS2110, Fundamentals Course)	3 hours
Critical Thinking (MGT4720)	3 hours
English (ENG1001, ENG1002), plus 6 hours of Writing.....	12 hours
(6 hours of Writing: COM3461, COM4441, or ENG2006)	
History and/or Government (HIS1011, HIS1012).....	6 hours
Humanities (HUM1015).....	3 hours
Mathematics (MAT1024).....	3 hours
Natural Science (SCI1026, SCI1027).....	6 hours
Religion (REL2032, REL3034, REL3821, or REL3851).....	3 hours

II. GENERAL ELECTIVES: 18 Hours

Selected from 1000-4000 level courses with any prefix.....	18 hours
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III. MAJOR REQUIREMENTS: 57 Hours

A. Business Core: 24 hours

Accounting Principles (ACC2111, ACC2112)	6 hours
Economics Principles (ECO2131, ECO2132).....	6 hours
Finance (FIN 3000/4000 level)	3 hours
Marketing (MKT 3000/4000 level)	3 hours
BUS3101 Business Law	3 hours
BUS3104 Statistical Analysis I	3 hours

B. Entrepreneurship Concentration: 21 Hours

BUS3305 Management Fundamentals	3 hours
BUS4425 Entrepreneurship.....	3 hours
BUS4605 Business Acumen	3 hours
MGT4174 Human Capital Management	3 hours
MGT4192 Business Ethics	3 hours
MIS4322 Emerging Technologies.....	3 hours
MGT4755 Entrepreneurship Implementation (Capstone)*	3 hours

*Taken at the completion of all coursework, except electives

C. Advanced Business Administration Electives (3000/4000 level)..... 12 hours (Selected from courses with the following prefixes: ACC, BUS, ECO, FIN, MGT, MIS, MKT)

Total: 120 Hours

Undergraduate certificates may be completed while fulfilling degree requirements. See the University website for a listing of certificates offered.

UNDERGRADUATE ACADEMIC

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 mission of the Bachelor of Business Administration in General Business program is to provide a general business-based curriculum of study designed to educate students in the fundamental business concepts of accounting, economics, finance, management, marketing, business law, statistical analysis, critical thinking, and problem solving.

This degree program may be completed through a combination of online and campus courses or 100% online.

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

- Implement relevant business concepts to construct business solutions.
- Formulate appropriate corporate social responsibility action(s) within an organization.
- Apply critical thinking skills to analyze business case studies to inform evidence-based decisions.
- Apply effective speaking and/or writing principles and techniques.
- Utilize critical thinking skills to solve problems and to support statements of beliefs and/or opinions.
- Link and synthesize information learned to the greater body of knowledge.
- Incorporate appropriate ethical standards to discussions, interpretations, and/or personal use of information.
- Conduct effective course-related research.

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

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

UNDERGRADUATE ACADEMIC

BBA GENERAL BUSINESS DEGREE PLAN

I. GENERAL EDUCATION REQUIREMENTS: 45 Hours

Behavioral Science (PSY3735).....	3 hours
Communication (COM3401 OR COM4405)	3 hours
(Must include oral communication skills)	
Computer Concepts (MIS2110, Fundamentals Course)	3 hours
Critical Thinking (MGT4720)	3 hours
English (ENG1001, ENG1002), plus 6 hours of Writing	12 hours
(6 hours of Writing: COM3461, COM4441, or ENG2006)	
History and/or Government (HIS1011, HIS1012).....	6 hours
Humanities (HUM1015)	3 hours
Mathematics (MAT1024)	3 hours
Natural Science (SCI1026, SCI1027)	6 hours
Religion (REL2032, REL3034, REL3821, or REL3851).....	3 hours

II. GENERAL ELECTIVES: 21 Hours

Selected from 1000-4000 level courses with any prefix.....	21 hours
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III. MAJOR REQUIREMENTS: 54 Hours

A. Business Core: 24 hours

Accounting Principles (ACC2111, ACC2112).....	6 hours
Economics Principles (ECO2131, ECO2132)	6 hours
Finance (FIN 3000/4000 level)	3 hours
Marketing (MKT 3000/4000 level)	3 hours
BUS3101 Business Law	3 hours
BUS3104 Statistical Analysis I.....	3 hours

B. Advanced Business Administration Electives (3000/4000 level).....30 hours (Selected courses with the following prefixes: ACC, BUS, ECO, FIN, MGT, MIS, MKT)

Total: 120 Hours

Undergraduate certificates may be completed while fulfilling degree requirements. See the University website for a listing of certificates offered.

UNDERGRADUATE ACADEMIC

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 mission of the Bachelor of Business Administration in Management program is to prepare students to develop managerial skills and assume managerial responsibilities by providing effective business tools and enhancing student understanding for best practices. In addition, this program aids in transforming student thinking with efforts to enhance student ability to apply the technical and cognitive skills necessary to be relevant in the business community.

This degree program may be completed through a combination of online and campus courses or 100% online.

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

- Construct business ideas and decision-making strategies for efficiency, logic, and optimization.
- Comprehend the role of diversity in the integration and enhancement of business organizations.
- Implement business principles and best practices effectively in real-world scenarios.
- Apply effective speaking and/or writing principles and techniques.
- Utilize critical thinking skills to solve problems and to support statements of beliefs and/or opinions.
- Link and synthesize information learned to the greater body of knowledge.
- Incorporate appropriate ethical standards to discussions, interpretations, and/or personal use of information.
- Conduct effective course-related research.

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

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

UNDERGRADUATE ACADEMIC

BBA MANAGEMENT DEGREE PLAN

I. GENERAL EDUCATION REQUIREMENTS: 45 Hours

Behavioral Science (PSY3735).....	3 hours
Communication (COM3401 OR COM4405)	3 hours
(Must include oral communication skills)	
Computer Concepts (MIS2110, Fundamentals Course)	3 hours
Critical Thinking (MGT4720)	3 hours
English (ENG1001, ENG1002), plus 6 hours of Writing	12 hours
(6 hours of Writing: COM3461, COM4441, or ENG2006)	
History and/or Government (HIS1011, HIS1012).....	6 hours
Humanities (HUM1015)	3 hours
Mathematics (MAT1024)	3 hours
Natural Science (SCI1026, SCI1027)	6 hours
Religion (REL2032, REL3034, REL3821, or REL3851).....	3 hours

II. GENERAL ELECTIVES: 21 Hours

Selected from 1000-4000 level courses with any prefix.....	21 hours
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III. MAJOR REQUIREMENTS: 54 Hours

A. Business Core: 24 hours	
Accounting Principles (ACC2111, ACC2112).....	6 hours
Economics Principles (ECO2131, ECO2132)	6 hours
Finance (FIN 3000/4000 level).....	3 hours
Marketing (MKT 3000/4000 level)	3 hours
BUS3101 Business Law	3 hours
BUS3104 Statistical Analysis I.....	3 hours
B. Management and Business Administration Electives: 21 Hours	
Advanced Management courses (3000/4000 level).....	15 hours
(Selected from courses with the following prefix: MGT)	
Advanced Business Administration courses (3000/4000 level)	6 hours
(Selected from courses with the following prefixes: ACC, BUS, ECO, FIN, MGT, MIS, MKT)	
C. Advanced Communication and/or Human Behavior & Development courses	9 hours
(Selected from 3000/4000 level courses with the following prefixes: COM and/or HBD)	

Total: 120 Hours

Undergraduate certificates may be completed while fulfilling degree requirements. See the University website for a listing of certificates offered.

BACHELOR OF BUSINESS ADMINISTRATION PROJECT MANAGEMENT

The Bachelor of Business Administration in Project Management prepares students for entry-level positions in business administration and project management that require a broad competency of the management-level skills needed to add value, drive business performance, and build quality project management practices within modern organizations. The BBA/PM program is a study of business administration and project management that provides students with the capability to apply management-level project management tools and techniques. Graduates of the BBA/PM program are prepared in the business management and project management knowledge areas that are applied for effective management of enterprise projects including project scope, quality, risk, time, cost, communication, human resource, integration, and procurement management.

The mission of the Bachelor of Business Administration in Project Management program is to provide students with relevant technical and cognitive training to prepare for employment in project management related areas. In addition, this program develops the skills required for successful project outcomes by educating students in the fundamental project management tools and techniques found in the Project Management Institute's (PMI) Project Management Body of Knowledge (PMBOK) Guide.

This degree program may be completed through a combination of online and campus courses or 100% online.

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

- Define core principles and methodologies outlined in the PMBOK Guide, recognizing their application in achieving project and business objectives.
- Understand the importance of leadership and effective communication in managing diverse project teams, ensuring collaboration and stakeholder engagement.
- Apply innovative strategies and best practices in project management to improve organizational performance and adapt to changing business environments.
- Apply effective speaking and/or writing principles and techniques.
- Utilize critical thinking skills to solve problems and to support statements of beliefs and/or opinions.
- Link and synthesize information learned to the greater body of knowledge.
- Incorporate appropriate ethical standards to discussions, interpretations, and/or personal use of information.
- Conduct effective course-related research.

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

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

UNDERGRADUATE ACADEMIC

BBA PROJECT MANAGEMENT DEGREE PLAN

I. GENERAL EDUCATION REQUIREMENTS: 45 Hours

Behavioral Science (PSY3735).....	3 hours
Communication (COM3401 OR COM4405)	3 hours
(Must include oral communication skills)	
Computer Concepts (MIS2110, Fundamentals Course)	3 hours
Critical Thinking (MGT4720)	3 hours
English (ENG1001, ENG1002), plus 6 hours of Writing	12 hours
(6 hours of Writing: COM3461, COM4441, or ENG2006)	
History and/or Government (HIS1011, HIS1012).....	6 hours
Humanities (HUM1015)	3 hours
Mathematics (MAT1024)	3 hours
Natural Science (SCI1026, SCI1027)	6 hours
Religion (REL2032, REL3034, REL3821, or REL3851).....	3 hours

II. GENERAL ELECTIVES: 15 Hours

Selected from 1000-4000 level courses with any prefix.....	15 hours
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III. MAJOR REQUIREMENTS: 60 Hours

A. Business Core: 24 hours	
Accounting Principles (ACC2111, 2112).....	6 hours
Economics Principles (ECO2131, 2132)	6 hours
Finance (FIN 3000/4000 level).....	3 hours
Marketing (MKT 3000/4000 level)	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 Project Principles and Team Performance	3 hours
MGT4501 Project Planning, Work & Delivery	3 hours
MGT4502 Project Budgeting and Sourcing Strategy	3 hours
MGT4503 Project Risk, Uncertainty and Value Delivery	3 hours
MGT4504 Project Stakeholder Engagement & Communication	3 hours
C. Advanced Business Administration Electives (3000/4000 level).....	18 hours
(Selected from courses with the following prefixes: ACC, BUS, ECO, FIN, MGT, MIS, MKT)	

Total: 120 Hours

Undergraduate certificates may be completed while fulfilling degree requirements. See the University website for a listing of certificates offered.

UNDERGRADUATE ACADEMIC

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) credit hours in a designated field of study. Students must complete twenty-seven (27) credit 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 mission of the Bachelor of Science in Applied Studies program is designed to enable the adult student who has a concentrated block of hours in a specific field of study but has 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 necessary to remain relevant in the workplace.

This degree program may be completed through a combination of online and campus courses or 100% online.

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

- Create effective oral and written communication by conducting, understanding, and analyzing relevant research.
- Evaluate how diversity impacts individual, group, management, and organizational decisions.
- Apply technical expertise, business skills, and human behavior insights to make effective organizational decisions.
- Apply effective speaking and/or writing principles and techniques.
- Utilize critical thinking skills to solve problems and to support statements of beliefs and/or opinions.
- Link and synthesize information learned to the greater body of knowledge.
- Incorporate appropriate ethical standards to discussions, interpretations, and/or personal use of information.
- Conduct effective course-related research.

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

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

UNDERGRADUATE ACADEMIC

BS APPLIED STUDIES DEGREE PLAN

I. GENERAL EDUCATION REQUIREMENTS: 45 Hours

Behavioral Science (PSY3735)	3 hours
Communication (COM3401 OR COM4405).....	3 hours
(Must include oral communication skills)	
Computer Concepts (MIS2110, Fundamentals Course)	3 hours
Critical Thinking (MGT4720)	3 hours
English (ENG1001, ENG1002), plus 6 hours of Writing.....	12 hours
(6 hours of Writing: COM3461, COM4441, or ENG2006)	
History and/or Government (HIS1011, HIS1012).....	6 hours
Humanities (HUM1015).....	3 hours
Mathematics (MAT1016 or MAT1024).....	3 hours
Natural Science (SCI1026, SCI1027).....	6 hours
Religion (REL2032, REL3034, REL3821, or REL3851).....	3 hours

II. GENERAL ELECTIVES: 27 Hours

Selected from 1000-4000 level courses with any prefix.....	27 hours
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III. APPLIED REQUIREMENTS: 48 hours

- A. A block of 21 credit hours must be transferred to Amberton University from a specific field of study (1000/2000 and 3000/4000 level courses)..... 21 hours
- B. Advanced 3000/4000 level courses..... 27 hours
- These 27 credit hours must be completed at Amberton University at the 3000/4000 level selected from one or more of the following prefixes:
- Business Administration (ACC, BUS, ECO, FIN, MGT, MIS, MKT)
 - Human Behavior & Development (HBD)
 - Communication (COM)

REMINDER: You must have a total of 42 hours at the 3000/4000 level to graduate.

Total: 120 Hours

Undergraduate certificates may be completed while fulfilling degree requirements. See the University website for a listing of certificates offered.

UNDERGRADUATE ACADEMIC

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 mission of the Bachelor of Science in Human Relations and Business program is to help students develop communication and human relations skills applicable to business, explore methods of improving interpersonal relationships in organizations, and acquire business acumen to help them succeed in their professional lives.

This degree program may be completed through a combination of online and campus courses or 100% online.

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

- Identify current human relations challenges and suggest ways to improve interpersonal dynamics in business.
- Apply human relations theories and strategies, such as communication, conflict resolution, and team-building, to enhance organizational relationships and foster positive work environments.
- Articulate clear, persuasive messages and proposals to inform and influence stakeholders in business and organizational contexts.
- Apply effective speaking and/or writing principles and techniques.
- Utilize critical thinking skills to solve problems and to support statements of beliefs and/or opinions.
- Link and synthesize information learned to the greater body of knowledge.
- Incorporate appropriate ethical standards to discussions, interpretations, and/or personal use of information.
- Conduct effective course-related research.

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

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

UNDERGRADUATE ACADEMIC

BS HUMAN RELATIONS AND BUSINESS DEGREE PLAN

I. GENERAL EDUCATION REQUIREMENTS: 45 Hours

Behavioral Science (PSY3735).....	3 hours
Communication (COM3401 OR COM4405)	3 hours
(Must include oral communication skills)	
Computer Concepts (MIS2110, Fundamentals Course)	3 hours
Critical Thinking (MGT4720)	3 hours
English (ENG1001, ENG1002), plus 6 hours of Writing	12 hours
(6 hours of Writing: COM3461, COM4441, or ENG2006)	
History and/or Government (HIS1011, HIS1012).....	6 hours
Humanities (HUM1015)	3 hours
Mathematics (MAT 1016 or MAT1024)	3 hours
Natural Science (SCI1026, SCI1027)	6 hours
Religion (REL2032, REL3034, REL3821, or REL3851).....	3 hours

II. GENERAL ELECTIVES: 21 Hours

Selected from 1000-4000 level courses with any prefix.....	21 hours
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III. MAJOR REQUIREMENTS: 54 Hours

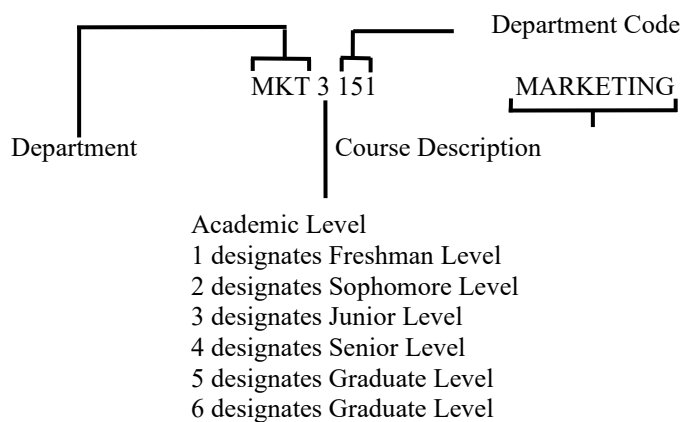
A. Business Administration (3000/4000 level).....	15 hours
(Selected from courses with the following prefixes: ACC, BUS, ECO, FIN, MGT, MIS, MKT)	
B. Communication (3000/4000 level)	15 hours
(Selected from courses with the following prefix: COM)	
C. Human Behavior and Development or Psychology (3000/4000 level)	15 hours
(Selected from courses with the following prefixes: HBD and/or PSY)	
D. Advanced Electives (3000/4000 level)	9 hours
(Selected from courses with any prefix)	

Total: 120 Hours

Undergraduate certificates may be completed while fulfilling degree requirements. See the University website for a listing of certificates offered.

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 following section.

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PRINCIPLES OF FINANCIAL ACCOUNTING

ACC2111

(FINANCIAL ACCOUNTING)

(FORMERLY PRINCIPLES OF ACCOUNTING I (FINANCIAL ACCOUNTING))

The Principles of Financial Accounting course presents an overview of basic accounting concepts. Students will be introduced to the accounting cycle from transaction processing through financial statement preparation. The course will review foundational accounting principles and concepts that account for current assets, current liabilities, long-term liabilities, and owner's equity. Students will also complete a basic financial analysis.

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

- Identifying uses and users of accounting information.
- Demonstrating an understanding of the accounting cycle.
- Using the rules of debits and credits to prepare journal entries.
- Understanding the usage of journal entries and the general ledger.
- Preparing a financial statement from a trial balance.
- Preparing a bank reconciliation.
- Identifying the importance of internal controls.
- Describing accounts receivable and the methods for writing off uncollectible accounts.
- Computing the cost of fixed assets and depreciation expense utilizing multiple methods available.
- Describing current and long-term liabilities and their characteristics.
- Completing calculations for valuing bonds.
- Describing the characteristics of stockholders' equity account and transactions relating to dividends.
- Understanding the form and function of the cash flow statement.
- Performing basic financial statement analysis.
- Utilizing artificial intelligence to write a journal entry.

ACQUIRED SKILLS

- Bank Reconciliations
- Basic Financial Ratios to Analyze Financial Statements Calculations
- Financial Statement Analysis

PRINCIPLES OF MANAGERIAL ACCOUNTING

ACC2112

(MANAGERIAL ACCOUNTING)

(FORMERLY PRINCIPLES OF ACCOUNTING II (MANAGERIAL ACCOUNTING))

PREREQUISITE: ACC2111 or the equivalent

The Principles of Managerial Accounting course is a continuation of ACC2111. The course presents an overview of basic managerial accounting concepts. Students are introduced to cost behavior, basic data analytics, CVP analysis, costing options, budgeting techniques, and Time Value of Money.

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

- Explaining the differences between financial and managerial accounting.
- Describing accounting concepts used in classifying costs.
- Evaluating job costing and process costing differences.
- Applying costing techniques to service and manufacturing companies.
- Applying activity-based costing.
- Describing overhead and techniques for allocation.
- Describing different types of cost behavior in relation to production and sales volume.
- Applying cost-volume-profit analysis.
- Explaining the differences between variable and absorption costing.
- Preparing the operating budgets of a master budget for a manufacturing company.
- Preparing a flexible budget and interpreting a flexible budget performance report.
- Analyzing investment centers utilizing return on investment, residual income, profit margin, and investment turnover.
- Explaining the benefits of the balanced scorecard.
- Describing the use of relevant costs and benefits for short-term decisions.
- Analyzing a capital investment using payback method, net present value, accounting rate of return, and internal rate of return.
- Demonstrate the application of artificial intelligence in assisting with analyzing costs.

ACQUIRED SKILLS

- Capital Investment Calculations
- Key Ratios to Evaluate Financial Performance Calculations
- ROI
- Investment Turnover
- Profit Margin

INTERMEDIATE ACCOUNTING I (INTERMEDIATE ACCT I)

ACC3114

PREREQUISITE: ACC2112 or the equivalent.

The Intermediate Accounting I course provides an in-depth study of the theory, concepts, and procedures of financial accounting. It also focuses on accounting applications for assets and the valuation and measurement of related income items. The cash flow statement concepts are reviewed. Students are introduced to relevant United States Generally Accepted Accounting Principles (US GAAP) and significant disclosures.

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

- Defining elements and preparing a for-profit entity's balance sheet; making needed adjustments; performing basic financial analysis including ratio analysis.
- Defining elements and preparing a for-profit entity's income statement; making needed adjustments, performing basic financial analysis including ratio analysis and assessing earnings quality.
- Defining elements of and preparing a statement of comprehensive income and a statement of changes in equity.
- Accounting for cash, cash equivalents, and trade receivables and allowances, generating appropriate journal entries, roll-forward schedules, and reconciliations.
- Explaining basics of revenue recognition and measurement accounting. Computing and recording revenue from a basic contract.
- Accounting for basic Property, Plant, and Equipment (PPE) transactions and reporting.
- Selecting and using appropriate technology in calculations, journal entries, roll-forward schedules, and reconciliations.
- Selecting and using appropriate technology in calculations, journal entries, roll-forward schedules, and reconciliations from accounting basics for intangible assets.
- Classifying, measuring, accounting for and reporting investments in financial instruments using appropriate technology.
- Preparing journal entries to recognize equity transactions in the financial statements.
- Preparing a statement of cash flows under both methods allowed by United States Generally Accepted Accounting Principles (US GAAP) and demonstrating knowledge of individual transactions on the statement.
- Evaluating artificial intelligence (AI) suggestions for compliance with US GAAP and other regulatory requirements for financial reporting.
- Applying an analytical model for ethical decisions in financial reporting such as earnings management, conflicts of interest, misrepresentation, professional competence, etc.

ACQUIRED SKILLS

- Critical Thinking
- US Generally Accepted Accounting Principles (US GAAP)
- Time Value of Money Calculations
- Depreciation Calculations

INTERMEDIATE ACCOUNTING II (INTERMEDIATE ACCT II)

ACC3115

PREREQUISITE: ACC3114 or the equivalent

The Intermediate Accounting II course provides an in-depth study of the theory, concepts, and procedures of financial accounting. It is a continuation of ACC3114 and focuses on valuation issues related to liabilities and stockholders' equity. Students are introduced to relevant United States Generally Accepted Accounting Principles and significant disclosures.

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

- Computing and reporting current liabilities, and selecting and using appropriate technology in calculations, journal entries, and reconciliations.
- Classifying and accounting for long-term debt throughout the life cycle of the debt, including basic classification and effects of modifications to the original debt agreement and debt extinguishment.
- Selecting and using appropriate technology in calculations, journal entries, roll-forward schedules, and reconciliations.
- Recalling basic concepts of accounting for income taxes and calculating the amounts to be reported in related specific income tax accounts on the income statement and balance sheet.
- Recalling basics of reporting commitments and contingencies.
- Identifying techniques to measure and use concepts and hierarchy for fair value.
- Recalling criteria for lease classification by lessees, computing amounts, and preparing journal entries for lessees at the appropriate time.
- Interpreting contracts and determining lease accounting as recognized for lessees and lessors. Using appropriate technology as applicable.
- Computing financial statement ratios and other metrics using appropriate technology and interpreting the effect of transactions on the metrics.
- Preparing journal entries to recognize equity transactions in financial statements and equity account analysis.
- Reading notes to identify inconsistencies with reported amounts in the financial statements and adjusting as needed.
- Listing requirements and financial statements related to for-profit entity financial reporting, such as Securities and Exchange Commission (SEC) requirements and preparing financial statements using appropriate technology in accordance with special purpose frameworks.
- Applying artificial intelligence (AI) to automate a routine accounting process.
- Applying an analytical model for ethical decisions in financial reporting related to creating management estimates for financial reporting under the guidelines of U.S. GAAP.

ACQUIRED SKILLS:

- Financial Statement Disclosures Analysis

UNDERGRADUATE ACADEMIC

- Ratio Analysis on Competitors' Financial Statements
- Journal Entries

COST ACCOUNTING **(COST ACCOUNTING)**

ACC3117

The Cost Accounting course is an intermediate level course covering the managerial use of accounting data to assist managers in their plans and decisions regarding resource allocation, organizational control, and performance evaluation. Key activities include analyzing costing methods, overhead, and preparing and managing budgets and pricing.

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

- Analyzing various inventory costing methods including activity-based costing.
- Allocating overhead to jobs, departments, and cost centers.
- Identifying cost information relevant to financial statements.
- Preparing production and operational reports.
- Reviewing budget and planning techniques.
- Preparing a master budget.
- Preparing a flexible budget.
- Preparing a balanced scorecard.
- Performing cost volume profit (CVP) analysis.
- Evaluating make-vs.-buy decisions.
- Evaluating pricing.
- Reviewing the performance of business processes.
- Performing capital budgeting analysis techniques.
- Identifying ethical considerations for the management accountant.
- Utilize artificial intelligence (AI) to perform a predictive analysis.

ACQUIRED SKILLS

- Capital budgeting Analysis
- Balanced Scorecard Creation
- CVP Calculations

SURVEY OF FEDERAL TAXATION **(SURVEY FEDERAL TAX)** **(FORMERLY INCOME TAX PROCEDURES: PARTNERSHIPS & CORPORATIONS)**

ACC3120

The Survey of Federal Taxation course provides an introduction and overview to the tax law implemented by the Internal Revenue Service (IRS) by applying basic tax principles involving individuals, partnerships, and corporations. Students are introduced to tax planning principles, the tax code, and the Qualified Business Income Deduction. Students will gain an understanding of taxpayer recourse and the benefits of tax planning.

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

- Reviewing the conceptual framework of the United States tax code as it relates to individual taxpayers.
- Analyzing the significant rules that impact individual taxpayers for income, deductions, and credits.
- Reviewing the conceptual framework of the United States tax code as it relates to a sole proprietor business.
- Analyzing the availability and application of deductions and credits for the sole proprietor.
- Understanding the calculation of the Qualified Business Income Deduction.
- Reviewing the conceptual framework of the United States tax code as it relates to partnerships.
- Analyzing the tax impact of partnership transactions on tax liability.
- Reviewing the conceptual framework of the United States tax code as it relates to corporate income taxation.
- Analyzing the availability and application of significant deductions and credits for the corporation.
- Understanding the recourse available for the taxpayer.
- Understanding the benefits of tax planning.
- Distinguishing tax credits available to small businesses.
- Demonstrating the application of artificial intelligence (AI) in tax planning.
- Understand benefits of researching tax topics in a tax database.

ACQUIRED SKILLS

- Tax Code Research
- Critical Thinking
- Tax Code Evaluation

GOVERNMENTAL, NFP AND SPECIAL TOPICS **(GOVT, NFP & SPEC TOPICS)** **(FORMERLY GOVERNMENT/SPECIAL TOPICS)**

ACC4124

PREREQUISITE: ACC3114 or the equivalent

The Governmental, NFP and Special Topics course provides an opportunity to learn accounting principles for unique entities. The course exposes students to accounting for government, nonprofit entities, and partnerships. Special accounting topics related to bankruptcy, foreign currency, and International Financial Reporting Standards are also reviewed.

UNDERGRADUATE ACADEMIC

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

- Identifying basics of and preparing government-wide financial statements.
- Explaining the objectives and components of an annual comprehensive financial report.
- Calculating and preparing journal entries for net positions balances, fund balances, capital assets, general and proprietary long-term liabilities, interfund activity, the amount of nonexchange revenue and expenditures using both modified accrual and accrual basis of accounting, and to record budgets and encumbrances.
- Preparing the government-wide statement of activities for a state or local government from trial balances and supporting documentation.
- Understanding disclosure requirements for the notes to the basic financial statements of state and local governments.
- Understanding the purpose and objectives required for preparing a statement of financial position for nongovernmental, NFP, and being able to make necessary adjustments.
- Preparing and adjusting as needed, notes to the financial statements for nongovernmental and NFP organizations.
- Defining foreign currency translation concepts and calculating gains or losses from translations of foreign currencies using appropriate technology.
- Demonstrating basic knowledge of analyzing transactions between a partner and a partnership.
- Demonstrating knowledge about changes in ownership, termination of a partnership and preparing relevant calculations.
- Classifying and accounting for effects of modifications to the original debt agreement and debt extinguishment caused by reorganization and bankruptcy.
- Tracing the development of International Financial Reporting Standards.
- Using artificial intelligence to summarize an Annual comprehensive Financial Report for a government entity.

ACQUIRED SKILLS

- Presentation and Communication Skills
- Translation of Accounting Transactions
- Understanding Transactions within Partnerships

AUDITING (AUDITING)

ACC4125

PREREQUISITE: ACC3114 or the equivalent

The Auditing course provides an overview of the auditing process and a review of other attestation services. Students will review financial statement assertions and identify key audit programs that can be used to support an auditor's opinion. A focus on communication skills will be a significant part of the course as students learn to write professional emails, perform auditing research, and write appropriate memos substantiating audit work.

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

- Differentiating among assurance, attestation, and audit services.
- Explaining the structure of the AICPA Code of Professional Conduct and evaluating the auditor's legal and ethical responsibilities.
- Defining the procedures required to accept and continue providing services to clients.
- Defining the procedures necessary to appropriately perform a risk assessment for attest clients.
- Developing appropriate responses to risk and developing a written audit plan.
- Obtaining audit evidence and document findings.
- Performing appropriate tests of controls.
- Performing appropriate substantive tests.
- Understanding the purpose of audit sampling.
- Understanding the application and performing basic audit data analytics.
- Describing the procedures required to complete the audit.
- Differentiating between the types of reports available to the auditor based on the audit findings.
- Communicating effectively using a written memo and/or email.
- Determining the appropriate opinion and providing an audit report to the company's management and board of directors.
- Performing research and writing a paper using appropriate grammar and APA formatting.
- Identifying the influence of artificial intelligence on the audit process.

ACQUIRED SKILLS

- Write an Email to a Client
- Write a Research Paper
- Provide Opinions on Audit Reports

ADVANCED ACCOUNTING (ADVANCED ACCOUNTING)

ACC4450

The Advanced Accounting course assists students in accounting for advanced situations encountered by accountants. Students will review generally accepted accounting principles for business combinations, consolidated financial statements, and advanced financial statement presentation issues. Students will also perform accounting research on advanced accounting topics including accounting for software, share based compensation, derivatives and hedge accounting and other advanced complex and emerging topics.

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

- Explaining accounting research and application of accounting standards.
- Reviewing the accounting standard setting process in the US.

UNDERGRADUATE ACADEMIC

- Preparing a set of consolidated financial statements using complex consolidated concepts and terms.
- Defining concepts of and preparing journal entries to account for business combinations.
- Identifying and calculating goodwill and other indefinite-lived intangible assets reported in financial statements and preparing entries.
- Analyzing emerging reporting frameworks.
- Researching appropriate notes and disclosures to make for advanced accounting topics.
- Analyzing notes to financial statements for relevant information to stakeholders.
- Defining elements and preparing required financial statement note disclosures for certain advanced topics.
- Identifying, interpreting and applying accounting standards to capitalized software costs.
- Identifying, interpreting and applying accounting standards for research and development costs.
- Identifying interpreting and applying accounting standards for compensation costs associated with share-based payment arrangements.
- Identifying interpreting and applying accounting standards for preparing statements for defined contribution employee benefit plans.
- Identifying, interpreting and applying accounting standards for characteristics of derivatives and hedge accounting.
- Demonstrating the application of artificial intelligence in accounting research.
- Reviewing the accounting standard setting process in the US.
- Researching appropriate notes and disclosures to make for advanced accounting topics.

ACQUIRED SKILLS

- Research Accounting Standards Relevant to a Business
- Prepare a Research Memo
- Prepare Journal Entries for a Consolidation

BUSINESS LAW (BUSINESS LAW)

BUS3101

The Business Law course presents an introduction to the relationship between law and business. This course focuses on specific principles of commercial law in certain subject areas. Topics include contracts, sales, agency, the Uniform Commercial Code, employment law, and AI.

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

- Analyzing the role of law in society and business.
- Analyzing torts, negligence, and liabilities.
- Analyzing the elements that create an enforceable contract.
- Analyzing 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.
- Analyzing contracts that are generally required by law to be in writing.
- Analyzing the rights of third parties to a contract.
- Analyzing sales law under the Uniform Commercial Code (UCC) Article 2.
- Analyzing Consumer Protection laws.
- Analyzing immigration and labor laws.
- Distinguishing sales from other transactions and applying the special UCC rules to the formation of sales contracts.
- Analyzing when title and risk of loss pass from seller to buyer.
- Analyzing warranties and product liability that sellers of goods have for injuries caused by defective products.
- Analyzing the rights that buyers or sellers have when the other party breaches a sales contract.
- Analyzing the types of securities issued by a corporation.
- Explaining the Federal and State registration procedure pertaining to securities issued by a corporation.
- Analyzing employment law.
- Analyzing antitrust regulations.
- Analyzing alternative dispute resolution.
- Analyzing environmental law.
- Analyzing the impact of criminal law on business.
- Recognize the legal issues concerning use of Artificial Intelligence.

ACQUIRED SKILLS

- Recognizing Threats to Organizations
- Recognizing Outdated Legal Issues
- Awareness of Current Legal Issues
- Recognizing Issues Impacting Businesses

STATISTICAL ANALYSIS I (STATISTICAL ANALYSIS I)

BUS3104

PREREQUISITE: Three credit hours of mathematics

The Statistical Analysis I course presents quantitative decision-making techniques applying principles of probability and statistical analysis to managerial decision-making. The course emphasizes conceptual understanding rather than mathematical proofs. Key activities include distinguishing between variables, random sampling and understanding describing and inferential statistics.

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

- Distinguishing between independent and dependent variables.
- Identifying and applying the concept of a random variable.

UNDERGRADUATE ACADEMIC

- Differentiating between discrete and continuous random variables.
- Identifying random sampling techniques and describing the importance of sampling distributions.
- Illustrating and utilizing descriptive and inferential statistics.
- Calculating the common measures of central tendency.
- Calculating the variance and standard deviation for a population and for a sample.
- Determining a standard score and finding percentages under the normal curve.
- Recognizing the general properties of probability, binomial, and normal distributions.
- Applying the laws governing probability principles.
- Identifying and stating the null 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.
- Discerning 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 its importance in statistical inference.
- Utilizing Artificial Intelligence for collecting, organizing and analyzing raw data to gather important information.

ACQUIRED SKILLS

- Critiquing a Problem-Solving Model
- Developing a Personal Critical Thinking Algorithm
- Completing a Quantitative Decision-Making Project

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

BUS3305

The Fundamentals of Management course provides an understanding of the functions of management and the importance of information systems in an organizational setting. This course covers such topics as the structure of organizations, peer collaboration, and communication systems in the organization. Studies are also performed regarding 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 those 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.
- 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.
- Understanding the importance of diversity and how to implement inclusion through proper management.
- Understanding the importance of peer collaboration in efforts to understand and resolve issues surrounding information systems.
- Discussing the role of artificial intelligence (AI) for managers to more effectively streamline decision-making processes.

ACQUIRED SKILLS

- Peer Collaboration (Team Building)
- Communication Skills (Verbal & Written)
- Strategic Decision-Making

INTERNATIONAL BUSINESS (INTERNATIONAL BUSINESS)

BUS4110

The International Business course addresses the challenges of global competition by analyzing management, financial, and production activities in foreign markets. Economic, legal, political, labor, and environmental factors that have an impact on international business strategies are examined. The course introduces basic issues on international business theories, cultural and marketing differences, exchange rates, and societal differences impacting business in a foreign environment.

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.

UNDERGRADUATE ACADEMIC

- 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.
- Discussing techniques for evaluating and controlling global operations.
- Identifying and discussing ethical issues in the global marketplace.
- Identifying and describing ways international business has changed in the 21st century.
- Evaluate how the political, legal, and economic factors impact international business decisions.
- Analyze the impact of AI on business strategies in the global context and evaluate challenges and opportunities in an international business.

ACQUIRED SKILLS

- Personnel Management
- International Monetary System Knowledge
- Decision-Making

ACCOUNTING AND FINANCE FOR MANAGERS (ACCT & FIN FOR MANAGERS)

BUS4113

The Accounting and Finance for Managers course is designed to review key areas of both financial and managerial accounting. Students will be exposed to the accounting cycle, financial statements, the uses and analysis of financial information, budget concepts, and capital investment analysis. Emphasis is placed on the analysis and interpretation of financial information as a basis for managerial decision-making and business planning.

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

- Understanding accounting as a form of communication.
- Demonstrating how accounting information is processed and the steps of the accounting cycle within the organization.
- Identifying key components on the balance sheet.
- Identifying key components on the income statement.
- Identifying the key components of the cash flow statement.
- Identifying the key components of the statement of stockholders' equity.
- Performing a basic financial statement analysis.
- Using artificial intelligence (AI) to summarize financial statements.
- Understanding management's responsibility for internal controls and the requirements of the Sarbanes-Oxley Act of 2002 related to internal controls.
- Computing basic time value of money calculations for decision making.
- Reviewing methods for budgeting and variance analysis.
- Using financial information for business planning.

ACQUIRED SKILLS

- Financial Statement Analysis
- Budget Preparation
- Business Planning

SOCIAL MEDIA IN BUSINESS (SOCIAL MEDIA IN BUSINESS)

BUS4415

The Social Media in Business course provides students with the skills necessary to understand social media and how it impacts the business environment. The course will examine the concepts of social media for support purposes and then explore how these concepts integrate within business and industry. A variety of social media topics will be discussed, including differentiating the variety and dynamics of social media platforms, distinguishing between one-way and two-way communication, gaining an understanding of corporate leadership commitment to social media, social media measurements, smartphone growth and adoption, and the relationship between blogs and marketing. The course will also explore the future of social media, identifying social technographic profiles, strategic development, and expelling social myths.

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

- Identifying different types of social media platforms and functions.
- Exploring the dynamics of each social media platform.
- Researching the role of social media in society and business.
- Differentiating between one way vs. two-way communication and how it changes organizations and society.
- Discussing the theories of adoption with society and business issues.
- Discovering what social media delivers to business.
- Expelling social media myths.
- Exploring the value of smartphone growth and the adoption process to social media and society.

UNDERGRADUATE ACADEMIC

- Examining the importance of social media for today and tomorrow's businesses.
- Developing a strategic approach for social media.
- Discovering and identifying the real cost of social media for businesses.
- Understanding the importance of Executive level support as it relates to all levels of an organization.
- Discussing and determining the link between social media platforms and business.
- Exploring and identifying social techno-graphic profiles.
- Mastering and utilizing the language of social media as it is integrated with business.
- Demonstrating critical thinking, data analysis and decision-making skills in the context of social media.
- Assessing how AI is leveraged in social media management and marketing.

ACQUIRED SKILLS

- Social Media Platform Knowledge
- Social Media Business Strategy
- Social Media Business Integration
- Decision-Making

ENTREPRENEURSHIP (ENTREPRENEURSHIP)

BUS4425

The Entrepreneurship course analyzes how to plan, implement, and evaluate a new business venture. It explores the risks and uncertainties faced by new entrepreneurs, and how to utilize the organization's strengths and opportunities to achieve success. The course looks at various aspects of business, including management, marketing, human resource management, legalities, and finance; and how each of these areas are integrated in a business unit. Finally, Entrepreneurship evaluates new trends within industries, current events, and provides the student with an in-depth understanding of the drivers within today's business environment.

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

- Defining and outlining the roles of entrepreneurship.
- Defining franchising and discovering various types of franchising.
- Constructing a business strategy mindful of business ethics and social responsibility.
- Applying SWOT Analysis to assess internal and external market forces.
- Appraising industry market analysis and its importance in competition and gaining a competitive advantage.
- Understanding each of the business functions (marketing, financial, legal, management, human resources, etc. and its purpose in creating a successful business.
- Identifying the different types of legal entities and their advantages or disadvantages in starting a new venture in Entrepreneurship class.
- Understanding various negotiating tactics and how to effectively implement these in a negotiation setting.
- Defining and outlining the roles of entrepreneurship.
- Assessing how entrepreneurs use Artificial Intelligence (AI) to discover new business opportunities.
- Demonstrating a general knowledge in the areas of entrepreneurship including accounting, finance, marketing and human resources.

ACQUIRED SKILLS

- SWOT Analysis
- Business Plan Creation
- Market Analysis

CUSTOMER SERVICE BEST PRACTICES (CUSTOM SERVICE BEST PRAC)

BUS4460

The Customer Service Best Practices course is designed to benefit both Customer Service Frontline Representatives and Supervisors, who interact directly with Customer Stakeholders in a Customer Service capacity. The course provides Customer Services Representatives and Supervisors with the skills and key techniques necessary for success in performing their role of providing customer assistance, resolving conflict, and meeting customer needs. The critically important qualities of the Representative and Supervisor will be examined, including an extensive knowledge of customer service procedures, ability to resolve customer complaints, leadership and training skills, teamwork, and practicing a "deep respect for the customer" attitude. A variety of topics will be discussed, including effective communication, human behavior, cultural awareness, conflict resolution, and critical thinking skills.

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

- Understanding consumer behavior, including why consumers behave in the manner they do and how to relate to their situation.
- Assessing the importance of effective communication and "people skills" in building relationships.
- Evaluating various types of conflict and identifying and applying a strategic solution that is appropriate for each situation.
- Recognizing the importance of ethical conduct, its value to the company, individual development, and demonstrating the ability to adhere to these standards when dealing with consumers.
- Identifying personal motivating factors and personal skills that support employee development.
- Defining stressors within the workplace, how to effectively deal with them, and how to minimize their negative effects.
- Discovering the impact of diversity training programs on successful customer service.
- Developing effective cross-cultural communication.
- Understanding the theoretical perspectives of discrimination and affirmative action.
- Practicing the importance of seeing the customer's perspective and making appropriate adjustments to create a win-win situation.
- Developing and practicing empathy.
- Developing and training critical thinking skills including the ability to learn, to reason, to think creatively, to make decisions, and to solve problems using critical thinking.
- Using Artificial Intelligence to define and manage stressors in the workplace.

UNDERGRADUATE ACADEMIC

ACQUIRED SKILLS

- Consumer Behavior Analysis
- Interpersonal and Communication Skills
- Conflict Resolution and Problem-Solving
- Ethics in Customer Service

BUSINESS ACUMEN

BUS4605

(BUSINESS ACUMEN)

The Business Acumen course will provide the student with an overview and framework for understanding general business acumen, as well as an introduction to strategies that support business communications to match operational supply with demand through a given enterprise. The course will focus on contemporary and general business management theories and best practices along with concepts from accounting, economics, finance, marketing, business law, and statistical analysis. Students will acquire knowledge of the tools, techniques, and processes needed to effectively employ business management applications such as communications, risk, budgeting, ethics, and business-decision fundamentals.

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

- Identifying and evaluating influential literature relevant to business acumen topics.
- Discussing the meaning of business acumen and its importance as a foundation to developing additional business management and leadership skills.
- Synthesizing and applying universal ethical principles to business acumen in modern organizations.
- Understanding the importance of business acumen as it relates to competitive analysis, decision-making, strategy development and implementation, and change management.
- Discussing how business management and leadership operational decision-making creates business value.
- Understanding how to create and build an organization that prioritizes business fundamentals in the decision-making process.
- Analyzing, evaluating, and applying stakeholders' feedback to prioritize and improve future business endeavors.
- Analyzing, evaluating, and applying business management best practices for effective and informed decision-making in modern organizations.
- Identifying and applying appropriate business management tools and technology to accomplish strategic operational goals.
- Discussing the importance of leveraging business acumen knowledge to better enable organizations to analyze competition amongst firms and industries.
- Identifying, evaluating, and applying effective methods and techniques for learning, applying, and improving business acumen.
- Understanding the importance of leveraging risk management with business acumen fundamentals.
- Understanding and evaluating business communication strategies for leveraging current and developing communication channels and technology.
- Discussing the future of business acumen concepts and efficient approaches to integrating business management approaches.
- Understanding the use of generative AI tools to identify and verify reference sources used to update and expand the analysis of business acumen topics.

ACQUIRED SKILLS

- Competitive Analysis
- Team Dynamics
- Market Positioning
- Communications
- Risk Management
- Budgeting
- Business Decision-Making

PUBLIC SPEAKING

COM3401

(PUBLIC SPEAKING)

The Public Speaking course helps students develop verbal and nonverbal communication skills for effective public speaking. Students will learn how to deliver impromptu, informative, demonstration, and persuasive speech strategies. Activities include developing and delivering speeches, utilizing effective non-verbal communication skills, and understanding the audience.

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 online library.
- Selecting an appropriate organizational pattern for a speech: problem/solution, topical, spatial, or chronological.
- Using effective nonverbal communication skills such as eye contact, postures, gestures, and movement.
- Demonstrating how to use visual aids effectively.
- Developing and delivering an informative, demonstration, 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.

UNDERGRADUATE ACADEMIC

- Delivering impromptu and prepared speeches.
- Listing and describing methods of audience analysis: demographics, gender, socio-economic status, education, etc.
- Evaluating tips on using AI to prepare effective public speaking skills, presentation draft, slides, visuals, and engaging the audience demographics.

ACQUIRED SKILLS

- Time Management
- Critical Thinking
- Decision-Making
- Effective Public Speaking Skills

TECHNICAL WRITING (TECHNICAL WRITING)

COM3461

PREREQUISITE: Six hours of composition (Recommendation: COM4441 or the equivalent)

The Technical Writing 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. Key activities include developing writing skills, editing documents, writing reports and developing documentation and portfolios.

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 goodwill.
- Writing procedures for business purposes, in hard copy and electronically.
- Writing an informal report in memorandum format.
- Compiling a portfolio of documents that 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.
- Understanding and avoiding unethical use of Artificial Intelligence (AI).

ACQUIRED SKILLS

- Report Writing
- Analyzing Processes
- Creating Business Documents
- Effective Writing Skills
- Ethical AI Use

LEADERSHIP COMMUNICATION (LEADERSHIP COMMUNICATION) (FORMERLY MANAGERIAL COMMUNICATION)

COM3469

The Leadership Communication course focuses on improving manager and leadership communication in today's business environments. Students will explore the role of communication in leadership, decision-making, and problem-solving and how effective communication can improve management outcomes. Students will learn foundational communication and management theories along with applied skills to facilitate effective communication. Students will focus on practical skills needed to communicate clearly, concisely, and persuasively in both written and oral forms. The class will leverage current AI tools to enhance learning.

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

- Examining the role of digital tools and platforms in modern manager communications, including emailing, video conferencing, and collaborative software.
- Enhancing students' ability to write business documents, such as reports, proposals, and executive summaries, professionally and effectively.
- Improving students' ability to write emails and memos.
- Providing students with the skills to design, structure, and deliver impactful presentations that effectively convey information and ideas using multimedia presentations, webinars, and virtual meeting platforms.
- Differentiating between internal and external communication etiquette.
- Providing students with the ability to engage in productive one-on-one and group communication, including active listening, giving feedback, and resolving conflicts.
- Analyzing strategies to strengthen manager-communication styles using both traditional and AI reviews.

UNDERGRADUATE ACADEMIC

- Examining the ethical implications of AI use in managerial communication and decision-making.
- Analyzing real-world managerial communication cases to identify successful and unsuccessful strategies and apply insights to improve future communication efforts.
- Researching current AI trends applicable to manager communication and leadership.
- Understanding ethical considerations in business communication, including transparency and honesty.

ACQUIRED SKILLS

- AI-Supported Communication Prompt Writing
- AI Ethical Literacy
- Developing Presentations and Proposals
- Writing Effective Emails and Memos
- Active Listening, Feedback, and Conflict Resolution Skills

PERSUASION (PERSUASION)

COM4405

The Persuasion course presents the major persuasive theories and helps students apply and analyze them in interpersonal communication, social contexts, and business persuasion. Key topic areas include credibility, motivation, social campaigns, manipulation, audience analysis, and adaptation. Additional activities include analyzing persuasive theories, fallacies, writing credibility arguments and using logic to support a position.

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 persuasion.
- Understanding how artificial intelligence (AI) is used in the creation of messages in business, political, and social contexts.

ACQUIRED SKILLS

- Persuasion Analysis
- Logical Reasoning
- Information Literacy
- Nonverbal Communication
- Personal Ethics Development

NONVERBAL COMMUNICATION (NONVERBAL COMMUNICATION)

COM4407

The Nonverbal Communication course investigates the impact of nonverbal behavior on the communication process. It explores how the environment, space, dress, appearance, movement, facial expressions, eye behavior, and time effect communication. The cultural context of nonverbal communication is also considered.

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, online 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 interaction among people.
- Listing and explaining the concepts of attractiveness in cultural contexts, and 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.

UNDERGRADUATE ACADEMIC

- Understanding how digital media communicate nonverbal messages.
- Discussing the role of artificial intelligence in digital body language use in interpersonal and professional settings.

ACQUIRED SKILLS

- Critical Thinking
- Intercultural Communication
- Nonverbal Communication

EFFECTIVE WRITING SKILLS (EFFECTIVE WRITING SKILLS)

COM4441

The Effective Writing Skills 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, and organizing documents to ensure effective writing skills.

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.
- Understanding and avoiding unethical use of Artificial Intelligence (AI).

ACQUIRED SKILLS

- Document Structuring
- Purposeful Writing
- Comparative Analysis
- Cause and Effect Explanation
- Editing and Proofreading
- Ethical AI Use

PUBLIC RELATIONS (PUBLIC RELATIONS)

COM4445

The Public Relations 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. Key activities include defining public relations, reviewing research, identifying key issues, summarizing findings and analyzing media communication effectiveness.

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.
- Describing public relations tools.
- 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 the public.
- Determining the advantages and disadvantages of the different types of media.
- Creating an effective internet, and/or social media, to influence the public.
- Analyzing a crisis and developing a message which would build the image of an organization or a person.
- Determining the goal, the theme, and the media for a persuasive campaign.
- Developing a code of ethics to guide a PR career.

UNDERGRADUATE ACADEMIC

- Explore how artificial intelligence (AI) can create different media applications after the student has created a idea to enhance the workflow and productivity.
- Evaluating using AI to prepare effective public relations presentations targeting specific audience demographics and media formats.

ACQUIRED SKILLS

- Critical Thinking
- Decision-Making
- Conflict Resolution

CRITICAL ANALYSIS OF THE MEDIA (CRITICAL ANALYSIS: MEDIA)

COM4447

The Critical Analysis of the Media 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. Topics include understanding the definition of media and news, differentiating between news and entertainment, examining the effects of news reporting, and analyzing social influences within the media.

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 that the media has on individuals.
- Understanding how social media affects our lives.
- Examining the changes the internet has had on traditional media.
- Understanding the role of Artificial Intelligence in media creation, curation, and audience engagement, including ethical implications and its impact on news reporting.

ACQUIRED SKILLS

- Media Literacy
- Impact Analysis
- Media Ethics and Responsibility

PRINCIPLES OF MACROECONOMICS (PRIN OF MACROECONOMICS)

ECO2131

The Principles of Macroeconomics 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 and business cycles. Analysis and understanding of fiscal and monetary policy is also performed.

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.

UNDERGRADUATE ACADEMIC

- 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, 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.
- Applying AI tools to enhance economic analysis, such as modeling systems, interpreting economic indicators, and forecasting trends. Also, apply AI tools & techniques in optimizing resource allocation, trade analysis, and decision-making in modern economics.

ACQUIRED SKILLS

- Economic Analysis and Decision-Making
- Macroeconomic Evaluation
- Policy and Trade Analysis

PRINCIPLES OF MICROECONOMICS (PRIN OF MICROECONOMICS)

ECO2132

The Principles of Microeconomics 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, and market failure and public policy. Additional study is performed regarding 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, 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 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.
- Analyzing and evaluating the role of Artificial Intelligence (AI) in economic decision-making processes, including its applications in predicting market equilibrium, optimizing resource allocation, and modeling consumer behavior.
- Assessing the ethical implications and limitations of AI in economic analysis and policy development.

ACQUIRED SKILLS

- Critical Economic Analysis
- Decision-Making with Economic Tools
- Market Structure Evaluation

COMPOSITION & RHETORIC (COMPOSITION & RHETORIC)

ENG1001

The Composition and Rhetoric 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. Additional activities include recognizing writing stages, grammar, and developing unity of sentences. The course includes a final, original essay assignment and evaluation of peer essays.

UNDERGRADUATE ACADEMIC

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.
- Understanding and avoiding unethical use of Artificial Intelligence (AI).

ACQUIRED SKILLS

- Writing Process Awareness
- Grammar and Mechanics Proficiency
- Essay Organization
- Revision Skills
- Ethical AI Usage

COMPOSITION & LITERATURE (COMPOSITION & LITERATURE)

ENG1002

PREREQUISITE: ENG1001 or the equivalent

The Composition & Literature 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. Additional activities include conducting online and computer-based research on literary topics.

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 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 online and computer-based research on literary topics.
- Understanding and avoiding unethical use of Artificial Intelligence (AI).

ACQUIRED SKILLS

- Literary Analysis Skills
- Research and Source Evaluation
- Proper Documentation and Citation
- Active Reading
- Digital Research Skills
- Editing and Revision

STUDIES IN LITERATURE (STUDIES IN LITERATURE)

ENG2006

PREREQUISITE: ENG1002 or the equivalent

The Studies in Literature 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. Key activities include evaluating key master works, discussing relationships among literary elements, explaining themes, and conducting online and computer-based research on literary topics.

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 about 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 creation of literary work.
- Drawing comparisons among works of various cultures or literary eras.
- Drafting and revising an analytical paper on a selected work.
- Conducting online and computer-based research on a literary topic.
- Summarizing secondary research on a literary topic.
- Understanding and avoiding unethical use of Artificial Intelligence (AI).

ACQUIRED SKILLS

- Evaluating Literature
- Theme Analysis
- Moral & Ethical Insights
- Comparative Analysis
- Research Proficiency

BUSINESS FINANCE (BUSINESS FINANCE)

FIN3137

The Business Finance course introduces students to fundamental principles and practices in finance. The course presents basic financial topics such as financial statements, security markets, interest rates, financial planning, working capital, and how they aid management in making financial decisions. Additional activities include calculating the value of bond and equity securities, understanding risk and return, and developing budgets.

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

- Understanding the role of finance in business decision-making.
- Demonstrating basic understanding of financial statements and ratios.
- Demonstrating an understanding of the time value of money concepts in measuring the value of assets.
- Demonstrating an ability to calculate the value of bonds and equity securities.
- Understanding risk and return and how they relate to the value of financial assets.
- Demonstrating an ability to measure and apply the Weighted Average Cost of Capital.
- Understanding Capital Structure and how it affects overall risk.
- Demonstrating an understanding of the different forms of business organizations.
- Evaluating Inventory Aging Schedules.
- Developing Monthly Cash Budgets.
- Understanding the ethical and unethical role of using artificial intelligence (AI) in finance business decision-making.

ACQUIRED SKILLS

- Time Value of Money
- Financial Statement Analysis
- Financial Planning

CORPORATE FINANCE (CORPORATE FINANCE)

FIN4250

The Corporate Finance course provides an in-depth examination of practical financial theories and their applications in decision-making in corporate finance. Students will learn how to apply concepts using modern technology from finance topics such as capital budgeting, risk-return relationship, capital market theory, market efficiency, capital structure, dividend policy, long term financing, and working capital management.

UNDERGRADUATE ACADEMIC

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

- Understanding the role of finance in business decision-making.
- Demonstrating the ability to analyze financial statements and ratios and their application in the assessment of the performance of the firm.
- Applying sensitivity analysis, scenario analysis, and break-even analysis to evaluate capital projects.
- Evaluating the relationship of risk and return and how it affects the valuation of financial instruments.
- Demonstrating the ability to measure and apply the Weighted Average Cost of Capital.
- Demonstrating an in-depth knowledge of Capital Structure and its effect on risk.
- Demonstrating knowledge in the valuation of debt securities and their impact on overall risk.
- Demonstrating and evaluating the key principles of Time Value of Money.
- Demonstrating and applying the concepts underlying Corporate Valuation and Capital Budgeting.
- Employing the key techniques of Risk Analysis in the evaluation of Projects.
- Utilizing Artificial Intelligence (AI) to evaluate investment opportunities and measurements of financial assets using time value of money concepts.

ACQUIRED SKILLS

- Financial Analysis
- Risk Management
- Accounting and Financial Reporting

FOUNDATIONS OF FINANCIAL TECHNOLOGY (FOUNDATIONS OF FIN TECH)

FIN4265

The Foundations of Financial Technology course will provide students first with an in-depth understanding of Financial Technology (FinTech) and its role in disrupting traditional financial services. FinTech is constantly evolving and transforming the way modern businesses operate. Students will also learn of the accelerated growth and significant role of Peer-to-Peer (P2P) in revolutionizing financial services, such as commercial, investment banking, credit and lending, individual banking, digital payments, financial advising, and insurance. The course will cover artificial intelligence, blockchain, retail and wholesale central banking digital currency, cryptocurrency, fungible and non-fungible tokens, and the drawbacks of mining. The course will address the adoption and implications of financial technology on social and economic development ecosystems.

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

- Understanding evolutionary developments and their impact on the financial services industries.
- Describing the technologies underlying cryptocurrencies and blockchains.
- Understanding the impact of FinTech on traditional banking and developments in payments, digital banking, alternative lending, and P2P technologies.
- Understanding crowdfunding and its impact on investment banking and entrepreneurial financing.
- Understanding InsurTech and innovations in the insurance industry.
- Engaging in the process of FinTech innovation.
- Evaluating the Evolution of Bitcoin and its challenges.
- Evaluating the evolution, adoption and challenges of the Central Bank Digital Currency (CBDC).
- Assessing the social and economic developmental impact of Bitcoin and Crypto mining on developing nations.
- Evaluating the impact of Financial Technology on the economic and social developments of developing nations.
- Evaluating the impact of regulation on the financial technology sector.
- Distinguishing and describing the differences between blockchain, stablecoins, cryptocurrencies, and CBDCs.
- Explaining how data can be used in the financial services industry.
- Analyzing the impact of new forms of capital access in disrupting traditional financial institutions.
- Utilizing Artificial Intelligence (AI) to analyze, discern, review and provide potential solutions to FinTech challenges and opportunities.

ACQUIRED SKILLS

- Blockchain Technology
- Financial Markets/Regulation
- Critical Thinking/Innovation
- Technology Adaption

AMERICAN HISTORY TO 1877 (AMERICAN HISTORY TO 1877)

HIS1011

The American History to 1877 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. Additional activities include describing key historical events and identifying historical origins and consequences.

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 America's resistance to British imperial policy evolved into the War of Independence.
- Discussing the course of the War for Independence, including its effects on the American economy, politics, and culture.

UNDERGRADUATE ACADEMIC

- 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 early 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.
- Exploring tools available using artificial intelligence (AI) to best organize historical events.

ACQUIRED SKILLS

- Primary Source Analysis
- Using Artificial Intelligence in Historical Contexts
- Critical Thinking

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

HIS1012

The American History 1876 to the Present 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 industrialization in America, 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 Movement in post war America.
- Understanding the "Great Society" and its legacy in modern American history.
- 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.
- Exploring tools available using artificial intelligence (AI) to best organize historical events.

ACQUIRED SKILLS

- Primary Source Analysis
- Using Artificial Intelligence in Historical Contexts
- Critical Thinking

ORGANIZATIONAL BEHAVIOR (ORGANIZATIONAL BEHAVIOR)

HBD3173

The Organizational Behavior 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. Additional activities include understanding corporate culture, power and performance in organizations, and examining human resource strategies for managing behavior within organizations.

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.
- Relating corporate culture to performance for both individuals and groups.
- Discussing the concept of an organization as a community of shared interests.

UNDERGRADUATE ACADEMIC

- 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.
- Discussing individual differences and how they impact the dynamics of effective teamwork.
- Describing the various decision-making and problem-solving strategies utilized by organizations.
- Evaluating the use of artificial intelligence (AI) to enhance productivity at all organizational levels.

ACQUIRED SKILLS

- Conflict Resolution
- Understanding the Significance of Organizational Culture
- Decision-Making
- Problem-Solving

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

HBD4721

The Sex Roles in Business and Society course analyzes the interface between sex roles and organizational expectations. The primary objective of the course is to help students develop greater understanding and respect for all of their colleagues in both business and other social environments. Key activities include identifying sex roles in society, analyzing issues for working men and women, understanding identity development and discussing the role of organizational culture.

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, gender identity, and gender studies.
- 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.
- Creating a mental framework for thriving in the presence of changing societal gender viewpoints.
- Comparing sex roles in Western and other major global cultures.
- Assessing the use of artificial intelligence (AI) to enhance communication between men and women.

ACQUIRED SKILLS

- Improving Performance through Understanding Sex Role Evolution
- Enhanced Communication Skills
- Critical Thinking
- Social Analysis

DEVELOPING HUMAN POTENTIAL (DEVELOP HUMAN POTENTIAL)

HBD4722

The Developing Human Potential 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. Activities include describing models for developing human potential, completing self-assessments, and understanding the role of emotions, power and societal issues within the context of human potential.

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.

UNDERGRADUATE ACADEMIC

- 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.
- Understanding the impact of artificial intelligence on human development and potential.

ACQUIRED SKILLS

- Maximizing Human Potential
- Communication
- Goal Setting

PSYCHOLOGY OF ADJUSTMENT (PSYCHOLOGY OF ADJUSTMENT)

HBD4725

The Psychology of Adjustment course examines how psychological principles and theories can enhance personal adjustment, resilience, and well-being. Students will explore key topics such as emotional response theories, coping mechanisms, self-concept, self-esteem, and strategies for managing stress, depression, and interpersonal relationships. Emphasis is placed on understanding psychotherapeutic interventions and developing practical skills to promote mental health and life balance. Through the study of adjustment and growth processes, students will gain insights into adapting positively to life's challenges and transitions, making this course ideal for those seeking to enhance personal effectiveness and overall life satisfaction.

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 responses to and coping skills related to life changes.
- Exploring the role and use of Artificial Intelligence in helping people cope psychologically in their personal, professional, and social lives.

ACQUIRED SKILLS

- Problem-Solving and Coping Skills
- Emotional Regulation Skills
- Stress Management Skills
- Improved Communication
- Application of Psychological Theories to Real-Life Situations

HUMAN RESOURCE INVENTORY (HUMAN RESOURCE INVENTORY)

HBD4735

The Human Resource Inventory course focuses on human resource assessment and skills inventory. 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 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.

UNDERGRADUATE ACADEMIC

- 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.
- Understanding applicability of identified transferable skills to the current job market.
- Evaluating current job market needs as they relate to transferable skills and portfolio development.
- Understanding the impact of artificial intelligence on human resource inventory skills.

ACQUIRED SKILLS

- Critical Thinking
- Decision-Making
- Conflict Management

STRESS MANAGEMENT (STRESS MANAGEMENT)

HBD4759

The Stress Management 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. Additional activities include monitoring one's reactions to stress and stress management and developing a holistic model of a managerial lifestyle.

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

- Describing definitions of stress by noted researchers, including the concepts of eustress and distress.
- 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.
- Determining sources of stress in business organizations.
- Comparing the economical and psychological costs of stress.
- Identifying causes and symptoms of burnout.
- Identifying 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 mode 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.
- Discussing the unique stresses of the twenty first century brought about by changes in the American culture.
- Designing a personal stress management plan.
- Assessing the use of artificial intelligence (AI) to develop a personal stress management program.

ACQUIRED SKILLS

- Stress Management
- Critical Thinking
- Job Satisfaction

MOTIVATION FOR SUCCESS (MOTIVATION FOR SUCCESS)

HBD4890

The Motivation for Success course presents an in-depth examination of practical time-tested principles on motivation and success. Practical applications to real-life situations include goal development for personal improvement, relational enhancement, vocational support, and achievement strategies. Topics of study include healthy self-image, positive attitude, energizing desire, time management, effective habits, and how to maintain a healthy life-work balance.

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

- Defining practical applications of motivation and success for a desired outcome.
- Examining anecdotes, teachings, and counsel from renowned innovators of motivation and success principles.
- Completing a self-analysis of personal strengths and weaknesses affecting motivation and success with strategies for improvement.
- Discovering how to keep a healthy balance with self-interests, relational unity, and vocational pursuits.
- Learning how and why procrastination negatively affects mental health and high performance.
- Developing proficient time management techniques to enhance success.
- Identifying how the outcome of events can be influenced by a constructive change of attitude, habits, and response.
- Learning how to overcome inner and outer obstacles that challenge motivation and success.
- Acknowledging personal responsibility to create a desired result.
- Describing effective communication and feedback techniques to synergize relationships.
- Discovering how effective applications of purpose, planning, passion, and persistence bring about prosperity.

UNDERGRADUATE ACADEMIC

- Developing a positive self-image and self-confidence to achieve a desired dream or goal.
- Forming clear, realistic, meaningful, and achievable goal strategies.
- Implementing desire, courage, and drive to complete a committed goal.
- Examining the importance of physical, mental, emotional, and spiritual health for lasting motivation and success.
- Applying techniques for self-motivation, approaches to motivate others, strategies to achieve successful business SMART goals, and personal development principles.
- Presenting concise research through Artificial Intelligence (AI) that applies to the required course study materials and providing a range of specific data that helps promote personal motivation and enhances goal success.

ACQUIRED SKILLS

- SMART Goals
- Personal Development
- Motivation Management
- Health Management

POWER AND WISDOM OF LOVE

HBD4895

(POWER AND WISDOM OF LOVE)
(FORMERLY POWER OF LOVE IN RELATIONSHIPS)

The Power and Wisdom of Love course examines love and relationships from both a personal and societal perspective. Students are to assess how levels of love operate in their own lives through personal self-assessment, by utilizing text recommendations to personal needs or goals, and by sharing selected issues and ideas in a group setting. During the course, students are expected to understand and be able to practically apply effective and appropriate loving principles to various real-life interpersonal relationships.

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

- Defining types of love demonstrated with kindness, consideration, and respect appropriate for spouse, family, friend, vocational, and/or other relationships.
- Learning 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.
- Developing desired goals, realistic expectations, and committed outcomes to achieve a happier, healthier, and more enriched life.
- Identifying how the perception process influences interpersonal relationships.
- Identifying the elements of effective interpersonal communications.
- Describing nonverbal communication and its relationship to better understanding.
- Exploring effective ways in which people listen and respond to each other.
- Creating strategies in difficult relationships to manage conflict collaboratively.
- Implementing methods for responding non-defensively to criticism.
- Describing, respecting, nurturing, and appreciating relational differences.
- Developing ways to practice consideration, compassion, service, and emotional support with reasonable giving.
- Exploring ways to help and encourage others to demonstrate healthy loving attitudes, expressions, and actions.
- Creating uplifting, happy, and fun moments together in both intimate and non-intimate relationships.
- Studying biblical teachings of godly love to enhance personal effectiveness.
- Utilizing Artificial Intelligence to present concise research applicable to and beyond the required study materials, as well as produce findings and data helpful in building family bonds and healthy social and vocational relationships.

ACQUIRED SKILLS

- Skills in Personal Love, Social and Vocational Interactions
- Conflict Resolution Methods to Manage Difficult Relationships
- Strategies to Achieve Relational Goals

INTRODUCTION TO THE HUMANITIES

HUM1015

(INTRO TO THE HUMANITIES)

The Introduction to the Humanities course examines the creative achievements of humanity in order to increase the student's awareness and understanding of his or her unique value by investigating historical periods in the humanities. Topics include defining core terms within the humanities, tracing historical backgrounds, and discussing elements of art and design principles. Additional activities include analyzing aesthetic concepts, describing arts media, and writing a formal critique of aesthetic qualities of works of art.

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.

UNDERGRADUATE ACADEMIC

- 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.
- Using Artificial Intelligence to increase knowledge about the humanities and as an aid in writing on particular topics in the humanities.

ACQUIRED SKILLS

- Knowledge of Western Culture Architecture
- Knowledge of Western Culture Artists
- Knowledge of Major Aesthetic Theories

DESIGNING COMPETITIVE ORGANIZATIONS

MGT3172

(DESIGN COMP ORGANIZATION)

(FORMERLY ANALYSIS/DESIGN OF ORGAN)

The Designing Competitive Organizations course presents various theories of organizational designs in a behavioral approach to organizational effectiveness. The focus is on organizational types, organizational behavior, effectiveness, competitiveness, and efficiency. It explores internal and external factors that have a positive or negative impact on achieving organizational goals. The course evaluates the ever-changing modern work environment and the effectiveness of a well-designed organization.

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

- Describing executing a strategy for managing interdepartmental goal conflict.
- Evaluating leading organizational concepts for effective organizational management structure and processes.
- Formulating and designing an organizational model to meet the challenges of a competitive environment.
- Reviewing the processes of integrating individual and organizational goals.
- Planning organizational strategies to sustain and grow the organization.
- Classifying and assessing the effectiveness of organizational types.
- Investigating cause-and-effect relationships within organizations.
- Exploring motivational theories and their application to modern organizations.
- Evaluating the structure specific job/work assignments within multigenerational work forces.
- Understanding the functions and applications of the SWOT analysis.
- Formulating and designing a strategic organizational model to meet the challenges of a competitive environment and sustain growth.
- Understanding how to utilize the factors of the internal and external environment to create a competitive advantage
- Utilizing AI and exploring motivational theories and job design as they apply to the modern organization and multigenerations.

ACQUIRED SKILLS

- Strategic Planning and Execution
- Organizational Analysis and Design
- Goal Alignment and Motivation

HUMAN CAPITAL MANAGEMENT

MGT4174

(HUMAN CAPITAL MGMT)

(FORMERLY PERSONNEL MANAGEMENT)

The Human Capital Management 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. Additional activities include evaluating organizational behavior and the evolution of law.

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 impact 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.

UNDERGRADUATE ACADEMIC

- 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.
- Assessing how AI systems can enhance human capital selection and improve work processes impacting an organization's productivity.

ACQUIRED SKILLS

- SWOT Analysis
- SMART Goals
- Critical Thinking

BUSINESS ETHICS (BUSINESS ETHICS)

MGT4192

The Business Ethics course is designed to prepare the undergraduate student to identify and analyze ethical dilemmas commonly encountered in the workplace while evaluating and assessing one's own values and beliefs. Focus is placed on recognizing and resolving ethical dilemmas while learning ethical decision-making practices. Emphasis is placed on individual and corporate responsibility in making ethical decisions in the workplace.

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

- Assessing his or 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 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 complexity of ethical decision making when companies conduct business in a foreign country.
- Discussing the historical development of business ethics, including the philosophical framework for making ethical decisions.
- Analyzing the development and impact of a professional and corporate Code of Ethics.
- Reviewing ethical theories and decision-making methodologies and applying them to business dilemmas.
- Understanding the values and beliefs held by stakeholders (employees, customers, suppliers, co-workers, etc.) may sometimes conflict with individual and corporate ethics.
- Analyzing specific ethical dilemmas, discussing resolving ethical concerns and the process of achieving ethical changes in the workplace.
- Developing the ability to analyze, apply, and uphold ethical principles in business decision-making, especially when using artificial intelligence (AI) technologies.

ACQUIRED SKILLS

- Time Management
- Critical Thinking
- Conflict Resolution

NEGOTIATION SKILLS FOR MANAGERS (NEGOTIATION SKILLS)

MGT4193

The Negotiation Skills for Managers course presents skills for a variety of negotiating situations: managing contracts, implementing change, making sales purchases, settling organizational conflicts, planning strategies, and achieving credibility. The class prepares the student to understand different types of negotiation, how to strategically negotiate from a managerial and professional perspective and create value in the negotiating process. Additional topics include understanding the value or resistance in negotiations and ethical approaches.

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

- Mastering and utilizing the language of negotiation and the importance of nonverbal communication.
- Preparing and constructing a logical plan of action based on the needs of each party.
- Understanding the value of the resistance and walk-away points and how to utilize them effectively and eliminate emotions.
- Illustrating the importance of preparation, communication and personal presentation during negotiations.
- Illustrating how to effectively negotiate ethically.
- Identifying negotiatory elements and various tactics used by negotiators, including framing and anchoring.
- Distinguishing between distributive and integrative negotiations and their functions, and why negotiations are successful and why they fail.
- Illustrating how to effectively negotiate ethically individually and in a multi-party setting.
- Identifying individual strengths and weaknesses in salary negotiations.
- Exploring various tactics used by negotiators in dealing with different attitudes and those with more power.
- Utilizing AI to review and resolve negotiation challenges.

ACQUIRED SKILLS

- Framing and Persuasion
- Understanding Verbal and Nonverbal Communication
- Critical Thinking

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

MGT4199

The Business Administration & Policy course provides a survey of various forms of business ownership and considerations for running a business. Topics include aspects of business ownership and management and leadership functions, analysis of various strategic policies and formulating successful operational planning. Discussions include challenges in the legal and regulatory environment, business ethics, and social responsibility. Emphasis is placed on the transitional business world.

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.
- Understanding the value of peer collaboration to reach team initiatives.
- Discussing the value of artificial intelligence to better streamline business processes and implementation.

ACQUIRED SKILLS

- Effective Policy Development
- Team Building
- Formulating an Operational Plan

OPERATIONS MANAGEMENT **(OPERATIONS MANAGEMENT)**

MGT4203

The Operations Management course presents skills necessary for achieving a competitive advantage in both manufacturing and service industries. Topics include general operations management, organizational design, customer service, setting strategic goals, and managing operations to meet employee and customer demands on time and on budget. Additional activities include analyzing operations and describing theories governing operations management.

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.
- Applying decision-making techniques to operations including forecasting and capacity planning.
- Describing principles related to process versus product management functions.
- 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.
- Describing the logistics function in a supply-chain setting.
- Identifying technological issues in operations management.
- Identifying operational sustainability requirements.
- Understanding how supply change management influences efficiency and productivity of operations and techniques to address supply change challenges.
- Evaluating solutions to address current trends in operations management.
- Understanding international management theories and how they can be applied anywhere in the world.
- Analyzing and evaluating how global crises, such as pandemics, impact an organization's ability to effectively manage and continue operations.
- Evaluating and understanding operations management tools that assist with forecasting, budgeting, capacity planning and consumer demand.
- Understanding current trends or organizations using artificial intelligence to make operations management decisions.

ACQUIRED SKILLS

- SWOT Analysis
- SMART Goals
- Operations Analysis Skills

ESSENTIAL SOFT SKILLS (ESSENTIAL SOFT SKILLS)

MGT4350

The Essential Soft Skills course is designed to provide students with foundational skills necessary for success in various professional and academic settings. The course focuses on helping students to develop essential soft skills by using real-world scenarios, communication methods, emotional intelligence and problem-solving techniques crucial to success in the 21st century business environment. Additional activities include creating a plan to develop a personal brand and analyzing case studies.

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

- Creating a plan to develop a personal brand.
- Identifying ways in which emotional intelligence helps people learn and grow.
- Demonstrating effective verbal, non-verbal, and written communication techniques focused on the audience.
- Explaining practices that promote inclusivity and cross-culture understanding.
- Identifying methods for building successful and productive teams.
- Understanding how leadership styles can drive desired outcomes.
- Demonstrating the steps that lead to successful decision making.
- Explaining strategies to use in negotiations.
- Developing a strategy for time management skills.
- Demonstrating techniques for conflict management and resolution.
- Creating a personal development plan to enhance specific soft skills.
- Understanding the importance of soft skills in the workplace and the impact on career success.
- Analyzing case studies using artificial intelligence to identify effective and ineffective use of soft skills in professional situations.

ACQUIRED SKILLS

- Negotiation Skills
- Conflict Management Skills
- Personal Development Planning
- Time Management Strategy

PROJECT MANAGEMENT FOUNDATIONS (PROJ MGMT FOUNDATIONS)

MGT4495

The Project Management Foundations course presents the essential skills and activities associated with managing complex projects within modern organizations. Topics include the evolution of project management, from the project management knowledge areas to the principle-centered project management performance domains. Students identify project stakeholders, analyze the various delivery approaches, and synthesize how models and artifacts benefit a project. This course will provide a solid foundation for seeking the project management certificate. Students explore case studies of project success and failures and are introduced to the project management body of knowledge (PMBOK).

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

- Understanding and discussing ethical decision making, stewardship, and accountable leadership in project management.
- Understanding the evolution of project management and its value within organizations.
- Discussing the purpose of The Standard for Project Management and the relationship of the PMBOK® Guide to The Standard for Project Management.
- Understanding the essential components of a value delivery system.
- Defining projects as temporary initiatives undertaken to create value within a value delivery system and identifying project stakeholders to understand the benefits to modern organizations.
- Describing project management performance domains and their functions in managing projects.
- Discussing project tailoring in each performance domain and applying appropriate adjustments.
- Understanding project development approaches, including predictive, adaptive, and hybrid approaches.
- Understanding project management focus areas and processes, and how they are integrated across project management approaches and environments.
- Analyzing project management models, methods, and artifacts and how they benefit a project.
- Understanding project management ethics and ethical decision-making.
- Understanding decision-making processes in project management.
- Discussing the inputs and outputs of project management processes and how they support project performance and success.
- Assessing how artificial intelligence (AI) can enhance project management through greater productivity and efficiency.

ACQUIRED SKILLS

- Critical Thinking
- Ethical Decision-Making
- Principled Leadership

PROJECT PRINCIPLES AND TEAM PERFORMANCE (PROJ PRINCIPL/TEAM PERFRM) (FORMERLY ROLE OF THE PROJECT MANAGER & RESOURCE MANAGEMENT)

MGT4497

The Project Principles and Team Performance course presents the critical role of the project management principles in the guidance of the project management team and achievement of project and organization objectives. The course focuses on interrelated domains that focus on the activities necessary for team development and project management leadership skills necessary to foster an environment and culture of high performance in

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project organizations. The course adds new concepts and methods to those learned in previous project management courses and integrates and expands the topics of project principles and team performance using case studies, exercises, and real-world experiences.

The course explores advanced project management principles, with a focus on how effective leadership, team development, and high-performance cultures drive project success and organizational objectives. By the end of the course, students should have a deeper understanding of how to lead teams effectively, foster a high-performance environment, and apply advanced project management strategies to drive organizational success.

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

- Applying ethical decision making and moral leadership in the practice of project principles and team performance.
- Discussing the principles of project management and their application in project environments.
- Defining project management and the role of project leadership in value delivery.
- Understanding the role of project leadership in engaging stakeholders and supporting collaboration.
- Understanding and developing a collaborative and empowered team environment.
- Discussing the importance of the project team as key project stakeholders.
- Understanding and applying core leadership behaviors.
- Discussing project adaptability, resiliency, and embracing change in team performance.
- Developing project team composition, structure, and communications.
- Understanding and establishing key team performance metrics.
- Discussing project models, methods, and artifacts and their application to project principles, team performance, and leadership.
- Understanding the roles, responsibilities, and functions of project teams, leaders, and stakeholders.
- Exploring progress tracking, status reporting, governance, ethical considerations, and the use of artificial intelligence (AI) in project environments and organizations.

ACQUIRED SKILLS

- Project Resource Management
- Performance Measurement and Evaluation
- Ethical Decision-Making
- Project Management Methodologies

PROJECT PLANNING, WORK & DELIVERY

MGT4501

(PROJ PLAN/WORK & DELIVER)

(FORMERLY PROJECT SCOPE & QUALITY MANAGEMENT)

The Project Planning, Work & Delivery course presents an overview of the project Planning, Work, and Delivery domains and their importance to the organization. Students in this course explore the activities and functions of project planning, work, and delivery associated with predictive, adaptive, and hybrid project life cycles. The course expands upon and presents new concepts and methods of those learned in previous project management courses. This course integrates and expands the topics of project planning, work, and delivery domains using case studies, exercises, and real-world experiences. This course will benefit those seeking the project management certificate.

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

- Understanding and discussing ethical decision-making and moral leadership in project planning, work, and delivery.
- Understanding the nature of project complexity in delivery management and the integration of project delivery functions within the organization.
- Defining project life cycles and the use of predictive, adaptive, and hybrid project development approaches.
- Identifying methods to measure project progress and performance and respond to suboptimal results.
- Analyzing project management models, methods, and artifacts, the benefits they support, and when they should be applied within planning, work, and delivery.
- Discussing project planning as a function for progressing projects in an organized, coordinated, and deliberate manner.
- Understanding project work as the processes for performing work to enable the delivery of expected project deliverables and outcomes.
- Discussing project delivery as the processes for meeting requirements, scope, quality expectations, and intended project outcomes.
- Identifying project stakeholders and outlining their roles and expectations in project planning, work, and delivery.
- Understanding and discussing activities and functions of project planning, work, and delivery associated with predictive, adaptive, and hybrid project life cycles.
- Analyzing how artificial intelligence (AI) influences the productivity and efficiency of project planning, work, and delivery functions in project management.

ACQUIRED SKILLS

- Critical Thinking
- Ethical Decision-Making
- Project Plan Development

PROJECT BUDGETING AND SOURCING STRATEGY

MGT4502

(PROJ BUDGETING/SOURCING)

(FORMERLY PROJECT COST & CONTRACT PROCUREMENT)

(FORMERLY PROJECT BUDGETING & PROCUREMENT)

The Project Budgeting and Sourcing Strategy 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, budgeting and procurement management principles as applied in predictive, adaptive, and hybrid project lifecycle models. The course adds new concepts and methods to those learned in previous project management courses and integrates and expands the topics of project budgeting and procurement using case studies, exercises, and real-world experiences.

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The course provides an in-depth exploration of the financial aspects of project management, focusing on budgeting, cost estimating, capital budgeting, and procurement principles across various project lifecycle models. It also integrates advanced concepts and methods, building on knowledge from previous project management courses.

The course focuses on the understanding of project financials and procurement, while gaining practical skills that can be directly applied to real-world projects. By integrating concepts and methods with the foundational knowledge from previous courses, students will be prepared to manage both simple and complex project budgets, as well as handle procurement challenges throughout a project lifecycle.

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

- Applying ethical decision-making and moral leadership in project budgeting and sourcing strategy.
- Defining and discussing project budgeting and estimating to determine project costs.
- Defining and discussing the key terms integral to project budgeting, sourcing strategy, and external resource acquisition.
- Understanding the differences between fixed costs and variable costs and how they impact project execution and outcomes.
- Understanding and applying earned value methods and related tools to measure project performance and forecast project outcomes.
- Understanding sourcing strategy and related processes, including make-or-buy analysis, source selection, bid evaluation, and seller contracting.
- Discussing how to analyze and facilitate make-versus-buy decisions and develop effective sourcing strategies.
- Discussing the benefits of and differences between centralized and decentralized sourcing and procurement structures.
- Understanding sourcing agreements and contract types, including fixed-price, cost-reimbursable, and time-and-materials contracts.
- Understanding the establishment of effective performance measures, including objectives and key performance indicators.
- Understanding business and stakeholder value and applicable performance measures.
- Understanding, applying, and presenting budget and cost information, including dashboards and other information radiators.
- Obtaining a basic understanding of artificial intelligence (AI) in project management and exploring different tools and their applications for enhanced project outcomes and decision-making.

ACQUIRED SKILLS

- Executive Presentations Development:
 - Project Budgeting Presentation
 - Project Contracts and Procurement Presentation
- Ethical Decision-Making
- Earned Value Analysis

PROJECT RISK, UNCERTAINTY AND VALUE DELIVERY

MGT4503

(PROJ RISK/UNCERT/VALUE)

(FORMERLY PROJECT RISK & SCHEDULE MANAGEMENT)

(FORMERLY PROJECT UNCERTAINTY & VALUE DELIVERY)

The Project Risk, Uncertainty and Value Delivery course presents the core components within the project uncertainty and delivery domains. Topics include managing uncertainty, risk, and change, as well as the delivery of project value. The course adds new concepts and methods to those learned in previous project management courses and integrates and expands the topics of project uncertainty and value delivery using case studies, exercises, and real-world experiences.

The course focuses on key aspects of managing uncertainty, risk, and change in project management, as well as delivering value through successful project execution. Furthermore, the course builds on previous project management knowledge by adding advanced concepts and methods related to uncertainty management, risk management, and value delivery. The course examines navigating the inherent challenges in projects while ensuring they create value for stakeholders and organizations.

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

- Discussing ethical decision-making and moral leadership in project risk, uncertainty, and value delivery.
- Defining and discussing risk, uncertainty management, and value delivery processes.
- Distinguishing among and identifying various types of uncertainty.
- Understanding uncertainty management techniques.
- Discussing, assessing, and prioritizing uncertainty affecting the likely outcomes of a project.
- Understanding methods and tools to manage project risk, uncertainty, ambiguity, complexity, and volatility.
- Discussing techniques to implement and monitor an ongoing schedule control process for the purpose of responding to unplanned changes.
- Understanding methods for performance measurement within value delivery, including predictive, adaptive, and hybrid development approaches.
- Understanding key approaches to manage project outcomes and value delivery.
- Understanding and developing project estimation tools and techniques.
- Understanding and developing project delivery models, methods, and artifacts.
- Gaining a basic understanding of artificial intelligence (AI) in project management and exploring different tools and their applications for enhanced project outcomes and decision-making.

ACQUIRED SKILLS

- Executive Presentations Development:
 - Uncertainty and Risk Management
 - Project Delivery Models
- Ethical Decision-Making
- Schedule Management
- Earned Value Analysis

PROJECT STAKEHOLDER ENGAGEMENT & COMMUNICATIONS **(PROJ STKHLDR ENGAGE/COMM)** **(FORMERLY PROJECT STAKEHOLDER & COMMUNICATIONS MANAGEMENT)**

MGT4504

The Project Stakeholder Engagement & Communications course addresses the concepts, theories, procedures, and methods involved within the Project Stakeholder Domain with an emphasis on stakeholder communications and engagement. Students in this course identify, evaluate, and apply project management approaches, processes, tools, and techniques within the Stakeholder Performance Domain.

The course focuses on the Project Stakeholder Domain, which is critical for successful project management. Managing stakeholders effectively is key to ensuring project success, as stakeholders can significantly influence the project's outcome. Emphasis is placed on stakeholder communications and engagement, which are essential for maintaining support, managing expectations, and ensuring alignment throughout the project lifecycle. This course also provides the tools and frameworks necessary to become a proficient project manager, with a focus on stakeholder communication and engagement.

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

- Understanding and discussing ethical decision-making and moral leadership in project stakeholder engagement and communication.
- Understanding organizational structures and their impact on manager-employee relationships in relation to project management principles and performance domains.
- Understanding and discussing the roles and responsibilities of the project manager, project team, and project stakeholders.
- Discussing the power, impact, influence, and engagement of project stakeholders.
- Understanding the impact of conflict, including conflict mitigation techniques and methods available for project stakeholders.
- Understanding and applying motivation models, including Maslow, Herzberg, and McGregor's theories, for effective project delivery.
- Understanding and applying core components of the communication process and channels in relation to the project team and stakeholders.
- Discussing the impact of organizational culture on project communication and stakeholder engagement.
- Understanding the importance of stakeholder and customer feedback in relation to project outcomes and value delivery.
- Discussing the impact of ethical decisions related to stakeholder engagement and communication.
- Discussing the development and implementation of an effective project communication plan.
- Gaining a basic understanding of artificial intelligence (AI) in project management for progress tracking, status reporting, and monitoring.

ACQUIRED SKILLS

- Ethical Decision-Making
- Communications Management Plan
- Stakeholder Management Plan
- Conflict Mitigation

MANAGING VIRTUAL TEAMS **(MANAGE VIRTUAL TEAMS)** **(FORMERLY TEAMS & TECHNOLOGY)**

MGT4620

The Managing Virtual Teams course provides students with 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 remote 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 and managing virtual teams training.
- 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.
- Assessing how virtual teams use artificial intelligence (AI) to create efficiencies in operations.

ACQUIRED SKILLS

- SWOT Analysis
- Team Formation
- Utilizing Online Learning Tools to Manage a Virtual Team
- Relationship Building Within Teams

CONTEMPORARY MANAGEMENT ISSUES (CONTEMPORARY MGMT ISSUES)

MGT4650

The Contemporary Management Issues course will examine contemporary management issues and equip students with the skills necessary to mitigate the complexities of business issues confronting management. Students will be engaged in topics such as ethical leadership, inclusion and diversity, globalization and how social media impacts the business environment. Additional topics and activities include exploring gender differences in management and working with Emotional Intelligence.

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.
- Understanding how utilizing strengths can be a powerful management tool.
- 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 how to motivate and appreciate employees.
- Understanding diversity within the workplace and how it affects managerial decision making.
- Understanding the challenges of the entitled worker.
- Understanding the challenges of the unmotivated worker.
- Understanding the challenges of the overworked employee.
- Apply data analysis to monitor and assess how management decisions impact organizational performance.
- Identifying ethical issues associated with artificial intelligence including privacy and bias issues.
- Analyzing the difference between management styles when confronting contemporary management issues and the impact on organizational performance.
- Identifying management issues as defined by Artificial Intelligence and how the information can be applied in the decision-making process.

ACQUIRED SKILLS

- Critical Thinking
- Decision-Making
- Communications
- Emotional Intelligence

EXECUTIVE LEADERSHIP (EXECUTIVE LEADERSHIP)

MGT4670

The Executive Leadership course provides students with 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 executive leadership training at various levels 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.
- Assessing how executives use artificial intelligence (AI) to construct and communicate organizational strategies.

ACQUIRED SKILLS

- Strategic Planning
- SWOT Analysis
- Critical Thinking

MANAGING THE GENERATIONS (MANAGING GENERATIONS)

MGT4690

The Managing the Generations course explores the new economic, social, and political reality of managing the multi-generational workforce. The primary objective of the course is to help students analyze today's workplace and the major generational differences affecting organizations. Students will learn about the unique attributes of each generation in the workplace. Emphasis will be placed on the development of effective communication, conflict resolution and management skills that are needed to maximize efficiency, harmony, and success in the workplace.

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

- Defining the generational differences and similarities between generations and understanding the meaning and importance of generational cohorts.
- Examining the attributes and preferred work style of each generation in the workplace.
- Examining the history, theory and management of the multi-generational workplace.
- Finding the elements that enhance the employer/employee "psychological contract" for each generation.
- Explaining the cross-generational workplace and potential organizational effects for today's marketplace.
- 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 generation gaps in the workplace.
- Predicting organizational implications for a cross-generational future.
- Developing an action plan for working with each generation in the workplace.
- Understanding how to manage a multi-generational team.
- Assessing how different generations leverage artificial intelligence (AI) to enhance productivity and streamline workflows in professional environment.

ACQUIRED SKILLS

- Managing Motivation
- Generational Conflict Resolution
- Effective Cross Generation Communication
- Critical Thinking

APPLIED ARTIFICIAL INTELLIGENCE FOR BUSINESS (APPLIED AI FOR BUSINESS)

MGT4710

The Applied Artificial Intelligence for Business course provides students with an in-depth understanding of the ethical use of AI and its application in the business world. Students explore the fundamentals of AI, Big Data, and Machine Learning while learning to implement these technologies to support their organization's strategy. Key topics include AI in business functions, customer feedback, risk management, and the future of AI in business.

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

- Differentiating between AI, Machine Learning, and Big Data.
- Evaluating the effectiveness of AI-driven business strategies.
- Assessing the ethical implications and risks of AI implementation in business.
- Discussing the current applications of AI in business.
- Describing the historical development and key milestones of AI.
- Explaining the types of AI and their applications in business.
- Analyzing business applications across departments.
- Synthesizing customer feedback and market data to enhance AI applications.
- Evaluating the impact of AI on various business functions such as marketing, finance, and operations.
- Presenting AI strategies effectively to stakeholders through well-structured presentations.
- Assessing the future of AI in business.
- Evaluating how Artificial Intelligence (AI)-driven business strategies can be adapted for use in various departments such as marketing, finance, and operations, to drive innovation and efficiency.

ACQUIRED SKILLS

- Ethical Evaluation of AI in Business
- Development of AI-Driven Business Strategies
- Application of AI Technologies in Organizational Functions

CRITICAL THINKING (CRITICAL THINKING)

MGT4720

The Critical Thinking course will explore business related critical thought in the following ways: the concept of 'thinking,' perceptions, constructing knowledge, forming and applying concepts, relationships and organizing, morals, arguments, and reasoning. Critical thinking is

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among the most significant and practical tools for any individual, regardless of career status or life objectives. Philosophy is indeed the foundation of critical thinking, and a grasp of certain philosophical principles is essential to the most basic levels of logic, problem analysis, decision making, and creativity. In the areas of leadership and business it is imperative that critical thinking serves as the essential bedrock upon which sound decision making and effective policy development are constructed.

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

- Employing a range of terminology related to thinking.
- Identifying the key elements of structured logic, deductive, and inductive reasoning.
- Recognizing the difference between valid and invalid arguments as compared to true and false propositions.
- Discussing contemporary theories of morality stemming from critical thinking.
- Demonstrate solving complex business problems using critical thinking.
- Developing criteria for evaluating, clarifying, and expressing beliefs, theories, methods, and conflicting issues.
- Describing fundamental aspects to critical thinking, such as perceiving and believing.
- Identifying how believing and knowing lead to knowledge construction.
- Recognizing and explaining the power of language and thought in business interactions.
- Applying knowledge of critical thinking to strategies and conceptual models.
- Linking and synthesizing the principles of critical thinking to organizational structures and employment relationships.
- Applying research, writing skills, and resource documentation to critical thinking.
- Understanding and applying reasoning as a critical thinker.
- Correctly employing a range of terminology related to thinking.
- Identifying the key elements of structured logic, deductive, and inductive reasoning.
- Assessing how the use of artificial intelligence (AI) impacts critical thinking in business settings.

ACQUIRED SKILLS

- Critical Thinking
- Strategic Planning
- Understanding Organizational Efficiencies
- Utilizing Artificial Intelligence in Understanding Tools & Techniques of Critical Thinking

SERVANT LEADERSHIP (SERVANT LEADERSHIP)

MGT4750

The Servant Leadership course involves defining and understanding Servant Leadership in various business settings. Based on that platform, the student will learn how to develop a personal sense of purpose, mission, and vision, as well as the skills and personal traits that will attract and motivate followers. The classic work of Robert Greenleaf will be the foundational text for this course. The Leadership Experience by Jim Kouzes and Barry Posner will provide an application of Servant Leadership in five key areas: leadership modeling, vision sharing, innovation and change, enabling others, and encouraging the heart of followers.

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

- Explaining how Robert Greenleaf's work and personality led him to be a student of institutions.
- Identifying an expanded list of personal traits and methods that fit the Servant Leadership model and have proved valuable in various types of organizations.
- Identifying the principle of Servant Leadership in various business management settings.
- Identifying the concept of leadership modeling and its impact in the business setting.
- Analyzing how sharing business vision in the organization can transform both individuals and organizations.
- Analyzing servant leadership applied to organizational processes and innovations.
- Recognizing and describing the uniqueness of a servant leader's role in empowering employees.
- Identifying and explaining encouragement as a key function of Servant Leadership.
- Connecting the concept of Non-Anxious Presence to Servant Leadership.
- Explaining the use of the term 'citizenship' about employees assuming responsibility for defining goals, self-motivation, and quality maintenance.
- Applying Servant Leadership in the student's personal and/or professional life.
- Identifying and describing several successful organizations whose leaders have exemplified the principles of Servant Leadership and exploring best practices in servant leadership.
- Recognizing and discussing the need for healing about leaders, workers, and institutions, and how Servant Leadership makes that possible.
- Assessing how servant leaders use artificial intelligence (AI) to connect with those being served.

ACQUIRED SKILLS

- SWOT Analysis
- Critical Thinking
- Empathy in Relation to Serving Others

ENTREPRENEURSHIP IMPLEMENTATION (ENTREPRENEURSHIP IMPLEMENTATION)

MGT4755

PREREQUISITE: Prior to enrollment in MGT4755, students must meet the following requirements: All Business Core and Entrepreneurship Concentration coursework completed:

Business Core: 24 Hours

Accounting Principles (ACC2111, ACC2112)
Economics Principles (ECO2131, ECO2132)
Finance (FIN 3000/4000 level)
Marketing (MKT 3000/4000 level)
BUS3101 Business Law
BUS3104 Statistical Analysis I

Entrepreneurship Concentration: 21 Hours

MGT4192 Business Ethics
BUS4425 Entrepreneurship
BUS4605 Business Acumen
MGT4174 Personnel Management
BUS3305 Management Fundamentals

The Entrepreneurship Implementation course is the Capstone course for the BBA in Entrepreneurship. The course provides the student with an overview and framework for understanding entrepreneurship, as well as an introduction to strategies that support launching a small business venture. A primary goal for this course is to enable the student to develop a basic business plan at the executive summary level and to gain the knowledge needed to implement this plan. Additional activities and topics include literature analysis, review of principles and techniques, and understanding legal implications.

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

- Identifying and evaluating influential literature relevant to entrepreneurship.
- Synthesizing and applying universal ethical principles to entrepreneurship in modern organizations.
- Identifying, evaluating, and applying entrepreneurship principles and techniques within the context of the modern organization.
- Understanding the various legal implications of small business planning.
- Discussing the importance of entrepreneurship and the global environment.
- Understanding how to create and build a small business that prioritizes entrepreneurial success in the decision-making process.
- Analyzing, evaluating, and applying stakeholders' feedback to prioritize and improve future entrepreneurship applications.
- Analyzing, evaluating and applying entrepreneurship best practices for effective and informed decision-making in a small business environment.
- Discussing the importance of the role of a leader executing entrepreneurship plans.
- Identifying and applying appropriate entrepreneurship tools and techniques related to franchising and hybrids.
- Discussing the importance of leveraging an entrepreneurial competitive advantage to better enable small business enterprises to understand competition among firms and industries.
- Discussing the future of entrepreneurship concepts and successful marketing strategies for entrepreneurs.
- Identifying, evaluating, and applying knowledge of capital resources needed by entrepreneurs.
- Understanding the relationship of competitive dynamics and marketplace success in entrepreneurship.
- Assessing how Entrepreneurs use Artificial Intelligence (AI) to discover new business opportunities.

ACQUIRED SKILLS

- SWOT Analysis
- Business Plan Creation
- Critical Thinking

NONPROFIT MANAGEMENT (NONPROFIT MANAGEMENT)

MGT4760

The Nonprofit Management course is among the most significant and practical cross-sectional management courses available for individuals. This course intentionally takes an international and comparative approach to nonprofit management by examining backgrounds, concepts, and relevant theories. A full range of nonprofit organizations will be explored, including service providers, membership organizations, foundations, religious entities, educational institutions, healthcare services and community groups. This course will examine the central tenets of philanthropy, social entrepreneurship, charity, social investment, and civil society. Nonprofit management aims to equip students with the knowledge and practical skills necessary to create, navigate, and strategically guide nonprofit organizations.

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

- Understanding the nature and purpose of a nonprofit organization.
- Identifying the key historical elements of nonprofit organizations.
- Recognizing the difference between relevant concepts and dimensions of nonprofit organizations.
- Discussing contemporary theories of nonprofit organizations.
- Demonstrating a functional knowledge of various approaches to giving and philanthropy.
- Demonstrating the value of studying civic engagement and volunteering in a nonprofit setting.
- Describing the fundamental aspects of social entrepreneurship and social innovation.
- Identifying effectiveness and efficiency measures in nonprofit organizational behavior and performance.
- Recognizing and explaining appropriate financing of nonprofit organizations.

UNDERGRADUATE ACADEMIC

- Applying knowledge of governance, leadership, human resources, marketing, communication, and social media in a nonprofit organization.
- Linking the value of collaboration and constituency management in a nonprofit organization.
- Understanding and applying advocacy and lobbying in successful nonprofit organizations.
- Understanding and evaluating long-term developments and trends in nonprofit management.
- Utilizing Artificial Intelligence (AI) in the review and understanding of nonprofit management approaches and concepts.

ACQUIRED SKILLS

- SWOT Analysis
- Strategic Planning
- Communication
- Social Entrepreneurship
- Nonprofit Budgeting

ARTIFICIAL INTELLIGENCE ESSENTIALS (AI ESSENTIALS)

MGT4765

The Artificial Intelligence Essentials course offers an interdisciplinary exploration of Artificial Intelligence (AI) applications, equipping students with the AI literacy, analytical skills, and problem-solving capabilities essential for the modern workforce. Designed for learners from all backgrounds, this course focuses on applied AI experimentation rather than programming, making it accessible while maintaining rigor.

Students will analyze how AI transforms business, healthcare, education, marketing, operations, and human resources, with a special focus on Texas industries such as oil & gas, automotive, steel, farming, and data centers. The course blends theoretical discussions with hands-on learning in a proprietary AI laboratory and testing environment, where students will engage in interactive AI labs, real-world simulations, and industry case studies.

Through practical experimentation with AI-driven decision-making, automation, and data analytics, students will develop a strategic understanding of AI's capabilities, ethical considerations, and industry adoption challenges. The course culminates in an applied AI project, where students create and present an AI solution tailored to a real-world challenge.

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

- Differentiating between AI, machine learning, and industry-specific AI applications.
- Evaluating AI's impact across disciplines such as business, healthcare, education, and operations.
- Identifying ethical considerations, economic factors, and strategic implications in AI adoption.
- Applying AI tools to analyze and interpret data-driven decision-making.
- Utilizing AI-powered automation to enhance business and organizational processes.
- Assessing case studies showcasing successful AI applications in different industries.
- Experimenting with AI-driven tools such as chatbots, recommendation systems, and predictive analytics.
- Developing a hands-on understanding of AI limitations and current technological constraints.
- Formulating strategic recommendations for integrating AI into professional settings.
- Creating AI-driven projects relevant to marketing, HR, supply chain, and Texas industries.
- Synthesizing interdisciplinary AI applications for broader innovation and efficiency.

ACQUIRED SKILLS

- Effective Prompt Crafting
- Generative Artificial Intelligence Applications
- Ethical Artificial Intelligence Practices
- Artificial Intelligence Research Skills
- Cross-Functional AI Implementation

AI-DRIVEN INNOVATION & STRATEGY (AI INNOVATION/STRATEGY)

MGT4790

The AI-Driven Innovation & Strategy course provides career professionals and industry leaders with hands-on experience in leveraging artificial intelligence (AI) for strategic decision-making, operational efficiency, and business transformation. Students will gain practical knowledge of AI applications through an interactive AI testing environment used to develop AI-driven solutions, engage in AI-powered discussions, and apply AI to real-world case studies in industries such as technology, finance, project management, emerging business trends and various industries.

Designed as the capstone of the AI series of courses at Amberton, this course is centered on developing strategic AI solutions for real-world challenges. Students will assess industry trends, evaluate AI tools, and build an AI strategy portfolio or prototype as their final product that they can take with them into the marketplace.

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

- Artificial Intelligence Research Skills.
- Cross-Functional AI Implementation.
- Explaining the core concepts of AI-driven innovation and strategy in business environments.
- Utilizing Amberton's AI testing environment to develop AI-powered solutions for strategic decision-making.
- Identifying ethical considerations and governance issues related to AI adoption in organizations.
- Identifying AI models to gather data and develop solutions.
- Applying AI models to enhance efficiency, automation, and competitive advantage across industries.
- Analyzing real-world AI applications in technology, finance, project management, and entrepreneurship.
- Developing AI-driven strategies for workforce development and industry leadership.

UNDERGRADUATE ACADEMIC

- Creating, testing, and refining AI chatbots and automation tools for business optimization.
- Evaluating AI's impact on digital transformation and the evolving business landscape.
- Integrating AI findings into key solutions from research.
- Implementing AI strategies to address core scenarios and solutions.
- Developing AI solutions for real-world scenarios and problems.

ACQUIRED SKILLS

- AI Strategy Development
- AI Testing Proficiency
- Strategic AI Tool Evaluation
- Ethical AI Governance
- Capstone AI Portfolio

DEALERSHIP MANAGEMENT AND MARKETING

MGT4910

(DEALERSHIP MGMT/MKTG)

The Dealership Management and Marketing course explores the management of variable operations including new and pre-owned vehicle sales, fleet and rental programs, and finance & insurance (F&I). Students will learn to apply AI-driven lead generation and customer relationship management tools, develop effective sales processes, and manage vehicle inventory. Emphasis is placed on profitability analysis, sales forecasting, and optimizing digital and traditional retail strategies.

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

- Analyzing new and used vehicle sales operations, including sourcing, appraisal, merchandising, desking, and closing processes across traditional and digital retail environments (Vehicle Sales Operations).
- Evaluating AI-enabled tools used for lead generation, business development center (BDC), customer relationship management (CRM), and customer retention within automotive retail settings (AI-Driven Lead Management).
- Assessing inventory acquisition strategies, turn optimization, floor plan considerations, and data-driven pricing decisions for new and used vehicles (Inventory Control & Pricing Strategy).
- Comparing marketing strategies, including online-to-in-store customer journeys, digital retailing platforms, and performance analytics (Dealership Marketing & Omni-Channel Retailing).
- Examining finance and insurance (F&I) products, penetration strategies, profitability drivers, and regulatory compliance requirements affecting dealership operations (Finance & Insurance Operations).
- Interpreting dealership performance metrics and financial key performance indicators (KPIs) related to variable operations to support managerial decision-making (Dealership Financial Performance).
- Applying ethical, legal and regulatory standards governing automotive retailing to practical sales and F&I scenarios, including consumer protection, data privacy and compliance requirements (Ethics and Regulatory Compliance).
- Evaluating compensation structures in new and used vehicle departments to determine their T and lifecycle retention strategies to support long-term dealership profitability (Customer Experience and Retention).
- Evaluating interdepartmental relationships among sales, F&I, marketing, inventory management, and executive leadership to assess how coordination, communication, and process integration impact operational efficiency and customer outcomes (Interdepartmental Coordination).
- Assessing emerging trends in the automotive retail industry, including the future of mobility, digital retail transformation, AI adoption, changing customer behavior, and regulatory shifts to evaluate their strategic implications for dealership operations and competitive positioning (Industry Trends & Strategic Analysis).

ACQUIRED SKILLS

- Analyze New and Used Vehicle Sales Operations
- Summarize AI tools for Lead Generation, CRM, and Customer Retention
- Assess Inventory Acquisition, Turn Strategies, and Pricing Optimization
- Compare Digital Marketing and Omni-Channel Retail Strategies

DEALERSHIP SERVICE, PARTS & BODY SHOP MANAGEMENT

MGT4915

(DEALER SERVICE/PART MGMT)

The Dealership Service, Parts & Body Shop Management course focuses on the service, parts, and body shop divisions of the dealership. Topics include warranty management, customer pay operations, internal repair order processes, wholesaling, inventory control, and work-in-process monitoring. Students will also explore key performance indicators (KPIs), safety compliance, and the role of fixed operations in overall dealership profitability.

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

- Analyzing dealership fixed-operations structures, revenue streams, and interdependencies among service, parts, and body shop departments (Fixed Operations Foundations).
- Analyzing service department workflows, including dispatching, repair order flow, technician productivity, and capacity utilization (Service Lane, Mechanical Shop & Body Shop Operations).
- Evaluating warranty, customer-pay, and internal repair operations, including reimbursement processes, controls, and profitability implications (Service & Body Shop Revenue Classification & Controls).
- Assessing work-in-process (WIP), cycle time, and throughput efficiency to identify operational bottlenecks and improvement opportunities (WIP & Throughput Management).
- Evaluating parts inventory using forecasting models, turnover analysis, and obsolescence controls across retail and wholesale operations (Parts Inventory Management).
- Reviewing parts wholesaling operations and external commercial account strategies, including pricing, fulfillment, and relationship

UNDERGRADUATE ACADEMIC

management (Wholesale & Commercial Parts Operations).

- Assessing safety, environmental, and regulatory compliance across service, parts, and body shop operations (Safety & Regulatory Compliance).
- Interpreting fixed-operations financial statements, KPIs, and profitability metrics, including effective labor rate (ELR) and gross margins (Fixed Operations Financial Performance).
- Implementing service-driven customer retention and loyalty strategies to support long-term dealership profitability (Customer Retention & Service Marketing).
- Evaluating emerging services and fixed-operations technologies, including automation, telematics, and predictive maintenance systems (Emerging Service Technologies).
- Applying ethical standards and compliance requirements governing warranty administration, billing practices, and parts operations to a scenario (Ethics & Regulatory Governance).
- Analyzing fixed-operations profitability and performance data, including the use of AI-enabled analytics and decision-support tools, to support managerial decision-making and strategic growth initiatives (Strategic Fixed Operations Management).

ACQUIRED SKILLS

- Analyze Service, Parts, and Body Shop Workflows, including Technician Productivity, Dispatching, and Capacity Utilization
- Evaluate Warranty, Customer-Pay, and Internal Repair Operations for Efficiency, Compliance, and Profitability
- Apply Parts Inventory Forecasting, Turnover Analysis, and Obsolescence Controls to Support Retail and Wholesale Operations
- Evaluate Wholesaling Strategies and External Commercial Accounts, including Pricing, Fulfillment, and Relationship Management
- Apply Safety, Environmental, and Regulatory Compliance Standards Across Service, Parts, and Body Shop Operations
- Assess Work-in-Process (WIP), Cycle Time, and Throughput Efficiency to Identify Operational Bottlenecks
- Interpret Fixed-Operations Financial Statements, KPIs, and Profitability Metrics
- Implement Service-Driven Customer Retention and Loyalty Strategies to Support Long-Term Dealership Profitability

DEALERSHIP LEGAL AND REGULATORY COMPLIANCE

MGT4920

(DEALER LEGAL/REGULATORY)

The Dealership Legal and Regulatory Compliance course examines the legal, regulatory, and compliance environment governing automotive dealerships, with particular emphasis on finance and insurance (F&I) operations, ethical sales practices, and consumer protection. Topics include major federal, state, and local laws and regulatory agencies affecting automotive retail, such as the Federal Trade Commission (FTC), Truth in Lending Act (TILA), Equal Credit Opportunity Act (ECOA), Fair Credit Reporting Act (FCRA), and state motor vehicle and consumer protection agencies. Students analyze dealership finance and insurance operations, including credit evaluation, leasing, lender relationships, product offerings, compliance requirements, and internal controls, with emphasis on regulatory compliance, risk management, and the strategic role of compliance in dealership financial performance. The course also prepares students for the Association of Finance and Insurance Professionals (AFIP) certification exam.

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

- Analyzing federal, state, and local regulatory frameworks governing automotive retail and consumer finance and evaluating their implications for dealership operations, finance and insurance practices, and regulatory compliance responsibilities.
- Evaluating the structure, roles, and operational workflows of dealership finance and insurance (F&I) departments and assessing how these processes support compliant and profitable dealership operations.
- Assessing dealership consumer financing, leasing, and deal structuring processes to determine how credit evaluation, contract design, and financing alternatives affect regulatory compliance and financial outcomes.
- Applying federal consumer protection regulations, including the Truth in Lending Act (TILA), Fair Credit Reporting Act (FCRA), and Equal Credit Opportunity Act (ECOA), to dealership financing transactions to ensure proper disclosure, documentation, and regulatory compliance.
- Evaluating finance and insurance products, including service contracts, GAP insurance, and ancillary offerings, to assess regulatory compliance requirements, ethical sales considerations, and their impact on dealership profitability.
- Assessing dealership lender relationships and indirect financing processes, including lender agreements, approval workflows, and deal funding procedures, to evaluate associated compliance, operational, and financial risks.
- Evaluating dealership compliance management systems and internal control structures designed to monitor regulatory adherence, documentation accuracy, and operational accountability within finance and insurance operations.
- Applying ethical decision-making frameworks and regulatory governance standards to dealership finance and insurance scenarios to promote responsible sales practices and consumer protection.
- Assessing dealership regulatory risk exposure and the potential operational, legal, and financial consequences of non-compliance with consumer protection and lending regulations.
- Analyzing dealership compliance data and regulatory indicators while applying AI-enabled and technology-based monitoring tools to support compliance oversight and risk detection.
- Assessing the operational, financial, and strategic implications of emerging regulatory changes affecting dealership finance and insurance operations and evaluating organizational responses to evolving regulatory environments.
- Interpreting dealership compliance audits, regulatory findings, and monitoring reports to identify compliance gaps and recommend corrective actions.

ACQUIRED SKILLS

- Analyze Dealership Regulatory and Compliance Frameworks Affecting Automotive Retail Operations
- Evaluate Finance and Insurance Department Workflows, Controls, and Responsibilities
- Apply Federal and State Consumer Protection and Lending Regulations
- Assess Regulatory Risks Related to Dealership Lending, Leasing, and Insurance Products
- Evaluate Internal Control Systems Designed to Ensure Compliance
- Interpret Dealership Finance and Insurance Compliance Metrics, Audit Findings, and Regulatory Risk Indicators
- Analyze Lender Relationships and Financing Alternatives
- Apply Ethical Decision-Making Frameworks to Compliance Scenarios

UNDERGRADUATE ACADEMIC

- Evaluate Regulatory Enforcement Risks and Mitigation Strategies
- Implement Analytics and AI-Enabled Compliance Monitoring Tools to Support Dealership Compliance Processes and Regulatory Risk Management

LEADING THE DEALERSHIP ENTERPRISE (LEAD DEALERS ENTERPRISE)

MGT4925

The Leading the Dealership Enterprise course provides an enterprise-level perspective on automotive dealership leadership from the viewpoint of the General Manager or Dealer Principal. Students examine dealership financial performance, strategic planning, risk management, forecasting, and organizational leadership across variable and fixed operations. Emphasis is placed on interpreting dealership financial statements, aligning departmental performance with organizational objectives, managing operational and regulatory risk, and developing leadership strategies that support long-term profitability and sustainable growth. Students apply analytical and strategic decision-making frameworks to realistic dealership scenarios and develop executive-level recommendations.

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

- Analyzing dealership financial statements, departmental performance reports, and profitability metrics to evaluate enterprise-level financial performance and operational effectiveness.
- Evaluating enterprise-level dealership performance across sales, finance and insurance, fixed operations, and administrative functions to assess organizational effectiveness and profitability drivers.
- Applying forecasting and budgeting techniques to develop financial projections and evaluate strategic planning scenarios that support dealership enterprise decision-making.
- Assessing financial, operational, regulatory, and franchise-agreement risks affecting dealership enterprise performance and identifying strategies to mitigate organizational exposure.
- Evaluating dealership key performance indicators (KPIs), benchmarking metrics, and performance measurement systems used by dealership executives to monitor enterprise performance.
- Developing dealership strategic plans that align financial performance, operational capabilities, market conditions, and franchise requirements with long-term organizational objectives.
- Evaluating leadership strategies, organizational structures, and cultural factors that influence employee performance, operational effectiveness, and dealership enterprise success.
- Analyzing enterprise-level dealership decision-making using integrated financial, operational, and compliance data to support executive leadership and strategic planning.
- Applying ethical leadership principles and governance practices to dealership enterprise decision-making to ensure responsible management and regulatory compliance.
- Applying analytics, enterprise reporting systems, and AI-enabled decision-support tools to evaluate dealership performance, forecasting scenarios, and strategic alternatives.
- Evaluating strategic risks and opportunities affecting dealership enterprise performance, including market changes, technological innovation, and evolving automotive retail models.
- Developing enterprise-level recommendations that integrate financial performance analysis, risk management, and leadership strategy to support long-term dealership growth and sustainability.

ACQUIRED SKILLS

- Analyze Dealership Financial Statements, including Income Statements, Balance Sheets, and Departmental Performance Reports
- Evaluate Enterprise-Wide Dealership Profitability and Operational Performance Drivers
- Apply Forecasting and Budgeting Techniques to Support Dealership Planning and Decision-Making
- Assess Operational, Financial, and Regulatory Risks Affecting Dealership Performance
- Develop Strategic Plans Aligned with Dealership Financial and Operational Goals
- Evaluate Leadership Approaches that Support Organizational Effectiveness and Employee Performance
- Analyze Interdependencies Among Sales, Finance, Fixed Operations, and Administrative Departments
- Interpret Key Performance Indicators (KPIs) Used in Dealership Executive Decision-Making
- Apply Data Analytics and AI-Enabled Tools to Support Forecasting and Enterprise Decision-Making
- Develop Executive-Level Recommendations that Support Dealership Growth, Profitability, and Risk Management

COMPUTER CONCEPTS & INTERNET TECHNOLOGIES (COMPUTER CNCPTS/INTERNET)

MIS2110

The Computer Concepts & Internet Technologies 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 online learning. Additional activities and topics include performing internet research and reviewing security requirements and operating systems.

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 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.
- Discussing the meaning and merits of a computer *firewall* and cybersecurity.
- Performing file management functions used in the daily operations of personal computers.

UNDERGRADUATE ACADEMIC

- 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.
- Understanding and applying basic artificial intelligence (AI), including its history, key concepts and practical applications.

ACQUIRED SKILLS

- Critical Thinking
- Firewall and Cybersecurity Knowledge
- Technical Knowledge and Applications
- Understanding Technical Applications Through the Use of Artificial Intelligence

EMERGING TECHNOLOGIES (EMERGING TECHNOLOGIES)

MIS4322

The Emerging Technologies course is a research-oriented course designed to guide the learner toward a greater appreciation and understanding of newly developed products and concepts that will have an impact on business. Topics include emerging products, investigation of emerging innovative products, discussion of technology trends, and anticipation of future products. Additional activities include discussing technical product emergence and product development and investigation.

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.
- Understanding and applying artificial intelligence concepts, including AI history, key concepts and practical applications, in relation to AI's impact on business and emerging technologies.

ACQUIRED SKILLS

- Critical Thinking
- Use of Artificial Intelligence to Gain Technical Understanding
- Technical Product Analysis

INTRODUCTION TO CYBERSECURITY (INTRO TO CYBERSECURITY)

MIS4360

The Introduction to Cybersecurity course provides a comprehensive introduction to cybersecurity principles, technologies, and practices for both managerial-level learners and hands-on practitioners. Students explore foundational concepts such as security governance, policy, risk management, legal/ethical standards, and the growing role of AI/ML in modern cyber defense. The course examines network and cloud security architectures, intrusion detection systems, identity and access management, automation tools, cyber threat intelligence, and the fundamentals of ethical hacking. Learners gain practical exposure to incident response, digital forensics, log analysis, and AI-enabled security operations. By the end of the course, students will understand key security concepts, evaluate risks, analyze threats, and apply defensive techniques in realistic cybersecurity scenarios.

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

- Explaining foundational cybersecurity principles, governance frameworks, and legal/ethical considerations.
- Evaluating organizational risk using standard risk-management methodologies and recommending appropriate mitigation strategies.
- Analyzing network and cloud security architectures, including firewalls, IDS/IPS, segmentation, and identity/access controls.
- Applying basic skills in intrusion detection, security monitoring, and automation scripting to support cybersecurity operations.
- Implementing core identity and access management (IAM) concepts, including authentication, authorization, and privilege management.
- Assessing cyber threats using threat-intelligence frameworks, adversary tactics, and red/blue team methodologies.
- Demonstrating introductory ethical hacking techniques within authorized laboratory environments.
- Performing foundational incident-response tasks, including detection, containment, eradication, and recovery procedures.
- Conducting basic digital forensics processes such as evidence handling, imaging, preservation, and file-system examinations.
- Analyzing log data from various sources to identify anomalies, security events, and potential indicators of compromise.
- Identifying how AI/ML supports modern cybersecurity operations, including automated threat detection, SOAR workflows, and behavioral analytics.

UNDERGRADUATE ACADEMIC

- Integrating cybersecurity concepts to evaluate realistic scenarios and propose appropriate defensive strategies and solutions.

ACQUIRED SKILLS

- Understand and Apply Cybersecurity Governance Frameworks
- Analyze Network, Cloud, and Endpoint Defensive Architectures
- Perform Intrusion Detection and Automation Scripting
- Examine Cyber Threats Using Intelligence and Red/Blue Methodologies
- Demonstrate Ethical Hacking Fundamentals
- Conduct Basic Digital Forensics Investigations
- Explain How AI/ML Supports SOC Operations and Automated Threat Detection

CYBERSECURITY RISK MANAGEMENT (CYBERSECURITY RISK MGMT)

MIS4370

The Cybersecurity Risk Management course provides a comprehensive examination of cybersecurity risk management with a strong emphasis on governance, risk, and compliance (GRC) in modern organizations. Students explore the legal, regulatory, ethical, and strategic dimensions of managing cybersecurity and information security risks, including data protection, privacy, business continuity, and operational resilience. The course provides a holistic, management-level view of cyber risk, integrating technical, legal, and business perspectives to evaluate threats, vulnerabilities, and organizational impact. Students learn to assess enterprise-level cybersecurity risks, align security and risk management strategies with organizational objectives, and design governance frameworks that support regulatory compliance, ethical decision-making, and sustainable risk mitigation.

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

- Evaluating cybersecurity risk management principles of enterprise governance, organizational strategy, and regulatory environments.
- Analyzing legal, regulatory, and standards-based requirements and assessing their implications for organizational cybersecurity programs.
- Assessing governance, risk, and compliance frameworks that align cybersecurity initiatives with business objectives and ethical responsibilities.
- Evaluating enterprise-level cyber risks by identifying threats, vulnerabilities, and potential impacts across technical, operational, financial, and reputational domains.
- Applying risk assessment methodologies to prioritize cybersecurity risks and appropriate risk treatment strategies, including mitigation, transfer, acceptance, and avoidance.
- Evaluating the effectiveness of organizational controls, policies, and processes in supporting regulatory compliance, data protection, and privacy obligations.
- Integrating business continuity and operational resilience into cybersecurity risk management and governance decision-making.
- Examining ethical challenges and dilemmas in cybersecurity and information security management, including responsible data use, disclosure, and accountability.
- Understanding technical cybersecurity concepts into strategic and managerial insights suitable for executive leadership and management decision-making.
- Developing cybersecurity risk management strategies that balance security, compliance, innovation, and organizational performance in complex and evolving threat environments.
- Evaluating organizational cybersecurity using recognized frameworks and models, and recommending improvements to governance, risk oversight, and compliance capabilities.
- Analyzing legal, technical, and business perspectives to generate evidence-based recommendations for sustainable and resilient cybersecurity risk management programs.
- Utilizing AI tools such as machine learning, natural language processing, and pattern recognition to enhance cybersecurity decision-making, automate risk assessments, and forecast threats.
- Using AI algorithms to analyze data patterns and identify cybersecurity threats in real time
- Integrating AI to ensure consistent adherence to cybersecurity policies and regulations, automate the creation of risk reports, and monitor compliance continuously.

ACQUIRED SKILLS

- Evaluate Cybersecurity Risk Management Principles with Business Objectives
- Apply Risk Assessment Methodologies to Prioritize Cybersecurity Risks
- Examine Ethical Challenges in Cybersecurity and Assess Organizational Controls
- Synthesize Technical Cybersecurity Concepts into Strategic and Managerial Insights

CYBERSECURITY LEADERSHIP AND MANAGEMENT (CYBERSECURITY LDRSHIP/MGT)

MIS4380

The Cybersecurity Leadership and Management course focuses on the knowledge and skills required to manage and secure information systems across a variety of settings, including corporations, government agencies, and nonprofit organizations. The course integrates technical and managerial perspectives, emphasizing the alignment of cybersecurity with business strategy, innovation, ethics, leadership, and project management. Students will learn methods for securing information systems while also developing the leadership and management capabilities needed to oversee cybersecurity teams, initiatives, and projects.

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

- Evaluating the alignment of cybersecurity strategies with organizational goals and business strategies to ensure effective integration across different organizational levels.
- Applying practical risk management techniques to assess cybersecurity risks and implement appropriate methods for mitigating and treating those risks.

UNDERGRADUATE ACADEMIC

- Analyzing the legal and ethical aspects of cybersecurity, including relevant laws, regulations, and compliance requirements, to ensure ethical and legal adherence in cybersecurity initiatives.
- Developing a comprehensive cybersecurity program by designing strategies and managing cybersecurity teams and initiatives to meet organizational goals and address identified risks.
- Comparing various cybersecurity management models and best practices and assessing their applicability and effectiveness in diverse organizational settings.
- Designing contingency plans, disaster recovery strategies, and business continuity frameworks within the context of cybersecurity to ensure operational resilience during cyber incidents.
- Synthesizing the knowledge of maintenance and protection mechanisms to ensure the long-term security of information systems through continuous monitoring and improvement.
- Evaluating the role of cybersecurity leadership in driving organizational innovation, ensuring that cybersecurity initiatives align with broader business innovation strategies and contribute to the organization's overall growth and competitive advantage.
- Assessing the effectiveness of cybersecurity policies and procedures in mitigating organizational risks and recommend improvements to ensure compliance with industry standards and regulations.
- Formulating a comprehensive cybersecurity strategy that integrates key elements like governance, risk management, and project management, while leading cross-functional teams to implement cybersecurity initiatives that support organizational objectives.
- Utilizing Artificial Intelligence / Machine Learning as it relates to operations and threat detection.

ACQUIRED SKILLS

- Understand How to Evaluate and Ensure that Cybersecurity Strategies Align with Organizational Goals and Business Strategies, Fostering Effective Integration Across Organizational Levels
- Apply Practical Risk Management Techniques to Assess Cybersecurity Risks and Implement Appropriate Methods for Mitigating and Treating those Risks within an Organization
- Analyze the Legal and Ethical Aspects of Cybersecurity, including Understanding Relevant Laws, Regulations and Compliance Requirements, Ensuring Adherence to Legal and Ethical Standards in Cybersecurity Initiatives

MARKETING FUNDAMENTALS (MARKETING FUNDAMENTALS) (FORMERLY MARKETING)

MKT3151

The Marketing Fundamentals course explores how for-profit and nonprofit organizations create, identify value, communicate and deliver products and services using traditional and digital methods. Topics include the marketing mix (product, price, promotion, distribution), segmentation and targeting research, strategy and planning, customer behavior and ethics in marketing. Additional activities include explaining the role of marketing in society, identifying environmental issues and factors that affect marketing activities, and describing the role of marketing research in developing marketing strategies.

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 prices 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.
- Examine the role of artificial intelligence in marketing practice.

ACQUIRED SKILLS

- Strategic Thinking
- Consumer Insights
- Ethical Decision-Making

DIGITAL MARKETING FOUNDATIONS (DIGITAL MRKT FOUNDATIONS)

MKT4260

The Digital Marketing Foundations course is an introductory course to the field of digital marketing. The course is designed for business and/or marketing students looking to develop competencies in the emerging and expanding field of digital marketing. The course will provide the student with an overview and framework for understanding digital marketing principles, methods, and best practices. The course focuses on the theories, strategies, tools, methods, and applications that comprise the field of digital marketing. Course topics include the increased use of digital business in today's climate, strategies of connecting with digital consumers, eCommerce, online consumer behavior, SEO/SEM, and email marketing. Students in this course will review scholarly and expert-provided literature and supplemental material to enable them to understand and implement digital marketing in the current and anticipated future business environment.

UNDERGRADUATE ACADEMIC

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

- Developing key knowledge based on influential literature relevant to Digital Marketing topics.
- Explaining marketing strategy based on practical applications of digital marketing techniques and methods.
- Evaluating and interpreting digital marketing best practices in modern organizational strategies and challenges.
- Understanding the digital marketing advertising methods to include email, website, SEO/SEM, social media, mobile apps, and media.
- Formulating perspectives and insights on the implications of ethics and legal considerations in digital marketing strategy.
- Examining the various theories of online consumer behavior.
- Analyzing management and strategic planning principles as they relate to the digital scope of marketing.
- Evaluating the impact of modernization and transformation caused by digital technology on modern business organizations.
- Applying critical and strategic thinking skills in the field of digital marketing.
- Identifying and establishing digital marketing strategies centered around customer segmentation and targeted marketing.
- Demonstrating critical thinking, data analysis and decision-making skills in the context of digital marketing.
- Assessing how AI is leveraged in digital marketing automation and digital analytics.

ACQUIRED SKILLS

- Critical Thinking
- Data Analysis
- Decision Making

eCOMMERCE & WEB ANALYSIS

MKT4270

(eCOMMERCE & WEB ANALYSIS)

The eCommerce & Web Analysis course deals with the emerging field of electronic commerce. The emphasis of the course is to examine the field of e-commerce as a whole while tying in key business functions of operations, marketing, supply chain, and finance that support this digital business model. The course covers economic and technological foundations, infrastructure, and the main technologies employed, as well as the various business strategies being used for electronic commerce (both business-to-consumer and business-to-business).

This course also examines eCommerce web analytics and how this function provides performance measurement to website design, website marketing, and online user experience strategies. The focus will be on establishing the right metrics to measure the effectiveness of competitiveness, customer acquisition and retention efforts, as well as other key strategic objectives of an eCommerce channel.

The course also offers the opportunity for students to get hands-on web analytics training and certification with Google Analytics & Google Academy, offered free for the students at <https://analytics.google.com/analytics/academy/>. In addition to assessing the skill, principles, and framework of eCommerce operations, marketing and strategy, this course will provide a theoretical grasp of the online marketplace taking place in the current environment of online consumer behavior, including external factors facing the industry. This course will equip students with foundational and critical thinking skills centered around how to compete and strategize in this emerging digital business model.

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

- Examining the various dynamics in the ecommerce industry that affect digital strategy.
- Understanding ecommerce website methods, design, and customer experiences.
- Evaluating digital business market opportunities and competitive advantages in ecommerce.
- Defining best practices in various business discipline functions and value chain that support ecommerce, including finance, supply chain, operations, marketing, customer service, and others.
- Discussing the framework of ecommerce strategy planning and execution.
- Examining the role of online customer behavior in ecommerce strategy.
- Demonstrating an understanding of how ecommerce fits into overall organizational strategy.
- Understanding the ethical impact and implications of various aspects of ecommerce in modern organizations.
- Applying ecommerce business strategic best practices with real-world case examples.
- Understanding the ecommerce market analysis and research methods needed to uncover new markets and customers.
- Identifying the role of ecommerce in supporting overall business strategy.
- Developing comprehension of ecommerce best practices in modern business.
- Demonstrating critical thinking, data analysis and decision making skills in the context of e-commerce and web analysis.
- Assessing how AI is leveraged in e-commerce and web marketing.

ACQUIRED SKILLS

- Critical Thinking
- Data Analysis
- Decision-Making

DIGITAL ADVERTISING AND NEW MEDIA

MKT4280

(DIGIT ADVERT & NEW MEDIA)

The Digital Advertising & New Media course focuses on the fundamental principles and concepts of digital media planning, buying, and advertising strategy. This course is ideal for any business or marketing student looking to further expand their acumen in digital marketing with a specific focus on media channels and strategies. The course will provide the student with an overview and framework for understanding digital media and advertising principles, methods, and best practices.

This course focuses on the principles of each digital media channel, leading to the formation of a media plan, starting with the larger context in which media planning occurs, including a fundamental comprehension of managing advertising budgets and targeting audiences. Concepts and calculations as components of advertising budgets are examined in this course, focusing on identifying the right media channel for the right audience at the right time. Also, this course examines the critical digital media campaigns focused on owned, earned, and paid media strategies.

Through analysis, assessment, and building a strategic media plan, students will be able to distinguish how to choose between traditional versus digital media channels, and support overall corporate goals through digital advertising methods and tactics.

UNDERGRADUATE ACADEMIC

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

- Identifying and evaluating influential literature relevant to Digital Advertising & New Media topics.
- Applying practical applications of digital advertising and new media planning methods.
- Demonstrating the functions of digital advertising and new media best practices in modern organizational strategies and challenges.
- Distinguishing best practices around media types of paid, owned, and earned media strategies.
- Applying the framework of new media planning, buying, and implementation.
- Examining the role of customer segmentation and target audience analysis in digital media planning.
- Composing a strategic digital media plan in a real-world marketing challenge.
- Preparing foundational tactics of digital media planning in a digital strategy plan.
- Critiquing various digital media strategies and establishing best practices in the industry.
- Demonstrating critical thinking, data analysis and decision-making skills in the context of digital media and advertising.
- Assessing how AI is leveraged in digital media and advertising.

ACQUIRED SKILLS

- Digital Advertising Best Practices
- Target Audience Analysis
- Digital Advertising Applications
- Strategic Digital Media Plan

PRACTICAL MATH APPLICATIONS (PRACT MATH APPLICATIONS)

MAT1016

The Practical Math Applications course presents a variety of practical time-tested mathematical principles and procedures for enhanced problem solving. Practical applications to real-life situations include reading comprehension, arithmetic, algebra, probability, and statistical endeavors leading to personal improvement, vocational support, and enhanced achievement strategies.

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

- Developing a general problem-solving methodology.
- Deducing from general to specific analysis and problem-solving techniques.
- Inducing from part to whole.
- Designing a formula for a given situation.
- Graphing on a coordinate system.
- Employing technology and calculators to solve problems.
- Determining the probability of an event.
- Calculating measures of central tendency.
- Interpreting measures of variation.
- Analyzing data using the standard normal distribution.
- Solving a variety of applied financial investment problems.
- Using linear equations and inequalities to model everyday situations.
- Calculating perimeter, area, and volume.
- Utilizing the concept and application of various functions.
- Expressing analytical thinking, orally and in writing, and applying that knowledge to other disciplines and to real-world situations.
- Solve practical problems by integrating AI based approaches with traditional math concepts to enhance problem solving in real-world scenarios.

ACQUIRED SKILLS

- Quantitative Problem-Solving
- Data Interpretations and Analysis
- Applied Statistical Reasoning

QUANTITATIVE METHODS (QUANTITATIVE METHODS)

MAT1024

The Quantitative Methods course presents a review of various practical time-tested mathematical principles and procedures important to business, economics, accounting, management, and finance. Topics and applications to real-life situations include functions, linear programming, matrices, limits, derivatives, and integrals. Goals are personal improvement, vocational support, and enhanced overall academic success.

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

- Solving systems of equations.
- Utilizing linear, quadratic, exponential and logarithmic functions.
- Designing linear functions for business operations.
- Graphically analyzing linear programming problems.
- Maximizing and minimizing linear systems.
- Utilizing laws of linear algebra for problem solving.
- Performing mathematical operations on matrices.
- Examining the simplex algorithm in linear programming problems.
- Developing the limit of a function graphically and analytically.
- Interpreting the derivative in various formats.
- Utilizing various derivative formulas.

UNDERGRADUATE ACADEMIC

- Examining maxima and minima with derivatives.
- Determining marginal analysis in business and economics.
- Solving optimization problems.
- Computing anti-derivative, 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 using AI tools and techniques.

ACQUIRED SKILLS

- Optimization of Business Functions
- Model and Analyze Business Data with Calculus
- Interpret Marginal Analysis for Decision-Making

PERSPECTIVES ON DEATH AND DYING (PERSPECTIVES:DEATH/DYING)

PSY3735

The Perspectives on Death and Dying course explores the multifaceted concepts of death and dying across cultures through various lenses, including sociological, psychological, cultural, and philosophical perspectives. Students will examine historical attitudes toward death, the rituals surrounding dying, and the significance of grief and mourning in different cultures. The course will also address contemporary issues such as end-of-life care, ethical dilemmas, and the impact of technology on the dying process. Through discussions, readings, and assignments, students will develop a deeper understanding of how personal, societal, and cultural beliefs shape our perceptions of death and our responses to loss. Another goal of the course is to cultivate empathy and critical thinking skills while encouraging students to confront and articulate their own perspectives on mortality.

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

- Describing the practices related to death and dying across cultures, with particular emphasis upon the United States.
- Identifying stereotypical relationships established between aging and dying.
- Analyzing the societal attitudes toward controversial issues, such as euthanasia, selling of organs, and organ donation list.
- Exploring the responses of family, co-workers, and friends to a dying person.
- Analyzing, comparing, and contrasting the psychological and philosophical foundations for dying found in the predominant literature and media of the past and present.
- 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.
- Focusing on issues of dying and grieving specific to cases of suicide.
- Analyzing the factors that contribute to higher suicide rates in certain populations and focusing on solutions for lowering these rates.
- Examining the relationship among selected demographics such as age, gender, religious preference, educational level and one's expressed death anxiety.
- Identifying sources of information for use by oneself, professionals and the public who are addressing issues of death and dying of others.
- Exploring areas of thanatology study that require further research and increasing awareness of how many thanatology courses medical professionals are exposed to in their studies.
- Identifying the different cultural and religious perspectives on the meaning of death.
- Defining and explaining near-death experiences.
- Identifying the list of tasks that have to be completed from the point someone dies until the funeral or the burial/cremation.
- Identifying and understanding death certificates and the importance of other documents one needs to have completed at death or early in life in order to avoid undesirable outcomes.
- Analyzing information from headstones in cemeteries in order to understand cultural, sociological factors, and historical events about individuals, families, and communities from different periods in history
- Defining and explaining what people consider to be a "good death".
- Utilizing Artificial Intelligence (AI) to efficiently locate and evaluate professional resources published in the last five years for use in assignments, ensuring access to current research, best practices, and innovative approaches in the field of the perspective of death and dying.

ACQUIRED SKILLS

- Critical Thinking
- Utilizing Artificial Intelligence (AI) for Research
- Social Relations

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

REL2032

The Life & Teachings of Jesus course provides a review of biblical theology on the life and teachings of Jesus Christ, including relevant biblical history. Topics include reviews of the New Testament, various religious and political groups in first-century Judaism. Activities include understanding and describing key religious historical events, as well as the implications of the ministry of Jesus and the gospel message.

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.

UNDERGRADUATE ACADEMIC

- Identifying various religious and political groups in first-century Judaism, including the Sadducees, Pharisees, Zealots, Herodians, Essenes, and the Sanhedrin.
- Explaining the religious and political significance of Messiah in first-century Judaism.
- 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.
- Describing the calling and special training of the Twelve disciples in Galilee.
- Describing the arrest, trial, crucifixion, and burial of Jesus.
- Describing the resurrection, numerous appearances, and the ascension of Christ.
- 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.
- Explaining prophecy as a means of identifying Jesus as Messiah.
- Discussing the pre-existence of the son of God and the concept of Incarnation in the person of Jesus of Nazareth.
- Using Artificial Intelligence in the study of the Bible.

ACQUIRED SKILLS

- Critical Thinking
- Historical Understanding of Key Biblical Events
- Use of Artificial Intelligence in Biblical Studies and Research

JOURNEYS OF PAUL

REL3034

(JOURNEYS OF PAUL)

(FORMERLY REL2034 JOURNEYS OF PAUL)

The Journeys of Paul course provides a timeline and biblical history of Paul's missionary journeys and biblical theology. It includes an introduction to the Apostle Paul as described in the New Testament book called Acts, his background, conversion experience, introduction to the Jerusalem church leaders, missionary journeys, core message, and insights from select epistles. Additional activities include discussing the meaning and significance of biblical theology, describing key biblical events and the impact of Paul's work and theology on the development of Christianity.

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

- Discussing the meaning and significance of Paul's Biblical theology.
- Discussing the personal background of Saul of Tarsus, both as a Jew and as a Roman citizen.
- Discussing the details and implications of Saul's conversion experience.
- Tracing significant events and places in Paul's first mission journey.
- Analyzing the significance of the Jerusalem Council as recorded in Acts 15.
- Comparing Paul's reflections on the Jerusalem council in his Epistle to the Galatians.
- Explaining Paul's theology of the Gospel of Jesus Christ, in contrast with the Law of Moses.
- Identifying co-workers in Paul's ministry, especially Barnabas, Silas, John Mark, Luke, Timothy, Priscilla and Aquila, and Apollos.
- Tracing key places and events in Paul's second journey.
- Tracing key places and events in Paul's third journey.
- Describing the events leading up to Paul's arrest and his voyage to Rome.
- Discussing the impact of Paul's work and theology on the development of Christianity.
- Using Artificial Intelligence (AI) in the study of the Bible.

ACQUIRED SKILLS

- Critical Thinking
- Understanding of Key Theological Events and Impacts.
- The Use of Artificial Intelligence (AI) in Biblical Study and Research

THE GOSPEL OF JOHN

REL3821

(THE GOSPEL OF JOHN)

The Gospel of John course is a Biblical theology online course presenting a study of the life and teachings of Jesus Christ as revealed in the fourth Gospel, called the Gospel of John. Topics include understanding theological motives, historical backgrounds, and the development of opposition to Jesus presented in the Gospel. Key activities include discussion of key findings, realizing key impacts of religious events, and understanding core religious concepts.

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

- Understanding the theological motive 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 development of opposition to Jesus and his teachings that led to his arrest, trial, and execution.
- 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.
- Discussing the Holy Spirit as guide, comforter, and revealer.

UNDERGRADUATE ACADEMIC

- 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.
- Utilizing Artificial Intelligence (AI) in the study of the Bible.

ACQUIRED SKILLS

- Critical Thinking
- Understanding Historic Religious Events and Impacts
- The Use of Artificial Intelligence (AI) in Religious Study and Research

FAMILY RELATIONS (FAMILY RELATIONS)

REL3851

The Family Relations course is a Biblical theology online course presenting a study of the life and teachings of Jesus Christ as revealed in the fourth Gospel, called the Gospel of John. Topics include understanding theological motives, historical backgrounds, and the development of opposition to Jesus presented in the Gospel. Key activities include discussion of key findings, realizing key impacts of religious events, and understanding core religious concepts.

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.
- Describing factors that influence mate selection.
- 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.
- Discussing aging and its effects on family relations.
- Discussing how churches should respond to the numerous challenges faced by families today.
- Examining how religious beliefs and ethical frameworks can inform our understanding and use of artificial intelligence.

ACQUIRED SKILLS

- Conflict Resolution
- Critical Thinking
- The Use of Artificial Intelligence (AI) in Various Family Relations Scenarios

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

SCI1026

The Concepts of Biology & Healthful Living 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. Activities include discussion of core implications, identifying key components of health, and contrasting research.

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 and surveying preventative health practices
- 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 or 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 implication 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.
- The use of artificial intelligence (AI) to personalize lifestyle practices for greater health.

ACQUIRED SKILLS

- Identification of the Major Components of Health

UNDERGRADUATE ACADEMIC

- Decision-Making
- Technical Proficiency Through the Use of Artificial Intelligence in Research

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

SCI1027

The Ecology: Man & His Environment 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. Activities include describing and defining key concepts, comparing the differences between a community and an ecosystem, and comparing & contrasting various environments.

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 and preservation of 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.
- Using artificial intelligence (AI) to analyze and predict ecological consequences specific human activities.

ACQUIRED SKILLS

- Critical Thinking
- Decision-Making
- Technical Proficiency in Research Through the Use of Artificial Intelligence (AI)

GRADUATE ACADEMIC

Admission Standards

Course Load

Grades

Academic Performance

Applying for Graduation

Degree Requirements

Degree Programs

Course Offerings

Course Listing

Course Competencies

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.

- Be a U.S. citizen or permanent resident.
- Proficient in the English language
- A mature adult with employment experience.
- Has successfully completed an earned bachelor’s degree from a U.S. accredited college or university as evidenced by the submission of official transcripts. Students with a degree from a foreign institution will be evaluated on an individual basis.
- 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 session in which the student initially enrolls at an institution or following a break in enrollment of at least one fall or spring session at the same or another institution. Exceptions to this provision may be found at www.dshs.texas.gov/immunize/school/college-requirements.aspx. *Does not apply to students enrolled in only online or distance education courses.*
- Students seeking ADA accommodations should review the information on [page 17](#).

Service Member Re-Admission to the University

Admission to Amberton University is valid for three (3) years from date of last enrollment or acceptance to the University, whichever is later. If a service member is required to cease Amberton University due to military service requirements, their admission will remain valid for three (3) years from the last enrollment date. If the Service member returns after three (3) years, they will be required to apply for admission.

Program Requirements

Master of Arts-School Counseling

If you are a student who has been admitted to Amberton University and are pursuing a Master of Arts in School Counseling, you must also apply for admission to the School Counseling program and provide the required documentation. The following information and processes must be completed and/or submitted to the University to be considered for formal admission to the Master of Arts School Counseling program:

1. Application for Admission to Amberton University,
2. School Counselor Program Application,
3. A TEAL account and a TEA ID number,
4. Official transcripts from all previously attended institutions,
5. 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 CMoffitt@amberton.edu.
6. Completion of the School Counseling Program Questionnaire (included as part of Program Application),
7. Payment of \$35 non-refundable TEA Assessment Fee. Students with a valid Amberton ID (AUID) may make payment through the University Portal. Contact an advisor for assistance.
8. Signed Code of Ethics form (on website).
9. Signed Dismissal/Exit Policy form (on website).

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 132](#) 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's or master's 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 or 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. association of colleges and schools as evidenced by the submission of official transcripts. Submit official transcripts of all colleges attended. Accrediting association must be recognized by Amberton University.
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, he or she must demonstrate English proficiency. Proficiency may be demonstrated by:*

7. Submitting an acceptable Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) 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)
 - 6.5 IELTS Band
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.
9. Due to ICE course load requirements and regulations, graduate international students will only be permitted to enroll in programs that can be completed through a mix of online and on-campus courses. See Graduate International Students Admission requirements on the website for a listing of degree choices.

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 credit 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 credit hour:

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 OF A STUDENT

Each student has the opportunity to continue his or her education at Amberton University as long as he or 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 or she will be placed on academic probation. If he or she fails to meet these standards during the session on probation, he or 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 graduate student's responsibility to make application for graduation/candidacy status. 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, (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 website. No graduate student will be entitled to graduate who has not properly requested and received graduation/candidacy status. All academic and financial requirements must be met before a degree is awarded.

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 credit 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) credit 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.

GRADUATION UNDER A PARTICULAR CATALOG

A student may meet the graduation requirements noted in the catalog in effect at the time of admission to Amberton University or the requirements in any later catalog published before the student's graduation.

Changes in degree requirements made necessary by altered or discontinued courses or by requirements imposed by external accrediting or certification agencies become effective for degree audit purposes at the beginning of the academic term immediately following the academic term in which the changes are published in the Amberton catalog. The changes may include additions, deletions and other changes in prerequisite requirements for existing courses. Whenever possible, new requirements are implemented upon the expiration of the appropriate time limit. Students may be required to meet new degree requirements as stated in the most recent catalog in order to satisfy current certification or licensure requirements.

All requirements for a master's degree must be completed within a period of six years from the date of initial enrollment in the program. Enrollment in the first course as a graduate student establishes the beginning of the six-year time allowance. Students who have been continually active in their program for longer than six years may seek a waiver of the six-year time allowance from the Academic Dean, who will convene the Admission Committee to review the request. However, if a student has been inactive in a program for more than 36 months, the student must re-apply to the University and be granted readmission under the current admission requirements. The six-year time allowance then begins again with the date of enrollment at readmission. Previously completed courses older than six years may be used to satisfy current degree requirements with the approval of the Academic Dean.

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 graduate 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 Amberton University. Official electronic transcripts will be accepted from the educational institution or an approved third-party transcript service. Electronic transcripts can be emailed. 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 credit hours.

GRADUATE TRANSFER OF CREDITS

Amberton University will analyze credit accepted for transfer in terms of level, content, quality, compatibility and degree program relevance. Assuming work is allowed to transfer from an accredited institution, the following guidelines will be followed:

1. Transfer work from another accredited institution will be evaluated upon admission.
2. No grade below *B* will be accepted as transfer work.

GRADUATE ACADEMIC

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 sent 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 transcript 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 or 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 METHOD OF DELIVERY

		Combination Classroom & DL	100% DL*
MA	Marriage and Family Therapy	√	√
MA	Clinical Mental Health Counseling	√	√
MA	Professional Development	√	√
MA	School Counseling	√	
MBA	Accounting		√
MBA	Entrepreneurship	√	√
MBA	General Business	√	√
MBA	Management	√	√
MBA	Project Management	√	√
MBA	Strategic Leadership	√	√
MS	Agile Project Management	√	√
MS	Data Analytics	√	√
MS	Family Studies	√	√
	with Christian Counseling Specialization	√	√
MS	Human Relations & Business	√	√
MS	Training & Development	√	√
MS	Human Resource Management	√	√
MS	Managerial Science	√	√
MHA	Healthcare Administration		√

- * 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.

GRADUATE RESIDENCY REQUIREMENTS

In order to meet residency requirements for a graduate degree requiring 36-60 credit hours, the student must complete a minimum of 24 hours in residency at Amberton University. The residency requirement for a 30 credit hour graduate degree is a minimum of 18 hours at Amberton University.

CERTIFICATES

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

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 credit hours in residency for the second master's degree for graduate degrees requiring 36-60 credit hours. For 30 credit hour graduate degrees, the student must complete a minimum of eighteen (18) approved credit hours in residency for the second master's degree. No grade below a *B* will be accepted in transfer from a previous 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 requiring 36-60 credit hours and must complete a minimum of eighteen (18) approved hours in residency for an additional master's degree requiring 30-credit hours. None of the hours completed during enrollment of the first degree may be used to satisfy the residency minimum for the 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) and eighteen (18) hour requirements 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 and Family Therapy
- Master of Arts in Clinical Mental Health Counseling (formerly Professional Counseling)
- Master of Arts in School Counseling

Such students may earn the Master of Arts in Marriage and Family Therapy, the Master of Arts in Clinical Mental Health Counseling (formerly Professional Counseling), or the Master of Arts in School Counseling and may not be required to satisfy the 24 or 18 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 24 or 18 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. The form for requesting a Second Degree Plan is available on the University's website. A Second Degree Plan can be requested during the last session of the first master's degree or after the first master's degree is posted to the official transcript.

**Under no circumstances will a student be permitted to earn a second graduate degree by completing less than twelve (12) approved credit hours, regardless of the degree requirements of the second master's degree.*

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MASTER OF ARTS CLINICAL MENTAL HEALTH COUNSELING

The Master of Arts in Clinical Mental Health Counseling (formerly MA 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 pre-practicum or practicum course without passing the CPCE exam and 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 Master of Arts in Clinical Mental Health 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.

This program may be completed through a combination of on-campus and online courses or 100% online; however, all students must reside in the State of Texas.

A graduate with a Master of Arts in Clinical Mental Health Counseling will be able to:

- Analyze and apply knowledge of the functional area of counseling.
- Implement a framework for counseling diverse client populations.
- Demonstrate expertise and understanding of clients' biological, psychological, and social functioning using appropriate assessment procedures.
- Apply universal ethical principles to navigate complex issues with integrity.
- Utilize research methodologies to generate insights and enhance professional practice

The minimum requirements for a Master of Arts in Clinical Mental Health Counseling are:

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

* 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. All students must pass the CPCE exam before they are eligible to enroll in the Pre-Practicum course.

PLEASE NOTE: Students who complete the Amberton University Master of Arts in Clinical Mental Health Counseling meet the academic requirements for becoming Licensed Professional counselors in the State of Texas. 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 at www.bhec.texas.gov.

GRADUATE ACADEMIC

MA CLINICAL MENTAL HEALTH COUNSELING (FORMERLY MA PROFESSIONAL COUNSELING) DEGREE PLAN

I. Required Graduate Studies: 3 Hours

RGS6035 Theory & Application of Research Methods3 hours

II. Major Requirements: 54 Hours

CSL6740 Counseling Ethics3 hours
CSL6780 Professional Counseling Orientation3 hours
CSL6782 Theories & Methods of Counseling.....3 hours
CSL6765 Crisis Counseling.....3 hours
CSL6801 Life Span Development3 hours
CSL6796 Adult/Geriatric Psychopathology & Treatment3 hours
CSL6803 Career Counseling and Guidance.....3 hours
CSL6800 Counseling Assessment Techniques3 hours
CSL6798 Child/Adolescent Psychopathology & Treatment3 hours
CSL6805 Group Counseling & Therapy.....3 hours
CSL6825 Marriage & Family Therapy3 hours
CSL6770 Advanced Counseling Ethics3 hours
CSL6832 Multicultural Counseling3 hours
CSL6760 Addiction Counseling3 hours
CSL6830 Counseling Skills & Techniques.....3 hours
CSL6839 Pre-Practicum3 hours
CSL6840 Practicum I.....3 hours
CSL6845 Practicum II.....3 hours

III. Counseling Elective: 3 Hours

Selected from 6000 level Counseling Courses3 hours

Total: 60 Hours

MASTER OF ARTS MARRIAGE AND FAMILY THERAPY

The mission of the Master of Arts in Marriage and Family Therapy program is to prepare individuals to be competent and ethically sound in the practice of marriage and family therapy. The purpose of this program is to provide a comprehensive knowledge and application of the functional areas of marriage and family therapy. ***No student may enroll in a pre-practicum or practicum course without passing the AMFTRB Practice Exam and completing all other degree requirements.**** 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.

This program may be completed through a combination of on-campus and online courses or 100% online; however, all students must reside in the State of Texas.

A graduate with a Master of Arts in Marriage and Family Therapy will be able to:

- Analyze therapeutic outcomes and processes, using evidence-based methods to assess effectiveness and improvement.
- Integrate counseling theories and techniques to develop personalized therapeutic strategies for individuals, couples, and families from diverse backgrounds.
- Demonstrate expertise in marriage and family therapy principles, practices, and professional standards.
- Apply universal ethical principles to navigate complex issues with integrity.
- Utilize research methodologies to generate insights and enhance professional practice.

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

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

* 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. All students must pass the AMFTRB Practice Exam before they are eligible to enroll in the Pre-Practicum course.

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. 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 at www.bhec.texas.gov.*

**MARRIAGE AND FAMILY THERAPY
DEGREE PLAN**

Program Prerequisite: None

I. Required Graduate Studies: 3 hours

RGS6035 Theory & Application of Research Methods3 hours

II. Major Requirements: 48 hours

CSL6740 Counseling Ethics3 hours
CSL6760 Addiction Counseling3 hours
CSL6782 Theories & Methods of Counseling3 hours
CSL6792 Couples Therapy3 hours
CSL6794 Principles and Methods of Sex Therapy3 hours
CSL6796 Adult/Geriatric Psychopathology & Treatment3 hours
CSL6798 Child/Adolescent Psychopathology & Treatment3 hours
CSL6800 Counseling Assessment Techniques3 hours
CSL6801 Life Span Development3 hours
CSL6825 Marriage & Family Therapy3 hours
CSL6830 Counseling Skills & Techniques3 hours
CSL6832 Multicultural Counseling3 hours
CSL6839 Pre-Practicum3 hours
CSL6840 Practicum I3 hours
CSL6845 Practicum II3 hours
CSL6850 Practicum III3 hours

III. Counseling Electives: 9 hours

Selected from 6000 level Counseling Courses9 hours

Total: 60 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. 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 Master of Arts in Professional Development program is to provide adult students with the unique opportunity to design a personal interdisciplinary program of study that brings fields of inquiry together in unique combinations not otherwise offered as a program at the University. The program provides students with a basis to accomplish their own goals of advanced learning and development by educating them in the fields of business, communication, counseling, human behavior, and human resources.

This program may be completed through a combination of campus and online courses or 100% online.

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

- Analyze critical thinking skills and concepts from business, communication, counseling, or human development to enhance innovative thinking and decision-making skills.
- Evaluate communication strategies for effectiveness in diverse professional contexts, focusing on adaptability and leadership.
- Create structured frameworks for problem-solving, leveraging critical thinking and strategic planning to effectively address and resolve real-world challenges.
- Apply universal ethical principles to navigate complex issues with integrity.
- Utilize research methodologies to generate insights and enhance professional practice.

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

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

GRADUATE ACADEMIC

MA PROFESSIONAL DEVELOPMENT DEGREE PLAN

Program Prerequisite: None

I. Required Graduate Studies: 6 Hours

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

II. Major Requirements: 30 Hours

Selected from 5000/6000 level courses30 hours

Selected from one or more of the following prefixes or areas:

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

Communication (COM)

Counseling (CSL)

Healthcare Administration (HCA)

Human Behavior and Development (HBD)

Human Resources and Training (HRT)

Psychology (PSY)

Religion/Ethics

Sociology

Total: 36 Hours

Graduate certificates may be completed while fulfilling degree requirements. See the University website for a listing of certificates offered.

MASTER OF ARTS SCHOOL COUNSELING

The Master of Arts (MA) 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 (University Catalog).

The program is comprised of forty-eight (48) 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 pass the TExES exam prior to enrollment in CSL6870 School Counseling Practicum I.***

The mission of the Master of Arts in School Counseling is to provide students with 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.

This program is offered in the campus-based mode only with some online courses available and all students must reside in the State of Texas.

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

- Create a comprehensive guidance program tailored to the developmental planning needs of students.
- Maximize decision-making strategies which conform to state law and professional standards required of school counselors.
- Combine developmental theories and therapeutic skills to demonstrate understanding of the dynamic in child-parent-school case studies.
- Apply universal ethical principles to navigate complex issues with integrity.
- Utilize research methodologies to generate insights and enhance professional practice.

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

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

**MA SCHOOL COUNSELING
DEGREE PLAN**

Program Prerequisite: None

I. Required Graduate Studies: 3 Hours

RGS6035 Theory & Application of Research Methods 3 hours

II. Major Requirements: 45 Hours

CSL6745 School Counseling Ethics 3 hours

CSL6779 Counseling in Schools..... 3 hours

CSL6782 Theories & Methods of Counseling..... 3 hours

CSL6798 Child/Adolescent Psychopathology & Treatment 3 hours

CSL6800 Counseling Assessment Techniques 3 hours

CSL6801 Life Span Development 3 hours

CSL6803 Career Counseling and Guidance..... 3 hours

CSL6805 Group Counseling & Therapy..... 3 hours

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

CSL6832 Multicultural Counseling 3 hours

CSL6833 Counseling Children and Adolescents 3 hours

CSL6837 Strategies for Behavioral Interventions 3 hours

CSL6870 School Counseling Practicum I..... 3 hours

CSL6875 School Counseling Practicum II 3 hours

CSL6880 School Counseling Practicum III 3 hours

Total: 48 Hours

**MASTER OF BUSINESS ADMINISTRATION
ACCOUNTING**

The mission of the Master of Business Administration in Accounting is to prepare students to use advanced accounting skills for management-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 business, communication, ethics, management accounting concepts, and standard procedures. Amberton's MBA in Accounting prepares graduates for careers as chief financial officers, chief operating officers, business consultants, management analysts, and chief executives. It also builds upon the BBA Accounting* program at Amberton to allow students to complete coursework necessary to sit for the Certified Public Accountancy (CPA) exam in the state of Texas. Requirements for the exam vary from state to state and change periodically.

This program may be completed through a combination of campus and online courses or 100% online.

***See the BBA/MBA-Accounting Dual Degree Program in the undergraduate section for courses available to be dual coded. This option is only available for students completing the BBA-Accounting (CPA Track) and continuing into the MBA-Accounting degree plan. They are eligible to be taken after the student has completed 90 credit hours towards the BBA-Accounting degree.**

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

- Utilize technology to analyze data and improve business performance.
- Demonstrate the use of management accounting techniques to make informed decisions.
- Portray management skills necessary to lead organizations.
- Apply universal ethical principles to navigate complex issues with integrity.
- Utilize research methodologies to generate insights and enhance professional practice.

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

- 24 credit hours must be completed at Amberton University.
- 36 credit hours to complete the program, excluding the prerequisite. The BBA/MBA dual track program option can be completed in 30 hours for those completing their BBA-Accounting degree with Amberton and utilizing the option to complete six credits in the undergraduate program noted by * below.
- A minimum cumulative grade point average (GPA) of 3.00 is required.

MBA ACCOUNTING DEGREE PLAN

I. Program Prerequisite: 3 Hours

Prerequisite to the MBA Accounting program is either 1) an earned bachelor's degree in accounting; or 2) an earned bachelor's, which will include at least 30 hours in business, including the following course or its equivalency, which the student must have successfully completed, or the following course must be taken:

BUS4113 Accounting & Finance for Managers..... 3 hours

II. Required Graduate Accounting Courses: 6 Hours

ACC6165 Tax Planning and Research..... 3 hours

ACC6036 Ethics for Accountants 3 hours

III. Major Requirements: 24 Hours

COM5469 Managerial Communication..... 3 hours

*FIN5250 Corporate Finance 3 hours

*MGT5203 Operations Management 3 hours

ACC6120 Accounting Information Systems 3 hours

ACC6130 Financial Statement Analysis..... 3 hours

ACC6135 Data Analytics for Accountants 3 hours

ACC6155 Advanced Managerial Accounting 3 hours

MGT6203 Strategic Management** 3 hours

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

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

Select two courses from the following courses: 6 hours

BUS5425 Entrepreneurship

BUS5110 International Business

ECO6140 Managerial Economics

ECO6250 Global Economic Issues

FIN6290 International Finance

FIN6186 Managerial Finance

MGT5670 Executive Leadership

**Total: 36 Hours
(Excluding Program Prerequisite)**

*FIN5250 and MGT5203 are courses completed in the Dual Degree BBA and MBA Accounting program and do not need to be repeated by the student.

PLEASE NOTE: *Students who complete the Amberton University Bachelor of Business Administration in Accounting AND Master of Business Administration in Accounting meet the education requirements for becoming a Certified Public Accountant in the State of Texas. However, each student should carefully review the current state requirements of the Texas State Board of Public Accountancy for changes and updates. The Texas State Board of Public Accountancy provides clear guidelines and requirements to take the CPA exam and in applying for a new licensure. It is the sole responsibility of each student to satisfy each of the requirements of the State of Texas. Questions regarding licensure should be directed to the Texas State Board of Public Accountancy at www.tsbpa.texas.gov/applicants/.*

**MASTER OF BUSINESS ADMINISTRATION
ENTREPRENEURSHIP**

The Master of Business Administration in Entrepreneurship degree is ideal for individuals who have the desire to start or grow a new business. In this program, students will learn the business and management components of Entrepreneurship. The mission of the Master of Business Administration in Entrepreneurship program is to prepare students to launch and succeed in a new business venture. This program will provide a curriculum that focuses on research and application of business tools needed for a new enterprise. The program concentrates on educating students on the concepts of accounting, economics, finance, marketing, management, communications business regulations, critical thinking, analysis, and forecasting.

The curriculum in this program focuses on fundamental entrepreneurial concepts such as effectively identifying market opportunities, defining target markets, understanding economic trends, promoting products and/or services using effective and appropriate marketing tools, developing strategy, managing personnel, and understanding financial reporting. Students will also become familiar with laws and regulations governing small businesses and start-ups, and communicating with stakeholders. Upon the completion of this program, the student will have acquired the knowledge and skills to launch a start-up business, manage business functions within a small business, and utilize their knowledge and skills to enable the business to survive and thrive in today's competitive and ever-changing market.

This program may be completed through a combination of campus and online courses or 100% online.

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

- Analyze financial, economic, marketing, and management principles to identify opportunities and challenges in new ventures.
- Formulate branding strategies for an entrepreneurial venture and generate and manage business processes effectively.
- Implement innovative business models that meet emerging market needs, ensuring sustainable growth and competitive advantage.
- Apply universal ethical principles to navigate complex issues with integrity.
- Utilize research methodologies to generate insights and enhance professional practice.

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

- 18 credit hours applicable to the degree must be completed at Amberton University.
- 30 credit hours for this degree.
- A minimum cumulative grade point average (GPA) of 3.00 is required.

GRADUATE ACADEMIC

MBA ENTREPRENEURSHIP DEGREE PLAN

Program Prerequisite: None

I. Required Graduate Studies: 3 Hours:

RGS6036 Ethics for Decision Making3 hours

II. Major Requirements (5000/6000 Level): 21 Hours

BUS5425 Entrepreneurship3 hours

MKT6450 Competitive Marketing Analytics3 hours

MKT5260 Digital Marketing Foundations3 hours

MGT6177 Strategic Human Resource Management.....3 hours

MGT6175 Management Responsibilities & Practice3 hours

MGT6705 Strategic Innovation and Leadership3 hours

MGT6755 Entrepreneurship Implementation (Capstone)*3 hours

*Taken at the completion of all coursework, except electives.

III. Electives (5000/6000 Level): 6 Hours

Business Administration & HRT Electives6 hours

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

ACC, BUS, ECO, FIN, HRT, MGT, MIS, MKT

Total: 30 Hours

Graduate certificates may be completed while fulfilling degree requirements. See the University website for a listing of certificates offered.

**MASTER OF BUSINESS ADMINISTRATION
FINANCE**

The Master of Business Administration in Finance is designed for forward-thinking individuals aiming to excel in the dynamic and ever-evolving financial sector. This program equips students with the critical skills and knowledge necessary to thrive at the intersection of finance and technology, a sector undergoing rapid transformation due to advancements in information technology. As financial landscapes become increasingly digital, understanding and leveraging technologies such as artificial intelligence, cryptocurrency, blockchain, and data analytics become indispensable.

The MBA in Finance is for those who want to explore core financial principles while deeply integrating cutting-edge topics like robo-advisors, peer-to-peer lending, online banking, technology forecasting, and analysis. The program also delves into the crucial law, policy, and regulation areas that govern this digital revolution. With a focus on practical applications, students will engage in immersive learning experiences involving case studies, interactive sessions, and hands-on projects aimed at developing proficiency in navigating modern payment infrastructures, investment strategies, and the efficient use of consumer and company data.

The objective of the MBA in Finance program is to prepare students for excellence in the financial sector by equipping them with both foundational and advanced knowledge at the convergence of finance and technology. The program aims to develop comprehensive financial expertise, ensuring students are well-versed in key financial principles such as capital structures, profitability, and performance metrics.

Graduates of this program will be well-prepared to drive innovation and lead in high-impact roles across various domains of the financial industry, including investment banking, commercial banking, and international finance. By merging traditional financial education with a robust technological framework, this Master of Business Administration in Finance program not only meets but exceeds the contemporary standards of quality for higher education in finance, preparing students to become the pioneering leaders of tomorrow's financial world.

This program may be completed through a combination of campus and online courses or 100% online.

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

- Formulate and execute strategic financial decisions using advanced knowledge of capital structures, profitability drivers, and performance metrics to maximize organizational value.
- Integrate financial theory with interdisciplinary economics, technology, and management knowledge to solve complex business challenges in dynamic environments.
- Lead innovation by applying emerging financial technologies—including AI, blockchain, and digital currencies to improve financial services and organizational efficiency.
- Apply universal ethical principles to navigate complex issues with integrity.
- Utilize research methodologies to generate insights and enhance professional practice.

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

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

**MBA FINANCE
DEGREE PLAN**

I. Program Prerequisite: 3 Hours

The prerequisite to the MBA in Finance program is a bachelor's degree in business; otherwise, the student must have completed the following course or its equivalent:

FIN3137 Business Finance3 hours

II. Required Graduate Studies: 6 Hours

RGS6035 Theory & Application of Research Methods3 hours

RGS6036 Ethics for Decision Making3 hours

III. Major Requirements (5000/6000 Level): 27 Hours

ACC6130 Financial Statement Analysis3 hours

FIN6186 Managerial Finance3 hours

Economics Elective (ECO6140 or ECO6250).....3 hours

Marketing Elective (MKT 5000/6000 level course).....3 hours

FIN5250 Corporate Finance3 hours

FIN6290 International Finance3 hours

MGT6460 Applied Business Analytics3 hours

FIN5265 Foundations of Financial Technology3 hours

MGT6203 Strategic Management**3 hours

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

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

Business Administration Electives6 hours

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

ACC, BUS, ECO, FIN, MGT, MIS, MKT)

**Total: 36 Hours
(Excluding Program Prerequisite)**

Graduate certificates may be completed while fulfilling degree requirements. See the University website for a listing of certificates offered.

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 Master of Business Administration in General Business 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 program concentrates on educating the students on the concepts of accounting, economics, finance, marketing, management, business law, statistical analysis, critical thinking, and problem solving.

This program may be completed through a combination of campus and online courses or 100% online.

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

- Analyze contemporary business concepts, focusing on their application within various organizational contexts.
- Evaluate business strategies to solve complex business problems using economic, finance, management, and marketing principles.
- Explain strategic insights utilizing persuasive communication techniques to engage business stakeholders.
- Apply universal ethical principles to navigate complex issues with integrity.
- Utilize research methodologies to generate insights and enhance professional practice.

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

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

GRADUATE ACADEMIC

MBA GENERAL BUSINESS DEGREE PLAN

I. Program Prerequisite: 3 Hours

Prerequisite to the MBA in General Business is a bachelor's degree in business; otherwise, the student must have completed the following course or its equivalent:

BUS4605 Business Acumen.....3 hours

II. Required Graduate Studies: 6 Hours

RGS6035 Theory & Application of Research Methods3 hours

RGS6036 Ethics for Decision Making3 hours

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

Business Administration and/or Healthcare Administration Electives.....15 hours

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

ACC, BUS, ECO, FIN, HCA, MGT, MIS, MKT

Economics Elective (ECO6140 or ECO6250).....3 hours

Finance Elective (FIN5250, FIN6186, or FIN6290)3 hours

Management Elective (MGT 5000/6000 level course).....3 hours

Marketing Elective (MKT 5000/6000 level course).....3 hours

MGT6203 Strategic Management**3 hours

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

Total: 36 Hours
(Excluding Program Prerequisite)

Graduate certificates may be completed while fulfilling degree requirements. See the University website for a listing of certificates offered.

**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 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 Master of Business Administration in Management 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. The program teaches the students how to integrate these skills in a real-world business environment.

This program may be completed through a combination of campus and online courses or 100% online.

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

- Analyze complex business scenarios to inform innovative strategic and tactical decision-making.
- Integrate critical thinking skills with human relations and emotional intelligence competencies.
- Synthesize strategic solutions for real-world business challenges to sustain competitive advantage.
- Apply universal ethical principles to navigate complex issues with integrity.
- Utilize research methodologies to generate insights and enhance professional practice.

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

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

GRADUATE ACADEMIC

MBA MANAGEMENT DEGREE PLAN

I. Program Prerequisite: 3 Hours

Prerequisite to the MBA in Management is a bachelor's degree in business; otherwise, the student must have completed the following course or its equivalent:

BUS4605 Business Acumen.....3 hours

II. Required Graduate Studies: 6 Hours

RGS6035 Theory & Application of Research Methods3 hours

RGS6036 Ethics for Decision Making3 hours

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

Business Administration Electives3 hours

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

ACC, BUS, ECO, FIN, MGT, MIS, MKT

Economics Elective (ECO6140 or ECO6250).....3 hours

Finance Elective (FIN5250, FIN6186 or FIN6290)3 hours

Management Electives (MGT 5000/6000 level courses).....15 hours

Marketing Elective (MKT 5000/6000 level course).....3 hours

MGT6203 Strategic Management**3 hours

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

**Total: 36 Hours
(Excluding Program Prerequisite)**

Graduate certificates may be completed while fulfilling degree requirements. See the University website for a listing of certificates offered.

**MASTER OF BUSINESS ADMINISTRATION
PROJECT MANAGEMENT**

The Master of Business Administration in Project Management is ideal for individuals who want to enhance their ability to successfully manage complex projects. Grounded in general management principles, the MBA in Project Management program is a study of project management that provides students with the capability to master advanced project management techniques. The curriculum focuses on contemporary 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.

The mission of the Master of Business Administration in Project Management program is to provide students with competence in advanced project management techniques and to prepare graduates with the knowledge and skills necessary to succeed as project management practitioners in a global economy.

This program may be completed through a combination of campus and online courses or 100% online.

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

- Analyze key components of project management, such as project requirements, constraints, stakeholder dynamics, and resource allocations.
- Evaluate the effectiveness of project management practices and decisions in diverse organizational settings.
- Implement innovative project management strategies and solutions to address unique organizational challenges and goals.
- Apply universal ethical principles to navigate complex issues with integrity.
- Utilize research methodologies to generate insights and enhance professional practice.

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

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

**MBA PROJECT MANAGEMENT
DEGREE PLAN**

Program Prerequisite: None

I. Required Graduate Studies: 6 Hours

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

II. Major Requirements: 24 Hours

MGT6151	Project Value Delivery Strategy & Planning.....	3 hours
MGT6152	Project Performance Management.....	3 hours
MGT6153	Project Risk, Performance Measurement and Delivery Models.....	3 hours
MGT6154	Project Delivery Applications.....	3 hours
HBD6771	Conflict Management & Resolution.....	3 hours
HBD6776	Leadership Theories & Practice.....	3 hours
	Communication Elective (COM 5000/6000 level course).....	3 hours
MGT6203	Strategic Management**	3 hours

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

III. Electives (5000/6000 Level): 6 Hours

Business Administration Electives	6 hours
Selected from 5000/6000 level courses with the following prefixes:	
ACC, BUS, ECO, FIN, MGT, MIS, MKT	

Total: 36 Hours

Graduate certificates may be completed while fulfilling degree requirements. See the University website for a listing of certificates offered.

**MASTER OF BUSINESS ADMINISTRATION
STRATEGIC LEADERSHIP**

The Master of Business Administration degree in Strategic Leadership develops the managerial skills necessary for leadership roles in modern 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 complement individual career goals. This versatile degree 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 Master of Business Administration in Strategic Leadership program is to develop the critical thinking and decision-making skills needed for leadership in dynamic organizations by providing an ethical framework for internal and external analysis, organizational planning, goal setting, and the effective implementation of competitive strategies.

This program may be completed through a combination of campus and online courses or 100% online.

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

- Analyze leadership principles and practice in relation to an organization's strategic goals & objectives.
- Evaluate leadership competencies and characteristics in organizational situations.
- Explain internal and external factors and policies impacting organizations.
- Apply universal ethical principles to navigate complex issues with integrity.
- Utilize research methodologies to generate insights and enhance professional practice.

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

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

GRADUATE ACADEMIC

MBA STRATEGIC LEADERSHIP DEGREE PLAN

Program Prerequisite: None

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 Level) 24 Hours

HRT6575 Organizational Change.....	3 hours
HBD6771 Conflict Management & Resolution.....	3 hours
HBD6776 Leadership Theories & Practice	3 hours
Business Administration Electives	6 hours
Selected from 5000/6000 level courses with the following prefixes: ACC, BUS, ECO, FIN, MGT, MIS, MKT)	
Management Electives (MGT 5000/6000 level courses).....	6 hours
MGT6203 Strategic Management**	3 hours

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

III. Electives (5000/6000 Level): 6 Hours

Selected from any discipline (excluding any Practicum Course)	6 hours
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Total: 36 Hours

Graduate certificates may be completed while fulfilling degree requirements. See the University website for a listing of certificates offered.

MASTER OF HEALTHCARE ADMINISTRATION

The Master of Healthcare Administration (MHA) degree is ideal for individuals who want to enhance their ability to successfully demonstrate the skills and knowledge essential for executive and managerial positions in the healthcare field. Grounded in a general core competencies model, the MHA program is the study of leading people, managing resources, setting strategic direction, and improving the health of the population. The curriculum focuses on healthcare law and ethics, health policy and finance and budgeting. Students acquire knowledge of healthcare core competencies, techniques, and processes necessary to effectively initiate, plan, execute, control, and evaluate healthcare delivery in organizational settings. MHA graduates are prepared to fill upper management and leadership roles in healthcare organizations.

Amberton's Master of Healthcare Administration MHA program incorporates the National Association of Long-Term Care Administrator Board's (NAB) core competences as well as the Commission on Accreditation of Healthcare Management Education's (CAHME) core competencies as a model for its curriculum. As proposed, this program includes nine new courses.

This program is offered 100% online.

A graduate with a Master of Healthcare Administration Degree will be able to:

- Develop operational management principles, strategic decision-making tools, and data-driven approaches to lead and optimize healthcare organizations and enhance overall performance.
- Evaluate, integrate, and manage advanced healthcare technologies and informatics systems to enhance patient care, maximize operational efficiency, and ensure regulatory compliance.
- Design, implement, and advocate for population health strategies, utilizing Social Determinants of Health (SDoH) to promote health equity, improve community wellness, and drive value-based care outcomes.
- Apply universal ethical principles to navigate complex issues with integrity.
- Utilize research methodologies to generate insights and enhance professional practice.

The minimum requirements for a Master of Healthcare Administration Degree are:

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

**MASTER OF HEALTHCARE ADMINISTRATION
DEGREE PLAN**

Program Prerequisite: None

I. Required Graduate Studies: 30 Hours

HCA5910 Population Health	3 hours
HCA5920 Healthcare Policy Development & Regulations.....	3 hours
HCA5930 Healthcare Quality Improvement Concepts & Tools	3 hours
HCA5940 Operational Decision Making for Healthcare Managers.....	3 hours
HCA5950 Healthcare Human Resource Management	3 hours
HCA5960 Healthcare Technology & Informatics	3 hours
HCA6970 Healthcare Economics and Financial Theory.....	3 hours
HCA6980 Healthcare Administration Research Methods.....	3 hours
HCA6990 Health Law & Ethics	3 hours
MGT6203 Strategic Management**.....	3 hours

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

II. Electives (5000/6000 Level): 6 Hours

Selected from any discipline (excluding any Practicum Course)6 hours

Total: 36 Hours

• **PLEASE NOTE:** Students who complete the Amberton University Master of Healthcare Administration degree meet the academic requirements for becoming a Licensed Nursing Facility Administrator in the State of Texas. Students should carefully review the current state requirements for changes and updates. The Texas Health and Human Services enforces this license and provides clear guidelines and requirements to apply for a new license. Questions regarding licensure in the State of Texas should be directed to Texas Health and Human Services at www.hhs.texas.gov/business/licensing-credentialing-regulation/long-term-care-credentialing/nursing-facility-administrators-licensing-enforcement.

• **PLEASE NOTE:** Students who complete the Amberton University Master of Healthcare Administration may also meet the academic requirements for becoming a Licensed Nursing Facility Administrator in several other states. Please contact your state licensing board for their specific AIT and preceptor requirements. Students should carefully review their current state requirements for changes and updates for each individual state. The National Association of Long-Term Care (NAB) provides clear guidelines and requirements to apply for a new license in qualifying states. **Questions regarding licensure outside the State of Texas should be directed to** www.nabweb.org/home and www.nabweb.org/nabsite/seeking-licensure/how-to-get-started.

• **PLEASE NOTE:** Practicum courses/Internship hours are required for NFA licensure.

**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.

The mission of the Master of Science in Agile Project Management (MS/APM) program is to provide students with relevant technical and cognitive education to prepare for employment in Agile project management arenas. Additionally, the MS/APM program develops the skills required for successful Agile project outcomes by providing students with the opportunity to master Agile project management tools and techniques utilized by Agile practitioners in the industry.

This program may be completed through a combination of campus and online courses or 100% online.

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

- Analyze predictive and agile methodologies and frameworks for the optimization of value delivery.
- Evaluate the effectiveness of agile project management tools and techniques, making informed judgments based on established criteria and standards.
- Develop innovative project management solutions by applying agile methodologies, focusing on continuous improvement and addressing complex challenges with creative strategies.
- Apply universal ethical principles to navigate complex issues with integrity.
- Utilize research methodologies to generate insights and enhance professional practice.

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

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

**MS AGILE PROJECT MANAGEMENT
DEGREE PLAN**

I. Program Prerequisite: 3 Hours

Prerequisite to the MS in Applied Project Management 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 Methods3 hours

RGS6036 Ethics for Decision Making3 hours

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

MGT6145 Foundations of Project Delivery3 hours

MGT6151 Project Value Delivery Strategy & Planning3 hours

MGT6505 Agile Project Management.....3 hours

MGT6515 Agile Frameworks.....3 hours

MGT6520 Agile Methods3 hours

MGT6525 Agile Value Delivery3 hours

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

Business Administration Electives6 hours

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

ACC, BUS, ECO, FIN, MGT, MIS, MKT

**Total: 30 Hours
(Excluding Program Prerequisite)**

Graduate certificates may be completed while fulfilling degree requirements. See the University website for a listing of certificates offered.

MASTER OF SCIENCE APPLIED ARTIFICIAL INTELLIGENCE

The Master of Science in Applied Artificial Intelligence (AI) is a strategically designed graduate program tailored for professionals seeking to become leaders and innovators in an increasingly AI-driven business landscape. Recognizing the critical need for responsible and strategic integration of AI across various sectors, this program combines rigorous academic theory with practical, hands-on applications. Students will be immersed in an interactive learning environment through Amberton's AI Testing Environment, enabling them to engage directly with cutting-edge AI tools and methodologies.

The curriculum emphasizes strategic decision-making, ethical leadership, and advanced analytics, preparing graduates to implement AI solutions in real-world scenarios effectively. Students will learn how to develop, deploy, and evaluate AI-driven tools and strategies and thoughtfully address the ethical, societal, and economic implications inherent to AI adoption. By exploring interdisciplinary applications—from business analytics and project management to communications and innovation—students will be uniquely equipped with versatile competencies, positioning them as forward-thinking leaders capable of driving meaningful organizational transformation.

This program directly addresses current industry demands, preparing students for roles such as AI strategists, analytics managers, AI project leads, ethical AI advisors, and executives in technology-integrated organizations. Through a flexible, fully online format supported by interactive AI platforms, students will build a comprehensive, industry-aligned AI portfolio throughout the program. This tangible portfolio serves as evidence of their capabilities upon graduation and as a foundation for ongoing professional development and career advancement.

This program may be completed through a combination of campus and online courses or 100% online.

A graduate with a Master of Science in Applied Artificial Intelligence will be able to:

- Design, implement, and evaluate AI-based tools and models to solve complex problems and support innovation across diverse organizational contexts.
- Apply advanced analytics, machine learning models, and interdisciplinary data insights to drive evidence-based decision-making and enhance organizational effectiveness.
- Develop and lead enterprise-level AI strategies that transform operations, support digital innovation, and align with organizational goals.
- Apply universal ethical principles to navigate complex issues with integrity.
- Utilize research methodologies to generate insights and enhance professional practice.

The minimum requirements for a Master of Science in Applied Artificial Intelligence are:

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

**MS APPLIED ARTIFICIAL INTELLIGENCE
DEGREE PLAN**

Program Prerequisite: None

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 Level): 18 Hours

MGT5710 Applied AI for Business	3 hours
MGT5765 Artificial Intelligence Essentials	3 hours
MGT5790 AI Driven Innovation and Strategy	3 hours
MGT6785 Applied Predictive Analytics	3 hours
COM5469 Leadership Communication	3 hours
MGT6460 Applied Business Analytics	3 hours

III. Electives (5000/6000 Level): 12 Hours

Business Administration Electives	12 hours
Selected from 5000/6000 level courses with the following prefixes:	
ACC, BUS, ECO, FIN, MGT, MIS, MKT	

Total: 36 Hours

Graduate certificates may be completed while fulfilling degree requirements. See the University website for a listing of certificates offered.

**MASTER OF SCIENCE
DATA ANALYTICS**

The Master of Science in Data Analytics mission is to prepare students to be competent data analysts in an organization. This program will provide a curriculum that focuses on both the application of analytical software and the fundamental techniques needed to analyze data. This program concentrates on educating students on the concepts of operations research, analytics, mathematics, statistics, and database management.

This program may be completed through a combination of campus and online courses or 100% online.

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

- Interpret complex datasets using advanced statistical methods and predictive analytics.
- Create robust database designs and data management strategies that support complex data storage and analysis.
- Evaluate data and hypotheses using appropriate statistical techniques to derive actionable insights.
- Apply universal ethical principles to navigate complex issues with integrity.
- Utilize research methodologies to generate insights and enhance professional practice.

The minimum requirements for a Master of Science in Data Analytics are:

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

**MS DATA ANALYTICS
DEGREE PLAN**

I. Program Prerequisite: 3 Hours

The prerequisite to the MS in Data Analytics is a bachelor's degree in business; otherwise, the student must have taken the following course or its equivalent:

BUS4605 Business Acumen.....3 hours

II. Required Graduate Studies: 6 Hours

RGS6035 Theory & Application of Research Methods3 hours

RGS6036 Ethics for Decision Making3 hours

III. Major Requirements (5000/6000 Level): 15 Hours

COM5469 Managerial Communication3 hours

MGT6460 Applied Business Analytics3 hours

MGT6785 Applied Predictive Analytics3 hours

MGT6790 Applied Database Management3 hours

MGT6795 Applied Storytelling & Visualization3 hours

IV. Electives (5000-6000 Level): 9 Hours

Business Administration Electives9 hours

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

ACC, BUS, ECO, FIN, MGT, MIS, MKT

**Total: 30 Hours
(Excluding Program Prerequisite)**

Graduate certificates may be completed while fulfilling degree requirements. See the University website for a listing of certificates offered.

MASTER OF SCIENCE FAMILY STUDIES

The Master of Science in Family Studies is an interdisciplinary degree offered on campus and online, emphasizing family life education. The mission of the Master of Science in Family Studies program is to offer students a multidisciplinary degree program which utilizes curriculum from counseling and human behavior and development to prepare students for employment in settings such as social service agencies, religious institutions, parent education programs, juvenile services, day care facilities, foster care programs, and retirement and/or assisted living facilities. This program educates students in research, ethics, human behavior and development, and counseling skills. Graduates will provide prevention, enrichment, and education on the family and its interaction with other social systems in a wide range of organizations. The degree is offered with an optional specialization in Christian Counseling.

These programs may be completed through a combination of campus and online courses or 100% online.

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

- Characterize the emotional, social, and developmental components and issues within the lifespan of families.
- Evaluate effective modes of communication aligned with diverse cultures and socio-economic groups.
- Formulate a framework to identify family issues and alternative solutions.
- Apply universal ethical principles to navigate complex issues with integrity.
- Utilize research methodologies to generate insights and enhance professional practice.

A graduate with a Master of Science in Family Studies with 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 an MS in Family Studies are:

- 24 credit hours applicable to the degree must be completed at Amberton University.
- 36 credit 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 Clinical Mental Health Counseling.

**MS FAMILY STUDIES
DEGREE PLAN**

Program Prerequisite: None

TRACK A

I. Required Graduate Studies: 6 Hours

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

II. Major Course Requirements: 18 Hours

CSL6765 Crisis Counseling.....	3 hours
CSL6801 Life Span Development	3 hours
HBD6767 Family Studies	3 hours
HBD6768 Aging with Dignity	3 hours
HBD6769 Human Sexuality.....	3 hours
HBD6771 Conflict Management & Resolution	3 hours

III. Counseling Electives: 12 hours

Selected from any 6000 level Counseling Courses.....	12 hours
(excluding any Practicum Course)	

Total: 36 Hours

TRACK B

SPECIALIZATION IN CHRISTIAN COUNSELING

Complete Requirements listed under I and II as noted above.....24 hours

In addition, the following courses are required:

III. Specialization Requirement: 9 Hours

CSL6720 Christian Counseling.....	3 hours
CSL6730 Family Life Ministry.....	3 hours
CSL6860 Practical Experience in Christian Counseling.....	3 hours

IV. Specialization Elective - 3 Hours

Selected from the following Counseling Courses:.....	3 hours
CSL6740 Counseling Ethics	
CSL6782 Theories & Methods of Counseling	
CSL6825 Marriage & Family Therapy	
CSL6832 Multicultural Counseling	

Total: 36 Hours

MASTER OF SCIENCE HUMAN RELATIONS AND BUSINESS

The Master of Science in Human Relations and Business provides students with expertise in an interdisciplinary degree focused on blending the disciplines of human relations and business. The adaptable curriculum, offered on-campus and online, 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 Master of Science in Human Relations and Business is to prepare students for professional careers requiring knowledge and skills in business, management, and human relations through a curriculum that balances the demands of business with the art of leading people.

This program may be completed through a combination of campus and online courses or 100% online.

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

- Apply critical thinking skills to analyze complex business and human relations problems to enhance performance outcomes in diverse organizational settings.
- Utilize interpersonal and intercultural skills to negotiate, resolve conflicts, encourage teamwork, and improve organizational decision-making.
- Create strategies from human development and management to boost workplace productivity and employee well-being.
- Apply universal ethical principles to navigate complex issues with integrity.
- Utilize research methodologies to generate insights and enhance professional practice.

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

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

GRADUATE ACADEMIC

MS HUMAN RELATIONS AND BUSINESS DEGREE PLAN

Program Prerequisite: None

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 Level): 24 Hours

Business Administration Courses	9 hours
Selected from 5000/6000 level courses with the following prefixes:	
ACC, BUS, ECO, FIN, MGT, MIS, MKT	
Communication (COM) Courses	6 hours
Counseling (CSL), Human Behavior and Development (HBD), Human Resources and Training, (HRT) or Psychology (PSY) Courses	9 hours

III. Electives (5000/6000 Level): 6 Hours

Selected from any discipline (excluding any Practicum Course)	6 hours
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Total: 36 Hours

Graduate certificates may be completed while fulfilling degree requirements. See the University website for a listing of certificates offered.

MASTER OF SCIENCE HUMAN RESOURCE MANAGEMENT

The Master of Science in Human Resource Management (HRM) is the process of employing people, training them, compensating them, developing policies relating to them, and developing strategies to retain them. As a field, HRM has undergone many changes over the last twenty years, giving it an even more critical role in today's organizations. Strategic human resource management has evolved into more business responsibilities in the organization. HRM practitioners are seen as a partner in organizational success, as opposed to a necessity for legal compliance or compensation. Strategic HRM utilizes the talent and opportunity within the human resource department to make other departments stronger and more effective. Strategic human resource management aligns with the goals of other departments and overall organizational goals.

The mission of the Master of Science Human Resource Management program is to provide educational experiences that align with the Society for Human Resource Management (SHRM) in human resource content areas as well as the human resource competencies necessary to be qualified as a professional Human Resources Practitioner. The Society for Human Resource Management (SHRM) has acknowledged that Amberton University's Master of Science in Human Resource Management is fully aligned with SHRM's HR Curriculum Guidebook and templates.

This program may be completed through a combination of campus and online courses or 100% online.

A graduate with a Master of Science in Human Resource Management will be able to:

- Analyze complex strategic and operational issues in public and private organizations.
- Explain best practices in talent development, global human resources, performance management, compensation, and benefits.
- Utilize metrics and systems to strategically develop human capital and maximize employee productivity and performance.
- Apply universal ethical principles to navigate complex issues with integrity.
- Utilize research methodologies to generate insights and enhance professional practice.

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

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

**MS HUMAN RESOURCE MANAGEMENT
DEGREE PLAN**

Program Prerequisite: None

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 Level): 30 Hours

COM6303 Communicating for Results in Organizations	3 hours
MGT6172 Human Resource Management Law	3 hours
MGT6175 Management Responsibilities and Practice	3 hours
MGT6176 Compensation and Benefits Management	3 hours
MGT6177 Strategic Human Resource Management.....	3 hours
MGT6220 Managing the Global Workforce	3 hours
MGT6430 Advanced Performance Management	3 hours
HRT6565 Development of Training Programs.....	3 hours
HRT6585 Facilitation and Consultation	3 hours
MGT6485 Human Resource Management Applications (Capstone)*	3 hours

*Taken at the completion of COM6303, MGT6172, MGT6175,
MGT6176, MGT6177 and MGT6220

Total: 36 Hours

Graduate certificates may be completed while fulfilling degree requirements. See the University website for a listing of certificates offered.

**MASTER OF SCIENCE
ORGANIZATIONAL LEADERSHIP
(FORMERLY MASTER OF SCIENCE MANAGERIAL SCIENCE)**

The Master of Science in Organizational Leadership is designed for individuals who have achieved success in their careers and anticipate or have received a promotion to a leadership position. The mission of the Master of Science in Organizational Leadership program is to prepare students for leadership and management roles that require sophisticated application of people skills in an ever-changing business environment by educating them in management, organizational and human behavior, and communications. Degree goals are achieved through multi-disciplinary studies in management, organizational leadership, and communications. Graduates will fill leadership and management roles that require sophisticated application of people skills in an ever-changing business environment.

This program may be completed through a combination of campus and online courses or 100% online.

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

- Explain the purpose and functions of leadership and management in organizations.
- Utilize behavioral science theories in leadership and management practice.
- Create leadership and management strategies, particularly in applying people skills within dynamic business environments.
- Apply universal ethical principles to navigate complex issues with integrity.
- Utilize research methodologies to generate insights and enhance professional practice.

The minimum requirements for a Master of Science in Organizational Leadership are:

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

**MS ORGANIZATION LEADERSHIP
(FORMERLY MS MANAGERIAL SCIENCE)
DEGREE PLAN**

Program Prerequisite: None

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 Level): 30 Hours

HBD6776 Leadership Theories/Practices	3 hours
HRT6560 Organizational Culture.....	3 hours
HRT6570 Leadership and Team Development	3 hours
Communication (COM 5000/6000 level course).....	3 hours
Management (MGT 5000/6000 level courses)	18 hours

Total: 36 Hours

Graduate certificates may be completed while fulfilling degree requirements. See the University website for a listing of certificates offered.

MASTER OF SCIENCE TRAINING AND DEVELOPMENT

The Master of Science in Training and Development is a dynamic and forward-thinking graduate program designed for professionals seeking to excel in the ever-evolving field of learning and development. This interdisciplinary program equips students with the expertise to design, implement, and evaluate impactful training and development strategies that address organizational challenges and promote workforce growth. Through a carefully designed curriculum, students will gain knowledge in the principles and practices of adult learning, digital and distance education, instructional design, and organizational change management. The program emphasizes a balance between theoretical foundations and practical applications, preparing graduates to lead innovative training initiatives in diverse professional settings.

This program prepares graduates to excel as learning and development leaders, training managers, instructional designers, consultants, and organizational change specialists in a wide range of industries. With a strong focus on innovation and measurable results, the Master of Science in Training and Development is the gateway to transforming organizational learning and driving sustainable success in today's rapidly changing world.

This program may be completed through a combination of campus and online courses or 100% online.

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

- Design, implement, and assess evidence-based training programs that use adult learning theory, instructional design models, and learner-centered strategies to improve individual and organizational performance.
- Integrate digital learning technologies and evaluation methods to create inclusive, engaging, and data-driven learning experiences that align with strategic organizational goals.
- Facilitate collaborative learning environments and lead change initiatives through consultation, communication, and culturally responsive leadership in diverse workplace contexts.
- Apply universal ethical principles to navigate complex issues with integrity.
- Utilize research methodologies to generate insights and enhance professional practice.

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

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

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MS TRAINING AND DEVELOPMENT DEGREE PLAN

Program Prerequisite: None

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 Level): 18 Hours

HRT6610	Digital & Distance Learning	3 hours
HRT6615	Adult Learning Theory & Foundations.....	3 hours
HRT6605	Training Needs Analysis & Evaluation	3 hours
HRT6565	Instructional Design (formerly Developing Training Programs).....	3 hours
HRT6585	Facilitation & Consultation.....	3 hours
HRT6575	Organizational Change.....	3 hours

III. Electives (5000/6000 Level): 12 hours

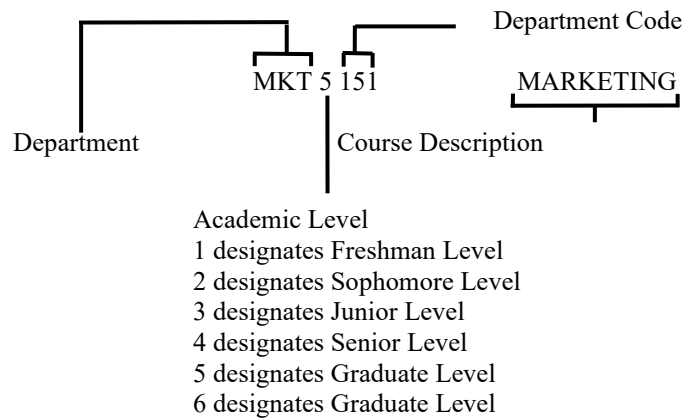
Selected from any discipline (excluding any Practicum Course)	12 hours
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Total: 36 Hours

Graduate certificates may be completed while fulfilling degree requirements. See the University website for a listing of certificates offered.

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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ETHICS FOR ACCOUNTANTS
(ETHICS FOR ACCOUNTANTS)
(Formerly ACC4036-moved to graduate level)
ACC6036

The Ethics for Accountants course assists students in examining ethical dilemmas faced by those in the accounting profession. Students will develop a framework for ethical reasoning that provides for integrity, objectivity, independence, and professional skepticism. Using case studies and other methods, students will explore professional values and attitudes and resolve situations that are in the best interest of the public and the profession.

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

- Identifying stakeholders and their influence on accounting decisions.
- Understanding the implications of ethical reasoning in the accounting profession.
- Developing a decision model/framework for accounting ethics.
- Applying a decision model/framework for ethical reasoning.
- Understanding the importance of professional skepticism.
- Understanding the significance of independence.
- Understanding the design of corporate governance and the importance of ethics.
- Evaluating the impact of ethics and professional judgment in accounting.
- Reviewing the professional responsibility of auditors.
- Understanding the ethics of tax accounting.
- Understanding the ethics of managerial accounting.
- Understanding the ethics of the accounting firm.
- Describing the AICPA Rules of Professional Conduct.
- Analyzing the types of potential fraud impacting financial statements.
- Reviewing the legal, regulatory, and professional obligations of auditors.
- Describing the types of earnings management that are possible.
- Analyzing ethical leadership.
- Utilizing artificial intelligence to analyze potential fraud risks for CPAs.

ACQUIRED SKILLS

- Analyzing Ethical Situations
- Knowledge of AICPA Rules of Professional Conduct
- Critical Thinking
- Decision-Making

ACCOUNTING INFORMATION SYSTEMS
(ACCOUNTING INFO SYSTEMS)
ACC6120

The Accounting Information Systems course assists in developing an understanding of the role accounting information systems play in businesses. The course places an emphasis on internal controls surrounding transactions cycles of the accounting process that are both computerized and non-computerized, and their relationship to the information system of the organization. The course will also provide conceptual overviews of cloud computing and risk management of accounting data.

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

- Understanding the ethical relationships to accounting information systems in organizations.
- Evaluating the interrelationships of business processes and the accounting information systems.
- Evaluating types of accounting information systems.
- Identifying key provisions of the Sarbanes-Oxley Act of 2002 related to internal controls.
- Identifying major business processes and related controls.
- Describing the limitations of internal controls.
- Defining internal control and applying the COSO internal control framework to identify risks and controls.
- Explaining the implications of an entity using a service organization.
- Explaining the role of IT within the organization.
- Describing the entity's IT environment and its impact on the financial reporting.
- Describing IT-related risks.
- Identifying technological trends, applications, and their uses in audit and assurance services.
- Demonstrating awareness of cybersecurity risks and their related business impact.
- Recognizing the basics of cybersecurity and risk management.
- Defining and applying enterprise risk management (ERM) within the context of the COSO ERM framework.
- Demonstrating the importance of safeguarding confidential information acquired during the course of professional activities and understand the importance of data privacy.
- Understanding the importance of data security and privacy when using artificial intelligence technologies in accounting, including best practices for protecting sensitive financial information.

ACQUIRED SKILLS

- Identify Key Controls in an Organization
- Risk Analysis
- Critical Thinking
- Enterprise Risk Management

FINANCIAL STATEMENT ANALYSIS **(FINANCIAL STMT ANALYSIS)**

ACC6130

The Financial Statement Analysis course uses publicly available financial statements and other available information to perform an evaluation of performance. Techniques for developing an understanding of the industry and business risks will be taught. Students will focus on developing expectations and understanding the interaction of decisions on financial statement ratios.

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

- Identifying, calculating, and analyzing a variety of measures to assess an entity's financial performance using appropriate technology.
- Computing and analyzing financial statement ratios and other metrics using appropriate technology and interpreting the effect of transactions on the metrics.
- Evaluating accounting disclosures for consistency.
- Identifying government requirements for publicly traded companies.
- Comparing and evaluating the financial position, cash flow, and profitability of companies within an industry using various techniques.
- Performing a risk analysis on a company.
- Developing expectations regarding the implications of financial decision-making on the financial statements.
- Developing expectations of business risks based on research.
- Evaluating key components of the 10-K and other required SEC filings.
- Evaluating Environmental, Social, and corporate Governance (ESG) issues related to financial disclosures and company performance.
- Understanding ethical implications of ethical leadership in fostering a culture of ethics and compliance within an organization.
- Critiquing the effectiveness of artificial intelligence in financial statement analysis compared to traditional methods.

ACQUIRED SKILLS

- Financial Statement Analysis
- Business Risk Analysis
- Critical Thinking

DATA ANALYTICS FOR ACCOUNTANTS **(DATA ANALYTICS ACCT)**

ACC6135

The Data Analytics for Accountants course will develop a framework for using data analytics to increase efficiency, manage risk, and identify process improvements for their organizations and clients. Students will work through case studies related to financial accounting, managerial accounting, internal auditing, and auditing to expose them to the uses of descriptive, diagnostic, predictive, and prescriptive analytics. Activities include defining, exploring and demonstrating core concepts related to financial data analytics.

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

- Defining main logical thinking concepts related to financial data analytics.
- Exploring the main components of financial data and extract-transform-load (ETL) processes.
- Explaining the main concepts of data mining related to financial data.
- Describing and performing data analysis concepts and models.
- Demonstrating ability to extract, transform, and load data.
- Determining and interpreting appropriate descriptive, predictive and prescriptive analysis.
- Describing and performing data visualization techniques.
- Demonstrating the ability to communicate accounting data analysis results.
- Demonstrating awareness of data ethics issues.
- Demonstrating knowledge of and the essential ability to respond to change in the world of digital tools and technologies.
- Demonstrating problem-solving skills utilizing data analysis for various accounting case studies.
- Reviewing trends in data analysis.
- Communicating information fairly and objectively, providing full disclosure of all relevant information.
- Applying AI techniques to improve the accuracy of financial forecasts and budgeting.

ACQUIRED SKILLS

- Data Analysis
- Data Visualization
- Extract-Transform-Load (ETL) Process

FORENSIC ACCOUNTING **(FORENSIC ACCOUNTING)**

ACC6150

The Forensic Accounting course explores the complex field of forensic accounting and fraud examination, offering a fundamental basis and examining the psychological and behavioral characteristics of individuals who commit fraud. The subject matter encompasses a broad spectrum of fraudulent activities, including embezzlement, bribery, and manipulation of financial records, while also considering the applicable laws and regulations. Students will acquire proficiency in sophisticated detection methods, employ information technology tools for the purpose of financial forensics, and cultivate expertise in conducting interviews and collecting evidence. The course provides a comprehensive examination of cybercrime and provides students with the knowledge for positions in litigation advisory services, with a specific emphasis on advising, damage assessments, and expert testimony.

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

- Acquiring a comprehensive understanding of the fundamental ideas and underlying concepts of forensic accounting and fraud examination.

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- Examining the psychological characteristics and motivations of persons who engage in fraudulent activities, gaining insights into the identities and reasons behind their fraudulent behavior.
- Acquiring the skills to effectively navigate the complex legal, regulatory, and professional landscapes that influence forensic accounting techniques.
- Classifying various fraudulent schemes, such as cash-receiving schemes and financial statement fraud and comprehending their mechanisms and consequences.
- Identifying and assessing different fraudulent schemes involving cash disbursement and comprehend prevention strategies.
- Investigating the Relationship Between Corruption and Human Factors in Fraud. Analyzing the influence of human factors and corruption on fraudulent actions within organizational settings.
- Employing fraud detection techniques: Utilizing focused risk assessment methods to uncover indicators of fraudulent behavior.
- Acquiring and performing comprehensive fraud examinations using a scientific approach based on evidence.
- Acquiring effective interviewing and interrogation techniques.
- Employing information technology and digital tools to enhance the efficiency and efficacy of fraud examinations and financial forensics.
- Analyzing intricate fraud scenarios and financial crimes to improve investigative techniques and reactions.
- Acquiring knowledge about fraudulent activities in the digital realm, encompassing techniques for identifying and averting cybercrime.
- Formulating antifraud and compliance strategies by understanding the significance of ethics, prevention, and deterrence in formulating effective antifraud strategies and compliance initiatives.
- Developing an understanding of consulting, providing litigation support, and serving as an expert witness, which involves doing assessments of damages and valuations.
- Identifying the process of resolving issues, provide remedial services, and offer guidance on legal tactics to tackle the consequences of financial fraud.
- Developing an understanding of how AI technologies can be applied to enhance fraud detection capabilities. This includes learning to use AI tools for analyzing large datasets, recognizing patterns indicative of fraudulent activities, and employing predictive analytics to preemptively identify potential fraud risks.

ACQUIRED SKILLS

- Data Analytics Proficiency
- Digital Forensic Skills
- Expert Witness Proficiency

ADVANCED MANAGERIAL ACCOUNTING (ADV MANAGERIAL ACCTNG)

ACC6155

The Advanced Managerial Accounting course will focus on problem-solving for managerial accounting issues. Students will prepare for the role accountants have in planning and controlling the organization. Students will also develop knowledge about and proficiencies in efficient techniques in analysis for decision making using cost information and economic insight. Students will also develop effective ways to communicate results and uphold ethical principles.

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

- Understanding cost concepts, terminology, and measurement techniques for managers.
- Designing and interpreting the results of a Key Performance Indicators (KPI) dashboard.
- Applying What-If analysis assumptions.
- Demonstrating ability to apply logical thinking to interpret and create conditional statements and apply relational concepts.
- Understanding the behavioral implications in the organization relating to the budget.
- Preparing a cash budget.
- Integrating economic theory into pricing decisions.
- Evaluating investment projects.
- Performing a cost volume profit analysis.
- Evaluating stakeholders' interests and recommending a course of action by developing relevant questions, examining bias, calculating probabilities, and weighting, and comparing and engaging alternative and iterative analysis.
- Analyzing financial and non-financial data using artificial intelligence techniques to identify trends, patterns, and anomalies.
- Recognizing the role of ethical leadership in fostering a culture of ethics and compliance within an organization.

ACQUIRED SKILLS

- Budget Preparation
- Time Value of Money Techniques in Excel
- Cost Volume Profit Analysis
- Investment Project Evaluation

TAX PLANNING AND RESEARCH (TAX PLANNING & RESEARCH)

ACC6165

The Tax Planning and Research course will prepare students to engage in tax research and planning. Students will utilize the Internal Revenue Code, regulations and rulings, judicial interpretations, and tax research services to develop responses to tax problems faced by businesses.

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

- Explaining the hierarchy in tax guidance.
- Explaining taxation of sole proprietors.
- Explaining eligibility requirements for an S corporation election and related concepts.
- Describing concepts related to the taxation of limited liability companies.

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- Describing concepts related to tax planning for an S Corporation.
- Describing concepts related to tax planning for partnerships.
- Demonstrating knowledge of consolidated return concepts.
- Describing and evaluating tax accounting methods for different business entities.
- Explaining how tax compliance filings impact financial statement reporting.
- Describing tax-exempt status and unrelated business income (UBI) concepts.
- Identifying the ethical considerations specific to tax planning and research.
- Recalling the different types of tax-exempt organizations and federal reporting requirements.
- Performing computerized tax research.
- Communicating tax research results effectively.
- Evaluating common tax situations faced by businesses using artificial intelligence and other tax research resources.

ACQUIRED SKILLS

- Use of Tax Research Software
- Computerized Tax Research
- Evaluate Tax Strategies
- Ethical Considerations Specific to Tax Planning and Research

INTERNATIONAL BUSINESS (INTERNATIONAL BUSINESS)

BUS5110

CAVEAT: No graduate credit will be awarded if BUS4110 has been successfully completed.

The International Business course addresses the challenge of global competition by analyzing management, marketing, financial, and production activities in international business. Economic, cultural, legal, political, labor, market, and other environmental factors that have an impact on international business strategies are examined. Activities include analyzing reasons and methods for entering international markets, identifying major international programs and developing marketing strategies.

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

- Analyzing the reasons and methods for entering international markets.
- Researching international markets and assessing business opportunities and risks.
- Identify major international programs designed to support international companies and their roles.
- 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.
- Identifying and evaluating how international business has evolved in the 21st century.
- Exploring the theories of international trade and investment.
- Evaluating the impact of the international monetary system and balance of payments on business strategies.
- Analyze global market trends of consumers by utilizing information generated by AI and compare the information obtained through traditional research for validity.

ACQUIRED SKILLS

- Market Strategy Development
- International Trade & Investment Theory
- Global Market Analysis
- International Business Concepts

SOCIAL MEDIA IN BUSINESS (SOCIAL MEDIA IN BUSINESS)

BUS5415

CAVEAT: No graduate credit will be awarded if BUS4415 has been successfully completed.

The Social Media in Business course provides students with the skills necessary to understand social media and how it impacts the business environment. The course will examine the concepts of social media for support purposes and then explore how these concepts integrate within business and industry. A variety of social media topics will be discussed, including differentiating the variety and dynamics of social media platforms, distinguishing between one-way and two-way communication, gaining an understanding of corporate leadership commitment to social

GRADUATE ACADEMIC

media, social media measurements, smartphone growth and adoption, and the relationship between blogs and marketing. The course will also explore the future of social media, identifying social technographic profiles, strategic development, and expelling social myths.

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

- Identifying different types of social media platforms and functions.
- Exploring the dynamics of each social media platform.
- Researching the role of social media in society and business.
- Differentiating between one way vs. two-way communication and how it changes organizations and society.
- Discussing the theories of adoption with society and business issues.
- Discovering what social media delivers to business.
- Expelling social media myths.
- Exploring the value of smartphone growth and the adoption process to social media and society.
- Examining the importance of social media for today and tomorrow's businesses.
- Developing a strategic approach for social media.
- Discovering and identifying the real cost of social media for businesses.
- Understanding the importance of Executive level support as it relates to all levels of an organization.
- Discussing and determining the link between social media platforms and business.
- Exploring and identifying social techno-graphic profiles.
- Mastering and utilizing the language of social media as it is integrated with business.
- Understanding the ethics behind social media and business.
- Exploring the different types of social media tools for business analytics.
- Researching current uses of social media in business.
- Demonstrating critical thinking, data analysis and decision making skills in the context of social media.
- Assessing how AI is leveraged in social media management and marketing.

ACQUIRED SKILLS

- Social Media Platform Knowledge
- Social Media Business Strategy
- Social Media Business Integration
- Decision-Making
- Business Analytics Using Social Media Tools

ENTREPRENEURSHIP (ENTREPRENEURSHIP)

BUS5425

CAVEAT: No graduate credit will be awarded if BUS4425 has been successfully completed.

The Entrepreneurship course provides students with 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, the board of directors' relationship, and leadership development and succession.

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

- Defining and outlining the roles of entrepreneurship.
- Detecting approaches on how to start a new business.
- Comparing and contrasting various business models.
- Exploring diversity and the importance of diversity in entrepreneurship.
- Understanding the strategic management planning process and identifying ways to approach the proper steps to achieve the strategic management process.
- Creating effective business plans that will identify components such as the purpose of the business, the contribution to the industry, and the required resources.
- Determining how to recognize internal and external market forces.
- Assessing SWOT Analysis and understanding why SWOT is significant.
- Appraising industry market analysis and determining how this analysis applies to the success of the new business.
- Discovering valuable marketing and promotion strategies with efforts to capitalize.
- Developing a financial plan and understanding how to create financial reports.
- Demonstrating knowledge in the areas of entrepreneurship including accounting, finance, marketing and human resources.
- Identifying different types of legal entities and their advantages or disadvantages in starting a new venture in the entrepreneurship class.
- Assessing how Entrepreneurs use Artificial Intelligence (AI) to discover new business opportunities.
- Defining franchising and discovering the types of franchising.

ACQUIRED SKILLS

- SWOT Analysis
- Business Planning
- Critical Thinking
- Financial Plan Development

CUSTOMER SERVICE BEST PRACTICES
 (CUSTOM SERVICE BEST PRAC)
BUS5460

CAVEAT: No graduate credit will be awarded if BUS4460 has been successfully completed.

The Customer Service Best Practices course is designed to benefit both Customer Service Frontline Representatives and Supervisors, who interact directly with Customer Stakeholders in a Customer Service capacity. The course provides Customer Services Representatives and Supervisors with the skills and key techniques necessary for success in performing their role of providing customer assistance, resolving conflict, and meeting customer needs. The critically important qualities of the Representative and Supervisor will be examined, including an extensive knowledge of customer service procedures, ability to resolve customer complaints, leadership and training skills, teamwork, and practicing a “deep respect for the customer” attitude. A variety of topics will be discussed, including effective communication, human behavior, cultural awareness, conflict resolution, and critical thinking skills.

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

- Evaluating consumer behavior, including why consumers behave in the manner they do and how to relate to their situation.
- Evaluating various types of conflict and identifying and applying a strategic solution that is appropriate for each situation.
- Assessing the importance of ethical conduct, its value to the company, individual development, and demonstrating the ability to adhere to these standards when dealing with consumers.
- Demonstrating how personal motivating factors and personal skills support employee development.
- Demonstrating an understanding of stressors within the workplace, how to effectively deal with them, and how to minimize their negative effects.
- Evaluating the impact of diversity training programs on successful customer service.
- Applying effective cross-cultural communication.
- Applying an understanding of the theoretical perspectives of discrimination and affirmative action.
- Practicing the importance of seeing the customer’s perspective and making appropriate adjustments to create a win-win situation.
- Demonstrating and practicing empathy.
- Applying critical thinking skills, including the ability to learn, to reason, to think creatively, to make decisions, and to solve problems using critical thinking.
- Recognizing the importance of ethical conduct and demonstrating the ability to adhere to these standards when dealing with consumers.
- Utilizing AI, the student will explore means of understanding stressors within the workplace, how to effectively deal with stressors, conflict, and how to minimize their negative effects.
- Discovering the impact of diversity training programs on successful customer service, and how to develop cross-cultural communication.
- Practicing the importance of seeing the customer’s perspective, demonstrating empathy, and making appropriate adjustments to create a win-win situation.
- Devising plans to critically think through specific customer service scenarios dealing with conflict resolution.

ACQUIRED SKILLS

- Conflict Resolution
- Emotional Intelligence
- Development of Soft Skills

PUBLIC SPEAKING
 (PUBLIC SPEAKING)
COM5401

CAVEAT: No graduate credit will be awarded if COM3401 has been successfully completed.

The Public Speaking course helps students become effective public speakers by requiring them to research, outline, and present speeches. Students will also learn how to analyze and critique effective public speaking skills and techniques of other speakers. Activities include writing and speaking with introductions, outlines and conclusions.

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

- Writing effective speech introductions that include startling statements, questions, anecdotes, quotes, suspenseful illustrations, and personal references.
- Creating memorable conclusions that include a summary, illustrations, emotional appeals, humor, and challenges.
- Locating material for a speech using EBSCO and other scholarly sources in the online library and correctly documenting those sources within a speech outline.
- Composing a speech outline that demonstrates excellent organizational skills.
- Choosing language that appeals to the five senses: sight, hearing, feeling, smell, and taste.
- Integrating illustrations within a speech that include vivid imagery.
- Applying nonverbal communication to present-effective public speaking skills, including eye contact, good posture, appropriate gestures, and occasional movement.
- Analyzing a speaker’s nonverbal communication effectiveness: eye contact, postures, gestures, facial expression, and movement.
- Presenting a speech with enthusiasm, energy, spontaneity, and communicativeness.
- Evaluating organizational patterns to determine which 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 with persuasive speech strategies.

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- 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 effective public speaking skills.
- Evaluating tips on using AI to prepare effective public speaking skills, presentation draft, slides, visuals, and engaging the audience demographics.

ACQUIRED SKILLS

- Verbal and Nonverbal Communication Skills
- Time Management
- Critical Thinking
- Decision-Making
- Public Speaking

PERSUASION (PERSUASION)

COM5405

CAVEAT: No graduate credit will be awarded if COM4405 has been successfully completed.

The Persuasion course presents the major persuasive theories and helps students apply them in interpersonal communication, social contexts, and business persuasion. Key topic areas include credibility, motivation, social campaigns, manipulation, audience analysis, and adaptation. Activities include comparing and contrasting persuasive theories, types of fallacies, and persuasion.

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 logical 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 in interpersonal communication, business persuasion, and in political messages.
- 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 persuasion.
- Examining how to utilize artificial intelligence (AI) responsibly to create and evaluate persuasion messages in business, political, and social contexts.

ACQUIRED SKILLS

- Personal Code of Ethics
- Persuasion
- Public Speaking

NONVERBAL COMMUNICATION (NONVERBAL COMMUNICATION)

COM5407

CAVEAT: No graduate credit will be awarded if COM4407 has been successfully completed.

The Nonverbal Communication course investigates the impact of nonverbal behavior on the communication process. It explores how the environment, space, dress, appearance, movement, facial expressions, eye behavior, chronemics effect, and digital communication. The cultural context of nonverbal communication is considered. Special attention is given to nonverbal research and analysis.

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

- Discussing the different types of nonverbal behaviors: oculistics, 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 online sources.
- Designing a methodology and tabulate results of a nonverbal study.
- Developing a paper which presents an introduction, a literature review, designing a methodology, tabulating results and findings of a nonverbal study.
- Using analytical skills to evaluate an environment by applying research on nonverbal environments.
- Describing the four different types of proxemic spaces, including: intimate, interpersonal, social, and public.
- Applying concepts of dress, appearance, eye, facial kinesics, and environment in a self-analysis paper.
- Discussing how personal appearance can be manipulated so the person looks credible, knowledgeable, and approachable.
- Evaluating the messages being sent by others' nonverbal appearance.
- Describing how personality can be communicated through facial expressions.

GRADUATE ACADEMIC

- Discussing how pupil metrics 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.
- Analyzing the cultural effect on nonverbal communication.
- Comparing how different cultures communicate nonverbally and how the similarities or differences affect communication in the home, workplace, or Church.
- Analyzing digital body language and the application of technology-mediated forms of nonverbal communication in the workplace, home, or Church.
- Analyzing the effect of digital body language in different cultural contexts.
- Evaluating how different cultural groups use artificial intelligence in their communication in personal and professional settings.

ACQUIRED SKILLS

- Body Language Analysis
- Intercultural Communication
- Nonverbal Communication
- Pupil Metrics

PUBLIC RELATIONS (PUBLIC RELATIONS)

COM5445

CAVEAT: No graduate credit will be awarded if COM4445 has been successfully completed.

The Public Relations 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. Activities include discussion roles and functions of public relations, impacts from technology, and research.

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

- Discussing the roles and the functions of Public Relations today.
- Describing the various kinds of research used by the PR professional.
- Exploring how technology affects Public Relations today.
- Researching issues that affect the public utilizing appropriate online 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.
- 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.
- Exploring how artificial intelligence (AI) can create different media applications after the student has created an idea to enhance workflow and productivity.
- Evaluating tips on using AI to prepare effective public relations presentations targeting specific audience demographics and media formats.

ACQUIRED SKILLS

- Communications
- Critical Thinking
- Decision-Making
- Conflict Resolution

CRITICAL ANALYSIS OF THE MEDIA (CRITICAL ANALYSIS: MEDIA)

COM5447

CAVEAT: No graduate credit will be awarded if COM4447 has been successfully completed.

The Critical Analysis of the Media 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. The following represents the course competencies for this class. Competencies are equivalent for all lecture and distance learning courses.

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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.
- Analyzing the influence of Artificial Intelligence on media creation, distribution, and audience engagement.

ACQUIRED SKILLS

- Media Analysis
- Impact Assessment
- Ethical and Responsible Media Use

LEADERSHIP COMMUNICATION (LEADERSHIP COMMUNICATION) (FORMERLY MANAGERIAL COMMUNICATION)

COM5469

CAVEAT: No graduate credit will be awarded if COM3469 has been successfully completed.

The Leadership Communication course focuses on improving manager and leadership communication in today's business environments. Students will explore the role of communication in leadership, decision-making, and problem-solving and how effective communication can improve management outcomes. Students will learn foundational communication and management theories along with applied skills to facilitate effective communication. Students will focus on practical skills needed to communicate clearly, concisely, and persuasively in both written and oral forms. The class will leverage current AI tools to enhance learning.

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

- Examining the role of digital tools and platforms in modern manager communications, including emailing, video conferencing, and collaborative software.
- Enhancing students' ability to write business documents, such as reports, proposals, and executive summaries, professionally and effectively.
- Improving students' ability to write emails and memos.
- Providing students with the skills to design, structure, and deliver impactful presentations that effectively convey information and ideas using multimedia presentations, webinars, and virtual meeting platforms.
- Differentiating between internal and external communication etiquette.
- Providing students with the ability to engage in productive one-on-one and group communication, including active listening, giving feedback, and resolving conflicts.
- Analyzing strategies to strengthen communication styles of managers using both traditional and AI reviews.
- Examining the ethical implications of AI use in managerial communication and decision-making.
- Analyzing real-world managerial communication cases to identify successful and unsuccessful strategies and apply insights to improve future communication efforts.
- Researching current AI trends applicable to manager communication and leadership.
- Understanding ethical considerations in business communication, including transparency and honesty.
- Applying best practices for communicating in diverse, global environments.
- Recognizing the impact of cross-cultural and emotional intelligence in leadership communication styles.
- Evaluating communication styles in relation to management theory (i.e., Leadership profiles).
- Utilizing AI tools to evaluate business communication and make recommendations for improvement.
- Applying effective communication techniques during performance appraisals, feedback sessions, coaching conversations and interviews, ensuring that communication is constructive, transparent and motivated.

ACQUIRED SKILLS

- AI-Supported Communication Prompt Writing
- AI Ethical Literacy
- Developing Presentations and Proposals
- Write Effective Emails and Memos
- Active Listening, Feedback and Conflict Resolution Skills

COMMUNICATING FOR RESULTS IN ORGANIZATIONS (COMM RESULTS IN ORGAN)

COM6303

The Communicating for Results in Organizations course empowers students to explore organizational communication strategies. Through face-to-face and online classes, the course helps the student investigate relationships, organizational cultures, work groups, online environments, training, and problems in organizations. Students learn how to analyze communication, diagnose problems, suggest solutions, and practice communication skills.

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

- Identifying interpersonal communication problems within an organization.
- Analyzing methods of improving relationships within organizations and the ability to support the organization.
- Exploring how technology affects communication within organizations.
- Analyzing the culture of a specific corporation.
- Evaluating how the nonverbal environment and behavior affect interactions within an organization.
- Demonstrating how “corporate stories” about the history of an organization affect the communication climate.
- Assessing how the communication styles of corporate heroes and villains give insights into the corporate culture.
- Diagnosing how 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 skills needed 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.
- Evaluating best practices in contemporary scholarly publications in connection with course concepts.
- Analyzing and practicing effective storytelling as an effective organizational communication skill and strategy.
- Assessing how organizations utilize artificial intelligence (AI) for organizational communication purposes.
- Examining ways of practicing communication skills using AI.

ACQUIRED SKILLS

- Online Team Collaboration Skills
- Digital Communication Technologies Skills for the Workplace
- Storytelling Skills for the Workplace

CROSS-CULTURAL COMMUNICATION (CROSS-CULTURAL COMM) (FORMERLY CULTURAL COMMUNICATION)

COM6420

The Cross-Cultural Communication 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.
- Listing the beliefs of the world’s major religions.
- Comparing and contrasting world religions to determine how they impact cultural differences.
- Evaluating how religions influence the communication and the values within cultures.
- Analyzing how cultural differences affect domestic and international business.
- Specifying how management can overcome cross-cultural communication barriers.
- Comparing and contrasting communication patterns of Asians, Europeans, Latin Americans, North Americans, Africans, and Middle Easterners.
- Suggesting methods of cross-cultural adaptation in business.
- Examining international conceptual understanding of artificial intelligence (AI) literacy as part of cross-cultural communication skills.

ACQUIRED SKILLS

- Cross-Cultural Communication
- Critical Thinking

- Team Collaboration
- Conflict Resolution

CHRISTIAN COUNSELING (CHRISTIAN COUNSELING)

CSL6720

The Christian Counseling course presents an overview of counseling from a Christian perspective, introducing key terms, theories, and concepts. It provides a basic Christian counseling model that applies to a wide range of issues typically encountered in the local church. The course also includes professional, ethical, and legal issues related 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 about Christian counseling.
- 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 about 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.
- Understand the effects of AI on the therapeutic experience.

ACQUIRED SKILLS

- Therapeutic Skills
- Personal Christian Counseling Model Development
- Ethical and Legal Issues Related to the Practice of Christian Counseling

FAMILY LIFE MINISTRY (FAMILY LIFE MINISTRY)

CSL6730

The Family Life Ministry course presents an introduction to the field of family life ministry. The 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.
- Experimenting with AI tools to develop strategies to be presented to church leadership as it relates to Family Life Ministry.

ACQUIRED SKILLS

- Therapeutic Skills
- Critical Thinking
- Developing Family Life Ministry Plan

COUNSELING ETHICS (COUNSELING ETHICS)

CSL6740

The Counseling Ethics course provides a comprehensive exploration of the ethical standards, principles, and legal responsibilities that guide the counseling profession. Students will engage in critical examination of ethical dilemmas encountered by counselors across diverse settings, with an emphasis on applying ethical decision-making models. Topics will include confidentiality, informed consent, dual relationships, multicultural competence, and professional boundaries, as well as the role of personal values in ethical practice.

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Through case studies, reflective discussions, and practical applications, students will gain the skills necessary to navigate complex situations with integrity and professionalism. The course will cover major ethical frameworks such as the American Counseling Association (ACA) Code of Ethics, as well as legal considerations such as HIPAA, FERPA, and mandated reporting requirements. Students will also explore the intersection of ethics with technology, including the use of virtual platforms for counseling and social media considerations.

The course is designed to enhance students' ability to think critically about ethical dilemmas, advocate for client well-being, and promote social justice within their professional practice. Upon completion, students will be prepared to engage in ethical counseling practices and demonstrate leadership in fostering ethical behavior in their workplace.

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.
- 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.
- 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.
- Examining the relationship among counseling, ethics, and professional responsibility in order to promote the growth of the counselor and the counseling profession.
- Identifying ways to apply core principles, values, and qualities to guide therapist behavior and therapeutic relationships.
- Identifying and developing hard and soft skills needed for effective ethical decision-making.
- Understanding that cultural competence provides honest and fair services to those from diverse and minority population groups.
- Combining human judgment with artificial intelligence (AI)'s analytical power to enable more informed, objective, and ethically sound decisions.

ACQUIRED SKILLS

- Professional Code of Ethics for Counselors
- Consultation and Supervision
- Ethical Decision-Making

SCHOOL COUNSELING ETHICS (SCHOOL COUNSELING ETHICS)

CSL6745

The School Counseling Ethics course differs in focus from those 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 counselors' 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. In this course, students develop a working knowledge of the ethical standards and codes of the school counseling profession. Students develop the ability to reason ethically and understand the tenets of laws and ethical codes pertaining to school counseling. Students explore and analyze court cases and current critical cases in school counseling. Students develop ethical strategies for handling the numerous ethical and legal issues and the numerous dilemmas that school counselors confront in their profession. Current issues such as: artificial intelligence and ethical use of technology, LGBTQIA+ issues, 1st Amendment rights, school counselors' role as advocates for social justice, and in the prevention of school violence are explored.

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 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 the role of crisis intervention and counseling in the school counseling field.
- 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 the school counseling field.

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- 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 an understanding of best ethical practices concerning confidentiality on school campuses.
- 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.
- Applying appropriate ethical guidelines to a specific school counseling case study in a constructed response essay.
- Integrating artificial intelligence (AI) where students access hands-on practice, personalized feedback and real-time guidance to build critical ethical skills, understand the nuances of real-world application, and prepare for the challenges they will face with ethical issues in school counseling.

ACQUIRED SKILLS

- Identify Ethical Dilemmas, Risks and Benefits of Ethical Dilemmas
- Manage Confidential Information
- Identify Systemic Issues Impacting Student Well-Being

ADDICTION COUNSELING (ADDICTION COUNSELING)

CSL6760

The Addiction Counseling 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 counseling such as 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.
- Learning alcohol and drug assessments using the SASSI, the ASI, the MAST, the DAST, and other addiction assessment instruments.
- Examining and understanding the addiction and recovery process.
- Addiction counseling training to comprehend addiction etiology, assessment, diagnosis, and treatment planning.
- Learning and understanding the biology and physiology of addiction counseling.
- Understanding psychopharmacology as it relates to addictive behaviors and addiction treatment.
- 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.
- Introducing addictions treatment concepts and requirements in preparation for the Licensed Chemical Dependency Counselor (LCDC) exam and addictions counseling licensure.
- Understanding the use of Artificial Intelligence (AI) to research the efficacy of addiction counseling with general and targeted population demographics.
- Examining the ethical use of Artificial Intelligence (AI) to avoid plagiarism while writing clinical reports, notes, or preparing papers for publication.

ACQUIRED SKILLS

- Compare and Contrast Traditional Approaches to the Treatment of Addictions
- Identify and Manage the "Twelve Step Approach" in Treating Addictions
- Examine and Discuss the Role of the Family in Treating Addictions

CRISIS COUNSELING (CRISIS COUNSELING)

CSL6765

This Crisis Counseling course is designed to prepare students to function as mental healthcare professionals for those affected by crisis events and situations. It presents an in-depth crisis counseling training including crisis intervention strategies, information, and skills needed for crisis counseling professionals to provide effective mental healthcare to clients facing a variety of traumatic 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, crisis assessment models, case management, and crisis counseling through the use of technology. Additionally, this course provides an

GRADUATE ACADEMIC

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, bereavement, and grief. And lastly, a critical component to this course is the in-depth review and provision of crisis intervention strategies needed by crisis workers with respect to the various types of crisis care-giving environments, such as, mental healthcare 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. 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.

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 strategies, advocacy, and triage as applied in overall crisis care.
- Conducting effective and accurate client initial care, crisis assessments models, 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 healthcare 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.
- 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 crisis intervention strategies in hostage situations.
- Examining, understanding and articulating any information gathered from Artificial Intelligence in the students' own words.

ACQUIRED SKILLS

- Create a Seven-Step Crisis Intervention Strategy for an Initial Meeting with Traumatized Client
- Identify Required Client Symptoms and Responses Needed to Meet Criteria for PTSD Diagnosis
- Identify Client Cues and Behaviors for Possible Suicidal Tendencies

ADVANCED COUNSELING ETHICS (ADV COUNSELING ETHICS)

CSL6770

PREREQUISITE: CSL6740

The Advanced Counseling Ethics course is designed to provide practicing professionals with advanced knowledge of the professional code of ethics and its application to professional services through exploration of case studies in alignment with ethics law and guidelines. This course examines the ethical protection for both practitioners and clients in the helping professions through in-depth ethical decision-making practice. The course fulfills the licensure requirements of the Licensed Professional Counselor and the Licensed Marriage and Family Therapist.

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

- Providing in-depth examination, analysis, and application of ethics, the need for professional consultation in ethical decision-making, codes of ethics, and related legal issues pertaining to the practice of professional counseling and marriage and family therapy.
- Identifying 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, skills, and cultural humility 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 healthcare; 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.
- Analyzing 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.

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- Generating ethical guidelines and counselor, effective court testimony for the mental health practitioner.
- Describing and applying ethical guidelines related to scope of practice, competency and necessity for continuous growth in preparation of issues in the counseling profession, including assessments and tests through 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, advocacy, and participation in decisions and activities that impact the counseling profession.
- Assessing how artificial intelligence (AI) impacts the roles and ethical responsibilities of helping professionals such as record keeping, notes, and assessment for Counselors and LMFTs.

ACQUIRED SKILLS

- Critical Thinking
- Conflict Resolution
- Ethical Guidelines Assessment
- Writing and Maintaining Case Notes

COUNSELING IN SCHOOLS (COUNSELING IN SCHOOLS)

CSL6779

The Counseling in Schools course presents a comprehensive review of counseling in schools for those wishing to get their school counselor degree online. 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 comprehensive counseling and guidance programs at elementary and secondary levels. The Texas Developmental Plan, as well as the American School Counseling Association Models, will be reviewed as related to the school counselor job. 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 responsibility of the school counselor along with other professionals in the school with regard to the guidance and counseling program.
- Demonstrating knowledge of components of a developmental guidance and counseling program, procedures we're 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 from 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 a 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.
- Demonstrating knowledge of the roles and responsibilities of a comprehensive school counseling program that emphasizes college and career readiness and postsecondary option for all students, including college admissions, college financial aid resources, application procedures, and workforce and career opportunities.
- Exploring how AI (Artificial Intelligence) technologies can enhance productivity, streamline workflows, and facilitate communication between counselors, students, and parents.
- Discussing the ethical implications and responsibilities of using AI in school counseling, including issues related to privacy, bias, and decision-making.

ACQUIRED SKILLS

- Classroom Guidance Lesson Planning
- Graduation Plan Development
- Legislative Analysis for School Counseling

PROFESSIONAL COUNSELING ORIENTATION
(PRO CNSLG ORIENTATION)
FORMERLY PROFESSIONAL COUNSELING
CSL6780

The Professional Counseling Orientation 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 professional 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.
- 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.
- Assessing how AI can be used to enhance therapeutic outcome by providing tools to handle routine administrative tasks more efficiently and effectively allowing counselors more time to focus on clients.

ACQUIRED SKILLS

- Understand Professional Information included in CPCE and NCE Exams
- Define and Understand Crisis Intervention
- Understand Personality Development

THEORIES & METHODS OF COUNSELING
(THEORIES/METHODS CNSLG)
CSL6782

The Theories and Methods of Counseling 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. 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.
- 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.
- Comprehending how Artificial Intelligence can be used ethically and professionally to promote learning in academic and professional settings.

ACQUIRED SKILLS

- Identify, Explore, Describe and Define 2-3 Theories Applying Knowledge to Defend Choices in Working with Individuals and/or Groups, Families in School and/or Mental Health Settings

- Conduct a Research Project Supporting Chosen Theoretical Orientation
- Take Inventory of a Student's Current Level of Awareness, Knowledge and Skills by Completing a Self-Examination of Multicultural Counseling Competencies

TRAUMA COUNSELING (TRAUMA COUNSELING)

CSL6785

This Trauma Counseling course presents an introduction to the practice of effective trauma-focused therapy. The course includes study of the nature of psychological trauma and its effects, the problems, symptoms, and disorders that can follow traumatic events and an overview of the primary trauma counseling-focused assessment strategies and instruments used in the field currently. The course provides information on treating one-time adult trauma and treatment for individuals with more complex presentations, including treatment for the effects of childhood maltreatment from various scientific and humanistic domains. Attention is given to the individual context of survivors: the adverse sociocultural factors, needs of diverse cultures and the substance abuse/addiction issues that affect trauma survivors. This trauma counseling course provides information on trauma-relevant, research-based treatment approaches, interventions and practices, trauma psychobiology, neuroscience & psychopharmacology, and best practices for assessment, diagnosis, and treatment of trauma. The trauma counseling course also addresses ethics in trauma treatment, secondary trauma and promotion of positive counselor self-care.

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

- Exploring the historical context of trauma counseling & core trauma counseling concepts.
- Understanding the differences in various types of abuse and trauma, including physical, emotional & sexual abuse; domestic violence, experiences of war for combat veterans and survivors of war; natural disasters and community violence.
- Detecting symptoms & effects of trauma on children, adolescents & adults.
- Understanding the varying effects that different types of trauma have on human development and the development of psychological and substance use issues.
- Understanding the nature and neurobiology of trauma & current neuroscience regarding how the brain processes traumatic experiences.
- Using the accepted methods of assessment for psychological trauma including diagnostic interviews and psychological tests to determine specific targets for treatment, & DSM-5 criteria.
- Performing diagnostics involved in determination of other differential diagnoses related to traumatic experiences.
- Understanding how trauma affects diverse people throughout their lifespans, including with differing mental health problems, cognitive and physical disabilities, and substance use issues.
- Determining the impact of trauma on diverse cultures with regard to the meaning various cultures attach to trauma and the attitudes they have towards behavioral health treatment.
- Applying the Social-Ecological Model of Trauma & how it effects individuals.
- Understanding the effects of trauma on individual domains of functioning (cognitive, emotional, physical, spiritual, relational, and identity) and how they express stress reactions both behaviorally and psychologically.
- Applying skills in screening and assessment of individuals' trauma history including knowledge of and practice with trauma counseling specific screening tools, and ability to identify clients' strengths, coping resources, and resilience.
- Ensuring physical and emotional safety of clients and to avoid confrontation of apparently unhealthy client behaviors that could trigger trauma symptoms or acute stress reactions.
- Using evidence-based treatment modalities, common factors, and emerging trends and training needed to deliver effective treatment for varying presentations of trauma.
- Applying research, methodology, and goals of mindfulness-relevant trauma treatments & their use in reducing psychological symptoms of trauma survivors.
- Applying ethics of trauma counseling treatment & strategies to address secondary trauma and promote positive counselor self-care.
- Applying skills in general trauma-informed counseling strategies, including grounding techniques that manage dissociative experiences, cognitive-behavioral tools that focus on anxiety reduction and distress tolerance, and stress management and relaxation tools that reduce hyperarousal.
- Examining, understanding, and articulating, in the students' own words, any information gathered from Artificial Intelligence (AI).

ACQUIRED SKILLS

- Manage and Conduct Emotion Regulation and Mindfulness Skills and Teach Them to the Client
- Assess Client's Readiness for Formal and Often Intrusive Therapy
- Conduct Cognitive and Emotive Strategies Related to Trauma Counseling

COUPLES THERAPY (COUPLES THERAPY)

CSL6792

The Couples Therapy course will focus on the theory and practice of couples 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.
- Explaining the major concepts of cognitive-behavioral couple's therapy.
- Describing the methods of clinical assessment in couple's therapy.
- Discussing the stages of couple's therapy including initial contact, assessment and developing a treatment protocol, therapeutic contracts, and conducting therapy with a couple.
- Exploring strategies for restoring commitment and trust in a relationship.
- Examining strategies for building effective communication skills in couple relationships.
- Discussing approaches to resolving conflict in marital interactions.

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- Identifying approaches to problem solving, decision-making and the allocation of power in decision making with couples.
- Exploring the role of the family of origin in mate selection, attachment, and the formation of unconscious marriage.
- Describing the theories of attraction, mate selection and the process of pre-marital counseling.
- Describing the types of extra-marital affairs and the various treatment protocols appropriate to each.
- Explaining the process of separation and divorce and the role of therapy in the decision-making and reconstruction phases.
- Discussing the impact of sexual abuse and trauma on marital interaction patterns.
- Examining the role of neurobiological process as they impact marriage.
- Exploring the role of marriage and family therapist professionally and personally as a facilitator of growth in couple's relationships.
- Understanding the AAMFT professional code of ethics and the Texas LMFT professional code of ethics in the practice of marriage and family therapy.
- Assessing how couple therapists and couples therapy online can leverage Artificial Intelligence AI in the treatment of relationships in couples therapy.

ACQUIRED SKILLS

- Utilize a Six-Stage Model of Couples Therapy
- Assess and Treat Five Major Forms of Extra-Marital Affairs
- Assess Couples Who Are Candidates for Couples Therapy

PRINCIPLES AND METHODS OF SEX THERAPY (PRIN/METH OF SEX THERAPY)

CSL6794

The Principles and Methods of Sex Therapy course provides a basic introduction for counseling individuals and couples with sexual issues. 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 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.

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.
- Exploring the use of Artificial Intelligence in the theory and practice of sex therapy.

ACQUIRED SKILLS

- Learn Case Conceptualization from a Sex Therapy Perspective
- Learn to Use a Model for the Treatment of Sexual Abuse and Trauma
- Develop a Study Guide for Preparation for the State Licensure Exam

ADULT & GERIATRIC PSYCHOPATHOLOGY & TREATMENT (ADULT/GERIAT PSYCHOPATH)

CSL6796

PREREQUISITE: CSL6801

The Adult & Geriatric Psychopathology & Treatment course presents the cognitive, affective, biological, and systemic bases of psychopathology and abnormal behavior in adults and older adults as specifically defined by the Diagnostic and Statistical Manual of Mental Disorders 5th Edition – Text Revision (DSM-5-TR). Students develop skills for psychiatric diagnostic interviewing, appropriate use of psychodiagnostic tests and assessments, conducting mental status exams, developing theoretically congruent treatment plans, and providing evidenced bases psychotherapy for adults and older adults.

The course will also examine the common medical etiologies of psychopathology, normal versus abnormal aging as it relates to emotional/behavioral and personality functioning, neurocognitive decline, and the unique ethical and clinical considerations for diagnosing and treating mental illness in adults from diverse cultural backgrounds. Practical fundamentals of clinical psychopharmacology for professional counselors, and the role of professional counselors as clinical collaborators with prescribers of psychotropic medication will also be presented.

GRADUATE ACADEMIC

Additionally, students will gain foundational knowledge in emerging technologies and artificial intelligence applications in adult and geriatric counseling. The course examines technology-enhanced differential diagnosis of mental disorders and therapeutic interventions while maintaining ethical practice standards in the treatment of aging populations. Students will explore AI-assisted assessment techniques and evidence-based treatment planning, with special emphasis on aging and end of life issues certification requirements in the context of contemporary professional counseling.

This course in adult and geriatric psychopathology 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.

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

- Understanding the role of systematic scientific, clinical experience, and consultative input in making treatment decisions.
- Understanding the importance of self-examination and critiquing self as an effective change agent in counseling relationships.
- Understanding basic psychopharmacological intervention with regard to the treatment of mental disorders in adult and geriatric clients.
- Understanding fundamental normal and abnormal central nervous system function and brain neuroanatomy, neurophysiology, and development in adults and older adults.
- Evidencing practical skills and integration of evidence-based research in psychiatric diagnostics and treatment in adults and older adults within forensic and other non-clinical settings.
- Demonstrating proficiency in utilizing the DSM-5-TR to apply accurate diagnostic labels to mental disorders.
- Performing a differential diagnosis while integrating an advanced understanding for psychopathology in adulthood as it relates to potential medical etiologies vs. psychiatric illness, and commonly encountered general medical, psychiatric, and neurological comorbidities.
- Conceptualizing adult psychopathology using both DSM-5-TR diagnostic criteria and counseling theory(ies) to formulate evidenced-based treatment plans.
- Understanding the ethical, legal, and clinical application of various psychological assessment instruments available for both diagnostic and treatment outcome measurement purposes.
- Understanding ethical, legal, and cultural factors related to psychiatric diagnostics, use of evidenced-bases therapeutic interventions, and treatment outcomes.
- Comprehending and examining the role of physical aging in adulthood as it pertains to general physical, neurological, and neuropsychological factors associated with the clinical presentation and treatment of mental illness in adults and older adults.
- Integrating and conceptualizing the psychosocial and physical effects of end-of-life issues in adults and older adults suffering from mental illness.
- Developing agility in the clinical application of evidence-based assessment and treatment modalities of psychiatric disorders in adults and older adults within the context of rapidly evolving and devolving micro- and macro-systems, cultural norms, laws, and access to information, technologies, and mental health treatment.
- Understanding and ethically implementing AI-assisted assessment tools and therapeutic interventions in adult and geriatric counseling while maintaining appropriate clinical boundaries and professional judgment in technology-enhanced differential diagnoses for mental disorders, treatment planning and delivery, with particular attention to age-related considerations and limitations.

ACQUIRED SKILLS

- Proficient in Utilizing AI-Enhanced Assessment Tools for Adult and Geriatric Diagnostic Evaluation
- Integration of AI-Assisted Treatment Planning while Maintaining Clinical Expertise and Ethical Boundaries in Aging Populations
- Critical Evaluation of AI Applications in Adult and Geriatric Counseling Contexts with Emphasis on Age-Appropriate Interventions

CHILD & ADOLESCENT PSYCHOPATHOLOGY & TREATMENT (CHILD/ADOL PSYCHOPATH)

CSL6798

PREREQUISITE: CSL6801

The Child & Adolescent Psychopathology & Treatment course presents the genetic, neurodevelopmental, biological, and systemic bases of psychopathology and abnormal behavior in children and adolescents as specifically defined by the American Psychiatric Association (APA, 2022) in the Diagnostic and Statistical Manual of Mental Disorders 5th Edition – Text Revision (DSM-5-TR). Students develop skills for conducting psychiatric interviews with parents/guardians and pediatric populations, appropriate use of psychodiagnostic tests and assessments, developing treatment plans, and providing developmentally appropriate, culturally aware, and systems-based psychotherapeutic interventions.

The course will also examine the unique symptom presentations and treatment approaches for pediatric populations with mental illnesses as mediated by exposure to drugs/diseases while in utero, perinatal complications, early childhood disease/injuries, parent/caretaker and peer-relationships, and trauma/chronic stress as it relates to normal versus abnormal neurodevelopment and psychological development. Additionally, this course will review the common primary medical etiologies of psychopathology and psychiatric comorbidities seen in pediatric populations, as well as contemporary theories and practice of clinical psychopharmacology in children and adolescents.

Additionally, students will gain foundational knowledge in emerging technologies and artificial intelligence applications in child and adolescent counseling. The course provides comprehensive training in child and adolescent counseling techniques enhanced by AI-assisted assessment tools, while examining ethical considerations in technology-assisted therapeutic interventions. Students will explore the integration of AI in counseling assessment techniques and evidence-based treatment planning, preparing them for the evolving landscape of contemporary professional counseling.

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.

GRADUATE ACADEMIC

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

- 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.
- Developing comprehensive skills with regard to effective collaboration and consultation with schools, parents, and caretakers of children and adolescents.
- Conceptualizing and integrating classical, contemporary, and emerging research evidence, which highlight the importance of considering physical, social, neurodevelopmental, neuropsychological, and general psychological developmental theories in relation to both the assessment/diagnostic process and treatment of mental disorders in children and adolescents.
- Demonstrating proficiency in utilizing the DSM-5-TR to apply accurate diagnostic labels to mental disorders.
- Understanding fundamental normal and abnormal central nervous system function and brain neuroanatomy, neurophysiology, and development in children and adolescents.
- Performing a differential diagnosis while integrating an advanced understanding for the bases of neurodevelopment in relation to psychopathology in early/middle childhood, pre-adolescence, and adolescence.
- Comprehending and assessing for the most commonly encountered medical etiologies vs. primary psychiatric illness, as well as the commonly encountered general medical, psychiatric, and neurological comorbidities of mental illness in children and teen.
- Conceptualizing child and adolescent psychopathology using both DSM-5-TR diagnostic criteria and counseling theory(ies) to formulate evidenced-based treatment plans utilizing both individual counseling interventions and systemic approach.
- Understanding the ethical, legal, and clinical application of various psychological assessment instruments available for psychodiagnostics, educational diagnostics, and measurement of treatment progress and outcomes.
- Understanding ethical, legal, and cultural factors related to psychiatric use of evidenced-based therapeutic interventions, prognostics, treatment planning, and treatment outcomes.
- Comprehending and examining the role of prenatal, perinatal, early childhood, and general neurodevelopment as it pertains to mental illness in children and adolescents.
- Synthesizing and integrating the general physical psychosocial, educational, systemic, cultural, and neuropsychological factors associated with the psychological and neurobiological pathophysiology of mental illness in children and adolescents.
- Developing agility in clinical applications of evidence-based assessment and treatment modalities of psychiatric disorders in children and adolescents within the context of rapidly evolving and devolving micro- and macro-systems causing dramatic changes to accessing information, advancing technologies, exposure to societal stressors, and the modification of laws, ethics, and cultural and societal norms.
- Understanding and ethically implementing AI-assisted assessment tools and therapeutic interventions in child and adolescent counseling while maintaining appropriate clinical boundaries and professional judgment in technology-enhanced differential diagnoses for mental disorders, treatment planning and delivery.

ACQUIRED SKILLS

- Proficient in Utilizing the Latest AI-Enhanced Assessment Tools for Child and Adolescent Diagnostic Evaluation
- Integration of AI-Assisted Differential Diagnosis and Treatment Planning While Maintaining Clinical Expertise and Ethical Boundaries
- Critical Evaluation of AI Applications Across All Child and Adolescent Counseling Contexts

COUNSELING ASSESSMENT TECHNIQUES (COUNSELING ASSESSMENT)

CSL6800

PREREQUISITE: CSL6782

The Counseling Assessment Techniques 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.

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.

GRADUATE ACADEMIC

- 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.
- Learning and experimenting with AI while building assessment and treatment plans for clients.

ACQUIRED SKILLS

- Interpret and Communicate Results of Assessments with Clients, Parents/Guardians, Teachers, Administrators, and Community Representatives
- Test Anxiety Intervention
- Conducting Assessments and Writing Assessment Reports

LIFE SPAN DEVELOPMENT

CSL6801

(LIFE SPAN DEVELOPMENT)

The Life Span Development 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.
- Working with AI tools to develop study tools as they relate to human development theories.
- Working with AI tools to research lifespan stage specific disorders and issues faced by that stage.

ACQUIRED SKILLS

- Discover, Process and Synthesize Concepts of Lifespan Development
- Define and Detail Various Theories of Lifespan Development
- Discover and Define the Various Stages of Lifespan Development

CAREER COUNSELING AND GUIDANCE

CSL6803

(CAREER CNSLG/GUIDANCE)

The Career Counseling and Guidance 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 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:

- Identifying general professional/occupational areas of career counseling competence.
- Identifying theories of career counseling and guidance.
- Using a variety of self-assessment methods in career counseling, 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.
- Explaining the importance of identifying functional or transferable skills and their relationship to career change and development.
- Discussing the evolving array of career counseling and development resources.
- Critically analyzing the utility of each career counseling and guidance theory.
- Identifying the major demographic, technological, and organizational trends that will affect future career planning and development.
- 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.
- Selecting, administering, and interpreting career assessments.
- Assessing central career counseling constructs and occupational information systems.

GRADUATE ACADEMIC

- Developing effective strategies for working with career issues across the life span.
- Analyzing and delivering interventions that have clear implications for practice.
- Evaluating emerging perspectives on the diversity of workforce, labor market, and modern society.
- Examining, understanding and articulating, in the students' own words, any information gathered from Artificial Intelligence (AI).

ACQUIRED SKILLS

- Hollands Type Theory and Approach to Career Counseling
- Supers Stage Development Theory and Approach to Career Counseling
- Career Counseling Online Resources

GROUP COUNSELING & THERAPY (GROUP COUNSELING/THERAPY)

CSL6805

PREREQUISITE: CSL6782

The Group Counseling & Therapy course examines the theory, practice, and functioning of group processes. Different types of small groups are studied, including self-help groups. Leadership, meta-communications, group counseling degree and group counseling degree programs, methods, dynamics, and facilitative skills are presented. Small group participation is included.

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

- Defining the origins of group guidance, group counseling, and group psychotherapy, including the leaders and time frames.
- Applying specific theories of practice to group counseling and group 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 group 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.
- Highlighting key concepts, group stage development, and treatment techniques specific to the therapeutic orientation being presented
- Applying selected models of consultation to help groups or organizations to change.
- Reviewing the nature and scope of research about group counseling and therapy.
- Understanding the use of Artificial Intelligence (AI) to research the efficacy of group counseling with general and targeted population demographics.
- Examining the ethical use of Artificial Intelligence (AI) to avoid plagiarism while writing clinical reports, notes, or preparing papers for publication.

ACQUIRED SKILLS

- Practice Theories Application
- Effective Leadership Modeling
- Key Therapy Concepts Roleplay

MARRIAGE & FAMILY THERAPY (MARRIAGE/FAMILY THERAPY)

CSL6825

The Marriage & Family Therapy course is a survey of the historical development and principal conceptualizations of marital and family therapy. Goals include an initial examination and comparison of various therapies currently employed in the field. The professional practice of marriage and family therapy from a family systems approach will be explored.

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

- Explaining the history and development of the marriage and family therapy field and marriage and family therapy programs.
- 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, including a genogram, 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.

GRADUATE ACADEMIC

- 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.
- Understanding the role of Artificial Intelligence in providing online and in person marriage and family therapy.

ACQUIRED SKILLS

- Learn Case Conceptualization from a Family Systems Theory Model of Assessment
- Learn to Use Genograms in Marriage and Family Therapy
- Acquire Skills in the Administrative Management of Clients

COUNSELING SKILLS & TECHNIQUES

CSL6830

(CNSLG SKILLS & TECH)

(FORMERLY ADVANCED COUNSELING SKILLS & TECHNIQUES)

PREREQUISITE: CSL6782

The Counseling Skills & Techniques 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 Theories/Methods of Counseling and demonstrate the ability to utilize basic counseling skills from a selected theoretical perspective in a mock counseling session. Applications for clinical and school settings are examined.

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.
- Demonstrating skills of referral, advocacy, and triage in crisis intervention cases.
- Identifying and understanding culture specific issues, including gender, race, ethnicity, socioeconomic, and physically challenged individuals in schools and mental health settings.
- 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 homocidality, and violent behavior.
- Demonstrating the ability to establish collaborative and appropriate therapeutic goals with clients.
- Effectively communicating and applying one's evidence-based personal counseling philosophy.
- Understanding advanced evaluation and ethical application of the various technologies associated with and emerging modalities for the provision of counseling services via tele-counseling.
- Demonstrating the ability to create SMART goals to assist clients of all ages in developing healthy lifestyles and overcoming negative coping skills & habits.
- Understanding of uses for AI in virtual counseling settings including schools and mental health centers.

ACQUIRED SKILLS

- SMART Goals Construction
- Brief Client Conceptualization
- Motivational Interviewing Skills
- Client History-Taking
- Therapeutic Lifestyle Change Assessment
- Suicide Risk Screening
- Virtual Counseling Skills Practice Sessions & Evaluation

MULTICULTURAL COUNSELING

CSL6832

(MULTICULTURAL COUNSELING)

The Multicultural Counseling course presents an in-depth study of mental health, 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 multicultural counseling course focuses on the development of skills needed to work with culturally different systems, individuals and 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.

GRADUATE ACADEMIC

- Demonstrating an appreciation of human diversity by providing equitable guidance and multicultural counseling services for all learners and by promoting a climate of mutual respect in which students learn to value themselves and others.
- 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.
- Demonstrating culturally appropriate approaches, skills, and strategies for various cultural groups.
- Examining, understand and articulate, in the students own words, any information gathered from Artificial Intelligence (AI).

ACQUIRED SKILLS

- Utilize Sue's 5 Stages of Racial Identity Development Model
- Utilize Culturally Appropriate Communication Skills
- Critical Thinking

COUNSELING CHILDREN AND ADOLESCENTS (CNSLG CHILDREN & ADOLESC)

CSL6833

The Counseling Children and Adolescents course addresses the major issues related to counseling children and adolescents within a developmental, familial, and social framework, with a focus on supporting both typical and neurodiverse learners. Students enrolled in children and adolescent counseling graduate programs will benefit from a conceptual model of treatment planning, clinical assessment, and protocols discussed in class, including areas of developmental adjustment, abuse and neglect, and individual interpersonal issues. The course applies to those pursuing a children and adolescents counseling certification, professional counseling, school counseling, or others who will work with children or adolescents in a therapeutic or educational setting. Treatment approaches will include an extension of behavioral, art, and play therapy options. Issues of professional practice include codes, ethical standards, documentation, and safe practice in 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.
- Compare historical social and economic patterns to recent trends experienced as adolescents transition to young adulthood.
- 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 skill sets for working with both individually and in groups with children, adolescents, and their families, utilizing the diagnostic criteria of diagnostic and statistical manual of psychological disorders.
- Discussing appropriate codes and policies to provide ethical, safe counseling for children and adolescents.
- Including parents and families and the overall treatment of issues and children and adolescents.
- 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 utilizing AI and technology to streamline processes, enhance accuracy, and ensure confidentiality.
- 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.
- Identifying the value of utilizing play therapy with children by researching developmentally appropriate play-based therapeutic interventions to be used with children."
- Developing child focused treatment plans that include necessary parental psychoeducational components, empowering the child and their family towards health and healing.
- Incorporating expressive art strategies into work with children and adolescents.
- Developing cognitive behavioral approaches to practice with children, adolescents, and families.
- Understanding the impact of artificial intelligence tools in assessing and supporting the mental health needs of children and adolescents.

ACQUIRED SKILLS

- Therapeutic Treatment Planning for Children and Adolescents
- Therapeutic Goal Writing for Children and Adolescents
- TEA Dyslexia Continuing Education Certificate

PLAY THERAPY (PLAY THERAPY)

CSL6835

PREREQUISITE: CSL6801

The Play Therapy 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 Play Therapy course 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. This course is the initial step towards certification or specialization in Play Therapy and/or achieving a degree in the practice of Play Therapy. 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 his or her life. Nonverbal skills are taught in the counseling curriculum; however, Play Therapy training provides the student a different set of techniques to work with children, adolescents, adults, and families.

GRADUATE ACADEMIC

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 generate a list of appropriate play therapy materials to be used for evaluation and treatment.
- Developing a treatment plan and case study using play and sand tray therapy
- Identifying stages of play and sand tray therapy and provide 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 countertransference.
- Working cooperatively with child protective services, educational services, other mental health professionals and medical personnel.
- Investigating virtual / AI plan and adventure therapy strategies.
- Utilize AI to research efficacy of new and approved sand, art, and adventure play therapy techniques.
- Utilize AI to research the efficacy of virtual play therapy techniques and strategies.

ACQUIRED SKILLS

- School Counseling Play Therapy Strategies
- Construct Play Therapy Case Study/Treatment Plan
- Family Art Therapy, Sand Tray, Adventure Play Training
- Play Therapy Protocols with Parents & Groups
- Play Therapy Problem-Solving Methods/Plans

STRATEGIES FOR BEHAVIORAL INTERVENTIONS (STRAT BEHAVIOR INTERVENT)

CSL6837

PREREQUISITE: Successful completion of CSL6801 and CSL6833

The Strategies for Behavioral Interventions course will look at prevention and intervention strategies at an academic and personal/social level. A course in evidence-based behavioral interventions is imperative in meeting the needs of students in the educational environment. Behavioral interventions with the best outcomes are proactive and positive. This course will have students think about interventions in a structuring and teaching fashion instead of punitive responses. Techniques and skills to intervene at behavior function-based level will be the focus of the course. The skills and techniques taught through this class will be used in a school counselor's abilities to effectively intervene with students proactively and positively.

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

- Demonstrating positive behavioral intervention strategies.
- Making behavioral observations.
- Collecting behavioral/academic data.
- Using consultation strategies in the school environment.
- Planning procedures of data collection, analyzing, and documentation.
- Analyzing functionality of behavior and how to intervention.
- De-escalating emotional situations.
- Managing physically dangerous behavior and threats of violence.
- Developing and applying functional reinforcement systems.
- Stating limits and establishment of consequences for misbehavior.
- Identifying internalized problems requiring mental health, substance abuse and youth suicidal ideation referral.
- Relating relaxation and stress management techniques to staff and students.
- Developing process for identifying replacement behaviors.
- Developing a process for identifying target behaviors.
- Identifying need for teaching replacement behaviors.
- Teaching self-monitoring and self-evaluation behaviors to students.
- Implementing functional communication skills to the student.
- Participating and maintaining a multi-tiered system of support as a leader and/or member of the intervention team on campus.
- Enabling students to design more efficient, data-informed, and tailored plans to individualize students' needs allowing for earlier detection and real-time progress tracking through implementation of MTSS and the Comprehensive Guidance Program for improved focus on students' emotional and behavioral intervention.
- Analyzing the unique neuropsychological profiles of children and adolescents with behavioral and academic struggles – including Dyslexia – to inform tailored counseling approaches.
- Evaluating how artificial intelligence may be used to design, implement, and assess behavioral interventions in ethical and effective ways.

ACQUIRED SKILLS

- Train and Support Teachers in Classroom Management and Behavioral Interventions
- Collaboration with Multidisciplinary Teams (e.g., Teachers, Psychologists, Social Workers) for a Holistic Intervention Plan
- Collaboration with Experts to Ensure that Counselors Stay Updated with the Latest Strategies and Best Practices

PRE-PRACTICUM
(PRE-PRACTICUM)
(FORMERLY PRE-PRACTICUM FOR PROFESSIONAL COUNSELING)
CSL6839

PREREQUISITE: Prior to enrollment in Pre-Practicum, 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
4. Successful passing of either the CPCE (Clinical Mental Health Counseling degree) or the AMFTRB Practice Exam (Marriage/Family Therapy degree).

The Pre-Practicum 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 and III by completing activities such as making application for Practicum, completing a simulated interview, and developing a thorough case study.

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

- 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.
- Comprehending how Artificial Intelligence can be used ethically and professionally to promote learning in academic and professional settings.

ACQUIRED SKILLS

- Demonstrate the Ability to Describe Theoretical Orientation to Clinical Mental Counseling and Marriage and Family Therapy
- Develop Knowledge and Understanding of the Emerging Role of Technology-Based Counseling (Telehealth Counseling) and How it Can Be as Effective as In-Person Counseling
- Create a List of Referral Sources Available Locally, Statewide, and Nationally and How to Make Referrals Based on Client Needs

PRACTICUM I
(PRACTICUM I)
CSL6840

PREREQUISITE: Successful completion of CSL6839. 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.

The Practicum I 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.**

Note for Marriage and Family Therapy: 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 Professional Counseling.

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.

GRADUATE ACADEMIC

- 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 100 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.
- Comprehending how artificial intelligence can be used ethically and professionally to promote learning in academic and professional settings.

ACQUIRED SKILLS

- Develop and Manage Treatment Goals
- Treatment Plan Preparation
- Crisis Intervention Techniques

PRACTICUM II (PRACTICUM II)

CSL6845

PREREQUISITE: CSL6840

The Practicum II 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 or 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 are expected. Students will be exposed to different concepts of business and entrepreneurship. Students will complete assignments related to their practicum experience. The assignments will include case conceptualizations, reflection papers and answering essay questions based on required reading. **Students may not meet existing or potential counseling clients on the premises of Amberton University for any reason.**

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

- Achieving 150 hours of field experience for CMHC or 100 hours for MFT 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.
- Understanding the requirements, training, and maintenance of tele-mental health certifications.
- Experimenting with AI tools to develop client treatment plans.

ACQUIRED SKILLS

- Adopt a Multicultural Framework for Collaboration
- Counseling Assessment, Planning, Implementation, and Evaluation
- Analysis of Various Clinical Situations

PRACTICUM III (PRACTICUM III)

CSL6850

PREREQUISITE: CSL6845. Note: Practicum III is for students who plan to pursue LMFT licensure in the state of Texas.

The Practicum III 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 or 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.**

GRADUATE ACADEMIC

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.
- 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.
- Demonstrating the ability to complete a suicide risk assessment and take appropriate action.
- Comprehending how artificial intelligence can be used ethically and professionally to promote learning in academic and professional settings.

ACQUIRED SKILLS

- Suicide Risk Assessment
- Psychological Testing
- Risk Analysis, Management and Mitigation

PRACTICAL EXPERIENCE IN CHRISTIAN COUNSELING (PRAC EXP CHRISTIAN CNSLG)

CSL6860

PREREQUISITE: Completion of all coursework.

The Practical Experience in Christian Counseling 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. Topics and activities include building the counselor-counsee relationship, treatment goals, and counseling techniques.

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

- Demonstrating skill in building the counselor-counsee relationship.
- Identifying relevant treatment goals for counsees.
- Experience in practical Christian counseling training in supervised settings
- 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 counsee 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 counsee.
- Experimenting with AI tools to develop Christian counseling treatment plans.

ACQUIRED SKILLS

- Counselor-Counsee Relationship Skills
- Treatment Goal Identification
- Informed Consent Form Development

EXTENDED PRACTICUM (EXTENDED PRACTICUM)

CSL6865

PREREQUISITE: CSL6845

The Extended Practicum course is designed for students who wish to continue a relationship with a practicum site as a student at Amberton University. The course is an extension of the Practicum II for MA Professional Counseling students and Practicum III for MA Marriage and Family Therapy students. This course can only be taken upon successful completion of Practicum II or Practicum III. This course will enable students to maintain a relationship with their practicum site and allow them to continue to work and gain additional experience under supervision. After completing requirements for the MA Professional Counseling or MA Marriage and Family Therapy degrees students may enroll in the course and continue to accrue hours toward their 3000-hour supervised internship. The Board of Professional Counseling allows a student to accrue up to 400-hours toward his or her internship after they have completed the 300-hour practicum requirement. Students enrolled in the MA Marriage and Family Therapy program may also enroll in the course after successfully completing Practicum III.

GRADUATE ACADEMIC

The course offers the student additional field experience in counseling. Students are expected to complete within this course a minimum of 150 hours of ongoing supervised counseling experience. Participation in continuing education, staff meetings, case presentations, and case observations are expected.

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.
- Students will experiment with AI tools to develop client treatment plans.

ACQUIRED SKILLS

- Real-Life Experience in Clinical Settings
- Critical Thinking
- Utilize Artificial Intelligence (AI) in Development of Client Treatment Plans

SCHOOL COUNSELING PRACTICUM I (SCHOOL CSL PRACTICUM I)

CSL6870

PREREQUISITE: Prior to enrollment in School Counseling Practicum I, 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
4. Must have passed TExES exam

The School Counseling Practicum I 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. Fifty actual clock hours of counseling experience are expected for completion during this course. Students develop and demonstrate 5-stage child/family-centered counseling skills to be utilized in school settings. Students demonstrate skills in provision of a classroom SEL guidance lesson during field experience.

Note: The application, contract, and other required documents must be presented to the instructor of CSL6870 during the first class meeting. Failure to do so will result in the student being administratively dropped from the course.

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.
- 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.
- 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 the implementing of goals in field experience.
- Demonstrating the ability to apply 5-stage counseling skills and micro-skills in school settings with children, adolescents, and parents.
- Demonstrating ability to utilize SMART goals in counseling children and adolescents.
- Researching and presenting a social-emotional guidance lesson for children and adolescents.
- Engaging AI to research and assess the efficacy of using AI in school counseling for academic, career / vocational and social / emotional development areas.

ACQUIRED SKILLS

- 5-stage Counseling Skills with Children & Adolescents

GRADUATE ACADEMIC

- SMART Goals for Children & Adolescents
- SEL Guidance Lessons (ASCA & TEA Approved)

SCHOOL COUNSELING PRACTICUM II (SCHOOL CSL PRACTICUM II)

CSL6875

PREREQUISITE: CSL6870.

The School Counseling Practicum II 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 fifty hours in addition to the fifty hours completed in CSL6870 to meet two thirds of the state requirement of one hundred sixty hours of field experience.

Students explore research-based trauma-sensitive practices and strategies to assist students, teachers, and parents in school settings through the MTSS/RTI system. Students demonstrate expertise in conducting individual counseling with school age individuals during field practice. Students demonstrate competence in case conceptualization through completion of a study focused on concerns such as: cultural issues, trauma-challenges, gender bias, incarcerated parents, and/or other current socio-cultural issues.

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

- Understanding crisis, remedial, preventive, and developmental philosophies in school counseling programs.
- 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, socio-cultural, 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.
- Developing trauma-sensitive skills and practices that align with the RTI and MTSS systems of support.
- Evaluating and conceptualizing cases of school counseling in academic and behavioral situations.
- Developing skills in creation and evaluation of school counseling guidance programs.
- Developing a social-emotional group counseling plan for use in MTSS/RTI.
- Accessing AI to develop Social-Emotional Learning lessons to be used in RTI/MTSS for all age groups.

ACQUIRED SKILLS

- Develop Strategies & Lessons Used in the MTSS/RTI System
- Skills in Assessing & Advocating for Students with Trauma
- Create & Lead Tier 2 Social-Emotional Learning Groups for K-12 Grades

SCHOOL COUNSELING PRACTICUM III (SCHOOL CSL PRACTICUM III)

CSL6880

PREREQUISITE: CSL6875

The School Counseling Practicum III 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 of 160 total clock hours. This course will require a minimum of sixty hours in addition to the 100 hours from two previous practicums, for a minimum of 160 total clock hours. The course will offer extended field experiences in demonstrating the student's ability to implement a comprehensive guidance program according to state requirements & demonstrate skills in conducting SEL groups. 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.

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

- Conceptualizing cases of school counseling in academic and behavioral situations.
- Applying advocacy and social justice principles to school counseling culture.
- Identifying mental health and social service referral resources for school community.
- Evaluating ethical and legal standards within the school culture.

GRADUATE ACADEMIC

- 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 school protocol for suicidal ideation and threats of violence.
- Participating in cohort supervision group.
- Demonstrating management of comprehensive school counseling program.
- Demonstrating collaborative skills with school community stakeholders for student success.
- Utilizing AI to create and present a school counseling digital portfolio for interview purposes.
- Developing and implementing a comprehensive individual self-care plan for reduction of school counseling job-related stress and secondary trauma syndrome.
- Applying and demonstrating chosen counseling theory and skills with school students.
- Demonstrating understanding and competence in the implementation of MTSS/RTI system and the roles and tasks of school counselors in special education.
- Conducting a SEL group according to MTSS/RTI needs in K-12 school settings.

ACQUIRED SKILLS

- MTSS/RTI Management
- SEL Group Counseling
- Suicide Prevention Assessment
- Digital Portfolio Development
- Self-Care Planning

ESTABLISHING A PRIVATE PRACTICE (EST PRIVATE PRACTICE)

CSL6890

The Establishing a Private Practice course provides graduate Counseling students with a comprehensive guide to establishing and sustaining a successful private practice. It addresses the practical, ethical, legal, and financial components often overlooked in traditional clinical training. Through structured modules, students will learn how to develop a business plan, create effective marketing strategies, and manage the day-to-day operations of a counseling business with integrity and sustainability in mind.

With an emphasis on real-world application, the course integrates technology, telehealth tools, and cultural competence to meet the demands of modern practice. Students will leave the course equipped not only to open a practice but also to grow one that reflects their clinical strengths and personal values while honoring professional standards and client care.

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

- Developing a comprehensive business plan for a private practice.
- Understanding the legal and regulatory requirements for private practice, including licensing, liability, and ethical guidelines.
- Identifying and implementing effective marketing and branding strategies.
- Managing financial aspects, including budgeting, pricing, and diversifying revenue streams.
- Utilizing telehealth and practice management technology for efficiency and accessibility.
- Establishing strategies for long-term client engagement and retention.
- Recognizing personal and professional boundaries to prevent burnout and maintain work-life balance.
- Evaluating and selecting appropriate practice management systems and client intake workflows.
- Analyzing and interpreting business metrics to assess practice growth and client outcomes.
- Understanding the integration of cultural competence in practice marketing and service delivery.
- Applying principles of ethical decision-making to real-world business and clinical scenarios.
- Demonstrating effective communication skills in both client and professional interactions.
- Planning for scalability and sustainability in private practice operations.
- Reflecting on one's clinical identity and aligning business practices with personal and professional values.
- Utilizing Artificial Intelligence (AI) in analyzing and discovering issues and challenges within clinical private practice.

ACQUIRED SKILLS

- Business Planning
- Ethical and Legal Navigation
- Financial Management
- Marketing and Branding
- Technology Integration

MANAGERIAL ECONOMICS (MANAGERIAL ECONOMICS)

ECO6140

The Managerial Economics course presents the managerial 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. Activities include discussion of core concepts, using the elasticity concept as a tool, and describing marginal productivity theory.

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

- Discussing the economics of effective management.
- Discussing the nature of supply and demand.

GRADUATE ACADEMIC

- 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 between 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 marketplace.
- Exploring how AI models, such as machine learning algorithms, can predict supply and demand fluctuations and inform pricing strategies to improve profitability.
- Evaluating the role of AI in assessing elasticity, marginal productivity, and market behavior, helping refine organizational decision-making and resource allocation.

ACQUIRED SKILLS

- Economic Decision-Making Analysis
- Supply and Demand Applications
- Strategic Thinking with Game Theory and Market Structures

INTERNATIONAL ECONOMIC PERSPECTIVES (INTL ECONOMIC PERSPECT) (FORMERLY 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 the International Economic Perspectives 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 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.

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.
- 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.
- Assessing the influence of technological advancements, such as digital currencies and e-commerce, on international trade and financial systems.
- Investigating how cultural and political factors shape international trade agreements, economic integration, and policy-making.
- Understanding the complexities and risks of global supply chains and their impact on international trade and economic stability.
- Demonstrating an understanding of how AI influences international trade, financial markets, and economic policy-making, including the ethical considerations and challenges of integrating AI into global economic analysis and decision-making.

ACQUIRED SKILLS

- Exchange Rate Risk Analysis
- Trade Policy Evaluation
- Global Economic Data Interpretation

CORPORATE FINANCE (CORPORATE FINANCE)

FIN5250

The Corporate Finance course examines the theory and practice of corporate financial decision making to maximize the firm's value. Students will review major finance topics including capital budgeting, risk-return relationship, capital market theory, market efficiency, capital structure, dividend policy, long term financing, and working capital management.

This course provides an in-depth examination of practical financial theories and their applications in decision making in corporate finance. Students will learn how to apply concepts using modern technology from finance topics such as capital budgeting, risk-return relationship, capital market theory, market efficiency, capital structure, dividend policy, long term financing, and working capital management.

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

- Understanding the role of finance in business decision-making.
- Demonstrating the ability to analyze financial statements and ratios and their application in the assessment of the performance of the firm.
- Applying sensitivity analysis, scenario analysis, and break-even analysis to evaluate capital projects.
- Evaluating the relationship of risk and return and how it effects the valuation of financial instruments.
- Demonstrating the ability to measure and apply the Weighted Average Cost of Capital.
- Demonstrating an in-depth knowledge of Capital Structure and its effect on risk.
- Demonstrating knowledge in the valuation of debts securities and their impact on overall risk.
- Demonstrating and evaluating the key principles of Time Value of Money.
- Demonstrating and applying the concepts underlying Corporate Valuation and Capital Budgeting.
- Employing the key techniques of Risk Analysis in the evaluation of Projects.
- Using artificial intelligence (AI) to evaluate investment opportunities and measurements of financial assets using time value of money concepts.

ACQUIRED SKILLS

- Financial Analysis
- Risk Management
- Accounting and Financial Reporting Skills

FOUNDATIONS OF FINANCIAL TECHNOLOGY (FOUNDATIONS OF FIN TECH)

FIN5265

CAVEAT: No graduate credit will be awarded if FIN4265 has been successfully completed.

Financial Technology (FinTech) is constantly evolving and transforming the way modern businesses operate. The Foundations of Financial Technology course will provide students first with an in-depth understanding of FinTech and its role in disrupting traditional financial services. Students will also learn of the accelerated growth and significant role of Peer-to-Peer (P2P) in revolutionizing financial services, such as commercial, investment banking, credit and lending, individual banking, digital payments, financial advising, and insurance. The course will cover artificial intelligence, blockchain, retail and wholesale central banking digital currency, cryptocurrency, fungible and non-fungible tokens, and the drawbacks of mining. The course will address the adoption and implications of financial technology on social and economic development ecosystems.

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

- Understanding evolutionary developments and their impact on the financial services industries.
- Describing the technologies underlying cryptocurrencies and blockchains.
- Understanding the impact of FinTech on traditional banking and developments in payments, digital banking, alternative lending, and P2P technologies.
- Understanding crowdfunding and its impact on investment banking and entrepreneurial financing.
- Understanding InsurTech and innovations in the insurance industry.
- Engaging in the process of FinTech innovation.
- Evaluating the Evolution of Bitcoin and its challenges.
- Evaluating the evolution, adoption and challenges of the Central Bank Digital Currency (CBDC).
- Assessing the social and economic developmental impact of Bitcoin and Crypto mining on developing nations.
- Evaluating the impact of Financial Technology on the economic and social developments of developing nations.
- Evaluating the impact of regulation on the financial technology sector.
- Distinguishing and describing the differences between blockchain, stablecoins, cryptocurrencies, and CBDCs.
- Explaining how data can be used in the financial services industry.
- Analyzing the impact of new forms of capital access in disrupting traditional financial institutions.
- Utilizing Artificial Intelligence (AI) to analyze, discern, review and provide potential solutions to FinTech challenges and opportunities.
- Developing FinTech solutions to address specific financial industry challenges or opportunities.
- Recognizing potential risks and challenges associated with FinTech innovations and solutions.
- Determining and assessing the trade-offs between different FinTech solutions, technologies, or strategies.
- Developing FinTech strategies and solutions for financial institutions, start-ups, or investors to leverage FinTech opportunities and mitigate challenges.
- Assessing the potential return on investment (ROI) in FinTech solutions and technologies.

ACQUIRED SKILLS

- Blockchain Technology

- Financial Markets/Regulation
- Critical Thinking/Innovation
- Technology Adaption

MANAGERIAL FINANCE **(MANAGERIAL FINANCE)**

FIN6186

The Managerial Finance course provides an understanding of the theory and practices underlying sound financial decisions in domestic and global business organizations. Topics include financial markets, determinants of interest rates, cash flow analysis, investing portfolios, asset pricing models, and capital budgeting.

The course helps students to understand and evaluate the theories and practices underlying sound financial decisions in domestic and global business organizations. Topics taught in the course include financial markets, interest rates, cash flow analysis, capital structure, asset pricing models, financial statements, and capital budgeting.

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

- Understanding the role of finance in financial decision-making.
- Demonstrating the ability to analyze financial statements and ratios and their application in assessing the performance of the firm.
- Evaluating investment opportunities and measurements of financial assets using time value of money concepts.
- Applying sensitivity analysis, scenario analysis, and break-even analysis to evaluate capital projects.
- Understanding risk and return and their application in the valuation of financial instruments.
- Demonstrating the ability to measure and apply the Weighted Average Cost of Capital.
- Demonstrating an in-depth knowledge of Capital Structure and how it affects optimal capital structure.
- Demonstrating knowledge in the valuation of debts securities and their impact on overall risk.
- Demonstrating a comprehensive knowledge in the applications of Corporate Valuation and Capital Budgeting.
- Demonstrating a comprehensive knowledge in the applications of Time Value of Money.
- Understanding the role of artificial intelligence (AI) in finance business decision-making.

ACQUIRED SKILLS

- Time Value of Money
- Financial Statement Analysis
- Financial Planning

INTERNATIONAL FINANCE **(INTERNATIONAL FINANCE)**

FIN6290

PREREQUISITE: BUS4113

The International Finance 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 aspire in careers such as general management, financial analysis, commercial and investment banking and consulting, among others.

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

- Understanding the fundamental aspects of multinational financial management.
- Demonstrating knowledge in international financial markets in relations to financial, investment and operating activities of diverse industries.
- Assessing and evaluating the interconnectedness of global financial dynamics.
- Demonstrating an in-depth knowledge 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.
- Understanding exchange rate behavior and the equilibrium theories.
- Demonstrating an understanding of mechanisms and functions of the international financial environment.
- Evaluating and analyzing basic arbitrage opportunities in international exchange markets.
- Demonstrating an understanding of foundational components of political risk in emerging and developed markets.
- Demonstrating an understanding of financial measurement techniques to determine the 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.
- Demonstrating an in-depth knowledge and application of governmental influence on exchange rates, inflation, and imports/exports.
- Evaluating the relationship among inflation, interest rates and exchange rates.
- Demonstrating an in-depth knowledge in the management of economic exposure and translation exposure.
- Demonstrating knowledge in direct foreign investment and country risk analysis.
- Analyzing and evaluating multinational capital structure and cost of capital.
- Using artificial intelligence (AI) to assess and evaluate the interconnectedness of global financial dynamics.

ACQUIRED SKILLS

- Currency Risk Management
- International Financial Instruments
- Cross-Border Financial Transactions

ORGANIZATIONAL BEHAVIOR (ORGANIZATIONAL BEHAVIOR)

HBD5173

CAVEAT: No graduate credit will be awarded if HBD3173 has been successfully completed.

The Organizational Behavior 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. Activities include research, analysis and investigation of the human relations movement on organizational behavior.

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.
- 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.
- Understanding individual differences and how they impact the dynamics of effective teamwork.
- Describing the various decision-making and problem-solving strategies utilized by organizations.
- Evaluating the use of artificial intelligence (AI) to enhance productivity at all organizational levels.

ACQUIRED SKILLS

- Conflict Resolution
- Apply Findings from Organizational Culture to Real-World Scenarios and Problems
- Human Resources Strategy Analysis
- Organizational Change Strategy

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

HBD5721

CAVEAT: No graduate credit will be awarded if HBD4721 has been successfully completed.

The Sex Roles in Business & Society course analyzes the interface between sex roles and organizational expectations. The primary objective of the course is to help students develop greater understanding and respect for all of their colleagues in both business and other social environments. Topics and activities include defining and identifying sex roles, explaining impacts of social institutions, articulating the process of identity development, and developing communication strategies and messages for males and females.

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

- Distinguishing among the definitions of sex, sex roles, gender identity, and gender studies.
- 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.
- 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.

GRADUATE ACADEMIC

- 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.
- Creating a mental framework for thriving in the presence of changing societal gender viewpoints.
- Comparing sex roles in Western and other major Global Cultures.
- Assessing the use of artificial intelligence (AI) to enhance communication between men and women.

ACQUIRED SKILLS

- Performance Improvement
- Communication Skills
- Critical Thinking

DEVELOPING HUMAN POTENTIAL (DEVELOP HUMAN POTENTIAL)

HBD5722

CAVEAT: No graduate credit will be awarded if HBD4722 has been successfully completed.

The Developing Human Potential course explores models and approaches designed to develop untapped abilities. Leaders in the field of human potential estimate that only one percent of humans realize their full potential. Students consider reasons for the failure to achieve maximum human development and experience practices designed to further their own growth. Activities include explaining the development of human potential using both content and process models; completing a self-assessment measuring one's position; and explaining contributions of prominent leaders in the human potential field.

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.
- Understanding the impact of artificial intelligence on human development and potential.

ACQUIRED SKILLS

- Critical Thinking
- Communication
- Goal Setting

PSYCHOLOGY OF ADJUSTMENT (PSYCHOLOGY OF ADJUSTMENT)

HBD5725

CAVEAT: No graduate credit will be awarded if HBD4725 has been successfully completed.

This Psychology of Adjustment course examines how psychological principles and theories can enhance personal adjustment, resilience, and well-being. Students will explore key topics such as emotional response theories, coping mechanisms, self-concept, self-esteem, and strategies for managing stress, depression, and interpersonal relationships. Emphasis is placed on understanding psychotherapeutic interventions and developing practical skills to promote mental health and life balance. Through the study of adjustment and growth processes, students will gain insights into adapting positively to life's challenges and transitions, making this course ideal for those seeking to enhance personal effectiveness and overall life satisfaction.

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.

GRADUATE ACADEMIC

- 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 responses to and coping skills related to life changes.
- Exploring the role and use of Artificial Intelligence in helping people cope psychologically in their personal, professional, and social lives.

ACQUIRED SKILLS

- Problem-Solving and Coping Skills
- Emotional Regulation Skills
- Stress Management Skills
- Self-Reflection and Insight
- Goal-Setting and Personal Motivation
- Application of Psychological Theories to Real-Life Situations

HUMAN RESOURCE INVENTORY (HUMAN RESOURCE INVENTORY)

HBD5735

CAVEAT: No graduate credit will be awarded if HBD4735 has been successfully completed.

The Human Resource Inventory course focuses on human resource assessment and skills inventory. 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:

- 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.
- Creating and designing procedures for matching and applying transferable skills to the current job.
- Evaluating and analyzing current job market needs as they relate to transferable skills and portfolio development.
- Understanding the impact of artificial intelligence on human resource inventory skills.

ACQUIRED SKILLS

- Skills Inventories
- Life Experience Portfolio
- Conflict Management

STRESS MANAGEMENT (STRESS MANAGEMENT)

HBD5759

CAVEAT: No graduate credit will be awarded if HBD4759 has been successfully completed.

This Stress Management 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. Activities include listing definitions of stress, describing physiological reactions to stress, and comparing the relationship of personality to stress. Students will also develop a holistic model of managerial lifestyle and identifying stress reduction strategies.

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

- Listing definitions of stress by noted researchers, including the concepts of eustress and distress.
- 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.

GRADUATE ACADEMIC

- Comparing the economical 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.
- Recommending and/or designing a stress management strategy for business.
- Reviewing the current research on stress in the United States.
- Discussing the unique stresses of the twenty-first century brought about by changes in the American culture.
- Analyzing the different causes of stress brought about as a result of multiculturalism.
- Designing a personal stress management plan.
- Assessing the use of artificial intelligence (AI) to develop a personal stress management program.

ACQUIRED SKILLS

- Stress Management
- Burnout Prevention
- Cognitive Appraisal
- Relaxation Techniques

MOTIVATION FOR SUCCESS (MOTIVATION FOR SUCCESS)

HBD5890

CAVEAT: No graduate credit will be awarded if HBD4741/5741 or HBD4630/5630 has been successfully completed.

CAVEAT: No graduate credit will be awarded if HBD4890 has been successfully completed.

The Motivation for Success course presents an in-depth examination of practical time-tested principles on motivation and success. Practical applications to real-life situations include goal development for personal improvement, relational enhancement, vocational support, and achievement strategies. Topics of study include healthy self-image, positive attitude, energizing desire, time management, effective habits, and how to maintain a healthy life-work balance.

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

- Applying practical applications of motivation and success for a desired outcome.
- Critiquing anecdotes, teachings, and counsel from renowned innovators of motivation and success principles.
- Studying a self-analysis of personal strengths and weaknesses affecting motivation and success with strategies for improvement.
- Explaining how to keep a healthy balance with self-interests, relational unity, and vocational pursuits.
- Understanding how and why procrastination negatively affects mental health and high performance.
- Demonstrating proficient time management techniques to enhance success.
- Explaining how the outcome of events can be influenced by a constructive change of attitude, habits, and response.
- Synthesizing how to overcome inner and outer obstacles that challenge motivation and success.
- Accepting personal responsibility to create a desired result.
- Practicing effective communication and feedback techniques to synergize relationships.
- Determining how effective applications of purpose, planning, passion, and persistence bring about prosperity.
- Integrating a positive self-image and self-confidence to achieve a desired dream or goal.
- Developing clear, realistic, meaningful, and achievable goal strategies.
- Implementing desire, courage, and drive to complete a committed goal.
- Discussing the importance of physical, mental, emotional, and spiritual health for lasting motivation and success.
- Conducting outside research for reports on course-related topics.
- Presenting data from artificial intelligence (AI) of concise research to and beyond the required study materials for the course, producing findings helpful in promoting personal motivation and in enhancing goal success.

ACQUIRED SKILLS

- Applied Techniques for Self-Motivation Approaches to Motivate Others
- SMART Goals
- Critical Thinking

POWER AND WISDOM OF LOVE
(POWER AND WISDOM OF LOVE)
(FORMERLY POWER OF LOVE IN RELATIONSHIPS)
HBD5895

CAVEAT: No graduate credit will be awarded if either HBD4752/5752 or HBD4727/5727 have been successfully completed.
CAVEAT: No graduate credit will be awarded if HBD4895 has been successfully completed.

The Power and Wisdom of Love course examines love and relationships from both a personal and societal perspective. Students are to assess how levels of love operate in their own lives through personal self-assessment, by utilizing text recommendations to personal needs or goals, and by sharing selected issues and ideas in a group setting. During the course, students are expected to understand and be able to practically apply effective and appropriate loving principles to various real-life interpersonal relationships.

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

- Contrasting types of love demonstrated with kindness, consideration, and respect appropriate for spouse, family, friend, vocational, and/or other relationships.
- Comparing 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.
- Analyzing how the perception process influences interpersonal relationships.
- Critiquing the elements of effective interpersonal communications.
- Exercising nonverbal communication and its relationship to better understanding.
- Explaining effective ways in which people listen and respond to each other.
- Implementing strategies in difficult relationships to manage conflict collaboratively.
- Demonstrating methods for responding non-defensively to criticism.
- Understanding, respecting, nurturing, and appreciating relational differences.
- Knowing ways to practice consideration, compassion, service, and emotional support with reasonable giving.
- Practicing skills to help and encourage others to demonstrate healthy loving attitudes, expressions, and actions.
- Developing uplifting, happy, and fun moments together in both intimate and non-intimate relationships.
- Applying biblical teachings of godly love to enhance personal effectiveness.
- Researching and analyzing selected competencies that can be effectively applied to personal real-life situations.
- Presenting concise research through Artificial Intelligence (AI) applicable to and beyond the required study materials for this course, producing findings that are uniquely of interest and/or need to the individual student, providing a range of specific data helpful in building family love bonds, and healthy social, and vocational relationships.

ACQUIRED SKILLS

- Skills in Personal Love, Social and Vocational Interactions
- Conflict Resolution
- Relational Goals

FAMILY STUDIES
(FAMILY STUDIES)
HBD6767

The Family Studies course focuses on child and family studies and human development. The course addresses issues affecting families and their relationships with 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. Activities include defining structures and functions of families, describing societal impacts on the family, and discussing policy issues related to family issues and social problems.

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.
- Understanding the impact of artificial intelligence on family life and dynamics.

ACQUIRED SKILLS

- Family Resource Allocation & Goal Setting
- Cultural Competence
- Family Services

AGING WITH DIGNITY
(AGING WITH DIGNITY)
(FORMERLY AGING AND END OF LIFE ISSUES)
HBD6768

The Aging with Dignity 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 the individual, family, and community. Activities include assessing the direction of social change, exploring age-related issues, and discussing essential legal issues as it relates to the aging population.

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.
- 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.
- Identifying the major issues regarding elders in the healthcare 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.
- 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.
- Discussing the essential topics of elder law – advanced directives, patient rights, social security, guardianship, elder abuse.
- Comparing and contrasting the rituals, traditions, and responsibilities in matters of death and dying among different cultural and religious groups.
- Identifying special problems among the aging including suicide, elder abuse, fraud, crimes against older people and drug abuse, while proposing effective interventions to address these issues.
- Identifying resources for use by professional caregivers, families of the aging, and the public who are addressing issues of aging.
- Identifying myths regarding sexuality in the elderly, identify the intimacy needs of the elderly, and ways communal living situations can respect their needs.
- Understanding the ageist attitudes of different age groups and be able to identify ways to change negative attitudes to more positive attitudes.
- Describing the caregiving of the oldest-old by spouses and the adult children and the effects of gender, ethnicity, and the number of siblings on the care given.
- Differentiating between functional mental health disorders and organic mental health disorders, analyzing the need for improved mental health services for the elderly, and identifying good mental health safeguards.
- Understanding the importance and relevance of aging and end-of-life issues certification, including the knowledge and skills required to be an effective provider, and the role these certifications play in enhancing professional credibility and improving care for the elderly.
- Utilizing Artificial Intelligence (AI) to efficiently locate and evaluate professional resources published in the last five years ensuring access to current research, best practices, and innovative approaches in the field of aging and end-of-life issues.

ACQUIRED SKILLS

- Differentiate Between Functional Mental Health Disorders and Organic Mental Health Disorders
- Professional Care Resources
- Problem Analysis

HUMAN SEXUALITY
(HUMAN SEXUALITY)
HBD6769

The Human Sexuality course 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. Activities include defining human sexuality, analyzing developmental stages, and discussing contemporary models for treatment of sexual deviance and violence.

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.

GRADUATE ACADEMIC

- 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.
- Understanding the impact of artificial intelligence on sexual development and human sexuality.

ACQUIRED SKILLS

- Critical Thinking
- Self-Awareness
- Communication

CONFLICT MANAGEMENT & RESOLUTION (CONFLICT MGMT/RESOLUTION)

HBD6771

The Conflict Management & Resolution course presents a discussion of the nature of conflict and the origins and strategies used in managing conflict for productive results. Effective conflict management strategies will be introduced. Interpersonal conflict resolution, 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 preexisting 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.
- Examining how the application of artificial intelligence (AI) can enhance conflict resolution strategies in the workplace.
- Applying active listening techniques in the resolution of conflict.

ACQUIRED SKILLS

- Communications
- Active Listening
- Conflict Resolution Strategies

LEADERSHIP THEORIES/PRACTICE (LDRSHP THEORIES/PRACTICE)

HBD6776

The Leadership Theories/Practice course explores leadership development theories essential for navigating the challenges of contemporary organizations and the dynamic work environments of the future. It covers current terminology, concepts, competencies, and attitudes, equipping students to become effective leaders who achieve organizational success while upholding integrity and credibility. Activities include exploring the human need for leadership, contrasting managers vs leaders, understanding leadership styles, and discussing the role of transformational leadership.

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.
- 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.

GRADUATE ACADEMIC

- 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.
- Leveraging Artificial Intelligence for effective leadership and exploring AI tools and techniques that support decision-making, strategic planning, and organizational development, while considering ethical implications.

ACQUIRED SKILLS

- Ethical Leadership
- Innovative Problem Solving
- Interactive Communication
- Behavioral Profile Self-Assessment Analysis

POPULATION HEALTH (POPULATION HEALTH)

HCA5910

The Population Health course will provide students with the principles and skills that healthcare administrators need to monitor, assess and manage the health of populations in the context of healthcare reform. The course will focus on contemporary challenges in population and public health. Students will acquire knowledge and use of the tools and processes needed to effectively employ a comprehensive population health strategy within a healthcare organization. Course topics include Social Determinants of Health (SDoH), community wellness, Accountable Care Organizations (ACOs), the role of data in population health, and lessons learned from the COVID-19 pandemic.

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

- Identifying current and historical challenges to the healthcare delivery system related to cost and provider incentives.
- Demonstrating methods for establishing and maintaining fiscally prudent population wellness.
- Differentiating between health equity and health equality.
- Identifying and discussing principles of public health and population health.
- Identifying Social Determinants of Health (SDoH) and explaining their impact on population health.
- Describing and discussing the structures and functions of Accountable Care Organizations (ACOs).
- Explaining the principles of population health management.
- Discussing and explaining the role of data in population health management.
- Identifying various types of epidemiology and explaining their impact on population health.
- Describing and discussing a systems approach to population health issues.
- Synthesizing and applying population and public health principles.
- Identifying and discussing lessons learned from the COVID-19 pandemic.
- Integrating principles of population health management into an operational strategy.
- Creating a population health strategy and toolkit for a healthcare organization.
- Demonstrating how a student might leverage artificial intelligence (AI) to analyze and interpret data in the population health environment.

ACQUIRED SKILLS

- Community-Anchored Project Management
- Data Analysis
- Problem Solving
- Critical Thinking

HEALTHCARE POLICY DEVELOPMENT & REGULATIONS (HEALTH POLICY DEV & REGS)

HCA5920

The Healthcare Policy Development & Regulations course introduces Master of Healthcare Administration students to the United States healthcare system, both public and private sector. Students will examine the structure of the health system, current topics in healthcare reform, the policy process, and advocacy impacting healthcare delivery. A variety of crucial topics are addressed including current issues for policymakers, an aging population, an opioid crisis, key problems of healthcare costs, access and quality through Medicare, Medicaid, and the Veterans Health Administration, the ethical and cost implications of healthcare technology, regulations addressing cost containment, consumer protection, payment and delivery system reform, and patient access, health and safety. Other topics will be covered if time permits.

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

- Defining key terms, concepts and functions of healthcare policy development and regulations.
- Analyzing healthcare policy through a historic perspective.
- Identifying the stakeholders in healthcare delivery.
- Understanding the role and impact of the state and federal government on healthcare policy management and regulations.
- Characterizing the challenges facing the American Health System.
- Describing the impact of healthcare reform in the United States.
- Applying knowledge of healthcare policy development and regulations and regulators to ensure patient access to care.
- Critiquing and analyzing regulations aimed at reforming the healthcare payment and delivery system.
- Describing the impact of healthcare provider payments based on quality initiatives.
- Utilizing policymakers to establish and evaluate healthcare quality and analysis of performance.
- Explaining healthcare quality control through licensure and accreditation.
- Evaluating the effects of social detriments of healthcare.
- Utilizing healthcare regulations and regulators for cost containment.
- Understanding the evolution of public health in the United States.

- Demonstrating how students leverage artificial intelligence (AI) to analyze and interpret data in the healthcare policy development and regulations environment.

ACQUIRED SKILLS

- Analytic Skills
- Analysis Skills
- Evaluation Skills

HEALTHCARE QUALITY IMPROVEMENT CONCEPTS & TOOLS (HEALTH QUALITY IMPROVMENT)

HCA5930

The Healthcare Quality Improvement Concepts & Tools course introduces students to the development and history of healthcare quality improvement techniques, terminology and concepts in healthcare organizations. This course will also explore the foundations of healthcare quality improvement (QI) concepts and tools. Students will learn about quality improvement in a historical context through lectures, discussion and critiques. Students will have an opportunity to identify and analyze quality improvement trends in healthcare settings. A variety of crucial topics will be addressed including quality improvement theory, practice and management of performance, quality improvement processes in healthcare organizations, performance improvement frameworks, identifying opportunities for improvement, management of data sets, legal implications of performance improvement, and continuous monitoring and improvement functions. Other topics may be covered if time permits.

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

- Defining key terms, concepts, and functions of healthcare quality improvement techniques, concepts and tools.
- Explaining the development and history of quality performance and improvement for healthcare organizations.
- Understanding the impact of healthcare quality improvement on the operations of healthcare organizations.
- Developing and evaluating healthcare quality improvement concepts and tools.
- Comparing the different quality improvement methods and models for healthcare.
- Utilizing quality improvement concepts and tools to research, collect, analyze, and interpret data in healthcare.
- Explaining the overall process involved with identifying and developing healthcare quality improvement initiatives.
- Describing the importance of data, data-driven leadership, and measurement for the organization.
- Relating the impact of leadership on change, organizational quality, and patient outcomes.
- Identifying healthcare quality improvement opportunities based on performance outcomes.
- Applying knowledge of performance improvement frameworks to applicable situations in healthcare arenas.
- Critiquing and analyzing healthcare quality improvement techniques and trends in healthcare settings.
- Describing the quality improvement (QI) tools necessary to achieve accreditation, certification, or licensure in healthcare organizations.
- Describing the efforts of a team-based approach to QI and the impact of standard operational and clinical care models on QI and patient care.
- Understanding the legal implications of healthcare quality performance improvement activities.
- Demonstrating how artificial intelligence (AI) can be leveraged to analyze and interpret data in the healthcare quality improvement concepts and tools environment.

ACQUIRED SKILLS

- SWOT Analysis
- Evaluation Skills
- Critiquing and Analyzing

OPERATIONAL DECISION-MAKING FOR HEALTHCARE MANAGERS (DECISION-MAKING HLTH MGR)

HCA5940

The Operational Decision Making for Healthcare Managers course will provide practical applications for managing healthcare operations including a focus on decision making and operational tools. It is designed to provide current and future healthcare leaders with an overall understanding of operations management in healthcare and strategies to address competing priorities. Students will be immersed in realistic examples of operations management scenarios culminating in a final project that synthesizes course content for deeper insight and enrichment. Topics include healthcare delivery, project management, change management and the management of quality and finances.

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

- Defining operations management and discussing its purpose and importance in healthcare organizations.
- Synthesizing and applying operational management principles to various healthcare settings.
- Identifying agents and issues affecting decision making in healthcare.
- Differentiating between the functional strategies for operations, finance, marketing, human resources, and information technology.
- Interpreting and applying data analysis in healthcare decision-making.
- Interpreting and applying data using forecasting and decision-making tools.
- Explaining the role of project management in healthcare operations.
- Examining and evaluating the function and importance of quality in healthcare.
- Evaluating current healthcare delivery challenges.
- Identifying principles of the Lean Six Sigma managerial approach.
- Identifying and evaluating process modeling tools and techniques.
- Differentiating implications to cost related to productivity, supply chain, inventory and materials management.
- Examining and evaluating the function and importance of Information Technology (IT) in healthcare.
- Differentiating the principles of strategic, process and resource flexibility related to change management.
- Demonstrating how a student may leverage artificial intelligence (AI) to analyze and interpret data in the healthcare organizational environment.

ACQUIRED SKILLS

- Data Analysis
- Process Improvement
- Problem Solving
- Critical Thinking

HEALTHCARE HUMAN RESOURCE MANAGEMENT (HEALTHCARE HR MANAGEMENT)

HCA5950

The Healthcare Human Resource Management course will explore how the strategic management of human resources can create a workplace culture that aligns employee performance with organizational goals, increases employee satisfaction, retention and results in improved patient outcomes. Planning, development and administration of human resources management in healthcare organizations will be introduced. This will include engaging students with the knowledge and skills they need to understand the current issues in human resource management as it relates to healthcare through lectures, discussions and critiques. Students will have the opportunity to identify and analyze the role and impact of human resources management in healthcare delivery. A variety of crucial topics will be addressed including process and implementation of strategic human resource management in healthcare, compensations and benefits, recruitment and selection of personnel, training and development of personnel, employee appraisal, discipline and managing labor relations. Other topics may be covered if time permits.

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

- Defining key terms, concepts, and functions of Human Resource Management (HRM) in healthcare.
- Understanding the impact of HRM on strategic decisions in a healthcare organization.
- Utilizing HRM systems to research, collect, analyze, and interpret data in healthcare.
- Identifying HRM recruitment and retention programs and processes in healthcare.
- Explaining the overall HRM process involved with personnel selection and evaluation related to the human resources management strategy in healthcare.
- Describing HRM hiring requirements specific to healthcare regulations and licensing.
- Discussing HRM workforce planning and analysis for various healthcare settings.
- Developing and implement staffing levels for the optimal delivery of healthcare for patients and for managing for success.
- Evaluating performance and productivity levels of healthcare workers.
- Developing and evaluating training programs fostering organizational learning and development in the healthcare environment.
- Applying knowledge of human behavior, labor relations and current law and regulations to ensure a safe, fair, and compliant working healthcare environment.
- Critiquing and analyzing global trends, opportunities, barriers, and challenges that are critical for promoting effective workforce planning and management in healthcare settings.
- Diagnosing workplace conflict, conflict resolution skills and applying a problem-solving approach to conflict in healthcare settings.
- Describing the importance of HRM of ethics and integrity in the healthcare workplace.
- Evaluating and implementing diversity, inclusion, and equity in the healthcare workforce.
- Examining the impact of diversity and the changing workforce on healthcare organizations and organizational performance.
- Discussing growing utilization of various types of hybrid employment, e-training programs and economic considerations in healthcare.
- Specifying the various HRM challenges that can be encountered in a variety of healthcare organizations.
- Demonstrating to students how to leverage artificial intelligence (AI) to analyze and interpret data in the human resource management in healthcare environment.

ACQUIRED SKILLS

- Conflict Management
- Critical Thinking
- Evaluation Skills

HEALTHCARE TECHNOLOGY & INFORMATICS (HEALTH TECH & INFORMATICS)

HCA5960

The Healthcare Technology & Informatics course explores cutting-edge technologies shaping the healthcare industry. Students will analyze the impact of these technologies on healthcare delivery, management, and patient outcomes. The course covers emerging trends, their practical applications, and the challenges and opportunities they present to healthcare administrators. Students will assess the transformative impact of artificial intelligence on healthcare delivery, including its role in predictive analytics, personalized medicine, and clinical decision support systems. As an advanced course, students delve into the rapidly evolving landscape of cutting-edge technologies and health informatics disrupting the healthcare industry. It offers a deep-dive exploration of how these innovations transform healthcare delivery, management practices, and patient outcomes. Students will research emerging trends, their practical applications, and the multifaceted challenges and opportunities they present to healthcare administrators and organizations.

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

- Evaluating the current state of healthcare technology and informatics and its impact on healthcare delivery and management.
- Identifying and analyzing emerging trends in healthcare technology.
- Developing a comprehensive strategy for implementing new technologies in healthcare settings.
- Assessing the feasibility and potential impact of technology adoption in various healthcare contexts.
- Assessing interoperability challenges in healthcare technology systems.
- Proposing solutions for integrating new technologies with existing healthcare IT infrastructure.
- Applying analytics techniques to data to solve complex healthcare problems.
- Evaluating the ethical implications of emerging healthcare technologies.
- Navigating legal and regulatory challenges associated with healthcare technology implementation.

- Evaluating healthcare technologies from a patient-centered perspective.
- Designing technology implementation strategies that enhance patient experience and outcomes.
- Identifying potential cybersecurity threats in healthcare systems.
- Developing strategies to protect patient data and ensure HIPAA compliance in digital environments.
- Analyzing the impact of healthcare technologies on global health issues.
- Comparing and contrasting technology adoption challenges in different healthcare systems worldwide.
- Analyzing the role of artificial intelligence in improving healthcare delivery, management efficiency, and patient outcomes through applications such as predictive analytics and clinical decision support systems.
- Evaluating the ethical, operational, and financial challenges of integrating AI technologies in healthcare settings and propose strategies for effectively managing these challenges in healthcare administration, a task that is crucial and within our capabilities.

ACQUIRED SKILLS

- Technology Landscape Analysis
- Data Analytics and Decision-Making
- Ethical and Legal Considerations

HEALTHCARE ECONOMICS & FINANCIAL THEORY (HEALTH ECON & FIN THEORY)

HCA6970

This advanced 10-week Healthcare Economics & Financial Theory course is specifically designed for Master of Healthcare Administration students who aspire to leadership roles in today's rapidly evolving healthcare landscape. The curriculum, which spans theoretical foundations and practical applications, is aimed at developing a robust understanding of healthcare economics and financial management. By the end of the course, students will be well-equipped to navigate complex economic challenges and make informed financial decisions, thereby preparing them for the leadership roles they seek.

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

- Analyzing healthcare economic issues.
- Managing healthcare financial issues.
- Understanding healthcare reimbursement systems and their impact.
- Understanding value-based care and alternative payment models and their impact.
- Adopting emerging healthcare technologies for use in innovation.
- Developing strategic financial planning.
- Applying ethical decision-making in healthcare finance.
- Communicating financial and economic concepts to diverse stakeholders.
- Data analytics for data-informed decision-making.
- Understanding and utilizing Artificial Intelligence for increased efficiency and effectiveness.
- Evaluating strategies for effective revenue cycle management.
- Integrating economic trends and forecasts into long-term financial planning.
- Applying risk assessment and management principles in financial strategy development.
- Interpreting and using benchmarking data for performance improvement.
- Applying critical thinking skills to novel economic and financial challenges in healthcare.
- Evaluating financial strategies in the context of healthcare equity and access.

ACQUIRED SKILLS

- Decision-Making Using Financial Analysis
- Understand Healthcare Reimbursement Systems
- Utilize Healthcare Technologies for Innovation

HEALTHCARE ADMINISTRATION RESEARCH METHODS (HEALTH RESEARCH METHODS)

HCA6980

The Healthcare Administration Research Methods course provides a comprehensive introduction to research methods essential for healthcare administration professionals, including integrating artificial intelligence (AI) in healthcare research. Students will explore qualitative, quantitative, and AI-driven research approaches, focusing on mixed methods and AI-augmented designs. The curriculum covers key topics, including research design, data collection techniques, analysis methods, AI applications in health research, and the critical evaluation of research in health sciences and population health contexts.

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

- Describing and differentiating between various research methodologies used in health administration.
- Selecting appropriate research methods to address specific health administration questions or problems.
- Designing and justifying a mixed methods research approach for a given health administration scenario.
- Integrating qualitative and quantitative data collection and analysis techniques effectively.
- Evaluating published research articles in health administration, identifying strengths, weaknesses, and potential biases.
- Assessing the validity, reliability, and generalizability of research findings.
- Developing clear, focused research questions and hypotheses relevant to health administration.
- Creating a comprehensive research proposal, including appropriate sampling strategies, data collection methods, and analysis plans.
- Applying basic statistical techniques to analyze quantitative data in health administration research.
- Conducting thematic analysis of qualitative data relevant to health administration topics.
- Synthesizing and interpreting findings from both qualitative and quantitative data sources.
- Identifying potential ethical issues in health administration research scenarios.

GRADUATE ACADEMIC

- Applying ethical principles in the design and conduct of research studies, including considerations for human subject protection.
- Writing concise research reports and articles suitable for professional health administration audiences.
- Presenting research findings effectively using appropriate visual aids and oral communication skills.
- Utilizing research findings to inform evidence-based decisions in health administration contexts.
- Utilizing Artificial Intelligence (AI) to improve the efficiency and accuracy of research methodologies.

ACQUIRED SKILLS

- Research Methodology Proficiency
- Data Collection and Analysis
- Practicing Ethical Research

HEALTHCARE LAW & ETHICS (HEALTHCARE LAW & ETHICS)

HCA6990

Healthcare Law & Ethics is a comprehensive graduate-level course designed for students in the Master of Health Administration program. This course explores the complex intersections of law, ethics, and healthcare administration in the United States. Students will examine fundamental federal and state healthcare regulations, analyze ethical dilemmas in healthcare settings, and develop strategies for ensuring organizational compliance and ethical decision-making. The course emphasizes applying legal and ethical principles to real-world healthcare scenarios, preparing students to navigate the complex landscape of modern healthcare administration.

Students will also explore the role of artificial intelligence in healthcare law and ethics, assessing the implications of AI-driven technologies on patient care, privacy, and regulatory compliance. By evaluating AI applications in healthcare settings, students will develop competencies in integrating emerging technologies within ethical and legal frameworks, preparing them to address the evolving challenges in modern healthcare administration. Through case studies, policy analyses, and interactive discussions, students will develop critical thinking skills essential for leadership roles in healthcare organizations.

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

- Interpreting fundamental federal and state healthcare laws and regulations, including HIPAA, EMTALA, and the Affordable Care Act.
- Analyzing the legal and ethical responsibilities of healthcare administrators in various settings.
- Evaluating potential legal risks and liabilities in healthcare operations and developing mitigation strategies.
- Understanding how law and ethics are essential to healthcare practitioners.
- Applying ethical principles and theories to resolve complex healthcare dilemmas.
- Assessing healthcare contracts' legal and ethical implications, including informed consent and end-of-life decisions.
- Examining the impact of healthcare reform on legal and ethical aspects of healthcare delivery.
- Analyzing the legal and ethical considerations in healthcare quality improvement and patient safety initiatives.
- Evaluating the role of professional ethics codes in healthcare administration.
- Interpreting the legal and ethical aspects of health information management and technology.
- Assessing the legal and ethical considerations in healthcare marketing and advertising.
- Analyzing the legal and ethical implications of healthcare mergers, acquisitions, and joint ventures.
- Evaluating strategies for maintaining professional boundaries and managing conflicts of interest in healthcare settings.
- Examining the legal and ethical aspects of research involving human subjects in healthcare.
- Analyzing the legal and ethical considerations in public health emergencies and disaster management.
- Evaluating the impact of cultural diversity on legal and ethical decision-making in healthcare administration.
- Exploring the role of artificial intelligence in healthcare law and ethics, assessing the implications of AI-driven technologies on patient care, privacy, and regulatory compliance.

ACQUIRED SKILLS

- Legal and Ethical Frameworks
- Risk Management and Compliance
- Emerging Healthcare Technologies

ADMINISTRATOR IN TRAINING PRACTICUM I (AIT PRACTICUM I)

HCA6995

PREREQUISITE:

Complete educational requirements: Applicant must have an accredited bachelor's or master's degree in any degree program. In addition to this, the student must have completed the 12 credit hours for Amberton's Nursing Facility Administrator Certificate which are listed below. These courses cover the educational requirement for long-term care administration in the four domains of the National Association of Long-Term Care Administrator Boards (NAB), including: care services and support; operations; environment and quality; and leadership and strategy.

HCA5930 Healthcare Quality Improvement Concepts & Tools

HCA5920 Healthcare Policy Development & Regulations

HCA5940 Operational Decision-Making for Healthcare Managers

MGT5670 Executive Leadership

The Administrator in Training Practicum I course introduces the tools and knowledge of healthcare administration to students through observation and participation in activities associated with administration and/or patient care, services and support.

The applicant may qualify for a 500-hour internship if they have a Bachelor's or Master's degree in health administration, health services administration, healthcare administration, or nursing that includes coursework encompassing the four NAB domains. They must also have management experience (three years for Bachelor's or one year for Master's) working in a nursing facility or as assistant administrator of record.

GRADUATE ACADEMIC

in another state (one year). And, the applicant must complete the four courses for Amberton's Nursing Facility Administrator Certificate at Amberton University.

** Each new Practicum student will fill out an application to determine their qualifications before registering for the course.

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

- Defining key terms, concepts, and functions of care, services, and support in a nursing home setting.
- Understanding and developing services to meet patient needs regarding death, dying, grief, hospice, and palliative care.
- Describing the tools and processes required to ensure patient safety in the nursing home.
- Explaining and implementing the resident bill of rights and responsibilities.
- Understanding the role and impact of the medical director on the facility's quality of care provided.
- Explaining the requirements and expectations of the food service, social services, and therapeutic recreation departments.
- Applying knowledge of telemedicine usage in long-term care.
- Developing and evaluating the resident grievance, conflict, and dispute resolution process.
- Understanding the requirements and expectations of dental and oral services for patients.
- Applying knowledge of community resources and emergency medical services for patient needs.
- Applying knowledge of the process to incorporate volunteer programs into the healthcare delivery of patients.
- Demonstrating how students leverage artificial intelligence (AI) to analyze and interpret data in the administrator residency practicum.

ACQUIRED SKILLS

- Environment & Quality
- Data Analysis & Interpretation
- Care Services & Support
- Leadership & Strategy

ADMINISTRATOR IN TRAINING PRACTICUM II (AIT PRACTICUM II)

HCA6996

PREREQUISITE: HCA6995

The Administrator in Training Practicum II course introduces the tools and knowledge of healthcare administration to students through observation and participation in activities associated with healthcare operations, administration and/or patient care.

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

- Defining key terms, concepts, and functions for fiscal management in healthcare facilities.
- Identifying and apply knowledge of budgeting, forecasting and financial analysis of operations in healthcare facilities.
- Understanding the administrators' duties and responsibilities of financial reporting requirements and management control.
- Describing the tools necessary to achieve ethical conduct and standards of practice in healthcare setting.
- Understanding the role and impact of quality improvement processes and program in healthcare facilities.
- Applying knowledge of the scope of practice and legal liability in healthcare settings.
- Developing and evaluating mandatory reporting requirements, internal investigation protocols, and techniques to prevent patient abuse.
- Demonstrating understanding of federal human resources laws, rules, and regulations in healthcare.
- Understanding the impact of developing a human resource program specific to employee satisfaction, engagement, and retention.
- Applying the concept of cultural competence and diversity awareness in facility operations.
- Demonstrating how students leverage artificial intelligence (AI) to analyze and interpret data in the administrator residency practicum.

ACQUIRED SKILLS

- Financial Management Skills
- Ethical and Legal Skills
- Quality and Process Improvement
- Human Resources Management
- Technological Proficiency

ADMINISTRATOR IN TRAINING PRACTICUM III (AIT PRACTICUM III)

HCA6997

PREREQUISITE: Texas-Specific

Completion of HCA6995, including all Practicum I prerequisites.

The Administrator in Training Practicum III course introduces the tools and knowledge of healthcare administration to students through observation and participation in activities associated with healthcare environment and quality, including the physical environment of long-term care facilities and the quality of care they provide.

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

- Defining key terms, concepts, and functions of the federal environmental codes and regulations for building equipment, maintenance, and grounds.
- Identifying and applying knowledge of creating and implementing preventative and routine maintenance programs.
- Understanding the administrators' duties and responsibilities for ensuring safety and accessibility through environmental control.
- Describing the tools necessary to achieve compliance of federal life safety laws, rules, and regulations.
- Developing and implementing a Quality Assurance and Performance Improvement (QAPI) program to achieve Medicare/Medicaid compliance.

GRADUATE ACADEMIC

- Applying knowledge of infection control and sanitation regulations.
- Developing, implementing and evaluating the required facility assessment.
- Demonstrating understanding of certification and licensure requirements for healthcare facilities.
- Understanding the process and impact of Pre-Admission Screening Annual Review requirements on the admission process.
- Applying the concept of information systems infrastructure in a healthcare setting.
- Demonstrating how students leverage artificial intelligence (AI) to analyze and interpret data in the administrator residency practicum.

ACQUIRED SKILLS

- Managing Healthcare Facilities
- Quality and Compliance Skills
- Data Analysis
- Process Improvement

ADMINISTRATOR IN TRAINING PRACTICUM IV (AIT PRACTICUM IV)

HCA6998

PREREQUISITE: Successful completion of HCA6995, HCA6996 and HCA6997, including all Practicum I prerequisites.

The Administrator in Training Practicum IV course introduces the tools and knowledge of healthcare administration to students through observation and participation in activities associated with leadership and strategic management required for long-term care facilities.

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

- Defining key terms, concepts, and functions of the administrator's role in leadership and strategy of a healthcare organization.
- Identifying and applying knowledge of the organizational structure and change management in a healthcare organization.
- Understanding the duties and responsibilities of the administrator to apply the mission, statement through organizational leadership and strategy.
- Applying the organizational vision and value statements to daily practice.
- Describing the tools and processes necessary to ensure strategic business planning.
- Explaining the need for ongoing business analytics and development of a healthcare organization.
- Defining the key individuals and concepts of public relations and external stakeholders to a healthcare organization.
- Identifying new lines of services, succession management and staffing opportunities in healthcare organizations.
- Utilizing evidence-based practice and data analytics for operational decision-making.
- Demonstrating how students leverage artificial intelligence (AI) to analyze and interpret data in the administrator residency practicum.

ACQUIRED SKILLS

- Leadership and Strategy Skills
- Strategic Planning and Business Development Skills
- Relationship Management Skills
- Operational and Growth Skills
- Technological Skills

ORGANIZATIONAL CULTURE (ORGANIZATIONAL CULTURE)

HRT6560

The Organizational Culture course provides an in-depth exploration of organizational culture, focusing on how shared values, beliefs, behaviors, and practices shape the identity, performance, and adaptability of organizations. Students will examine the defining traits of high-performance cultures and the behavioral drivers that contribute to organizational success. Key topics include the impact of culture on employee engagement, leadership styles, communication, and decision-making, as well as methods for assessing and shaping culture. Special emphasis is placed on understanding the roles of core values, organizational structure, talent attraction, diversity and inclusion, and employee motivation in creating and sustaining exceptional work environments. Through case studies and practical applications, students will develop skills to analyze and influence organizational culture, equipping them to build positive, high-performance workplaces aligned with strategic goals.

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

- Analyzing the impact that the leaders, 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 workplace 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 corporate culture values, norms, behaviors, and attitudes.
- Analyzing contemporary approaches to designing organizations and systems that positively affect workplace culture.
- Conducting an in-depth analysis of the culture within an organization.
- Identifying strategies that help companies align culture with corporate vision.

GRADUATE ACADEMIC

- Recognizing the connection between culture and workplace behaviors.
- Matching business situations to their relationship with organizational culture.
- 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.
- Performing a cultural health assessment of an organization.
- Explore the role and potential impact of AI-driven tools in regards to assessing corporate culture and how AI technologies can be leveraged to study, maintain, or enhance it.

ACQUIRED SKILLS

- Cultural Assessment & Cultural Dynamics Skills
- Change Management & Strategic Alignment Skills
- Leadership and Influence Skills
- Interpersonal and Communication Skills
- Diversity and Inclusion Skills
- Employee Engagement and Motivation Techniques
- Core Values Identification
- Talent Attraction and Retention Strategies
- Subculture Navigation

INSTRUCTIONAL DESIGN

HRT6565

(INSTRUCTIONAL DESIGN)

(FORMERLY DEVELOPMENT OF TRAINING PROGRAMS)

The Instructional Design graduate course explores the principles, models, and emerging trends in instructional design to create effective, engaging, and learner-centered experiences that align with organizational goals. Students will examine cognitive science principles, Universal Design for Learning (UDL), and instructional technology to develop instructional solutions that meet diverse learner needs. The course also emphasizes evidence-based design, multimedia integration, gamification, and adaptive learning techniques. Through real-world assignments, students will apply things such as rapid prototyping, formative evaluation, and assessment strategies to develop high-impact instructional materials. This course also investigates other uses of technology in personalizing instruction, optimizing engagement, and improving learning outcomes. Ethical considerations, accessibility, and inclusivity will be central themes throughout the course. Ultimately, students will be equipped with the knowledge and skills to design, evaluate, and implement instructional strategies that align with organizational goals and modern learning environments.

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

- Analyzing instructional design models and theories to determine their applicability in diverse learning environments.
- Evaluating the impact of instructional strategies on learner engagement, motivation, and knowledge retention.
- Applying principles of cognitive science to optimize instructional design for diverse learner needs.
- Designing learner-centered instructional materials that align with Universal Design for Learning (UDL) principles.
- Integrating AI-driven learning analytics to personalize and enhance instructional design strategies.
- Examining the role of multimedia, simulations, and gamification in creating engaging and interactive learning experiences.
- Developing effective assessment strategies that align with instructional objectives and measure learning outcomes.
- Investigating ethical considerations in instructional design, including data privacy, accessibility, and equitable learning opportunities.
- Utilizing rapid prototyping techniques to iterate and refine instructional design solutions based on user feedback.
- Synthesizing emerging trends in e-learning, mobile learning, and virtual reality to enhance instructional effectiveness.
- Implementing project management principles to oversee the development and execution of instructional design projects.
- Critiquing instructional design case studies to identify strengths, weaknesses, and opportunities for improvement.
- Collaborating with subject matter experts (SMEs) and stakeholders to align instructional design solutions with organizational goals.
- Optimizing instructional content for diverse learning modalities, including synchronous, asynchronous, and hybrid formats.
- Justifying the selection of instructional technologies and tools based on evidence-based design principles and learner needs.

ACQUIRED SKILLS

- Instructional Design Model Application
- Design Learner-Centered Content
- Personalized Learning with AI, Analytics, and Emerging Technologies
- Aligned Assessments Development
- Project Management and Stakeholder Collaboration

LEADERSHIP AND TEAM DEVELOPMENT

HRT6570

(LEADERSHIP AND TEAM DEV)

The Leadership and Team Development 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 develop leadership and team development skills for managerial success. Activities include developing and monitoring systems for promoting productive team activities, identifying conflict styles and tactics, and addressing leadership ethics.

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.

GRADUATE ACADEMIC

- Analyzing organizational environments to include both implicit and explicit structures of the organization as they influence the development and acceptance of teamwork.
- Evaluating the effectiveness of individual members and groups in satisfying identified objectives.
- Identifying individual conflict styles and tactics of the various participants within groups.
- Assessing conflict and tension within groups by using various assessment instruments.
- Analyzing and discussing the major leadership and teaming theories and the leadership styles implicated by each.
- Evaluating the complexity of the leadership styles within organizations and determining how these styles influence organizational and group effectiveness.
- Maintaining communication that empowers individuals and relationships in the development of teams.
- Analyzing In-depth and application of leadership ethics, gender leadership and organizational culture.
- Assessing how organizations can leverage artificial intelligence (AI) to assist leaders evaluate employee engagement in team development and execution of organizational objectives.

ACQUIRED SKILLS

- Conflict Management Resolution
- Team and Leadership Development Skills
- SWOT Analysis

ORGANIZATIONAL CHANGE (ORGANIZATIONAL CHANGE)

HRT6575

The Organizational Change course presents concepts of spontaneous and planned changes within the organization and their influences on employee behavior and the organization's structure. Topics include change theories, managing change, strategic advantages and disadvantages of change, and planning change goals. Students study a variety of organizational change theories, strategies for managing organizational change, and will have opportunities to evaluate managing organizational change in their own organization.

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

- 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.
- Evaluating the impact organizational culture has on an organization's ability to implement and sustain change.
- 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.
- Assessing alternatives in terms of their financial, psychological, and strategic advantages and disadvantages to embracing change.
- 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.
- 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.
- Formulating procedures to apply organizational change solutions to current workplace challenges and trends.
- Analyzing how organizations are currently using artificial intelligence (AI) to evaluate and implement change strategies in their organizations.

ACQUIRED SKILLS

- Change Management Project Planning
- SWOT Analysis
- SMART Goals

FACILITATION AND CONSULTATION (FACILITATION & CONSULT)

HRT6585

The Facilitation and Consultation course provides students with the core skills necessary to facilitate group interactions and consultation strategies through process tools for facilitators and practical decision-making for change. The course will first explore facilitation and understand the facilitator's role within a group. Students will investigate and discuss the stages of facilitation, from assessment to feedback, and examine the dynamics of facilitation for groups. A variety of critical HR and leadership facilitation skills will be addressed. Topics include understanding facilitation and core practices for a skilled facilitator, identifying leadership facilitation skills, planning for the stages of facilitation, diagnosing group behavior - from knowing the participants to creating conditions for full participation, developing ground rules for managing effective groups (including virtual meetings), determining the steps in managing conflict using best practices for conflict options, etc.

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

- Identifying leadership facilitation skills and strategies for leaders.
- Exploring the facilitator and other facilitative roles in the work environment.
- Defining the seven stages of conducting facilitation.
- Understanding the core values of the skilled facilitator approach.
- Discovering the intervention steps of a diagnosis-intervention process.
- Understanding the theories that guide facilitation and consultation actions.
- Discussing the need for group facilitation to aid organizational change.
- Understanding the process tool and designs for facilitation and consultation.

- Examining the group effectiveness model and ground rules for effective groups.
- Understanding process tools and designs for Facilitation.
- Describing the role of decision-making and problem-solving in the facilitation and consultation process.
- Discovering the role emotions play in facilitation and consultation strategies.
- Developing the role and function of a Facilitative and Consultative leader.
- Designing an efficient procedure for meeting management related to facilitation and consultation situations.
- Understanding a systems approach to facilitation skills and consultation strategies.
- Demonstrating the ability to manage interactions to support organizations and describes the ability to maintain productive relationships.
- Reviewing the ability to effectively exchange information with stakeholders, organizational leaders, and employees. This includes verbal and written interactions and is the foundation for building and maintaining relationships.
- Evaluating new organization initiatives, consulting, and then leading the implementation of those that receive approval.
- Reviewing solutions to potential obstacles to successful implementation of organizational initiatives.
- Understanding and assessing how Facilitation and Consultation can leverage artificial intelligence (AI) to enhance productivity and streamline workflows.

ACQUIRED SKILLS

- Leadership Facilitation Skills
- Consultation and Facilitation Strategies
- Critical Thinking

TRAINING NEEDS ANALYSIS & EVALUATION (TRAIN ANALYSIS/EVALUATE)

HRT6605

The Training Needs Analysis & Evaluation course provides a comprehensive exploration of digital and distance learning, as well as educational technology, focusing on their roles in enhancing teaching, learning, and assessment across diverse settings. Students will examine the integration of technology in education, with an emphasis on tools, platforms, and strategies that support effective instructional design, learner engagement, and collaboration in digital environments. The course delves into the applications of emerging technologies, including artificial intelligence, virtual and augmented reality, gamification, and learning management systems (LMS). Learners will also explore accessibility considerations, digital equity, and the creation of inclusive, technology-enhanced learning environments. Additionally, the course addresses instructional design for virtual platforms, strategies to foster collaboration in distance education, and the use of analytics to monitor and improve learner outcomes. Emphasis is placed on developing the skills necessary to design, implement, and evaluate innovative learning experiences, while also understanding the pedagogical and ethical implications of utilizing technology. By the end of the course, students will be equipped to leverage educational technology to create impactful, inclusive, and engaging learning experiences in digital and distance education settings.

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

- Analyzing organizational systems and performance metrics to identify skill gaps and training needs at individual, team, and organizational levels.
- Applying data collection techniques such as interviews, focus groups, surveys, and job task analyses to gather relevant information for a comprehensive Training Needs Analysis (TNA).
- Differentiating between training and non-training interventions to address performance deficiencies and recommend appropriate interventions.
- Evaluating the alignment of training needs with organizational goals and strategic objectives to ensure meaningful and impactful training outcomes.
- Designing and presenting a TNA report that synthesizes findings and provides actionable recommendations to stakeholders.
- Assessing the challenges and best practices for implementing a TNA in diverse organizational contexts, including managing stakeholder expectations and overcoming resistance.
- Developing evaluation frameworks to measure the effectiveness and impact of learning programs using models such as Kirkpatrick's Four Levels of Evaluation and Phillips' ROI Model.
- Utilizing qualitative and quantitative methods to assess learner performance and program outcomes, ensuring comprehensive and reliable results.
- Analyzing the alignment of learning objectives with organizational goals and stakeholder expectations to ensure training relevance and strategic value.
- Applying data analysis techniques to interpret evaluation results and make data-driven recommendations for program improvement.
- Examining ethical considerations and challenges in learning evaluation, including issues related to data integrity, bias, and stakeholder influence.
- Exploring the use of artificial intelligence in the training development field.

ACQUIRED SKILLS

- Conduct Training Needs Analysis (TNA)
- Evaluate Learning Outcomes
- Use Assessment Tools and Techniques
- Report and Communicate Results

DIGITAL & DISTANCE LEARNING (DIGITAL/DISTANCE LEARN) FORMERLY ADULT LEARNING IN THE WORKPLACE

HRT6610

The Digital & Distance Learning course provides a comprehensive exploration of digital and distance learning, as well as educational technology, focusing on their roles in enhancing teaching, learning, and assessment across diverse settings. Students will examine the integration of technology in education, with an emphasis on tools, platforms, and strategies that support effective instructional design, learner engagement, and collaboration in digital environments. The course delves into the applications of emerging technologies, including artificial intelligence, virtual

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and augmented reality, gamification, and learning management systems (LMS). Learners will also explore accessibility considerations, digital equity, and the creation of inclusive, technology-enhanced learning environments. Additionally, the course addresses instructional design for virtual platforms, strategies to foster collaboration in distance education, and the use of analytics to monitor and improve learner outcomes. Emphasis is placed on developing the skills necessary to design, implement, and evaluate innovative learning experiences, while also understanding the pedagogical and ethical implications of utilizing technology. By the end of the course, students will be equipped to leverage educational technology to create impactful, inclusive, and engaging learning experiences in digital and distance education settings.

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

- Analyzing the role of digital and distance learning technologies in enhancing teaching, learning, and assessment across diverse educational settings.
- Designing innovative instructional materials and learning experiences using emerging technologies such as artificial intelligence, virtual/augmented reality, and gamification.
- Evaluating the effectiveness of digital tools, learning management systems (LMS), and analytics to support learner engagement and achievement.
- Integrating accessibility principles and digital equity considerations into the creation of inclusive, technology-enhanced learning environments.
- Applying strategies to foster collaboration and community in digital and distance learning environments.
- Developing skills in instructional design tailored for virtual platforms, emphasizing learner-centered approaches and adaptability.
- Examining the ethical implications of using technology in education, including data privacy, equity, and the responsible use of AI.
- Assessing the impact of digital tools and platforms on learner outcomes, engagement, and collaboration.
- Synthesizing theoretical and practical knowledge of educational technology to solve complex challenges in digital and distance learning.
- Demonstrating an understanding of the pedagogical frameworks that guide the effective integration of technology into education.
- Critically analyzing trends and future directions in digital and distance learning to anticipate and address emerging challenges in technology integration and pedagogy.
- Designing and implementing strategies for evaluating and improving the scalability and sustainability of digital and distance learning programs in diverse educational contexts.
- Analyzing pedagogical frameworks to align technology with learner needs.
- Implementing data-driven decision-making strategies to enhance instructional design, learner engagement, and course effectiveness in digital and distance learning environments.
- Exploring the psychological and cognitive factors that influence learner motivation, self-regulation, and persistence in online and distance education.

ACQUIRED SKILLS

- Develop Learning Solutions for Virtual Environments
- Evaluate Educational Technology
- Assess the Effectiveness of Digital and Distance Learning Strategies

ADULT LEARNING THEORY& FOUNDATIONS (ADULT THEORY/FOUNDATIONS)

HRT6615

The Adult Learning Theory & Foundations course provides an in-depth exploration of the theories and principles that underpin adult learning, training and development. Students will examine foundational models such as andragogy, transformational learning, experiential learning, and self-directed learning. The course will also explore the cognitive, motivational, and social factors influencing life-long learning with adult learners in diverse educational and workplace settings. Through research and applied practice, students will develop strategies for designing, facilitating, and assessing effective adult learning experiences tailored to various learning contexts and populations.

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

- Analyzing key theories of adult learning, including andragogy, transformational learning, and experiential learning.
- Evaluating the cognitive, motivational, and social factors influencing adult learners and their impact on learning engagement and outcomes.
- Designing learning experiences tailored to diverse adult learning needs and environments, including workplace training, higher education, and community education settings.
- Applying principles of adult learning to create effective instructional strategies for professional and educational contexts, incorporating evidence-based best practices.
- Assessing the effectiveness of adult learning programs using appropriate evaluation tools and methods, including formative and summative assessments.
- Integrating emerging technologies to enhance adult learning outcomes and accessibility, while ensuring ethical considerations and responsible artificial intelligence (AI) use in instructional design.
- Examining cultural and generational influences on adult learning to develop inclusive and equitable instructional approaches.
- Developing strategies to foster critical thinking, self-directed learning, and lifelong learning habits among adult learners, emphasizing metacognitive skills and self-regulation.
- Exploring ethical considerations and best practices in adult education and workforce training, including privacy concerns, equity in access, and professional responsibilities.
- Designing collaborative and experiential learning opportunities that leverage the unique experiences and knowledge of adult learners to enrich the learning environment.
- Analyzing the role of reflective practice in adult learning and developing strategies to incorporate reflection as a tool for personal and professional growth.
- Exploring strategies for overcoming barriers to learning in adults, including issues related to time management, technological proficiency, and learning anxiety.
- Examining motivational theories and their application in adult learning, including self-determination theory and intrinsic/extrinsic motivation.
- Investigating the role of feedback and assessment in adult learning to enhance learner engagement and continuous improvement.

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- Applying strategies for building digital literacy and technological confidence among adult learners, ensuring accessibility and adaptability in modern learning environments.

ACQUIRED SKILLS

- Curriculum and Program Design
- Training Department & Program Leadership
- Effectiveness Assessment
- Technology Evaluation & Selection

DESIGNING COMPETITIVE ORGANIZATIONS (DESIGN COMP ORGANIZATION) (FORMERLY ANALYSIS & DESIGN OF ORGANIZATIONS)

MGT5172

CAVEAT: No graduate credit will be awarded if MGT3172 has been successfully completed.

PREREQUISITE: Management Principles course or the equivalent.

The Designing Competitive Organizations course presents various theories of organizational design and development in a behavioral approach to organizational effectiveness. The focus is on organizational types, effectiveness, competitiveness, and efficiency. It explores internal and external factors that have a positive or negative impact on achieving organizational goals. The course evaluates the organizational design of businesses, the ever-changing modern work environment, and the effectiveness of a well-designed organization.

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

- Executing a strategy for managing interdepartmental goal conflict.
- Evaluating leading organizational concepts for effective organizational structure and processes.
- Designing a systems approach to organizational design.
- Reviewing the processes of integrating individual and organizational goals.
- Defining and reconciling the types and critical dimensions of contemporary organizational environments.
- Planning organizational strategies to sustain and grow the organization.
- Classifying and assessing the effectiveness of organizational types.
- Investigating the cause-and-effect relationships within organizations.
- Exploring motivational theories and their application to modern organizations.
- Evaluating the structure-specific job/work assignments within multigenerational workforces.
- Understanding the importance and function of internal and external audits.
- Analyzing the SWOT analysis, applications, and its impact on an organization.
- Utilizing AI and exploring motivational theories and job design as they apply to the modern organization and multigenerational.
- Formulating and designing a strategic organizational model to meet the challenges of a competitive environment and sustain growth.
- Understanding how to utilize the factors of the internal and external environment to create a competitive advantage.

ACQUIRED SKILLS

- Strategic Planning
- SWOT Analysis
- Team Motivation
- Organizational Development & Strategy
- Systems Approach to Organizational Design

NEGOTIATION SKILLS FOR MANAGERS (NEGOTIATION SKILLS)

MGT5193

CAVEAT: No graduate credit will be awarded if MGT4193 has been successfully completed.

The Negotiation Skills for Managers course presents skills for a variety of negotiating situations: managing contracts, implementing change, making sales purchases, settling organizational conflicts, planning strategies, and achieving credibility. The class prepares the student to understand different types of negotiation, how to strategically negotiate from a managerial and professional perspective and create value in the negotiating process. Activities include identifying negotiatory elements, exploring negotiation tactics, analyzing why negotiations fail, how to effectively negotiate in an ethical manner, and preparing a logical plan of action based on the needs of both parties.

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

- Identifying negotiatory elements and discussing the reasons they are important to the process.
- Exploring the various tactics used by negotiators.
- Analyzing why negotiations fail.
- Identifying and recognizing personal strengths and weaknesses which have an impact on the negotiating process.
- Contrasting effective and ineffective teamwork in negotiations.
- Analyzing the important elements of a complete, written, negotiated agreement.
- Illustrating how to effectively negotiate in an ethical manner.
- Distinguishing between distributive and integrative negotiations and its functions.
- 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, and the importance of nonverbal communication.
- Exploring the various tactics used by negotiators in dealing with different attitudes and those with more power.

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- Preparing and constructing a logical plan of action based on the needs of each party.
- Understanding the value of the resistance and walk away points and how to utilize it effectively and eliminate emotions.
- Illustrating the importance of communication and personal presentation during negotiations.
- Using artificial intelligence (AI) to identify negotiatory elements and various tactics used by negotiators, including framing and anchoring.
- Distinguishing between distributive and integrative negotiations in their functions, and why negotiations are successful, and they fail.
- Illustrating how to effectively negotiate in an ethical manner, individually, and in a multi-party setting.
- Identifying individual strengths and weaknesses in salary negotiations, and exploring the various tactics used by negotiators in dealing with different attitudes and those in more power.

ACQUIRED SKILLS

- Active Listening
- Conflict Resolution and Problem Solving
- Persuasion
- Verbal and Nonverbal Communications

OPERATIONS MANAGEMENT (OPERATIONS MANAGEMENT)

MGT5203

CAVEAT: No graduate credit will be awarded if MGT4203 has been successfully completed.

The Operations Management course addresses issues present in supply management, distribution, production, service delivery and logistics in the service and manufacturing industries. The course focuses on a holistic evaluation and analysis of an organization's operations management. 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. This course serves as a building block for future certification in operations 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.
- Developing production schedules and budgets.
- Analyzing materials management programs.
- 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.
- Analyzing how supply change management influences efficiency and productivity of operations and techniques to evaluate supply chain challenges.
- Analyze and evaluate how global crises, such as pandemics, impact an organization's ability to effectively manage and continue operations.
- Analyze and evaluate current trends of organizations using artificial intelligence to make operations management decisions.

ACQUIRED SKILLS

- SWOT Analysis
- SMART Goals
- Operations Analysis

ESSENTIAL SOFT SKILLS (ESSENTIAL SOFT SKILLS)

MGT5350

CAVEAT: No graduate credit will be awarded if MGT4350 has been successfully completed.

The Essential Soft Skills course is designed to provide graduate students with foundational skills necessary for success in various professional and academic settings. The course focuses on helping students to develop essential soft skills by using real-work scenarios, communication methods, emotional intelligence and problem-solving techniques crucial to success in the 21st century business environment. Activities include creating a plan to develop a personal brand, identifying benefits of emotional intelligence, demonstrating effective communication, and identifying strategies and methods for conflict management and resolution.

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

- Creating a plan to develop a personal brand.
- Identifying ways in which emotional intelligence helps people learn and grow.
- Demonstrating effective verbal, non-verbal, and written communication techniques focused on the audience.
- Explaining practices that promote inclusivity and cross-culture understanding.
- Identifying methods for building successful and productive teams.
- Understanding how leadership styles can drive desired outcomes.
- Demonstrating the steps that lead to successful decision making.
- Explaining strategies to use in negotiations.
- Developing a strategy for time management skills.

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- Demonstrating techniques for conflict management and resolution.
- Identifying strategies and methods for adaptability skills in the workplace.
- Explaining and demonstrating critical thinking skills for problem solving.
- Creating a personal development plan to enhance specific soft skills.
- Understanding the importance of soft skills in the workplace and the impact on career success.
- Analyzing case studies using artificial intelligence to identify effective and ineffective use of soft skills in professional situations.

ACQUIRED SKILLS

- Negotiation Skills
- Conflict Management Skills
- Personal Development Planning
- Time Management Strategy

MANAGING VIRTUAL TEAMS (MANAGE VIRTUAL TEAMS) (FORMERLY TEAMS & TECHNOLOGY)

MGT5620

CAVEAT: No graduate credit will be awarded if MGT4620 has been successfully completed.

The Managing Virtual Teams course provides students with the skills necessary to form and manage a virtual team. This course will explore the history of teamwork and virtual teams. Students will investigate essential skills and activities associated with managing teams. Students will also explore essential technologies associated with managing virtual teams. Topics include the history of teams, advantages of virtual teams, 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 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 vs virtual teams.
- Understanding how to form virtual and remote teams.
- Understanding the challenges of managing a virtual team.
- Defining team trust and managing virtual teams training.
- Understanding how personality types affect team communication.
- Understanding the need to manage virtual team technology effectively.
- Understanding issues within privacy and respect.
- Understanding ethics within a virtual team.
- Demonstrating knowledge regarding external and internal boundaries of a virtual team.
- Understanding the need for relationship building within virtual teams.
- Demonstrating effective communication within virtual teams.
- Assessing how virtual teams use artificial intelligence (AI) to create efficiencies in team dynamics.

ACQUIRED SKILLS

- SWOT Analysis
- Team Formation
- Utilizing Online Learning Tools to Manage a Virtual Team
- Relationship Building within Teams

CONTEMPORARY MANAGEMENT ISSUES (CONTEMPORARY MGMT ISSUES)

MGT5650

CAVEAT: No graduate credit will be awarded if MGT4650 has been successfully completed.

The Contemporary Management Issues course will examine contemporary management issues and equip students with the skills necessary to mitigate the complexities of business issues confronting management. Students will be engaged in topics such as ethical leadership, inclusion and diversity, globalization and how social media impacts the business environment. Activities include understanding the role of the manager, changes in the marketplace, and being able to adapt to workplace challenges.

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

- Understanding the role of the manager when confronting contemporary management issues.
- Understanding how changes in the marketplace affect managers.
- Defining the importance of being able to adapt to today's workplace challenges by creating an adaptive management style.
- Understanding how utilizing strengths can be a powerful management tool.
- Discussing the ability 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.

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- Understanding how ethical dilemmas affect managers.
- 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.
- 17. Discussing issues to be addressed in order to adapt quickly and efficiently to changes affecting the management of an organization.
- Utilizing effective decision-making skills in contemporary management issues when situations are ambiguous.
- Evaluating the use of artificial intelligence in contemporary management scenarios generated by AI (pros/cons) to create critical thinking discussions.

ACQUIRED SKILLS

- Critical Thinking
- Decision-Making
- Emotional Intelligence
- Employee Motivation Techniques

EXECUTIVE LEADERSHIP (EXECUTIVE LEADERSHIP)

MGT5670

CAVEAT: No graduate credit will be awarded if MGT4670 has been successfully completed.

The Executive Leadership course provides students with 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.
- Discussing how the ability 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 executive leadership training at various levels 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.
- Assessing how executives use artificial intelligence (AI) to construct and communicate organizational strategies.

ACQUIRED SKILLS

- Strategic Plan Composition
- SWOT Analysis
- Critical Thinking

MANAGING THE GENERATIONS (MANAGING GENERATIONS)

MGT5690

CAVEAT: No graduate credit will be awarded if MGT4690 has been successfully completed.

The Managing the Generations course explores the economic, social, and political reality of managing the multi-generational workforce. The primary objective of the course is to help students analyze today's workplace and the major generational differences affecting organizations. Students will learn about the unique attributes of each generation in the workplace. Emphasis will be placed on the development of effective communication, conflict resolution and management skills that are needed to maximize efficiency, harmony, and success in the workplace.

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

- Defining the generational differences and similarities between generations and understanding the meaning and importance of generational cohorts.
- Examining the attributes and preferred work style of each generation in the workplace.
- Examining the history, theory, and management of the multi-generational workplace.
- Discovering the elements that enhance the employer/employee "psychological contract" for each generation.
- Defining the cross-generational workplace and potential organizational effects for today's marketplace.
- 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.

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- 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 generation gaps in the workplace.
- Analyzing workplace rewards, recognition, benefits, compensation, recruiting and training programs within organizations and constructing arguments for potential changes.
- Predicting organizational implications for a cross generational future.
- 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.
- Developing an action plan for working with each generation in the workplace.
- Understanding how to manage a multi-generational team.
- Assessing how different generations leverage artificial intelligence (AI) to enhance productivity and streamline workflows in professional environments.

ACQUIRED SKILLS

- Managing Motivation
- Generational Conflict Resolution
- Effective Cross Generation Communication
- Critical Thinking

APPLIED ARTIFICIAL INTELLIGENCE FOR BUSINESS (APPLIED AI FOR BUSINESS)

MGT5710

CAVEAT: No graduate credit will be awarded if MGT4710 has been successfully completed.

The Applied Artificial Intelligence for Business graduate-level course is designed to provide students with an in-depth understanding of the ethical use of AI and its application in the business world. Students will explore AI, Big Data, and Machine Learning while learning to implement these technologies in real-world business scenarios. The course includes topics like AI governance, project management, and strategic AI planning for business transformations.

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

- Differentiating between AI, Machine Learning, and Big Data.
- Evaluating the effectiveness of AI-driven business strategies.
- Assessing the ethical implications and risks of AI implementation in business.
- Discussing the current applications of AI in business.
- Describing the historical development and key milestones in AI.
- Explaining the types of AI and their applications in business.
- Analyzing business applications across departments.
- Synthesizing customer feedback and market data to enhance AI applications.
- Evaluating the impact of AI on various business functions such as marketing, finance, and operations.
- Presenting AI strategies effectively to stakeholders through well-structured presentations.
- Assessing the future of AI in business.
- Identifying artificial intelligence models to solve specific business problems.
- Formulating strategies for AI-driven business transformation.
- Developing a portfolio approach for AI project management.
- Describing AI-driven solutions for operational efficiency.
- Researching current trends and advancements in AI and their potential use in business.

ACQUIRED SKILLS

- AI-Driven Business Strategy Development
- AI Project Management
- Ethical Evaluation of AI Technologies in Business Contexts

CRITICAL THINKING (CRITICAL THINKING)

MGT5720

CAVEAT: No graduate credit will be awarded if MGT4720 has been successfully completed.

Critical thinking is among the most significant and practical tools for any individual, regardless of career status or life objectives. Philosophy is indeed the foundation of critical thinking, and a grasp of certain philosophical principles is essential to the most basic levels of logic, problem analysis, decision-making, and creativity. In leadership and business, critical thinking must serve as the fundamental pillar that supports sound decision-making and effective policy. The Critical Thinking course will explore business related critical thought in the following ways: the concept of ‘thinking,’ perceptions, constructing knowledge, forming and applying concepts, relationships and organizing, morals, arguments, and reasoning.

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

- Employing a correct range of terminology related to thinking.
- Identifying the key elements of structured logic, deductive, and inductive reasoning.

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- Recognizing the difference between valid and invalid arguments as compared to true and false propositions.
- Discussing contemporary theories of morality stemming from critical thinking.
- Demonstrate solving complex business problems using critical thinking.
- Developing criteria for evaluating, clarifying, and expressing beliefs, theories, methods, and conflicting issues.
- Describing fundamental aspects to critical thinking, such as perceiving and believing.
- Identifying how believing and knowing leads to knowledge construction.
- Recognizing and explaining the power of language and thought in business interactions.
- Applying knowledge of critical thinking to strategies and conceptual models.
- Linking and synthesizing the principles of critical thinking to organizational structures and employment relationships in critical thinking course.
- Applying research, writing skills, and resource documentation to critical thinking.
- Understanding and applying reasoning as a critical thinker.
- Examine living creatively and consider the elements in life needed to nurture creativity.
- Explore the role of critical thinking habits of an active learner and the nature of life-long learning.
- Demonstrate the stages of knowing and how reliable sources and veracity shape our decisions.
- Understand how the symbolic nature of language and denotation/connotation influences thought.
- Assessing how use of artificial intelligence (AI) impacts critical thinking in business settings.

ACQUIRED SKILLS

- Critical Thinking
- Deductive Reasoning
- Problem-Solving

SERVANT LEADERSHIP (SERVANT LEADERSHIP)

MGT5750

CAVEAT: No graduate credit will be awarded if MGT4750 has been successfully completed.

The Servant Leadership course involves defining and understanding Servant Leadership in various business settings. Based on that platform, the student will learn how to develop a personal sense of purpose, mission, and vision, as well as the skills and personal traits that will attract and motivate followers. The classic work of Robert Greenleaf will be the foundational text for this course. The Leadership Experience by Jim Kouzes and Barry Posner will provide an application of Servant Leadership in five key areas: leadership modeling, vision sharing, innovation and change, enabling others, and encouraging the heart of followers.

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

- Explaining how Robert Greenleaf's work and personality led him to be a student of institutions.
- Identifying an expanded list of personal traits and methods that fit the Servant Leadership model and have proved valuable in various types of organizations.
- Identifying the principle of Servant Leadership in various business management settings.
- Identifying the concept of leadership modeling and its impact in the business setting.
- Analyzing how sharing business vision in the organization can transform both individuals and organizations.
- Analyzing servant leadership applied to organizational processes and innovations.
- Recognizing and describing the uniqueness of servant leader's role in empowering employees.
- Identifying and explaining encouragement as a key function of Servant Leadership.
- Connecting the concept of Non-Anxious Presence to Servant Leadership.
- Explaining the use of the term citizenship with regard to employees assuming responsibility for defining goals, self-motivation, and quality maintenance.
- Applying Servant Leadership in the student's personal and/or professional life.
- Identifying and describing a number of successful organizations whose leaders have exemplified the principles of Servant Leadership.
- Recognizing and discussing the need for healing with regard to leaders, workers, and institutions, and how Servant Leadership makes that possible.
- Examining a Servant Leadership strategic model for the modern organization.
- Identifying and describing a number of successful organizations whose leaders have exemplified the principles of Servant Leadership and exploring best practices in servant leaders.
- Comparing the importance of Servant Leadership as an effective leadership approach among various leadership theories.
- Recognizing and discussing the value and impact of Servant Leaders in Business and the intrinsic value of their contributions.
- Assessing how servant leaders use artificial intelligence (AI) to connect with those being served.

ACQUIRED SKILLS

- Customer Service
- Leadership Modeling
- Critical Thinking

NONPROFIT MANAGEMENT (NONPROFIT MANAGEMENT)

MGT5760

CAVEAT: No graduate credit will be awarded if MGT4760 has been successfully completed.

The Nonprofit Management course is among the most significant and practical cross-sectional management courses available for individuals. This course intentionally takes an international and comparative approach to nonprofit management by examining backgrounds, concepts, and relevant theories. A full range of nonprofit organizations will be explored, including service providers, membership organizations, foundations,

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religious entities, educational institutions, healthcare services and community groups. This course will examine the central tenets of philanthropy, social entrepreneurship, charity, social investment, and civil society. Nonprofit management aims to equip students with the knowledge and practical skills necessary to create, navigate, and strategically guide nonprofit organizations.

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

- Understanding the nature and purpose of a nonprofit organization.
- Identifying the key historical elements of nonprofit organizations.
- Recognizing the difference between relevant concepts and dimensions of nonprofit organizations.
- Discussing contemporary theories of nonprofit organizations.
- Demonstrating a functional knowledge of various approaches to giving and philanthropy.
- Demonstrating the value of studying civic engagement and volunteering in a nonprofit setting.
- Describing the fundamental aspects of social entrepreneurship and social innovation.
- Identifying effectiveness and efficiency measures in nonprofit organizational behavior and performance.
- Recognizing and explaining appropriate financing of nonprofit organizations.
- Applying knowledge of governance, leadership, human resources, marketing, communication, and social media in a nonprofit organization.
- Linking the value of collaboration and constituency management in a nonprofit organization.
- Understanding and applying advocacy and lobbying in successful nonprofit organizations.
- Understanding and evaluating long-term developments and trends in nonprofit management.
- Utilizing Artificial Intelligence (AI) in the review and understanding of non-profit management approaches and concepts.
- Examining creativity and communication strategies in nonprofit management.
- Exploring the intersection of learning organizations and nonprofit management success.
- Examining the fundamental statistical variables used in measuring nonprofit management success.
- Understanding the value of organizational reputation and organizational culture in nonprofit management.
- Applying research, writing skills, and resource documentation to state-based nonprofit relations.

ACQUIRED SKILLS

- SWOT/Strategic Planning
- Communication
- Social Entrepreneurship
- Nonprofit Budgeting

ARTIFICIAL INTELLIGENCE ESSENTIALS (AI ESSENTIALS)

MGT5765

CAVEAT: No graduate credit will be awarded if MGT4765 has been successfully completed.

The Artificial Intelligence Essentials course offers an interdisciplinary exploration of Artificial Intelligence (AI) applications, equipping students with the AI literacy, analytical skills, and problem-solving capabilities essential for the modern workforce. Designed for learners from all backgrounds, this course focuses on applied AI experimentation rather than programming, making it accessible while maintaining rigor.

Students will analyze how AI transforms business, healthcare, education, marketing, operations, and human resources, with a special focus on Texas industries such as oil & gas, automotive, steel, farming, and data centers. The course blends theoretical discussions with hands-on learning in a proprietary AI laboratory and testing environment, where students will engage in interactive AI labs, real-world simulations, and industry case studies.

Through practical experimentation with AI-driven decision-making, automation, and data analytics, students will develop a strategic understanding of AI's capabilities, ethical considerations, and industry adoption challenges. The course culminates in an applied AI project, where students create and present an AI solution tailored to a real-world challenge.

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

- Differentiating between AI, machine learning, and industry-specific AI applications.
- Evaluating AI's impact across disciplines such as business, healthcare, education, and operations.
- Identifying ethical considerations, economic factors, and strategic implications in AI adoption.
- Applying AI tools to analyze and interpret data-driven decision-making.
- Utilizing AI-powered automation to enhance business and organizational processes.
- Assessing case studies showcasing successful AI applications in different industries.
- Experimenting with AI-driven tools such as chatbots, recommendation systems, and predictive analytics.
- Developing a hands-on understanding of AI limitations and current technological constraints.
- Formulating strategic recommendations for integrating AI into professional settings.
- Creating AI-driven projects relevant to marketing, HR, supply chain, and Texas industries.
- Synthesizing interdisciplinary AI applications for broader innovation and efficiency.
- Conducting benchmarking analysis on AI adoption across industries.
- Designing AI-driven solutions tailored to specific business or research challenges.
- Evaluating the evolving role of AI governance, regulations, and ethical AI frameworks.
- Developing and presenting an AI strategy demonstrating advanced problem-solving and implementation skills.

ACQUIRED SKILLS

- AI Concepts, Tools, and Applications
- AI-Driven Innovation & Efficiency
- AI Tools and Automation and AI-Driven Solutions
- Strategic Integration of Artificial Intelligence

AI-DRIVEN INNOVATION AND STRATEGY
 (AI INNOVATION/STRATEGY)
MGT5790

CAVEAT: No graduate credit will be awarded if MGT4790 has been successfully completed.

The AI-Driven Innovation and Strategy course provides career professionals and industry leaders with hands-on experience in leveraging artificial intelligence (AI) for strategic decision-making, operational efficiency, and business transformation. Students will gain practical knowledge of AI applications through an interactive AI testing environment used to develop AI-driven solutions, engage in AI-powered discussions, and apply AI to real-world case studies in industries such as technology, finance, project management, emerging business trends and various industries

Designed as the capstone of the AI series of courses at Amberton, this course is centered on developing strategic AI solutions for real-world challenges. Students will assess industry trends, evaluate AI tools, and build an AI strategy portfolio or prototype as their final product that they can take with them into the marketplace.

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

- Explaining the core concepts of AI-driven innovation and strategy in business environments.
- Utilizing Amberton's AI testing environment to develop AI-powered solutions for strategic decision-making.
- Identifying ethical considerations and governance issues related to AI adoption in organizations.
- Applying AI models to enhance efficiency, automation, and competitive advantage across industries.
- Analyzing real-world AI applications in technology, finance, project management, and entrepreneurship.
- Developing AI-driven strategies for workforce development and industry leadership.
- Creating, testing, and refining AI chatbots and automation tools for business optimization.
- Evaluating AI's impact on digital transformation and the evolving business landscape.
- Formulating actionable recommendations for AI adoption in organizations.
- Demonstrating competency in AI-enhanced project management tools and methodologies.
- Synthesizing interdisciplinary AI applications for broader innovation and efficiency.
- Conducting benchmarking analysis on AI adoption across industries.
- Designing AI-driven solutions tailored to specific business or research challenges.
- Evaluating AI governance, regulations, and ethical AI frameworks.
- Developing and presenting an AI strategy to demonstrate advanced problem-solving and implementation skills.
- Integrating AI-driven tools to enhance collaboration, knowledge management, and decision-making within organizational settings.
- Critically assessing the limitations, biases, and interpretability of AI models when applied to real-world business problems.

ACQUIRED SKILLS

- AI Strategy Development
- AI Testing Proficiency
- Strategic AI Tool Evaluation
- Ethical AI Governance
- Capstone AI Portfolio

DEALERSHIP MANAGEMENT AND MARKETING
 (DEALERSHIP MGMT/MKTG)
MGT5910

CAVEAT: No graduate credit will be awarded if MGT4910 has been successfully completed.

The Dealership Management and Marketing course explores the management of variable operations including new and pre-owned vehicle sales, fleet and rental programs, and finance & insurance (F&I). Students will learn to apply AI-driven lead generation and customer relationship management tools, develop effective sales processes, and manage vehicle inventory. Emphasis is placed on profitability analysis, sales forecasting, and optimizing digital and traditional retail strategies.

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

- Analyzing new and used vehicle sales operations, including sourcing, appraisal, merchandising, desking, and closing processes across traditional and digital retail environments (Vehicle Sales Operations).
- Evaluating AI-enabled tools used for lead generation, business development center (BDC), customer relationship management (CRM), and customer retention within automotive retail settings (AI-Driven Lead Management).
- Assessing inventory acquisition strategies, turn optimization, floor plan considerations, and data-driven pricing decisions for new and used vehicles (Inventory Control & Pricing Strategy).
- Comparing marketing strategies, including online-to-in-store customer journeys, digital retailing platforms, and performance analytics (Dealership Marketing & Omni-Channel Retailing).
- Examining finance and insurance (F&I) products, penetration strategies, profitability drivers, and regulatory compliance requirements affecting dealership operations (Finance & Insurance Operations).
- Interpreting dealership performance metrics and financial key performance indicators (KPIs) related to variable operations to support managerial decision-making (Dealership Financial Performance).
- Applying ethical, legal and regulatory standards governing automotive retailing to practical sales and F&I scenarios, including consumer protection, data privacy and compliance requirements (Ethics and Regulatory Compliance).
- Evaluating compensation structures in new and used vehicle departments to determine their T and lifecycle retention strategies to support long-term dealership profitability (Customer Experience and Retention).

GRADUATE ACADEMIC

- Evaluating interdepartmental relationships among sales, F&I, marketing, inventory management, and executive leadership to assess how coordination, communication, and process integration impact operational efficiency and customer outcomes (Interdepartmental Coordination).
- Assessing emerging trends in the automotive retail industry, including the future of mobility, digital retail transformation, AI adoption, changing customer behavior, and regulatory shifts to evaluate their strategic implications for dealership operations and competitive positioning (Industry Trends & Strategic Analysis).
- Synthesizing operational, financial, technological, and market data to develop an executive-level variable operations strategy for an automotive dealership.
- Defending data- and AI-informed management recommendations by articulating assumptions, risks, ethical considerations, and decision rationale appropriate for senior dealership leadership.
- Communicating complex analytical findings and strategic recommendations through an executive-level memo or briefing tailored to dealership leadership stakeholders.

ACQUIRED SKILLS

- Analyze New and Used Vehicle Sales Operations
- Summarize AI tools for Lead Generation, CRM, and Customer Retention
- Assess Inventory Acquisition, Turn Strategies, and Pricing Optimization
- Compare Digital Marketing and Omni-Channel Retail Strategies

DEALERSHIP SERVICE, PARTS & BODY SHOP MANAGEMENT (DEALER SERVICE/PART MGMT)

MGT5915

CAVEAT: No graduate credit will be awarded if MGT4915 has been successfully completed.

The Dealership Service, Parts & Body Shop Management course focuses on the service, parts, and body shop divisions of the dealership. Topics include warranty management, customer pay operations, internal repair order processes, wholesaling, inventory control, and work-in-process monitoring. Students will also explore key performance indicators (KPIs), safety compliance, and the role of fixed operations in overall dealership profitability.

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

- Analyzing dealership fixed-operations structures, revenue streams, and interdependencies among service, parts, and body shop departments (Fixed Operations Foundations).
- Analyzing service department workflows, including dispatching, repair order flow, technician productivity, and capacity utilization (Service Lane, Mechanical Shop & Body Shop Operations).
- Evaluating warranty, customer-pay, and internal repair operations, including reimbursement processes, controls, and profitability implications (Service & Body Shop Revenue Classification & Controls).
- Assessing work-in-process (WIP), cycle time, and throughput efficiency to identify operational bottlenecks and improvement opportunities (WIP & Throughput Management).
- Evaluating parts inventory using forecasting models, turnover analysis, and obsolescence controls across retail and wholesale operations (Parts Inventory Management).
- Reviewing parts wholesaling operations and external commercial account strategies, including pricing, fulfillment, and relationship management (Wholesale & Commercial Parts Operations).
- Assessing safety, environmental, and regulatory compliance across service, parts, and body shop operations (Safety & Regulatory Compliance).
- Interpreting fixed-operations financial statements, KPIs, and profitability metrics, including effective labor rate (ELR) and gross margins (Fixed Operations Financial Performance).
- Implementing service-driven customer retention and loyalty strategies to support long-term dealership profitability (Customer Retention & Service Marketing).
- Evaluating emerging services and fixed-operations technologies, including automation, telematics, and predictive maintenance systems (Emerging Service Technologies).
- Applying ethical standards and compliance requirements governing warranty administration, billing practices, and parts operations to a scenario (Ethics & Regulatory Governance).
- Analyzing fixed-operations profitability and performance data, including the use of AI-enabled analytics and decision-support tools, to support managerial decision-making and strategic growth initiatives (Strategic Fixed Operations Management).
- Synthesizing operational, financial, technological, and compliance data across service, parts, and body shop functions to develop an executive-level fixed-operations management strategy for an automotive dealership.
- Defending data and technology-informed fixed-operations recommendations by articulating assumptions, risks, operational trade-offs, and ethical or regulatory implications appropriate for senior dealership leadership.
- Communicating complex fixed-operations analyses and strategic recommendations through an executive-level memo or briefing tailored to dealership leadership stakeholders.

ACQUIRED SKILLS

- Analyze Service, Parts, and Body Shop Workflows, including Technician Productivity, Dispatching, and Capacity Utilization
- Evaluate Warranty, Customer-Pay, and Internal Repair Operations for Efficiency, Compliance, and Profitability
- Apply Parts Inventory Forecasting, Turnover Analysis, and Obsolescence Controls to Support Retail and Wholesale Operations
- Evaluate Wholesaling Strategies and External Commercial Accounts, including Pricing, Fulfillment, and Relationship Management
- Apply Safety, Environmental, and Regulatory Compliance Standards Across Service, Parts, and Body Shop Operations
- Assess Work-in-Process (WIP), Cycle Time, and Throughput Efficiency to Identify Operational Bottlenecks
- Interpret Fixed-Operations Financial Statements, KPIs, and Profitability Metrics
- Implement Service-Driven Customer Retention and Loyalty Strategies to Support Long-Term Dealership Profitability

DEALERSHIP LEGAL AND REGULATORY COMPLIANCE (DEALER LEGAL/REGULATORY)

MGT5920

CAVEAT: No graduate credit will be awarded if MGT4920 has been successfully completed.

The Dealership Legal and Regulatory Compliance course examines the legal, regulatory, and compliance environment governing automotive dealerships, with particular emphasis on finance and insurance (F&I) operations, ethical sales practices, and consumer protection. Topics include major federal, state, and local laws and regulatory agencies affecting automotive retail, such as the Federal Trade Commission (FTC), Truth in Lending Act (TILA), Equal Credit Opportunity Act (ECOA), Fair Credit Reporting Act (FCRA), and state motor vehicle and consumer protection agencies. Students analyze dealership finance and insurance operations, including credit evaluation, leasing, lender relationships, product offerings, compliance requirements, and internal controls, with emphasis on regulatory compliance, risk management, and the strategic role of compliance in dealership financial performance. The course also prepares students for the Association of Finance and Insurance Professionals (AFIP) certification exam.

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

- Analyzing federal, state, and local regulatory frameworks governing automotive retail and consumer finance and evaluating their implications for dealership operations, finance and insurance practices, and regulatory compliance responsibilities.
- Evaluating the structure, roles, and operational workflows of dealership finance and insurance (F&I) departments and assessing how these processes support compliant and profitable dealership operations.
- Assessing dealership consumer financing, leasing, and deal structuring processes to determine how credit evaluation, contract design, and financing alternatives affect regulatory compliance and financial outcomes.
- Applying federal consumer protection regulations, including the Truth in Lending Act (TILA), Fair Credit Reporting Act (FCRA), and Equal Credit Opportunity Act (ECOA), to dealership financing transactions to ensure proper disclosure, documentation, and regulatory compliance.
- Evaluating finance and insurance products, including service contracts, GAP insurance, and ancillary offerings, to assess regulatory compliance requirements, ethical sales considerations, and their impact on dealership profitability.
- Assessing dealership lender relationships and indirect financing processes, including lender agreements, approval workflows, and deal funding procedures, to evaluate associated compliance, operational, and financial risks.
- Evaluating dealership compliance management systems and internal control structures designed to monitor regulatory adherence, documentation accuracy, and operational accountability within finance and insurance operations.
- Applying ethical decision-making frameworks and regulatory governance standards to dealership finance and insurance scenarios to promote responsible sales practices and consumer protection.
- Assessing dealership regulatory risk exposure and the potential operational, legal, and financial consequences of non-compliance with consumer protection and lending regulations.
- Analyzing dealership compliance data and regulatory indicators while applying AI-enabled and technology-based monitoring tools to support compliance oversight and risk detection.
- Assessing the operational, financial, and strategic implications of emerging regulatory changes affecting dealership finance and insurance operations and evaluating organizational responses to evolving regulatory environments.
- Interpreting dealership compliance audits, regulatory findings, and monitoring reports to identify compliance gaps and recommend corrective actions.
- Synthesizing regulatory, financial, and operational data to develop dealership compliance strategies.
- Developing executive-level compliance recommendations addressing risk and profitability.
- Communicating compliance analyses and recommendations to dealership leadership.

ACQUIRED SKILLS

- Analyze Dealership Regulatory and Compliance Frameworks Affecting Automotive Retail Operations
- Evaluate Finance and Insurance Department Workflows, Controls, and Responsibilities
- Apply Federal and State Consumer Protection and Lending Regulations
- Assess Regulatory Risks Related to Dealership Lending, Leasing, and Insurance Products
- Evaluate Internal Control Systems Designed to Ensure Compliance
- Interpret Dealership Finance and Insurance Compliance Metrics, Audit Findings, and Regulatory Risk Indicators
- Analyze Lender Relationships and Financing Alternatives
- Apply Ethical Decision-Making Frameworks to Compliance Scenarios
- Evaluate Regulatory Enforcement Risks and Mitigation Strategies
- Implement Analytics and AI-Enabled Compliance Monitoring Tools to Support Dealership Compliance Processes and Regulatory Risk Management

LEADING THE DEALERSHIP ENTERPRISE (LEAD DEALERS ENTERPRISE)

MGT5925

CAVEAT: No graduate credit will be awarded if MGT4925 has been successfully completed.

The Leading the Dealership Enterprise course provides an enterprise-level perspective on automotive dealership leadership from the viewpoint of the General Manager or Dealer Principal. Students examine dealership financial performance, strategic planning, risk management, forecasting, and organizational leadership across variable and fixed operations. Emphasis is placed on interpreting dealership financial statements, aligning departmental performance with organizational objectives, managing operational and regulatory risk, and developing leadership strategies that support long-term profitability and sustainable growth. Students apply analytical and strategic decision-making frameworks to realistic dealership scenarios and develop executive-level recommendations.

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

GRADUATE ACADEMIC

- Analyzing dealership financial statements, departmental performance reports, and profitability metrics to evaluate enterprise-level financial performance and operational effectiveness.
- Evaluating enterprise-level dealership performance across sales, finance and insurance, fixed operations, and administrative functions to assess organizational effectiveness and profitability drivers.
- Applying forecasting and budgeting techniques to develop financial projections and evaluate strategic planning scenarios that support dealership enterprise decision-making.
- Assessing financial, operational, regulatory, and franchise-agreement risks affecting dealership enterprise performance and identifying strategies to mitigate organizational exposure.
- Evaluating dealership key performance indicators (KPIs), benchmarking metrics, and performance measurement systems used by dealership executives to monitor enterprise performance.
- Developing dealership strategic plans that align financial performance, operational capabilities, market conditions, and franchise requirements with long-term organizational objectives.
- Evaluating leadership strategies, organizational structures, and cultural factors that influence employee performance, operational effectiveness, and dealership enterprise success.
- Analyzing enterprise-level dealership decision-making using integrated financial, operational, and compliance data to support executive leadership and strategic planning.
- Applying ethical leadership principles and governance practices to dealership enterprise decision-making to ensure responsible management and regulatory compliance.
- Applying analytics, enterprise reporting systems, and AI-enabled decision-support tools to evaluate dealership performance, forecasting scenarios, and strategic alternatives.
- Evaluating strategic risks and opportunities affecting dealership enterprise performance, including market changes, technological innovation, and evolving automotive retail models.
- Developing enterprise-level recommendations that integrate financial performance analysis, risk management, and leadership strategy to support long-term dealership growth and sustainability.
- Synthesizing financial, operational, and market data to develop a comprehensive dealership enterprise strategy.
- Developing executive-level recommendations addressing financial performance, operational risk, and organizational leadership.
- Communicating strategic recommendations through executive-level reports or presentations appropriate for dealership ownership or executive leadership.

ACQUIRED SKILLS

- Analyze Dealership Financial Statements, including Income Statements, Balance Sheets, and Departmental Performance Reports
- Evaluate Enterprise-Wide Dealership Profitability and Operational Performance Drivers
- Apply Forecasting and Budgeting Techniques to Support Dealership Planning and Decision-Making
- Assess Operational, Financial, and Regulatory Risks Affecting Dealership Performance
- Develop Strategic Plans Aligned with Dealership Financial and Operational Goals
- Evaluate Leadership Approaches that Support Organizational Effectiveness and Employee Performance
- Analyze Interdependencies Among Sales, Finance, Fixed Operations, and Administrative Departments
- Interpret Key Performance Indicators (KPIs) Used in Dealership Executive Decision-Making
- Apply Data Analytics and AI-Enabled Tools to Support Forecasting and Enterprise Decision-Making
- Develop Executive-Level Recommendations that Support Dealership Growth, Profitability, and Risk Management

LAW APPLICATION FOR MANAGERS (LAW APPLN FOR MANAGERS)

MGT6106

The Law Applications for Managers course presents the relationship of government regulations on management decision-making and compliance. Consideration is given to such law applications as artificial intelligence regulation, trust regulation, labor legislation, worker and consumer protection, and environmental protection. Activities include analyzing the role of administrative law in business, understanding the Grant of Authority of the Commerce Clause, and the relationship of federal and local regulation of commerce.

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 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.
- Understanding and awareness of the extent of government regulations of artificial intelligence (AI).

ACQUIRED SKILLS

- Awareness of Legal and Regulatory Issues that Impact Business
- Understand the Breadth of Legal Topics that Impact Management
- Critical Thinking

FOUNDATIONS OF PROJECT DELIVERY

MGT6145

(FOUNDATIONS PROJ DELIVERY)

(FORMERLY ADVANCED PROJECT MANAGEMENT FOUNDATIONS)

The Foundations of Project Delivery course provides the student with an opportunity to acquire practical knowledge of project approaches, models, and artifacts for effective and efficient project value delivery. In this course, students demonstrate the ability to integrate and utilize project management knowledge by selecting and completing case studies, discussion forums, and presentations. Students apply project management skills to develop and present project justification, development approach, requirements management, delivery models, and other project management artifacts that describe projects as value delivery systems.

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

- Understanding universal ethical principles as applicable to the practice of project management in society.
- Defining how projects deliver value for organizations and society.
- Integrating project management principles as foundational guidelines for project strategy, decision-making, problem-solving, and value delivery.
- Discussing strategic planning in projects, programs, and portfolios.
- Applying project tailoring to models, methods, and artifacts based on project context and value delivery needs.
- Defining project scope and planning project delivery, deliverables, and intended outcomes.
- Integrating project development approaches and value delivery life cycles, including predictive, adaptive, and hybrid approaches.
- Planning for stakeholder communication, engagement, and information distribution.
- Applying the processes, tools, and techniques necessary to complete project work and support value delivery.
- Discussing the importance of systematically observing, measuring, and evaluating project performance.
- Developing and presenting effective project progress and performance measures.
- Discussing the importance and integration of team culture, performance, leadership, and collaboration.
- Creating valid and reliable methods for addressing project management uncertainty, risk, and complexity.
- Applying artificial intelligence (AI) tools and techniques to enhance project decision-making, efficiency, performance, and value delivery.

ACQUIRED SKILLS

- Define How Projects Deliver Value for Business and Society
- Integrate Project Management Principles as Foundational Guidelines for Project Strategy, Decision-Making, and Problem-Solving
- Tailor Project Models, Methods, and Artifacts
- Plan Project Delivery and Deliverables
- Plan for Stakeholder Communication and Information Distribution
- Apply the Processes, Tools, and Techniques Necessary to Complete Project Work
- Create a Valid and Reliable Method for Addressing Project Management Uncertainty and Complexity

PROJECT VALUE DELIVERY STRATEGY & PLANNING

MGT6151

(PROJ VAL/DLVRY/STRAT/PLN)

FORMERLY PROJECT INITIATING & PLANNING

The Project Value Delivery Strategy & Planning course focuses on the project management principles, strategies, and planning techniques necessary for successful value delivery in enterprise projects. Students evaluate project models, methods and artifacts as applied to adaptive, predictive, and hybrid project approaches. Project management strategy and planning techniques are applied to appropriate project life cycles. Topics include projects as systems for value delivery, project management principles, and project life cycle selection and tailoring.

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

- Defending ethical principles as applicable to the practice of project management in organizations and society.
- Discussing the integration of project management principles with project strategy, planning, and value delivery.
- Defining projects as systems for value delivery in organizations and society.
- Distinguishing among project development approaches and value delivery strategies, including predictive, adaptive, and hybrid approaches.
- Evaluating common project management models, methods, and artifacts used in project strategy, planning, and value delivery.
- Evaluating project life cycle tailoring to optimize project value delivery.
- Selecting the project development approach and life cycle model based on project context, objectives, and value delivery needs.
- Applying the planning performance domain to support effective project strategy, planning, and delivery.
- Discussing project budget development, funding requirements, and financial planning considerations.
- Facilitating stakeholder communication, engagement, and collaboration.
- Evaluating project uncertainty, risk, and complexity.
- Defining project work, performance metrics, and value delivery.
- Evaluating the importance of project team culture, development, leadership, and collaboration.
- Utilizing artificial intelligence (AI) tools to enhance project strategy, planning, decision-making, and value delivery.

ACQUIRED SKILLS

- Define Projects as Systems for Value Delivery in Business and Society
- Distinguish Among Project Value Delivery Strategies (Adaptive, Predictive, Hybrid)

- Evaluate Project Life Cycle Tailoring for Value Delivery Optimization
- Select the Project Development Approach and Life-Cycle Model
- Apply the Project Planning Performance Domain
- Facilitate Stakeholder Communication and Engagement
- Evaluate for Project Uncertainty and Complexity
- Define Project Work, Metrics, and Value Delivery
- Evaluate the Importance of Project Team Culture, Development, and Leadership
- Utilize AI Tools to Enhance Project Delivery Strategy and Planning

PROJECT PERFORMANCE MANAGEMENT (PROJECT PERFORMANCE MGMT) FORMERLY PROJECT EXECUTION & CLOSING

MGT6152

The Project Performance Management course focuses on project performance management activities necessary for effective delivery of project outcomes. Students in this course identify and evaluate independent project performance domains that operate as an integrated system for the successful delivery of the project and its intended outcomes. Topics include the project principles and performance domain activities essential to the completion of project work and project value delivery.

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

- Integrating project management principles with project risk, uncertainty, performance measurement, value delivery, and continuous improvement.
- Defending ethical principles as applicable to the practice of project management in organizations and society.
- Evaluating project complexity, risk, and uncertainty across project environments.
- Identifying and evaluating project risk and uncertainty.
- Developing and optimizing project risk responses.
- Evaluating effective approaches to project performance measurement and value delivery assessment.
- Discussing probabilistic estimation theory, analytic models, and estimation approaches for project decision-making.
- Analyzing earned value metrics and related indicators for project performance forecasting.
- Using performance metrics to support continuous improvement and improve project outcomes.
- Identifying and describing commonly used project management models, methods, and artifacts.
- Evaluating project delivery models, development approaches, and project life cycle selection.
- Applying project tailoring to align delivery approaches, governance, and processes for continuous improvement.
- Assessing how project leaders and teams leverage artificial intelligence (AI) to enhance productivity, decision-making, and project performance.

ACQUIRED SKILLS

- Development of Risk Management Tools & Techniques
- Understanding and Application of Earned Value Metrics
- Continuous Improvement
- Project Performance Measurement

PROJECT RISK, PERFORMANCE MEASUREMENT AND DELIVERY MODELS (PROJ RISK/PERFORM/DELVRY) (FORMERLY PROJECT RISK, COST, SCHEDULE-ESTIMATION & CONTROL) (FORMERLY PROJECT UNCERTAINTY, MEASUREMENT & DELIVERY MODELS)

MGT6153

PREREQUISITE: MGT6151 or MGT6152

The Project Risk, Performance Measurement and Delivery Models course addresses the concepts, theories, procedures, and methods involved with project complexity, uncertainty, performance measurement, and delivery life cycle model selection. Students in this course identify, evaluate, and apply project management approaches, processes, tools, and techniques in these key project delivery performance domains. Activities include defending ethical principles, evaluating project complexity and uncertainty, identifying and analyzing risk and developing risk responses.

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

- Integrating project management principles with project risk, uncertainty, performance measurement, value delivery, and continuous improvement.
- Defending ethical principles as applicable to the practice of project management in organizations and society.
- Evaluating and managing project complexity, risk, and uncertainty across project environments.
- Identifying and analyzing project risk and uncertainty.
- Developing and optimizing project risk responses.
- Evaluating effective approaches to project performance measurement and value delivery assessment.
- Discussing probabilistic estimation theory, simulation, analytic models, and estimation approaches for project decision-making.
- Analyzing earned value metrics and related indicators for project performance forecasting.
- Using performance metrics to support continuous improvement and improve project outcomes.
- Identifying and describing commonly used project management models, methods, and artifacts.
- Evaluating project delivery models, development approaches, and project life cycle selection.
- Applying project tailoring to align delivery approaches, governance, and processes for continuous improvement.
- Assessing how project leaders and teams can leverage artificial intelligence (AI) to enhance productivity, decision-making, and project outcomes in professional environments.

ACQUIRED SKILLS

- Project Planning
- Risk Management Planning and Response
- Project Performance Measurement

PROJECT DELIVERY APPLICATIONS (PROJ DELIVRY APPLICATION) (FORMERLY PROJECT MANAGEMENT APPLICATIONS)

MGT6154

PREREQUISITE: MGT6151 or MGT6152

The Project Delivery Applications course provides the student with an opportunity to demonstrate academic achievement and practical knowledge of project approaches, models, and artifacts for effective and efficient project value delivery. In this course, students demonstrate their ability to integrate and utilize project management knowledge accumulated in prior coursework through the selection and completion of a course project. Students apply their knowledge by developing and presenting project justification, a project development approach, and other project delivery artifacts that describe how to manage and complete the course project.

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

- Preparing project selection and justification documentation.
- Defining projects as value delivery systems.
- Applying project tailoring and documenting a project from initiation through closure.
- Creating valid and reliable methods for addressing project issues, problems, and situations.
- Determining the appropriate project development approach and value delivery strategy for implementing the course project.
- Determining the appropriate level of project governance and organizational oversight for the course project.
- Integrating project cost budgeting activities across the project.
- Planning and implementing a risk management approach for projects.
- Performing project stakeholder engagement and communication activities.
- Performing project risk identification, analysis, and response activities.
- Performing project management planning processes and related delivery activities.
- Performing project team management, leadership, and collaboration activities.
- Developing a requirements management system.
- Establishing effective project performance metrics and measuring project performance.
- Applying artificial intelligence (AI) tools to enhance project value delivery, decision-making, and project performance.

ACQUIRED SKILLS

- Project Performance Metrics
- Risk Management
- Value Delivery Systems
- Gantt Chart
- SWOT Analysis

HUMAN RESOURCE MANAGEMENT LAW (HR MANAGEMENT LAW)

MGT6172

PREREQUISITE: MGT6177

The Human Resource Management Law course presents an intensive exploration of statutes and regulations governing non-discrimination and employment. Emphasis will be placed on understanding and applying various regulatory requirements such as the National Labor Relations Act, the Social Security Act, the Fair Labor Standards Act, the Civil Rights Acts of 1866, 1871, 1964, and 1991, Executive Order 11246, Revised Order No. 4, Age Discrimination in Employment Act, Equal Pay Act, Pregnancy Discrimination Act, Immigration Reform and Control Act, and other employment statutes. Extensive examination of court decisions will be utilized.

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

- Analyzing the evolution of human resource management law and hypothesizing relative to future developments.
- Comparing and contrasting the various Civil Rights Acts and their relationships with each other.
- Demonstrating knowledge of provisions of all federal statutes relative to the protection from discrimination of all protected classes and applying these provisions to specific situations.
- Demonstrating knowledge of the various federal agencies such as the Equal Employment Opportunity Commission, the Department of Labor, the Office of Federal Contract Compliance, etc., and their roles in enforcing and overseeing the various human resource management statutes.
- Demonstrating knowledge of adverse impact, disparate treatment, the four-fifths rule, Affirmative Action Programs, and other measures and remedies applied to protected classes.
- Comparing and contrasting the forms of sexual harassment identified by the courts and analyzing the remedies suggested under the law.
- Analyzing issues such as the glass ceiling and reverse discrimination and interpreting them in light of federal legislation and court decisions.
- Demonstrating knowledge of the Uniform Guidelines on Employee Selection Procedures and applying the principles outlined to specific human resource management situations.
- Analyzing various Supreme Court decisions on human resource management practices and their impact on employees and hypothesizing relative to future developments.
- Demonstrating knowledge of bona fide occupational qualifications and their use as a defense in discrimination cases.

- Demonstrating knowledge of Executive Orders and their impact on human resource management practices of federal contractors and subcontractors.
- Demonstrating knowledge of disabilities covered by federal statutes and the requirements placed upon employers to accommodate disabilities.
- Demonstrating knowledge of employment law torts, such as assault, battery, defamation, negligence, and intentional infliction of emotional distress, and their uses as a cause of action in human resource management lawsuits.
- Demonstrating knowledge of federal legislation regulating labor-management relations, union organizing attempts, contract negotiation, and unfair labor practices.
- Analyzing the provisions of the various federal statutes regulating wages, social security, retirement benefits, and health insurance coverage and their effect on employers.
- Demonstrating knowledge of employee privacy rights in the workplace.
- Demonstrating knowledge of whistleblower protection, reference checking, and other federal and state employment regulations.
- Understanding the difference between Employee and Labor Relations and the effects on organizations.
- Developing a foundational understanding of how Artificial Intelligence (AI) impacts HR legal practices, including the ethical and regulatory implications of AI in hiring, employee monitoring, and decision-making processes.

ACQUIRED SKILLS

- Regulatory Compliance Auditing
- Compliance Audits for HR Policies and Practices, Ensuring Adherence to Employment Laws such as FMLA, ADA, and EEOC Guidelines
- Critical Thinking

STRATEGIC ORGANIZATIONAL STAFFING (ORGANIZATIONAL STAFFING) (FORMERLY ISSUES IN ORGANIZATIONAL STAFFING)

MGT6174

The Strategic Organizational Staffing course examines policies, practices, and procedures for effectively staffing organizations. Emphasis is given to the organizational staffing process, 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 organizational staffing, organizational staffing models, 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 each staffing model's the advantages and disadvantages of each.
- Comparing and contrasting the thirteen decisions that organizational staffing strategy and process 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 to determining and organization's future human resource needs of an organization and constructing a human resource staffing plan utilizing one of these approaches.
- Analyzing statistical and judgmental techniques for forecasting HR staffing 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 practical 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 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 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.
- Understanding and assessing how Strategic Organizational Staffing can leverage artificial intelligence to enhance needs assessment and productivity and streamline workflows in Strategic Organizational Staffing.

ACQUIRED SKILLS

- Organizational Staffing Process and Planning
- Create an Organizational Staffing Model
- Cost and Benefit Analysis of Turnover
- Interview Techniques

MANAGEMENT: RESPONSIBILITIES & PRACTICES (MGMT:RSPNSBLTY/PRACTICE)

MGT6175

The Management: Responsibilities & Practices course presents an intensive exploration of management responsibilities as a disciplined process used to accomplish organizational goals with emphasis placed on the integration of ethics, accountability, and responsibility in leadership and management practices. Management systems, organizational theory, global management, centralized and decentralized authority will be examined. Activities include understanding managerial functions; applying approaches to management practices based on leadership theories and analyzing strategic and operational management processes and demonstrating creative problem solving and decision-making abilities.

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.
- Analyzing the impact of various environmental influences on the management of organizations.
- Demonstrating knowledge of global considerations in organizational management.
- Comparing and contrasting the advantages and disadvantages of various types of work groups and teams.
- 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.
- Applying the concepts related to critical evaluation of organizational issues or initiatives.
- Identifying how adaptive organizations are designed.
- Analyzing how organizational culture affects the management of organizations.
- Identifying the different leadership styles and how they affect the management of organizations.
- Evaluating how performance management impacts an organization.
- Identify management practices in organizations as defined by artificial intelligence and how the information can be applied in the decision-making process.

ACQUIRED SKILLS

- Performance Management
- Resource Allocation
- Business Strategy Formation
- Management Practices

COMPENSATION AND BENEFITS MANAGEMENT (COMPENSATION/BENEFIT MGT) (FORMERLY COMPENSATION MANAGEMENT)

MGT6176

The Compensation and Benefits Management course focuses on compensation and benefits management in organizations. Financial considerations emphasized include labor market dynamics, organizational policies, job analysis, job evaluation, incentive systems, and performance management. The psychological and beneficial aspects of pay systems are also examined in depth. The course will also discuss the total compensation systems, including benefits, and how they increase retention.

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 and benefits management.
- Distinguishing the various intrinsic and extrinsic basis of compensation and benefits
- Critiquing the four primary methods of job evaluation.
- Rating benchmark and non-benchmark jobs.
- Designing a compensation and benefits structure in human resources management
- Discussing the dynamics of equality and fairness in compensation and benefits systems.
- Projecting a firm's need for competitive wages within an industry and a community.
- Separating the issues of pay and performance and 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 an organization's various benefits and compensation management levels and the rationales for their existence.
- Determining the origins of legally required benefits and other federal and state legislation on managing a compensation and benefits system.
- Exploring the purposes and implementation of the variety of legally required federal and state benefits on the total rewards system.
- Establishing the budgeting, administration, and management requirements for effective compensation and benefits management systems.
- Applying critical evaluation when implementing new compensation and benefits management programs.
- Reviewing solutions to potential obstacles when implementing new programs and successfully implementing the total rewards program.

GRADUATE ACADEMIC

- Designing and leading a new compensation and benefits program for an organization that aligns with the strategic plan.
- Discussing the new state pay transparency laws and how that could impact employers.
- Assessing how compensation and benefits management can leverage artificial intelligence (AI) to enhance productivity and streamline workflows in professional environments.

ACQUIRED SKILLS

- Compensation and Benefits Analysis
- Application of Incentive Systems, Pay Systems, and Benefit Programs
- Job Evaluation

STRATEGIC HUMAN RESOURCE MANAGEMENT (STRATEGIC HR MGMT) (FORMERLY HUMAN RESOURCE MANAGEMENT)

MGT6177

The Strategic Human Resource Management course presents a systematic framework for analyzing and evaluating human resource management functions within an organization. Topics include talent management, workforce planning, organizational development and training, employment laws, ethical decision-making, compensation, job design, the role of HR in organizations, benefits, information systems, and the role of HR in global business environments. This course will review Human Resource Competencies in Early Career, Mid-Career, and Senior Career. Topics will also include key competencies in mandatory areas of Human Resource Management.

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

- Assessing strategic human resource management activities such as forecasting requirements, workforce availability analysis, and talent requirements needed by an organization.
- Analyzing the legal environment surrounding human resource management functions.
- Understanding the performance management process, the methods used, and the problems encountered.
- Evaluating the strategic role of human resource department management and professionals reviewing the competencies necessary in anticipating and preparing for future business needs.
- Creating a flexible workplace, designing incentives and rewards, managing a diverse workforce, talent management, and recruitment.
- Evaluating the competency in employee relations, including the following: managing and responding to poor employee performance, managing virtual work teams, and workplace dispute resolution.
- Analyzing Transformational Strategic Human Resources approaches in ethics, organizational strategy, and the role of mission and values in Strategic Human Resources Management.
- Evaluating the role and effectiveness of Human Resources in global and cultural domains.
- Understand the employment laws impacting human resources management functions.
- Illustrating competency in Training and Development, including the following: conducting needs assessments, return on investment, transfer of training, using technology in communication, and training.
- Summarizing Workforce Planning, including the following: aging and employment strategies, job analysis based on performance Management, and Appraisal.
- Reviewing the ability to effectively exchange information with stakeholders, organizational leaders, and employees. This includes both verbal and written interactions and is the foundation on which relationships are built and maintained.
- Analyzing the integration of ethics, integrity, and accountability standards through all organizational and business practices.
- Develop HR practices focusing on fairness, justice, and ethical decision standards for all organization members.
- Evaluating new organization initiatives, consulting, creating strategic staffing plans, and then leading the implementation of those that receive approval.
- Applying the concepts related to critical evaluation competency to key roles and duties performed by Human Resources professionals.
- Analyze the utility of human resource information systems data to manage human capital.
- Assessing how strategic Human Resources Management can leverage artificial intelligence (AI) to enhance productivity and streamline workflows in the business environment.

ACQUIRED SKILLS

- Human Resource Management Planning
- Streamline Workflows
- Critical Thinking
- Analyze Data to Manage Human Capital

STRATEGIC MANAGEMENT (STRATEGIC MANAGEMENT)

MGT6203

PREREQUISITE: Twelve hours of 5000/6000 level ACC, BUS, ECO, FIN, MGT, MKT.

The Strategic Management course presents a simulation of running a business involving the functions of management in the formulation of strategic policies, goals, objectives mission, vision, strategic planning for an organization to operate in an effective and efficient manner. Students implement the functions of strategic planning, internal and external factors in strategic planning, strategic planning relative to goals, forecasting techniques, and analyzing and evaluating financial documents and ratios. Activities include discussing major issues within the strategic planning process, identifying organizational structures, and developing techniques for integrating functional business units with strategic business units.

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

- Discussing the major issues associated with gaining acceptance of the strategic planning process.
- Identifying organizational structures that are compatible with stated organizational directions.
- 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.

GRADUATE ACADEMIC

- 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 they comply with the organization's strategy.
- Identifying and utilizing organizational internal and external factors (strengths, weaknesses, opportunities, threats), and core competencies to gain a competitive advantage.
- Formulating, implementing, and evaluating strategic plans.
- Understanding the purpose and function of the Mission and Vision statements.
- Recognizing the importance of ethical standards and social responsibility as a core value of an organization.
- Assessing various types of strategies, integration strategies, intensive strategies, diversification strategies and defense strategies faced by organizations today to remain competitive or gain a competitive edge.
- Preparing and delivering a strategic business plan for an actual or hypothetical business or organization.
- Use artificial intelligence (AI) to identify organizational structure and analyze the optimal strategy in operating a business.
- Assessing the marketing agenda and implementing marketing strategies that build the organization's brand and image.
- Formulating, implementing, and evaluating the mission and vision statements in strategic planning.

ACQUIRED SKILLS

- Collaboration
- Teamwork
- SWOT Analysis

MANAGING THE GLOBAL WORKFORCE (MANAGE GLOBAL WORKFORCE)

MGT6220

The Managing the Global Workforce course provides students with the skills to manage the global workforce effectively. Students will learn how to conduct human resources in global organizations. The course will examine international 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 resource management, and international strategic human resource 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 international 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 national labor relations systems, the relationship between MNEs (multi-national enterprises), and organized labor worldwide.
- Summarizing different institutional environments related to various forms of corporate social responsibility.
- Comparing the various guidelines for ethical decision-making and discussing the elements of a corporate code of conduct globally.
- Anticipating the emerging issues in global organizations and changes in international business environments.
- Examining human resource activities and technology in cross-border mergers and acquisitions.
- Developing and recommending a selection method and training strategy for a particular country using technology.
- Analyzing the psychological contract across national contexts and institutional contexts.
- Evaluating convergence, divergence, or equilibrium concepts related to global strategy and its effects on managing the global workforce.
- Diagnosing factors that influence organizations to develop a global workforce.
- Comparing and contrasting international joint ventures, mergers and acquisitions, and collaborative alliances as they relate to global workforce staffing, training, compensation, etc.
- Researching the workforce effects of country of origin, dominance, localization, and re-contextualization processes.
- Evaluating Global and Cultural effectiveness in organizations and the role of Human Resources.
- Assessing how International Human Resources can leverage artificial intelligence (AI) to enhance productivity and streamline workflows in the Global business strategies and environment.

ACQUIRED SKILLS

- Global Workforce Management Planning
- Skills Within International Human Resource Management
- Managing Multicultural Teams
- Executing Global Business Strategies

ADVANCED PERFORMANCE MANAGEMENT (ADV PERFORMANCE MGMT)

MGT6430

The Advanced Performance Management course provides students with the advanced skills necessary to understand advanced performance management systems in organizations (both domestic and global) and how it impacts the business environment. The course will examine the concepts, designs, applications, and implementation of performance management systems that help increase an organization's human capital. Various advanced performance strategies will be discussed, including strategic and general considerations such as rewards systems, processes, measurement, behaviors, communications, human capital development, legal issues, and team performance. The course will also explore the future of advanced performance management systems by identifying alignment with strategic goals, technology and AI, and contextual issues affecting the advanced performance management system.

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

- Identifying multiple purposes of a performance management system, including strategic, administrative, informational, developmental, organizational, maintenance, and documentation purposes.
- Exploring the critical features of an ideal performance management strategy and system.
- Researching the role of performance management in the global business context.
- Differentiating results from behaviors, performance planning, and performance renewal and re-contracting.
- Discussing the importance of prerequisites needed before performance management strategies and system is implemented, including knowledge of the organization's mission and strategic goals and understanding of the positions within the organization.
- Identifying the various factors that determine performance, including declarative knowledge, procedural knowledge, and motivation.
- Discovering various types of teams and how teams may require different types of performance management. Designing effective appraisal forms.
- Designing performance management systems that focus on individual performance that contributes to team performance.
- Exploring the behavioral approach to measuring performance, including identifying and assessing competencies.
- Developing comparative performance measurement systems such as simple rank order, alternation rank order, paired comparisons, relative percentile, and forced distribution (being aware of the relative advantages and disadvantages of each).
- Discovering the psychological mechanisms leading to the inflation and deflation of performance ratings.
- Describing the critical steps that must be taken before the performance management system is launched, communication plans, training programs, and various measurements will provide information regarding the system's effectiveness.
- Examining the importance and benefits of including a developmental plan in the performance management systems.
- Developing a performance management system and strategies including task and contextual performance dimensions.
- Discovering and identifying the critical skills managers need to manage their employees' performance effectively, including skills related to coaching, giving feedback, and conducting performance review meetings.
- Assessing how Advanced Performance review management can leverage artificial intelligence (AI) to enhance strategies and global business strategies and environment.

ACQUIRED SKILLS

- Skills within Advanced Performance Management Systems
- Performance Management Strategies
- Human Capital Development
- Advanced Performance Management

APPLIED BUSINESS ANALYTICS (APPLIED BUS ANALYTICS)

MGT6460

The Applied Business Analytics course serves as the foundational introduction to the Master of Science in Enterprise Analytics. It provides students with a comprehensive framework for understanding key business analytics principles. Students will explore essential theories, strategies, and tools, along with applied statistical techniques, to effectively implement enterprise analytics and gain a competitive edge. The course emphasizes predictive analytics methods, processes, and best practices to address common organizational challenges. Students will develop proficiency in using enterprise analytics applications, including statistical modeling, machine learning, artificial intelligence, optimization techniques, and root cause analysis, to drive data-driven decision-making and performance optimization.

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

- Identifying and evaluating influential literature relevant to Business Analytics topics.
- Synthesizing and applying universal ethical principles to Business Analytics in modern organizations.
- Identifying, evaluating, and applying Business Analytics principles and techniques within the context of the modern organization.
- Understanding the implications of producing valuable insights for decision-making based on in-depth analyses of large amounts of internal and external data.
- Discussing the importance of engaging current and future stakeholders when balancing organizational needs and data validity.
- Managing the challenges associated with data science personnel and resources.
- Analyzing, evaluating, and applying stakeholders' feedback to prioritize and improve future Business Analytics applications.
- Analyzing, evaluating, and applying Business Analytics best practices for effective coordination and informed decision-making in modern organizations.
- Producing a Business Analytics plan, from initiation to closure, based on organizational goals, values, risks, constraints, stakeholder feedback, and review of findings.
- Discussing the importance of evidence-based learning in Business Analytics applications.
- Integrating continuous quality improvement, effectiveness, product value, process, and team concepts into Business Analytics.
- Applying artificial intelligence (AI) techniques to enhance data-driven decision-making to optimize organizational outcomes.

ACQUIRED SKILLS

- Critical Thinking
- Project Planning
- Data Informed Decision-Making
- Stakeholder Analysis

OPERATIONS ANALYTICS (OPERATIONS ANALYTICS)

MGT6470

The Operations Analytics course explores the foundations of operations analytics by applying statistics and data analytics to typical operations management problems companies face on a recurring basis. Special emphasis will be placed on understanding general operations and productivity principles, quantitative forecasting, quality control, statistical process control, process strategy, capacity and constraint management, supply chain management, inventory management, maintenance and reliability calculations, quantitative decision-making, linear programming techniques, and learning curve analysis.

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

- Defining what Operations Analytics/Operations Management is and why it is important to having successful logistics and supply chains.
- Understanding how effective operations management drives corporate success.
- Defining what quality is, how it differs between a company that produces a good versus a service, and how it differs between individual consumers.
- Conducting and interpreting various single-factor and multifactor productivity metrics.
- Applying various quantitative forecasting techniques, such as a moving average or exponential smoothing, to time-series data.
- Creating and interpreting various statistical process control charts.
- Determining capacity and utilization given various operations data.
- Understanding the importance, as well as issues and opportunities, of the supply chain.
- Explaining the merits of the economic order quantity model and successfully computing a reorder point
- Applying quantitative decision-making concepts to real-world business problems.
- Utilizing linear programming to solve maximization and minimization problems.
- Computing learning curve effects with the logarithmic and learning curve coefficient approaches.
- Researching and applying AI models to solve specific business operations problems, focusing on better understanding logistics and supply chain operations.

ACQUIRED SKILLS

- Linear Programming to Solve Problems
- Computing Learning Curve Effects
- Various Quantitative Forecasting Techniques
 - Moving Average
 - Exponential Smoothing
 - Time-Series Data
- Capacity Utilization Determination

PREDICTIVE HUMAN RESOURCES ANALYTICS (PREDICTIVE HR ANALYTICS)

MGT6480

The Predictive Human Resources Analytics course explores the foundations of predictive human resource (HR) analytics by applying statistics and data analytics to typical human resource problems companies face regularly. Special emphasis will be placed on understanding the ability of HR analytics to drive strategic change and actionable insights through the analysis of employee attitude surveys, diversity analytics, employee performance metrics, recruitment and turnover analytics, and corporate ethics. Students will perform analysis via statistical software. Other concepts may be covered if time permits.

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

- Understanding the important role that HR analytics plays in making strategic decisions for the organization.
- Describing the rise of HR analytics as a new subfield within the broader HR area of business
- Managing HR information sources including HR databases, employee attitude survey data, sales performance data, and HR operational performance data.
- Describing the HR analytics process from data collection to project completion.
- Examining procedures centered on the collection, management, analysis, and result interpretation of HR data.
- Summarizing HR data using descriptive statistics and graphical techniques.
- Monitoring the impact of HR interventions, programs, policies, and procedures.
- Conducting diversity analytics to evaluate firm performance in the areas of diversity, equity, and inclusion.
- Reflecting on HR analytics usage, ethics, and limitations.
- Conducting and interpreting an analysis to predict employee turnover.
- Using various statistical and analytical techniques to analyze recruiting and selection data.
- Using various statistical and analytical techniques to analyze employee performance.
- Researching and applying artificial intelligence (AI) models to solve specific human resource problems, with a focus on better understanding of employee data.

ACQUIRED SKILLS

- HR Analytics Usage, Ethics, and Limitations
- Employee Performance Analysis
- Communication Skills

HUMAN RESOURCE MANAGEMENT APPLICATIONS
(HR MGMT APPLICATIONS)
MGT6485**PREREQUISITE: Successful completion of COM6303, MGT6177, MGT6172, MGT6175, MGT6176, and MGT6220**

The Human Resource Management Applications course provides students with an opportunity to demonstrate academic achievement and practical knowledge of Human Resource management theories, tools, techniques, and processes necessary for effective Human Resource practices. In this course, students demonstrate their ability to integrate and utilize Human Resource management knowledge accumulated in prior coursework by selecting and completing a course project. Students apply their knowledge by developing and presenting project justification, Human Resource delivery plan, and other Human Resource project management artifacts that describe how to manage a Human Resource department project.

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

- Learning both the SHRM HR Content areas as well as the HR Competencies.
- Growing to become a leader among leaders in the field of human resources.
- Managing complex operational and strategic issues in both public and private contexts.
- Creating guidelines for conduct and behavior expectations to enhance employee engagement.
- Analyzing legal, ethics, and corporate responsibility and the impact on organizations.
- Integrating how to resolve conflicts; develop and employ performance appraisals; train employees in a diverse workplace.
- Evaluating Human Resource theories, programs, and practices.
- Developing and learning to become strategic partners with senior management as they compete in a global workplace.
- Investigating and illustrating best practices in talent development, global human resources, business leadership, and communication.
- Appraising and creating innovative human resource strategies for various business environments to maximize organizational effectiveness.
- Utilizing metrics and systems to develop human capital and maximize employee productivity and performance strategically.
- Interpreting cultural dimensions and global knowledge to drive organizational performance.
- Demonstrating the ability to manage interactions to support organizations and describes the ability to maintain productive relationships.
- Reviewing the ability to effectively exchange information with stakeholders, organizational leaders and employees. This includes verbal and written interactions and is the foundation for building and maintaining relationships.
- Analyzing the integration of integrity and accountability through all organizational and business practices.
- Identifying HR practices focusing on fairness and justice for all people within the organizations.
- Developing organizational ethical standards and creating HR systems that reinforce the organizations' desired ethical climate.
- Assessing the new Human Resources competencies and competency model for the 21st century.
- Evaluating new organization initiatives, consulting, and then leading the implementation of those that receive approval.
- Applying the concepts related to critical evaluation competency to key roles and duties performed by Human Resources professionals.
- Reviewing solutions to potential obstacles to successful implementation of organizational initiatives.
- Identifying how Human Resources leaders can be transformational leaders for the organization by leading change.
- Demonstrating the ability to apply business acumen in various contexts.
- Evaluating Global and Cultural effectiveness in organizations and the role of Human Resources.
- Assessing how Human Resources Management can leverage artificial intelligence (AI) to enhance productivity and streamline workflows in professional and global environments.

ACQUIRED SKILLS

- Strategic Human Resources Planning in a Merger or Acquisition
- Global Human Resources Strategic Planning
- Merger and Acquisition Planning
- Organizational Development Planning

ENTERPRISE ANALYTICS
(ENTERPRISE ANALYTICS)
MGT6490**PREREQUISITE : Successful completion of ACC6135, MGT6460, MGT6470, MGT6480, and MKT6450**

The Enterprise Analytics capstone course acts as the culminating experience for those students enrolled in the MS Enterprise Analytics program. Students will be required to review, integrate, and apply concepts learned in the program towards the completion of a final course project. There will be a special focus on (1) how analytics can be used across the business enterprise, (2) how analytics can shape strategic business decisions and have far-reaching impact, and (3) how analytics will change and impact the future business environment. Additionally, this course will prepare students to communicate statistical and analytic concepts to broad audiences including senior leadership, many of which may not be well-versed in technical subject matter.

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

- Critically examining real-world problems using teamwork, logic, and data analytics to provide support for organizational decisions.
- Integrating business analytics capabilities with strategy, leadership, and management skills to affect positive change.
- Achieving mastery of graphical, descriptive, and inferential statistical analyses covered in the MSEA program through the use of problem-based learning techniques.
- Applying business analytical techniques through discussion business analytics simulations, written integrative case analyses, and a final presentation.
- Understanding the role that data analytics plays in helping an organization achieve its strategic initiatives and attain a long-term competitive advantage.

- Demonstrating that data analytics and organizational decision-making are integrative processes, and that as decisions take place, new data must be analyzed and understood.
- Understanding that successful financial performance is the result of several possible variables; that is, rarely does a single variable fully explain a business outcome of interest.
- Taking a general statement of a problem and clearly identifying a specific formulation that can be studied with available data and information.
- Identifying appropriate analytic tools and techniques for solving the stated problem.
- Drawing appropriate conclusions that are supported by an in-depth and rigorous data analysis.
- Communicating methods of analysis and associated findings in writing.
- Communicating methods of analysis and associated findings verbally.
- Creating visualizations that clearly, correctly, and effectively represent data, summarize statistical models, and communicate the results and findings.
- Researching and applying AI models to solve specific business problems, with a focus on machine learning and other subsets of AI relevant to data analytics.

ACQUIRED SKILLS

- Visualization Creation
- Analytical Skills
- Communication Skills
- Strategic Initiatives for Competitive Advantage

AGILE PROJECT MANAGEMENT (AGILE PROJECT MANAGEMENT)

MGT6505

The Agile Project Management course focuses on the values, principles, frameworks, and methods that comprise the agile project management body of knowledge. Topics include agile project development's origins, philosophy, and practice, including value-driven product delivery systems, stakeholder and team performance, adaptive planning, problem detection and resolution, guided continuous improvement, and ethical leadership in the agile project context. Students in this course evaluate influential agile project research and appraise the project management tools, techniques, knowledge, and skills necessary for successful value delivery.

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

- Evaluating and appraising influential research from the agile project domain.
- Discussing the history, origins, and benefits of Agile and agile project management.
- Comparing the advantages and disadvantages of Adaptive, Predictive, and Hybrid approaches to project value delivery.
- Defending the value proposition of principle-based project delivery systems.
- Differentiating among agile project management lifecycles, frameworks, and methods.
- Selecting the components of value-driven delivery in the agile project management context.
- Evaluating components of the Stakeholder Performance Domain in the agile project management context.
- Evaluating the Team Performance Domain components in the agile project context.
- Planning a proactive and adaptive development approach for creating project deliverables.
- Explaining risk, ambiguity, and complexity associated with problem detection and resolution in adaptive/agile projects.
- Evaluating the components of guided continuous improvement in the agile project context.
- Adapting ethics and moral leadership in the agile project development approach.
- Integrating artificial intelligence (AI) driven tools to enhance adaptive planning, risk detection, and continuous improvement in agile project management.

ACQUIRED SKILLS

- Critical Thinking
- Management of Project Delivery Systems
- Project Planning
- Guided Continuous Improvement

AGILE FRAMEWORKS (AGILE FRAMEWORKS)

MGT6515

PREREQUISITE: MGT6505

The Agile Frameworks course focuses on management frameworks applied in the performance of 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 vital to identifying, defining, and tailoring agile project management frameworks that lead to the successful delivery of desired project results. Students in this course evaluate influential research from the Agile Project Management body of knowledge regarding adopting and managing processes and management frameworks applied in agile projects. Specific agile frameworks studied include Scrum, Kanban, Disciplined Agile Delivery (DAD), Scaled Agile Framework (SAFe), Large Scale Scrum (LeSS), and others.

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

- Evaluating and appraising influential research from the agile project domain relevant to Agile delivery frameworks.
- Adapting ethics and moral leadership in the application of agile project management frameworks.
- Applying the Agile Manifesto values and principle-based value delivery systems at the enterprise level.
- Evaluating the implications for organizational culture and values when scaling Agile to the enterprise level.
- Comparing strengths and weaknesses of various predefined Agile project management frameworks.
- Discussing the Envision-Speculate-Explore-Adapt-Close Agile delivery framework.

GRADUATE ACADEMIC

- Evaluating enterprise value-driven delivery frameworks in the Agile project management context.
- Evaluating the role of process tailoring in an Agile project management framework.
- 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.
- Evaluating requirements and task coordination in enterprise Agile project management frameworks.
- Utilizing artificial intelligence (AI) tools to enhance process tailoring, governance, and task coordination in enterprise Agile project management frameworks.

ACQUIRED SKILLS

- Agile Project Management Frameworks
- Decision-Making
- Project Plan Development
- SWOT Analysis
- Gantt Chart

AGILE METHODS (AGILE METHODS)

MGT6520

PREREQUISITE: MGT6505

The Agile Methods course presents essential skills and activities utilized in managing complex Agile projects within modern organizations, focusing on the strategic and tactical methods applied in the management of Agile projects. Students in this course 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. Topics include Agile methods applied for value-driven delivery, stakeholder engagement, team performance, adaptive planning and problem detection and resolution in Agile projects.

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

- Evaluating and appraising influential research from the agile project domain relevant to agile methods.
- Adapting ethics and moral leadership in the development of agile project management.
- 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 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 listing, brainstorming, and feedback methods.
- 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.
- Assessing how Agile projects and project management leverages artificial intelligence (AI) to enhance projects and delivery in professional environments

ACQUIRED SKILLS

- Agile Value-Based Prioritization Methods, including ROI/NPV/IRR
- Project Plan/Schedule
- Customer Valued Prioritization
- Minimal Viable Product (MVP)
- Minimal Marketable Feature (MMF)
- Relative Prioritization/Ranking
- MoSCoW and Kano Analysis

AGILE VALUE DELIVERY (AGILE VALUE DELIVERY) (FORMERLY ADVANCED AGILE PROJECT MANAGEMENT)

MGT6525

PREREQUISITE: Successful completion of MGT6505, MGT6515, and MGT6520

The Agile Value Delivery course allows students to demonstrate academic achievement and practical knowledge of Agile project management tools, techniques, and processes necessary for effective and efficient product delivery. Students demonstrate their ability to integrate and utilize Agile project management knowledge accumulated in prior coursework by selecting and completing a course project. Students apply their knowledge by developing and presenting project justification, an Agile product delivery plan, and other Agile project management artifacts that describe how to manage and complete the course project.

GRADUATE ACADEMIC

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

- Evaluating influential literature relevant to advanced agile project management topics.
- Defining ethical principles and moral leadership in the development of Agile project management.
- Examining continuous product, process, and team quality improvement, effectiveness, and value within Agile value delivery.
- Understanding the impact of delivering valuable project results by producing high-value increments for early and frequent review, aligned with stakeholder priorities
- Discussing the importance of engaging stakeholders by building trust and aligning their expectations with project costs, effort, and uncertainty.
- Evaluating stakeholder performance and collaboration throughout the Agile Delivery life cycle.
- Analyzing, evaluating, and applying 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 promotes team self-organization and cultivates a high-performance culture.
- Producing and maintaining an evolving Agile project plan from initiation to closure, based on goals, risks, constraints, and stakeholder feedback.
- Evaluating the Agile practice of continuous identification of problems, impediments, and risks.
- Defending the importance of evidence-based learning (inspection and adaptation) in Agile projects.
- Discussing continuous improvement of product, process, and team quality, effectiveness, and value in Agile project management
- Applying artificial intelligence (AI) techniques to enhance problem identification, stakeholder engagement, and continuous improvement in Agile Delivery.

ACQUIRED SKILLS

- Critical Thinking
- Project Planning and Scheduling
- Gantt Chart
- Problem Identification
- Continuous Improvement Techniques

STRATEGIC INNOVATION & LEADERSHIP (STRAT INNOVATION/LDRSHIP) (FORMERLY INNOVATION)

MGT6705

The Strategic Innovation & Leadership course examines the pivotal role of innovation in navigating today's rapidly evolving marketplace. Students explore core concepts, including disruptive and reverse innovation, social and ethical innovation, and the processes that transform ideas into impactful initiatives. Through case studies and discussions, students will develop the skills to strategically manage innovation, assess risk versus reward, and cultivate a culture that fosters creativity and adaptability. Key topics include innovation leadership, sustainability, and leveraging customer-centered innovation models to drive business growth. Students are equipped to lead innovation initiatives that address modern organizational challenges and promote long-term success.

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

- Evaluating the importance of adapting to today's marketplace challenges and fostering an innovative organization.
- Differentiating between various models and types of innovation.
- Understanding the importance of brainstorming new innovative ideas.
- Understanding the process of innovation implementation.
- Appraising the role of innovation teams in driving organizational success.
- Evaluating the concept and global impact of reverse innovation.
- Understanding Design Thinking and Lean methodologies to develop innovative solutions that meet customer needs and drive business value.
- Justifying the role of ethics in innovation processes and decision-making.
- Evaluating the importance of sustainability in driving long-term innovation.
- Analyzing how demographics and market forces drive innovation.
- Understanding how innovation helps grow and sustain a business.
- Formulating strategies to transform creative ideas into actionable initiatives.
- Critiquing the concept of social innovation and its impact on society.
- Examining how organizational culture influences innovation initiatives.
- Synthesizing knowledge of disruptive innovation to predict its impact on industries.
- Assessing the balance between risk and reward in innovation management.
- Understanding the importance of leadership and communication during the innovative process.
- Discussing lessons learned and issues to be addressed for future organizational success.
- Applying artificial intelligence (AI) techniques and tools to enhance innovation processes and outcomes.

ACQUIRED SKILLS

- Strategic Innovation Adaptability
- Cross-Functional Innovation Facilitation
- Global Innovation Analysis
- Innovation, Sustainability, & Risk Balancing
- AI-Driven Ideation

ENTREPRENEURSHIP IMPLEMENTATION
 (ENTREPRENEURSHIP IMPLEMENTATION)
MGT6755

PREREQUISITE: Prior to enrollment in MGT6755, students must meet the following requirement: All course work completed, except electives.

RGS6036 Ethics for Decision Making
 BUS5425 Entrepreneurship
 MKT6450 Competitive Marketing Analytics
 MKT5260 Digital Marketing Foundation
 MGT6177 Human Resource Management
 MGT6175 Management Responsibilities & Practice
 MGT6705 Strategic Innovation & Leadership

The Entrepreneurship Implementation course serves as the capstone course for the MBA in Entrepreneurship. The course provides advanced knowledge, strategies, and tactics needed for a new start-up business. The primary goal for this course is to enable the student to gain the necessary knowledge to write and implement a new business venture plan. Activities include evaluating entrepreneurship literature, applying ethical principles and principles, and analyzing the competitive dynamics and marketplace success within entrepreneurship.

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

- Identifying and evaluating influential literature relevant to entrepreneurship topics.
- Understanding and applying universal ethical principles to entrepreneurship in modern organizations.
- Creating and applying entrepreneurship principles and techniques within the context of the modern organization.
- Analyzing the various legal implications of small business planning.
- Discussing the importance of entrepreneurship and the global environment.
- Determining how to create and build a small business that prioritizes entrepreneurial success in the decision-making process.
- Analyzing, evaluating, and applying stakeholders' feedback to prioritize and improve future entrepreneurship applications.
- Analyzing, evaluating, and applying entrepreneurship best practices for effective and informed decision-making in a small business environment.
- Discussing the importance of the role of a leader executing entrepreneurship plans.
- Identifying and applying appropriate entrepreneurship tools and techniques related to franchising and hybrids in entrepreneurship class.
- Discussing the importance of leveraging an entrepreneurial competitive advantage to better enable small business enterprises to understand competition among firms and industries.
- Discussing the future of entrepreneurship concepts and successful marketing strategies for entrepreneurs.
- Identifying, evaluating, and applying knowledge of capital resources needed by entrepreneurs.
- Analyzing the relationship of competitive dynamics and marketplace success in entrepreneurship.
- Assessing how entrepreneurs use artificial intelligence (AI) to discover new business opportunities.

ACQUIRED SKILLS

- SWOT Analysis
- Entrepreneurship Best Practices
- Business Plan Creation

APPLIED PREDICTIVE ANALYTICS
 (APPLIED PREDICTIVE ANALYTICS)
MGT6785

PREREQUISITE: MGT6460

The Applied Predictive Analytics course will explore the foundations of predictive analytical and machine learning techniques commonly used to guide the decision-making process in organizations. A variety of crucial topics will be addressed, some of which may include the following: regression (both linear and logistic), decision trees, the k-nearest neighbor algorithm (k-NN), neural networks, random forests, support vector machines, and clustering techniques. Activities include conducting regression and k-NN analysis on various data sets and interpreting results.

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

- Defining the term 'predictive analytics'
- Differentiating between supervised and unsupervised learning.
- Discussing the key differences between parametric and nonparametric models.
- Understanding some of the common obstacles and challenges in using predictive analytics.
- Comparing and contrasting clustering versus classification algorithms.
- Conducting a k-means algorithm on a data set using software and interpreting the results.
- Comparing and contrasting both linear and logistic regression. Understand the similarities and differences.
- Explaining the results of a decision tree analysis and its implications for decision-making.
- Conducting a regression analysis (both linear and logistic) on a data set using software and interpreting the results.
- Conducting a k-NN analysis on a data set using software and interpreting the results.
- Researching and applying artificial intelligence (AI) models to solve specific business problems, with a focus on machine learning and other subsets of AI relevant to data analytics.

ACQUIRED SKILLS

- K-Means Algorithm
- K-NN Analysis

- Analytical Skills
- Knowledge of Decision Trees

APPLIED DATABASE MANAGEMENT (DATABASE MANAGEMENT)

MGT6790

The Applied Database Management course introduces essential principles of applied database management to support organizational and administrative functions. Key topics include database management systems (DBMS) concepts, data models, data manipulation, and core aspects of DBMS security, integrity, recovery, and concurrency. Emphasis is placed on effective database design principles and practices. These concepts are reinforced through hands-on projects focused on building, populating, and querying databases.

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

- Analyzing data concepts within a database management system (DBMS) environment.
- Comparing and contrasting various types of database management systems (DBMS).
- Examining all stages of the database development process, from planning through deployment.
- Explaining the unique requirements and considerations of different database environments, including security, scalability, and performance.
- Applying modern database management principles to develop and implement a database system using appropriate technology.
- Demonstrating competence in advanced database functions by implementing key database management principles to solve real-world problems.
- Illustrating the application of key database concepts within different database systems and environments.
- Comparing and contrasting popular database management systems, focusing on their use cases and distinctive functionalities.
- Exploring the connection between databases and data analytics, including how database structures support data-driven insights.
- Evaluating Artificial Intelligence (AI) tools and techniques for enhancing data processing, optimization, and decision-making capabilities within database management systems.
- Analyzing normalization techniques to optimize database design, ensuring efficiency, data integrity, and minimal redundancy.
- Refining SQL queries to extract, update, and manage data efficiently while ensuring performance optimization.
- Examining methods for connecting databases to front-end applications, APIs, and cloud-based solutions to support modern business needs.
- Analyzing key legal, ethical, and regulatory considerations related to data privacy, protection, and compliance in database environments.
- Assessing strategies for ensuring data availability, backup, disaster recovery, and business continuity planning in database management.

ACQUIRED SKILLS

- SQL
- MySQL
- Microsoft Access
- MongoDB
- Tableau Public

APPLIED STORYTELLING & VISUALIZATION (STORYTELLING/DATA VISUAL)

MGT6795

PREREQUISITE: MGT6460

The Applied Storytelling & Visualization course will explore the foundations of data visualization techniques on various data sets to guide the decision-making process. A variety of crucial topics will be addressed, including the following: perceptual principles for displaying data, the critique and improvement of data visualizations, the use of color and sizing principles to enhance graphical displays, the use of data visualizations to explore data, the discussion of new industry-accepted data visualizations and graphics, and the discussion of software packages for generating such displays of data.

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

- Defining the term 'data visualization.'
- Constructing charts and graphs using software.
- Appropriately selecting the proper type of chart or graph to display information
- Deconstructing a graphic into the data displayed and understanding how it is mapped to visual properties.
- Describing the order of accuracy of perceptual tasks and how this affects the choices made in constructing a visualization.
- Critiquing a visualization based on its purpose, as well as its use or abuse of perceptual principles.
- Suggesting improvements to data visualization to enhance its effectiveness as needed.
- Applying appropriate data visualization tools and techniques to a data set for exploratory purposes.
- Polishing a data visualization so that it is 'publication-ready' and adheres to proper APA standards.
- Describing and explaining the principles of effective data dashboards.
- Comparing and contrasting the various software packages capable of producing high-quality data visualizations.
- Describing newer types of data visualizations that exist for extracting meaning from data.
- Researching and applying artificial intelligence (AI) models to solve specific business problems, with a focus on how AI may be used to create high-quality data visualizations.

ACQUIRED SKILLS

- Chart & Graph Construction
- Knowledge of Data Dashboards
- Visualization Critique

INTRODUCTION TO CYBERSECURITY (INTRO TO CYBERSECURITY)

MIS5360

CAVEAT: No graduate credit will be awarded if MIS4360 has been successfully completed.

The Introduction to Cybersecurity course provides a comprehensive introduction to cybersecurity principles, technologies, and practices for both managerial-level learners and hands-on practitioners. Students explore foundational concepts such as security governance, policy, risk management, legal/ethical standards, and the growing role of AI/ML in modern cyber defense. The course examines network and cloud security architectures, intrusion detection systems, identity and access management, automation tools, cyber threat intelligence, and the fundamentals of ethical hacking. Learners gain practical exposure to incident response, digital forensics, log analysis, and AI-enabled security operations. By the end of the course, students will understand key security concepts, evaluate risks, analyze threats, and apply defensive techniques in realistic cybersecurity scenarios.

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

- Explaining foundational cybersecurity principles, governance frameworks, and legal/ethical considerations.
- Evaluating organizational risk using standard risk-management methodologies and recommending appropriate mitigation strategies.
- Analyzing network and cloud security architectures, including firewalls, IDS/IPS, segmentation, and identity/access controls.
- Applying basic skills in intrusion detection, security monitoring, and automation scripting to support cybersecurity operations.
- Implementing core identity and access management (IAM) concepts, including authentication, authorization, and privilege management.
- Assessing cyber threats using threat-intelligence frameworks, adversary tactics, and red/blue team methodologies.
- Demonstrating introductory ethical hacking techniques within authorized laboratory environments.
- Performing foundational incident-response tasks, including detection, containment, eradication, and recovery procedures.
- Conducting basic digital forensics processes such as evidence handling, imaging, preservation, and file-system examinations.
- Analyzing log data from various sources to identify anomalies, security events, and potential indicators of compromise.
- Identifying how AI/ML supports modern cybersecurity operations, including automated threat detection, SOAR workflows, and behavioral analytics.
- Integrating cybersecurity concepts to evaluate realistic scenarios and propose appropriate defensive strategies and solutions.
- Designing and justifying enterprise-level cybersecurity governance and risk-management strategies aligned with organizational objectives and regulatory requirements.
- Critically analyzing advanced persistent threats (APTs) and multi-stage attack campaigns using intelligence-driven frameworks such as the cyber kill chain and MITRE ATT&CK.
- Evaluating and developing secure cloud, hybrid, and zero-trust security models incorporating automation, scalability, and compliance considerations.
- Assessing the effectiveness, limitations, and ethical implications of AI/ML-driven cybersecurity solutions, including adversarial machine learning and model risk.
- Evaluating emerging cybersecurity technologies, threats, and policies and develop evidence-based strategic recommendations for organizational decision-making.

ACQUIRED SKILLS

- Align Cybersecurity with Business Goals to Ensure Seamless Organizational Integration
- Assess and Mitigate Cybersecurity Risks through Practical Management Techniques
- Navigate Laws, Regulations and Ethical Standards to Ensure Full Compliance
- Develop Security Programs and Manage Teams to Meet Strategic Objectives
- Design Disaster Recovery and Business Continuity Frameworks for Incident Response
- Leverage Security Leadership to Drive Innovation and Maintain a Competitive Advantage

CYBERSECURITY RISK MANAGEMENT (CYBERSECURITY RISK MGMT)

MIS5370

CAVEAT: No graduate credit will be awarded if MIS4370 has been successfully completed.

The Cybersecurity Risk Management course provides a comprehensive examination of cybersecurity risk management with a strong emphasis on governance, risk, and compliance (GRC) in modern organizations. Students explore the legal, regulatory, ethical, and strategic dimensions of managing cybersecurity and information security risks, including data protection, privacy, business continuity, and operational resilience. The course provides a holistic, management-level view of cyber risk, integrating technical, legal, and business perspectives to evaluate threats, vulnerabilities, and organizational impact. Students learn to assess enterprise-level cybersecurity risks, align security and risk management strategies with organizational objectives, and design governance frameworks that support regulatory compliance, ethical decision-making, and sustainable risk mitigation.

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

- Evaluating cybersecurity risk management principles of enterprise governance, organizational strategy, and regulatory environments.
- Analyzing legal, regulatory, and standards-based requirements and assessing their implications for organizational cybersecurity programs.
- Assessing governance, risk, and compliance frameworks that align cybersecurity initiatives with business objectives and ethical responsibilities.
- Evaluating enterprise-level cyber risks by identifying threats, vulnerabilities, and potential impacts across technical, operational, financial, and reputational domains.
- Applying risk assessment methodologies to prioritize cybersecurity risks and appropriate risk treatment strategies, including mitigation, transfer, acceptance, and avoidance.
- Evaluating the effectiveness of organizational controls, policies, and processes in supporting regulatory compliance, data protection, and privacy obligations.

GRADUATE ACADEMIC

- Integrating business continuity and operational resilience into cybersecurity risk management and governance decision-making.
- Examining ethical challenges and dilemmas in cybersecurity and information security management, including responsible data use, disclosure, and accountability.
- Understanding technical cybersecurity concepts into strategic and managerial insights suitable for executive leadership and management decision-making.
- Developing cybersecurity risk management strategies that balance security, compliance, innovation, and organizational performance in complex and evolving threat environments.
- Evaluating organizational cybersecurity using recognized frameworks and models, and recommending improvements to governance, risk oversight, and compliance capabilities.
- Analyzing legal, technical, and business perspectives to generate evidence-based recommendations for sustainable and resilient cybersecurity risk management programs.
- Utilizing AI tools such as machine learning, natural language processing, and pattern recognition to enhance cybersecurity decision-making, automate risk assessments, and forecast threats.
- Using AI algorithms to analyze data patterns and identify cybersecurity threats in real time
- Integrating AI to ensure consistent adherence to cybersecurity policies and regulations, automate the creation of risk reports, and monitor compliance continuously.
- Implementing cybersecurity risk communication plans for various stakeholders and ensuring they align with organizational goals and promoting security awareness.
- Analyzing how technologies are influencing cybersecurity risk management and the effect on established security frameworks.
- Developing performance indicators and metrics for ongoing assessment and monitoring of cybersecurity risk management initiatives.
- Creating policies that promote operational resilience, business continuity, and sustainable cyber risk management.
- Developing and communicating risk mitigation strategies that integrate technical, business, and legal considerations.

ACQUIRED SKILLS

- Evaluate Cybersecurity Risk Management Principles with Business Objectives
- Apply Risk Assessment Methodologies to Prioritize Cybersecurity Risks
- Examine Ethical Challenges in Cybersecurity and Assess Organizational Controls
- Synthesize Technical Cybersecurity Concepts into Strategic and Managerial Insights

CYBERSECURITY LEADERSHIP AND MANAGEMENT (CYBERSECURITY LDRSHP/MGT)

MIS5380

CAVEAT: No graduate credit will be awarded if MIS4380 has been successfully completed.

The Cybersecurity Leadership and Management course focuses on the knowledge and skills required to manage and secure information systems across a variety of settings, including corporations, government agencies, and nonprofit organizations. The course integrates technical and managerial perspectives, emphasizing the alignment of cybersecurity with business strategy, innovation, ethics, leadership, and project management. Students will learn methods for securing information systems while also developing the leadership and management capabilities needed to oversee cybersecurity teams, initiatives, and projects.

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

- Evaluating the alignment of cybersecurity strategies with organizational goals and business strategies to ensure effective integration across different organizational levels.
- Applying practical risk management techniques to assess cybersecurity risks and implement appropriate methods for mitigating and treating those risks.
- Analyzing the legal and ethical aspects of cybersecurity, including relevant laws, regulations, and compliance requirements, to ensure ethical and legal adherence in cybersecurity initiatives.
- Developing a comprehensive cybersecurity program by designing strategies and managing cybersecurity teams and initiatives to meet organizational goals and address identified risks.
- Comparing various cybersecurity management models and best practices and assessing their applicability and effectiveness in diverse organizational settings.
- Designing contingency plans, disaster recovery strategies, and business continuity frameworks within the context of cybersecurity to ensure operational resilience during cyber incidents.
- Synthesizing the knowledge of maintenance and protection mechanisms to ensure the long-term security of information systems through continuous monitoring and improvement.
- Evaluating the role of cybersecurity leadership in driving organizational innovation, ensuring that cybersecurity initiatives align with broader business innovation strategies and contribute to the organization's overall growth and competitive advantage.
- Assessing the effectiveness of cybersecurity policies and procedures in mitigating organizational risks and recommend improvements to ensure compliance with industry standards and regulations.
- Formulating a comprehensive cybersecurity strategy that integrates key elements like governance, risk management, and project management, while leading cross-functional teams to implement cybersecurity initiatives that support organizational objectives.
- Utilizing Artificial Intelligence / Machine Learning as it relates to operations and threat detection.
- Evaluating emerging cybersecurity threats, technologies, and research to inform executive decision-making and guide long-term organizational security strategies in a rapidly evolving threat landscape.
- Applying advanced analytical and research skills to assess cybersecurity incidents, metrics, and performance indicators, and to communicate evidence-based recommendations to technical and non-technical stakeholders.
- Demonstrating executive-level leadership and governance capabilities by influencing organizational culture, promoting cybersecurity awareness, and integrating cybersecurity considerations into enterprise-wide decision-making processes.
- Designing and evaluating cybersecurity policies and strategic initiatives using systems thinking, considering global, economic, legal, and technological factors that impact multinational and complex organizations.

GRADUATE ACADEMIC

ACQUIRED SKILLS

- Understand How to Evaluate and Ensure that Cybersecurity Strategies Align with Organizational Goals and Business Strategies, Fostering Effective Integration Across Organizational Levels
- Apply Practical Risk Management Techniques to Assess Cybersecurity Risks and Implement Appropriate Methods for Mitigating and Treating those Risks within an Organization
- Analyze the Legal and Ethical Aspects of Cybersecurity, including Understanding Relevant Laws, Regulations and Compliance Requirements, Ensuring Adherence to Legal and Ethical Standards in Cybersecurity Initiatives
- Develop Comprehensive Cybersecurity Programs, Design Strategies and Manage Cybersecurity Teams and Initiatives to Meet Organizational Goals and Address Identified Risks
- Design Contingency Plans, Disaster Recovery Strategies and Business Continuity Frameworks to Ensure Operational Resilience in the Event of Cybersecurity Incidents
- Evaluate the Role of Cybersecurity Leadership in Driving Organizational Innovation and Ensuring that Cybersecurity Initiatives Align with Broader Business Innovation Strategies, Contributing to the Organization's Overall Growth and Competitive Advantage

DIGITAL MARKETING FOUNDATIONS (DIGITAL MRKT FOUNDATIONS)

MKT5260

CAVEAT: No graduate credit will be awarded if MKT4260 has been successfully completed.

The Digital Marketing Foundations course is an introductory course in the field of digital marketing. The course is designed for business and/or marketing students looking to develop competencies in the emerging and expanding field of digital marketing. The course will provide the student with an overview and framework for understanding digital marketing principles, methods, and best practices. The course focuses on the theories, strategies, tools, methods, and applications that comprise the field of digital marketing. Course topics include the increased use of digital business in today's climate, strategies of connecting with digital consumers, eCommerce, online consumer behavior, SEO/SEM, and email marketing. Students in this course will review scholarly and expert provided literature and supplemental material to enable them to understand and implement digital marketing in the current and anticipated future business environment.

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

- Developing key knowledge based on influential literature relevant to Digital Marketing topics.
- Explaining marketing strategy based on practical applications of digital marketing techniques and methods.
- Evaluating and interpreting digital marketing best practices in modern organizational strategies and challenges.
- Understanding the digital marketing advertising methods to include email, website, SEO/SEM, social media, mobile apps, and media.
- Formulating perspectives and insights on the implications of ethics and legal considerations in digital marketing strategy.
- Examining the various theories of online consumer behavior.
- Analyzing management and strategic planning principles as they relate to the digital scope of marketing.
- Evaluating the impact of modernization and transformation caused by digital technology on modern business organizations.
- Applying critical and strategic thinking skills in the field of digital marketing.
- Identifying and establishing digital marketing strategies centered around customer segmentation and targeted marketing
- Demonstrating critical thinking, data analysis and decision-making skills in the context of Digital marketing.
- Assessing how AI is leveraged in digital marketing automation and digital analytics.

ACQUIRED SKILLS

- SEO/SEM
- Digital Marketing Application
- Legal Considerations of Digital Marketing

ECOMMERCE & WEB ANALYSIS (ECOMMERCE & WEB ANALYSIS)

MKT5270

CAVEAT: No graduate credit will be awarded if MKT4270 has been successfully completed.

The eCommerce & Web Analysis course deals with the emerging field of electronic commerce. The emphasis of the course is to examine the field of eCommerce as a whole while tying in key business functions of operations, marketing, supply chain, and finance that support this digital business model. The course covers economic and technological foundations, infrastructure, and the main technologies employed, as well as the various business strategies being used for electronic commerce (both business-to-consumer and business-to-business). This course also examines eCommerce web analytics and how this function provides performance measurement to website design, website marketing, and online user experience strategies. The focus will be on establishing the right metrics to measure the effectiveness of competitiveness, customer acquisition and retention efforts, as well as other key strategic objectives of an eCommerce channel. The course also offers the opportunity for students to get hands-on web analytics training and certification with Google Analytics & Google Academy. In addition to assessing the skill, principles, and framework of eCommerce operations, marketing and strategy, this course will provide a theoretical grasp of the online marketplace taking place in the current environment of online consumer behavior, including external factors facing the industry. This course will equip students with foundational and critical thinking skills centered around how to compete and strategize in this emerging digital business model.

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

- Examining the various dynamics in the ecommerce industry that affect digital strategy.
- Analyzing ecommerce website methods, design, and customer experiences.
- Evaluating digital business market opportunities and competitive advantages in ecommerce.
- Distinguishing best practices in various business discipline functions & value chain that support ecommerce, including finance, supply chain, operations, marketing, customer service, and others.

GRADUATE ACADEMIC

- Analyzing the framework of ecommerce strategy planning & execution.
- Synthesizing the role of online customer behavior in ecommerce strategy.
- Composing an ecommerce project to reinforce applied learning in the context of the ecommerce industry.
- Explaining the key factors of how ecommerce supports overall organizational strategy.
- Critiquing existing ecommerce websites strategies & case studies.
- Formulating perspectives on the future of ecommerce business & strategy.
- Understanding and evaluating the ethical impact and implications of various aspects of ecommerce in modern organizations.
- Demonstrating critical thinking, data analysis and decision-making skills in the context of e-commerce and web analysis.
- Assessing how artificial intelligence (AI) is leveraged in e-commerce and web marketing.

ACQUIRED SKILLS

- Critical Thinking
- Data Analysis
- Decision-Making

DIGITAL ADVERTISING AND NEW MEDIA (DIGIT ADVERT & NEW MEDIA)

MKT5280

CAVEAT: No graduate credit will be awarded if MKT4280 has been successfully completed.

The Digital Advertising and New Media course focuses on the fundamental principles and concepts of digital media planning, buying, and advertising strategy. This course is ideal for any business or marketing student looking to further expand their acumen in digital marketing with a specific focus on media channels and strategies. The course will provide the student with an overview and framework for understanding digital media and advertising principles, methods, and best practices. This course focuses on the principles of each digital media channel, leading to the formation of a media plan, starting with the larger context in which media planning occurs, including a fundamental comprehension of managing advertising budgets and targeting audiences. Concepts and calculations as components of advertising budgets are examined in this course, focusing on identifying the right media channel for the right audience at the right time. Also, this course examines the critical digital media campaigns focused on owned, earned, and paid media strategies. Through analysis, assessment, and building a strategic media plan, students will be able to distinguish how to choose between traditional versus digital media channels, and support overall corporate goals through digital advertising methods and tactics.

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

- Identifying and evaluating influential literature relevant to Digital Advertising & New Media topics
- Applying practical applications of digital advertising and new media planning methods.
- Demonstrating the functions of digital advertising and new media best practices in modern organizational strategies and challenges.
- Distinguishing best practices around media types of paid, owned, and earned media strategies
- Applying the framework of new media planning, buying, and implementation
- Examining the role of customer segmentation and target audience analysis in digital media planning.
- Composing a strategic digital media plan in a real-world marketing challenge
- Preparing foundational tactics of digital media planning in a digital strategy plan
- Critiquing various digital media strategies and establishing best practices in the industry
- Investigating marketing opportunities via digital media outlets
- Understanding and evaluating the ethical impact and implications of various aspects Digital Marketing in modern organizations
- Demonstrating critical thinking, data analysis and decision making skills in the context of digital media and advertising.
- Assessing how AI is leveraged in digital media and advertising.

ACQUIRED SKILLS

- Strategic Digital Media Planning
- Data Analysis
- Media Planning
- Target Audiences Analysis

MARKETING MANAGEMENT (MARKETING MANAGEMENT) (FORMERLY MARKETING MANAGEMENT IN A COMPETITIVE WORLD)

MKT6210

The Marketing Management course presents a systematic approach to analyzing, planning, evaluating, implementing, and controlling marketing activities in competitive modern organizations. Topics addressed in the course include analyzing the new realities of marketing, understanding the creation and delivery of value, forecasting and measuring market demand, and understanding the role of market research. The course also addresses identifying and evaluating market segments, selecting target markets, evaluating competitors, measuring customer lifetime value, designing multichannel marketing, understanding database-driven integrated marketing, and creating a marketing strategy. Students develop a comprehensive marketing plan as a final deliverable for the course.

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

- Developing and evaluating a comprehensive marketing business strategy and plan.
- Understanding the discipline of marketing management and what it entails.
- Defining and articulating the new realities of marketing in the current competitive environment.
- Understanding the concept of “value chain” including creation and delivery of value.
- Forecasting and measuring market demand, including the use of marketing analytics.
- Analyzing and researching marketing opportunities through various analytical tools, including evaluating competitors and their marketing strategies.

GRADUATE ACADEMIC

- Understanding the processes involved in capturing market insights and collecting market information, including the role of market research in these processes.
- Evaluating the concept, structure, and use of marketing information systems.
- Describing the processes involved in identifying and evaluating market segments, selecting target markets, and developing market positions.
- Evaluating the value of customer loyalty through measuring customer lifetime value (CLV) and customer relationship management (CRM).
- Designing integrated, multichannel marketing communications including messaging across advertising, sales promotion, personal selling, social media, and publicity.
- Understanding the advantages of holistic, database-driven integrated marketing.
- Understanding the issues involved in global marketing and their resulting impact.
- Formulating and evaluating the effectiveness and return on investment (ROI) derived from proposed or implemented marketing campaigns.
- Identifying and analyzing ethical issues involved in marketing management and formulating effective proactive responses to those issues.
- Updating and expanding marketing management strategies using generative Artificial Intelligence (AI) tools.

ACQUIRED SKILLS

- Develop a Comprehensive Marketing Plan
- Design a Multichannel Marketing Strategy
- Use Analytical Knowledge to Conduct Research

COMPETITIVE MARKETING ANALYTICS (COMP MARKETING ANALYTICS)

MKT6450

The Competitive Marketing Analytics course explores the foundations of competitive marketing analytics by applying statistics and data analytics to typical marketing problems companies face regularly. Special emphasis will be placed on understanding consumer behavior, customer satisfaction, and marketing insights. Additionally, students will learn how to model and forecast demand, perform market basket analysis, calculate customer lifetime value, perform market segmentation analysis, and determine customer loyalty.

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

- Understanding what is meant by 'consumer behavior' and why it is important to a data analyst doing marketing research.
- Defining what an 'insight' is in marketing research and why it provides a competitive advantage for a company.
- Summarizing the various sources of marketing data and specifying the types of marketing analyses that could be conducted with that data based on availability, limitations, and the desired outcome(s) of the research.
- Utilizing various statistical and/or analytical techniques which may include applications of the general linear model, multivariate techniques, clustering algorithms, classification techniques, and various data mining/exploratory methods.
- Developing quantitative forecasting models to project future consumer demand, sales, etc.
- Conducting, and interpreting, a market basket analysis using predictive analytical techniques such as logistic regression.
- Compute lifetime value (LTV) for a customer using industry-standard quantitative approaches.
- Using various clustering approaches to conduct a market segment analysis and derive actionable insights for senior leadership.
- Using various statistical and analytical techniques to analyze customer loyalty.
- Summarizing marketing data using descriptive statistics and graphical techniques.
- Synthesizing and applying universal ethical principles to competitive marketing analytics in modern organizations.
- Researching and applying artificial intelligence (AI) models to solve specific marketing problems, with a focus on better understanding of the customer.

ACQUIRED SKILLS

- Critical Thinking
- Analytical Skills
- Communication Skills

PERSPECTIVES ON DEATH AND DYING (PERSPECTIVES:DEATH/DYING)

PSY5735

CAVEAT: No graduate credit will be awarded if PSY3735 has been successfully completed.

The Perspectives on Death and Dying course explores the multifaceted concepts of death and dying across cultures through various lenses, including sociological, psychological, cultural, and philosophical perspectives. Students will examine historical attitudes toward death, the rituals surrounding dying, and the significance of grief and mourning in different cultures. The course will also address contemporary issues such as end-of-life care, ethical dilemmas, and the impact of technology on the dying process. Through discussions, readings, and assignments, students will develop a deeper understanding of how personal, societal, and cultural beliefs shape our perceptions of death and our responses to loss. Another goal of the course is to cultivate empathy and critical thinking skills while encouraging students to confront and articulate their perspectives on mortality.

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

- Describing the presence of and practices related to death and dying across 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.
- Analyzing the societal attitudes toward controversial issues, such as euthanasia, selling of organs, and organ donation list.
- 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.

GRADUATE ACADEMIC

- Analyzing public policies and practices related to issues of dying.
- Identifying and understanding death certificates and the importance of other documents that require completion at death or early in life (e.g., living will, will, life insurance, funeral, etc.) in order to avoid undesirable outcomes personally and on the family.
- 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.
- Analyzing the factors that contribute to higher suicide rates in certain populations and focusing on solutions for lowering these rates.
- Examining the relationship among selected demographics such as age, gender, religious preference, educational level and one's expressed death anxiety.
- Identifying resources for use by professionals and the public who are addressing issues of death and dying.
- Exploring areas of thanatology study that require further research and increasing awareness of how many thanatology courses medical professionals are exposed to in their studies.
- Identifying the different cultural and religious perspectives on the meaning of death.
- Defining and examining near-death experiences.
- Defining and explaining what people consider a "good death."
- Utilizing Artificial Intelligence (AI) to efficiently locate and evaluate professional resources published in the last five years ensuring access to current research, best practices, and innovative approaches in the field of the perspective of death and dying.

ACQUIRED SKILLS

- Critical Thinking
- Empathy
- Analysis and Decision-Making

THEORY & APPLICATION OF RESEARCH METHODS (RESEARCH METHODS)

RGS6035

The Theory & Application of Research Methods course presents issues relevant to the understanding and application of research methods in the study of human behavior and organizational variables. It provides students with a comprehensive overview of both quantitative and qualitative data analysis methods, emphasizing the principles and practices of research methods across diverse fields. Special attention is given to conducting research online, equipping students with the skills to locate, analyze, and apply data from digital sources. Through this research methods course students will gain hands-on experience with the tools and techniques needed to succeed in today's data-driven environments.

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 related to a given research problem.
- Identifying ethical questions or principles in research situations.
- Conducting literature reviews on a given topic.
- Identifying sections of research reports indicating bias or contamination.
- Describing and using appropriate sampling procedures.
- Defining types of validity and reliability and their influence on research.
- Identifying significant research methods.
- Constructing and applying research questionnaires.
- Evaluating threats to internal and external validity.
- Creating experimental designs with specifications for random assignments.
- Writing in APA format and achieving the intended purpose of research reports.
- Understanding the available sources of data and their locations.
- Demonstrating critical evaluation competencies in research.
- Understanding how artificial intelligence (AI) can assist in data analysis and research methodology and evaluating the reliability of AI-generated research findings in professional environments.

ACQUIRED SKILLS

- Critical Thinking in Research Methodologies
- Data Analysis Using Quantitative and Qualitative Methods
- Writing Structured Research Reports in APA Format

ETHICS FOR DECISION MAKING (ETHICS:DECISION MAKING)

RGS6036

The Ethics for Decision Making course presents an integrated approach to understanding ethical decision-making principles. The focus of this ethical decision-making course is on the roots of ethical concepts, the methodologies for making decisions, and the application of norms and logic to current ethical issues. Activities include exploring ethical theories, defining ethical variables that comprise one's beliefs, and defining the relationship between ethical beliefs and decision-making.

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.

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- 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.
- 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 own 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.
- Applying the methodology for perceptively discerning the ethical influences of others.
- Analyzing and demonstrating ethical practices that address real-world issues in various contexts.
- Exploring ethical decision-making principles.
- Researching ethical scenarios and impacts utilizing artificial intelligence (AI).

ACQUIRED SKILLS

- Identification and Interpretation of Ethical Issues
- Ethical Decision-Making
- Emotional Intelligence and Self-Discipline

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DOCTORATE ADMISSION STANDARDS

Admission to the doctoral program is highly selective and based on a comprehensive review of each applicant's academic background, professional experience, and potential for success in advanced study. Meeting the minimum eligibility requirements does not guarantee admission. The University reserves the right to limit the number of candidates admitted each term, and decisions of the admissions committee are final. Following are detailed admission requirements.

Admission Requirements:

A student seeking unconditional admission to Amberton University for doctoral study will meet the following admission standards. Additional admission standards are required for students seeking formal admission to the Doctor of Education - 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. Has successfully completed a master's degree from a U.S. regionally accredited college or university as evidenced by the submission of official transcripts. Students with a degree from a foreign institution will be evaluated on an individual 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 session in which the student initially enrolls at an institution or following a break in enrollment of at least one fall or spring session at the same or another institution. Exceptions to this provision may be found at www.dshs.texas.gov/immunize/school/college-requirements.aspx. *Does not apply to students enrolled in only online or distance education courses.*
6. Students seeking ADA accommodations should see the information on [page 17](#).

Service Member Re-Admission to the University

Admission to Amberton University is valid for three (3) years from date of last enrollment or acceptance to the University, whichever is later. If a service member is required to cease Amberton University due to military service requirements, their admission will remain valid for three (3) years from the last enrollment date. If the Service member returns after three (3) years, they will be required to apply for admission.

Program Requirements: Doctor of Education in Counseling

1. Completed online application form.
2. Official transcripts from all previously attended colleges and universities. *
 - a. *Applicants must submit official transcripts to the admissions office **before** being accepted.*
3. Applicants must have a master's degree in counseling or a closely related field from a regionally accredited university. Students with a degree from a foreign institution will be evaluated on an individual basis.
4. Applicants must be in good standing with their previous university, e.g., have not been expelled from a higher educational institution.
5. Current resume or curriculum vitae (CV) highlighting academic and professional experience. *
6. Two (2) letters of recommendation from academic or professional references who can attest to the applicant's readiness for doctoral-level study and research. *
7. An academic statement of purpose, included in a personal statement (1,000 – 1,500 words maximum) outlining academic interest, research goals, professional objectives, and reasons for pursuing the doctoral degree. *
8. Student Interview: Applicants must successfully complete a virtual admissions interview with faculty members or the Academic Dean. See the *Doctoral Program - Counseling Student Handbook* on the University's website for a list of interview questions.

*Send the admissions materials to: **Official Transcripts:** Transcripts@Amberton.edu
 Other Required Materials: Admissions@Amberton.edu

All applicants must be approved by the Doctoral Program Director/Coordinator.

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 doctoral student may not enroll for more than nine hours without the Academic Dean's approval. A full-time doctoral student is one taking six or more hours in a session.

GRADES

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

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 OF A STUDENT

Each student has the opportunity to continue his or her education at Amberton University as long as he or 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. Doctoral 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 or she will be placed on academic probation. If he or she fails to meet these standards during the session on probation, he or 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 doctoral student's responsibility to make application for graduation/candidacy status. 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, (3) completed all requirements for the degree being sought, and (4) attained a 3.0 or better grade point average for all doctoral work completed.

Application forms for graduation/candidacy status are available in the Student Services Office as well as on the University website. No doctoral student will be entitled to graduate who has not properly requested and received graduation/candidacy status. All academic and financial requirements must be met before a degree is awarded.

DOCTORATE DEGREE REQUIREMENTS

GENERAL REQUIREMENTS FOR ALL DEGREES

The following general requirements apply to all doctoral degrees:

1. The minimum amount of work beyond the master's degree required for a doctorate is 60 credit hours. See doctorate degree plans for specific requirements.
2. All courses taken to satisfy course requirements for a doctoral degree must be taken at the doctoral level.
3. A minimum of forty-eight (48) credit 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 doctoral degree.

GRADUATION UNDER A PARTICULAR CATALOG

A student may meet the graduation requirements noted in the catalog in effect at the time of admission to Amberton University or the requirements in any later catalog published before the student's graduation.

Changes in degree requirements made necessary by altered or discontinued courses or by requirements imposed by external accrediting or certification agencies become effective for degree audit purposes at the beginning of the academic term immediately following the academic term in which the changes are published in the Amberton catalog. The changes may include additions, deletions and other changes in prerequisite requirements for existing courses. Whenever possible, new requirements are implemented upon the expiration of the appropriate time limit. Students may be required to meet new degree requirements as stated in the most recent catalog in order to satisfy current certification or licensure requirements.

All requirements for a doctoral degree must be completed within a period of six years from the date of initial enrollment in the program. Enrollment in the first course as a doctoral student establishes the beginning of the six-year time allowance. Students who have been continually active in their program for longer than six years may seek a waiver of the six-year time allowance from the Academic Dean, who will convene with the Admission Committee to review the request. However, if a student has been inactive in a program for more than 36 months, the student must re-apply to the University and be granted readmission under the current admission requirements. The six-year time allowance then begins again with the date of enrollment at readmission. Previously completed courses older than six years may be used to satisfy current degree requirements with the approval of the Academic Dean.

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 doctoral 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 Amberton University. Official electronic transcripts will be accepted from the educational institution or an approved third-party transcript service. Electronic transcripts can be emailed. 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 before the first session's enrollment. Students who fail to submit official transcripts before 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 doctoral 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 credit hours.

DOCTORATE TRANSFER OF CREDITS

Amberton University will analyze credit accepted for transfer in terms of level, content, quality, compatibility and degree program relevance. Assuming work is allowed to transfer from an accredited institution, the following guidelines will be followed:

3. Transfer work from another accredited institution will be evaluated upon admission.
4. 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.

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4. No more than twelve (12) hours maximum will be allowed in transfer toward a doctoral degree.
5. All work allowed in transfer to Amberton University on a doctoral level must be directly related to courses offered at Amberton University.
6. Doctoral hours will not be evaluated for transfer until the official transcript of the master's degree is received.
7. The age of transfer work may influence transferability.

DOCTORATE DEGREE PLANS

Prior to the first session of enrollment at Amberton University, the student must have official transcripts with the graduate degree posted, as well as official transcripts for any previous doctoral hours completed, sent to the University. Doctoral hours will not be evaluated for transfer until the official transcript of the master'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 doctoral hours accepted in transfer, as well as any program prerequisites that have been satisfied based upon the doctoral program declared by the student.

For degree advising purposes, students can have Amberton University transcript 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 or 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.

DOCTORATE PROGRAM METHOD OF DELIVERY

	Combination <u>Classroom & DL</u>	100% <u>DL*</u>
Doctor of Education in Counseling		√

- * 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.

DOCTORATE RESIDENCY REQUIREMENTS

In order to meet residency requirements for a doctoral degree requiring 60 credit hours, the student must complete a minimum of 48 hours in residency at Amberton University.

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 Doctoral Degree from Another University

A student holding a doctoral degree from an externally accredited doctoral institution must complete a minimum of forty-eight (48) approved credit hours in residency for the second doctoral degree for doctoral degrees requiring 60 credit hours. No grade below a *B* will be accepted in transfer from a previous degree.

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DOCTOR OF EDUCATION (EdD) COUNSELING

The Doctor of Education (EdD) in Counseling Degree is designed to prepare students to work with individuals, groups, couples, and families in community, social services, academic, and private settings. The degree program emphasizes a systems-based approach with a focus on working with diverse populations in diverse settings. Its purpose is to provide quality doctoral-level training for future practitioners, educators, and researchers who wish to emphasize applications that promote the health and well-being of children, adolescents, adults, and families.

The curriculum comprises sixty (60) doctoral level credit hours. Students must pass an Oral Departmental Comprehensive Exam and submit an applied final project approved by the faculty. The online Doctoral program offers flexibility and convenience, allowing students to pursue advanced degrees while balancing work and family commitments, and can be a great option for those seeking career advancement or a change in career direction. The Amberton Doctor of Education (EdD) in Counseling program incorporates the standards set forth by the American Counseling Association (ACA). The program includes 18 core courses (54 credit hours), an oral comprehensive exam (0 credit hours), plus six (6 credit hours) for the Applied Doctoral Project (ADP), for a total of 60 credit hours.

PROGRAM REQUIREMENTS: Students may take courses in any order they choose except for Qualitative Research & Statistics in Counseling (RGS7005) and Quantitative Research & Statistics in Counseling (RGS7010). The Qualitative Research course must be taken within the first 12 hours of the program. The Quantitative Research course will serve as preparation for the Applied Doctoral Project and must be taken after all other coursework is completed.

PLEASE NOTE: Students who complete the Amberton University Doctor of Education (EdD) in Counseling degree do NOT meet the Academic requirements for becoming a Licensed Professional Counselor in the State of Texas (LPC). Students who are interested in pursuing the LPC license in the state of Texas must take Professional Orientation to Counseling (CSL6780), take and pass the Counselor Preparation Comprehensive Exam (CPCE), and complete Practicum 1 (CSL6840) and Practicum 2 (CSL6845). To be eligible for practicum, students must complete all coursework required for the degree and pass the CPCE. Questions regarding licensure in the State of Texas can be answered by visiting the Texas Behavior Health Executive Council at this website address: Texas Behavioral Health Executive Council. Students interested in National Certification should visit the NBCC website for more information. The website address is: NBCC [National Board for Certified Counselors].

A graduate with a Doctor of Education (EdD) in Counseling will be able to:

- Design, conduct, analyze, and disseminate scholarly inquiry that advances counseling practice and counselor education.
- Integrate and apply advanced counseling theories, assessment, and interventions to complex individual, couple, family, group, and systems-level cases.
- Exhibit ethical reasoning, legal compliance, reflective practice, and professional integrity across clinical, educational, supervisory, and leadership contexts.
- Demonstrate cultural humility and evidence-based advocacy to promote equity and access in diverse communities and institutions.
- Lead, evaluate, and improve programs, policies, and services using data-informed decision-making and continuous quality improvement.

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- Design, deliver, assess, and continuously improve counselor education and clinical supervision grounded in adult-learning and developmental models.

The minimum requirements for a Doctor of Education (EdD) in Counseling degree are:

- 54 credit hours of the required doctoral studies.
- Satisfactory completion of an oral comprehensive exam.
- 6 credit hours for the Applied Doctoral Project.
- A minimum cumulative grade point average (GPA) of 3.00 is required.

DOCTOR OF EDUCATION (EdD) IN COUNSELING DEGREE PLAN

I. Required Doctoral Studies: 54 hours

(plus, the non-credit Doctoral Comprehensive Exam)

RGS7005	Qualitative Research & Statistics in Counseling	3 hours
	(must be taken within the first 12 hours of the program)	
CSL7020	Advanced Counseling Theories & Techniques	3 hours
CSL7025	Advanced Counseling Skills & Techniques	3 hours
CSL7030	Human Growth & Development.....	3 hours
CSL7035	Advanced Group Counseling Skills	3 hours
CSL7040	Advanced Crisis Counseling: Skills & Application	3 hours
CSL7045	Advanced Trauma Counseling Techniques	3 hours
CSL7050	Advanced Multicultural Counseling: Skills & Application.....	3 hours
CSL7055	Diagnosis & Treatment of Addictive Behaviors.....	3 hours
CSL7060	Advanced Psychopathology	3 hours
CSL7065	Advanced Assessment in Counseling.....	3 hours
CSL7070	Family Therapy in Clinical Practice.....	3 hours
CSL7075	Counseling Ethics in Professional Practice	3 hours
CSL7080	Advanced Career Counseling in Professional Practice.....	3 hours
CSL7085	Advanced Child & Adolescent Development.....	3 hours
CSL7090	Intimacy and Sexuality in Relationships	3 hours
CSL7095	Supervision in Counseling.....	3 hours
RGS7010	Quantitative Research & Statistics in Counseling	3 hours
	(must be taken after all above coursework is complete)	
CSL7999	Doctoral Comprehensive Exam.....	Oral Exam
	(must be taken after all coursework is complete)	

II. Applied Doctoral Projects: 6 Hours

Prerequisite: Successful completion of 54 hours of required curriculum and a passing grade on the Oral Comprehensive Exam

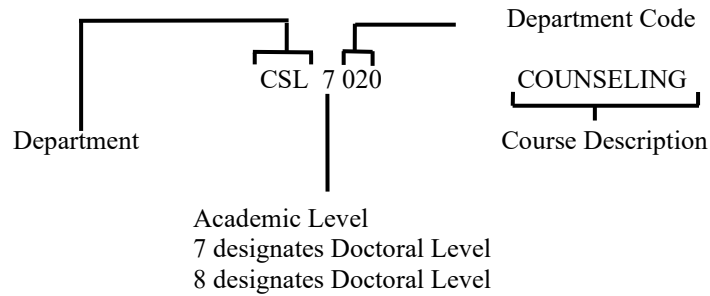
A. CSL8010	Applied Doctoral Project I (Submission)*	3 hours
	(students will complete, submit and defend the Applied Doctoral Project)	
B. CSL8015	Applied Doctoral Project II (Defense)*	3 hours
	(students will defend the completed Applied Doctoral Project)	

Total: 60 Hours

***The Applied Doctoral Project (ADP) involves applying theoretical knowledge and research methods to solve a real-world practical problem in a specific professional context, rather than generating entirely new knowledge. These projects may include creating a new curriculum, a program evaluation, a policy proposal, or a clinical protocol, culminating in a practical deliverable and a final report that demonstrates mastery of the subject and the ability to bridge theory and practice to benefit a profession or organization. The primary goal is to address a current issue in a professional field by applying existing knowledge and research to propose a tangible solution. Students will be required to submit and defend their research projects.**

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 doctoral courses and course competencies begins in the following section.

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ADVANCED COUNSELING THEORIES & TECHNIQUES
 (ADV THEORIES/TECHNIQUES)

CSL7020

PREREQUISITE: Recommended, but not required: Master's Level Theories & Methods Counseling Course

The Advanced Counseling Theories & Techniques doctoral course presents complex, multi-faceted interventions for individuals, families, groups, and organizations. Emphasis is placed on conceptualizing cases, understanding theoretical foundations, and building effective interventions. Applications for various clinical arenas are explored.

Please note: The distinctions between course competencies at the master's and doctoral levels reflect the differing expectations for depth and breadth of knowledge required in each program.

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

- Evaluating and analyzing major theories of therapy while synthesizing them into the student's integrative model.
- Discovering and describing the process of change in different counseling contexts.
- Demonstrating advanced counseling skills beyond micro-skills competence.
- Identifying and understanding culturally specific issues, including gender, race, ethnicity, socioeconomic status, and physically challenged individuals in schools and mental health settings.
- Developing the capacity to conceptualize client cases from multiple theoretical perspectives.
- Developing and delivering appropriate treatment plans based on theoretical understanding.
- 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.
- Developing abilities to establish and maintain strong therapeutic alliances with clients.
- Demonstrating skill in the management of clinical and administrative documentation.
- Assessing difficulties in the areas of addictive behavior, depression, suicidality and/or homicidality, and violent behavior.
- Demonstrating the ability to establish collaborative and appropriate therapeutic goals with clients.
- Engaging in self-reflection (self of the therapist), using peer feedback, and developing self-awareness to enhance their counseling skills.
- Developing an integrative model of counseling based on theoretical analysis and students' personal integrative approach.
- Utilizing Artificial Intelligence (AI) as a treatment planning and skill-building tool.
- Understanding advanced evaluation and ethical application of the various technologies associated with and emerging modalities for the provision of counseling services via telecounseling.

ACQUIRED SKILLS

- Advanced Understanding of Clinical Theories and Models
- Apply Models Appropriately
- Master Basic Counseling Skills
- Build Skills in Clinical and Administrative Management
- Develop Skills in Working with Diverse Groups

ADVANCED COUNSELING SKILLS & TECHNIQUES
 (ADV SKILLS & TECHNIQUES)

CSL7025

PREREQUISITE: Recommended, but not required: Master's Level Counseling Skills & Techniques Course

The Advanced Counseling Skills and Techniques doctoral course is an experiential course that builds upon fundamental skills, focusing on culturally sensitive interventions, major counseling approaches, and evidence-based practices. Students develop through role-playing, case studies, and video feedback, as well as practicing skills such as active listening, reflection, summarizing, and advocacy. The course also addresses ethical and legal considerations, crisis intervention, and the integration of these skills into a personal, integrative approach. Procedures related to the practice of individual, group, and family counseling are examined.

Please note: The distinctions between course competencies at the master's and doctoral levels reflect the differing expectations for depth and breadth of knowledge required in each program.

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

- Applying and integrating therapeutic techniques from various models of counseling.
- Demonstrating the ability to establish collaborative and therapeutic goals with clients.
- Explaining and understanding the differences between basic and advanced counseling skills.
- Comprehending advanced reflecting skills, including reflecting on present experiences, transference, projection, and resistance.
- Understanding appropriate self-disclosure while building rapport and normalizing a client's experiences, with an understanding of professional boundaries.
- Demonstrating crisis intervention skills, including proficiency in triage, referral, and advocacy during situations of crisis such as suicidal ideations, grief, and trauma.
- Recognizing, understanding, and responding to clients who have experienced trauma and abuse.
- Analyzing the importance of ongoing learning, supervision, and consultation to ensure professional and personal growth beyond the curriculum.
- Demonstrating skills in working with diverse populations by integrating an awareness of cultural factors, identities, and unique considerations into counseling strategies.
- Assessing difficulties in the areas of addictive behaviors, depression, suicidality, and/or homicidal and violent behavior.
- Comprehending and learning how to provide clear and constructive feedback to peers and to accept and implement feedback from supervisors and colleagues for their own professional development.

DOCTORATE ACADEMIC

- Describing and analyzing the ethical, professional, and legal issues involved in counseling practice.
- Applying principles of ethical decision-making to the counseling environment.
- Evaluating and demonstrating the appropriate use of techniques associated with selective alternative and emerging therapies.
- Demonstrating techniques for various contexts, such as individual, group, couples, family, and telehealth counseling.
- Demonstrating the ability to create SMART goals to assist clients of all ages in developing healthy lifestyles and overcoming negative coping skills and habits.
- Utilizing Artificial Intelligence (AI) in the diagnosis, assessment, and treatment of human behavior.

ACQUIRED SKILLS

- Theoretical Integration
- Culturally Competent Counseling
- Crisis Intervention Skills
- Case Conceptualization
- Active Listening Skills
- Empathy
- Rapport Building
- Treatment Planning
- Understanding Transference & Countertransference
- Progress Notes & Documentation
- Ethical Practice

HUMAN GROWTH & DEVELOPMENT (HUMAN GROWTH/DEVELOPMENT)

CSL7030

PREREQUISITE: Recommended, but not required: Master's Level Human Growth & Development Course

The Human Growth & Development doctoral 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 examined, encompassing physical, psychological, and social aspects. 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.

Please note: The distinctions between course competencies at the master's and doctoral levels reflect the differing expectations for depth and breadth of knowledge required in each program.

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

- Analyzing and integrating major theories of human development across various life stages.
- Understanding and interpreting cognitive, physical, and socioemotional changes from infancy to late adulthood.
- Comprehending the role of genetics in shaping development throughout the lifespan.
- Examine stages of the family life cycle, family structure, and their impact on resource allocation.
- Demonstrating a comprehensive understanding of attachment theory and its application through different life stages.
- Describe and analyze various theories of personality development across the lifespan.
- Applying developmental theories specifically to the adolescent period.
- Assessing the development of motor skills during early childhood years.
- Analyzing theories addressing personality development in early and middle childhood.
- Describing the transition from childhood self-concept to the beginning of identity formation in adolescence.
- Comprehending theories related to cognitive and socioemotional.

ACQUIRED SKILLS

- Interpret Cognitive, Physical, and Socioemotional Changes from Infancy to Late Adulthood
- Assess the Development of Motor Skills during Early Childhood Years
- Synthesize Information on Changes in Health, Sensory Abilities, and Mental Capabilities in Late Adulthood

ADVANCED GROUP COUNSELING SKILLS (ADV GROUP COUNSELING)

CSL7035

PREREQUISITE: Recommended, but not required: Master's Level Group Counseling & Therapy Course

The Advanced Group Counseling Skills doctoral course is designed to provide both theoretical and experiential understanding of group purpose, development, dynamics, leadership and skills. Emphasis is placed on learning about the group process and techniques through observation, critique, and experiencing a group process. Students will participate as members and leaders of various group settings while developing a leadership style.

Please note: The distinctions between course competencies at the master's and doctoral levels reflect the differing expectations for depth and breadth of knowledge required in each program.

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

- Comprehending the principles of group dynamics (group process, therapeutic factors, roles and behaviors).
- Developing an understanding of the theoretical foundations of group counseling and group work.
- Comprehending and interpreting stages of group development and the impact of cultural differences on group process.
- Applying specific theories of practice to group counseling and psychotherapy.
- Developing skills of a good group member, including self-assessment of personal and professional growth.

DOCTORATE ACADEMIC

- Evaluating ethical and professional guidelines for professional group leaders.
- Comparing and contrasting different group leadership styles and approaches while developing group leadership skills.
- 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 the selection of members for planning specific strategies and techniques.
- Applying appropriate clinical interventions with selected clinical, educational, business, and/or community populations.
- Illustrating proper administrative procedures for group counselors or therapists, including effective documentation.
- Discerning when group counseling is appropriate or preferred as a treatment modality.
- Using AI to develop group activities and exercises.

ACQUIRED SKILLS

- Demonstrate Group Leadership Skills
- Assess Group Processes and Dynamics
- Develop a Theoretical Framework
- Examine Various Types of Groups
- Understand Group Building Processes
- Understand the Administration and Management of Groups

ADVANCED CRISIS COUNSELING: SKILLS & APPLICATION (ADV CRISIS COUNSELING)

CSL7040

PREREQUISITE: NONE

The Advanced Crisis Counseling: Skills & Application doctoral course provides advanced knowledge and training in crisis intervention models and applied crisis counseling strategies, with a focus on emotive, cognitive and behavioral implications on client functioning. Students will refine their skills in crisis assessment, rapid intervention, stabilization, and referral, while integrating cultural, ethical, and trauma-informed perspectives. Emphasis will be placed on applying advanced techniques to diverse crises such as suicide, intimate partner violence, mass trauma, natural disasters, and community-wide emergencies. Through case studies, discussion forums, and applied projects, students will gain expertise to respond effectively to high-intensity acute and chronic situations across clinical, school, and community settings.

Please note: The distinctions between course competencies at the master's and doctoral levels reflect the differing expectations for depth and breadth of knowledge required in each program.

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

- Critically evaluating current research in advanced crisis development and counseling, applying findings to modern interventions.
- Selecting, administering, and interpreting crisis assessment, integrating assessment results into case conceptualization and intervention planning.
- Applying culturally responsive strategies that address issues of race, gender, sexual orientation, socioeconomic status, ability, and other intersecting identities in crisis counseling.
- Identifying and addressing the intersections between psychological first aid and long term personal/mental health concerns, applying holistic approaches to client care.
- Evaluating the effects of depression, chemical dependency, grief, and anxiety changes on post crisis development and management, with attention to potential PTSD and counselor burnout.
- Applying the counseling-specific ethical standards in the use of assessments, interventions, and program planning.
- Developing complex case formulations that integrate theoretical perspectives, assessment data, client context, and research evidence.
- Designing and implementing advocacy initiatives or programs that promote equity, access, and positive systemic change in client development.
- Critically analyzing and applying advanced crisis development approaches and models, integrating developmental and multicultural perspectives.
- Designing and implementing evidence-based crisis counseling interventions that address the complex needs of first responders to traumatic events.
- Evaluating the mental health and social impact of family and family systems on crisis management and counseling practices.
- Evaluating and applying proactive crisis planning, decision-making, and program development that influence school, community and facility adjustment and change due to critical crisis events.
- Demonstrating advanced knowledge and skills consistent with the professional identity of a crisis counselor, including reflective practice and ongoing professional development.
- Demonstrating how artificial intelligence (AI) can be leveraged to research, analyze and synthesize information in the Crisis Counseling field of practice.
- Comparing and contrasting the diagnostic and application differences between PTSD and ASD.

ACQUIRED SKILLS

- Assessment Analysis and Interpretation
- Evaluation and Planning Skills
- Application and Facilitation Skills

ADVANCED TRAUMA COUNSELING TECHNIQUES
 (ADV TRAUMA COUNSELING)
CSL7045**PREREQUISITE: NONE**

The Advanced Trauma Counseling Techniques doctoral course will focus on the nature, assessment, and treatment of trauma across a range of applications and cases. The application of primary trauma-focused counseling assessment strategies, along with best practices in the field, will be explored and applied to actual case studies. The ethical practice of trauma counseling, along with approaches to therapist self-care will be presented. This course presents information on trauma-relevant, research-based treatment approaches, interventions and protocols drawing from trauma psychobiology, neuroscience, and psychopharmacology. Applications to single-occurrence trauma as well as complex trauma will be made, along with exploration of grief, suicide, violence, sexual abuse, natural disasters, war, and intimate partner violence. Through the use of a case study, the student will apply theories and concepts in the preparation of case conceptualizations and treatment plans.

Please note: The distinctions between course competencies at the master's and doctoral levels reflect the differing expectations for depth and breadth of knowledge required in each program.

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

- Assessing a range of trauma cases and selecting an appropriate treatment protocol from among therapy options, including Trauma-Informed Care, Cognitive-Behavioral Therapies, Exposure Therapy, Dialectical Behavioral Therapy and other appropriate therapies.
- Creating Case Conceptualizations based upon a variety of trauma issues and incidents and providing a treatment plan that will guide therapy for a selection of case studies.
- Choosing appropriate assessment instruments and approaches to address trauma cases, including clinical interviews, trauma-specific scales, and personality assessments, and displaying best practices in their application to a case.
- Designing a treatment plan for trauma using Eye Movement Desensitization Reprocessing (EMDR) and describing the benefits of the treatment compared to traditional forms of therapy.
- Integrating Developmental Couples Therapy for Complex Trauma, DCTCT, into an approach for addressing sexual abuse impacting the marriage and contrasting its approach with conventional couples' therapy.
- Evaluating treatment protocols for Post Traumatic Stress Disorder in cases involving crime, suicide, war, and select an appropriate treatment plan to address client concerns.
- Formulating a case conceptualization using Family Systems Theory as it applies to cases of religious abuse and toxic faith systems.
- Contrasting a Classic Model of Grief Recovery to a Post-Modern Grief Therapy Model and evaluating the strengths and deficits of each related to the long-term care of clients.
- Devise a treatment plan for a case of organizational or institutional trauma utilizing the Sanctuary Model of Organizational Trauma.
- Summarizing resiliency factors related to individuals who experience stress, crises, trauma, and disaster as opportunities for post-traumatic growth as compared with post-traumatic stress and how therapists can support that renewal process.
- Evaluating the therapists' vulnerability to experience vicarious traumatization and secondary traumatic stress by self-assessment using The Professional Quality of Life Scale.

ACQUIRED SKILLS

- Bioecological Model of Human Development Applied to Trauma
- EMDR in the Treatment of Trauma
- Sanctuary Model of Organizational Trauma
- Developmental Couples Therapy for Complex Trauma
- Resilience and Post-Traumatic Growth
- The Professional Quality of Life Scale

ADVANCED MULTICULTURAL COUNSELING SKILLS & APPLICATION
 (ADV MULTICULTURAL CSLING)
CSL7050**PREREQUISITE: NONE**

The Advanced Multicultural Counseling Skills & Application doctoral course builds upon foundational multicultural counseling principles to strengthen students' cultural competencies in counseling practice. Students will critically examine their own cultural identities and biases while learning advanced strategies for working effectively with clients from diverse cultural, racial, ethnic, gender, sexual orientation, socioeconomic, and ability backgrounds. The course emphasizes case conceptualization, culturally responsive interventions, and systems-level advocacy. Students will also explore ethical dilemmas, research informed practices, and the role of counselors as change agents in promoting equity and inclusion.

Please note: The distinctions between course competencies at the master's and doctoral levels reflect the differing expectations for depth and breadth of knowledge required in each program.

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

- Applying advanced multicultural counseling and guidance theories, models, and frameworks to guide culturally responsive practice.
- Developing and presenting complex case conceptualizations that integrate diverse perspectives, intersectionality, and systems-level influences.
- Designing and implementing evidence-based counseling interventions tailored to the unique needs of clients from diverse gender and sexual orientation backgrounds.
- Demonstrating advanced skills in advocating for marginalized individuals and communities within schools, educational facilities, and other learning environments.
- Demonstrating competence in providing counseling services across diverse settings, including community agencies and private practice, with sensitivity to cultural and systemic dynamics.
- Reflecting on counselors' personal cultural identity, privilege, and biases, and articulate their impact on counseling practice.

- Analyzing how culture, race, and ethnicity intersect with family identities and experiences, applying the appropriate framework to case conceptualization.
- Applying culturally congruent counseling skills and interventions across diverse client populations, guided by the Multidimensional Model of Cultural Competence (MDCC).
- Integrating multicultural theories, client worldviews, systemic barriers, and cultural strengths into advanced case conceptualizations.
- Demonstrating advocacy skills at micro (individual), meso (community), and macro (policy/system) levels, consistent with emphasis on counselors as community advocates.
- Applying professional ethical codes (ACA, APA) to complex multicultural counseling dilemmas, considering cultural values and power dynamics.
- Evaluating multicultural counseling research, assessment tools, and evidence-based practices for cultural validity and applicability.
- Demonstrating commitment to ongoing multicultural competence through reflective practice, feedback, and lifelong learning.
- Demonstrating how artificial intelligence (AI) can be leveraged to research, analyze and synthesize information in the Multicultural Counseling field of practice.
- Demonstrating and integrating culturally appropriate communication skills and techniques.

ACQUIRED SKILLS

- Culturally Appropriate Assessment and Interpretation
- Culturally Appropriate Evaluation and Planning Skills
- Culturally Appropriate Application and Facilitation Skills

DIAGNOSIS & TREATMENT OF ADDICTIVE BEHAVIORS (DIAG/TREAT ADDICTIVE)

CSL7055

PREREQUISITES: Recommended, but not required: Master's Level Addiction Counseling Course

The Diagnosis & Treatment of Addictive Behaviors doctoral course provides education on the complex causes, impacts, and treatment of multiple addictions, including substance and behavioral dependencies to students and professionals interested in helping individuals and families affected by addiction. Diverse topics such as the pharmacology of psychoactive substances, the disease model of addiction, physical and psychological effects, diagnostic criteria, relapse and relapse prevention, etiology, and treatment modalities. Students learn about the neurobiology of addiction, assessment techniques, prevention strategies, and the impact on families and society. The course also explores various theoretical models, practical counseling skills, and the legal and economic dimensions of alcohol and drug addiction and other troublesome and compulsive behaviors such as gambling, sexual, and other harmful addictions. Students will be introduced to various models of addiction, such as chemical dependency and process addictions, and the effects of drugs on the brain and body, including tolerance and withdrawal. In addition, the course focuses on specific populations, public policy, public health, and the skills needed for assessment, counseling, and intervention strategies in diverse settings.

Please note: The distinctions between course competencies at the master's and doctoral levels reflect the differing expectations for depth and breadth of knowledge required in each program.

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

- Explaining the different counseling theories and approaches for substance abuse disorders and other troublesome and compulsive behaviors.
- Understanding the ethical and legal aspects in the treatment of addiction and demonstrating knowledge of how it affects individuals and families.
- Understanding and conducting alcohol and drug assessments using the SASSI, the ASI, the MAST, the DAST, CAGE, AUDIT, and other assessment instruments.
- Learning and understanding the biological effects of harmful addictive behaviors and the treatment and recovery process.
- Comprehending co-occurring disorders and how to integrate mental health and substance abuse treatment.
- Comparing and contrasting the differences between substance use and abuse.
- Developing complex case formulations that integrate theoretical perspectives, assessment data, client context, and research evidence related to addictive behaviors.
- Comprehending and demonstrating knowledge of harmful behavioral addictions, including gambling, internet and social media, video gaming, shopping, exercise, sexual, smoking, chocolate, and other compulsive addictions.
- Critically analyze and apply advanced understanding of the addiction and recovery process.
- Design and implement evidence-based treatment plans for individuals and families suffering from harmful and compulsive addictions.
- Evaluate the mental health and social impact of addictive behaviors on the U.S. economy.
- Assess and apply advanced addiction treatment methods in mental health centers, hospitals, schools, government agencies, and other treatment settings.
- Illustrating the ability to create SMART goals that are specific, measurable, achievable, relevant and time-bound, which ensures clarity, allows for progress tracking, and aligns with the overall project vision and client expectations.
- Evaluating how Artificial Intelligence (AI) is used in addiction counseling to assist both clients and therapists, and understanding that it is not a replacement for essential human elements such as empathy, intuition, and clinical judgment.

ACQUIRED SKILLS

- Assessment and Evaluation
- DSM Diagnostic Criteria
- Implementing Evidence-Based Treatment
- Navigating Professional Boundaries
- Treatment Planning
- Therapeutic Techniques
- Relapse Prevention Strategies
- Crisis Intervention
- Active Listening Skills

ADVANCED PSYCHOPATHOLOGY
(ADV PSYCHOPATHOLOGY)**CSL7060****PREREQUISITE: NONE**

The Advanced Psychopathology doctoral course focuses on integrating DSM-5-TR categorical nosology with dimensional frameworks (HiTOP) and research constructs (RDoC) across the lifespan (child, adolescent, adult, and geriatric). Emphasizes complex comorbidity, cultural formulation, medical/neurological rule-outs, psychopharmacology literacy, and legally defensible documentation. The course offers a deep focus on and integration into diagnostic process the administration, scoring, and interpretation of objective measures (standardized rating scales, structured diagnostic interviews, brief neurocognitive screens), including psychometric quality and fairness across developmental stages and cultural groups. Addresses emerging issues in AI, including AI-related 'psychosis' (technology-mediated perceptual and cognitive distortions), risk amplification and mitigation strategies, and the cautious use of AI tools for case formulation and measurement administration within ethical, legal, and professional boundaries. Includes forensic contexts of assessment from youth to older adults (e.g., violence and suicide risk, capacity/competency screening, disability and academic accommodations, child custody/abuse, criminal responsibility screening, malingering/response validity) with attention to documentation standards and courtroom defensibility.

Please note: The distinctions between course competencies at the master's and doctoral levels reflect the differing expectations for depth and breadth of knowledge required in each program.

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

- Synthesizing DSM-5-TR categorical criteria with dimensional frameworks (HiTOP) and research constructs (RDoC) to produce lifespan-sensitive, transdiagnostic case formulations.
- Conducting rigorous differential diagnosis for child, adolescent, adult, and geriatric clients using the Cultural Formulation Interview; document rule-outs for medical/neurologic mimics and substance-induced conditions.
- Selecting, administering, scoring, and defensibly interpreting objective measures (symptom inventories, structured interviews, risk tools, personality measures, brief neurocognitive screens) appropriate to developmental level and setting.
- Evaluating reliability, validity, norms, cut scores, and measurement invariance/fairness of instruments across groups prior to comparing scores.
- Formulating and document suicide/violence risk with testimony-ready rationale, safety planning, and clear legal-ethical duties (e.g., protect/warn).
- Identifying and managing technology-mediated risks (e.g., delusional amplification, deepfake exposure, algorithmic reinforcement) and screen for AI-related psychosis-like presentations with safeguards and informed consent.
- Employing AI tools for literature synthesis and measurement workflows within scope, with confidentiality protections, documentation of use, and no clinical substitution.
- Explaining mechanisms, indications, adverse effects, and interactions of major psychotropics; coordinate referrals and monitoring with prescribers.
- Building evidence-based plans that target transdiagnostic mechanisms (e.g., negative emotionality, anhedonia, threat sensitivity) and include objective outcome monitoring.
- Producing clear diagnostic rationales, risk notes, and forensic memoranda suitable for clinical review and court scrutiny.
- Applying foundational principles for capacity/competency screening, custody/abuse considerations, disability/accommodations, and malingering/response-style evaluation with explicit scope-of-practice boundaries.
- Demonstrating OSCE-style oral defenses, interdisciplinary collaboration, cultural humility, and adherence to ethical standards in complex cases.

ACQUIRED SKILLS

- Advanced Differential Diagnosis with Complex Comorbidity Across the Lifespan, Integrating DSM-5-TR with HiTOP and RDoC
- Selection, Administration, Scoring, and Interpretation of Objective Measures (e.g., symptom inventories, risk screens, response validity indicators, brief neurocognitive screens) with Attention to Psychometrics and Fairness
- Structured Suicide/Violence Risk Formulation and Documentation to a Legally Defensible Standard; Safety-Planning and Consultation Workflows
- Identification of Medical/Neurological Mimics and Appropriate Referral/Collaboration with Prescribers and Medical Specialists
- Forensic-Quality Documentation and Testimony-Ready Rationale (scope, standards, limitations, and cross-examination resilience)
- Ethical and Limited Use of AI for Literature Synthesis, Case Structuring, and Measurement Workflows; Appraisal of AI-Related Harms and 'AI-Psychosis' Presentations
- Integration of Psychopharmacology Literacy at the Counselor-Consultant Level (mechanisms, adverse effects, monitoring/referral)

ADVANCED ASSESSMENT IN COUNSELING
(ADV CSL ASSESSMENT)**CSL7065****PREREQUISITE: NONE**

The Advanced Assessment in Counseling doctoral course prepares students to administer, score, interpret, and report on objective assessments used in counseling practice. Instruction covers objective personality and emotional or behavioral tests for children, adolescents, and adults; objective intelligence measures in the Wechsler and Woodcock-Johnson families; and objective behavioral, trauma, substance use, and marriage or family assessments. Students learn psychometric quality and test construction principles; the scope of practice and legal requirements for licensed professional counselors in Texas; and collaboration with psychologists, neuropsychologists, psychiatrists, psychiatric mental health nurse practitioners, and other counselors. The course emphasizes hands-on administration, scoring, interpretation, and reporting using training materials or approved practice data. The capstone is a Comprehensive Mental Health Evaluation and Treatment Plan that integrates all assessments with a diagnostic clinical interview and record review. The report includes a counseling treatment plan aligned to theoretical orientation and evidence-based guidelines, with referrals as appropriate. Responsible and transparent use of artificial intelligence for workflow support is incorporated, always with human verification and never as a substitute for professional judgment.

DOCTORATE ACADEMIC

Please note: The distinctions between course competencies at the master's and doctoral levels reflect the differing expectations for depth and breadth of knowledge required in each program.

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

- Selecting and justifying objective instruments for personality, behavior, intelligence, academic achievement, trauma, substance use, and marriage or family assessment that fit a stated counseling purpose and population.
- Administering, scoring, and interpreting objective measures in a supervised educational setting with correct procedures and developmental and cultural sensitivity.
- Writing clear, stakeholder ready results and interpretations that are within the scope of a Texas licensed professional counselor and that do not represent the work as a psychological evaluation.
- Explaining score scales, norms, percentiles, and confidence intervals and connect results to counseling decisions and referrals.
- Evaluating reliability and validity evidence for instruments including internal consistency, test retest, factor structure, and where applicable measurement invariance across groups.
- Describing test design and construction including item writing, piloting, dimensionality, and standard setting so that students can read and critique a technical manual.
- Identifying threats to validity including response style concerns and noncredible effort and document limitations and cautions in reports.
- Planning and justifying technology based or remote assessment workflows that follow recognized guidance for security, comparability, and accessibility.
- Defining role boundaries and collaboration paths among counselors, psychologists, neuropsychologists, psychiatrists, psychiatric mental health nurse practitioners, and other professionals and state when referral is required.
- Integrating multiple sources of data including interview, collateral records, and objective measures into a single Comprehensive Mental Health Evaluation and Treatment Plan with clear recommendations and outcome monitoring.
- Using artificial intelligence in a bounded and transparent way for literature scans, checklists, table generation, and formatting with human verification and privacy protections.
- Defending assessment decisions and interpretations orally and in writing with legally defensible documentation that reflects ethical standards and institutional policy.

ACQUIRED SKILLS

- Administer, Score, Interpret, and Report Objective Assessments within the Scope of a Texas Licensed Professional Counselor, including Personality, Emotional or Behavioral, Intelligence, Academic Achievement, Trauma, Substance Use, and Marriage or Family Instruments
- Demonstrate Proper Procedures and Documentation for all Administrations, using Supervision and Educational Data Only, Ensuring Ethical and Legal Compliance
- Evaluate Psychometric Quality, including Reliability, Validity, Dimensionality, and Fairness Across Populations, and Apply this Knowledge to Test Selection and Interpretation
- Explain Fundamental Principles of Test Design and Construction, Item Writing, Pilot Testing, and Standard Setting, and Use these Concepts when Reading or Critiquing a Test Manual
- Apply Principles from the Standards for Educational and Psychological Testing to Support Validity Arguments and Identify Threats to Validity such as Response Bias or Noncredible Performance
- Interpret Test Results in Context of Developmental Level, Culture, and Presenting Problem, Connecting Findings to Clinical Decision-Making, Counseling Treatment Planning, and Referral
- Write Comprehensive, Legally Defensible Assessment Reports that Integrate Interview Data, Collateral Information, and Multiple Test Results into a Single Comprehensive Mental Health Evaluation and Treatment Plan
- Utilize Technology-Based and Remote Administration Methods that Comply with Professional Security, Accessibility, and Comparability Standards
- Collaborate Effectively and Ethically with Psychologists, Neuropsychologists, Psychiatrists, Psychiatric Mental Health Nurse Practitioners, and other Counselors, Recognizing Limits of Counselor Scope and Referral Thresholds
- Demonstrate Transparent and Responsible Use of Artificial Intelligence for Workflow Support such as Literature Searches, Data Organization, and Template Generation with Human Oversight and Privacy Protection
- Analyze and Articulate the Ethical, Legal, and Multicultural Implications of Test Use, Interpretation, and Communication of Results.
- Engage in Reflective Practice through Oral Defense, Peer Review, and Written Critique of Assessment Procedures and Reporting Practices

FAMILY THERAPY IN CLINICAL PRACTICE (FAMILY THERAPY CLIN PRAC)

CSL7070

PREREQUISITE: NONE

The Family Therapy in Clinical Practice doctoral course will apply the principles of marriage and family therapy to a wide range of diverse family forms and issues using family systems theory. Family systems theory assessment tools, concepts, treatment plan procedures, and overall theory of change will be applied to cases typically seen in professional practice. Through the use of case study methods, the student will assess the family system, write a treatment plan, research current literature in the field, and present treatment options for the case. Students will have an opportunity to explore a wide range of treatment approaches to contemporary family challenges. A variety of crucial topics will be explored, including genograms in family assessment, family transition management, blended family issues, conflict resolution and couples therapy with complex trauma. The personhood of the therapist will be explored, considering one's family of origin, ethical decision-making processes, and style of relating to clients.

Please note: The distinctions between course competencies at the master's and doctoral levels reflect the differing expectations for depth and breadth of knowledge required in each program.

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

- Evaluating marriage and family cases using Family Systems Theory and interpreting complex family interactions using a Family Genogram as a part of the assessment process.

- Creating a client treatment plan, including a defensible case conceptualization for diverse marriage and family therapy cases that is written in a professional manner capable of peer review by other therapists.
- Devising therapist counseling strategies needed in order to build a positive client-therapist relationship based upon the application of the Kessler Model of Relationship Interaction.
- Constructing a case conceptualization for a couple experiencing sexual trauma through an application of Developmental Couples Therapy for Complex Trauma.
- Developing a model of couples' conflict resolution and therapy interventions that are appropriate for conflict habituated couples, couples experiencing Intimate Partner Violence and conflict-avoidant relationships.
- Evaluating personality differences among couples and family members by an application of Jungian theory and the use of the Myers-Briggs Type Indicator and devise a treatment plan to address strengths and work areas.
- Creating a treatment plan for a blended family client using a Family Genogram to address issues of family subsystems, new couple formation, and initiation of different roles and rules.
- Adapting the Bridges Model of Transition Management to a client case conceptualization dealing with both developmental crises and situational crises and defend a treatment plan for the family.
- Investigating therapy options for addressing various personality disorders that may present in couples therapy and how they affect both the course of treatment and the effectiveness of the therapist.
- Designing a treatment plan for adult clients dealing with attachment issues surrounding childhood adoption, addressing issues of abandonment, betrayal, self-sabotage and achievement.
- Assessing ways in which artificial intelligence may be leveraged to assist the marriage and family therapist in identifying resources in the preparation of client cases.

ACQUIRED SKILLS

- Ethical and Clinical Genograms in Family Assessment
- Kessler Model of Therapist-Client Relationship Patterns
- Family Treatment Planning Based on Family Systems Theory
- Case Study Analysis and Presentation
- Developmental Couples Therapy for Complex Trauma

COUNSELING ETHICS IN PROFESSIONAL PRACTICE (CSL ETHICS PROFESS PRACT)

CSL7075

**PREREQUISITE: Recommended, but not required: Master's Level Counseling Ethics Course
or
Master's Level Advanced Counseling Ethics Course**

The Counseling Ethics in Professional Practice doctoral course explores the complex and evolving ethical landscape of counseling in today's professional practice. Students will move beyond basic principles to examine ethical challenges through multiple lenses, preparing them to lead with integrity, cultural responsiveness, and professional courage. The course is structured around five interconnected pillars: Ethical Foundations & Advanced Decision-Making; Law, Regulation, and Risk Management; Cultural Humility, Equity and Access; Technology, Telehealth, and Data/AI Ethics; and Supervision, Leadership, Organizational & Research Ethics. Through case studies, debates, role plays, and applied projects, students will strengthen their ability to analyze, anticipate, and address ethical challenges at the highest professional level. By the end of the course, they will be equipped not only to practice ethically themselves but also to guide, teach, and mentor others in upholding the highest standards of the counseling profession.

Please note: The distinctions between course competencies at the master's and doctoral levels reflect the differing expectations for depth and breadth of knowledge required in each program.

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

- Applying advanced ethical decision-making models to complex and ambiguous counseling situations.
- Interpreting and integrating laws, regulations, and professional standards into counseling, supervision, and leadership practice.
- Demonstrating cultural humility and ethical sensitivity when working with diverse populations and addressing issues of equity and justice.
- Identifying and responding ethically to systemic bias, oppression, and barriers to care within schools, agencies, and communities.
- Evaluating risk management strategies that protect both clients and practitioners, including duty to warn, confidentiality and informed consent.
- Analyzing and resolving ethical dilemmas in supervision and mentoring of counselors-in-training.
- Demonstrating ethical leadership in organizational settings, including policy development, advocacy, and team decision-making.
- Applying ethical principles to research practices, including participant protections, data management, and dissemination of findings.
- Navigating ethical challenges in technology and telehealth, including online counseling, record keeping, and digital security.
- Critically evaluating the ethical use of artificial intelligence (AI) and emerging technologies in counseling, supervision, and research.
- Modeling professional integrity and accountability, serving as an ethical role model for peers, supervisees, and colleagues.

ACQUIRED SKILLS

- Make Confident, Well-Reasoned Ethical Decisions in Complex and High-Stakes Counseling Situations
- Apply Laws and Regulations Wisely While Keeping Client Safety and Well-Being First
- Practice with Cultural Humility and Promote Fairness, Equity, and Justice in Counseling and Leadership
- Navigate Technology and Data Issues Ethically, including Telehealth, Digital Records, and the Use of AI
- Lead with Integrity by Modeling Ethical Supervision, Organizational Leadership, and Responsible Research

ADVANCED CAREER COUNSELING IN PROFESSIONAL PRACTICE
(ADV CAREER COUNSELING)
CSL7080**PREREQUISITE: NONE**

The Advanced Career Counseling in Professional Practice doctoral course provides an in-depth exploration of advanced career counseling, career life span development, and professional career counseling practice applications. Students will critically examine the appropriate utilization of major theories and strategies to career development and decision-making, review empirical research on career interventions, and apply evidence-based strategies in diverse career counseling contexts. Students will integrate advanced assessment tools, and examine how technological, economic, and societal factors shape career development. Emphasis is placed on multicultural perspectives and the integration of mental health and career concerns. Students will develop advanced career counseling skills through experiential learning, case studies, and applied projects. Students will strengthen their career counseling abilities to work effectively with clients across the lifespan in educational, clinical, and organizational settings.

Please note: The distinctions between course competencies at the master's and doctoral levels reflect the differing expectations for depth and breadth of knowledge required in each program.

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

- Critically evaluating current research in advanced career development and counseling, applying findings to modern interventions.
- Selecting, administering and interpreting career assessment tools, integrating assessment results into case conceptualization and intervention planning.
- Applying culturally responsive strategies that address issues of race, gender, sexual orientation, socioeconomic status, ability, and other intersecting identities in career counseling.
- Identifying and addressing the intersections between career development and personal/mental health concerns, applying holistic approaches to client care.
- Evaluating the effects of technology, globalization, and labor market changes on career development, with attention to equity and access.
- Applying the career counseling specific ethical standards in the use of assessments, interventions, and program planning.
- Developing complex case formulations that integrate theoretical perspectives, assessment data, client context, and research evidence.
- Designing and implementing advocacy initiatives or programs that promote equity, access, and positive systemic changes in career development.
- Critically analyzing and applying advanced career development theories and models, integrating developmental and multicultural perspectives.
- Designing and implementing evidence-based career counseling interventions that address complex client needs across the lifespan.
- Evaluating the mental health and social impact of unemployment and underemployment on career development and counseling practices.
- Evaluating and applying advanced career decision-making theories and models that influence client needs across workplace adjustment and change.
- Demonstrating advanced knowledge and skills consistent with the professional identity of a career counselor, including reflective practice and ongoing professional development.
- Demonstrating how artificial intelligence (AI) can be leveraged to research, analyze and synthesize information in the Career Counseling field of practice.
- Evaluating and integrating the implications of poverty and socioeconomics in assisting clients in career counseling practice.

ACQUIRED SKILLS

- Assessment Selection and Analysis
- Evaluation and Planning Skills
- Application and Facilitation

ADVANCED CHILD & ADOLESCENT DEVELOPMENT
(ADV CHILD/ADOL DEVELOP)
CSL7085**PREREQUISITE: Recommended, but not required: Master's Level Counseling Children & Adolescents Course**

The Advanced Child & Adolescent Development doctoral course prepares students to lead advanced counseling services for children and adolescents in schools, clinics, and integrated care settings. Students will learn how child development and mental health challenges connect, while building skills in advanced assessment and diagnosis, case planning, and evidence-based interventions that are culturally responsive. The course also covers systems, equity, ethics, and law, with a focus on working across families, schools, and communities while following professional and educational standards. Students gain leadership and supervision skills, learn to evaluate programs, and practice strategies for scaling interventions effectively. Through field-based case studies and a capstone project, learners apply research to create real, measurable improvements for youth and families.

Please note: The distinctions between course competencies at the master's and doctoral levels reflect the differing expectations for depth and breadth of knowledge required in each program.

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

- Understanding development and mental health by learning how typical development and mental health problems connect across ages, and practice in telling the difference between normal behaviors and clinical concerns.
- Making accurate diagnoses by using information from multiple sources (parents, teachers, tests, etc.) and applying DSM-5-TR criteria to make accurate diagnoses, including spotting overlapping or look-alike conditions like trauma or sleep issues.
- Designing and sharing assessments by choosing reliable tests, understanding what makes them valid, and writing clear reports that combine findings into practical, family-friendly recommendations.
- Using data to guide care by setting measurable goals, tracking student progress with the right tools, and using data to adjust treatment plans when needed.

- Planning interventions with evidence-based tools by selecting and adapting proven strategies (like exposure therapy, parent training, or trauma-focused CBT) to meet student needs, while also building safety and crisis plans.
- Building whole-child case plans by combining information from students, families, schools, and healthcare providers into one case plan that guides coordinated support and referrals.
- Working across systems by leading collaboration between families, schools, and clinics, making clear plans that define each person's role, responsibilities, and follow-up steps.
- Promoting equity and inclusion by looking at data to spot gaps in access or outcomes, identify risks, and adapt interventions so they are culturally and linguistically responsive.
- Applying ethics and law by practicing how to handle consent, confidentiality, mandated reporting, telehealth, and documentation, and writing decision memos that can stand up to review.
- Supervising and leading others by providing fair and culturally aware supervision, evaluating skills, supporting growth through feedback or remediation, and leading continuous quality improvement efforts.
- Using AI responsibly by creating workflows where AI supports but doesn't replace human judgment, checks for bias, privacy, and security risks, and writing clear guidelines to ensure fair and ethical use.

ACQUIRED SKILLS

- Developmentally Informed Diagnosis & Case Planning
 - Learn how to use information from different sources and reliable tools to assess children and teens.
 - Practice telling the difference between normal development and real mental health concerns, make accurate diagnoses, and create case plans that fit each student's developmental stage.
- Evidence-Based Intervention Planning
 - Choose and adapt proven interventions for young people, involve families, schools, and communities, and set clear, measurable goals.
 - Use progress checks and data to see if the plan is working, make adjustments as needed, and ensure the approach is fair and culturally responsive.
- Systems Leadership, Supervision & Program Design
 - Learn how to lead teamwork across schools, families, and health systems while following laws, ethics, and equity principles.
 - Gain skills in supervising others, and practice designing, evaluating, and improving programs using tools like logic models, progress dashboards, and continuous improvement cycles.

INTIMACY & SEXUALITY IN RELATIONSHIPS (INTIMACY & SEXUALITY)

CSL7090

PREREQUISITE: NONE

The Intimacy & Sexuality in Relationships doctoral course will apply the theory and practice of Sex Therapy to a wide range of clinical issues that a psychotherapist often faces when conducting individual, marital, or family therapy. The student will reflect on the formation of their own sexual identity and how that influences the integration of Sex Therapy into their practice. Approaches to assessment, along with models of treatment, will be explored. Therapeutic concerns will include treatment of infidelity, sexual trauma, same-sex couples and out-of-control sexual behavior. Current trends will include treating sexual minority groups, alternative couple relationships, and the impact of toxic religion. Learning approaches will include course readings, preparation of treatment plans based upon case studies, lectures, discussions, and presentations. Emphasis will be placed on building a positive, healthy sexual identity along with healthy couples' sexual relationships.

Please note: The distinctions between course competencies at the master's and doctoral levels reflect the differing expectations for depth and breadth of knowledge required in each program.

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

- Exploring the therapists' own sexual identity, sexual attitudes, sexual history and relationship history as it relates to conducting sex therapy with a diverse client population and suggest steps for professional growth.
- Creating a client treatment plan, including a defensible case conceptualization for sexuality cases that is written in a professional manner capable of peer review by other therapists.
- Modeling effective communication strategies in class, both written and oral, regarding all aspects of sexuality that are clear, informative, and lead to a comfortable dialogue regarding intimacy.
- Assessing sexual functioning and concerns utilizing various instruments, including the Sexological Ecosystem Assessment, PLISST Model, Sexual Genogram, and Brief Assessment models, and incorporating findings into a treatment plan for a client case.
- Incorporating the principles of the GES Model of sexual intimacy into a professional practice and applying it to a case of couples' therapy.
- Designing a treatment protocol for extra-marital affair recovery by applying Dr. Emily Brown's Five Forms of Extra-Marital Affairs to a case study.
- Comparing the differences in treatment assumptions and approaches using a Sexual Addiction model of treatment as compared to an Out-of-Control Sexual Behavior Model of treatment and defending one's choice of an approach.
- Reflecting on therapist competency dealing with current trends in sexuality, including consensual non-monogamy, swinging, the lifestyle and the impact of technology on intimate relationships.
- Investigating various models of couples' intimacy and selecting one that addresses the multivariate nature of intimacy building and applying it to a case conceptualization.
- Recommending one model for building effective communications and one model for couples' conflict resolution that can be incorporated into a treatment plan to build intimacy.
- Creating a list of recommended readings, podcasts, websites, and training seminars of use to clients related to intimacy and sexuality, and leveraging artificial intelligence in the identification of those resources.

ACQUIRED SKILLS

- Therapist Sexual Attitudes Assessment
- The Sexological Ecosystem Assessment
- Brown Infidelity Treatment Model
- GES Model of Couples' Sexual Interaction

SUPERVISION IN COUNSELING
(SUPERVISION COUNSELING)
CSL7095**PREREQUISITE: NONE**

The Supervision in Counseling doctoral course provides students with the opportunity to develop their professional identity and learn the skills of a Clinical Supervisor. Throughout this course, students engage in experiential applications, discussions, and self-reflective assignments that focus on the strategies for working with supervisees representing diverse backgrounds and developmental and learning styles. After a critical analysis of the purpose of supervision, theoretical frameworks, and models of supervision, students develop and apply their own theory and concept of supervision. Key components include discussing case conceptualizations, reflecting on the counselor's personal impact on the client, ensuring ethical practice, and developing skills through a structured, trusting relationship. The goal is to improve the counselor's knowledge, skills, and attitudes to provide high-quality, ethical service to clients.

The course also provides a framework and training on the process where an experienced counselor (the Supervisor) guides, evaluates, and supports a less experienced counselor (the Supervisee) in their clinical work and professional development, with emphasis on ensuring ethical practice and client welfare, providing feedback and teaching new skills, fostering reflection, and helping the supervisee gain confidence and competence in providing quality care.

The course emphasizes practical experience for counseling professionals who have the responsibility of directing personal and professional development of counselors, promoting counselor competency, and developing and implementing counseling services and programs. Theoretical models of supervision are utilized to develop Supervisor roles.

Please note: The distinctions between course competencies at the master's and doctoral levels reflect the differing expectations for depth and breadth of knowledge required in each program.

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

- Establishing a strong supervisory alliance between the Supervisor and the Supervisee.
- Understanding and applying various theoretical models of supervision.
- Navigating complex ethical dilemmas, informed consent, confidentiality, and dual relationships in a supervisory context.
- Explaining and clearly differentiating the roles and responsibilities of a Clinical Supervisor from the role of a Counselor.
- Demonstrating effective methods for assessing and evaluating a Supervisee's performance and competence.
- Utilizing and adapting technological skills leading to best practices for tele supervision.
- Maintaining accurate and appropriate records and understanding their importance in supervision.
- Understanding the developmental stages of counselors and providing tailored support for their growth.
- Describing and recognizing the impact of cultural identity on supervisory relationships.
- Analyzing and critiquing the Supervisor's role in teaching, evaluation, and professional development.
- Demonstrating clear, effective oral and written communication skills.
- Applying strategies for managing conflict and fostering a positive supervisory environment.
- Understanding power dynamics and the impact of intersectional identities within the supervisory relationship.
- Applying ethical and legal principles to supervisory practice.
- Demonstrating the ability to create SMART goals to assist clients of all ages in developing healthy lifestyles and overcoming negative coping skills and habits.
- Utilizing Artificial Intelligence (AI) in analyzing and discovering issues and challenges within the supervisory environment.

ACQUIRED SKILLS

- Empathy and Rapport-Building
- Active Listening Skills
- Assessment and Case Consultation
- Treatment Planning
- Supervisory Alliance
- Self-Awareness
- Evaluation Skills
- Advanced Communication Skills

DOCTORAL COMPREHENSIVE EXAM *
(DOCTORAL COMP EXAM)
NON-CREDIT COURSE
CSL7999**PREREQUISITE: Successful completion of the 54 hours of required curriculum**

*A student will be allowed **three attempts to take and pass the oral exam**. If the oral exam is not passed after the third attempt, the student **must contact the Director of the doctoral program** to discuss next steps.

The comprehensive examination in the Professional Counseling Doctoral program is a summative assessment covering all completed coursework and core knowledge areas of the curriculum. The exam is designed to evaluate the student's integrated understanding of professional counseling theory, research, ethics, and practice in preparation for advanced doctoral work.

Students must complete the Comprehensive Exam (pass/fail) before they are eligible to enroll in Applied Doctoral Project I (ADP). Students must enroll in CSL7999 Doctoral Comprehensive Exam course (non-credit course) and pay the appropriate fees to take the Comprehensive Exam. The

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Comprehensive Exam will be conducted orally by three members of the faculty and consists of 8 questions prepared by the faculty council. See the Doctoral Program – Counseling Student Handbook on the University website for details about the exam.

APPLIED DOCTORAL PROJECT I (SUBMISSION) * (APPLIED PROJ SUBMISSION)

CSL8010

PREREQUISITE: Successful completion of the 54 hours of required curriculum and a passing grade on the Oral Comprehensive Exam

The Applied Doctoral Project I (Submission) doctoral course guides students through an applied project: introduction to the problem, review of relevant literature and background and research design/methodology.

*** This course is repeatable; students may need to enroll in it multiple times in order to demonstrate proficiency and receive credit.**

Please note: The distinctions between course competencies at the master's and doctoral levels reflect the differing expectations for depth and breadth of knowledge required in each program.

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

- Articulating a problem of practice situated within a professional/organizational context.
- Justifying the importance and feasibility of the problem, including scope, stakeholders, and anticipated impact.
- Formulating a focused purpose statement that aligns with the identified problem.
- Developing clear, researchable questions or project objectives that are logically connected to the problem and purpose.
- Conducting systematic searches using relevant databases and key terms.
- Selecting and evaluating high-quality, recent, and relevant scholarly and professional sources.
- Synthesizing literature into coherent themes that illuminate the problem of practice.
- Identifying gaps or needs in the literature that the applied project will address.
- Articulating a conceptual or theoretical frame that underpins the project, where appropriate.
- Selecting and justifying an appropriate applied research or project design (e.g., case study, action research, program implementation, evaluation).
- Demonstrating alignment between design, research questions/objectives, and intended outcomes.
- Identifying and justifying appropriate data sources (e.g., surveys, interviews, documents, institutional data, performance metrics).
- Developing data collection instruments (e.g., protocols, surveys, rubrics, checklists) aligned with project aims.
- Specifying clear, step-by-step procedures for data collection or project implementation
- Proposing appropriate analytic strategies (quantitative, qualitative, or mixed; or performance metrics for applied interventions).
- Identifying potential ethical issues related to the project (e.g., confidentiality, consent, data security, organizational risk).
- Describing how institutional/organizational approvals and, where applicable, IRB or equivalent processes will be addressed.
- Delivering a concise, well-organized presentation of the applied project proposal tailored to academic and practitioner audiences.

AQUIRED SKILL

- Completed Draft of Applied Project I Proposal

APPLIED DOCTORAL PROJECT II (DEFENSE) * (APPLIED PROJECT DEFENSE)

CSL8015

PREREQUISITE: Successful completion of Applied Project I (Submission) Course

The Applied Doctoral Project II (Defense) doctoral course supports students in implementing their approved applied project, collecting and analyzing data, presenting results, and developing conclusions, implications, and recommendations.

*** This course is repeatable; students may need to enroll in it multiple times in order to demonstrate proficiency and receive credit.**

Please note: The distinctions between course competencies at the master's and doctoral levels reflect the differing expectations for depth and breadth of knowledge required in each program.

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

- Executing the approved applied project plan, including interventions, evaluations, or data collection activities, within organizational and time constraints.
- Collecting and managing quantitative and/or qualitative data using secure, organized, and ethically sound practices.
- Applying appropriate analytic techniques (quantitative, qualitative, or mixed) to answer the project's research questions or objectives.
- Interpreting analytic results accurately, distinguishing between data-based conclusions and unsupported inference.
- Presenting findings clearly and systematically, organized around research questions/objectives or project outcomes.
- Using tables, figures, and narrative descriptions effectively to convey key results to academic and practitioner audiences.
- Connecting findings back to the original problem of practice, purpose statement, and literature review.
- Demonstrating coherence between the implemented methods and the results obtained.
- Drawing evidence-based conclusions that are logically derived from the findings.
- Articulating practical implications and actionable recommendations for relevant organizations, stakeholders, or the broader field.
- Critically evaluating the limitations of the project's design, implementation, and data.
- Proposing realistic directions for future improvement, follow-up projects, or additional research.
- Upholding ethical standards in implementation, data handling, reporting, and communication with stakeholders.
- Addressing confidentiality, consent, and organizational sensitivities in dissemination of project results.
- Producing a polished, integrated written report that meets graduate-level standards for clarity, organization, and technical accuracy.
- Applying required style and formatting guidelines consistently across the complete manuscript.

- Delivering a clear, concise oral or visual presentation that summarizes the problem, methods, findings, and implications for practice.
- Responding to questions and critique, demonstrating ownership of the project and readiness to act on feedback.

AQUIRED SKILL

- Completed Draft and a Final Integrated Project Report/Presentation

QUALITATIVE RESEARCH & STATISTICS IN COUNSELING (QUALITATIVE RESEARCH)

RGS7005

COURSE MUST BE TAKEN WITHIN THE FIRST TWELVE HOURS OF THE PROGRAM.

PREREQUISITE: NONE

The Qualitative Research & Statistics in Counseling doctoral course provides counseling scholars and practitioner-researchers with an advanced understanding of qualitative research methodology and its integration with statistical reasoning in counseling inquiry. Students will explore the philosophical, ethical, and methodological foundations of qualitative research, learning to design, analyze, and evaluate studies that contribute to evidence-based counseling practice. Emphasis is placed on rigorous design, ethical research practice, reflexivity, and integration of emerging AI-assisted data analysis tools to enhance qualitative research workflows. Through structured weekly assignments culminating in a simulated IRB-approved research proposal, students will develop competencies necessary for independent qualitative research at the doctoral level.

Please note: The distinctions between course competencies at the master's and doctoral levels reflect the differing expectations for depth and breadth of knowledge required in each program.

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

- Formulating research questions and designing qualitative studies that align with the questions and objectives of the research.
- Performing various qualitative data collection methods, such as interviews, focus groups, ethnography, and observations.
- Employing qualitative data analysis techniques, including coding, thematic analysis, and narrative analysis, to interpret qualitative data.
- Understanding ethical issues in qualitative research, including informed consent, confidentiality, and the impact of research on participants.
- Conducting comprehensive literature reviews to situate research within existing scholarship and identify gaps.
- Critically evaluating qualitative studies, including assessing rigor, credibility, and transferability to findings.
- Understanding of the researcher's positionality, biases, and influence on the research process and outcomes.
- Writing qualitative research reports and communicating findings effectively to both academic and non-academic audiences.
- Understanding qualitative research data analysis software (CAQDAS) for data management and analysis, including the intentional integration of artificial intelligence (AI) tools (e.g., AI-assisted transcription, coding, sentiment analysis, and pattern recognition) to enhance efficiency, accuracy, and insight in qualitative research workflows.
- Applying relevant theoretical frameworks to the design and analysis of qualitative research, enriching the study's conceptual foundations.

ACQUIRED SKILLS

- Designing Qualitative Research
 - Formulate research questions and align study design with counseling objectives.
- Data Collections & Analysis
 - Conduct interviews, focus groups, and observations; analyze data using thematic and narrative techniques.
- Ethical Research Practice
 - Apply ethical principles, including informed consent and confidentiality.
- Technology Integration
 - Use qualitative research software and AI tools for transcription, coding, and data visualization.
- Scholarly Communication
 - Write and present qualitative findings effectively to diverse audiences.

QUANTITATIVE RESEARCH & STATISTICS IN COUNSELING (QUANTITATIVE RESEARCH)

RGS7010

PREREQUISITE: Successful completion of the 54 hours of required coursework

The Quantitative Research & Statistics in Counseling doctoral course offers an emphasis on applied statistical strategies for analyzing data while setting the foundations for the Applied Project course. Students use open-source tools (jamovi and JASP) to design and execute reproducible analyses, emphasizing research design, effect sizes, power, the GLM (ANOVA/Regression), generalized linear models, multilevel models, and psychometrics (reliability/validity; CFA; measurement invariance), as well as missing data and meta-analytic reasoning. Ethical statistical practice, APA JARS compliance, open science, and culturally responsive methodology are embedded. The course helps students begin to conceptualize their Applied Project Proposal assignment for execution in the Applied Project II course.

Please note: The distinctions between course competencies at the master's and doctoral levels reflect the differing expectations for depth and breadth of knowledge required in each program.

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

- Critically appraising quantitative designs in counseling and aligning questions, designs, and analyses.
- Implementing reproducible, open-source analyses (jamovi/JASP) with ethical data management and documentation consistent with JARS.
- Computing and interpreting effect sizes and power; justify sample size decisions for the planned project.
- Fitting and interpreting GLM models (t/AN(C)OVA; multiple regression) and GLMs (logistic/Poisson).
- Conducting multilevel modeling for nested data, when appropriate to the selected dataset.

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- Evaluating measurement quality (reliability; construct validity); conduct CFA and evaluate measurement invariance across groups.
- Addressing missing data (MCAR/MAR/MNAR) with modern remedies (e.g., multiple imputation) and sensitivity analyses.
- Synthesizing evidence using meta-analytic reasoning; critically appraise meta-analyses relevant to the project.
- Intentionally incorporating AI-technologies and use of tools transparently, thoughtfully, and judiciously (literature mapping, code/table checks) with transparent attribution and human verification.

ACQUIRED SKILLS

- Reproducible, License-Free Workflows in Open-Source Online Software jamovi/JASP (.omv/.jasp files, etc.)
- Effect Size Computation and Power Analysis for Planned Models
- GLM/GLZ Modeling with Assumption Checks and Diagnostics
- Multilevel Modeling for Nested Counseling Data (when dataset permits)
- Psychometric Evaluation including CFA and Measurement Invariance
- Modern Handling of Missing Data (e.g., multiple imputation) and Sensitivity Analyses
- Transparent Reporting Aligned with APA JARS and Ethical Statistical Practice
- Project Scoping, Preregistration, and Dataset Vetting for an Applied Project

THE FACULTY

ADMINISTRATION & DEPARTMENTAL INFORMATION

THE FACULTY

THE FACULTY

CURRENT FACULTY

ADAMS, APRIL. Adjunct Instructor of Management.
BS, MIS, Auburn University. PhD, Mississippi State University.

ALEXANDER, STACIA'. Assistant Professor of Counseling and Required Graduate Studies (Research Methods).
BA, University of Texas at Arlington. MA, Amberton University. PhD, Walden University.

ALLISON, KYLE. Adjunct Instructor of Business and Marketing.
BA, University of North Texas. MBA, Amberton University. DBA, Intercontinental University.

ARMSTRONG, LEVI. Professor of Counseling.
BS, Texas A&M University. MA, PsyD, University of the Rockies. PDMS, Fairleigh Dickinson University.

BEDARD, CHRIS. Professor of Counseling.
BS, MS, MMFT, Abilene Christian University. PhD, Texas Tech University.

BOWERSOX, NICHOLAS. Dedicated Associate Professor of Management and Marketing.
BS, Wright State University. BA, Thomas Edison State University. MBA, Upper Iowa University. MS, Park University. MS, Amberton University. MS, Touro University Worldwide. MEd, Salem University. PhD, Trident University International.

BOYETTE, DARTANIAN. Adjunct Instructor of Management.
BBA, Texas Tech University. MBA, Amberton University.

BRADSHAW, BRENT. Executive Vice President. Adjunct Instructor of Human Behavior and Development and Management Information Systems.
BBA, Abilene Christian University. MS, Midwestern State University. EdD, Nova Southeastern University.

BREEN, CINDY. Adjunct Instructor of Business and Management.
BBA, Our Lady of the Lake University. MS, MBA, Amberton University.

BURTON, PAUL. Academic Dean. Adjunct Instructor of Management.
BA, McMurry College. MBA, PhD, University of North Texas.

CAMPBELL, DAVID. Adjunct Instructor of Business (Law) and Management (Law).
BSEd, Abilene Christian University. MEd, East Texas A&M University. JD, Texas Tech University School of Law.

CAMPBELL-CHAPIN, VALENCIA. Adjunct Instructor of Counseling and Healthcare Administration.
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CLOTWORTHY, DENNIS. Adjunct Instructor of Counseling and Healthcare Administration.
BA, MA, Association of Accounting Technicians. MA, MBA, Amberton University.

COLE, LA'BORIS. Adjunct Instructor of Counseling and Human Behavior and Development.
BS, MS, Mississippi College. PhD, Trevecca Nazarene University.

DARNELL, RONALD. Professor of Management.
BS, University of Texas at Dallas. MBA, University of Dallas. PhD, Capella University.

FLATT, KIMBERLEE. Adjunct Instructor of Counseling and Human Behavior and Development.
BS, University of North Texas. MA, Amberton University. PhD, University of North Texas.

FLORES, JIMMIE. Adjunct Instructor of Management and Human Resources and Training.
BBA, St. Mary's University. BBA, MBA, Fielding Graduate University. MBA, University of St. Thomas. MS, DeVry University – Keller Graduate School of Management. MEd, MNM., MS, MSIS., Regis University. DM/OL, University of Phoenix.

FOWLER, MATTHEW. Adjunct Instructor of Economics and Finance.
BS, University of Phoenix. BBA, University of Phoenix. MBA, University of Phoenix. PhD, Capella University.

GILLESPIE, SETH. Adjunct Instructor of Management.
BS, University of California -San Diego. MBA, University of Phoenix. PhD, Capella University.

GOODEN, DALE LEVON. Adjunct Instructor of Healthcare Administration and Required Graduate Studies (Research Methods).
BA, California State University. MBA, University of La Verne. DHSc, A.T. Still University. JD, Purdue University Global.

THE FACULTY

CURRENT FACULTY (cont'd)

HEBBARD, DON. Professor of Counseling and Human Behavior and Development.
BS, MS, MMFT., Abilene Christian University. EdD, Texas Woman's University.

HEDGPETH, DAVID. Adjunct Instructor of Human Behavior and Development.
BS, MEd, University of North Texas. EdD, East Texas A&M University.

HERNANDEZ, FELIX. Adjunct Instructor of Management Information Systems.
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