UNIVERSITY OF ATLANTA
PROSPECTUS
Volume 3, 2017
Table of Contents

**Message from the President** ................................................. 5

**ADMINISTRATION** ................................................................ 6
Administrative Council ......................................................... 6
Division of Academic Affairs ................................................. 6
Division of Student Affairs ................................................... 7
Division of International Affairs ......................................... 7
Division of Educational Partnerships .................................... 7
Division of Administrative Affairs ....................................... 7
Division of Enrollment Management - University Admissions .. 7
Division of Information Technology (IT) ............................ 8

**ABOUT US** ........................................................................ 10
Mission Statement .............................................................. 10
Institutional Objectives ......................................................... 10
Institutional Profile ............................................................. 10
Academic Schools and Programs ......................................... 11
Points of Distinction ........................................................... 12
University Sponsored Publications, News Gazettes, Colloquia and Lecture Series ................................................. 13
University of Atlanta Monograph Series ............................. 14
Licensing and Memberships .................................................. 14
Learn Center ........................................................................ 15
Academic Environment and Student Achievement .............. 15
Library Resources ............................................................... 16
Academic Calendar .............................................................. 16
Grievance Policy ................................................................. 16
Non-Academic Grievance Procedures .................................. 18
Confidentiality ................................................................. 19
Confidentiality of Student Records ...................................... 19
Illegal Use of the Learn Center .......................................... 19

**ENTERING THE UNIVERSITY** ............................................ 21
Enrollment Policies ............................................................. 21
Admissions Requirements and Procedures ......................... 21
International Students ......................................................... 23
*** Definition of Official Documents .................................. 23
Notification and Completion of Enrollment ......................... 24
Admission of Non-degree Seeking Students ....................... 24
Non-discrimination Policy .................................................. 24
Petition for Transfer Credit ............................................... 24
Petition for Experiential Credit ........................................... 25

**FINANCIAL MATTERS** ..................................................... 28
Tuition and Fees ................................................................. 28
Estimated Book Costs ......................................................... 28
Payment Options ............................................................... 30
Employer Tuition Assistance .............................................. 30
Past Due Obligations ......................................................... 30

**ACADEMIC POLICIES AND PROCEDURES** ......................... 34
Course Numbering System ................................................ 34
Academic Requirements .................................................... 34
Satisfactory Progress Policy ................................................. 34
Satisfactory Progress Policy for VA Education Benefit Recipients ................................................................. 34
Attendance / Course Participation ....................................... 35
Proctored Exams .............................................................. 35
Grading Policies and Procedures ........................................ 35
Grade-related Policies ........................................................ 36
Honors ............................................................................. 36
Course Requirements and Final Examinations ..................... 37
Grade Reports / Transcripts ............................................... 38
Code of Ethics - Academic Integrity .................................. 38
Leave of Absence Policy .................................................... 38
Change of Major ............................................................... 38
Graduation Requirements .................................................. 38

**STUDENT AFFAIRS** .......................................................... 40
Message from the Vice President for Student Affairs... ....... 40
Services Available to Students ............................................ 40
Orientation ....................................................................... 40
Student Handbook ............................................................ 41
U of A Student Photo ID Card ............................................ 41
Change of Contact Information ......................................... 41

**BACHELOR’S DEGREE PROGRAMS** .....................................
Bachelor of Science in Business: Administration ............... 43
Bachelor of Science in Business: Finance .......................... 44
Bachelor of Science in Business: International Business .. 45
Bachelor of Science in Business: Marketing ....................... 46
Bachelor of Science in Social Science: Criminal Justice .. 47
Bachelor of Science in Social Science: Human Resource Management ................................................................. 48
Bachelor of Science in Computer Science ......................... 49
Bachelor of Science in Computer Science: Management Information Systems ..................................................... 50
Bachelor of Science in Healthcare Administration ............. 51

**MASTER’S DEGREE PROGRAMS** ........................................
Master of Science in Business: Administration ............... 53
Master of Science in Business: Finance ....................... 54
Master of Science in Business: International Business ...... 55
Master of Science in Business: Marketing ..................... 56
Master of Science in Social Science: Criminal Justice ...... 57
Master of Science in Social Science: Human Resource
Management ................................................................ 58
Master of Science in Computer Science ...................... 59
Master of Science in Computer Science: Management
Information Systems ..................................................... 60
Master of Science in Healthcare Administration .......... 61

SPECIALIZED MASTER’S DEGREE PROGRAMS

Master of Business Administration (MBA) ..................... 63
Executive Master of Business Administration (EMBA) ..... 64
Master of Science in Educational Leadership ............... 65

DOCTORAL DEGREE PROGRAMS

Doctor of Business Administration in Managerial Science
(DBA) .................................................................. 67

GRADUATE CERTIFICATE PROGRAMS

Graduate Certificate Program in Project Management ..... 70
Graduate Certificate Program in Healthcare Administration
71
Graduate Certificate Program in Information Technology
For Management ..................................................... 73
Graduate Certificate Program in International Project
Management .......................................................... 75

COURSE DESCRIPTIONS ............................................. 78
MESSAGE FROM THE PRESIDENT…

The University of Atlanta focuses on the quality of the student experience: innovative curricula are designed to meet the market needs in today's rapidly evolving and technologically advanced world; an internationally-recruited faculty combines disciplinary expertise and instructional mastery; an accomplished administrative team oversees both learning and teaching processes while facilitating and fostering student progress. Flexibility, accessibility and academic distinction are the hallmarks of U of A.

We encourage you to take a tour of the Learn Center. See what distinguishes us from other institutions of higher learning. From the moment of your initial inquiry until the day on which you proudly earn your degree, you will find a team of experts lending support in all ways possible. Your success is our success, and we are here to foster your progress.

When you enroll in any of the programs offered by U of A, you set out on an exciting venture; you enter into a universe of unbridled opportunities. "The University of Atlanta: Where Intellectual Journeys Begin!"

Dr. Steve Hermes
University President

TRUE AND CORRECT STATEMENT

Upon the recommendation of the senior administration and with Board approval, policies, regulations and requirements, as set forth in this catalog, are subject to change or revision.
UNIVERSITY OF ATLANTA
ADMINISTRATION

Administrative Council

Dr. Steve Hermes
President

Dr. Bethel Erastus- Obilo
Vice Chancellor
Dean of Faculty
Professor of International law and Managerial Sciences

Dr. James L Williams
Vice President of Academic Affairs
Academic Administrator & Curriculum Specialist
Professor of Educational Leadership Program

Dr. Patricia Smith
Vice President of Student Affairs
Executive Director of Quality Control
Professor of Communications

Bill Kay
Vice President of Enrollment Management

Dr. Jacinta Harden
Vice President of Financial Affairs & Business

Dr. Francisca Edwards
Director of Information Technology
Senior Network Engineer

Division of Academic Affairs

Dr. James L Williams
Vice President of Academic Affairs
Dean of Faculty
Academic Administrator & Curriculum Specialist
Professor of Educational Leadership Program

Dr. Reuben Perechi
Director of Academic and Support Services
University Text Administrator
Chair and Professor, Criminal Justice and Law

Dr. Shawn Sledge
Dean of Undergraduate College of Professional Studies
Professor of Health Science and Healthcare Administration

Dr. Emad Barsoum
Professor of Health Science and Healthcare Administration

Dr. Mansoor Dawood
Chair and Professor of Information Technology and Computer Systems

Dr. M.J. Muratore
Dean of Graduate School
Professor of Humanities and Educational Leadership

Dr. Domingo Salgado
Dean of Academic Research
Professor of Managerial Science, Computer Science and Information Systems

Dr. Don Macon
Chair and Professor of Educational Leadership

Dr. Thomas E. Griffith
Chair and Professor, Doctor of Business Administration program in Managerial Science

Dr. Leat Kodua
Associate Chair and Professor, Doctor of Business Administration program in Managerial Science

Tamera Cash
Program Chair and Professor, Health Science and Healthcare Administration

Asa Lattimore
Associate Program Chair and Professor, Health Science and Healthcare Administration

Dr. Ashraf Anwar Esmail
Chair, Online Engineering and Technological Development
Professor of Computer Science and Management Information Systems
Dr. Ronnie Smith
Chair and Professor of Human Resource Management

Dr. Jaganathan Venkatesh
Chair, Globalization and Global Studies
Professor of Business Administration and Managerial Science

Division of Student Affairs

Dr. Patricia Smith
Vice President of Student Affairs
Executive Director of Quality Control
Professor of Communications

Dr. Reuben Perechi
Director of Academic and Support Services
University Text Administrator

Dr. Kedric Roberson
Director of Records and Registration

Mi King
Student Affairs Coordinator

Angela Primm-Bethea
Student Affairs Administrator

Division of Administrative Affairs

Dr. Jacinta Harden
Vice President of Financial Affairs & Business

Dr. Kedric Roberson
Financial Affairs Coordinator

Dr. Charles Prospere
Quality Control & Assurance Officer

Peter Anderson
University Registrar - Director of Human Resources

Michelle Vanleeuwen
Director of Public Relations, Publications and Marketing

Division of Enrollment Management - University Admissions

Bill Kay
Vice President of Enrollment Management

Dr. Kendra Turner
Assistant Vice President of Enrollment Management

Dr. Erica Gamble
Director of Admission

James Stewart
Senior Admissions Officer

Division of Information Technology (IT)

Dr. Francisca Edwards
Director of Information Technology
Senior Network Engineer

Frank Baker
Network Engineer - Information Technology

Shamir Hirani
Director of Educational Technology
Technical Engineer
ABOUT US

MISSION STATEMENT

The mission of the University of Atlanta is to provide broad access to an array of distinctive professionally-focused programs in an exclusively online environment to eligible, motivated student-candidates; to foster sharp critical thinking, effective communication, a spirit of lifelong inquiry, significant disciplinary competence enhanced by a comprehensive world-view; and to impart the knowledge-base, tools and skills essential to success and advancement in a global society.

INSTITUTIONAL OBJECTIVES

• To provide students with relevant and comprehensive career-focused curricula consistent with the most updated research and information in the given field.
• To ensure that those enrolled in each program acquire the knowledge, tools and skills necessary to fulfill personal and professional goals; that they are fully equipped to be competitive, productive members of the workforce; that they are thus empowered to launch, enhance or alter careers and to contribute significantly to the organizations, communities and society of which they are a part.
• To confirm that every course experience fosters the development of sharp critical thinking and honed communicative skills, in conformity with the institution’s “skill-building across the curriculum” commitment.
• To uphold the highest distance learning standards by providing state-of-the-art technological resources and support, an array of supplementary learning materials and regular access to highly-qualified subject specialists who will guide and sustain them through their studies.
• To foster an understanding of global issues and a sensitivity to, and respect for, cultural and individual difference. And finally:
• To welcome a broad and diverse student population, apt to profit from the rigorous yet supportive learning environment which characterizes the University of Atlanta.

INSTITUTIONAL PROFILE

Where New Intellectual Journeys Begin

The University of Atlanta is a distinctive institution of higher education. The University offers cutting-edge programs in a spectrum of highly marketable fields at the Bachelor’s, Master’s and Doctoral degree levels in addition to a number of specialized Certificate options. With its Flagship Campus in Atlanta, Georgia (US), the institution's programs are available internationally, via several blended delivery modes. Such hybrid models offer maximized learning opportunities for those prepared and eager to further their education and to enhance their professional standing.

A university of standing, currently in a mode of enhancement and expansion, U of A surges forward: a recently-appointed leadership team of recognized specialists; a top-tier internationally-recruited faculty (academicians and field experts of acclaim who manifest both a passion for higher learning and a proven commitment to student success), in conjunction with new initiatives for 2009-2016 (including expanded curricular options at the undergraduate and graduate levels; inauguration of professional doctoral programs; enhanced interactivity among program participants; augmented global affiliations and collaborative partnerships; an ever-more powerful support system provided by all institutional departments and divisions; a broadened array of delivery models; and the establishment of learning-study-media centers in various regions of the globe) -- notably signal the forward direction of the University and its unwavering commitment to excellence.

Strategic outreach initiatives have been specifically fashioned so as to substantiate that all programs are available and accessible to broad national and international student populations world-wide who manifest the desire and capacity for higher learning. A powerful, multi-faceted support system is in place to foster success of students and to maximize the university experience.

A host of recently-developed initiatives (the new five-part University of Atlanta Monograph Series (sanctioned by, and registered with the US Library of Congress); the founding of a new journal, Virtualities: International Review of Distance Learning – Library of Congress ISSN: 1941-7373; the inauguration of a new annual symposium series on advances in the sphere of E-Learning; the naming of Provostial Fellows in recognition of outstanding achievement and promise; the development of a special scholarship
program; and augmented accessibility across divisions) -- signal the breadth and scope of the university’s vision, its unwavering commitment to the high-pitched standards, to accelerated momentum as well as its resolve to offer respected, intensive programs of first-tier caliber via the most progressive and effective modes of delivery.

The curriculum is marked by many distinctions, among them, a powerful commitment to communicative competence and to applied critical thinking (underscored in all courses, in all disciplines, at all levels) and a special emphasis on integrated global perspectives.

As a consequence of such diversity and cross-national emphasis, we become an enriched, value-added repository for expanded learning, wherein global perspectives and multi-cultural exchange flourish.

In and by our difference, we stand apart: distinctive in quality, devoted to the individual learner, contemporary in content and presentation, attuned to the issues of the day and to the needs of prospective students world-wide, seeking always to set each program participant on an intellectual journey into the future, yet committed unrelentingly to the core values that have always underpinned, and continue to underpin, the fundamentals of higher education.

Join the University of Atlanta’s exciting global community and set out on your new intellectual journey today.

ACADEMIC SCHOOLS AND PROGRAMS

SCHOOL OF BUSINESS AND MANAGERIAL SCIENCE

Undergraduate Programs
- Bachelor of Science (BS) in Business - Administration
- Bachelor of Science (BS) in Business - Finance
- Bachelor of Science (BS) in Business - International Business
- Bachelor of Science (BS) in Business - Marketing

Master’s Programs
- Master of Science (MS) in Business - Administration
- Master of Science (MS) in Business - Finance
- Master of Science (MS) in Business - International Business
- Master of Science (MS) in Business - Marketing
- Master of Business Administration (MBA)
- Executive Master of Business Administration (EMBA)

Doctoral Program
- Doctor of Business Administration (DBA) - Managerial Science

SCHOOL OF COMPUTER AND INFORMATION SCIENCE

Undergraduate Programs
- Bachelor of Science (BS) in Computer Science
- Bachelor of Science (BS) in Computer Science: Management Information Systems (MIS)

Graduate Programs
- Master of Science (MS) in Computer Science
- Master of Science (MS) in Computer Science: Management Information Systems (MIS)

SCHOOL OF CRIMINAL JUSTICE AND LAW

Undergraduate Programs
- Bachelor of Science (BS) in Social Science - Criminal Justice

Graduate Program
- Master of Science (MS) in Social Science - Criminal Justice
School of Educational Leadership

- Master of Science (MS) in Educational Leadership

School of Health Science & Healthcare Administration

Undergraduate Program
- Bachelor of Science (BS) in Healthcare Administration

Graduate Program
- Master of Science (MS) in Healthcare Administration

School of Human Resource Management

Undergraduate Program
- Bachelor of Science (BS) in Social Science - Human Resource Management

Graduate Program
- Master of Science (MS) in Social Science - Human Resource Management

School of Continuing and Professional Studies

Graduate Certificate Programs
- Graduate Certificate in Project Management
- Graduate Certificate in Healthcare Administration
- Graduate Certificate in Information Technology for Management
- Graduate Certificate in International Project Management

Points of Distinction

- Every course, in addition to focused content, underscores (a) enhanced communicative competence; (b) honed critical thinking skills; and (c) significant development of global awareness and understanding.

- Distinguished faculty: Internationally-recruited -- all with notably high-pitched credentials. No less noteworthy, every approved or appointed faculty member has a record of markedly successful university experience; a scholarly / professional agenda of merit; and a salient, unwavering commitment to student success.

- A high-profile cadre of program directors and administrative leaders (many members of whom are internationally acclaimed scholar-teacher-leaders) oversees and ensures the quality of all programs.

- The university is structurally organized into seven schools (or colleges) within which discipline-relevant programs are offered and overseen by senior field authorities and by specialized members: the School of Business Administration and Managerial Science; the School of Computer and Information Science; the School of Criminal Justice and Law; the School of Educational Leadership; the School of Health Science and Healthcare Administration; the School of Human Resource Management; and the School of Continuing and Professional Studies.

- Development of a new Division of Student Affairs, with a student-centered approach to departments and services.

- Student Orientation Services offers Online Tour, to familiarize students with the Learning Platform.

- Establishment of Academic- and Needs-Based Georgia Scholarship.

- Commitment to, and promotion of, student engagement via social networking (Twitter, Facebook…) – with specific program and subject (or course)-specific Discussion Boards on Facebook.
• Strong student support services that enhance the 24/7 learning environment available to students, thus fostering learning and maximizing academic success.

• A first-rate, proprietary Learn Center (and Learning Platform), which is unique in that it boasts sophisticated features, technical options and learning resources while remaining extremely user-friendly.

• A self-paced hybrid model, which permits those who need extra time that leeway, while, simultaneously, allowing those who wish to move more rapidly through their courses the option to do so.

• The Provostial Fellow Program and the annual Thesis Competition are two of several initiatives which recognize and reward excellence in academic performance.

• The institution has established a recognized five-part book-publishing collection, The University of Atlanta Monograph Series, formally approved by, and registered with, the Library of Congress. Books published in the series will appear, as per the author-publisher agreement, online, in print or in both formats (with separate ISSN serial numbers distinguishing each). The five sub-series with the collection: 1) Management Studies; 2) Healthcare Administration; 3) Educational Leadership; 4) Legal Studies and Jurisprudence; and 5) Applied Critical Theory.

• The University has established an exciting online journal: Virtualities: International Review of Distance Learning (sanctioned by the Library of Congress: ISSN # 1941-7373). Inaugural volume to appear Fall 2011. Call for papers appears on numerous websites and is already eliciting much positive attention and interest on the part of both prospective contributors and eager readers.

• The University Trustee engaged in development of international online consortium. While in its early stages, this outreach movement has already proven effective and has yielded both interest and attention. As the initiative develops, reports will appear on the University’s website.

• A notably well informed team of Admissions Officers is prepared, able and eager to assist prospective students through the entire enrollment process: from initial inquiry through formal admission to official student status. A valuable asset to students.

• By its diversity and cross-national emphasis, the University has become an enriched, value-added repository for expanded learning, wherein internationalization and cross-cultural exchange flourish.

• Finally, the University of Atlanta prides itself on its modes of difference, by which it stands apart distinctive in quality, devoted to the individual learner, contemporary in content and presentation, attuned to the issues of the day and to the needs of prospective students world-wide, seeking always to set each program participant on an intellectual journey into the future, yet committed unrelentingly to the core values that have always underpinned, and continue to underpin, the fundamentals of higher education.

UNIVERSITY SPONSORED PUBLICATIONS, NEWS GAZETTES, COLLOQUIA AND LECTURE SERIES

• Connections: The University of Atlanta Alumni Gazette

• Au Courant: The University of Atlanta News and Events (Online updates to keep all members of the university community informed of recent activities, events, news items, program innovations, enhanced learning tools, biographies of new administrators and faculty, student and staff achievements, institutional advances and more.)

• Virtualities: International Review of Distance Learning (Library of Congress ISSN no. 1941-7373) (New e-journal sponsored by the University of Atlanta. Inaugural Issue scheduled for appearance in Fall 2011.)

• The University of Atlanta Guest Lecture Series (Pre-announced lectures on topics of broad interest to students across disciplines. Lectures to be presented at the Flagship campus in Atlanta or, as indicated, at international satellite centers.)

• The University of Atlanta Monograph Series (Consult details to follow.)
UNIVERSITY OF ATLANTA MONOGRAPH SERIES

In response to frequent inquiries and expressions of interest from an array of established and apprentice scholars, the Executive Council of the University of Atlanta is pleased to announce the official launch of the UNIVERSITY OF ATLANTA MONOGRAPH SERIES. Formally approved by, and registered with, the Library of Congress, books published in the series will appear, as per the author-publisher agreement, online, in print or in both formats (with separate ISSN serial numbers distinguishing each).

There are six sub-series in the Collection:

**UNIVERSITY OF ATLANTA MONOGRAPH SERIES IN MANAGEMENT STUDIES**
- Library of Congress ISSN (Print): 2150-7805
- Library of Congress ISSN (Online): 2150-7813

**UNIVERSITY OF ATLANTA MONOGRAPH SERIES IN HEALTHCARE ADMINISTRATION**
- Library of Congress ISSN (Print): 2150-8984
- Library of Congress ISSN (Online): 2150-8992

**UNIVERSITY OF ATLANTA MONOGRAPH SERIES IN EDUCATIONAL ADMINISTRATION**
- Library of Congress ISSN (Print): 2150-900X
- Library of Congress ISSN (Online): 2150-9018

**UNIVERSITY OF ATLANTA MONOGRAPH SERIES IN LEGAL STUDIES AND JURISPRUDENCE**
- Library of Congress ISSN (Print): 2150-9034
- Library of Congress ISSN (Online): 2150-9042

**UNIVERSITY OF ATLANTA MONOGRAPH SERIES IN APPLIED CRITICAL THEORY**
- Library of Congress ISSN (Print): 2150-9069
- Library of Congress ISSN (Online): 2150-9077

**UNIVERSITY OF ATLANTA MONOGRAPH SERIES IN COMMUNICATION STUDIES**
- Library of Congress ISSN (Print): 2152-6435
- Library of Congress ISSN (Online): 2152-6443

Book-length studies in English or French (of approximately 200-300 manuscript pages), formatted in strict conformity with APA guidelines, will be accepted for review as of January 2010. Initial inquiries (not integral texts) are welcome at this time and should be accompanied, when feasible, by a detailed (2-3 page) abstract of the proposed study.

Submitted manuscripts will be peer reviewed by no less than three external members of the International Advisory Board. Where an inquiry/abstract is deemed of interest, more extensive submission details and contractual terms will be provided.

**LICENSING**

**GEORGIA NONPUBLIC POSTSECONDARY EDUCATION COMMISSION (GNPEC)**

The University of Atlanta is licensed by the Georgia Nonpublic Postsecondary Education Commission.

**ACCREDITATION**

The University of Atlanta is accredited by the Accreditation Service for International Colleges (ASIC).

ASIC is an approved accrediting body for the purposes of compliance by the UK Border Agency (UKBA) relating to the admission of students holding Student Visitor Visas and to the delivery of programs in ESOL with Citizenship, is a member of the British Quality Foundation (BQF), sits on the Quality Standards Group of UK NARIC.

Accreditation by this body is not recognized by the U.S. Secretary of Education and does not qualify a student for federal financial aid.
LEARN CENTER

The University of Atlanta’s Learn Center is the technological center of the University’s teaching and learning operations.

- Via the Learn Center, one accesses course syllabi, assignment-related specifics and suggestions, links to supplementary resources; examinations and instructional guidelines.

- Via the Learn Center, one has interactive options available: chat-rooms, message boards, direct communication with university staff. In fact, one can make contact with all offices of the University via this “virtual campus”: (Bookstore, Academic Affairs, Student Affairs, Financial Affairs, IT, among others).

- The Learn Center, if suitably utilized, is central to the delivery system and provides students with a broad range of support mechanisms geared to foster student success. It is at once a key to learning and an informational center.

- In sum, the University of Atlanta’s Learn Center is a powerful learning platform -- at once highly sophisticated (in terms of potential and offerings) and yet user-friendly in every sense of the term.

ACADEMIC ENVIRONMENT AND STUDENT ACHIEVEMENT

- The University of Atlanta provides solidly-grounded courses, each and every one of which includes extensive professional-level readings supplemental to the assigned text or texts, and requires the assimilation and measurable application of large blocks of knowledge.

- Challenging assignments have been designed to promote strong critical thinking, analytical, and communicative skills. Each course has been developed and reviewed by multiple field experts, and is subject to regular revision, as the faculty, administration and National Advisory Council deems appropriate.

- In tandem with course syllabi and programmatic development, faculty of the highest caliber (nationally-recruited) select and approve the text or texts and readings for each course.

- Each course requires chapter syntheses, several critical reading/writing assignments, three essay exams, one or two major research projects, plus a comprehensive final examination, with an approved proctor in place.

- Moreover, every degree program at the undergraduate and graduate level requires the submission of a Research Project, a detailed Field Work Experience, and a thesis. A Council of Readers evaluates with great care and attention every research project and thesis submitted. Clearly, then, U of A students are receiving a thorough education, and completion of a degree indicates substantive achievement.

- Qualified faculty and significant learning resources are in place to facilitate and foster student success: that is the University’s ultimate objective. At the same time, it befalls the student to produce work worthy of the degree for which he or she is a candidate and such standards of excellence, clearly communicated throughout each program, are hallmarks of the University of Atlanta.

LIBRARY RESOURCES

The University of Atlanta provides students with reliable, high-quality learning resources that are available anytime, from anywhere in the form of an E-Brary. The University's online library affords students access to a core collection of books, journals, various research databases, and a broad spectrum of reference materials. Such materials are to be supplemented by appropriate research and resources throughout the learning process. Active students may access E-Brary via the University’s Learn Center.
ACADEMIC CALENDAR

The University of Atlanta maintains office hours Monday thru Friday from 8am until 6pm EST. The following holiday schedule is observed:

2017 Holidays
January 1  
January 16  
May 29  
July 4  
September 4  
November 23-24  
December 25  
December 31  

New Years Day  
MLK Day  
Memorial Day  
Independence Day  
Labor Day  
Thanksgiving Break  
Christmas Break  
New Years Eve  

2018 Holidays
January 1  
January 15  
May 28  
July 4  
September 3  
November 22-23  
December 25  
December 31  

New Years Day  
MLK Day  
Memorial Day  
Independence Day  
Labor Day  
Thanksgiving Break  
Christmas Break  
New Years Eve  

GRIEVANCE POLICY

The University of Atlanta is firmly committed to the highest standards of student satisfaction, academic quality, and professional integrity. Adherence to such standards in terms of performance and comportment ensures a quality learning experience for all members of the University community.

Should circumstances arise, wherein a student believe that he or she has been subject to other than fair and equitable treatment, the procedures detailed in this policy are to be followed so as to resolve the matter reasonably and expeditiously. In cases where the issue is not readily resolved via informal means (direct communication between the differing parties), a progressive series of grievance procedures prescribes the modes of redress available to the student. These are specifically designed to bring just resolution to matters in dispute and must be followed with precision.
ACADEMIC GRIEVANCE PROCEDURES

A student seeking to remedy any issue involving academic matters, policies and/or pertinent procedures (grades, academic standing, course content or delivery, instruction, professor or program-related specifics) is to proceed in absolute conformity with the following processes:

1.) Contact the Professor of Record and provide a detailed summary of the unresolved matter. It is at this informal level, via proper exchange and effective two-way communication that most issues in contention are and should be patently resolved.
   Once resolved, the matter is closed.

2.) Should the process of informal exchange prove unsatisfactory in terms of results, the student should, within 10 business days of the “cause for complaint,” reformulate the specifics of the matter in detailed written form, and submit this document (along with a copy of all pertinent evidence and/or supporting materials) to the Professor of Record, who, in turn, is to respond in written form to the student within a period of no more than 10 business days from the date of receipt. If resolved at this juncture, the matter is closed.

3.) Should the processes of both informal exchange (between the student to the Professor of Record) and formal written complaint (addressed by the student to the Program Chair) yet prove unsatisfactory, the student may submit a copy of each of the following to the Vice President of Student Affairs: the formal written complaint as submitted to the Program Chair, a copy of all pertinent evidence and/or supporting materials, the written response received from the Program Chair, and a cover letter, expressly addressed to the Vice President of Student Affairs outlining the steps followed to date and the cause for further filing. The Vice President of Student Affairs, will, upon receipt of the complaint, carefully review the materials in consultation with the Vice President for Academic Affairs, and will issue a written finding in the form of a letter within 10 business days of the date of receipt. If resolved at this juncture, the matter is closed.

4.) Should the processes outlined in procedures 1, 2 and 3 (above) not yet yield a satisfactory outcome, the student may appeal to the Vice President for Student Affairs. To do so, the student must submit a detailed cover letter summarizing each of the preceding steps followed and must provide copies of all materials filed and received to date: the initial, written complaint to the Professor of record, all accompanying evidence and/or supporting materials, the written response from the Professor of record; the materials subsequently submitted to the Vice President of Academic Affairs; and a copy of the letter of response from the Vice President of Student Affairs. It is, at this point, as at every stage, the student’s obligation to explain in detail why he or she contends that the matter has not been reasonably resolved, bearing in mind that one need not agree with the outcome to conclude ultimately that one has been fairly and equitably treated and that the matter has been reasonably reviewed.

Upon receipt of this formal grievance, the Vice President of academic Affairs will convoke a three to four person Committee (of which he or she will not be a part), to include at least one University administrator who has not participated in the foregoing procedures, one faculty member (other than the one involved in the dispute) and at least one other suitable designee (from Academic or Student Affairs). This ad hoc Committee will review all of the materials submitted and will offer a detailed, written recommendation with rational and synthesis of findings within five (5) business days of the date the formal grievance is received. Upon receipt of the Committee’s recommendation, the Vice President of Academic affairs will independently review the file of comprehensive materials submitted by the student, the responses at each preceding level and the Committee’s findings. Based upon such a comprehensive review, he or she will issue a written decision to be sent to the student within 10 business days of the receipt of the grievance. Note: Except in the most exceptional circumstances, the decision of the Vice President of Academic Affairs should be understood as final and the matter should be understood as resolved.
5.) Final appeal: Should the student yet be dissatisfied and wish to pursue the matter further, he or she may address a formal appeal of the decision rendered by the Vice President of Academic Affairs to the University President, who, based upon the facts and rationale put forth in the cover letter to the Vice President of Academic affairs, may determine to sustain the Vice President of Academic Affair’s decision without further review or to take the matter under advisement. Such an appeal would require the submission of a detailed formal letter of appeal reviewing each of the preceding procedures followed, all materials note in procedure # 4 above, plus the written response of the Vice President for Academic Affairs. Within 10 days of receipt of the filed appeal accompanied by all requisite materials, and subsequent to review and deliberation, the President will issue a letter indicating whether his or her further review is merited. If the appeal review is denied, the reasons will be provided. If the President has accepted to review the materials independently, the letter will render a final determination. The President’s decision is to be understood as binding and is not subject to further contest within the University context.

Note: Should the student so elect, he or she may contact the State of Georgia Nonpublic Postsecondary Education Commission – after all internal procedures, as outlined above, have been exhausted:

State of Georgia
Nonpublic Postsecondary Education Commission
2082 East Exchange Place – Suite 220
Tucker, GA 30084
http://www.gnpec.org

NON-ACADEMIC GRIEVANCE PROCEDURES

The University of Atlanta strives for the highest levels of student satisfaction. If there is an issue, unrelated to academics, which needs resolution, students are to follow the following procedures:

- Complaints are to be addressed first to the staff member or a staff member in the Department with which you have an issue (Admissions, Student Affairs, Financial Affairs, IT, Academics).
- It is preferred that the student submit the communication be in written form (email, fax, mail). Please date the communication, describe the problem and propose the resolution you seek.
- The student will be contacted, within 10 business days after the complaint is received, offering, wherever suitable, resolution or elaborating upon the policy or procedure in question. The communication will be sent via email (with a faxed or mailed copy, as necessary).
- The student has ten days from the date of the communication to respond. If there is no reply, the conclusion will be that the response has been accepted and that the matter is closed.
- If the complaint is not answered or settled via the initial request, the student may appeal the decision. The above-mentioned steps must be followed each time the student takes his/her grievance to a higher level.

There are essentially two levels of appeal beyond the initial grievance procedures outlined above. Only those who have properly pursued the standard policy may file an appeal. In such event, all pertinent documents to and from all parties preceding the appeal (emails, letters, responses, rebuttals) must be included in the appeal process. Should the student have cause to issue an appeal concerning a NON-ACADEMIC grievance, the appeal would be addressed initially to:

Vice President of Student Affairs

In virtually all instances, the decision of the Vice President of Student Affairs is final. In extenuating circumstances only, the student who remains dissatisfied with the outcome of both the grievance and the appeal to the Vice President of Student Affairs may file a petition for a second appeal with the University President.

The University President will first determine whether there is basis for a second appeal. The University President, upon receipt of the comprehensive dossier of materials, will determine whether there is cause for a second appeal. In the event that the President does not see adequate cause, the decision issued by the Vice President of Student Affairs will be sustained. Should there be a basis for
adequate cause; the President will convok an ad hoc committee, which will, in turn, issue a recommendation. Subsequent to a detailed review of all materials and former judgments, including there commendation of the Ad Hoc Committee, the President will issue a final determination. Such decision is binding and non-negotiable. Should the student so elect, he or she may contact the State of Georgia – Nonpublic Postsecondary Education Commission -- after all internal procedures, as outlined above, have been exhausted:

State of Georgia  
Nonpublic Postsecondary Education Commission  
2082 East Exchange Place – Suite 220  
Tucker, GA 30084  
http://www.gnpec.org  

CONFIDENTIALITY

The electronic system shall be at all times maintained by the University’s designated System Operator, who is required by University Policy to uphold the confidentiality of any messages or exchanges he/she may review in the process of tracking overall system usage and ensuring that the system is functioning properly. Members of the three-person Executive Board (the President, the CEO and Chairman, the University Provost) and certain specifically-designated university administrators may review the archives of electronic messages, as needed, to assist in the resolution of grade disputes, grievances of any sort, charges of academic dishonesty or other circumstances necessitating review and investigation.

CONFIDENTIALITY OF STUDENT RECORDS

Under provisions of the federal law known as the Family Education Rights and Privacy Act of 1974 (FERPA), eligible students, or where applicable, the parents of the students, are afforded certain rights pertaining to University records and personally identifiable information on file with the University. An eligible student is defined as any person who is currently enrolled or has been enrolled in a University of Atlanta degree program. As a distance learning institution, the University maintains records of the following information only:

Personal Non-Academic  
Personal Academic  
Financial

It is the policy of the University to treat all student information, both personal and academic, as strictly confidential. Student information will only be released after appropriate written permission has been obtained. Student records are maintained on computer systems that are backed up daily.

ILLEGAL USE OF THE LEARN CENTER

The University of Atlanta retains the right to monitor the Virtual Campus, via the System Operator, in order to verify appropriateness of use. Illegal activities are expressly prohibited and include such things as distribution of "pirated" software, distribution of unauthorized surveys, and exchange of "hot" billing numbers for long distance charges, and messages that are pornographic, slanderous, or offensive by community standards.

Illegal activity will be deleted by the System Operator and the originators of such messages may be denied system access on a suspended or permanent basis.
Entering the University
ENTERING THE UNIVERSITY

ENROLLMENT POLICIES

The University of Atlanta offers its academic programs through an open-entry, open-exit enrollment system, whereby students may enroll at any time during the year and graduate at any time once all requirements have been satisfied.

ADMISSIONS REQUIREMENTS AND PROCEDURES

UNDERGRADUATE ADMISSIONS
(BACHELOR’S DEGREE)

Candidates for Admission to all undergraduate degree programs must:

- Clearly indicate the program for which he/she is applying.
- Submit a 1-2 page typed narrative outlining one’s intent (e.g., reasons for undertaking a college degree, professional aspirations, etc.).
- Request that an official secondary school transcript – indicating successful completion and date of the diploma was awarded, or official certification of successful GED completion be forwarded directly from the issuing institution (or official agency) to the University of Atlanta. (Note: Official documents are those issued by the school attended, or by the Ministry of Education, if institution is outside the United States, or by other agencies, if deemed acceptable by the University of Atlanta. See options below) ***
- Students who have completed any postsecondary courses (technical [two-year] college, community college, four-year college or university) should submit as well an official transcript of all college-level work completed, in addition to (but not in place of) official proof of secondary school completion documents. Note: For all Admissions and evaluation procedures, only official or properly certified documents can be accepted.
- Those with former college/university courses may, if appropriate, complete a “Petition for Transfer Credit” at the time of initial admission or as soon thereafter as possible. Please verify that courses have been completed at an accredited or Ministry-recognized University or equivalent and that such courses are aligned in content and level with those offered at the University of Atlanta. (Note: It is essential to review the detailed policies and procedures concerning the evaluation of each petitioned course for transfer prior to filing any petition.)

Special Note: Students who wish to reinforce or hone their skills in English before entering into standard university English Composition courses at the University may enroll, by choice, in English 001 and English 002 (which are specifically designed to build fundamental writing skills). Each of these courses, offered at no additional charge, earns the student one credit (2 credits for both parts). An excellent opportunity for those who do not yet feel prepared to engage in standard English writing courses at the university level.

GRADUATE ADMISSIONS
(MASTER’S DEGREE)

Candidates for Admission to all Master’s degree programs must:

- Indicate the program for which he/she is applying.
- Request that an official university transcript – indicating successful completion and award of a Bachelor’s degree from an accredited baccalaureate-issuing or Ministry-approved institution be forwarded from the issuing institution (or official agency) to the University of Atlanta. (Note: Official documents are those issued by the school attended, or by a Ministry of Education or by other agencies, if deemed acceptable by the University of Atlanta. See list of options below) ***
- Students who have completed graduate courses at the university level should submit as well an official transcript of all post-baccalaureate work. Note: For all Admissions and evaluation procedures, only official or properly certified documents can be accepted.
- Those with former college/university courses at
the graduate level may, if appropriate, complete a “Petition for Transfer Credit” at the time of initial application or as soon thereafter as possible. Please verify that courses have been completed at an accredited or Ministry-recognized University or equivalent, that the institution is specifically approved to offer graduate degrees, and that the course or courses is/are aligned in content and level with that/those offered at the University of Atlanta. (Note: It is essential to review the detailed policies and procedures concerning the evaluation of each petitioned course for transfer into a graduate program prior to filing any petition.)

GRADUATE CERTIFICATE ADMISSIONS

- Hold the minimum of a Bachelor’s degree from an accredited or Ministry-recognized institution of higher education.
- Request that official certification or proof of degree completion be forwarded directly from the issuing institution (or official agency) to the University of Atlanta. (Note: Official documents are those issued by the school attended, or by a Ministry of Education or by other agencies, if deemed acceptable by the University of Atlanta. See options below) ***

DOCTOR OF BUSINESS ADMINISTRATION (DBA) ADMISSIONS

Admission to the Doctor of Business Administration (DBA) program is duly competitive. Prospective candidates who wish to be evaluated for admission to the DBA Program in Managerial Science must:

- Hold both a Bachelor's degree and a Master's degree from an accredited university or from a Ministry of Education approved institution, if outside the United States
- Request that official University transcripts attesting to the successful completion of a Bachelor's degree AND of a Master's degree indicating grades in all courses and on all comprehensive examinations (in countries where such examinations are an integral component of the program and/or awarding of the degree) be directly forwarded from the degree-granting institutions (or official agency) to the University of Atlanta. (Note: Official documents are those issued by the school attended, or by a Ministry of Education, or by other agencies, if deemed acceptable by the University of Atlanta. See options below. ***)

- Submit a carefully honed required 3-4 page Essay of Application. Topic: “Reflections on Doctoral Studies.” (In such an essay, you may discuss some or all of the following: why you have been inspired to engage in a doctoral program; how such a credential will impact your professional career or standing; how your former preparation has led you to undertake future and more advance studies, etc. You are not limited to these ideas; they are merely suggestions.)
- Submit a comprehensive resume or Curriculum Vitae, detailing both academic and professional experience.
- (Recommended, but not required): Submit a sample research paper of approximately 10-15 pages,
formerly written by the applicant, and which, as the candidate sees it, best represents her or his academic work. The paper may be an essay submitted in a course for the Master’s program or a publication (in cases where potential applicants have work already in print).

- Under exceptional circumstances, students admitted to the DBA program, may file a “Petition for Transfer Credit, not to exceed 9 credit hours (the maximum allowed). Special Provision: To earn the doctoral degree, students are required to have completed a minimum of 90 semester credit hours beyond the Bachelor’s degree. Those for whom transfer would yield less than 90 post-baccalaureate credits are ineligible for transfer credit. In cases, where the number of credits earned would make one eligible, please verify that courses have been completed at an accredited or Ministry-recognized University or equivalent, that the institution is specifically approved to offer Doctorate degrees, and, significantly, that the course or courses is/are aligned in content and level with that/those offered at the University of Atlanta. (Note: It is essential to review the detailed policies and procedures concerning the evaluation of each petitioned course for transfer into a graduate program prior to filing any petition.)

INTERNATIONAL STUDENTS

In addition to fulfilling all entrance requirements, as noted above, every international student (educated outside of the United States), must provide proof of college level proficiency in English when native language is not English (Facility must be accredited/recognized by the U.S. Dept of Education, CHEA, or the Ministry of Education in the residing country of the university) by means of one of the following:

- A college transcript indicating a grade of C or higher in an English composition course.
- A high school diploma completed where instruction is conducted in English.
- College transcript indicating completion of 30 semester hours of credit with an average of "C" or higher where instruction is conducted in English.
- Graduation from a school or university where instruction is conducted in English

- A minimum grade of level 3 on the ACT COMPASS's English as a Second language Placement Test
- A minimum grade of Pre-1 on the Eiken English Proficiency Exam
- IELTS (International English Language Testing System) - Minimum score of 6.0 on the academic writing and academic reading modules.
- TOEFL (Test of English as a Foreign Language) scores: (hardcopy) (PBT) or online version (iBT), or computer-based (CBT), score required for:
  - Bachelors Programs - 500 (PBT) or, 61 (iBT) or 173 (CBT)
  - Masters Programs - 530 (PBT) or, 71 (iBT) or 197 (CBT)
  - Doctorate Programs - 550 (PBT) or, 81 (iBT) or 213 (CBT)

For transcripts that need equivalency (to be determined by your admissions representative), service organizations which are approved members of NACES (National Association of Credentials Evaluation Services) are acceptable (www.naces.org).

All Transcripts must be presented in English. Transcripts not in English must be translated into English and evaluated by an appropriate third party or a trained transcript evaluator fluent in the language of the transcript. An English translation of the review must be included.

*** DEFINITION OF OFFICIAL DOCUMENTS

The University of Atlanta requires that all students submit official transcripts or records (as defined above) for placement in permanent files. Per University acceptance, admission is provisional for 90 days until your official documents are on file.

Option 1

Official transcripts (mark or grade sheets) or diplomas must be sent directly from the Secondary School or the University in question to the University of Atlanta. Such documents are not official or acceptable if submitted by the student. If an original is not available, a school official may stamp, sign and validate a clear copy and mail directly to the University of Atlanta.
Option 2
Students may have their degree/diploma/transcript attested (notarized) by their respective country to verify the documents and may then send such attested documents directly to the University of Atlanta. The document can be attested by the Ministry of Education / the Ministry of Foreign Affairs / or by AMIDEAST.

Option 3
If the official documents noted above are, for some reason, not available, the student may request that the diploma- or degree-issuing institution (secondary school or university) send a letter of confirmation on official letterhead, with stamp and signature. The letter must indicate the full name of the student, the years in attendance, the date of diploma or degree conferral (and the field, if suitable), as well as the student's standing at the time the diploma or degree was issued. This letter must be mailed directly to the University of Atlanta by the issuing institution.

Official documents must be sent to the following address:

University of Atlanta
Attention: Transcripts/Records and Registration
6455 East Johns Crossing, Suite 175
Johns Creek, GA 30097

For further clarifications concerning official documents, contact the Department of Admissions or Records and Registration.

NOTIFICATION AND COMPLETION OF ENROLLMENT

All applicants who wish to become official students must complete a signed Enrollment Agreement. This document sets forth academic conditions and financial obligations alike. Several payment options are available to students. Those who elect to pay over time must complete a Payment Agreement and/or Credit Card authorization form. Upon submission, these documents are official appendices to the Enrollment Agreement. Note: Other or additional documentation may be required in special circumstances.

The Department of Admissions is prepared to assist as the student completes these forms and to respond to any inquiries concerning programmatic and/or financial options.

ADMISSION OF NON-DEGREE SEEKING STUDENTS

The University of Atlanta does not enroll students for individual courses.

NON-DISCRIMINATION POLICY

The University of Atlanta is in compliance with all requirements imposed by or pursuant to Title VI of the Civil Rights Act of 1964 and section 504, Rehabilitation Act of 1973. The University does not discriminate on the basis of race, color, religion, sex, or national origin in its activities, programs, or employment policies, in accordance with Federal, State, and local laws.

PETITION FOR TRANSFER CREDIT

OFFICIAL POLICY AND PROCEDURES

As part of the application process, a student may present a formal petition for transfer credit. Each petition will be evaluated based on fixed criteria. The purpose of this document is to set out the policies and procedures relative to transfer credit evaluation.

BACHELOR'S DEGREE CANDIDATES

In order to be considered for transfer credit, the undergraduate candidate must:

1.) Provide official undergraduate or graduate transcript records (part of the application process).
2.) Indicate the course or courses for which transfer credit is petitioned.
3.) Establish:
   (a) that the course or courses for which the petition has been filed has/have been completed at an accredited or Ministry-recognized university.
   (b) that the course or courses for which the petition has been filed is/are properly indicated on one of the official transcript records provided (as noted in # 1, above) and was/were completed with a final course grade of no less than C (or equivalent).
   (c) that the content and level of the course or
courses formerly completed are fundamentally equivalent to the course or courses offered at the University of Atlanta.

Subsequent to an academic review of the petition, the applicant will be notified in writing of those courses for which transfer credit has been granted, if any.

**MASTER’S DEGREE CANDIDATES**

In order to be considered for transfer credit, the Master’s candidate must:

1.) Provide official graduate transcript records (part of the application process).
2.) Indicate the course or courses for which transfer credit is petitioned.
3.) Establish:
   - (a) that the course or courses for which the petition has been filed has/have been completed at an accredited or Ministry-recognized graduate college or university.
   - (b) that the course or courses for which the petition has been filed is/are properly indicated on one of the official transcript records provided (as noted in # 1, above) and was/were completed with a final course grade of no less than B (or equivalent).
   - (c) that the content and level of the course or courses formerly completed are fundamentally equivalent to the course or courses offered at the University of Atlanta.

Subsequent to an academic review of the petition, the applicant will be notified in writing of those courses for which transfer credit has been granted, if any.

**DOCTORAL DEGREE CANDIDATES**

In addition to the general guidelines for Master’s degree candidates, Doctoral degree candidates must complete a minimum of 60 credit hours beyond the Master’s in Business and a total of at least 90 credit hours beyond the Bachelor’s degree level. In theory, up to 15% of transfer credit may be applied to the doctoral degree, but only if the total relevant (discipline-specific) credits exceed the 90 post-Baccalaureate credit requirement.

Subsequent to an academic review of the petition, the applicant will be notified in writing of those courses for which transfer credit has been granted, if any.

**PETITION FOR EXPERIENTIAL CREDIT**

**OFFICIAL POLICY AND PROCEDURES**

The University of Atlanta recognizes that extensive professional experience can provide valuable learning. In view of such recognition, the University has established a policy that allows officially enrolled and activated students to earn up to 25% of the total credit hours required for a given degree program in which they are enrolled based on proven experiential competence. To establish an equitable and sound means of assessment, the following procedures have been set in place.

Upon completion of an “Experiential Credit Petition,” the University of Atlanta will administer an Experiential Credit Exam at the cost of $50.00 non-refundable fee per course. The minimum passing grade on each exam is 80%. Those who earn 80% or higher on the examination will be granted the grade of P (Pass) in the course, which will appear as such on the student transcript and in all official university records. As is standard in courses graded Pass/Non-Pass, the credits earned count toward the degree, but the score is not calculated in the student’s grade-point average. There is, of course, no penalty for those who earn below 80% on the exam; the student must simply take the course. Once the exam is administered, the result is final and there is no provision, under any condition, for a retake.

**Some procedural notes:**

- Contact Dr. Reuben Perechi, Director of Academic and Support Services to request the required “Petition for an Experiential Credit Exam.” Only officially enrolled and activated students may apply for one or more Experiential Credit Examinations.
  Each examination requires a separate petition for submission (as noted above).
- Each exam is three-hours in length.
- While there is no prescription in place, students are advised to take each examination after due preparation and only if and when they are confident of subject mastery.
• Each course requires a separate petition form (simple to complete – see specifics below).
• Except by special waiver, a student may sit for no more than one EC Examination in the course of a week and a minimum of one week's notice is requisite between the time of completed petition submission and the scheduling of the exam.

A student wishing to sit for an Experiential Credit Examination, must adhere to the following procedures, which are to be reviewed with care:

• Contact Director of Academic and Support Services, to request the required “Petition for an Experiential Credit Exam.” Only officially enrolled and activated students may apply for one or more Experiential Credit Examinations.
Each examination requires a separate petition for submission (as noted above).
• Send the completed form to Executive Director of Financial Affairs and arrange for required payment ($50.00 per course examination petition).
• While students will need to complete a separate petition form for each examination, they may submit several petitions at once (one examination per form) at any time during the program, provided the course in question has not been initiated. Although one may submit multiple petition forms and complete payment for the examinations one in a group, no more than one examination per week will be scheduled and administered.
• Upon proper completion of the petition and payment of the per-course examination fee, Dr. Jacinta will return the form to Dr. Reuben who will arrange the date and time of the examination.
• The examination will be forwarded at the set time and on the set date by the University's Testing Center.
• Each exam is three hours in length three hours to the designated Test Center address that will accompany the examination. There are no exceptions to this regulation.

• Exams are closed-book and do not permit use of, or reference to, any resources, online or offline. This is an important caveat: the professors in each field who are to grade these examinations (a team of at least two per exam) have been instructed to issue a grade of F if there is any clear-cut evidence of external source use.
• Once graded by the given team of professors, the score or result will be provided to the candidate. Like all standardized examinations, the exams are not returned, only the results.
• Following grading, students a report sent to the student will indicate the percentage achieved and will state the outcome: P or F. In cases where the student receives a Pass, the grade will be entered promptly onto his or her transcript.
• The form will be returned to the Office of Financial Affairs, where the appropriate adjustment will be made to the program balance due. For each course passed by Experiential Examination (up to the specified limit allowed), the total tuition will be reduced by the per course tuition.

NOTE

• Bachelor's students may petition for up to 9 of 36 courses (or 25%) maximum, at any point in the program prior to having initiated a given course.
• Master's students may petition for up to 3 courses (or 25%) maximum, at any point in the program prior to having initiated a given course.
• The Experiential Examination option is not available to doctoral candidates.

A copy of each examination petition, including confirmation of payment as well as the graded examination, become part of the student’s official file.

If any issues arise once results are communicate, notify Director of Academic and Support Services, who will respond or, where appropriate, forward the issue to the appropriate Dean (Undergraduate or Graduate).
FINANCIAL MATTERS
FINANCIAL MATTERS

TUITION AND FEES

Tuition

The University of Atlanta charges tuition based on the number of required courses a student must successfully complete in order to earn his or her degree. Courses are charged at the rate of:

BACHELOR OF SCIENCE DEGREE

(Bachelor of Science in Business – Finance, Bachelor of Science in Business – Marketing, Bachelor of Science in Business – Administration, Bachelor of Science in Business – International, Bachelor of Science in Human Resource Management, Bachelor of Science in Criminal Justice, Bachelor of Science in Computer Science, Bachelor of Science in Management Information Systems, Bachelor of Science in Healthcare Management): $350.00 per three-credit or nine-credit Undergraduate course. Bachelor degree = 120 credits or 36 courses = 34 courses at 3-credits each, 2 courses at 9 credits each.) Total program cost for Bachelor of Science degree program (36 courses, 120 credits) = $12,600 (This total is equal to a four year university degree.)

Special Note: Payment plan options are available to all students.

MASTER OF SCIENCE DEGREE

(Master of Science in Business – Finance, Master of Science in Business – Marketing, Master of Science in Business – Administration, Master of Science in Business – International, Master of Science in Human Resource Management, Master of Science in Criminal Justice, Master of Science in Computer Science, Master of Science in Management Information Systems, Master of Science in Healthcare Management): $900.00 per three-credit Graduate course. Total program cost for Master of Science degree program (12 courses, 36 credits) = $10,800.

Special Notes: (1) Three advanced, specialized graduate programs are charged at different rates: see below. (2) Payment plan options are available to all students.

MASTER OF SCIENCE IN EDUCATIONAL LEADERSHIP

$900 per three-credit course. Total Program cost for Master of Science in Educational Leadership degree program (14 courses, 42 credits) = $12,600.

Special Note: Payment plan options are available to all students.

MASTER OF BUSINESS ADMIN (MBA)

$1000 per three-credit course. Total Program cost for Master of Business Administration degree program (12 courses, 36 credits) = $12,000.

Special Note: Payment plan options are available to all students.

EXECUTIVE MASTER OF BUSINESS ADMINISTRATION (EMBA)

$1000 per three-credit course. Total Program cost for Executive Master of Business Administration degree program (14 courses, 42 credits) = $14,000.

Special Note: Payment plan options are available to all students.

DOCTORAL PROGRAM

15 courses at $1000 per course; 3 Dissertation Modules @ $500 each. Total Program cost = $16,500

Special Note: Payment plan options are available to all students.

GRADUATE CERTIFICATE PROGRAMS

$1000 per three-credit course. Total Program cost for Graduate or Master Certificate program (4 courses, 12 credits) = $4,000.

Special Note: Payment plan options are available to all students.

ESTIMATED BOOK COSTS

Books for individual courses are not included in the cost of tuition, as provided in the enrollment agreement. A comprehensive list of required books for each course (author, title, publisher, edition, ISBN number, cost of new book and used book, where available) is provided as a supplement to the enrollment agreement and is available via link within the online Learn Center (platform). Book prices, as noted on the
specific per-course list, range typically between $75 & $200 each. (Regular comparative surveys are conducted to ensure that costs represent fair market value.) Used books may be purchased at substantial savings, as indicated on the Official Book list, and students who purchase books from the university bookstore (a third-party vendor) have the option of selling back books through the same service. The details relative to each required book allow students who so choose to obtain books from any alternative provider they elect.

<table>
<thead>
<tr>
<th>Estimated Book Costs for all General Education Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Undergraduate Programs (General Education)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Estimated Books Costs - Undergraduate Specialization Courses/Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science in Business Administration</td>
</tr>
<tr>
<td>Concentration in: General Business Administration</td>
</tr>
<tr>
<td>Finance</td>
</tr>
<tr>
<td>International Business</td>
</tr>
<tr>
<td>Marketing</td>
</tr>
<tr>
<td>Bachelor of Science in Computer Science</td>
</tr>
<tr>
<td>Concentration in: Management of Information Science</td>
</tr>
<tr>
<td>Computer Science</td>
</tr>
<tr>
<td>Bachelor of Science in Health Science</td>
</tr>
<tr>
<td>Concentration in: Healthcare Administration</td>
</tr>
<tr>
<td>Bachelor of Science in Social Science</td>
</tr>
<tr>
<td>Concentration in: Criminal Justice</td>
</tr>
<tr>
<td>Human Resource Management</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Estimated Book Costs - Graduate Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Science in Business Administration</td>
</tr>
<tr>
<td>Concentration in: General Business Administration</td>
</tr>
<tr>
<td>Finance</td>
</tr>
<tr>
<td>International Business</td>
</tr>
<tr>
<td>Marketing</td>
</tr>
<tr>
<td>Master of Science in Computer Science</td>
</tr>
<tr>
<td>Concentration in: Management of Information Science</td>
</tr>
<tr>
<td>Computer Science</td>
</tr>
<tr>
<td>Master of Science in Health Science</td>
</tr>
<tr>
<td>Concentration in: Healthcare Administration</td>
</tr>
<tr>
<td>Master of Science in Social Science</td>
</tr>
<tr>
<td>Concentration in: Criminal Justice</td>
</tr>
<tr>
<td>Human Resource Management</td>
</tr>
<tr>
<td>Master of Science in Educational Leadership</td>
</tr>
<tr>
<td>Master of Business Administration (MBA)</td>
</tr>
<tr>
<td>Executive Master of Business Administration (EMBA)</td>
</tr>
<tr>
<td>Graduate Certificate Programs</td>
</tr>
<tr>
<td>Doctoral Programs</td>
</tr>
</tbody>
</table>
Note: The University does not refund students for books which are purchased through any third party vendor.

PAYMENT OPTIONS

Interest Free Financing

The University of Atlanta offers several flexible tuition payment plans. These no-interest payment plans are offered to any student-applicant who makes the required initial payment (typically 10%). All applicants who elect one of the payment plan options will be required to sign a Payment Agreement (specifying the terms of the chosen plan) and/or a Credit Card Authorization Statement, which become an official part of the Enrollment Agreement. There will be a $50.00 late payment fee (imposed monthly) for students who do not adhere to the terms of the payment agreement. Members of the Department of Admissions will provide clear guidance and judicious counsel as to the available payment options and the procedures for completion of relevant forms. One of the objectives of all Admissions officers is to facilitate the enrollment process and to assist each student in electing the plan most suited to the given individual.

Payments can be made via:

- Major credit card
- Western Union
- Personal Check/ Money Order
- Bank Wire

EMPLOYER TUITION ASSISTANCE

Many employers provide tuition support for employees, and sometimes for family members. Although these programs vary from employer to employer, most include partial or full reimbursement for tuition and/or fees. Such programs generally require the student to submit verification of enrollment or an official grade report to the employer before payment is made. Employed Students are encouraged to consult check with their Human Resources Department regarding tuition support programs which may be available.

PAST DUE OBLIGATIONS

A student who has financial obligation to the University for any reason beyond the due date is subject to have his/her account turned inactive. In order to re-activate the account, the student must pay the reactivation fee of $50 and bring the account current. Students who have an inactive account for 12 months will be withdrawn.

RE-ACTIVATED STUDENTS

Students who have their account suspended due to non-payment will be required to pay the entire late balance as well as a $50 re-activation fee before services will be restored. The University reserves the right to emend programs as needed to maintain relevancy. In the event a program is emended during the time a student is away from the University, that student may be required to undergo a new evaluation and re-enroll according to current requirements and available programs.

RE-ENROLLMENT

Students who are withdrawn and wish to return to University of Atlanta must re-enroll in a program that is currently offered. The University reserves the right to alter curriculum in order to maintain relevancy and to meet the needs of industry. The amount charged to a student who wishes to re-enroll will be based on the current price of tuition minus the amount paid to the University during the previous enrollment period.

Administrative Fees

<table>
<thead>
<tr>
<th>Service</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copy of Transcripts</td>
<td>$25</td>
</tr>
<tr>
<td>(free online)</td>
<td></td>
</tr>
<tr>
<td>Copy of Degree</td>
<td>$100</td>
</tr>
<tr>
<td>Experiential Exam (per course)</td>
<td>$50</td>
</tr>
<tr>
<td>Re-Activation of Account</td>
<td>$50</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$75</td>
</tr>
<tr>
<td>ID Card</td>
<td>$25</td>
</tr>
<tr>
<td>Change of Major</td>
<td>$100</td>
</tr>
<tr>
<td>Retake Course – Bachelor’s</td>
<td>$350</td>
</tr>
<tr>
<td>Retake Course – Master’s</td>
<td>$900/$1000</td>
</tr>
<tr>
<td>Retake Course – Graduate Certificate</td>
<td>$1000</td>
</tr>
<tr>
<td>Doctoral Application/Evaluation</td>
<td>$100</td>
</tr>
<tr>
<td>Retake Course – Doctoral</td>
<td>$1000</td>
</tr>
<tr>
<td>Returned Check Fee</td>
<td>$35</td>
</tr>
<tr>
<td>Late Payment Fee</td>
<td>$50 monthly</td>
</tr>
</tbody>
</table>

REFUND POLICY

The University of Atlanta Refund Policy applies to students who officially drop all courses from the University by providing notification to the student’s
affairs office or ceasing attendance without notification. Unused portions of tuition, fees and other non-mandatory charges may be refunded if a student withdraws from or fails to begin a course or program of study or is expelled for disciplinary reasons.

The refund policy is based on tuition paid for segments of the instructional program i.e., units or module.

- The University will always strive to use the refund policy that is most favorable to the student
- All refunds are made in full to the student within forty-five (45) days of the date of withdrawal;

Credit Balances
Students who have credit on their accounts at the time of withdrawal may be eligible for refunds.

Refund Criteria
The University begins processing refunds only after the student has started a program of instruction and after all charges have been paid and disbursed.

Refund amount is based on the proration of tuition and percentage of program completed at withdrawal, up until 50% of the program

The University will refund unused portions of tuition, fees and other non-mandatory charges if a student withdraws from or fails to begin a course or program of study or is expelled for disciplinary reasons.

How it works
1. A student will be refunded all fees paid, except nonrefundable application fees, if:
   - The student requests a refund within three (3) business days of signing a contract
   - In the absence of a signed contract prior to commencement of studies, the student requests a refund within three (3) business days of making a payment.

Deposits/Down-payments: All deposits or down payments made by students are credited as tuition payments unless clearly identified on receipt by the university as other fees.

The university charges a one-time, non-refundable application fee of $100 per student:

This fee is charged only once except in the following situations:

- the student has completed one program of study and is applying to enter an unrelated program;
- the student previously withdrew from the university

Withdrawal from the University
Students who withdraw from all of their classes may receive a partial refund. However, students who withdraw from their programs when the calculated percentage of completion is greater than 50% are not entitled to a refund of any portion of institutional charges.

Notwithstanding the above, students dropping all courses in any given period are considered withdrawn for refund purposes.

Furthermore, if a student withdraws from the university for any reason, the student is not liable for any unpaid portion of the application fee.

However:

a. There is no refund for items that were specially ordered for a specific student.
b. There are no refunds for the non-refundable application fee, all non-refundable charges for goods and/services provided by third-party vendors.

Return of purchased items:
There are no refunds for purchased items unless they are shown to be defective. All items purchased directly through the university or third party sources cannot be returned to the university for any reason and remain the property of the student. The University of Atlanta has no jurisdiction over third party sources.

Third party recommendations are made without guarantees on the part of the university.

Refund Calculations
The university uses the following criteria to calculate refunds:
• The day on which the university’s student affairs office receives an emailed written and signed withdrawal notification, from the student or the day on which the student officially files a withdrawal request with the Student’s office using the online withdrawal request form.
• All such notifications must bear the student’s unique identifying information.

Fees:
The University of Atlanta assesses no administrative and/or withdrawal fee of a student who withdraws from the university.

Extenuating circumstances
• If the university cancels or changes a program of study or unit in such a way that a student who has started the program or unit is unable to continue, the university will, at its cost, make arrangements, in a timely manner, to accommodate the needs of each student enrolled in the program;
• In the event that the university is unable, for whatever reason, to make such adequate arrangements, the university may, at its discretion, refund all money paid by the student for the program of study or unit.

Death of a Student
A refund of all fees, matriculation fees, and other mandatory fees shall be made in the event of the death of a student at any time during the academic session.

Military Service Refunds
Students who are called to active military duty may be withdrawn from all courses with a 100% refund. Students in this situation must submit a copy of their orders indicating activation along with the Withdrawal Request. These students may return to the university with no penalty.

Special Conditions
Students who do not formally withdraw, who are suspended for disciplinary reasons or who leave the university when disciplinary action is pending are not eligible for a refund on any portion of any fee.

The university president is authorized and empowered to take, or cause to be taken, any and all such other and further action as may be necessary, proper, convenient, or required in connection with the execution of this policy.

WITHDRAWAL FROM THE UNIVERSITY
A student who does not participate in an academically-related activity for 30 calendar days without making special arrangements with the Student Affairs Department will be deactivated. A student who does not participate in an academically-related activity for 90 calendar days will be withdrawn from the University.

VETERANS EDUCATIONAL BENEFITS
University of Atlanta degree programs are approved by the applicable State Approving Agency for Veterans Affairs. Students interested in Veterans Educational Benefits should contact the campus certifying official. Veterans who are unsure of their benefit eligibility should contact the Veterans Administration at 888-GI BILL-1. Students who participate in the Veterans Educational Benefits must maintain attendance within the University of Atlanta’s Attendance Policy. Students who change their status will be reported to the appropriate VA department within 30 days of the official date the status changed.
ACADEMIC POLICIES AND PROCEDURES

COURSE NUMBERING SYSTEM

100-299
Undergraduate courses (Lower Division)
400-599
Undergraduate courses (Upper Division)
600-799
Graduate courses (Master’s Level)
800-999
Graduate courses (Doctoral Level)

ACADEMIC REQUIREMENTS

As participants in a fast-paced university, students will engage in frequent interaction with members of various units (Division of Student Affairs, Division of Academic Affairs, Division of Financial Affairs), which will ensure active participation in coursework and facilitate successful completion of course requirements.

It is the policy of the University of Atlanta that, unless otherwise noted, every course at the Undergraduate and Graduate levels includes: (a) three article reviews (each requiring research, analysis and narrative writing); (b) three periodic exams (principally essay in format); (c) two major projects/papers; (d) active course participation between learner and instructor, with submitted summaries of each textbook chapter; (e) a timed, proctored comprehensive final examination.

Courses are based on a five-week model. It is important to maintain frequent contact with Student Affairs or Academic Affairs so that each student’s progress can be suitably notated.

SATISFACTORY PROGRESS POLICY

To remain in good standing, an undergraduate student must maintain a GPA of no less than 2.5. A student whose GPA falls below 2.5 will be placed on probation until such time as the GPA is raised to 2.5 or higher, at which point the student will be re-classified as a student in good standing. Beyond and in addition to the GPA requirement, no more than two grades below B- can be applied to any Master’s or Doctoral degree program. Students who have earned more than two course grades less than B- will need to repeat such courses or enroll in additional courses (with administrative approval) so as to meet both the per course standards and the GPA requirements. To qualify for graduation honors, Bachelor’s candidates must have completed a minimum of 60 credit hours at the University of Atlanta; Master’s candidates must have completed a minimum of 30 credit hours at the University of Atlanta; Doctoral candidates must have completed a minimum of 45 credit hours at the University of Atlanta.

SATISFACTORY PROGRESS POLICY FOR VA EDUCATION BENEFIT RECEPIENTS

To remain in good standing, an undergraduate student must maintain a GPA of no less than 2.5. A student whose GPA falls below 2.5 will be notified of the unsatisfactory progress in writing and placed in a probationary status. The review of GPA will be conducted after each completion of 12 semester hours of course work. The student must contact an academic counselor upon notification in order to develop an appropriate academic plan. Should the students GPA remain below 2.5 after the completion of 12 additional semester hours of course work, the student will be suspended and VA education benefits will be terminated effective on the date of suspension.

A student who believes extenuating circumstances impaired his/her ability to maintain academic status may appeal the suspension within 30 days to the:

Vice President of Academic Affairs
University of Atlanta
6455 East Johns Crossing, Suite 175
Johns Creek, GA 30097

Decisions issued by the Vice President of Academic Affairs are final.

Students who are suspended must wait 60 days before reapplying for a provisional reinstatement. After
completing 12 semester hours of course work the GPA must be 2.5 or higher to be placed in good standing. Should the GPA remain below 2.5 the student will be permanently withdrawn from school.

**ATTENDANCE / COURSE PARTICIPATION**

Students are required to participate in an academically-related activity a minimum of once every 30 days. This participation is captured and recorded electronically and recorded as the Last Date of Attendance in the Student records system and is updated with each consecutive login. In the event that a student-initiated withdrawal, the LDA and the official date of withdrawal will be on the day the withdrawal notification was received by Student Affairs. Or in the event of an administrative withdrawal the LDA will be calculated as of the last date that the student participated in an academically-related activity.

An academically-related activity is, but is not limited to, logging into the Learn Center or making contact with a member of faculty or of the Student Affairs Division.

**PROCTORED EXAMS**

The University of Atlanta requires proctors to monitor final exams in all courses. As a student, it is your responsibility to select an individual who will be available to proctor your final exams, at the conclusion of each course. Once this person is approved, he/she will be your designated proctor for the duration of your degree program, unless the University is otherwise notified.

Your proctor will be required to complete and submit a Proctor Application and Agreement. This information will be maintained by the University, as part of the academic file, for the duration of your enrollment. In the event you need to change proctors during the enrollment period, a new Proctor Application and Agreement should be submitted to University administration for approval.

Acceptable proctors include school teachers and principals, librarians, clergy members, human resources officers and workplace supervisors. A proctor should hold a position of integrity. Family members or friends cannot act as proctors.

Students must select a trusted individual who will be available to proctor exams, when required. This individual should be able to meet (at a minimum) the following guidelines:

1) The Proctor should have access to internet and email in order to access messages and/or files from the University
2) The Proctor should live in close proximity to the student and be able to monitor the exam (without interruption) in an area which is free from distraction. The exam site and time should be decided by the student and the Proctor in order to ensure that there will be ample opportunity for successful completion of the exam.
3) The Proctor must be comfortable in a position of authority and be able to ensure that the integrity of the examination process is strictly maintained.

**GRADING POLICIES AND PROCEDURES**

The University of Atlanta monitors and records student progress in each course completed in accordance with the standard college-level scale, as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical equivalent</th>
<th>Quality Points</th>
<th>GPA value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
<td>12</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
<td>12</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>11</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>10</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>9</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>8</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>7</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>6</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>5</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>4</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>60-66</td>
<td>3</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>I</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>W</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>TC</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>P</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>S</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>U</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**NOTES**

- At the graduate level, “C” is the lowest passing grade.
- The following designations carry no point value
and are not computed in grade point calculations:
I (Incomplete); W (Withdraw); TC (Transfer Credit); P (Credit awarded based on Comprehensive Examination); S (Satisfactory Progress-Dissertation); U (Unsatisfactory Progress-Dissertation).

To calculate the GPA, the number of quality points for each course is multiplied by the number of credits for the given course. The total is divided by the total number of credits attempted (passed or failed) multiplied by 3. This will yield the exact GPA.

Example:
Course 1 3 credits B+ (10 x 3) = 30 quality points
Course 2 4 credits A- (11 x 4) = 44 quality points
Course 3 3 credits D (3 x 3) = 9 quality points
Total = 83 quality points

Divide the total number of quality points (83) by the total number of credits attempted (10) multiplied by three (10) x (3) = 83 / 30 = 2.76 (GPA).

GRADE-RELATED POLICIES

UNDERGRADUATE STUDENTS

• At the undergraduate level, the following grades are used: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, and F.

• At the Undergraduate level, letter grades correspond to the following levels of performance: A (Excellent); B (Good, Above Average); C (Satisfactory); D (Passing); F (Failing).

• Special grades include I (Incomplete), W (Withdraw), TC (Transfer Credit), P (Credit awarded based on Comprehensive Examination). Consult applicable sections of Catalog and Student Handbook for regulations governing these policies, where applicable.

• To remain in good standing, an undergraduate student must maintain a GPA of no less than 2.5.

• A student whose GPA falls below 2.5 will be placed on probation until such time as the GPA is raised to 2.5 or higher, at which point the student will be re-classified as a student in good standing.

• Students are encouraged to consult the Catalog for specifications on Satisfactory Academic Progress.

GRADUATE STUDENTS

• At the graduate level, the following grades are used: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, and F. (Any grade below C is converted automatically to an F.)

• At the Graduate level, letter grades correspond to the following levels of performance: A (Superior); B (Good); C (Passing); F (Failing).

• Special grades include I (Incomplete), W (Withdraw), TC (Transfer Credit), P (Credit awarded based on Comprehensive Examination), S (Satisfactory Progress-Dissertation), U (Unsatisfactory Progress-Dissertation). Consult applicable sections of Catalog and Student Handbook for regulations governing these policies, where applicable.

• To remain in good standing, a graduate student must maintain a GPA of no less than 3.0

• A graduate student whose GPA falls below 3.0 will be placed on probation until such time as the GPA is raised to 3.0 or higher, at which point the student will be re-classified as a student in good standing.

• Beyond and in addition to the GPA requirement, no more than two grades below B- can be applied to any graduate degree program. Students who have earned more than two course grades less than B- will need to repeat such courses or enroll in additional courses (with administrative approval) so as to meet both the per course standards and the GPA requirements.

HONORS

UNDERGRADUATE STUDENTS

Graduation Honors

Upon graduation, a student with no repeated courses, no probationary period, and a record clear of any academic or disciplinary offenses will qualify for University honors (which will appear on both the diploma and the transcript), as follows:

Cumulative GPA of 3.50-3.69: Cum Laude
Cumulative GPA of 3.70-3.89: Magna Cum Laude
Cumulative GPA of 3.90-4.00: Summa Cum Laude

Only grades earned at the University of Atlanta are computed in the determination of honors.

GRADUATE STUDENTS

Graduation Honors

Upon graduation, a student with no repeated
courses, no probationary period, and a record clear of any academic or disciplinary offenses will qualify for University honors (which will appear on both the diploma and the transcript), as follows:

Cumulative GPA of 3.50-3.69: Cum Laude  
Cumulative GPA of 3.70-3.89: Magna Cum Laude  
Cumulative GPA of 3.90-4.00: Summa Cum Laude

Only grades earned at the University of Atlanta are computed in the determination of honors.

To qualify for graduation honors, undergraduate students must have completed a minimum of 60 credit hours at the University of Atlanta; Graduate Students must have completed a minimum of 30 credit hours at the University of Atlanta; Doctoral candidates must have completed a minimum of 45 credit hours at the University of Atlanta.

COURSE REQUIREMENTS AND FINAL EXAMINATIONS

Policies & Procedures  
COURSE REQUIREMENTS

It is the policy of the University of Atlanta that every course at the Undergraduate and Graduate levels, unless otherwise indicated, includes: (a) article reviews (each requiring research, analysis and narrative writing); (b) periodic exams (principally essay in format); (c) major projects/papers; (d) active course participation; and (e) a comprehensive final examination.

FINAL EXAMINATION SPECIFICS

1. The final examination will constitute no less than 20-25% of the final course grade.  
2. No course grade will be calculated until the final examination grade is recorded.  
3. No final examination is accessible until the student has completed all other course requirements and is approved to sit for the examination, is in the presence of the approved proctor. At that time only, the proctor requests the password from the Director
of Academic and Support Services.
4. The examination is only to be accessed once in line with procedures outlined in no. 3 (above).
5. Note: There is no provision for retake of a final examination. (Students are therefore encouraged to prepare scrupulously for this comprehensive examination.)

GRADE REPORTS / TRANSCRIPTS
Students may obtain a current grade report by logging into mycampus.uofa.edu and selecting “Lecture Hall”. Once the student has entered the Lecture Hall, he/she is able to access grade reports and a current transcript. These reports include cumulative GPA totals and indicate a students academic standing. Official Transcripts are mailed directly to the student’s permanent mailing address. This request is processed according to the Transcript request procedure and students incur a $25 per request charge. The University encourages students to obtain grade reports via the free online delivery option. A final transcript will be sent as part of the graduation package when all academic and financial obligations have been satisfied.

Upon request, the University will send transcripts to current or prospective employers, educational institutions, or certifying agencies. There is a $25 fee charged each time a transcript is requested by the student. Letters of recommendation can be provided upon request.

Students who have a financial obligation to the University will not receive their final grades until the obligation is satisfied nor will they have access to the website for the purpose of obtaining grades or transcripts.

CODE OF ETHICS - ACADEMIC INTEGRITY
The Code of Ethics defines our commitment to excellence and is integral to the life of the University of Atlanta student. All students are expected to sign the Code of Ethics during the enrollment process and adhere to the University policies regarding academic honesty throughout their enrollment period.

All Students are required to submit a signed copy of the Student Code of Ethics during the enrollment process. Faculty members may elect to issue a grade of zero (0) to any student who attempts to submit work that is not his or her own. The University reserves the right to suspend or expel any student who does not adhere to the Student Code of Ethics.

LEAVE OF ABSENCE POLICY
The University of Atlanta understands that circumstances arise where a student may have to put his or her studies on hold. The maximum period for an approved Leave of Absence is ninety (90) days. A student may request no more than two leaves of absence in any twelve month period. If a Leave of Absence exceeds the 90-day limit, the student will be withdrawn from the University and will need to re-enroll in order to re-establish active status. During a Leave of Absence, students are expected to meet their financial obligations, as per their enrollment agreement. In special circumstances, the student may petition a deferment of payment not to exceed the maximum period of 90 days.

CHANGE OF MAJOR
In the event that a student decides to change program while registered at University of Atlanta, official notification is required. Please fill out the Status Change Form and submit it to the Director of Academic and Support Services with a $100.00 processing fee.

GRADUATION REQUIREMENTS
Students are considered to have fulfilled all requirements and are eligible to graduate when they have completed all programmatic requirements. Bachelors degree students must have a cumulative GPA of 2.0 and Graduate degree students must have a cumulative GPA of 3.0 in order to be eligible for graduation.

All financial obligations to the University must be met in order for a student to be approved for graduation. Tuition and fees must be paid in full before transcripts will be released and/or degrees will be conferred.

Several forms must be submitted to complete graduation requirements. These include:

1. Application for Graduation
2. Exit Interview/Survey

**All students must pay a $75 graduation fee.**
STUDENT AFFAIRS

MESSAGE FROM THE VICE PRESIDENT FOR STUDENT AFFAIRS...

The Division of Student Affairs is deeply committed to the educational mission of the University. We understand that education is more than academic knowledge; it is certainly an ongoing process. In that spirit, in addition to our degree programs, we also offer a range of Certificate programs that foster life-long learning. Student-focused in our approach, we particularly foster diversity and multiculturalism—by honoring different learning needs and styles in our students.

Our Website provides students with information about a range of programs, policies and services that are available. No matter where on the globe any student resides, it is our goal to engage each in the life of our campus by doing whatever possible to enhance the student’s experience here.

The Division of Student Affairs is comprised of diverse departments each of which serves to uphold and enrich the student experience at the University of Atlanta. Among others, Orientation Services helps orient new students to the distance learning delivery mode and Learn Center platform. A student may contact Student Support Services for guidance related to any personal or learning issue. Judicial Services offers assistance with any student grievance. (Many other departments are under construction.) Though we have automated many of our services, making them accessible to students at all times, we recognize the need for and value of live and personal interchange. Rest assured that, upon contact, our caring staff will either provide the solution sought or will lead the student to the appropriate party.

The University of Atlanta is a young University with a mission to produce educated, globally-aware and culturally-sensitive graduates, intellectually and emotionally prepared to continue the University mission, take their place in the world, and to create a brighter tomorrow.

We sincerely hope that every member of the student community will sample the many new opportunities for growth at the University of Atlanta.

SERVICES AVAILABLE TO STUDENTS

- The Division of Student Affairs has adopted and implemented a student-centered approach to departments and services.
- Orientation Services offers a Video Online Tour, 24/7, to familiarize students with the Learning Platform.
- Orientation Services, in partnership with ISEC, offers sophisticated Student ID Cards.
- Student Support Services offers subject-area specific support to students via email and phone interaction.
- Tutoring Services for specific subjects supports the academic vision of the University via Live Chat and Discussion Boards in the Learn Center.
- Judicial Services records student complaints and concerns and works to resolve issues promptly.
- Study Centers established at select sites offer library, computer lab, proctoring and tutoring services.
- Student Affairs is committed to, and promotes, student engagement via social networking tools like Twitter and Facebook—particularly, Programs and subject-specific Discussion Boards on Facebook.

Consult the various tabs and links within the Learn Center for ever-increasing options and services available to students.

ORIENTATION

All new students are sent information on how to log in to the secure section of the Learn Center and a) view the Orientation Video (available 24/7); and, b) read the Student Handbook. Both the Video and the Handbook are vital tools that assist the students in getting started on an online/distance learning program of study. They also introduce the student to the unique UoA Learning Platform: how to access assignments, submit them, order books, navigate the library, etc. Students are encouraged to view the Video, read the Handbook, and the FAQs, frequently, as they navigate through the program. Students are also introduced to different forms of social media to engage with fellow
students on the virtual campus, as well as assigned a subject specialist who supports them through their studies.

**STUDENT HANDBOOK**

The University of Atlanta’s Student Handbook is accessible to enrolled students by logging in to the Learn Center. The Handbook will be updated periodically.

**U OF A STUDENT PHOTO ID CARD**

In partnership with ISEC, the University of Atlanta is proud to launch its new Photo ID Card. This new Photo ID card comes at a cost of 25 US dollars (plus 4.95 to upload a photo), with free shipping worldwide. Valid for one year from the date of purchase, it also comes with several discounts and privileges. Briefly:

The International Student Exchange Card (ISE card) is a student’s passport to savings. By presenting the ISE Card, cardholders will be eligible for a variety of discounts ranging from 5%-50% off on hostels, hotels, restaurants, adventure tours, discos, museums, castles, and other exciting attractions all over the world. Additional ISE Card benefits include:

- Up to $2,000 in basic medical benefits
- Up to $5,000 in emergency evacuation
- Up to $2,000 in airline bankruptcy
- Reimbursement of deductible up to $2,000 on travel insurance
- 24-hour, toll-free emergency assistance from anywhere in the world
- Free voice mail and recorded email access and up to 70% off on international phone calls
- Special student airfares
- Emergency roadside assistance in North America and Canada
- Widespread discounts at locations around the world - backed up by the ISE discount guarantee

In addition, many organizations, institutions, and retailers also offer discounts to students based on such ID cards. Students will be required to show this card to access Study Center privileges and/or attend upcoming social networking events at various locations.

**CHANGE OF CONTACT INFORMATION**

The University maintains a record of each student’s current address and contact coordinates. All contact information changes should be reported as soon as they occur and submitted promptly in writing to Student Affairs.
Undergraduate Degree Programs (Bachelor’s)
BACHELOR OF SCIENCE IN BUSINESS: ADMINISTRATION

The University of Atlanta’s Bachelor of Science program in Business, with a concentration in Administration, focuses on the principal areas essential to management, providing a solid grounding in corporate operations, the theory and practice of leadership, professional communication, finance, economics, organizational behavior, business law and marketing. Throughout the learning experience, students analyze and apply the tools of effective decision-making and problem-solving, while developing a fundamental understanding of business-related procedures and processes, all of which, in combination, are ultimately essential to adept leadership.

Program Objectives:
- Apply critical thinking and reasoning skills to identify problems and to develop problem-solving abilities within the business context.
- Develop potential, enabling them to face the future with confidence and determination.
- Prepare for leadership and service within a broad spectrum of business and business-related arenas.
- Acquire the tools specific to business processes and procedures and the capacity to understand the principal theory, significance and practical applications related thereto.
- Develop a solid understanding of the functional components of business - economics, marketing, accounting, finance, law, management, thus enabling the graduate to assume managerial trainee and like positions, in which they will have the occasion to grow and develop further.
- Apply theoretical knowledge to the solution of real-life (field related) problems both individually and through teamwork within the context of a variety of active learning environments.
- Develop strong communication skills with due emphasis on the tools of effective writing.

Career Opportunities:
Graduates in Administration will be suitably prepared to assume management trainee positions in the corporate sector, in industry, in government, in other professional arenas – or, alternatively, to assume enhanced responsibilities within the context of a currently-held position. Those who so elect will be academically prepared to pursue graduate studies in business or in a wide array of related disciplines.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>General Education Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>Composition I</td>
<td>3.0</td>
</tr>
<tr>
<td>ENG 102</td>
<td>Composition II</td>
<td>3.0</td>
</tr>
<tr>
<td>CM 106</td>
<td>Principles of Human Communication</td>
<td>3.0</td>
</tr>
<tr>
<td>MATH 110</td>
<td>College Algebra</td>
<td>3.0</td>
</tr>
<tr>
<td>GS 126</td>
<td>General Science</td>
<td>3.0</td>
</tr>
<tr>
<td>HIST 140</td>
<td>Western Civilization</td>
<td>3.0</td>
</tr>
<tr>
<td>HIST 146</td>
<td>Survey of American History</td>
<td>3.0</td>
</tr>
<tr>
<td>POL 176</td>
<td>Introduction to Political Science</td>
<td>3.0</td>
</tr>
<tr>
<td>POL 180</td>
<td>American Government</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY 151</td>
<td>General Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>BS 200</td>
<td>Introduction to Business</td>
<td>3.0</td>
</tr>
<tr>
<td>BS 219</td>
<td>International Management</td>
<td>3.0</td>
</tr>
<tr>
<td>MATH 216</td>
<td>Business Math</td>
<td>3.0</td>
</tr>
<tr>
<td>HIST 218</td>
<td>Global History</td>
<td>3.0</td>
</tr>
<tr>
<td>POL 267</td>
<td>Introduction to World Politics</td>
<td>3.0</td>
</tr>
<tr>
<td>ED 250</td>
<td>Social Foundations</td>
<td>3.0</td>
</tr>
<tr>
<td>GS 261</td>
<td>Introduction to the Universe</td>
<td>3.0</td>
</tr>
<tr>
<td>GS 270</td>
<td>Concepts in Science</td>
<td>3.0</td>
</tr>
<tr>
<td>SOC 218</td>
<td>General Sociology</td>
<td>3.0</td>
</tr>
<tr>
<td>SOC 222</td>
<td>Global Sociology</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 441</td>
<td>Business Law</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 464</td>
<td>Accounting</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 416</td>
<td>Finance</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 444</td>
<td>Management Theory</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 461</td>
<td>Organizational Behavior</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 448</td>
<td>Marketing Theory</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 472</td>
<td>Business Communication</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Concentration Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 411</td>
<td>Business Ethical Issues</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 419</td>
<td>Banking and Finance</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 421</td>
<td>Human Resource Development</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 432</td>
<td>International Business</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 443</td>
<td>Business Essentials</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 455</td>
<td>Entrepreneurship</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 418</td>
<td>Essentials of Economics</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Final Project and Thesis Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 515</td>
<td>Field Work Experience</td>
<td>9.0</td>
</tr>
<tr>
<td>BA 525</td>
<td>Thesis</td>
<td>9.0</td>
</tr>
</tbody>
</table>

TOTAL PROGRAM CREDIT HOURS 120.0
BACHELOR OF SCIENCE IN BUSINESS: FINANCE

The BS degree in Business, with a Finance concentration, is constituted of a solid core of balanced coursework in management, marketing, economics, contemporary corporate operations and structures, business communication – with special emphasis on financial operations and financial management. Degree candidates analyze and apply the tools of effective financial analysis, understanding how such analysis bears upon and impacts decision-making and problem-solving. Students confront a panorama of financial issues, prepare a wide array of reports, and come to understand the effects of the international market on local markets, and of technological applications within the finance realm. The student is then afforded both firm business grounding and a substantial specialization in the multi-focal areas of finance and the co-related divisions of the business enterprise.

Program Objectives:
• Develop a well-rounded understanding of the major functional areas of business including: the ability to prepare, read, analyze and communicate financial information
• Develop the ability to apply financial information in managerial decisions.
• Understand the responsibilities of a financial manager’s roles in the areas of planning, organizing, directing, and controlling.
• Develop an understanding of the finance and marketing mix to successfully perform in the competitive and complex environment.
• Acquire an understanding of fundamental legal concepts and their application to the business community.
• Develop a basic knowledge of the use of information technology in managing organizations and the ability to apply modern scientific and mathematical methods to management and finance-related problems.
• Develop the ability to formulate and understand solid business policy using case analysis and discussion.
• Apply theoretical knowledge to the solution of real-life (field related) problems both individually and through teamwork within the context of an active learning environment.
• Develop strong communication skills with due emphasis on the tools of effective writing.

Career Opportunities:
Business degree graduates with a Finance emphasis might consider broad-based career options in numerous areas: finance-centered (managerial) trainee positions in both the public and private sectors, in corporations, consulting firms, investment and banking industries, non-profit organizations, and governmental agencies, among others. Those who so elect will be academically prepared to pursue graduate studies in business-finance or a wide array of related disciplines.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>General Education Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>Composition I</td>
<td>3.0</td>
</tr>
<tr>
<td>ENG 102</td>
<td>Composition II</td>
<td>3.0</td>
</tr>
<tr>
<td>CM 106</td>
<td>Principles of Human Communication</td>
<td>3.0</td>
</tr>
<tr>
<td>MATH 110</td>
<td>College Algebra</td>
<td>3.0</td>
</tr>
<tr>
<td>GS 126</td>
<td>General Science</td>
<td>3.0</td>
</tr>
<tr>
<td>HIST 140</td>
<td>Western Civilization</td>
<td>3.0</td>
</tr>
<tr>
<td>HIST 146</td>
<td>Survey of American History</td>
<td>3.0</td>
</tr>
<tr>
<td>POL 176</td>
<td>Introduction to Political Science</td>
<td>3.0</td>
</tr>
<tr>
<td>POL 180</td>
<td>American Government</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY 151</td>
<td>General Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>BS 200</td>
<td>Introduction to Business</td>
<td>3.0</td>
</tr>
<tr>
<td>BS 219</td>
<td>International Management</td>
<td>3.0</td>
</tr>
<tr>
<td>MATH 216</td>
<td>Business Math</td>
<td>3.0</td>
</tr>
<tr>
<td>HIST 218</td>
<td>Global History</td>
<td>3.0</td>
</tr>
<tr>
<td>POL 267</td>
<td>Introduction to World Politics</td>
<td>3.0</td>
</tr>
<tr>
<td>ED 250</td>
<td>Social Foundations</td>
<td>3.0</td>
</tr>
<tr>
<td>GS 261</td>
<td>Introduction to the Universe</td>
<td>3.0</td>
</tr>
<tr>
<td>GS 270</td>
<td>Concepts in Science</td>
<td>3.0</td>
</tr>
<tr>
<td>SOC 218</td>
<td>General Sociology</td>
<td>3.0</td>
</tr>
<tr>
<td>SOC 222</td>
<td>Global Sociology</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 441</td>
<td>Business Law</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 464</td>
<td>Accounting</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 416</td>
<td>Finance</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 444</td>
<td>Management Theory</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 461</td>
<td>Organizational Behavior</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 448</td>
<td>Marketing Theory</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 472</td>
<td>Business Communication</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Concentration Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 419</td>
<td>Banking and Finance</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 427</td>
<td>Introduction to Managerial Accounting</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 418</td>
<td>Essentials of Economics</td>
<td>3.0</td>
</tr>
<tr>
<td>FN 455</td>
<td>Financial Analysis and Decision Making</td>
<td>3.0</td>
</tr>
<tr>
<td>FN 459</td>
<td>Investments Principles</td>
<td>3.0</td>
</tr>
<tr>
<td>FN 465</td>
<td>Financial Planning and Control</td>
<td>3.0</td>
</tr>
<tr>
<td>FN 480</td>
<td>Credit and Collection Management</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Final Project and Thesis Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 515</td>
<td>Field Work Experience</td>
<td>9.0</td>
</tr>
<tr>
<td>BA 525</td>
<td>Thesis</td>
<td>9.0</td>
</tr>
</tbody>
</table>

TOTAL PROGRAM CREDIT HOURS 120.0
BACHELOR OF SCIENCE IN BUSINESS: INTERNATIONAL BUSINESS

Among the four specialization options provided as options within the Bachelor of Science degree in Business, the International Business focus is two-fold in its concentrated training; it lays the foundation for specialization by offering a well-grounded core of study across the principal areas of business and, too, it accords special emphasis to the complexities of global perspectives. While not losing site of the essential business operations, these are then pursued in depth as related to national and international issues and the significant interdependence of such matters and markets. Students develop an understanding of globalization of markets and production, global trade, regional trade agreements, supra-national organizations and the multi-dimensional effects of foreign exchange systems.

Program Objectives:

- Apply critical thinking and reasoning skills to identify problems and to develop problem-solving abilities in a spectrum of international business environments.
- Acquire a fundamental understanding of, and sensitivity to, principal complexities (differences and likenesses) between and among business practices across geographical and cultural boundaries.
- Develop a basic knowledge of the use of information technology in managing national and international organizations and the ability to apply modern scientific and mathematical methods to management and other business-related problems.
- Gain a solid understanding of the functional components of business - economics, marketing, accounting, finance, law, management, both in the US and in a variety of other international settings.
- Develop the ability to formulate and understand solid business policy using case analysis and discussion (based on the identification and study of comparative and contrastive operations and decisions in various international forums).
- Apply theoretical knowledge to the solution of real-life (field related) problems both individually and through teamwork within the context of multiple active learning environments.
- Apply theoretical knowledge to solve real-life problems through teamwork within the context of an active learning environment.
- Develop strong communication skills with due emphasis on the tools of effective writing.

Career Opportunities:

Those with the undergraduate specialization in International Business face a wide range of possible career options: management trainee positions in the multinational corporate sector, in industry, in government, in other professional areas where awareness of, and sensitivity to, cross-cultural environments are essential. Growth-oriented positions both in the US (global) market and perhaps in other geographical regions. Alternatively, those engaged in the multinational or international arena will be prepared to assume augmented (internationally-based or globally-focused) responsibilities. Graduates who seek yet further specialization will be academically prepared to pursue graduate studies in international business, global studies, international economics and an array of tangential disciplines in which organizational, entrepreneurial and cross- or trans-cultural likenesses and differences are paramount.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>General Education Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>Composition I</td>
<td>3.0</td>
</tr>
<tr>
<td>ENG 102</td>
<td>Composition II</td>
<td>3.0</td>
</tr>
<tr>
<td>CM 106</td>
<td>Principles of Human Communication</td>
<td>3.0</td>
</tr>
<tr>
<td>MATH 110</td>
<td>College Algebra</td>
<td>3.0</td>
</tr>
<tr>
<td>GS 126</td>
<td>General Science</td>
<td>3.0</td>
</tr>
<tr>
<td>HIST 140</td>
<td>Western Civilization</td>
<td>3.0</td>
</tr>
<tr>
<td>HIST 146</td>
<td>Survey of American History</td>
<td>3.0</td>
</tr>
<tr>
<td>POL 176</td>
<td>Introduction to Political Science</td>
<td>3.0</td>
</tr>
<tr>
<td>POL 180</td>
<td>American Government</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY 151</td>
<td>General Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>BS 200</td>
<td>Introduction to Business</td>
<td>3.0</td>
</tr>
<tr>
<td>BS 219</td>
<td>International Management</td>
<td>3.0</td>
</tr>
<tr>
<td>MATH 216</td>
<td>Business Math</td>
<td>3.0</td>
</tr>
<tr>
<td>HIST 218</td>
<td>Global History</td>
<td>3.0</td>
</tr>
<tr>
<td>POL 267</td>
<td>Introduction to World Politics</td>
<td>3.0</td>
</tr>
<tr>
<td>ED 250</td>
<td>Social Foundations</td>
<td>3.0</td>
</tr>
<tr>
<td>GS 261</td>
<td>Introduction to the Universe</td>
<td>3.0</td>
</tr>
<tr>
<td>GS 270</td>
<td>Concepts in Science</td>
<td>3.0</td>
</tr>
<tr>
<td>SOC 218</td>
<td>General Sociology</td>
<td>3.0</td>
</tr>
<tr>
<td>SOC 222</td>
<td>Global Sociology</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 441</td>
<td>Business Law</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 464</td>
<td>Accounting</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 416</td>
<td>Finance</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 444</td>
<td>Management Theory</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 461</td>
<td>Organizational Behavior</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 448</td>
<td>Marketing Theory</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 472</td>
<td>Business Communication</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Concentration Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>INB432</td>
<td>International Human Resource Management</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 455</td>
<td>Entrepreneurship</td>
<td>3.0</td>
</tr>
<tr>
<td>HR 452</td>
<td>Leadership and Organizational Change</td>
<td>3.0</td>
</tr>
<tr>
<td>INB 471</td>
<td>International Economic Institutions</td>
<td>3.0</td>
</tr>
<tr>
<td>INB 461</td>
<td>Challenges of Intercultural Communications</td>
<td>3.0</td>
</tr>
<tr>
<td>INB 480</td>
<td>Import-Export Regulations and Practices</td>
<td>3.0</td>
</tr>
<tr>
<td>INB 482</td>
<td>Fundamentals of International Trade and Finance</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Final Project and Thesis Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA515</td>
<td>Field Work Experience</td>
<td>9.0</td>
</tr>
<tr>
<td>BA 525</td>
<td>Thesis</td>
<td>9.0</td>
</tr>
</tbody>
</table>

**TOTAL PROGRAM CREDIT HOURS** 120.0
BACHELOR OF SCIENCE IN BUSINESS: MARKETING

The Bachelor of Science program in Business, with an emphasis in Marketing, offers candidates a thorough knowledge of marketing concepts and leads them to develop a comprehensive understanding of strategic and tactical marketing strategies. The program provides the tools by which to identify and satisfy consumer needs, once understood. Specialized skills of selling, advertising, retailing and market research are significant components of the training process. Courses engage students in the analysis of current marketing theory and practices relevant to general marketing, international marketing and sales marketing. Combined with the core courses across the major areas of business, students are prepared to gain a contextualized understanding of the place and scope of marketing within the current economy with an understanding of strategic approaches.

Program Objectives:
• Develop a well-rounded understanding of the major functional areas of business including: the ability to prepare, read, analyze and communicate marketing-centered processes, data, and findings.
• Develop the ability to apply marketing-based information in managerial decisions.
• Demonstrate fundamental competency in the areas of complex, specialized and often creative-based skill-sets specifically associated with marketing.
• Understand the responsibilities of a marketing manager’s roles in the areas of planning, organizing, directing, and controlling.
• Develop an understanding of the marketing mix in order to perform successfully in that competitive and complex environment.
• Acquire an understanding of fundamental legal concepts as applied to marketing and their application to the business community.
• Develop a basic knowledge of the use of information technology in managing organizations and the ability to apply modern scientific and mathematical methods to management and marketing-related problems and solutions.
• Develop the ability to formulate and understand solid business policy, with an emphasis on marketing strategies, using case analysis and discussion.
• Apply theoretical knowledge to the solution of real-life (field related) problems both individually and through teamwork within the context of a variety of active learning environments.
• Develop strong communication skills with due emphasis on the tools of effective writing.

Career Opportunities:
Options for graduates include e-commerce, marketing analysis, professional selling, supply chain management, marketing research and customer service/leadership (trainee) positions. Further opportunities in advertising, brand management and marketing analysis will continue to present themselves. The Marketing degree offers a notably broad slate of possibilities to graduates in a number of closely-related, fast-paced and exciting fields.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>General Education Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>Composition I</td>
<td>3.0</td>
</tr>
<tr>
<td>ENG 102</td>
<td>Composition II</td>
<td>3.0</td>
</tr>
<tr>
<td>CM 106</td>
<td>Principles of Human Communication</td>
<td>3.0</td>
</tr>
<tr>
<td>MATH 110</td>
<td>College Algebra</td>
<td>3.0</td>
</tr>
<tr>
<td>GS 126</td>
<td>General Science</td>
<td>3.0</td>
</tr>
<tr>
<td>HIST 140</td>
<td>Western Civilization</td>
<td>3.0</td>
</tr>
<tr>
<td>HIST 146</td>
<td>Survey of American History</td>
<td>3.0</td>
</tr>
<tr>
<td>POL 176</td>
<td>Introduction to Political Science</td>
<td>3.0</td>
</tr>
<tr>
<td>POL 180</td>
<td>American Government</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY 151</td>
<td>General Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>BS 200</td>
<td>Introduction to Business</td>
<td>3.0</td>
</tr>
<tr>
<td>BS 219</td>
<td>International Management</td>
<td>3.0</td>
</tr>
<tr>
<td>MATH 216</td>
<td>Business Math</td>
<td>3.0</td>
</tr>
<tr>
<td>HIST 218</td>
<td>Global History</td>
<td>3.0</td>
</tr>
<tr>
<td>POL 267</td>
<td>Introduction to World Politics</td>
<td>3.0</td>
</tr>
<tr>
<td>ED 250</td>
<td>Social Foundations</td>
<td>3.0</td>
</tr>
<tr>
<td>GS 261</td>
<td>Introduction to the Universe</td>
<td>3.0</td>
</tr>
<tr>
<td>GS 270</td>
<td>Concepts in Science</td>
<td>3.0</td>
</tr>
<tr>
<td>SOC 218</td>
<td>General Sociology</td>
<td>3.0</td>
</tr>
<tr>
<td>SOC 222</td>
<td>Global Sociology</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 441</td>
<td>Business Law</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 464</td>
<td>Accounting</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 416</td>
<td>Finance</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 444</td>
<td>Management Theory</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 461</td>
<td>Organizational Behavior</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 448</td>
<td>Marketing Theory</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 472</td>
<td>Business Communication</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Concentration Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 418</td>
<td>Essentials of Economics</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 455</td>
<td>Entrepreneurship</td>
<td>3.0</td>
</tr>
<tr>
<td>MKT 459</td>
<td>Consumer Behavior</td>
<td>3.0</td>
</tr>
<tr>
<td>MKT 461</td>
<td>Customer Services Management</td>
<td>3.0</td>
</tr>
<tr>
<td>MKT 463</td>
<td>Logistic Marketing Operations</td>
<td>3.0</td>
</tr>
<tr>
<td>MKT 465</td>
<td>Supply Chain Management</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 480</td>
<td>Contemporary Advertising</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Final Project and Thesis Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 515</td>
<td>Field Work Experience</td>
<td>9.0</td>
</tr>
<tr>
<td>BA 525</td>
<td>Thesis – Area of Concentration</td>
<td>9.0</td>
</tr>
</tbody>
</table>

TOTAL PROGRAM CREDIT HOURS 120.0
BACHELOR OF SCIENCE IN SOCIAL SCIENCE: CRIMINAL JUSTICE

The University of Atlanta’s Bachelor of Science program in Social Science, with a concentration in Criminal Justice, offers a curriculum which engages students in issues relevant to the Criminal Justice system, its functions and operations, its strengths and weaknesses, its links to other social issues in contemporary society. Areas of study include policing, criminal law, corrections, and applied analysis of crime and justice in America. Throughout the learning experience, students analyze and apply the tools of effective decision-making and problem-solving, as related to Criminal Justice, while developing a fundamental understanding of processes, procedures and pertinent social phenomena. Both the theoretical underpinnings and practical dimensions of the criminal justice system and its co-extensive social and societal dimensions are explored. Graduates will be prepared to analyze the operations, policies and procedures within the criminal justice system; recognize trends in crime and criminal behavior along with methods of prevention and treatment; analyze theories related to deviance and critique the effectiveness of their practical application to behavioral change; demonstrate a cohesive base of skills, techniques and principles related to the practice of criminal justice; and compare and contrast (when applicable) international and cross-cultural approaches to crime and prevention; access, interpret and apply criminal justice research findings to the analysis and assessment of situational events.

Program Objectives:

• Demonstrate knowledge of current issues, concepts, philosophies and theories in the field of Criminal Justice.
• Explain and discuss various theories of crime causation and societal response, and the techniques of prevention and treatment of crime.
• Describe the role of the courts in the administration of justice.
• Apply constitutional principles that protect the rights of citizens and regulate criminal-justice agencies.
• Identify and discuss procedures necessary to establish a lawful arrest and search, proper judicial procedures, and the admissibility of evidence.
• Explain principles of effective law enforcement and security administration.
• Describe the structure and procedures of juvenile court; the function and jurisdiction of juvenile agencies; and the processing and disposition of juvenile cases.
• Articulate the role of corrections in the Criminal Justice system.
• Think logically and critically, in order to formulate, present, and defend logical arguments.
• Apply the knowledge of ethical principles with the high standards expected of criminal justice practitioners.
• Develop strong communication skills with due emphasis on the tools of effective writing.

Career Opportunities:
The successful graduate will be suitably prepared to assume management trainee positions in various arenas of the judicial system, in the criminal justice community, in government, in the courts, in police and corrections facilities, in social work agencies and in other professional domains – or, alternatively, to assume enhanced responsibilities within the context of a currently-held (CJ-focused) position. Those who so elect will be academically prepared to pursue graduate studies in Criminal Justice, Criminology, Social Science, Social Work or a wide array of related disciplines.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>General Education Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>Composition I</td>
<td>3.0</td>
</tr>
<tr>
<td>ENG 102</td>
<td>Composition II</td>
<td>3.0</td>
</tr>
<tr>
<td>CM 106</td>
<td>Principles of Human Communication</td>
<td>3.0</td>
</tr>
<tr>
<td>MATH 110</td>
<td>College Algebra</td>
<td>3.0</td>
</tr>
<tr>
<td>GS 126</td>
<td>General Science</td>
<td>3.0</td>
</tr>
<tr>
<td>HIST 140</td>
<td>Western Civilization</td>
<td>3.0</td>
</tr>
<tr>
<td>HIST 146</td>
<td>History of American History</td>
<td>3.0</td>
</tr>
<tr>
<td>POL 176</td>
<td>Introduction to Political Science</td>
<td>3.0</td>
</tr>
<tr>
<td>POL 180</td>
<td>American Government</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY 151</td>
<td>General Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>BS 200</td>
<td>Introduction to Business</td>
<td>3.0</td>
</tr>
<tr>
<td>BS 219</td>
<td>International Management</td>
<td>3.0</td>
</tr>
<tr>
<td>MATH 216</td>
<td>Business Math</td>
<td>3.0</td>
</tr>
<tr>
<td>HIST 218</td>
<td>Global History</td>
<td>3.0</td>
</tr>
<tr>
<td>POL 267</td>
<td>Introduction to World Politics</td>
<td>3.0</td>
</tr>
<tr>
<td>ED 250</td>
<td>Social Foundations</td>
<td>3.0</td>
</tr>
<tr>
<td>GS 261</td>
<td>Introduction to the Universe</td>
<td>3.0</td>
</tr>
<tr>
<td>GS 270</td>
<td>Concepts in Science</td>
<td>3.0</td>
</tr>
<tr>
<td>SOC 218</td>
<td>General Sociology</td>
<td>3.0</td>
</tr>
<tr>
<td>SOC 222</td>
<td>Global Sociology</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 411</td>
<td>Business Ethical Issues</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 418</td>
<td>Essentials of Economics</td>
<td>3.0</td>
</tr>
<tr>
<td>HR 410</td>
<td>Fundamentals of Human Resource Mgmt.</td>
<td>3.0</td>
</tr>
<tr>
<td>HR 452</td>
<td>Leadership and Organizational Change</td>
<td>3.0</td>
</tr>
<tr>
<td>INB 461</td>
<td>Challenges of Intercultural Communications</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Concentration Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 400</td>
<td>Introduction to Criminal Justice</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ 411</td>
<td>American Constitutional Law</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ 414</td>
<td>Elements of Criminal Justice</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ 462</td>
<td>Criminal Procedure</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ 420</td>
<td>Criminology and Crime</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ 463</td>
<td>Police Administration</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ 410</td>
<td>Corrections Practice and Policy</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ 430</td>
<td>Women and the Criminal Justice System</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ 455</td>
<td>Delinquency in Society</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Final Project and Thesis Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 515</td>
<td>Field Work Experience</td>
<td>9.0</td>
</tr>
<tr>
<td>CJ 525</td>
<td>Thesis</td>
<td>9.0</td>
</tr>
</tbody>
</table>

TOTAL PROGRAM CREDIT HOURS 120.0
BACHELOR OF SCIENCE IN SOCIAL SCIENCE: HUMAN RESOURCE MANAGEMENT

The B.S. program in Social Science, with a concentration in Human Resource Management, centers on a developed understanding of multifocal personnel matters within varied professional settings: recruitment, training and evaluation of employees; effective communication in workplace environments; conflict resolution; development and/or dissemination of regulations and standards of performance. Studied, too, are organizational structures as they relate to payroll, benefits and other HR matters of priority. Throughout the learning experience, students analyze and apply the tools of effective problem-solving, as related to Human Resource Management, while developing a fundamental understanding of business-related procedures and processes, all of which are ultimately essential to adept leadership and, notably, to adept HR management.

Program Objectives:
• Develop a solid theoretical and practical (applied) understanding of the major functional areas of Human Resource Management
• Demonstrate the ability to utilize current technology in the processes of researching, analyzing, solving and applying issues in Human Resource Management
• Apply strong analytical and critical thinking skills to HR policy understanding and development within the broader context of a business organization’s multiple areas of operation.
• Establish a functional understanding of ethical decision models and their applications within the arena of HR Administration.
• Apply both quantitative and qualitative analysis of Human Resource Management problems in the areas of policy-making, comparative analysis of policies, strategic analysis, and cost analysis.
• Acquire a comprehensive familiarity with the principal components of HR: recruitment, retention, employee rights, law and statutes impacting employment, compensation, benefits, conflict resolution, equity and other co-extensive sub-fields.
• Develop strong communication skills with due emphasis on the tools of effective writing.

Career Opportunities:
The successful graduate in HR will encounter a notably broad slate of career possibilities. In the last decade, the Human Resource function has moved beyond personnel management and development to become a strategic cornerstone in many organizations, increasing the need for professionals with specialized HR skills. Entry-level positions (and, depending on former experience, middle-management positions) in recruitment, compensation, benefits, labor relations, and other human resource fields are widely available in industry, business, the public and private sectors, government agencies, non-for-profit foundations and organizations.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>General Education Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>Composition I</td>
<td>3.0</td>
</tr>
<tr>
<td>ENG 102</td>
<td>Composition II</td>
<td>3.0</td>
</tr>
<tr>
<td>CM 106</td>
<td>Principles of Human Communication</td>
<td>3.0</td>
</tr>
<tr>
<td>MATH 110</td>
<td>College Algebra</td>
<td>3.0</td>
</tr>
<tr>
<td>GS 126</td>
<td>General Science</td>
<td>3.0</td>
</tr>
<tr>
<td>HIST 140</td>
<td>Western Civilization</td>
<td>3.0</td>
</tr>
<tr>
<td>HIST 146</td>
<td>Survey of American History</td>
<td>3.0</td>
</tr>
<tr>
<td>POL 176</td>
<td>Introduction to Political Science</td>
<td>3.0</td>
</tr>
<tr>
<td>POL 180</td>
<td>American Government</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY 151</td>
<td>General Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>BS 200</td>
<td>Introduction to Business</td>
<td>3.0</td>
</tr>
<tr>
<td>BS 219</td>
<td>International Management</td>
<td>3.0</td>
</tr>
<tr>
<td>MATH 216</td>
<td>Business Math</td>
<td>3.0</td>
</tr>
<tr>
<td>HIST 218</td>
<td>Global History</td>
<td>3.0</td>
</tr>
<tr>
<td>POL 267</td>
<td>Introduction to World Politics</td>
<td>3.0</td>
</tr>
<tr>
<td>ED 250</td>
<td>Social Foundations</td>
<td>3.0</td>
</tr>
<tr>
<td>GS 261</td>
<td>Introduction to the Universe</td>
<td>3.0</td>
</tr>
<tr>
<td>GS 270</td>
<td>Concepts in Science</td>
<td>3.0</td>
</tr>
<tr>
<td>SOC 218</td>
<td>General Sociology</td>
<td>3.0</td>
</tr>
<tr>
<td>SOC 222</td>
<td>Global Sociology</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 411</td>
<td>Business Ethical Issues</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 418</td>
<td>Essentials of Economics</td>
<td>3.0</td>
</tr>
<tr>
<td>HR 410</td>
<td>Fundamentals of Human Resource Mgmt.</td>
<td>3.0</td>
</tr>
<tr>
<td>HR 452</td>
<td>Leadership and Organizational Change</td>
<td>3.0</td>
</tr>
<tr>
<td>INB 461</td>
<td>Challenges of Intercultural Communications</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Concentration Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 444</td>
<td>Management Theory</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 461</td>
<td>Organizational Behavior</td>
<td>3.0</td>
</tr>
<tr>
<td>MIS 463</td>
<td>Organizational Development</td>
<td>3.0</td>
</tr>
<tr>
<td>HR 418</td>
<td>Training and Career Management</td>
<td>3.0</td>
</tr>
<tr>
<td>HR 432</td>
<td>Personnel and Labor Law</td>
<td>3.0</td>
</tr>
<tr>
<td>HR 462</td>
<td>Negotiations and Labor Relations</td>
<td>3.0</td>
</tr>
<tr>
<td>HR 465</td>
<td>Employee Performance: Appraisal &amp; Mgmt.</td>
<td>3.0</td>
</tr>
<tr>
<td>INB 432</td>
<td>International Human Resource Mgmt.</td>
<td>3.0</td>
</tr>
<tr>
<td>HR 500</td>
<td>Topics - Research Project</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Final Project and Thesis Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HR 515</td>
<td>Field Work Experience</td>
<td>9.0</td>
</tr>
<tr>
<td>HR 525</td>
<td>Thesis - Human Resource Management</td>
<td>9.0</td>
</tr>
</tbody>
</table>

TOTAL PROGRAM CREDIT HOURS 120.0
BACHELOR OF SCIENCE IN COMPUTER SCIENCE

The University of Atlanta’s Bachelor of Science program in Computer Science is based on an intensive curriculum focused on computer and technological areas: key theoretical concepts and practical applications; hardware and software; computing needs and solutions. Sub-fields explored include, among others, information systems, databases, analysis and design, software structures, computer graphics, operating systems, languages and diverse applications. Degree candidates must demonstrate professional competency in programming fundamentals, computer organization, technological architecture, networks and operating systems, algorithms, theory and computational mathematics. They must be prepared to apply computer competency to practical issues and to manifest a knowledge-base that allows for substantial adaptability.

Program Objectives:
• Demonstrate understanding of the core areas of algorithms, theory of computation, operating systems, linguistics of programming languages, and architecture.
• Demonstrate proficiency in software development, including problem analysis, software design, and the use of programming languages and tools.
• Apply technology-centered theories and practices to a variety of problem-centered solutions, both standard and some unconventional.
• Demonstrate the ability to work effectively in teams – with a clear-cut awareness that the computer science function (in many of its configurations) is inextricably bound to most organizational areas, which the graduate needs to understand, major areas about which the graduate should have acquired fundamental familiarity.
• Understand and apply concepts of discrete and continuous mathematics, as these are applied to the domain of computer science and problem resolution.
• Develop strong communication skills with due emphasis on the tools of effective writing.

Career Opportunities:
The successful graduate will be aptly prepared to assume a wide-range of entry-level (and, with some former experience, mid-level) computer professional positions in technology-centered organizations, in the corporate sector, in industry, in government, in other professional arenas — or, alternatively, to assume enhanced (CS-focused) responsibilities within the context of a currently-held position. Those who so elect will be academically prepared to pursue graduate studies in Computer Science, Computer Engineering or in a wide array of inter-related or co-dependent disciplines.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>General Education Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>Composition I</td>
<td>3.0</td>
</tr>
<tr>
<td>ENG 102</td>
<td>Composition II</td>
<td>3.0</td>
</tr>
<tr>
<td>CM 106</td>
<td>Principles of Human Communication</td>
<td>3.0</td>
</tr>
<tr>
<td>MATH 110</td>
<td>College Algebra</td>
<td>3.0</td>
</tr>
<tr>
<td>GS 126</td>
<td>General Science</td>
<td>3.0</td>
</tr>
<tr>
<td>HIST 140</td>
<td>Western Civilization</td>
<td>3.0</td>
</tr>
<tr>
<td>HIST 146</td>
<td>Survey of American History</td>
<td>3.0</td>
</tr>
<tr>
<td>POL 176</td>
<td>Introduction to Political Science</td>
<td>3.0</td>
</tr>
<tr>
<td>POL 180</td>
<td>American Government</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY 151</td>
<td>General Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>BS 200</td>
<td>Introduction to Business</td>
<td>3.0</td>
</tr>
<tr>
<td>BS 219</td>
<td>International Management</td>
<td>3.0</td>
</tr>
<tr>
<td>MATH 216</td>
<td>Business Math</td>
<td>3.0</td>
</tr>
<tr>
<td>HIST 218</td>
<td>Global History</td>
<td>3.0</td>
</tr>
<tr>
<td>POL 267</td>
<td>Introduction to World Politics</td>
<td>3.0</td>
</tr>
<tr>
<td>ED 250</td>
<td>Social Foundations</td>
<td>3.0</td>
</tr>
<tr>
<td>GS 261</td>
<td>Introduction to the Universe</td>
<td>3.0</td>
</tr>
<tr>
<td>GS 270</td>
<td>Concepts in Science</td>
<td>3.0</td>
</tr>
<tr>
<td>SOC 218</td>
<td>General Sociology</td>
<td>3.0</td>
</tr>
<tr>
<td>SOC 222</td>
<td>Global Sociology</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 414</td>
<td>Introduction to Computer Science</td>
<td>3.0</td>
</tr>
<tr>
<td>CS 433</td>
<td>Intro to Networking and Data Comm.</td>
<td>3.0</td>
</tr>
<tr>
<td>MIS 400</td>
<td>Foundation of Information Systems</td>
<td>3.0</td>
</tr>
<tr>
<td>CS 453</td>
<td>Theory of Programming &amp; Application Design</td>
<td>3.0</td>
</tr>
<tr>
<td>CS 435</td>
<td>Graphics and Multimedia Design</td>
<td>3.0</td>
</tr>
<tr>
<td>ECM 480</td>
<td>Strategies and Technologies on the Internet</td>
<td>3.0</td>
</tr>
<tr>
<td>CS 482</td>
<td>Network Security Essentials</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Concentration Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECM 444</td>
<td>Computer Architecture</td>
<td>3.0</td>
</tr>
<tr>
<td>CS 455</td>
<td>Data Structures and Algorithms</td>
<td>3.0</td>
</tr>
<tr>
<td>CS 442</td>
<td>Operating Systems</td>
<td>3.0</td>
</tr>
<tr>
<td>CS 456</td>
<td>Database Management Systems</td>
<td>3.0</td>
</tr>
<tr>
<td>CS 439</td>
<td>Programming in JAVA: Problem Solving</td>
<td>3.0</td>
</tr>
<tr>
<td>CS 481</td>
<td>Programming in C++</td>
<td>3.0</td>
</tr>
<tr>
<td>CS 500</td>
<td>Topics in Comp Science: Research Project</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Final Project and Thesis Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 515</td>
<td>Field Work Experience</td>
<td>9.0</td>
</tr>
<tr>
<td>CS 525</td>
<td>Thesis - Computer Science</td>
<td>9.0</td>
</tr>
</tbody>
</table>

TOTAL PROGRAM CREDIT HOURS 120.0
BACHELOR OF SCIENCE IN COMPUTER SCIENCE: MANAGEMENT INFORMATION SYSTEMS

The B.S. degree in Computer Science, with a concentration in Management Information Systems (MIS), is designed to provide solid grounding in a broad spectrum of current information systems issues and applications. The curriculum includes cutting-edge courses in systems development, such as analysis and design, database, and telecommunications, as well as those focusing on project management and state-of-the-art technologies. The program provides the student with a broad understanding of the roles and uses of information systems in various functional areas of modern organizations. It is the understanding of this diversification of applications across a broad spectrum of contextualized areas and needs that signals field competency. Theory, practice and adaptable applications reside at center, and constitute the core skill-base, of the CS – Management Information Systems program.

Program Objectives:
• Apply information technology to revitalize business and achieve strategic goals.
• Identify, research, analyze, and evaluate emerging trends in information systems and the applications that have been adapted as a function of those trends.
• Develop an understanding of broad organizational functions and operational roles of MIS within those.
• Identify how the World Wide Web and Internet impact network technology.
• Identify the basic elements of business opportunities in electronic commerce.
• Plan structured programming, troubleshooting and writing programs in C++.
• Employ the principles of programming and computer logic to problem solving.
• Apply the concepts of systems analysis and design to facilitate the forward direction of organizational units and needs.
• Demonstrate proficiency in the management of information systems to a degree that reflects a solid grasp of fundamental theory, design and applications.
• Develop strong communication skills with due emphasis on the tools of effective writing.

Career Opportunities:
The MIS concentration affords graduates a broad diversity of options in a much sought-after field: as entry-level MIS professionals in programming and/or analysis, in database management, web development, networking, inter-networking and security positions. Such opportunities arise regularly in the corporate sector, in industry, in government, in other professional settings. Those who so elect will be academically prepared to pursue graduate studies in Computer Science, MIS or in an array of related disciplines.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>General Education Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>Composition I</td>
<td>3.0</td>
</tr>
<tr>
<td>ENG 102</td>
<td>Composition II</td>
<td>3.0</td>
</tr>
<tr>
<td>CM 106</td>
<td>Principles of Human Communication</td>
<td>3.0</td>
</tr>
<tr>
<td>MATH 110</td>
<td>College Algebra</td>
<td>3.0</td>
</tr>
<tr>
<td>GS 126</td>
<td>General Science</td>
<td>3.0</td>
</tr>
<tr>
<td>HIST 140</td>
<td>Western Civilization</td>
<td>3.0</td>
</tr>
<tr>
<td>HIST 146</td>
<td>Survey of American History</td>
<td>3.0</td>
</tr>
<tr>
<td>POL 176</td>
<td>Introduction to Political Science</td>
<td>3.0</td>
</tr>
<tr>
<td>POL 180</td>
<td>American Government</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY 151</td>
<td>General Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>BS 200</td>
<td>Introduction to Business</td>
<td>3.0</td>
</tr>
<tr>
<td>BS 219</td>
<td>International Management</td>
<td>3.0</td>
</tr>
<tr>
<td>MATH 216</td>
<td>Business Math</td>
<td>3.0</td>
</tr>
<tr>
<td>HIST 218</td>
<td>Global History</td>
<td>3.0</td>
</tr>
<tr>
<td>POL 267</td>
<td>Introduction to World Politics</td>
<td>3.0</td>
</tr>
<tr>
<td>ED 250</td>
<td>Social Foundations</td>
<td>3.0</td>
</tr>
<tr>
<td>GS 261</td>
<td>Introduction to the Universe</td>
<td>3.0</td>
</tr>
<tr>
<td>GS 270</td>
<td>Concepts in Science</td>
<td>3.0</td>
</tr>
<tr>
<td>SOC 218</td>
<td>General Sociology</td>
<td>3.0</td>
</tr>
<tr>
<td>SOC 222</td>
<td>Global Sociology</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 414</td>
<td>Introduction to Computer Science</td>
<td>3.0</td>
</tr>
<tr>
<td>CS 433</td>
<td>Intro to Networking and Data Comm.</td>
<td>3.0</td>
</tr>
<tr>
<td>CS 482</td>
<td>Network Security Essentials</td>
<td>3.0</td>
</tr>
<tr>
<td>MIS 400</td>
<td>Foundation of Information Systems</td>
<td>3.0</td>
</tr>
<tr>
<td>CS 453</td>
<td>Theory of Programming &amp; Application Design</td>
<td>3.0</td>
</tr>
<tr>
<td>CS 435</td>
<td>Graphics and Multimedia Design</td>
<td>3.0</td>
</tr>
<tr>
<td>ECM 480</td>
<td>Strategies and Technologies on the Internet</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Concentration Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 441</td>
<td>Database System Concepts</td>
<td>3.0</td>
</tr>
<tr>
<td>MIS 417</td>
<td>Managing Information Technology I</td>
<td>3.0</td>
</tr>
<tr>
<td>MIS 434</td>
<td>Communications Networks</td>
<td>3.0</td>
</tr>
<tr>
<td>MIS 445</td>
<td>Managing Information Technology II</td>
<td>3.0</td>
</tr>
<tr>
<td>MIS 459</td>
<td>Applied Management Information Systems</td>
<td>3.0</td>
</tr>
<tr>
<td>MIS 471</td>
<td>Project Management</td>
<td>3.0</td>
</tr>
<tr>
<td>MIS 500</td>
<td>Topics in MIS</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Final Project and Thesis Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIS 515</td>
<td>Field Work Experience</td>
<td>9.0</td>
</tr>
<tr>
<td>MIS 525</td>
<td>Thesis – Area of Concentration</td>
<td>9.0</td>
</tr>
</tbody>
</table>

TOTAL PROGRAM CREDIT HOURS 120.0
BACHELOR OF SCIENCE IN HEALTHCARE ADMINISTRATION

The University of Atlanta’s Bachelor of Science program Healthcare Administration is designed to provide solid grounding in a broad spectrum of issues related to the healthcare industry: local, community, and regional healthcare facilities; occupational health and safety issues; social and public policy matters that bear directly upon healthcare industry. Studies will include, among others, courses in biological, technological, legal, administrative and social foundations areas. The program provides the student with a broad understanding of modern healthcare organizations and the workings of allied health facilitates: how they have or have not evolved, strengths and areas for reform.

Program Objectives:
- Investigate issues pertinent to the current U.S. healthcare system.
- Develop a fundamental understanding of other healthcare systems (via a comparative and contrastive understanding of other systems in other cultures).
- Apply the principles of health administration, education and promotion so as to promote effective operations of healthcare organizations and facilities.
- Analyze delivery of healthcare services, management, and human resources (as these tightly inter-relate and are, in large measure, inter-dependent).
- Identify principles of economics, leadership, marketing, planning, and legal considerations as these impact healthcare as a system and as an organizational structure.
- Apply acquired knowledge in statistical analysis, among others, so that data can be generated and serve the contextual needs of the healthcare process and the organizational systems.
- Develop strong communication skills with due emphasis on the tools of effective writing.

Career Opportunities:
The successful graduate will be prepared to consider a wide-range of para-professional or pre-professional or entry-level positions in the healthcare industry, hospitals and allied health organizations, in industry, in government, in other professional arenas – or, alternatively, to assume enhanced responsibilities within the context of a currently-held (health-care-focused) position. Those who so elect will be academically prepared to pursue graduate studies in Healthcare Administration, Allied Health professions, Public Administration, Social Science and/or in a wide array of related disciplines.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>General Education Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101</td>
<td>Composition I</td>
<td>3.0</td>
</tr>
<tr>
<td>ENG 102</td>
<td>Composition II</td>
<td>3.0</td>
</tr>
<tr>
<td>CM 106</td>
<td>Principles of Human Communication</td>
<td>3.0</td>
</tr>
<tr>
<td>MATH 110</td>
<td>College Algebra</td>
<td>3.0</td>
</tr>
<tr>
<td>GS 126</td>
<td>General Science</td>
<td>3.0</td>
</tr>
<tr>
<td>HIST 140</td>
<td>Western Civilization</td>
<td>3.0</td>
</tr>
<tr>
<td>HIST 146</td>
<td>Survey of American History</td>
<td>3.0</td>
</tr>
<tr>
<td>POL 176</td>
<td>Introduction to Political Science</td>
<td>3.0</td>
</tr>
<tr>
<td>POL 180</td>
<td>American Government</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY 151</td>
<td>General Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>BS 200</td>
<td>Introduction to Business</td>
<td>3.0</td>
</tr>
<tr>
<td>BS 219</td>
<td>International Management</td>
<td>3.0</td>
</tr>
<tr>
<td>MATH 216</td>
<td>Business Math</td>
<td>3.0</td>
</tr>
<tr>
<td>HIST 218</td>
<td>Global History</td>
<td>3.0</td>
</tr>
<tr>
<td>POL 267</td>
<td>Introduction to World Politics</td>
<td>3.0</td>
</tr>
<tr>
<td>ED 250</td>
<td>Social Foundations</td>
<td>3.0</td>
</tr>
<tr>
<td>GS 261</td>
<td>Introduction to the Universe</td>
<td>3.0</td>
</tr>
<tr>
<td>GS 270</td>
<td>Concepts in Science</td>
<td>3.0</td>
</tr>
<tr>
<td>SOC 218</td>
<td>General Sociology</td>
<td>3.0</td>
</tr>
<tr>
<td>SOC 222</td>
<td>Global Sociology</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Core Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 416</td>
<td>Finance</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 461</td>
<td>Organizational Behavior</td>
<td>3.0</td>
</tr>
<tr>
<td>MKT 461</td>
<td>Customer Services Management</td>
<td>3.0</td>
</tr>
<tr>
<td>HR 465</td>
<td>Employee Performance Appraisal &amp; Mgmt.</td>
<td>3.0</td>
</tr>
<tr>
<td>HC 400</td>
<td>Organizational Ethics in Healthcare</td>
<td>3.0</td>
</tr>
<tr>
<td>HC 410</td>
<td>Healthcare Law</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Concentration Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HC 477</td>
<td>Economics of Healthcare</td>
<td>3.0</td>
</tr>
<tr>
<td>HC 466</td>
<td>Introduction to Healthcare Adminstration</td>
<td>3.0</td>
</tr>
<tr>
<td>HC 420</td>
<td>Introduction to Healthcare Marketing</td>
<td>3.0</td>
</tr>
<tr>
<td>HC 401</td>
<td>Issues in Healthcare Management</td>
<td>3.0</td>
</tr>
<tr>
<td>HC 435</td>
<td>Health Information Systems</td>
<td>3.0</td>
</tr>
<tr>
<td>HC 460</td>
<td>Risk Management in Healthcare</td>
<td>3.0</td>
</tr>
<tr>
<td>HC 455</td>
<td>Introduction to Epidemiology</td>
<td>3.0</td>
</tr>
<tr>
<td>HC 450</td>
<td>Occupational Health and Safety</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Final Project and Thesis Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HC 515</td>
<td>Field Work Experience</td>
<td>9.0</td>
</tr>
<tr>
<td>HC 525</td>
<td>Thesis - Healthcare Administration</td>
<td>9.0</td>
</tr>
</tbody>
</table>

TOTAL PROGRAM CREDIT HOURS 120.0
Graduate Degree Programs
(Master’s)
MASTER OF SCIENCE IN BUSINESS: ADMINISTRATION

The Master of Science program in Business: Administration is broad-based with due emphasis on theoretical constructs and practical applications. It is a program designed for professionals or para-professionals who are often employed as managers or management trainees in business organizations. Students develop, hone and refine and acquire decision-making skills that are crucial to effective management of an organization and its personnel. They will learn to apply sophisticated quantitative and analytical tools, and how to assess and act on complex financial and economic indicators. Strategic planning will also be explored, and program participants will come to understand how the amalgam of sub-fields studied combine to influence organizational structure, culture, and linked control systems. Program curriculum is also designed to provide a global management perspective for managers and leaders operating in an international environment. Among the topics considered are political, cultural, legal and technological forces in the competitive environment.

Program Objectives:

- Prepare for leadership and service within a broad spectrum of business and business-related arenas, by demonstration of process and organizational mastery.
- Hone formerly-acquired tools specific to business processes and procedures and manifest the capacity to understand the principal theory, significance and practical applications related to a broad range of complex issues within the business sector.
- Evidence a comprehensive, nuanced understanding of the functional components of business - economics, marketing, accounting, finance, law, management, thus enabling the holder of the Master's degree to assume managerial and leadership positions and like positions in which they will have the occasion to contribute to the development, sustenance or growth of the organization.
- Develop and be prepared to articulate and contextualize a significant understanding of ethical situations commonly encountered in business environments. Such an understanding should allow for solution-centered contributions.
- Prepare to embrace and oversee global, political, social, legal, regulatory, and technological issues as they relate to business: knowledge put into applied use.
- Demonstrate preparedness for technical and professional requirements of the workplace, including, where requisite, certification examinations and other formalized verifications of competency and knowledge acquisition.
- Demonstrate an understanding of economic and business theories which, via critical thinking and systematic, informed analysis, allow for strategic contributions that will advance an organization.
- Demonstrate a substantial level of technical skills acquisition – in order to ensure the ability to create an array of documents and to produce data analysis reports, as needed or desirable.
- Further hone communicative skills, which underpin the ability to conduct independent research and to formulate documents, reports, and publications that manifest mastery of content and execution.

Career Opportunities:

The successful graduate will be suitably prepared to assume managerial and leadership-level positions in the corporate sector, in industry, in government, in other professional arenas – or, alternatively, to assume enhanced (administrative and managerial) responsibilities within the context of a currently-held position. The degree, founded on, and grounded in, intensive training and high-pitched expectations, is intended to provide the keys to advancement and expanded opportunities at the management levels.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Courses Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 682</td>
<td>Corporate Financial Management</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 638</td>
<td>Marketing and E-Commerce Mgmt.</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 653</td>
<td>Strategic Planning and Policy</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 642</td>
<td>Quality and Operations Management</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 631</td>
<td>Leadership and Organizational Behavior</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 623</td>
<td>Managerial Economics</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 620</td>
<td>Managerial Accounting</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 665</td>
<td>Global Business Management</td>
<td>3.0</td>
</tr>
<tr>
<td>MIS 637</td>
<td>Information Technology for Management</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td><strong>Course Number</strong></td>
<td><strong>Credit Hours</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Final Project and Thesis Courses</strong></td>
<td><strong>Credit Hours</strong></td>
</tr>
<tr>
<td>BA 700</td>
<td>Topics - Research Project</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 715</td>
<td>Field Work Experience</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 725</td>
<td>Thesis</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL PROGRAM CREDIT HOURS</strong></td>
<td><strong>36.0</strong></td>
</tr>
</tbody>
</table>
MASTER OF SCIENCE IN BUSINESS: FINANCE

The Master in Science program in Business: Finance equips graduate students with the skills necessary to excel in today's financial marketplace. The intensive training prepares degree candidates to assume a wide range of professional responsibilities in the financial industry (including financial engineering, investments management, financial decision-making, quantitative asset management, managerial economics, financial forecasting, financial institutions, and applied research). There is focused on the role of financial intermediaries; valuation of financial assets; determination and behavior of interest rates; incentives and determinants of corporate behavior. The curriculum is designed to build and strengthen skills in financial operations, financial decisions, investment strategies and investment management.

Program Objectives:

- Evidence mastery of the major functional areas of business including the ability to develop, emend, analyze and produce formalize reports relevant to financial information.
- Refine and expand knowledge of finance-based applications which allow for the inclusion of complex financial information in both reporting and in managerial decision-making.
- Identify and embrace the responsibilities of a financial manager's roles in the areas of planning, organizing, directing, and controlling, with specific expertise in the area of financial leadership.
- Manifest a deep-rooted understanding of the finance and marketing mix to successfully perform what can often be competitive and complex environments.
- Acquire an extended familiarity with fundamental legal concepts and their applications within the business community.
- Manifest substantial knowledge of the use of information technology in managing organizations and the ability to apply modern scientific and mathematical methods to management and finance-related problems with a reasonable degree of sophistication.
- Apply theoretical knowledge to the solution of complex, financial problems -- both individually (in a managerial/leadership role) and through teamwork within the context of an active work environment.
- Demonstrate advanced skills that allow one to direct and execute complex analytical and objective problem solving adapted to the contextual needs of given organizations.
- Further hone communicative skills, which underpin the ability to conduct independent research and to formulate documents, reports, and publications that manifest mastery of content and execution.

Career Opportunities:

Employment opportunities are readily identified in corporations, small firms, investment brokerages, financial institutions, government and not-for-profit organizations. Further opportunities include positions within research organizations and consultancy-based enterprises. The program is designed to provide an integral management perspective for leaders operating in domestic and international environments, with a focus on financial leadership.

<table>
<thead>
<tr>
<th>Code</th>
<th>Courses Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 682</td>
<td>Corporate Financial Management</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 638</td>
<td>Marketing and E-Commerce Mgmt.</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 653</td>
<td>Strategic Planning and Policy</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 642</td>
<td>Quality and Operations Management</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 620</td>
<td>Managerial Accounting</td>
<td>3.0</td>
</tr>
<tr>
<td>MIS 637</td>
<td>Information Technology for Management</td>
<td>3.0</td>
</tr>
<tr>
<td>FN 601</td>
<td>Financial Institutions and Markets</td>
<td>3.0</td>
</tr>
<tr>
<td>FN 641</td>
<td>Security Analysis and Portfolio Management</td>
<td>3.0</td>
</tr>
<tr>
<td>FN 650</td>
<td>International Finance Management</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Final Project and Thesis Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 700</td>
<td>Topics - Research Project</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 715</td>
<td>Field Work Experience</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 725</td>
<td>Thesis</td>
<td>3.0</td>
</tr>
</tbody>
</table>

TOTAL PROGRAM CREDIT HOURS 36.0
MASTER OF SCIENCE IN BUSINESS: INTERNATIONAL BUSINESS

The Master of Science program in Business: International Business is centered on global perspectives. The degree provides an opportunity to acquire knowledge and skills in core business disciplines, all with an international focus (comparative, contrastive, contextual) specialization. The curriculum is designed to promote both depth and breadth: marketing, strategy, finance, and operations management. Students will develop business and decision-making skills that are crucial to the direction of organizations within international environments, where the issues present special challenges and call for correlative solutions. Students develop a comprehensive vision of globalization of markets and production, global trade, regional trade agreements and supra-national organizations, the effects of foreign exchange systems and the refined tools required to assess, manage and effect decisions as a function of this confluence of carefully analyzed phenomena and procedures.

Program Objectives:
- Develop and implement creative, often sophisticated, solutions to an array of complex business/administrative/managerial problems with specific focus on comparative and contrastive international settings and an awareness of the given cultural environment.
- Establish a finely-honed understanding of, and sensitivity to, principal complexities (differences and likenesses) between and among business practices across geographical and cultural boundaries.
- Develop a significant, usable knowledge of information technology (a broad skill-set) in managing national and international organizations and the ability to apply modern scientific and mathematical methods to management, leadership and other business-related problems.
- Demonstrate a cross-disciplinary understanding of the functional components of business - economics, marketing, accounting, finance, law, management, both in the US and in a variety of other international settings.
- Evidence the ability to develop, implement and communicate solid business policy using case analysis and discussion (based on the identification and study of comparative and contrastive operations and decisions in various international forums).
- Apply theoretical knowledge to the solution of real-life (field related) problems both individually and through teamwork within the context of multiple active learning environments.
- Manifest a solid command of global, political, social, legal/regulatory, and technological issues as they relate to and impact international business.
- Demonstrate analytical and objective problem solving commonly encountered in international business, including the more complex and multi-focus issues that arise.
- Further hone communicative skills, which underpin the ability to conduct independent research and to formulate documents, reports, and publications that manifest mastery of content and execution.

Career Opportunities:

The successful graduate will be well prepared to assume managerial roles in the multi-national corporate sector, in industry, in government, in other professional arenas where awareness of, and sensitivity to, cross-cultural environments are essential. Alternatively, the graduate will be prepared to assume enhanced (internationally-based or globally-focused) responsibilities within the context of a currently-held position at the level of management and leadership. Graduates may wish to consider as well leadership opportunities with parent companies having foreign subsidiaries, import/export-oriented firms and public sector bodies involved in cross border and/or commercial transactions. Global emphases, with intense and expansive comparative and contrastive analysis, clearly distinguish this particular curricular option.

<table>
<thead>
<tr>
<th>Code</th>
<th>Courses Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 682</td>
<td>Corporate Financial Management</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 638</td>
<td>Marketing and E-Commerce Mgmt.</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 653</td>
<td>Strategic Planning and Policy</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 642</td>
<td>Quality and Operations Management</td>
<td>3.0</td>
</tr>
<tr>
<td>INB 620</td>
<td>International Economic Development</td>
<td>3.0</td>
</tr>
<tr>
<td>INB 641</td>
<td>Multicultural Management</td>
<td>3.0</td>
</tr>
<tr>
<td>MKT 655</td>
<td>International Marketing</td>
<td>3.0</td>
</tr>
<tr>
<td>FN 650</td>
<td>International Finance Management</td>
<td>3.0</td>
</tr>
<tr>
<td>INB 692</td>
<td>Globalization and Social Problems</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Final Project and Thesis Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 700</td>
<td>Topics - Research Project</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 715</td>
<td>Field Work Experience</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 725</td>
<td>Thesis</td>
<td>3.0</td>
</tr>
</tbody>
</table>

TOTAL PROGRAM CREDIT HOURS 36.0
MASTER OF SCIENCE IN BUSINESS: MARKETING

The Master of Science program in Business: Marketing is designed to provide graduate students advanced analytical marketing skills and hands-on marketing-project management experience. The curriculum affords a strong foundation in a variety of areas: brand and product management; logistics and supply chain management; marketing research and analysis; management consulting and project management; professional selling and sales management; retail management, services marketing and buying. The objective of this specialized program is to develop mastery of marketing analysis and communications to support business marketing strategy and marketing decisions within the corporate sector and within other public and private organizational settings. Students will acquire decision-making skills and will learn how to apply sophisticated quantitative and analytical tools, how to assess and act on complex political, cultural, legal and technological issues, all of which inform the multi-focus areas of marketing, within the corporate environment and well beyond.

Program Objectives:
- Develop significant mastery of the major functional areas of business including: the ability to prepare, read, analyze and communicate marketing-centered processes, data, and findings and, at the managerial level, to use analytical processes in the course of decision-making and organizational strategy.
- Refine and advance the process by which marketing-based information is analytically reviewed and presented so as to provide a foundation for relevant managerial decisions.
- Demonstrate significant competency in the areas of complex, specialized and often creative-based skill-sets specifically associated with marketing.
- Demonstrate a solidified understanding marketing manager's (leader's team-leader's) roles in the areas of planning, organizing, directing, design, delegation and oversight.
- Manifest the capacity to synthesize and contextualize the multi-variable elements of the marketing mix in order to perform successfully lead within that competitive and complex environment.
- Evidence a well-informed understanding of legal concepts as applied to marketing and their application to the business community.
- Develop a significant knowledge of the use of information technology in managing organizations and the ability to apply modern scientific and mathematical methods to management and marketing-related data analysis, presentation, problems and solutions.
- Master the art of reviewing, calibrating and, as suitable applying case analysis data and materials so as to integrate suitable marketing strategies within the complex plexus of the organization and in order to communicate recommendations to other members of the marketing team and the executive body.
- Further hone communicative skills, which underpin the ability to conduct independent research and to formulate documents, reports, and publications that manifest mastery of content and execution.

Career Opportunities:
The successful graduate will be suitably prepared to assume managerial-level positions in the marketing division of the corporate sector, in industry, in government, in other professional arenas – or, alternatively, to assume enhanced responsibilities within the context of a currently-held (marketing-focused) position. Leadership opportunities in sales and sales management, retail management, product and brand management, market research, advertising, distribution and logistics, purchasing are also viable options for program graduates.

<table>
<thead>
<tr>
<th>Code</th>
<th>Courses Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 682</td>
<td>Corporate Financial Management</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 638</td>
<td>Marketing and E-Commerce Mgmt.</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 653</td>
<td>Strategic Planning and Policy</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 641</td>
<td>Management Competition</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 642</td>
<td>Quality and Operations Management</td>
<td>3.0</td>
</tr>
<tr>
<td>MIS 637</td>
<td>Information Technology for Management</td>
<td>3.0</td>
</tr>
<tr>
<td>MKT 655</td>
<td>International Marketing</td>
<td>3.0</td>
</tr>
<tr>
<td>MKT 601</td>
<td>Purchases Management</td>
<td>3.0</td>
</tr>
<tr>
<td>MKT 692</td>
<td>Business Marketing Strategies</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Final Project and Thesis Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 700</td>
<td>Topics - Research Project</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 715</td>
<td>Field Work Experience</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 725</td>
<td>Thesis</td>
<td>3.0</td>
</tr>
</tbody>
</table>

TOTAL PROGRAM CREDIT HOURS 36.0
MASTER OF SCIENCE IN SOCIAL SCIENCE:
CRIMINAL JUSTICE

The educational objectives of the graduate program in Criminal Justice are to prepare professionals and future professionals to think critically about the problems of crime and justice, to provide them with an in-depth understanding of the criminal justice system and issues that affect that system’s foundations, functions and operations -- within a larger context. Students will come to understand scholarly research and its applications within diverse areas of the justice system, case studies and the methods of inquiry and research. They will address the social and societal issues that largely over-determine and inform both crime and the system that is established to “manage” it. This program is particularly well suited to those employed in multi-cultural environments where an understanding of society and culture from various perspectives is paramount. Students are provided a solid theoretical, conceptual, and methodological foundation in the social sciences, which in combination with discipline-focused curriculum will under-gird and complement their studies and broaden the spectrum of professional opportunities to which they will have access.

Program Objectives:

- Demonstrate in-depth knowledge of current issues, concepts, philosophies and theories in the field of Criminal Justice.
- Evidence the capacity to analytically dissect and present various theories of crime causation and societal response, and the techniques of prevention and treatment of crime.
- Develop a sophisticated and far-reaching understanding of the role of the courts in the administration of justice.
- Apply constitutional principles that protect the rights of citizens and regulate criminal-justice agencies with a solid mastery.
- Identify and discuss procedures necessary to establish a lawful arrest and search, proper judicial procedures, and the admissibility of evidence.
- Explain principles of effective law enforcement and security administration.
- Describe the structure and procedures of juvenile court; the function and jurisdiction of juvenile agencies; and the processing and disposition of juvenile cases.
- Articulate the role of corrections in the Criminal Justice system.
- Think logically and critically, in order to formulate, present, and defend logical arguments.
- Apply the knowledge of ethical principles with the high standards expected of criminal justice practitioners.
- Evidence the ability to apply critical thinking and acquired knowledge in organizational and management theory to effectively manage personnel and efficiently allocate resources in the delivery of criminal/social justice services.
- Work collaboratively with fellow practitioners and the community to jointly achieve common goals.
- Recognize how professional and ethical thinking are essential to building both a successful career and elevating the stature of criminal/social justice as a profession.
- Recognize the preeminence of social justice, the responsibility for safeguarding human rights, and personal stewardship of social justice in all professional endeavors.
- Further hone communicative skills, which underpin the ability to conduct independent research and to formulate documents, reports, and publications that manifest mastery of content and execution.

Career Opportunities:

The successful graduate will be suitably prepared to assume a variety of managerial-level positions in multiple arenas of the judicial system, in the criminal justice community, in government, in public or private agencies, and in other professional arenas – or, alternatively, to assume enhanced leadership roles within the context of a currently-held (CJ-focused) position or organization. A broad spectrum of professional opportunities involving the nature, genesis, management, control, regulation, oversight, monitoring, planning design, data interpretation and analysis of crime and justice are viable options as well.

<table>
<thead>
<tr>
<th>Code</th>
<th>Courses Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 631</td>
<td>Leadership and Organizational Development</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 682</td>
<td>Corporate Financial Management</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 642</td>
<td>Quality and Operations Management</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ 650</td>
<td>Criminal Law</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ 644</td>
<td>Criminology - A Sociological Understanding</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ 649</td>
<td>Criminal Investigation</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ 676</td>
<td>Private Security</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ 670</td>
<td>Public Policy, Crime and Criminal Justice</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ 675</td>
<td>International Criminal Justice</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Final Project and Thesis Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 700</td>
<td>Topics - Research Project</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ 715</td>
<td>Field Work Experience</td>
<td>3.0</td>
</tr>
<tr>
<td>CJ 725</td>
<td>Thesis - Criminal Justice</td>
<td>3.0</td>
</tr>
</tbody>
</table>

TOTAL PROGRAM CREDIT HOURS 36.0
MASTER OF SCIENCE IN SOCIAL SCIENCE:
HUMAN RESOURCE MANAGEMENT

The Human Resource Management program prepares HR and other professionals for today’s technology-intensive environment. It provides the knowledge and techniques to deal with human resource issues and to achieve high quality innovation and productivity in often turbulent organizational settings. It offers the training needed to establish and implement policies consonant with HR best practices and the needs of the organization. Students are provided a solid theoretical, conceptual, and methodological foundation in the social sciences. The curriculum is designed to expand and strengthen field expertise by emphasizing the ability to think beyond functional boundaries, the ability to participate meaningfully in the development of and implementation of workplace strategies that deliver business results. The University of Atlanta's graduate curriculum is mapped to the competencies identified by the Society for Human Resource Management (SHRM) in “The Competency Model for new HR.” Required course work includes: human resource planning, recruiting, selection, placement, compensation and benefits, performance management, career planning, training and organizational development, labor and employee relations, ethical/legal employment practices, HR information systems, HR strategy, statistical methods, and program evaluation. An intensive and comprehensive curriculum.

Program Objectives:
- Develop and implement plans, policies and procedures for maximizing organizational performance.
- Establish and implement strategy-supportive staffing techniques, including employee recruitment, retention and training.
- Develop a significant knowledge of employment law and mandates relating to human resource functions in order to confirm compliance.
- Create processes for disciplinary action, grievances, performance appraisal and compensation.
- Research empowerment theories and advantages, and constraints to employee participation
- Evaluate the role of the National Labor Relations Board, collective bargaining, contract administration and union-management
- Apply total quality assurance and continual improvement to human resource processes, functions and programs
- Demonstrate proficiency in human resource management at the master's degree level
- Establish a significant, comprehensive understanding of ethical decision models and their applications within the arena of HR Administration.
- Apply both quantitative and qualitative analysis of Human Resource Management problems in the areas of policy-making, comparative analysis of policies, strategic analysis, cost analysis and other HR-related areas.
- Further hone communicative skills, which underpin the ability to conduct independent research and to formulate documents, reports, and publications that manifest mastery of content and execution.

Career Opportunities:
This program prepares those who seek to pursue managerial-level positions in one or more areas of HR: in recruitment, in compensation, in benefits, in employee development, in labor relations and in other branches of human resource management. For those already in the field, the degree positions them well for significant professional advances.

<table>
<thead>
<tr>
<th>Code</th>
<th>Courses Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 631</td>
<td>Leadership and Organizational Behavior</td>
<td>3.0</td>
</tr>
<tr>
<td>MIS 637</td>
<td>Information Technology for Management</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 642</td>
<td>Quality and Operations Management</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 682</td>
<td>Corporate Financial Management</td>
<td>3.0</td>
</tr>
<tr>
<td>HR 601</td>
<td>Psychology and Human Relations</td>
<td>3.0</td>
</tr>
<tr>
<td>HR 602</td>
<td>Personnel Recruitment/ Selection /Development</td>
<td>3.0</td>
</tr>
<tr>
<td>HR 603</td>
<td>Labor Economic Dimensions</td>
<td>3.0</td>
</tr>
<tr>
<td>HR 605</td>
<td>Business Policy and Strategy in HR</td>
<td>3.0</td>
</tr>
<tr>
<td>HR 685</td>
<td>Advanced Human Resource Management</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Final Project and Thesis Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HR 700</td>
<td>Topics - Research Project</td>
<td>3.0</td>
</tr>
<tr>
<td>HR 715</td>
<td>Field Work Experience</td>
<td>3.0</td>
</tr>
<tr>
<td>HR 725</td>
<td>Thesis - Human Resource Management</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**TOTAL PROGRAM CREDIT HOURS** 36.0
MASTER OF SCIENCE IN COMPUTER SCIENCE

This program leading to the degree of Master of Science in Computer Science develops expertise in the theoretical underpinnings and practical applications of Computer Science. Sub-fields explored include, among others, information systems analysis and design, software structures, computer graphics, operating systems, languages and algorithms. The curriculum is broad-based, with emphasis across a significant spectrum of key areas. The program ensures that students are exposed to state-of-the-art as well as state-of-the-practice computer applications and technologies. Research and analytical skills are honed and refined. The program is ideal for those seeking managerial and other positions where a substantial (sophisticated) knowledge of computer science is requisite.

Program Objectives:
• Effect appropriate system choices for efficient and usable computer networks.
• Evaluate software or hardware solutions to determine the best choice for a given situations.
• Apply software development fundamentals, validation, and maintenance to include the software development process.
• Implement problem-solving, algorithm development, debugging, revision, and testing programs.
• Adhere to professional standards of ethics expected of a computer scientist, at all levels, and most specifically at the managerial/leadership/team-leader levels.
• Manifest a sophisticated and in-depth mastery of the core (and sub-core) areas of algorithms, theory of computation, operating systems, linguistics of programming languages, and architecture.
• Demonstrate high-level competency in software development, including problem analysis, software design, and the use of programming languages and tools.
• Apply technology-centered theories and practices to a variety of problem-centered solutions, both standard and some unconventional and prepare to organize and lead teams toward the realization of organizational objectives.
• Demonstrate the honed skills required to lead teams – with a deep-rooted awareness that the computer science function (in many of its configurations) is inextricably bound to most organizational areas, which the manager-leader needs to understand the fundamentals of every division as to facilitate the needs that arise within each.
• Apply sophisticated concepts of discrete and continuous mathematics, as these are applied to the domain of computer science and problem resolution.
• Manifest leadership skills.
• Evidence advanced research skills.
• Further hone communicative skills, which underpin the ability to conduct independent research and to formulate documents, reports, and publications that manifest mastery of content and execution.

Career Opportunities:
The balance established between theory and practice prepares graduates for a variety of professional opportunities in a wide array of professional contexts. Viable options include management/leadership and other lead computer professional positions in the corporate sector, in industry, in government, in non-profit organizations and agencies and, co-extensively, within other arenas. Those within the field will be well positioned to assume enhanced responsibilities, including CS-focused management, research and analysis functions, always prepared to assume leadership roles, as suitable.

<table>
<thead>
<tr>
<th>Code</th>
<th>Courses Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 624</td>
<td>Information System Analysis and Design</td>
<td>3.0</td>
</tr>
<tr>
<td>MIS 672</td>
<td>E-Business and E-Commerce Applications</td>
<td>3.0</td>
</tr>
<tr>
<td>MIS 660</td>
<td>Software Structures</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 642</td>
<td>Quality and Operations Management</td>
<td>3.0</td>
</tr>
<tr>
<td>CS 613</td>
<td>Computer Graphics</td>
<td>3.0</td>
</tr>
<tr>
<td>CS 627</td>
<td>Programming with Visual Basic Net</td>
<td>3.0</td>
</tr>
<tr>
<td>CS 646</td>
<td>Advanced Database Analysis and Design</td>
<td>3.0</td>
</tr>
<tr>
<td>CS 635</td>
<td>Operating Systems</td>
<td>3.0</td>
</tr>
<tr>
<td>CS 654</td>
<td>Enterprise Resource Planning</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Final Project and Thesis Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 700</td>
<td>Topics - Research Project</td>
<td>3.0</td>
</tr>
<tr>
<td>CS 715</td>
<td>Field Work Experience</td>
<td>3.0</td>
</tr>
<tr>
<td>CS 725</td>
<td>Thesis - Computer Science</td>
<td>3.0</td>
</tr>
</tbody>
</table>

TOTAL PROGRAM CREDIT HOURS 36.0
MASTER OF SCIENCE IN COMPUTER SCIENCE: MANAGEMENT INFORMATION SYSTEMS

The Master of Science program in Management Information Systems (MIS) focuses on the technical, managerial and policy issues associated with building computer-based systems which support modern organizations. The curriculum addresses the theoretical and practical aspects of specifying, designing, implementing and managing systems that possess qualities such as portability, scalability, and interoperability (open systems). The MSIS program treats information as an organizational resource subject to managerial planning and control. It focuses on integration of data and distribution of information in assisting organizations to be more competitive. The curriculum includes courses in systems development, such as advanced database analysis and design, and telecommunications, as well as those focusing on project management and leading edge technologies (within corporate and other contexts). The program provides the student with a broad understanding of the roles and uses of information systems in various functional areas of modern organizations. Theoretical grounding and practical applications reinforce each other as the learning process unfolds. New MSIS-related applications strike at the heart of what management does and how organizations are structured and compete in the contemporary world. To fill the ever-increasing need for professionals with information technology expertise, this program is intentionally broad-based while specialized. Studies balance conceptual, theoretical and applied multi-focal emphases, with particular focus on diverse applications.

Program Objectives:

- Promote and lead creative development to remain on the cutting edge of technology issues.
- Make recommendations about appropriate software, hardware, or networking solutions and the correlative procedures of implementation, personnel requirements and cost analysis.
- Identify and solve challenging computer science and computer-engineering problems.
- Demonstrate high levels of professional responsibility and ethical behavior and uphold those standards among all MIS team members.
- Oversee the choice of appropriate operating systems, programming languages, databases and networks.
- Apply various configurations and functions of information technology to revitalize or advance business and achieve strategic goals.
- Evidence sophisticated research skills: identify, research, analyze, evaluate and articulate emerging trends in information systems and the applications that have been adapted as a function of those trends.
- Manifest a significant understanding of organizational and cross-divisional functions -- and the operational roles of MIS within those.
- Evidence the skills to manage and lead in the CS/MIS: the implementation and upholding of policies and procedures; the suitable delegation of responsibilities with oversight and quality control; presentation of recommendations and decisions to be shared with teams and the executive corps.
- Apply the concepts of advanced systems analysis and design to facilitate the forward direction of organizational units and needs.
- Further hone communicative skills, which underpin the ability to conduct independent research and to formulate documents, reports, and publications that manifest mastery of content and execution.

Career Opportunities:

The program prepares future systems analysts and information technology specialists for positions at the managerial (decision-making) level. Graduates will find viable opportunities in programming/analysis, database management, web development, networking, internetworking and security positions at professional levels and across organizational types.

<table>
<thead>
<tr>
<th>Code</th>
<th>Courses Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 624</td>
<td>Information System Analysis and Design</td>
<td>3.0</td>
</tr>
<tr>
<td>MIS 672</td>
<td>E-Business and E-Commerce Applications</td>
<td>3.0</td>
</tr>
<tr>
<td>MIS 660</td>
<td>Software Structures</td>
<td>3.0</td>
</tr>
<tr>
<td>BA 642</td>
<td>Quality and Operations Management</td>
<td>3.0</td>
</tr>
<tr>
<td>MIS 637</td>
<td>Information Technology for Management</td>
<td>3.0</td>
</tr>
<tr>
<td>MIS 642</td>
<td>Quality and Operations Management</td>
<td>3.0</td>
</tr>
<tr>
<td>MIS 671</td>
<td>Data Communications Systems and Networks</td>
<td>3.0</td>
</tr>
<tr>
<td>ECM 618</td>
<td>Global Telecommunications Infrastructure</td>
<td>3.0</td>
</tr>
<tr>
<td>ECM 639</td>
<td>Security, Risk Management, and Control</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Final Project and Thesis Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIS 700</td>
<td>Topics - Research Project</td>
<td>3.0</td>
</tr>
<tr>
<td>MIS 715</td>
<td>Field Work Experience</td>
<td>3.0</td>
</tr>
<tr>
<td>MIS 725</td>
<td>Thesis - Management Information Systems</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**TOTAL PROGRAM CREDIT HOURS** 36.0
MASTER OF SCIENCE IN HEALTHCARE ADMINISTRATION

The Master of Science in Healthcare Administration program seeks to develop professionals who understand how to manage non-profit, for-profit, and voluntary health care organizations in effective and innovative ways. The program focuses on the need for health care administrators to be continuous learners, critical thinkers, and ethical practitioners by recognizing the multiply-constructed nature of human, social, and organizational realities and the complex relationships between the system of health providers and the needs of the community. Students will analyze the role of health care in society, the managed care model, the need for client-centered models, alternative paradigms, and the development of health organizations in a broad array of communities. Courses integrate theoretical concepts with practical applications. The program is designed with effective professional leadership skills and the ability to develop and implement solid, creative solutions as its central objectives.

Program Objectives:
• Incorporate health science concepts into health administration management planning, analysis, development and execution.
• Develop an expansive knowledge of regulations and policies relating to healthcare and delivery, updated regularly, and applied to all polices and procedures implemented and sustained.
• Oversee or monitor marketing principles relative to health services and promotion.
• Evidence the ability to apply managerial concepts and technological advances to the effective administration of healthcare facilities.
• Demonstrate a significant knowledge of quality management theories and techniques in the health administration arena.
• Develop advanced research and analytical skills which allow one to investigate issues pertinent to the current U.S. healthcare system.
• Develop a rather far-reaching understanding of other healthcare systems (via a comparative and contrastive understanding of other systems in other cultures).
• Apply the principles of health administration, education and promotion so as to promote effective operations of healthcare organizations and facilities.
• Identify principles of economics, leadership, marketing, planning, and legal considerations as these impact healthcare as a system and as an organizational structure, particularly at the professional (managerial and leadership) levels.
• Apply advanced knowledge in statistical analysis, among others, so that data can be generated and serve the contextual needs of the healthcare process and the organizational systems.
• Further hone communicative skills, which underpin the ability to conduct independent research and to formulate documents, reports, and publications that manifest mastery of content and execution.

Career Opportunities:
The program prepares graduates to assume increasingly responsible management and leadership roles in a wide range of healthcare settings, including health and hospital systems; service provider organizations; insurers and managed care companies; consulting firms; pharmaceutical companies; public health organizations; and medical device and biotechnology firms. Graduates are prepared to function with equal high-level competence in the private and public sectors alike and in any relevant, consultative capacity.

<table>
<thead>
<tr>
<th>Code</th>
<th>Courses Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HC 605</td>
<td>Healthcare Planning and Policy</td>
<td>03</td>
</tr>
<tr>
<td>HC 610</td>
<td>Healthcare Law / Compliance</td>
<td>03</td>
</tr>
<tr>
<td>HC 615</td>
<td>Human Resources Management</td>
<td>03</td>
</tr>
<tr>
<td>HC 625</td>
<td>Healthcare Finance Management</td>
<td>03</td>
</tr>
<tr>
<td>HC 630</td>
<td>Fundamentals of Biostatistics</td>
<td>03</td>
</tr>
<tr>
<td>HC 640</td>
<td>Healthcare Evaluation</td>
<td>03</td>
</tr>
<tr>
<td>INB 641</td>
<td>Multicultural Management</td>
<td>03</td>
</tr>
<tr>
<td>CS 664</td>
<td>Strategic Mgt of Technology &amp; Innovation</td>
<td>03</td>
</tr>
<tr>
<td>HC 665</td>
<td>Principles of Quality Mgt in Healthcare</td>
<td>03</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Final Project and Thesis Courses</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HC 700</td>
<td>Topics - Research Project</td>
<td>3.0</td>
</tr>
<tr>
<td>HC 715</td>
<td>Field Work Experience</td>
<td>3.0</td>
</tr>
<tr>
<td>HC 725</td>
<td>Thesis - Healthcare Administration</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**TOTAL PROGRAM CREDIT HOURS** 36.0
Specialized
Master’s Degree Programs
MASTER OF BUSINESS ADMINISTRATION (MBA)

The MBA curriculum offers a strategic balance of theory and practice. The program focuses on the development of honed management skills designed to meet the needs of mid-career executives. Courses are structured sequentially to allow program participations to build upon studied concepts and practices in cumulative fashion. Text materials will be supplemented by journal readings, case discussions and analyses, business simulations, as well as individual and small group projects. Throughout the learning experience, participants are encouraged to apply the products of acquired learning to applicable contexts within their own organizations.

The required core curriculum provides the quantitative, analytical, strategic, and problem-solving skills required for successful careers in business management. Students are presented not only with the best practices for ultimate success, but with the fundamental principles underpinning these practices. Moreover, the broad-based curriculum emphasizes creative problem solving and "out-of-the-box" thinking. In sum, students who complete the MBA at the University of Atlanta should do so with the knowledge and skills essential to significant leadership roles across organizational types.

Program Objectives:

- Prepare for leadership and service within a broad spectrum of business and business-related arenas, by demonstration of process and organizational mastery.
- Hone formerly-acquired tools specific to business processes and procedures and manifest the capacity to understand the principal theory, significance and practical applications related to a broad range of complex issues within the business sector.
- Evidence a comprehensive, nuanced understanding of the functional components of business - economics, marketing, accounting, finance, law, management, thus enabling the holder of the Master's degree to assume managerial and leadership positions and like positions in which they will have the occasion to contribute to the development, sustenance or growth of the organization.
- Develop and be prepared to articulate and contextualize a significant understanding of ethical situations commonly encountered in business environments. Such an understanding should allow for solution-centered contributions.
- Prepare to embrace and oversee global, political, social, legal, regulatory, and technological issues as they relate to business: knowledge put into applied use.
- Demonstrate preparedness for technical and professional requirements of the workplace, including, where requisite, certification examinations and other formalized verifications of competency and knowledge acquisition.
- Demonstrate an understanding of economic and business theories which, via critical thinking and systematic, informed analysis, allow for strategic contributions that will advance an organization.
- Demonstrate a substantial level of technical skills acquisition – in order to ensure the ability to create an array of documents and to produce data analysis reports, as needed or desirable.
- Further hone communicative skills, which underpin the ability to conduct independent research and to formulate documents, reports, and publications that manifest mastery of content and execution.

Career Opportunities:

The successful graduate will be suitably prepared to assume mid-level management in the corporate sector, in industry, in government, in other professional arenas – or, alternatively, to assume enhanced (administrative and leadership) responsibilities within the context of a currently-held position. The degree, founded on, and grounded in, intensive training and high-pitched expectations, is intended to provide the keys to advancement and expanded opportunities at the mid level and/or movement toward senior management levels.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 600</td>
<td>Human Capital Management in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>MBA 605</td>
<td>Essential Analytical Methods for Business</td>
<td>3</td>
</tr>
<tr>
<td>MBA 639</td>
<td>Dynamics of Corporate Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MBA 640</td>
<td>Organizational Transformation and Change</td>
<td>3</td>
</tr>
</tbody>
</table>

SPECIALIZED COURSES (CHOOSE 5 of 7) = 5 Courses

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 610</td>
<td>Managerial Technology in Business</td>
<td>3</td>
</tr>
<tr>
<td>MBA 611</td>
<td>Managerial Negotiations</td>
<td>3</td>
</tr>
<tr>
<td>MBA 615</td>
<td>Economics for Business Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>MBA 620</td>
<td>Marketing Research and Analysis Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 625</td>
<td>Applied Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>MBA 630</td>
<td>Manufacturing and Service Operations</td>
<td>3</td>
</tr>
<tr>
<td>MBA 645</td>
<td>Project Management in Enterprises</td>
<td>3</td>
</tr>
</tbody>
</table>

RESEARCH AND PROJECT COMPONENTS = 3 Courses

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 700</td>
<td>Research Project</td>
<td>3</td>
</tr>
<tr>
<td>MBA 715</td>
<td>Field Work Experience</td>
<td>3</td>
</tr>
<tr>
<td>MBA 725</td>
<td>MBA Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 12 courses 36 credits
EXECUTIVE MASTER OF BUSINESS ADMINISTRATION (EMBA)

The Executive MBA Program has been designed to meet the educational and professional needs of managers, executives, entrepreneurs, and other business leaders.

The Executive MBA curriculum addresses in particular senior, highly self-motivated, analytically-oriented leaders with global or international interests. It is designed for individuals with significant potential, ambition, and those committed to expand their understanding of the broader matrix of business and administration across geographical and cultural boundaries.

As such, the program is largely self-directed. Classes are constructed in an “executive” format to allow maximum flexibility for active professionals and entrepreneurs. Via the refined curriculum, program participants will acquire a sophisticated degree of concept and theory mastery and the research skills required to confront an ever-widening range of contemporary management topics, including a well-developed understanding of entrepreneurial thinking and planning in a globally competitive world.

The EMBA curriculum represents a strategic balance of multiple elements: technical rigor, management theory, practical, innovative applications, and knowledge integration, all designed for contextual, real-life (corporate or other) applications.

EMBA graduates are apt to have a competitive edge over more traditionally trained peers with any organizational environment.

Program Objectives:

The objectives of the Executive Master of Business Administration (EMBA) program may appear initially similar to those of the Master of Science in Business or MBA programs. Likenesses notwithstanding, the significant distinctions are determined by both the level of preparation, the level and scope of the curriculum and the level of outcomes: the courses, texts, instruction, examinations and ultimate expectations for the EMBA candidate are designed to meet the needs of senior executives and those nearing such station.

- Prepare for leadership and service within a broad spectrum of business and business-related arenas, by demonstration of process and organizational mastery.
- Hone formerly-acquired tools specific to business processes and procedures and manifest the capacity to understand the principal theory, significance and practical applications related to a broad range of complex issues within the business sector.
- Evidence a comprehensive, nuanced understanding of the functional components of business - economics, marketing, accounting, finance, law, management, thus enabling the holder of the Master's degree to assume managerial and leadership positions and like positions in which they will have the occasion to contribute to the development, sustenance or growth of the organization.
- Develop and be prepared to articulate and contextualize a significant understanding of ethical situations commonly encountered in business environments. Such an understanding should allow for solution-centered contributions.
- Prepare to embrace and oversee global, political, social, legal, regulatory, and technological issues as they relate to business: knowledge put into applied use.
- Demonstrate preparedness for technical and professional requirements of the workplace, including, where requisite, certification examinations and other formalized verifications of competency and knowledge acquisition.
- Demonstrate an understanding of economic and business theories which, via critical thinking and systematic, informed analysis, allow for strategic contributions that will advance an organization.
- Demonstrate a substantial level of technical skills acquisition – in order to ensure the ability to create an array of documents and to produce data analysis reports, as needed or desirable.
- Further hone communicative skills, which underpin the ability to conduct independent research and to formulate documents, reports, and publications that manifest mastery of content and execution.

Career Opportunities:

The successful graduate will be suitably prepared to assume senior (executive) level appointments within the corporate sector, in industry, in government, in other professional arenas – or, alternatively, to assume enhanced (executive leadership) responsibilities within the context of a currently-held position. The degree, founded on, and grounded in, intensive training and high-pitched expectations, is intended to provide the keys to advancement and expanded opportunities at the senior and executive levels.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMBA 601</td>
<td>Enterprising Leadership in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>EMBA 606</td>
<td>Applied Economics for Managers</td>
<td>3</td>
</tr>
<tr>
<td>EMBA 611</td>
<td>Managerial Negotiations</td>
<td>3</td>
</tr>
<tr>
<td>EMBA 616</td>
<td>Innovation Management</td>
<td>3</td>
</tr>
<tr>
<td>EMBA 621</td>
<td>Entrepreneurial Management</td>
<td>3</td>
</tr>
<tr>
<td>EMBA 626</td>
<td>Knowledge Management in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>EMBA 631</td>
<td>Executive Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>EMBA 636</td>
<td>Contemporary Global Marketing</td>
<td>3</td>
</tr>
<tr>
<td>EMBA 641</td>
<td>Business Strategies in a Global Environment</td>
<td>3</td>
</tr>
<tr>
<td>EMBA 646</td>
<td>International Business Management</td>
<td>3</td>
</tr>
<tr>
<td>EMBA 651</td>
<td>Corporate Governance and Social Responsibility</td>
<td>3</td>
</tr>
<tr>
<td>EMBA 700</td>
<td>Research Project</td>
<td>3</td>
</tr>
<tr>
<td>EMBA 715</td>
<td>Field Work Experience - Applied Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EMBA 725</td>
<td>Executive Master's Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

Totals: 14 courses 42 credits
MASTER OF SCIENCE IN EDUCATIONAL LEADERSHIP

The Master of Science in Educational Leadership Program is designed to produce leaders who have a deep and broad understanding of academic and organizational management, who seek to be change agents capable of initiating and sustaining positive innovations, and who are reflective learners whose research skills and acquired knowledge base will provide the opportunity for advances in a democratic environment.

A skilled professional in educational leadership often works within a school setting, either as a principal in an elementary or secondary school or in a college setting as a department head. Others may work with local school boards, manage private daycares, administrate government programs, or work as curriculum coordinators for schools or community programs. Individuals with a degree in educational leadership may even go on to work in business administration, public policy or direct programs in medical or correctional facilities.

The University of Atlanta’s curriculum in Educational Leadership has been scrupulously designed to provide comprehensive and balanced study of key areas, among them: contemporary issues in education, theory and practice of educational management, principles and methods of teaching and learning, financial dimensions of the educational process and system, public policy and politics in the educational context, personnel administration within school systems, new technologies in education, the legal aspects of school management, and applied educational research methods. Program participants will gain a refined understanding of action-research, and will be called upon to apply the products of their learning within a variety of contexts and settings, the results of which will be shared with student peers and others and will constitute the basis of extended analytical contributions.

Program Objectives:
• Prepare for leadership and service within a broad spectrum of educational arenas.
• Develop a broad, deep understanding of academic and organizational management.
• Develop the tools that permit one within the educational arena to act, as appropriate, as an agent of change.
• Develop the capacity to initiate, implement and sustain significant innovations within the sphere of education.
• Prepare to embrace and oversee global, political, social, legal, regulatory, and technological issues as they relate to education.
• Hone research skills which will provide the opportunity for advances in a democratic society.
• Demonstrate an understanding of economic and business theories which, via critical thinking and systematic, informed analysis, allow for strategic contributions that impact education.
• Demonstrate a substantial level of technical skills acquisition – in order to ensure the ability to create an array of documents and to produce data analysis reports, as needed or desirable.
• Establish a firm understanding of all aspects of educational management (financial, legal and regulatory, learning and teaching styles, public policy, personnel administration, governmental processes, action research and beyond)
• Further hone communicative skills, which underpin the ability to conduct independent research and to formulate documents, reports, and publications that manifest mastery of content and execution.

Career Opportunities:
The successful graduate will be suitably prepared to assume positions as a skilled professional in educational leadership. Degree holders often work within a school setting, either as a principal in an elementary or secondary school or in a community or senior college setting. Others may work with local school boards, manage private daycares, administrate government programs, or work as curriculum coordinators for schools or community programs. Individuals with a degree in educational leadership may even go on to work in business administration, public policy or direct programs in medical or correctional facilities. With an intense focus on management within all spheres of education and training, the graduate should be well positioned to select suitable opportunities from a broad array of options.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLP 602</td>
<td>Dynamics of Educational Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 604</td>
<td>Issues in Contemporary Education</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 606</td>
<td>Leadership Theory and Application</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 608</td>
<td>Principles and Methods of Teaching &amp; Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 610</td>
<td>Financial Dimensions of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 611</td>
<td>Computers &amp; Technology in Ed Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 615</td>
<td>Effective Principalship in Learning Organizations</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 620</td>
<td>Public Policy and Politics in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 622</td>
<td>Psychological Foundations of Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 625</td>
<td>Personnel Administration in School Systems</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 626</td>
<td>Internet and Web Tools for Educators &amp; Leaders</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 630</td>
<td>School Law for Educational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 700</td>
<td>Educational Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDLP 725</td>
<td>Master’s Thesis - Educational Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

Total: 14 courses 42 credits
DOCTOR OF BUSINESS ADMINISTRATION IN MANAGERIAL SCIENCE (DBA)

The University of Atlanta’s Doctor of Business Administration program in Managerial Science (DBA) has been designed for a diversified student body: experienced business professionals who wish to translate corporate experience into senior leadership options, be it as a member of the executive team within their current organization or as a top competitor in other settings; individuals at any stage of their career who, beyond their completed Master’s level studies in Business or Management, are inspired to soar higher, to explore, examine and critically evaluate theories, applications, concepts, processes and conventions in new, creative ways; those who, already part of the world of higher education or headed in such direction, seek an appointment or professional advancement that the DBA is apt to facilitate; and those who, focused less on specific objectives, as conventionally defined, and more on the process of, and quest for, further growth and development, seek the learning experience that such a program promises to provide.

Whatever the personal or professional motivation, as part of a DBA cohort at the University of Atlanta, students will engage with highly-qualified corporate executives and academic professionals alike who build upon each candidate’s established core skills and knowledge to develop a superior level of competence in managerial science. Sophisticated critical thinking skills will be honed via guided scholarly and practical enterprise, action research, complex problem-solving activities and analytical assessment of relevant case studies.

<table>
<thead>
<tr>
<th>RESEARCH METHODS COURSES (BOTH REQUIRED)</th>
<th>6 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DBA 861 Research Methods I</td>
<td>3</td>
</tr>
<tr>
<td>DBA 862 Research Methods II</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CORE COURSES (CHOOSE 9 of 12)</th>
<th>27 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DBA 800 Human Capital Management in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>DBA 801 Enterprise Leadership in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>DBA 810 Managerial Technology for Business</td>
<td>3</td>
</tr>
<tr>
<td>DBA 811 Managerial Negotiations</td>
<td>3</td>
</tr>
<tr>
<td>DBA 816 Innovation Management</td>
<td>3</td>
</tr>
<tr>
<td>DBA 820 Marketing Research and Analysis Management</td>
<td>3</td>
</tr>
<tr>
<td>DBA 825 Applied Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>DBA 836 Contemporary Global Marketing</td>
<td>3</td>
</tr>
<tr>
<td>DBA 839 Dynamics of Corporate Strategy</td>
<td>3</td>
</tr>
<tr>
<td>DBA 840 Organizational Transformation and Change</td>
<td>3</td>
</tr>
<tr>
<td>DBA 841 Business Strategies in a Global Environment</td>
<td>3</td>
</tr>
<tr>
<td>DBA 851 Corporate Governance and Social Responsibility</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOPICS COURSES</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>DIRECTED INDIVIDUALIZED RESEARCH (ALL THREE REQUIRED)</th>
<th>9 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DBA 871 Topics Course: Global Studies</td>
<td>3</td>
</tr>
<tr>
<td>DBA 872 Topics Course: Strategic Studies</td>
<td>3</td>
</tr>
<tr>
<td>DBA 873 Topics Course: Project Management</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DISSERTATION PROPOSAL COURSE (REQUIRED)</th>
<th>3 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DBA 900 Dissertation Research Proposal and Prospectus</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DISSERTATION RESEARCH (ALL THREE MODULES REQUIRED)</th>
<th>15 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DBA 971 Doctoral Dissertation Module I (S/U)</td>
<td>-</td>
</tr>
<tr>
<td>DBA 972 Doctoral Dissertation Module II (S/U)</td>
<td>-</td>
</tr>
<tr>
<td>DBA 973 Doctoral Dissertation Module III</td>
<td>15</td>
</tr>
</tbody>
</table>

TOTAL CREDITS: 60
Developed with the input and insight of a broad-winged panel of experienced faculty members and leading business practitioners, the DBA program emphasizes advanced decision-making and leadership skills, in-depth knowledge of both theory and application, and the ability to manage positive social change. Throughout this educational journey, students will explore many of the greatest challenges and opportunities confronting business and leadership today, including, among others, globalization, ethics, and management of stakeholder relationships. Whatever one’s specific background or particular interests, the DBA candidate will develop the critical knowledge and practical skills required for success. Students will have ample opportunity to target specific areas of interest within the program setting and will ultimately be well prepared and well positioned for forward direction and upward mobility.

The DBA program, while academically rigorous, has been developed to foster the needs of active professionals who must balance the demands of career, family, and educational advancement. Moreover, U of A’s School of Business and Managerial Science welcomes and encourages students with diverse backgrounds and from all geographic locations, world-wide. In consequence of such diversity and cross-national emphasis, we are able to provide an enriched, value-added environment for expanded learning, one wherein global perspectives and multi-cultural exchange flourish. The largely a-synchronous delivery model (with synchronous, cohort-based components) affords an opportunity to those who, despite their qualifications and desire for doctoral-level studies, would not be able to pursue this option within the traditional academic setting. It is for this reason, too, that, unlike most online programs, we require no time in residence, thereby eliminating the significant costs travel and inconvenience.

Those who are accepted into a doctoral cohort of the University of Atlanta’s DBA program will embark on a “new intellectual journey.”

**Program Objectives:**

The primary objective of the program is to produce graduates who can contribute to the advancement of their professions and to the expansion of knowledge and awareness of contemporary strategic issues and practices. Through the DBA curriculum and its correlative components, participants will achieve this objective through the development of:

- A thorough and deep-rooted knowledge of scientific and scholarly research methods and their application in the business setting for senior executives, consultants and university professors
- Advanced critical thinking as well as refined conceptual and analytical skills
- A mastery of both the seminal theories and the latest practices in business management
- The tools to perform original applied research that advances knowledge within the business arena
- An appreciation of cultural, ethical, and global issues and their impact on evolving theories and practices
- The skills necessary for sophisticated and effective decision-making in complex environments through the integration of theoretic insights, extensive practical knowledge and innovative concept development.

**Anticipated Outcomes:**

The DBA program is designed to prepare graduates for advancement in their current career or to allow them the flexibility to realize a broader array of professional options. Those who successfully complete the Doctor of Business Administration program will, as a combined function of this much-coveted academic credential and the nature, level and history of previous experience, be positioned to compete for senior level positions, which include, but are surely not limited to: Administrative Director, Chief Executive Officer, Chief Financial Officer, Chief Information Officer, Director of Organizational Development, College or University Faculty or Administrator, Controller, Dean of Business, Director of Operations, Director of Training and Development, Director or Vice President of Human Resource Management, Senior Managerial Consultant, along with an almost endless list of other specialized options.
GRADUATE CERTIFICATE PROGRAMS
GRADUATE CERTIFICATE PROGRAM IN PROJECT MANAGEMENT

The University of Atlanta's Online Graduate Certificate in MPM™ (Master Project Management) is a premier graduate Master's certification program. The designation (MPM, Master Project Manager) is designed for, and available to, college educated professionals who manage teams, departments, divisions and for senior project managers and project directors who seek formal recognition. The MPM designation is the Gold Standard within the international arena of Project Management.

Under the guidance of distinguished University of Atlanta faculty, program participants will examine:
• Project planning and control
• Project management life cycle
• Effective leadership and motivational Methodologies
• Essential project management tools and techniques
• Cost-management and risk management

The purpose of Master Project Management is to ensure the project achieves its goals & objectives, by planning, directing, tracking, and controlling, and improving the activities necessary for development and delivery of required products and services. The IPMC™ Project Management Methodology involves developing plans and maintaining them throughout the project life cycle. Estimates are established and maintained regarding cost, schedule, size of work products, and critical technical parameters. Commitments to project objectives and plans are established and maintained throughout the project. Project participants and stakeholders are identified and organized to meet project objectives. As the project is executed, the project and performance are monitored and tracked in accordance with the plan. Corrective actions are taken as needed to ensure the project will meet its objectives. Continuous improvement is enhanced at all levels.

Program Objectives:
• Projects are established, maintained, and executed to provide required products and services that reflect customer and stakeholder needs.
• Estimates of the project's planning parameters are established and maintained to support resource estimates.
• Commitments related to the project are established and maintained.
• Progress of the project is evaluated against its plans.
• Corrective actions are taken when appropriate and managed to closure.

MPM Master Project Certification (Board Certification through AAPM)
Successful graduates will be prepared to move forward in a wide variety of project management-related careers, and will have gained excellent preparation for the MPM™ Master Project Manager - Project Management - Board Certification through AAPM Global Board of Standard.

Students interested in further study may transfer courses completed with a grade of “B” or better for the certificate directly toward degree requirements for the University of Atlanta’s Master of Business Administration (MBA) or, depending on background and qualifications, the Executive Master of Business Administration (EMBA).

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 645</td>
<td>Project Management in Enterprises</td>
<td>3</td>
</tr>
<tr>
<td>MBA 639</td>
<td>Dynamics of Corporate Strategy</td>
<td>3</td>
</tr>
<tr>
<td>EMBA 601</td>
<td>Enterprising Leadership in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>MPM 700</td>
<td>Topics - Research Project</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total 4 courses</strong></td>
<td></td>
<td><strong>12 credits</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Certificate</th>
<th>Program Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Tuition:</td>
<td>$4,000</td>
</tr>
<tr>
<td>Books:</td>
<td>$500 + Shipping (Estimated cost)</td>
</tr>
<tr>
<td>University Certificate:</td>
<td>$50</td>
</tr>
<tr>
<td>AAPM Certification Exam (Optional):</td>
<td>$500</td>
</tr>
</tbody>
</table>
GRADUATE CERTIFICATE PROGRAM IN HEALTHCARE ADMINISTRATION

The University of Atlanta's Online Program leading to the Graduate Certificate in Healthcare Administration is a premier certificate program at the advanced level. In a rapidly changing national and international healthcare arena, this program will prove of particular benefit to:

- Professionals trained in medicine, nursing, occupational or physical therapy, pharmacy or other allied healthcare professions.
- Non-clinical professionals in related fields such as the insurance industry, government agencies, human service agencies, non-profits and for-profit companies in healthcare.
- Students currently completing graduate studies in medicine, nursing, occupational or physical therapy, pharmacy, other healthcare professions or master's programs in Business Administration or Public Administration.
- Anyone interested in a career in healthcare administration or in taking a leadership role in a healthcare related field while making progress toward a certificate and potential job advancement.

Under the guidance of distinguished University of Atlanta faculty, program participants will develop:

- Skills to assess, plan, and evaluate decisions in the healthcare environment. Ability to facilitate critical partnerships and collaboration.
- An understanding of the importance of leadership in healthcare administration.
- Communication and information technology skills.
- A broad ethical framework for making leadership decisions.
- Competitive advantage with enhanced skills to lead and manage an organization.

Broad Objectives of the Graduate Certificate in Healthcare Administration Program:

The Graduate Certificate in Healthcare Administration is designed to complement your current level of healthcare experience and improve your leadership and management skills within the healthcare environment. Advanced level courses are interdisciplinary to meet the needs of a diverse healthcare industry, while focusing on several core competencies. The Program (including the final, intensive project) is designed so that graduates will ideally:

- Understand the basic structure, driving forces of change, performance characteristics, and strengths and weaknesses of the US healthcare system.
- Improve critical thinking and communication skills in framing, analyzing, and interpreting the meaning and consequences of healthcare policy issues.
- Develop the ability to compare, contrast, and appreciate conflicting viewpoints, different disciplines, and diverse interpretations of US healthcare performance, structure and management.
- Recognize and analyze current and emerging trends in healthcare that directly impact management and healthcare delivery.
- Are able (or better able) to address the major issues and challenges facing by healthcare providers and managers.
- Employ appropriate problem assessment and resolution tools.
- Recognize the applications and limits of analysis and decision-making models.
- Begin to develop the ability to structure decisions bearing on healthcare management and conflict resolution within the broader context of the organizational culture.

An Overview of the Program Structure:

This intensive four-graduate-course program presents realistic strategies in an array of critical areas for healthcare management and leadership. The courses are delivered on-line learning with interaction among peers, advisors, academic and student services facilitators and, of course, field-specialists (all participating faculty hold MD's and/or PhD's and have experience in both higher education and in Healthcare Administration). Course content, graded assignments and shared discourse are all designed to provide readily usable systems and strategies for the significant and ever-increasing challenges of healthcare management and leadership.

Courses positively exploit fine Internet features -- threaded discussions, chat, bulletin boards, e-mail, file sharing, and more for in-depth participation. You also have online library privileges, with instant search and retrieval of important databases, and the counsel of authoritative figures to lead you in the right directions.

The fourth and final course (HC 700) is a Research Project course, which allows each participant to produce a substantive and significant work focused upon his or her specialized interests within the broad field of Healthcare Administration. Once the proposal is approved, a group of highly-qualified faculty will provide guidance from start to finish to maximize the value of the experience and to foster successful (and meaningful) conclusion.
Further Study and Post-Certificate Transfer Options

Students interested in further study may transfer courses completed with a grade of “B” or better for the certificate directly toward degree requirements for the University of Atlanta’s Master of Science degree program in Healthcare Administration.

Required Curriculum at the University of Atlanta

The University of Atlanta’s Graduate Certificate in Healthcare Administration includes the following required courses:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HC 605</td>
<td>Healthcare Planning and Policy</td>
<td>3</td>
</tr>
<tr>
<td>HC 625</td>
<td>Healthcare Finance Management</td>
<td>3</td>
</tr>
<tr>
<td>HC 665</td>
<td>Principles of Quality Management in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>HC 700</td>
<td>Topics - Research Project</td>
<td>3</td>
</tr>
<tr>
<td>Total 4 courses</td>
<td></td>
<td>12 credits</td>
</tr>
</tbody>
</table>

Admission Requirements

- Minimum of a Bachelor’s degree from an accredited college/university or by a Ministry-recognized institution of higher education. (Submit official certification or proof of degree completion.)
- Healthcare, Healthcare management or related Experience (Submit comprehensive resume)

Requirements for Successful Completion of Certificate Program

Students must earn a grade of no less than B- in each of the four required courses. Note; While the grade of B- or better in each course will satisfy Certificate requirements, only grades of B or better may be subsequently transferred to any University of Atlanta graduate degree program.

Awarding of Graduate Certificate in Healthcare Administration

Upon successful completion of all four courses (as specified above), the student will complete the “Application for Awarding of Certificate,” which will be reviewed by the Graduate Dean and then duly processed by the University Registrar.

<table>
<thead>
<tr>
<th>Graduate Certificate</th>
<th>Program Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Tuition:</td>
<td>$ 4000</td>
</tr>
<tr>
<td>Books:</td>
<td>$ 500 + shipping (Estimated cost)</td>
</tr>
<tr>
<td>University Certificate:</td>
<td>$ 50</td>
</tr>
</tbody>
</table>
GRADUATE CERTIFICATE PROGRAM IN INFORMATION TECHNOLOGY FOR MANAGEMENT

Technology is dramatically changing our economy and our society. Today’s decision-makers need a firm grasp of information technologies so as to function maximally within traditional business disciplines. The successful manager must be in command of the requisite tools to access, monitor, analyze and apply company information and knowledge—technologically. The U.S. Bureau of Labor Statistics points to very strong call, and only to grow stronger, for leaders across fields with significant technical skills. The University of Atlanta’s program is designed for any individual in a management role (middle, senior, executive levels) who seeks a better understanding of Information Technology applications and who will, as a result of these complementary skills, be empowered to manage information in a more pliable fashion tied to maximized outcomes.

The program is based on the firm and documented contention that information technology is one of the key drivers of business in the twenty-first century, providing new sources of revenue and opportunity to change dramatically a firm’s cost structure. In brief, IT has become inextricably intertwined with corporate strategy.

Purpose and Program Appeal
The program, which leads to the Graduate Certificate in Information Technology for Management, is designed to provide just that brand of training so crucial in today’s technologically-charged corporate environment. At the successful conclusion of the program (established in a time-efficient yet mastery-focused framework), the credential earned will confirm an authoritative command of the managerial dimensions of Information Technology (as needed by the non-specialist in all arenas and at all levels). While surely open to those within the technology world, emphasis is duly accorded to the manager’s competent interpretation and application of technology-based information and processes.

The graduate will thus be positioned to augment operational efficiency and to gain the competitive advantage. The key: managing knowledge (information) to drive innovation and productivity.

Core Emphases - Learning Areas
Under the guidance of distinguished University of Atlanta faculty, program participants will understand:

- The factors responsible for the explosion of information technology that has occurred over the past several decades.
- The role that leadership plays in the management of information technology.
- The special challenges that the introduction of IT in an organization presents and the means to convert those challenges into definitive advantages.
- The characteristics of a technologically enabled organization.
- The use of technology for computations and communications: similarities and differences.
- The nature of the competitive advantage which enhanced IT skills present to managers of an organization.
- The quintessential role of IT in the structuring and restructuring of organizations.
- The crucial links between information technology and strategy.
- The indispensability of IT knowledge to key decision makers.

Synthesis of Program Objectives
The Graduate Certificate in Information Technology for Management is designed to complement your current level of IT experience and improve your leadership and management skills within the corporate (or organizational) environment. Advanced level courses are interdisciplinary to meet the needs of a diverse industries, while focusing on several core competencies. The Program (including the final, intensive project) is designed so that graduates will ideally:

- Understand the basic structure, driving forces of change, performance characteristics, and strengths and weaknesses of the current Information Technology within the management arena.
- Improve critical thinking and communication skills in framing, analyzing, and interpreting the meaning and consequences of strategy and decision-making based on enhanced knowledge of, and access to, IT data and other IT applications.
- Develop the ability to compare, contrast, and appreciate diverse interpretations of IT as it impacts performance, structure and management.
- Recognize and analyze current and emerging trends in IT that directly impact management, leadership and change.
- Be prepared to address many of the major issues and challenges faced by management and which IT can readily facilitate, if not resolve.
- Employ appropriate problem assessment and resolution tools—that is in the application of IT knowledge to the managerial realm.
- Recognize the applications and limits of analysis and decision-making models, with and without IT components.
- Begin to develop the ability to structure decisions bearing on structure, efficiency, models and productivity based on the applications of augmented understanding of IT within the managerial arena.

An Overview of the Program Structure
This intensive four-graduate-course program presents realistic strategies in an array of critical areas for the application of IT and leadership.
The courses are delivered on-line learning with interaction among peers, advisors, academic and student services facilitators and, of course, field-specialists (all participating faculty hold the Ph.D. and have extensive experience and accomplishments both in the corporate arena and in the sphere of Information Technology). Course content, graded assignments and shared discourse are all designed to provide readily usable systems and strategies for the significant and ever-increasing challenges of IT applications to management and leadership.

Courses positively exploit fine Internet features -- threaded discussions, chat, bulletin boards, e-mail, file sharing, and more for in-depth participation. You also have online library privileges, with instant search and retrieval of important databases, and the counsel of authoritative figures to lead you in the right directions.

The fourth and final course (BA 700) is a Research Project course, which allows each participant to produce a substantive and significant work focused upon his or her specialized interests within the broad field of IT as it informs and shapes new models of management. Once the proposal is approved, a group of highly qualified faculty will provide guidance from start to finish to maximize the value of the experience and to foster successful (and meaningful) conclusion.

Further Study Options Beyond the Graduate Certificate

Students interested in further study may transfer courses completed with a grade of “B” or better for the certificate directly toward degree requirements for the University of Atlanta's Master of Science in Information Technology or Master of Business Administration.

Required Curriculum at the University of Atlanta

The University of Atlanta’s Graduate Certificate in Information Technology for Management includes the following required courses:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIS 637</td>
<td>Information Technology for Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 610</td>
<td>Managerial Technology in Business</td>
<td>3</td>
</tr>
<tr>
<td>MBA 640</td>
<td>Organizational Transformation and Change</td>
<td>3</td>
</tr>
<tr>
<td>MIS 700</td>
<td>Topics - Research Project</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total 4 courses</strong></td>
<td></td>
<td><strong>12 credits</strong></td>
</tr>
</tbody>
</table>

Admission Requirements

- Minimum of a Bachelor's degree from an accredited college/university or by a Ministry-recognized institution of higher education. (Submit official certification or proof of degree completion.)
- Significant Management and/or Management/IT related Experience (Submit comprehensive resume)

Requirements for Successful Completion of Certificate Program

Students must earn a grade of no less than B- in each of the four required courses. Note: While the grade of B- or better in each course will satisfy Certificate requirements, only grades of B or better may be subsequently transferred to any University of Atlanta graduate degree program.

Awarding of Graduate Certificate in Information Technology for Management

Upon successful completion of all four courses (as specified above), the student will complete the “Application for Awarding of Certificate,” which will be reviewed by the Graduate Dean and then duly processed by the University Registrar.

<table>
<thead>
<tr>
<th>Graduate Certificate</th>
<th>Program Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Tuition:</td>
<td>$ 4,000</td>
</tr>
<tr>
<td>Books:</td>
<td>$ 500 + shipping (Estimated cost)</td>
</tr>
<tr>
<td>University Certificate:</td>
<td>$ 50</td>
</tr>
</tbody>
</table>
GRADUATE CERTIFICATE PROGRAM IN INTERNATIONAL PROJECT MANAGEMENT

The University of Atlanta’s Graduate Certificate Program in International Project Management is a high-quality graduate certificate program -- designed for, and available to, college educated professionals who manage teams, departments, divisions and for senior project managers and project directors who seek formal recognition and a graduate certificate attesting to such level of educational attainment. Beyond that, candidates should have a reasonable degree of experience in international studies and PM and wish to develop further competence specific to the international dimensions of project management

Under the guidance of distinguished University of Atlanta faculty, program participants will examine:

- Project planning and control (with international emphases)
- Project management life cycle (with international emphases)
- Effective leadership and motivational Methodologies (with international emphases)
- Essential project management tools and techniques (with international emphases)
- Cost-management and risk management (with international emphases)
- Cultural phenomenon that impact international project management
- Objectives and Outcomes of International Project Management Program

Those who successfully complete the (Graduate) Certificate in International Project Management will:

- Understand the theory and applications of the guiding principles and techniques of project management in conformity with contemporary, internationally recognized standards. -Be positioned to locate, analyze, evaluate and synthesize information from a wide variety of sources in a planned and timely manner (with international emphases)
- The ability to apply effective, creative and innovative solutions, both independently and cooperatively, to current and future problems in both national and international contexts.
- Skills of a high order in interpersonal understanding, teamwork and communication, as necessary in numerous international contexts.
- A proficiency in the appropriate use of contemporary technologies.
- A commitment to continuous learning and the capacity to maintain intellectual curiosity throughout life.
- A commitment to the highest standards of professional endeavor and the ability to take a leadership role in the community or across communities and, at times, across national borders.
- An awareness of ethical, social and cultural issues and their importance in the exercise of professional skills and responsibilities in an international context.

Purpose of International Project Management

The purpose of International Project Management is to ensure the project achieves its goals & objectives, by planning, directing, tracking, and controlling, and improving the activities necessary for development and delivery of required products and services. The IPMC™ Project Management Methodology involves developing plans and maintaining them throughout the project life cycle. Estimates are established and maintained regarding cost, schedule, size of work products, and critical technical parameters. Commitments to project objectives and plans are established and maintained throughout the project. Project participants and stakeholders are identified and organized to meet project objectives. As the project is executed, the project and performance are monitored and tracked in accordance with the plan. Corrective actions are taken as needed to ensure the project will meet its objectives. Continuous improvement is enhanced at all levels. International considerations in such specific contexts often over-determine many of the procedures introduced and decisions reached.

Continuing Studies beyond the Graduate Certificate (optional)

Students interested in further academic study may transfer courses completed with a grade of “B” or better for the certificate directly toward degree requirements for the University of Atlanta’s Master of Business Administration (MBA) or, depending on background and qualifications, the Executive Master of Business Administration (EMBA).

Successful graduates will be prepared to move forward in a wide variety of project management-related careers, and will have gained excellent preparation for the CIPM™ (Certified Project Management Examination offered through the AAPM Global Board of Standard and the International Project Management Commission. (This credential is offered by AAPM, and is not part of any University of Atlanta program.)
Required Curriculum at the University of Atlanta

The University of Atlanta's Graduate Certificate in International Project Management consists of four required courses.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 645</td>
<td>Project Management in Enterprises</td>
<td>3</td>
</tr>
<tr>
<td>EMBA 641</td>
<td>Business Strategies in a Global Environment</td>
<td>3</td>
</tr>
<tr>
<td>EMBA 636</td>
<td>Contemporary Global Marketing</td>
<td>3</td>
</tr>
<tr>
<td>CIPM 700</td>
<td>Topics - Research Project in International Project Management</td>
<td>3</td>
</tr>
<tr>
<td>Total 4 courses</td>
<td></td>
<td>12 credits</td>
</tr>
</tbody>
</table>

Admission Requirements

- Minimum of a Bachelor's degree from an accredited or Ministry-recognized institution of higher education. (Submit official certification or proof of degree completion.)
- Project Management and International Experience (some reasonable combination of the two, perhaps) (Submit comprehensive resume)

Requirements for Successful Completion of Certificate Program

Successful completion of all four required courses (Grade of B- or better). The grade of B- or better will satisfy the Certificate requirements. (However, only grades of B or better may be subsequently transferred to any University of Atlanta graduate degree program.)

Awarding of the Graduate “Certificate of International Project Management” (CIPM)(University of Atlanta)

Upon successful completion of all four courses, the student will complete the “Application for Awarding of Certificate Form,” which will be duly processed and forwarded by the University Registrar.

AAPM/IPMC Certificate

Students who qualify for the University Certificate may sit as well for the AAPM Certification Exam. Upon satisfactory results on this examination, the University will forward a required nomination to the IPMC Board of Standards for Processing and official registration as CIPM (Certified International Project Manager). While the University of Atlanta is an approved training center for AAPM/IPMC, the CERTIFICATE offered by the University is an academic certificate, and only qualifies one to sit for this external examination.

<table>
<thead>
<tr>
<th>Graduate Certificate</th>
<th>Program Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Tuition:</td>
<td>$4,000</td>
</tr>
<tr>
<td>Books:</td>
<td>$500 + shipping (Estimated cost)</td>
</tr>
<tr>
<td>University Certificate:</td>
<td>$50</td>
</tr>
<tr>
<td>AAPM Certification Exam (Optional):</td>
<td>$500</td>
</tr>
</tbody>
</table>
COURSE DESCRIPTIONS

(Alphabetically listed by acronym)

BA 411
BUSINESS ETHICAL ISSUES 3 credits
This is the core course for all programs in Business Administration. It is designed to acquaint students with the major ethical issues affecting business decisions and instill a sense of social responsibility.

The course examines the relationship between business ethics and social responsibility in both the domestic and the global arena. Students will be provided with an opportunity to explore and discuss the ethical and moral considerations of specific examples of corporate (mis)conduct. The social responsibilities of corporations and their policies will also be discussed.

BA 416
FINANCE 3 credits
This course provides students with the fundamentals of finance theory: the fundamentals of allocating scarce resources over time under conditions of uncertainty. The course looks at finance's "pillars" such as optimization over time, asset valuation and risk management. It is divided into six parts that will allow students to examine conceptual theories in an organized and structured manner. The first part defines the functional uses of finance in the business community and focuses on the construction and use of financial statements. The next three sections are devoted to the three conceptual pillars of finance outlined above. In this section, the course focuses on the application of finance principles to real world business situations. Part five covers the theory and practice of asset pricing and includes topics such as the Capital Asset Pricing Model, futures pricing, options, loan guarantees and leveraged equity. The last part deals with a variety of issues involved in corporate finance including capital structure, mergers and acquisitions. This course is designed to enable students to better manage cash flow analyses and interpret financial statements both in the professional and the personal arena.

BA 418
ESSENTIALS OF ECONOMICS 3 credits
This is a comprehensive course in economic theory covering the basic principles of micro and macro economics. Students will review various economic concepts and gain experience using traditional economic measurement tools. Students will also be provided with a number of opportunities to use the skills learned to solve critical economic questions. In order to encourage the development of an economic approach to socio-economic problems, the course focuses on the mastery of three fundamental competencies: communication skills, sound reasoning and social/personal responsibility. The course examines how several specific companies allocate scarce resources, respond to supply & demand pressures and regulate prices & inventory. The role of the federal government in a market economy is also explored along with the role tax issues and the growing federal deficit play in the economic decision-making process.

BA 419
BANKING AND FINANCE 3 credits
The focus of this course is Money, Banking and Financial Markets - three of the most exciting areas in the fields of finance and economics. The course examines the various aspects involved in managing a commercial bank, skills that are readily transferable to other types of financial institutions as well. The course is not designed to train future bank managers but rather to introduce topics that bank managers, investors, borrowers, lenders and academicians must master in order to succeed in the marketplace. The course emphasizes the practical application of financial theories and the need to acquire effective strategies to manage all aspects of bank/financial management. Particular attention is paid to current and future trends in banking and finance. The course will also introduce students to some of the more controversial economic policies that are a current topic of debate in the political arena.

BA 421
HUMAN RESOURCES DEVELOPMENT 3 credits
This course provides students with an understanding of the functions of the office of Human Resources Management in organizations. It focuses on current theories of human resource development and how HRM managers support and help realize business objectives. The course offers a complete, comprehensive review of the primary personnel management concepts and techniques.

BA 427
INTRODUCTION TO MANAGERIAL ACCOUNTING 3 credits
This course introduces students to the concepts,
methods and procedures used to support and assist managers in their internal cost accounting processes and their financial decision-making. It covers the fundamental principles of cost and managerial accounting as they apply to the manufacturing and service sectors. Topics include: the theory and concept of cost accounting, the use of financial and accounting information for planning, budgeting and controlling of operations and the methodological and analytical methods available to assist managerial accountants in the decision-making process.

BA 432  
INTERNATIONAL BUSINESS  
3 credits

This course provides a broad overview of the environment in which international businesses operate. It includes strategies for developing effective management skills in the global marketplace. The course moves from macro related issues to the micro level. Topics covered include: an analysis of the political, legal and cultural environments in which international businesses operate, the relationship between government intervention and corporate strategy formulation, an analysis of world financial and capital markets and a discussion of international trade and foreign direct investment theories.

BA 441  
BUSINESS LAW  
3 credits

This course introduces students to the basic principles and functions of business law and explains the evolutionary stages of the U.S. legal system. It presents those areas of the legal system most critical for the business environment. The course covers topics encountered in everyday businesses such as contract law, property issues, product liability, sales and commerce, legal issues involving employers and principal-agents and new laws governing the Internet and e-commerce.

BA 443  
BUSINESS ESSENTIALS  
3 credits

This course introduces business and non-business majors to the primary functions of modern business and examines how these functions operate in a changing society. It covers topics such as production, cost control, human resources and a review of accounting, marketing and information systems. The course is designed to provide an awareness of the interrelationships between various businesses enterprises and to provide the foundational course for more advanced business courses. Students will also be presented with essential business terminology. In addition, students will explore a number of factors that influence business in the domestic and international arenas.

BA 444  
MANAGEMENT THEORY  
3 credits

This course introduces students to the concepts, functions and processes of management. The focus of the course is on managerial responsibilities and how these tasks have evolved over the last century. Management Theory serves as a basic introduction to more advanced management courses and is designed to provide a broad foundation in management theory and practice. The course includes information on the manager's role in planning, organizing, staffing, directing and controlling business operations. It is designed to provide students with a concise framework for the inter-relation of the major business disciplines and establish a comprehensive foundation on which students can build.

BA 448  
MARKETING THEORY  
3 credits

This course introduces students to the essential role marketing plays in today's business environment. The course provides a detailed description of the various components involved in marketing. It then provides tangible examples demonstrating how marketing can supplement customer satisfaction and ensure consumer loyalty. The course also provides an overview of marketing processes and principles in general, and provides students with an opportunity to apply theoretical concepts to practical business situations. Emphasis is placed on the importance of strategic planning in marketing with an eye towards ensuring the company's long-term survival and growth. The student also will be introduced to the concept of target marketing, specifically the concepts of segmentation and market positioning.

BA455  
ENTREPRENEURSHIP  
3 credits

This course presents entrepreneurship as one of the driving forces behind any successful small business. Entrepreneurs with good business plans and a willingness to assume market risks are the heart and soul of U.S. capitalism.

The course focuses on the critical steps required for starting and maintaining a business operation. It takes students through the entire process of entrepreneurial activity: from envisioning the business opportunity as a "concept" to its ultimate realization. Important factors to consider in converting a personal concept into a tangible reality include financial support, knowledge of legal constraints and an awareness of the fundamentals of economics and marketing. Advantages and disadvantages related to self-employment
will also be discussed. Upon completion of the course, students will have acquired the necessary tools to launch and manage successfully, a small business operation in today's competitive environment.

**BA 461**  
**ORGANIZATIONAL BEHAVIOR**  
*3 credits*

This course presents the theory and practical applications of organizational behavior. It analyzes the manner in which individuals relate to one another in the workplace and how group and organizational structures affect individual behaviors and personality. Managing people in contemporary business environment requires the ability to understand, describe and explain how factors such as stress, motivation, job design, goal setting, learning theory, behavior modification, group behavior, power dynamics, leadership, organizational structure, decision-making and control affect individual workers and in consequence, productivity. This course is designed to increase students' awareness of these issues and provide strategies for dealing with them.

**BA 464**  
**ACCOUNTING**  
*3 credits*

This course introduces students to the fundamentals of accounting. It provides a basic overview of accounting components, concepts and principles and examines how these relate to actual business situations. Students learn to interpret financial statements and to make informed decisions based on that information. The course teaches students how to prepare an accounting work sheet and how to use the sheet to complete an accounting cycle. Additional topics covered in the course include: proper closure of the revenue, expenses and withdrawal accounts, the classification of assets and liabilities as current or long-term, the management/supervision of merchandising operations and the use sales and gross profit figures to evaluate a company's performance and prepare a merchantiser's financial statements.

**BA 472**  
**BUSINESS COMMUNICATION**  
*3 credits*

This course examines communication techniques and strategies that contribute to success in the contemporary business environment. Students will acquire a general understanding of the importance of good communication skills in business and learn how technology affects communication in the business environment. Obstacles to effective communication will also be discussed along with strategies to facilitate communication success. Strategies for overcoming intercultural barriers will, in addition, be explored. The course deals with multiple modes of communication: written, oral, nonverbal and graphics. Students will learn to better manage their thoughts and to express themselves more clearly, accurately and quickly in writing. Business and technical writing styles, formats and techniques will all be examined.

**BA 480**  
**CONTEMPORARY ADVERTISING**  
*3 credits*

This course is designed to introduce students to the structure of advertising, its history, shortcomings and current challenges. It will provide a foundation for developing advertising and other promotional mix elements in the integrated marketing communications program (IMC) of an organization. The development of an integrated marketing communications program requires an understanding of the overall marketing process including a company's organizational structure for advertising and/or other promotional functions, buyer behavior, communications theory and the most effective means of establishing goals objectives and budgets. Students will also examine the environment in which advertising and promotion activities take place and the various regulatory, social and economic factors that affect an organization's IMC program.

**BA 500**  
**RESEARCH PROJECT**  
*3 credits*

This course allows each student to investigate a selected topic of particular interest within that individual's area of concentration. All projects must be pre-approved by a specialist faculty member. Once approved, the student will work in close collaboration with the instructor as he or she moves through the various stages of the research project. Performance will be evaluated on the basis of the quality of the submitted project. This involves several progressive segments, the last one constituting a significant final submission.

**BA 515**  
**FIELD WORK EXPERIENCE**  
*9 credits*

The Field Work Experience project offers students practical training in a field-related organization. It will allow students to apply theoretical concepts they have learned to real life situations. Students in the master's program are expected to complete 90-120 hours of work experiences in a business related field and under the close supervision of an advisor or supervising professional. The student will undertake a variety of projects related to the chosen degree major or concentration area. Ideally this course is terminates...
upon completion of all core courses required for the student's major. This will mean that observations made and insights gleaned from the experience might reflect knowledge and skills acquired throughout major segments of the program. Students will submit several assignments: a daily journal of specific analytical findings (applying the concepts of critical thinking), evaluations and interviews, a detailed final report (paper) analyzing and assessing the overall work experience. This is an applied analysis in which the materials studied and mastery gained are to be reflected in the analytical report. The project requires the direction of a pre-approved site supervisor who will participate in the evaluation of the intern's productivity and contributions.

BA 525
THESIS

9 credits

The thesis project is an extensive and disciplined (research and analysis-based) investigation of a specific topic related to the student's area of concentration. The topic must be relevant and pre-approved by the directing faculty member and the Council of Readers. The thesis should be approximately 30-40 pages in length and must include significant analytical components, thorough documentation, a bibliography of all works cited and sources referenced. A faculty member will review chapter and segment drafts as they are completed and return them with suitable commentary so that the student might continue along a useful path toward the production of a significant final submission.

BA 601
PSYCHOLOGY AND HUMAN RELATIONS

3 credits

This is a cross-listed course concentrating on theories of behavior especially as they relate to labor management relationships. Students will examine how these theories are put to practical application by managers to accomplish tasks such as: improving on-the-job attitudes, increasing motivation, implementing change, establishing teamwork and developing relationships in a diverse work environment. Students will also examine topics related to labor-management relations. Strategies for finding both formal and informal resolutions to employee management problems will also be discussed.

BA 620
MANAGERIAL ACCOUNTING

3 credits

Managerial accounting systems provide excellent tools for decision-making and financial planning. This course examines strategies for completing the essential tasks managers are routinely called upon to perform such as: creating budgets and standards, job and process cost accounting and conducting performance reviews. Analysis of cost information and cost drivers are used for control purposes. Capital budgeting techniques will also be reviewed.

BA 623
MANAGERIAL ECONOMICS

3 credits

Managerial Economics deals with the efficient utilization of limited resources to help meet unlimited human demand. Topics covered in the course include: economic theory, mathematical programming and statistical concepts such as probability, estimation and forecasting. It has been demonstrated that a manager's ability to understand the basic principles of economics and her willingness to apply these principles are primary determinants in the success or failure of any business. Consequently, this course focuses on the need to understand business environments, analyze risks & opportunities and, when necessary, consider alternative solutions that are consistent with a company's overall objectives.

BA 631
LEADERSHIP AND ORGANIZATIONAL DEVELOPMENT

3 credits

This course introduces students to the basic principles of human behavior in order to better enable supervisors to manage and control individuals and groups in organizations. Topics covered include: the field of organizational behavior, group behavior & interpersonal influence, organizational processes, Organizational Structure, design, change and innovation. The focus of the course is on elements of psychology that determine how people make decisions, perform analyses and accomplish objectives.

The techniques to improve workplace communications, motivation and decision-making are examined. This course provides fundamental strategies for comprehending, predicting and changing behavior in the workplace. App these are essential for the successful management of employees.

BA 638
MARKETING AND E-COMMERCE MANAGEMENT

3 credits

This course exposes students to modern concepts of marketing as they apply to both traditional and Internet commerce. Emphasis will be placed on the uses and effects of the Internet, demand and supply chain management, customer relationship management, alternative go-to market channels, brand building and brand asset management. Strategies for developing marketing plans for pricing,
distribution and promotion of products and services to customers will be introduced. Consideration will also be given to ways to manage new technologies in a global environment. Case studies will supplement assigned readings.

BA 641
MANAGEMENT COMPETITITON

3 credits
This course analyzes some of the economic and strategic management problems confronting the modern corporation in an increasingly competitive environment. It is designed to provide students with an understanding of how managers use various economic concepts and economic tools in the decision-making process. The goal is to persuade students to integrate theory and application as they work to resolve economic dilemmas. Topics include: Market Forces, Demand and Consumer Behavior, Production Analysis and Costs, Market structure and Competition and Pricing Strategies.

BA 642
QUALITY AND OPERATIONS
MANAGEMENT

3 credits
The role of the operations manager is to integrate, sequentially, an organization's resources to allow for more efficient development, production and distribution of a service or product. Tasks range from designing products to process analysis, improved reliability and customer service. This course examines strategies to optimize and streamline systems that will improve business performance in these areas. Case studies are used extensively to enhance the student's ability to apply concepts and theories to practical situations.

BA 653
STRATEGIC PLANNING AND POLICY

3 credits
This course examines specific examples of the development and use of strategic management concepts in successful organizations within dynamic and diverse environments. It explores strategic planning tools an organization can use to monitor and react to opportunities and will assist students in developing the knowledge and skills to perform strategic analyses. It is designed to augment analytical and decision-making skills as well as develop interpersonal skills that are essential in building a successful career. Tasks range from designing products to process analysis, improved reliability and customer service. Students will learn how to perform a strategic management analysis by applying a series of planning tools to real-world cases. Students will also learn how to implement and evaluate new strategies by working individually and perhaps in teams to complete different case analyses.

BA 665
GLOBAL BUSINESS MANAGEMENT

3 credits
This course focuses on international business and the role of multinational businesses in today's global economy. It focuses on international business theories, the economic environment, the significant institutions and the impact of culture, ethics and operations on business. Students will examine the framework in which global business operates and learn to understand how these social, cultural, environmental, political and economic factors influence international trade and investment. Students will also become familiar with the terminology of international business and examine the forces affecting global business and markets today.

BA 682
CORPORATE FINANCIAL MANAGEMENT

3 credits
This course focuses on the foundations of business finance utilizing the latest in analytical techniques. A balanced presentation of financial theory and its application to solving practical problems is maintained throughout the course. Topics include: determinants of valuation, capital investment decisions, cost of capital, leverage and financial structure decisions. Focus is on the evaluation of risk and return in the financial decision-making process.

BA 700
TOPICS - RESEARCH PROJECT

3 credits
This course allows each student to investigate a selected topic of particular interest within that individual's area of concentration. All projects must be pre-approved by a specialist faculty member. Once approved, the student will work in close collaboration with the instructor as he or she moves through the various stages of the research project. Performance will be evaluated on the basis of the quality of the submitted project which involves several progressive segments. The last one constitutes a significant final submission (paper).

BA 715
FIELD WORK EXPERIENCE

3 credits
The Field Work Experience project offers students practical training in a field-related organization. It will allow students to apply theoretical concepts they have learned to real life situations. Students in the master's program are expected to complete 90-120 hours of work experiences in business-related field and under the close supervision of an advisor or supervising professional. He will undertake a
variety of projects related to his degree major or concentration area. Ideally this course is done upon completion of all core courses required for the student’s major. Thus, the observations made and insights gleaned from the experience might reflect knowledge and skills acquired throughout major segments of the program. Students will submit several assignments: a daily journal of specific analytical findings (applying the concepts of critical thinking), evaluations and interviews, a detailed final report (paper) analyzing and assessing the overall work experience. This is an applied analysis in which the materials studied and mastery gained are to be reflected in the analytical report. The project requires the direction of a pre-approved site supervisor who will participate in the evaluation of the intern’s productivity and contributions.

**BA 725**
**THESIS**

*3 credits*

The thesis project is an extensive and disciplined (research and analysis-based) investigation of a specific topic related to the student’s area of concentration. The topic must be relevant and pre-approved by the directing faculty member and the Council of Readers. The thesis should be approximately 50-60 pages in length and must include significant analytical components, thorough documentation, a bibliography of all works cited and sources referenced. The faculty member will review chapter or segment drafts as they are completed and return them with suitable commentary so that the student might continue along a useful path toward the production of a significant final submission.

**BS 200**
**INTRODUCTION TO BUSINESS**

*3 credits*

This course provides an introduction to the study of business. It offers a structural overview of general business operations. Specific topics include: management and organization, human resources, financial management, production, labor management relations, marketing strategies and accounting principles.

Students will also be introduced to the global dimensions of contemporary business practices.

**BS 219**
**INTERNATIONAL MANAGEMENT**

*3 credits*

This course is designed to familiarize students with perspectives and related issues in the field of International Management. Students will gain an increased awareness of the dynamic field of business practices in the global marketplace. The major challenges facing organizations and managers in today’s super competitive marketplace are explored and analyzed.

**CIPM 700**
**TOPICS - RESEARCH PROJECT IN INTERNATIONAL PROJECT MANAGEMENT**

*3 credits*

This course allows each student to investigate a selected topic of particular interest within that individual’s area of concentration. All projects must be pre-approved by a specialist faculty member. Once approved, the student will work in close collaboration with the directing instructor as he or she moves through the various stages of the research project. Performance will be evaluated on the basis of the quality of the submitted project. This course involves several progressive segments. The last one constitutes a significant final (paper) submission.

**CJ 400**
**INTRODUCTION TO CRIMINAL JUSTICE**

*3 credits*

This course provides an overview of the history, philosophies and methods of crime control within a democratic society. It examines the criminal justice system in general with particular emphasis on the functions of the police force, prosecution and defense teams, the court system and correctional agencies. Students will master the fundamental concepts underpinning the criminal justice system and will be able identify the strengths and weaknesses of current methods of social control.

**CJ 410**
**CORRECTIONS PRACTICE AND POLICY**

*3 credits*

This is an introductory course that outlines the history and development of corrections in America, the various aspects of correctional practices, policies, issues and offers a variety of perspectives related to institutional life within the correctional system. Organizational and administrative practices also are examined. Students will discuss a variety of controversial issues involving corrections practices, such as the incarceration of juvenile offenders, alternatives to incarceration, community-based corrections services, probation and parole.

**CJ 411**
**AMERICAN CONSTITUTIONAL LAW**

*3 credits*

This course examines the structure of the American Criminal Court Systems and the operational procedures governing federal, state and local jurisdictions. It also explores the roles of the primary participants involved in our legal
system (prosecutors, defense attorneys, judges and court staff personnel) and examines some of its most basic principles and practices (prosecutorial discretion, pre-trial releases, plea bargaining and sentencing). The course is designed to familiarize students with the rules governing the operation of courts, the history of their development, the assumptions that underpin them and the goals and objectives they seek to achieve. Students will also learn to distinguish between what courts do in theory and what they do in practice and to offer possible explanations for this gap.

CJ 414
ELEMENTS OF CRIMINAL JUSTICE
3 credits

This course introduces students to the administrative components and organizational structure of the criminal justice system. Topics include operations/functions of criminal justice organizations, recruiting, training and retention of personnel, funding and budgeting of operations, communications systems, span of control and range of discretionary decisions. Upon completion, students should be able to identify and discuss the basic components and functions of a criminal justice organization and describe the nature and scope of its administrative operations.

CJ 420
CRIMINOLOGY AND CRIME
3 credits

This is an introductory course providing an overview of crime and criminal behavior in the United States. It examines various theories of causation, offers profiles of criminal behavior systems, outlines various societal reactions to crime and reviews the basic methods of criminological inquiry. Students will review statistics detailing the extent and nature of crime in America and learn to identify common characteristics of criminals and victims. The course will also present information on the systems used to collect official crime statistics in this country. Students will become acquainted with current criminological theories, access relevant research and discuss social policy implications on crime. Upon completion, students will be able to explain and discuss various theories related to criminal causation and societal responses to criminal activity and its control.

CJ 430
WOMEN AND THE CRIMINAL JUSTICE SYSTEM
3 credits

This course focuses on theoretical and contemporary issues involving female offenders. Students will become acquainted with and evaluate social issues that lead to criminal activity in the female population.

The course examines women not only as perpetrators and victims of crime but as working professionals in the field of criminal justice. It includes topics on sexism, racism and class bias as they affect female perpetrators of crime, victims and professionals in the field of criminal justice. We examine and analyze a number of factors that contribute to the creation of female crime and victimization. Therefore, the course will provide students with a more realistic and compassionate view of the motives behind a number of common crimes committed by women.

CJ 455
DELINQUENCY IN SOCIETY
3 credits

This course explores the current trends in the attempt to reduce juvenile delinquency rates and the role gender development plays on patterns of delinquency. Other factors contributing to delinquency (family life, geographical factors, participation in gang activity) are also discussed. The course reviews the sociological, biological and psychological theories of juvenile criminal behavior (including theories such as: classical, neoclassical, labeling and conflict) that seek to explain delinquency and provides information on methods used to define and measure delinquency.

The course also addresses a number of issues related to the problem of juvenile crime and justice in the United States such as: the nature and extent of the delinquency problem, the difficulties of measuring delinquency, official versus unofficial statistics of delinquency, the role of the family, schools and peers in diminishing juvenile delinquency. The course provides a general overview of the juvenile justice system (including manner and procedures of law enforcement, court protocols, sentencing and efforts towards delinquency prevention and prediction).

CJ 462
CRIMINAL PROCEDURE
3 credits

This course examines the rules of procedure governing due process in the enforcement of criminal law. It covers the basic constitutional rights of parties during the investigation and adjudication phases of criminal investigations. It provides students with an introduction to criminal justice procedures and outlines the formal steps involved in conducting police investigations of criminal activity and during trials. A detailed analysis of procedural law and a review of the different stages of the U.S. criminal justice process and procedures will also be provided. Students will acquire a sound understanding of the legal theories and processes related to criminal investigations and learn to apply this knowledge to a variety of situations they might encounter in the field of criminal justice.
CJ 463
POLICE ADMINISTRATION  
3 credits

This course examines the role of the police in American society. It considers the major issues confronting police chiefs including recruitment, selection, training, deployment, innovation, evaluation and professionalism. This is a topic that touches on the issues of police brutality, inefficiency and corruption. The course reviews the origins of policing and law enforcement in America, the history of police organizations, the functions of the police in a changing society and the relationship between the police and various components of the criminal justice system. Issues related to the administrative control of a police force will also be addressed.

CJ 500
RESEARCH PROJECT  
3 credits

This course allows each student to investigate a selected topic of particular interest within that individual's area of concentration. All projects must be pre-approved by a specialist faculty member. Once approved, the student will work in close collaboration with the instructor as he or she moves through the various stages of the research project. Performance will be evaluated on the basis of the quality of the submitted project. This involves several progressive segments, the last one constituting a significant final submission.

CJ 515
FIELD WORK EXPERIENCE  
9 credits

The Field Work Experience project offers students practical training in a field-related organization. It will allow students to apply theoretical concepts they have learned to real life situations. Students in the master's program are expected to complete 90-120 hours of work experiences in business-related field under the close supervision of an advisor or supervising professional. She will undertake a variety of projects related to her degree major or concentration area. Ideally, this course is to be done upon completion of all core courses required for the student's major. This means that observations made and insights gleaned from the experience might reflect knowledge and skills acquired throughout major segments of the program. Students will submit several assignments as follows: a daily journal of specific analytical findings (applying the concepts of critical thinking), evaluations and interviews, a detailed final report (paper) analyzing and assessing the overall work experience. This is an applied analysis in which the materials studied and mastery gained are to be reflected in the analytical report. The project requires the direction of a pre-approved site supervisor who will participate in the evaluation of the intern's productivity and contributions.

CJ 525
THESIS  
9 credits

The thesis project is an extensive and disciplined (research and analysis-based) investigation of a specific topic related to the student's area of concentration. The topic must be relevant and pre-approved by the directing faculty member and the Council of Readers. The thesis should be approximately 30-40 pages in length and must include significant analytical components, thorough documentation, a bibliography of all works cited and sources referenced. The faculty member will review chapter or segment drafts as they are completed and return them with suitable commentary so that the student might continue along a useful path toward the production of a significant final submission.

CJ 644
CRIMINOLOGY  
A SOCIOLOGICAL UNDERSTANDING  
3 credits

This course presents a sociological view of crime that focuses on the social construction of criminal behavior. The course will survey some of the basic sociological theories that address criminal and deviant behavior. Some of these theories include: anomie, neutralization, control group conflict, subculture, ecological, functionalist and critical. These theories often call into question current assumptions about the criminal justice system.

CJ 649
CRIMINAL INVESTIGATION  
3 credits

This course addresses the basic aspects of criminal investigations. It presents an overview of crimes and their residual traces and effects. Various investigative techniques are presented. The criminal investigator's relationship with the principal participants (victims, witnesses) and with other agencies is also discussed.

CJ 650
CRIMINAL LAW  
3 credits

This course covers a number of issues related to law enforcement and rules of criminal liability. The need for enforcement is counterbalanced with the need for crime prevention. Courtroom protocols are also considered. The United States Penal Law is examined through case study and analysis. Specialized computer software will allow students
to rapidly access information regarding precedents and challenges.

**CJ 670**
PUBLIC POLICY, CRIME AND CRIMINAL JUSTICE

3 credits

This course examines the use of analytic models to describe and explain the forces responsible for shaping policy and to predict the consequences of policy decisions as these relate to the criminal justice system. The effects of public policy on enforcement, incarceration, sentencing, probation and early release will all be considered.

**CJ 675**
INTERNATIONAL CRIMINAL JUSTICE

3 credits

This course provides students with foundation modules dealing with the theory and principles of international criminal law and the foundations of comparative and international criminal justice. Additionally, students will work with two other modules selected from a wide range of optional subjects including International Human Rights law, comparative sentencing & penology, genocide & war crimes, terrorism and international political change.

**CJ 676**
PRIVATE SECURITY

3 credits

This course examines the private security profession and its relationship to other elements within the organization. Topics include: the historical development of the private security industry, the current state of security, the relationship between private security forces and the police force, legal liability issues, physical and procedural controls designed to enhance security, loss prevention (from accidents, emergencies and crimes), computer security issues, public relation, information sharing, court testimony, risk management, industrial/retail/ commercial/institutional security, security applications, workplace violence, ethics, the security professional and the future of the private security industry.

**CJ 700**
TOPICS - RESEARCH PROJECT

3 credits

This course allows each student to investigate a selected topic of particular interest within that individual's area of concentration. All projects must be pre-approved by a specialist faculty member. Once approved, the student will work in close collaboration with the instructor as he or she moves through the various stages of the research project. Performance will be evaluated on the basis of the quality of the submitted project. This involves several progressive segments, the last one constituting a significant final submission.

**CJ 715**
FIELD WORK EXPERIENCE

3 credits

The Field Work Experience project offers students practical training in a field-related organization. It will allow students to apply theoretical concepts they have learned to real life situations. Students in the master's program are expected to complete 90-120 hours of work experiences in business-related field and under the close supervision of an advisor or supervising professional. He will undertake a variety of projects related to his degree major or concentration area. Ideally, this course is done upon completion of all core courses required for the student's major. This means that observations made and insights gleaned from the experience might reflect knowledge and skills acquired throughout major segments of the program. Students will submit several assignments as follows: a daily journal of specific analytical findings (applying the concepts of critical thinking), evaluations and interviews, a detailed final report (paper) analyzing and assessing the overall work experience. This is an applied analysis in which the materials studied and mastery gained are to be reflected in the analytical report. The project requires the direction of a pre-approved site supervisor who will participate in the evaluation of the intern's productivity and contributions.

**CJ 725**
THESIS - CRIMINAL JUSTICE

3 credits

The thesis project is an extensive and disciplined (research and analysis-based) investigation of a specific topic related to the student's area of concentration. The topic must be relevant and pre-approved by the directing faculty member and the Council of Readers. The thesis should be approximately 50-60 pages in length and must include significant analytical components, thorough documentation, a bibliography of all works cited and sources referenced. The faculty member will review chapter or segment drafts as they are completed and return them with suitable commentary so that the student might continue along a useful path toward the production of a significant final submission.

**CM 106**
PRINCIPLES OF HUMAN COMMUNICATION

3 credits

This course is designed as an introduction to the study of human communication. It provides the theoretical underpinnings of the communication process. These
principles will then be applied to a variety of communicative situations in real-world settings. Interpersonal, group, organizational, rhetorical and mass communication theories will all be reviewed and critiqued throughout the course.

CS 414
INTRODUCTION TO COMPUTER SCIENCE
3 credits

Students will be presented with the fundamental aspects of computer science and the computing industry in general. It covers what computers are designed to do and how they do it, their history, impact on society and some of their operational intricacies. Topics covered include: ecommerce, data protection, systems analysis, design and implementation, business applications, a variety of contemporary issues and problems.

CS 433
INTRODUCTION TO NETWORKING AND DATA COMMUNICATION
3 credits

This course provides students with the basic understanding of fundamental networking concepts. It reviews recent trends and is designed to further stimulate interest in the field of business data communications, the Internet in general and e-business in particular. Non-technical language and relevant, familiar examples are used to clarify technical concepts. In addition to basic networking and data communications concepts, new technologies, innovations and recent trends are presented via real world examples from business, government agencies and individuals.

CS 435 GRAPHICS AND MULTIMEDIA DESIGN
3 credits

This course provides students with a comprehensive introduction to modern graphics & multimedia concepts and technology. Emphasis is placed on emerging technologies especially as they relate to the world-wide web. Topics covered include multimedia categories, hardware requirements, elements, software authoring tools, and management issues. Hands-on, step-by-step case studies lead students through the process of incorporating multimedia into a web site and creating interactive applications.

CS 439
PROGRAMMING IN JAVA: PROBLEM SOLVING
3 credits

This is an introductory course to object-oriented programming in Java. It provides students with a fundamental understanding of programming concepts through the Java language (No previous programming experience is necessary). The course uses a project-oriented approach for learning Java. A step-by-step, screen-by-screen method is used to illustrate application-building techniques and create a complete Java application. It begins with an overview of programming theory in general and Java in particular. Then all key aspects of Java are detailed. These include data manipulation, decision structures, components, classes, arrays, choices, Abstract Windows Toolkit, external data and Integrated Development Environment.

CS 441
DATABASE SYSTEM CONCEPTS
3 credits

This course introduces students to the concepts underpinning modern database systems. It is a first course in database management systems and provides information on database concepts, data modeling and database design. The goal is to provide students with a fundamental understanding of the basic concepts of database systems and the role the technology plays in the construction of applications. It is also designed to provide students with the knowledge needed to design, develop, query and normalize relational databases.

CS 442
OPERATING SYSTEMS
3 credits

This course provides students with the information needed to understand and support common desktop and network operating systems. It is an overview of operating systems functions and commands that are essential for work in a micro/ mid range/mainframe computer-working environment. Topics covered include: Microsoft Windows XP and Server 2003, Linux, Novell NetWare 6.5 and Apple Mac OS, utilities, control languages, allocation of system resources and networking.

CS 453
THEORY OF PROGRAMMING AND APPLICATION DESIGN
3 credits

This course is an introduction to program development and design processes. It includes computer-based concepts of problem-solving, algorithm development and program design. The course covers the basic concepts of computer programming. Students will use a structured approach to program/algorithms design in order to learn logical techniques such as iteration, initialization, conditional processing, accumulation and sequencing. Programming style, procedural and object-oriented program development strategies will also be discussed.
CS 455  
DATA STRUCTURES AND ALGORITHMS  
3 credits

Data structures and algorithms are fundamental concepts for programming and for understanding computation. The purpose of this course is to teach students the techniques for implementing algorithms and data structures and provide them with the intellectual tools to apply these techniques to computational problems. Teaching and learning methods include assigned readings and completion of practical exercises that focus on algorithmic techniques and proposed applications to specific problems. Students will also be provided with an opportunity to practice problem-solving skills using a problem sheet.

CS 456  
DATABASE MANAGEMENT SYSTEMS  
3 credits

This course provides students with a general understanding of the database environment, an essential component when working with any database management system (DMS). It analyzes the structure of database management systems and guides students through a number of techniques for querying and analyzing an organization’s data. It also explains how to build a well-structured relational database. Students will acquire a solid foundation in database design, database administration, and application development. Topics covered include the relational model, design, functions provided by a DMS, administrative issues, system selection, and distributed systems. A comprehensive design example of a hypothetical company is used to realistically illustrate each of the concepts discussed.

CS 481  
PROGRAMMING IN C++  
3 credits

This course is an introduction to programming using the C++ language. Students should have basic experience using a computer but no prior programming experience is required. Students will learn about problem-solving strategies, top-down program development, and programming style. The course covers basic concepts in C++ that will be required to acquire the skills of programming applications. Students will study introductory programming concepts, basic C++ elements, selection, iteration, functions, and arrays.

CS 482  
NETWORK SECURITY ESSENTIALS  
3 credits

This course provides a practical, up-to-date, and comprehensive survey of network-based and Internet-based security applications and standards. Topics for this course include cryptography and security applications, which have been chosen from practical domains as web security, IP security, network management, system security. Other domains discussed are intrusion detection and protection, malicious software, and firewalls.

CS 500  
TOPICS IN COMPUTER SCIENCE: RESEARCH PROJECT  
3 credits

This course allows each student to investigate a selected topic of particular interest within that individual’s area of concentration. All projects must be pre-approved by a specialist faculty member. Once approved, the student will work in close collaboration with the instructor as he or she moves through the various stages of the research project. Performance will be evaluated on the basis of the quality of the submitted project. This involves several progressive segments, the last one constituting a significant final submission.

CS 515  
FIELD WORK EXPERIENCE  
9 credits

The Field Work Experience project offers students practical training in a field-related organization. It will allow students to apply theoretical concepts they have learned to real-life situations. Students in the master’s program are expected to complete 90-120 hours of work experience in a business-related field and under the close supervision of an advisor or supervising professional. He will undertake a variety of projects related to his degree major or concentration area. Ideally, this course is to be undertaken upon completion of all core courses required for the student’s major. This ensures that observations made and insights gleaned from the experience might reflect knowledge and skills acquired throughout major segments of the program. Students will submit several assignments as follows: a daily journal of specific analytical findings (applying the concepts of critical thinking), evaluations and interviews, a detailed final report (paper) analyzing and assessing the overall work experience. This is an applied analysis in which the materials studied and mastery gained are to be reflected in the analytical report. The project requires the direction of a pre-approved site supervisor who will participate in the evaluation of the intern’s productivity and contributions.

CS 525  
THESIS - COMPUTER SCIENCE  
9 credits

The thesis project is an extensive and disciplined
(research and analysis-based) investigation of a specific topic related to the student's area of concentration. The topic must be relevant and pre-approved by the directing faculty member and the Council of Readers. The thesis should be approximately 30-40 pages in length and must include significant analytical components, thorough documentation, a bibliography of all works cited and sources referenced. The faculty member will review chapter or segment drafts as they are completed and return them with suitable commentary so that the student might continue along a useful path toward the production of a significant final submission.

CS 613
COMPUTER GRAPHICS

3 credits

This course provides students with a comprehensive introduction to modern graphics, multimedia concepts and technology. Emphasis is placed on emerging technologies especially those related to the internet and web-based graphic design. Topics covered include multimedia categories, hardware requirements, elements, software authoring tools and management issues. Practical, step-by-step case studies allow students to master techniques for incorporating multimedia into a web site and creating an interactive application.

CS 624
INFORMATION SYSTEM ANALYSIS AND DESIGN

3 credits

This course provides students with a complete understanding of all systems analysis and design topics. The five phases of development (planning, analysis, design, implementation & operation and support) are examined in detail. The course offers practical solutions to real world problems, blending traditional practices with more recent technologies. Students will learn to incorporate web-based information and data into traditional case study analysis in the quest for more complete diagnoses and solutions.

CS 627
PROGRAMMING WITH VISUAL BASIC NET

3 credits

This course provides students with a practical understanding of programming concepts through the latest generation of Visual Basic - Visual Basic.NET. (No previous programming experience is necessary.) Extensive hands-on, end-of-chapter materials and step-by-step tutorials are used to convey concepts and provide real-world applications. Major topics covered in the course include: designing applications, using variables and constants, selection structure, repetition structure, sub and function procedures, strings, sequential access files and printing, random access files and arrays.

CS 635
OPERATING SYSTEMS

3 credits

This course provides students with a comprehensive survey of operating systems used in corporations today. Topics covered in depth are installation, upgrading, file system organization, security and network connectivity. Specific operating systems studied are Windows, Linux, NetWare and Mac OS. Practical projects and real world case studies are utilized to reinforce concepts.

CS 646
ADVANCED DATABASE ANALYSIS AND DESIGN

3 credits

This course provides students with an extensive, in depth understanding of database design, implementation and management concepts with a strong emphasis on design. Traditional as well as new theories and models are carefully balanced with numerous hands-on, real-world practice problems. Topics covered in depth are: file systems and databases, the relational model, entity relationship modeling, normalization, structured query language, conceptual design, design verification, transaction management, distributed systems, object-oriented databases, client/server systems, warehouses, electronic commerce, web development, and administration.

CS 654
ENTERPRISE RESOURCE PLANNING

3 credits

This course provides students with an understanding of enterprise resource planning (ERP) systems. In order to better understand the benefits of ERP systems, students are presented with information on the basic functioning of corporations and the problems they routinely confront. Emphasis is placed on how business functional areas intersect and on the benefits of information systems - especially integrated systems. By using a fictional company as an example throughout the text, students will better grasp how theory relates to practice in a real world setting. Topics covered include: main business functional areas, the history and development of ERP, marketing and sales, production and materials management, accounting and management reporting, web and ecommerce implications.

CS 664
STRATEGIC MANAGEMENT OF TECHNOLOGY & INNOVATION

3 credits

This course covers the full range of strategic management topics including both traditional and modern
Theories underpinning the strategic management process. Discussions will focus on the external environment of the corporate enterprise, the internal environment, business-level strategies and decisions, corporate-level strategies and goals, implementation of decisions made at the managerial level, strategic control and restructuring of personnel, divisions and overall global strategy. The course draws upon the theoretical writings and contributions of leading authors in the field. Students will analyze a variety of mini case studies that represent a broad cross-section of the contemporary corporate world.

CS 700
TOPICS - RESEARCH PROJECT

3 credits

This course allows each student to investigate a selected topic of particular interest within that individual’s area of concentration. All projects must be pre-approved by a specialist faculty member. Once approved, the student will work in close collaboration with the instructor as she moves through the various stages of the research project. Performance will be evaluated on the basis of the quality of the submitted project. This involves several progressive segments. The last one constitutes a significant final submission.

CS 725
THESIS - COMPUTER SCIENCE

3 credits

The thesis project is an extensive and disciplined (research and analysis-based) investigation of a specific topic related to the student's area of concentration. The topic must be relevant and pre-approved by the directing faculty member and the Council of Readers. The thesis should be approximately 50-60 pages in length and must include significant analytical components, thorough documentation, a bibliography of all works cited and sources referenced. The faculty member will review chapter or segment drafts as they are completed and return them with suitable commentary so that the student might continue along a useful path toward the production of a significant final submission.

DBA 800
HUMAN CAPITAL MANAGEMENT IN ORGANIZATIONS

3 credits

The task of managing human resources effectively includes all the activities that use to influence the competencies, behaviors and motivations of all employees. In that such competencies, behaviors and motivations of employees influence profitability, customer service and other significant measures of organizational effectiveness, managing human resources is a key strategic challenge that underpins and determines outcomes. Focus is accorded to the means by which successful corporations compete effectively in a dynamic, global environment. To this end, students will study, research and assess principles of strategic management of human capital, recruitment techniques and pitfalls, effective planning, evaluation and motivation of performance, human development initiatives, compensation issues, and the use of incentives to motivate outstanding performance. Students will learn the importance of the HR Triad (employee, line manager, HR manager). They will also acquire skills to foster mutual understanding and collaboration across organization units involving HR professionals, managers, and employees. Case studies and compelling examples from a wide range of industries are contextualized for the dual purpose of deconstruction and insightful reconstruction. Assignments will involve, among others, integration and application.

Note: Every course in the DBA program is, by its very nature, research-intensive, thus requiring considerable “reach” beyond any single prescribed text and the correlative ancillary materials that may accompany it. To this end, all DBA students must subscribe, upon enrollment, to at least one scholarly online library (as a supplement to e-library access provided by the University). Field specialists suggest: Questia.com, Highbeam.com, or any of several alternatives contingent upon approval by the Doctoral Advisory Council.
DBA 801  
ENTERPRISE LEADERSHIP IN ORGANIZATIONS  
3 credits

This course is designed to refine and expand key “core competency” areas that are essential for a progressive and forward-directed career in management. Core principles will, toward this end, provide skills required to ensure maximum productivity. The basic principles include: strategic management of human capital, recruitment strategies and pitfalls, effective planning, keys to motivation, evaluation of performance, human development initiatives, compensation issues, and the appropriate implementation of incentives of performance-based incentives. Course participants will analyze the importance of the HR Triad (employee, line manager, HR manager); they will acquire the necessary tools by which to foster mutual understanding and collaboration across organizational units. Specific case studies and other exempla drawn from a wide range of industries and a broad spectrum of circumstances are presented in the assigned readings and in ancillary materials available to students throughout the research enterprise. Projects will involve complex problem-solving, analysis and an outcome-centered approach to the integration of theory and practice.

Note: Every course in the DBA program is, by its very nature, research-intensive, thus requiring considerable “reach” beyond any single prescribed text and the correlative ancillary materials that may accompany it. To this end, all DBA students must subscribe, upon enrollment, to at least one scholarly online library (as a supplement to E-brary access provided by the University). Field specialists suggest: Questia.com, Highbeam.com, or any of several alternatives contingent upon approval by the Doctoral Advisory Council.

DBA 811  
MANAGERIAL NEGOTIATIONS  
3 credits

This course is an introduction to the theory and processes of negotiation as practiced in a variety of organizational settings. It is designed to expose students to a variety of negotiation issues and to provide insights into the complex task of applying negotiation theory to specific managerial situations. Negotiating is the art and science of creating and securing an agreement between two or more interdependent parties. As the Latin source of the word implies (neg [not] + otium [leisure]), the process is not always easy. On any given business day, Managers and Executives spend much of their time negotiating, even though they devote little time to thinking about the negotiation process itself. Most of the attention is focused on the outcomes to be achieved rather than on the exploration of processes or tactics that will yield the most favorable results. This course explores both the theoretical and practical aspects of negotiating agreements and resolving disputes between two or more interdependent parties. That is to say, both the science (finding the optimal solution to the problem) and the art (implementing strategies for solidifying an agreement and implementing results) will be covered in this course.

Note: Every course in the DBA program is, by its very nature, research-intensive, thus requiring considerable “reach” beyond any single prescribed text and the correlative ancillary materials that may accompany it. To this end, all DBA students must subscribe, upon enrollment, to at least one scholarly online library (as a supplement to E-brary access provided by the University). Field specialists suggest: Questia.com, Highbeam.com, or any of several alternatives contingent upon approval by the Doctoral Advisory Council.

DBA 810  
MANAGERIAL TECHNOLOGY FOR BUSINESS  
3 credits

This course is explicitly designed to foster an in-depth understanding of the skills necessary to apply Information Technology to the processes of organizational structuring and decision making within the corporate arena. (Skills acquired are as well transferrable to all organizational types.) The course explores key concepts underpinning information systems and technologies, while introducing students to the ever-changing world of IT and its augmenting array of resources and techniques, indispensable to effective management in the 21st century. The understanding of theory and practice (enhanced by models and case studies) as well as the skills acquired in this course position graduates to effectively manage such resources, so as to realize an organization’s strategic goals. There is a particular focus on senior decision-making, the establishment of infrastructure and the pairing of such IT construction with the managerial sector. Emphasis is accorded to vital areas of telecommunication networks and practices/mechanisms relevant to information systems security. The course includes a significant project application component enabling students to apply concepts and operations studied in the first two courses to a practical setting. The project is designed ultimately to embrace the challenges and designs of proper Information Management deployment by management.

Note: Every course in the DBA program is, by its very nature, research-intensive, thus requiring considerable “reach” beyond any single prescribed text and the correlative ancillary materials that may accompany it. To this end, all DBA students must subscribe, upon enrollment, to at least one scholarly online library (as a supplement to E-brary access provided by the University). Field specialists suggest: Questia.com, Highbeam.com, or any of several alternatives contingent upon approval by the Doctoral Advisory Council.
DBA 816
INNOVATION MANAGEMENT  3 credits

This course explores the multifarious concept of “innovation” and its vitality, pertinence and centrality within the context of the contemporary corporate organization and organizational management. Areas of focus include: innovation in technology, in corporate research, in product development, in the strategic creation and implementation of new ideas, in the development of new business ventures, in the pursuit of new markets, and in the creation of new business enterprises and new managerial models. Broadly defined, innovation is, in this context the development of a new product, process, or concept that is available for adoption, use, or consumption. Innovation management encompasses the creation and screening of new ideas/products/processes and, when deemed viable, the subsequent transformation into enhanced internal strategies or the upgrading or expansion of useful services for one or more target markets. The “project management” dimension must encompass a strategic plan designed to ensure successful diffusion of the innovation. Students will be exposed to a broad array of theoretical models and practical applications. They will investigate successful and less successful case studies in order to discern and analyze the multiplicity of factors that can impact outcomes when innovation is a prime means or objective.

Note: Every course in the DBA program is, by its very nature, research-intensive, thus requiring considerable “reach” beyond any single prescribed text and the correlative auxiliary materials that may accompany it. To this end, all DBA students must subscribe, upon enrollment, to at least one scholarly online library (as a supplement to E-brary access provided by the University). Field specialists suggest: Questia.com, Highbeam.com, or any of several alternatives contingent upon approval by the Doctoral Advisory Council.

DBA 820
MARKETING RESEARCH AND ANALYSIS MANAGEMENT  3 credits

This course provides an in-depth study and analysis of research methodology and the increasingly important and multi-focal roles it plays in marketing decisions. Within a marketing-centered context, students will evaluate and develop a series of sophisticated questionnaires; code and enter data, to be analyzed in a variety of graphic and narrative formats (for presentation); prepare managerial reports that synthesize, contextualize, and assess results, yielding in the follow-up sections well-grounded recommendations, based on an authoritative integration of research (case studies, results of questionnaires, and insightful critical thinking. Within the complex business environment of a global economy, executive leaders are increasingly called upon to formulate effective and efficient marketing strategies, under-girded by the most recent theory and a mastery of best practices, in applied form. Finally, but not least significantly, the doctoral candidate will situate the crucial nature of such marketing complexities in the broader context of contemporary national and global corporate settings alike.

Note: Every course in the DBA program is, by its very nature, research-intensive, thus requiring considerable “reach” beyond any single prescribed text and the correlative auxiliary materials that may accompany it. To this end, all DBA students must subscribe, upon enrollment, to at least one scholarly online library (as a supplement to E-brary access provided by the University). Field specialists suggest: Questia.com, Highbeam.com, or any of several alternatives contingent upon approval by the Doctoral Advisory Council.

DBA 825
APPLIED CORPORATE FINANCE  3 credits

This course focuses on the intersection of financial theory and practice. Designed to provide leaders with the honed skills essential to sound financial and valuation decision-making. Although the course is broad-based and in-depth, specific emphases include: (1) Ratio analysis and pro forma projections; (2) Debt management, including determination of the optimal level of corporate debt; (3) Sources of, and strategic approaches to, acquisition of, external funding, as well as the the implications pertaining thereto; (4) Analysis of cost of funds and valuation of investment opportunities (5) Discounting free cash flow, with consideration and analysis of: optimal financial structure(s) for the given corporate entity; assessment of risks (risk management), and establishment of financial policies and strategies. Finally, the course will offer an intensive exploration of global financial management and the questions it brings to the fore.

Note: Every course in the DBA program is, by its very nature, research-intensive, thus requiring considerable “reach” beyond any single prescribed text and the correlative auxiliary materials that may accompany it. To this end, all DBA students must subscribe, upon enrollment, to at least one scholarly online library (as a supplement to E-brary access provided by the University). Field specialists suggest: Questia.com, Highbeam.com, or any of several alternatives contingent upon approval by the Doctoral Advisory Council.

DBA 836
CONTEMPORARY GLOBAL MARKETING  3 credits

This is an advanced course in marketing that examines the major strategic issues in the context of the current global environment. Specifically, students will acquire an understanding of world cultures and their impact on marketing efforts
relative to product development, pricing, distribution and promotion planning. Students will apply systematic methods to formulate effective global marketing strategies. They will develop the skills needed to negotiate trade-offs when confronted with the decision to standardize or localize marketing programs. Students will also become familiar with key concepts and skills essential for identifying international opportunities/threats, analyzing their impact, formulating appropriate strategies, and implementing appropriate measures to achieve company goals in the global marketplace.

Note: Every course in the DBA program is, by its very nature, research-intensive, thus requiring considerable “reach” beyond any single prescribed text and the correlate auxiliary materials that may accompany it. To this end, all DBA students must subscribe, upon enrollment, to at least one scholarly online library (as a supplement to E-library access provided by the University). Field specialists suggest: Questia.com, Highbeam.com, or any of several alternatives contingent upon approval by the Doctoral Advisory Council.

DBA 839
DYNAMICS OF CORPORATE STRATEGY
3 credits

This course provides an integrative approach to the complexities of strategic management. The focus is on the development and implementation of strategic missions, plans, objectives, and tactics. Organizational structures and environments are increasingly complex, uncertain and turbulent in the contemporary corporate world. The ability to assess and diagnose strengths, weaknesses, opportunities, and threats is critical to functional management skills. Such skills, acquired and honed, will allow current and future leaders to actualize corporate prosperity. Course participants will, as part of the learning process, develop strategic plans and engage in strategic management projects. Once strategies have been formulated, the crucially-required adeptness to implement them becomes the ultimate and quintessential objective. The course will thus explore in depth the means by which to effectively implement, evaluate, and monitor business strategies in order to ensure continued organizational effectiveness.

Note: Every course in the DBA program is, by its very nature, research-intensive, thus requiring considerable “reach” beyond any single prescribed text and the correlate auxiliary materials that may accompany it. To this end, all DBA students must subscribe, upon enrollment, to at least one scholarly online library (as a supplement to E-library access provided by the University). Field specialists suggest: Questia.com, Highbeam.com, or any of several alternatives contingent upon approval by the Doctoral Advisory Council.

DBA 840
ORGANIZATIONAL TRANSFORMATION AND CHANGE
3 credits

The course offers an in-depth examination of organization(al) theory (and, within that sphere, the multiple theoretical models that underpin organizational/structural models, transformation and change. Course participants will study, scrutinize and assess the multiplex components (and compelling consequences) of organizational effectiveness, stakeholder concerns, managerial decisions, ethical practices, and relevant to each, the changing global environment. Explicitly designed to provide doctoral students with a spectrum of perspectives on design and transformation at the individual, group, and organizational levels, these theories and models will be sorted and “innovatively” applied to a variety of hypothetical (and often thorny) issues within the context of a number of course projects. An over-arching dimension of the course will center on the complex integration of the polyvalent elements that engender (foster, accelerate, or, alternatively, counter) organizational transformation and change.

Note: Every course in the DBA program is, by its very nature, research-intensive, thus requiring considerable “reach” beyond any single prescribed text and the correlate auxiliary materials that may accompany it. To this end, all DBA students must subscribe, upon enrollment, to at least one scholarly online library (as a supplement to E-library access provided by the University). Field specialists suggest: Questia.com, Highbeam.com, or any of several alternatives contingent upon approval by the Doctoral Advisory Council.

DBA 841
BUSINESS STRATEGIES IN A GLOBAL ENVIRONMENT
3 credits

This course examines the fundamental theories and techniques essential to multinational corporations which seek to develop and implement a global business strategy. Such theories and the implementation of carefully-crafted techniques and operations permit such organizations to create, oversee, monitor and effectively administer worldwide subsidiaries. Emphasis is accorded to three essential components: adaptation of core business strategies which befit the expansion movement; development of an internationalization strategy; and development of a globalization strategy. The course will provide doctoral candidates with the requisite knowledge, skills and case study analyses, such that students will be empowered to apply this amalgam of honed processes within the corporate sphere - - when international expansion is in question. By focusing on real world examples and authentic business applications, this course proposes a variety of strategies to help meet and overcome a variety of complex challenges that increasingly arise in a globalized business environment.

Note: Every course in the DBA program is, by its very nature, research-intensive, thus requiring considerable “reach” beyond any single prescribed text and the correlate auxiliary materials that may accompany it. To this end, all DBA students must subscribe, upon
enrollment, to at least one scholarly online library (as a supplement to E-library access provided by the University). Field specialists suggest: Questia.com, Highbeam.com, or any of several alternatives contingent upon approval by the Doctoral Advisory Council.

**DBA 851**

**CORPORATE GOVERNANCE AND SOCIAL RESPONSIBILITY**

**3 credits**

This course examines the complex interactions involving business, government, and contemporary social forces. It focuses specifically on business practices affecting multiple stakeholders, and on the ethical and social responsibilities of corporate organizations. In the process of researching and analyzing a broad spectrum of business, ethical, and social issues that corporate and other executives confront, theory and practice are conjoined, and course participants are geared to seek out best practices, successful solutions and ethically sound, while profitable, outcomes. Attention is accorded in particular to “macro-forces” that underpin and interact with business operations. These include, but are not limited to: the establishment of policy; the decision-making process; the construction and implementation of strategic plans; and the application of controls in response to environmental or social pressures. Case studies, research enterprise, and critical analysis are key components of the course’s foundation.

Note: Every course in the DBA program is, by its very nature, research-intensive, thus requiring considerable “reach” beyond any single prescribed text and the correlative auxiliary materials that may accompany it. To this end, all DBA students must subscribe, upon enrollment, to at least one scholarly online library (as a supplement to E-library access provided by the University). Field specialists suggest: Questia.com, Highbeam.com, or any of several alternatives contingent upon approval by the Doctoral Advisory Council.

**DBA 861**

**RESEARCH METHODS I**

**3 credits**

Research Methods I (the first half of a two-part journey) focuses on “business research” understood contextually as a systematic inquiry yielding information to guide managerial decisions. More specifically, the course, as fashioned, embraces the complex processes of planning, acquiring, analyzing, sifting through, refining relevant data and disseminating such information and correlative insights to decision makers. The ultimate objective is to mobilize the organization to take appropriate action, which, in turn, maximizes performance. The course methodology is under-girded by the contention that advanced students preparing to manage any function—regardless of setting—require extensive training in the disciplined means by which to disinter and apply the mechanisms and tools of effective inquiry and deployment. Contemporary business research must take into account factors that impact decision-makers of this moment: information overload, technological connectivity, shifting global centers of economic activity and competition, increasingly critical scrutiny of big business, augmenting government intervention, the battle for analytical talent, greater computing power and speed, new perspectives on established research methodologies. In DBA 861, course participants will negotiate and engage with the research process, the circumscription of “good” research practice, the ethical dimensions of business research, the language of research, research design, data collection and preparation, data analysis and interpretation, the means and modes of reporting and dissemination of results.

Note: Every course in the DBA program is, by its very nature, research-intensive, thus requiring considerable “reach” beyond any single prescribed text and the correlative auxiliary materials that may accompany it. To this end, all DBA students must subscribe, upon enrollment, to at least one scholarly online library (as a supplement to E-library access provided by the University). Field specialists suggest: Questia.com, Highbeam.com, or any of several alternatives contingent upon approval by the Doctoral Advisory Council.

**DBA 862**

**RESEARCH METHODS II**

**3 credits**

Research Methods II (the second half of a two-part journey) focuses on the complex processes of research presentation: insights and findings communicated in the form of written and oral reports, with a particular emphasis on the written (multi-functional) mode. Components of the written report (prefatory observations, introduction, methodology, findings, conclusion, appendices and bibliography) will be explored in detail, as will variants of each constituent part. The course will include study of prewriting concerns, draft formulation, factors that impact the nature of the final text. As well, students will consider inclusion of statistics (semi-tabular, tabular, graphics, etc.) and will apply these to a number of detailed case studies subject to research and analysis. As follow-up to such explorations, the course will lead to the development of various types of research proposals (notably, the RFP), internal and external proposals, executive summaries and problem statements. Course participants will produce a number of research-based documents of varying sorts (each relevant to, or proceeding from an alternate need and/or approach), and will ultimately produce a thorough RFP (including literature review, source analysis and meta-analysis of the RFP) as a principal, multi-focal final project.

Note: Every course in the DBA program is, by its very nature, research-intensive, thus requiring considerable “reach” beyond any single prescribed text and the correlative auxiliary materials that may
accompany it. To this end, all DBA students must subscribe, upon enrollment, to at least one scholarly online library (as a supplement to E-brary access provided by the University). Field specialists suggest: Questia.com, Highbeam.com, or any of several alternatives contingent upon approval by the Doctoral Advisory Council.

DBA 871
TOPICS COURSE: GLOBAL STUDIES
3 credits

This course is explicitly designed to encourage in-depth study of an approved area of Global Studies, as related to Management Science. The student will work in close collaboration with a faculty specialist and will be required to (a) develop a topic and a honed thesis in the form of a multi-page prospectus for evaluation and approval or modification by the directing professor; (b) establish an acceptable reading list of central works to be consulted; (c) establish an extended bibliography of works to enhance the research dimensions of the project; (c) submit a detailed outline of the arguments, sources and critical stance that will be fundamental to the project; (d); complete by the 5-8 week deadline a paper of not less than 25 pages, exclusive of bibliography, appendices and all other paratextual elements.

Note: Every course in the DBA program is, by its very nature, research-intensive, thus requiring considerable “reach” beyond any single prescribed text and the correlative auxiliary materials that may accompany it. To this end, all DBA students must subscribe, upon enrollment, to at least one scholarly online library (as a supplement to E-brary access provided by the University). Field specialists suggest: Questia.com, Highbeam.com, or any of several alternatives contingent upon approval by the Doctoral Advisory Council.

DBA 872
TOPICS COURSE: STRATEGIC STUDIES
3 credits

This course is explicitly designed to encourage in-depth study of an approved area of Strategic Studies, as related to Management Science. The student will work in close collaboration with a faculty specialist and will be required to (a) develop a topic and a honed thesis in the form of a multi-page prospectus for evaluation and approval or modification by the directing professor; (b) establish an acceptable reading list of central works to be consulted; (c) establish an extended bibliography of works to enhance the research dimensions of the project; (c) submit a detailed outline of the arguments, sources and critical stance that will be fundamental to the project; (d); complete by the 5-8 week deadline a paper of not less than 25 pages, exclusive of bibliography, appendices and all other paratextual elements.

Note: Every course in the DBA program is, by its very nature, research-intensive, thus requiring considerable “reach” beyond any single prescribed text and the correlative auxiliary materials that may accompany it. To this end, all DBA students must subscribe, upon enrollment, to at least one scholarly online library (as a supplement to E-brary access provided by the University). Field specialists suggest: Questia.com, Highbeam.com, or any of several alternatives contingent upon approval by the Doctoral Advisory Council.

DBA 873
TOPICS COURSE: PROJECT MANAGEMENT
3 credits

This course is explicitly designed to encourage in-depth study of an approved area of Project Management. The student will work in close collaboration with a faculty specialist and will be required to (a) develop a topic and a honed thesis in the form of a multi-page prospectus for evaluation and approval or modification by the directing professor; (b) establish an acceptable reading list of central works to be consulted; (c) establish an extended bibliography of works to enhance the research dimensions of the project; (c) submit a detailed outline of the arguments, sources and critical stance that will be fundamental to the project; (d); complete by the 5-8 week deadline a paper of not less than 25 pages, exclusive of bibliography, appendices and all other paratextual elements.

Note: Every course in the DBA program is, by its very nature, research-intensive, thus requiring considerable “reach” beyond any single prescribed text and the correlative auxiliary materials that may accompany it. To this end, all DBA students must subscribe, upon enrollment, to at least one scholarly online library (as a supplement to E-brary access provided by the University). Field specialists suggest: Questia.com, Highbeam.com, or any of several alternatives contingent upon approval by the Doctoral Advisory Council.

DBA 900
DISSERTATION RESEARCH PROPOSAL AND PROSPECTUS
3 credits

This course is explicitly designed to prepare the student for the dissertation that to be written upon final approval of the proposal and prospectus. This is the moment when the student must propose a topic and, within it, a question or central argument that will be sustained through the dissertation. The ultimate prospectus of 10-15 pages (exclusive of the literature review which will be submitted as part of the prospectus) must include responses to the following, among other, issues: (a) What is the central focus or hypothesis proposed? (b) Does the proposed hypothesis leave adequate space for new insights, new developments and altered viewpoints? Otherly formulated, is the proposed hypothesis one to which one can add substantive, yet grounded, innovation? (Any topic that verges on well-established truths is likely to fall short, or require revision, in the realm of a dissertation proposal.) (c) What are the aims
or objectives I plan to accomplish throughout this work? (d) What have researchers written or argued on this or tangential subjects? What research tools have I consulted? (A thorough, not sketchy, literature review must be submitted, of course. While this will continue to expand during the dissertation research-writing process, the literature review at the point of the prospectus proposal must evidence significant mastery of the area to be studied and its tangential topics.) (e) How will my work differ from, elaborate upon, or contribute to the work of others, the work that precedes mine? (f) Am I prepared to broach and deal with, in proper form, research that is at odds with my own? (g) What is the central objective of my envisaged work, upon completion? (Why the pre-vision of the final product is often subject to change or evolution during the dissertation process, it is nonetheless essential to have an ultimate objective in mind such that can meaningfully engage in the work.)

Note: Every course in the DBA program is, by its very nature, research-intensive, thus requiring considerable “reach” beyond any single prescribed text and the correlative auxiliary materials that may accompany it. To this end, all DBA students must subscribe, upon enrollment, to at least one scholarly online library (as a supplement to E-library access provided by the University). Field specialists suggest: Questia.com, Highbeam.com, or any of several alternatives contingent upon approval by the Doctoral Advisory Council.

DBA 971 DOCTORAL DISSERTATION I

Course graded S/U. Credits awarded at conclusion of DBA 973.

DBA 971 is the first course (module) in the dissertation process. Under the direction of a dissertation director (and a suitable committee of other field experts), the DBA candidate will write a high-quality doctoral dissertation, in line with the approved prospectus. Each chapter of the dissertation will be reviewed by the director, and, when so determined, by other members of the Committee. Requests for revision or alteration should be a patent expectation of any dissertation author. The final text of the dissertation must clearly and implicitly respond to all of the requisite questions posed at the time the prospectus was formulated: (a) The dissertation must persuasively sustain the central hypothesis proposed, in accepted scholarly fashion. (b) The sustained hypothesis, as developed and presented, must offer new insights, new perspectives and/or altered viewpoints. Otherly formulated, the dissertation must add substantive, grounded, innovation to the topic it sets out to enlighten. (c) The dissertation must interweave thorough coverage of the scholarly literature on the topic and extensive critical analysis, including original, sustainable findings/discoveries/conclusions. (The research references must evidence significant mastery of the area studied and closely related topics. The analysis must evidence the mastery of the apprentice-scholar.) (d) The dissertation must be written and presented articulated in polished, professional form. (Students will be responsible for following the detailed “University of Atlanta Doctoral Dissertation Guidelines.” Additionally, all students will be responsible for the content of: Rowena Murray, How to Write a Thesis, Second Edition (Open University Press/McGraw-Hill, 2008). Progress on the dissertation is represented by a series of three consecutive courses (or dissertation modules): DBA 971, DBA 972 and DBA 973. The student enrolls in DBA 971 and when all preliminary work and research are essentially completed and approved and an introduction (introductory chapter) have been completed and approved, the student will be granted the grade of S (Satisfactory) by the director. At that point, the student may enroll in DBA 972, which will be completed when the student has written no less than 40% of the dissertation (2 out of 5 chapters, 4 out of 10 chapters). When approved by the Director and the Committee, the student will be granted the grade of S (Satisfactory) in DBA 972, and may enroll in the final dissertation course/module DBA 973. Upon successful completion of the dissertation, approved by the Director, all members of the Committee and the Doctoral Advisory Council, the Committee will schedule an oral defense of the dissertation. The oral defense can only be scheduled once all suggested or required revisions of content, presentation and/or format have been effected and ALL members of the Committee approve the final text. The oral defense, when conducted, will focus on the dissertation, but may move beyond the limits of the work to confirm mastery of the field. Upon successful completion of both the written dissertation and the oral defense, a letter grade will be issued for DBA 973. At this point, the candidate must have three bound copies submitted to the University, one of which will be the property of the author. Once bound copies are submitted, the candidate may apply for graduation. (DBA 971 is graded on the S/U grade scale.)

DBA 972 DOCTORAL DISSERTATION II

Course graded S/U. Credits awarded at conclusion of DBA 973.

DBA 972 is the second course (module) in the dissertation process. Under the direction of a dissertation director (and a suitable committee of other field experts), the DBA candidate will write a high-quality doctoral dissertation, in line with the approved prospectus. Each chapter of the dissertation will be reviewed by the director, and, when so determined, by other members of the Committee. Requests for revision or alteration should be a patent expectation of any dissertation author. The final text of the dissertation must clearly and implicitly respond to all
of the requisite questions posed at the time the prospectus was formulated: (a) The dissertation must persuasively sustain the central hypothesis proposed, in accepted scholarly fashion. (b) The sustained hypothesis, as developed and presented, must offer new insights, new perspectives and/or altered viewpoints. Otherly formulated, the dissertation must add substantive, grounded, innovation to the topic it sets out to enlighten. (c) The dissertation must interweave thorough coverage of the scholarly literature on the topic and extensive critical analysis, including original, sustainable findings/discoveries/conclusions. (The research references must evidence significant mastery of the area studied and closely related topics. The analysis must evidence the mastery of the apprentice-scholar.) (d) The dissertation must be written and presented articulated in polished, professional form. (Students will be responsible for following the detailed “University of Atlanta Doctoral Dissertation Guidelines.” Additionally, all students will be responsible for the content of: Rowena Murray, How to Write a Thesis, Second Edition (Open University Press/ McGraw-Hill, 2008).

Progress on the dissertation is represented by a series of three consecutive courses (or dissertation modules): DBA 971, DBA 972 and DBA 973. The student enrolls in DBA 971 and when all preliminary work and research are essentially completed and approved and an introduction (introductory chapter) have been completed and approved, the student will be granted the grade of S (Satisfactory) by the director. At that point, the student may enroll in DBA 972, which will be completed when the student has written no less than 40% of the dissertation (2 out of 5 chapters, 4 out of 10 chapters). When approved by the Director and the Committee, the student will be granted the grade of S (Satisfactory) in DBA 972, and may enroll in the final dissertation course/module DBA 973. Upon successful completion of the dissertation, approved by the Director, all members of the Committee and the Doctoral Advisory Council, the Committee will schedule an oral defense of the dissertation. The oral defense can only be scheduled once all suggested or required revisions of content, presentation and/or format have been effected and ALL members of the Committee approve the final text. The oral defense, when conducted, will focus on the dissertation, but may move beyond the limits of the work to confirm mastery of the field. Upon successful completion of both the written dissertation and the oral defense, a letter grade will be issued for DBA 973. At this point, the candidate must have three bound copies submitted to the University, one of which will be the property of the author. Once bound copies are submitted, the candidate may apply for graduation. (DBA 972 is graded on the S/U grade scale.)

**DBA 973**

**DOCTORAL DISSERTATION III**

**15 credits**

DBA 973 is the third and final course (module) in the dissertation process. Under the direction of a dissertation director (and a suitable committee of other field experts), the DBA candidate will write a high-quality doctoral dissertation, in line with the approved prospectus. Each chapter of the dissertation will be reviewed by the director, and, when so determined, by other members of the Committee. Requests for revision or alteration should be a patent expectation of any dissertation author. The final text of the dissertation must clearly and implicitly respond to all of the requisite questions posed at the time the prospectus was formulated: (a) The dissertation must persuasively sustain the central hypothesis proposed, in accepted scholarly fashion. (b) The sustained hypothesis, as developed and presented, must offer new insights, new perspectives and/or altered viewpoints. Otherly formulated, the dissertation must add substantive, grounded, innovation to the topic it sets out to enlighten. (c) The dissertation must interweave thorough coverage of the scholarly literature on the topic and extensive critical analysis, including original, sustainable findings/discoveries/conclusions. (The research references must evidence significant mastery of the area studied and closely related topics. The analysis must evidence the mastery of the apprentice-scholar.) (d) The dissertation must be written and presented articulated in polished, professional form. (Students will be responsible for following the detailed “University of Atlanta Doctoral Dissertation Guidelines.” Additionally, all students will be responsible for the content of: Rowena Murray, How to Write a Thesis, Second Edition (Open University Press/McGraw-Hill, 2008).

Progress on the dissertation is represented by a series of three consecutive courses (or dissertation modules): DBA 971, DBA 972 and DBA 973. The student enrolls in DBA 971 and when all preliminary work and research are essentially completed and approved and an introduction (introductory chapter) have been completed and approved, the student will be granted the grade of S (Satisfactory) by the director. At that point, the student may enroll in DBA 972, which will be completed when the student has written no less than 40% of the dissertation (2 out of 5 chapters, 4 out of 10 chapters). When approved by the Director and the Committee, the student will be granted the grade of S (Satisfactory) in DBA 972, and may enroll in the final dissertation course/module DBA 973. Upon successful completion of the dissertation, approved by the Director, all members of the Committee and the Doctoral Advisory Council, the Committee will schedule an oral defense of the dissertation. The oral defense can only be scheduled once all suggested or required revisions of content, presentation and/or format have been effected.
and ALL members of the Committee approve the final text. The oral defense, when conducted, will focus on the dissertation, but may move beyond the limits of the work to confirm mastery of the field. Upon successful completion of both the written dissertation and the oral defense, a letter grade will be issued for DBA 973. At this point, the candidate must have three bound copies submitted to the University, one of which will be the property of the author. Once bound copies are submitted, the candidate may apply for graduation.

NOTE: Particularly fine dissertations will be suggested for possible submission to suitable publishers, as books or monographs: this theoretical goal is a good one to keep in mind during the dissertation process.

ECM 444
COMPUTER ARCHITECTURE

3 credits

This course teaches students the fundamentals of Computer Essentials. It is intended to help the student become computer literate and competent. The course curriculum encourages students to use the computer as an everyday problem-solving tool when conducting day to day business operations. It also covers topics related to both the physical design of the computer (organization) as well as its logical design (architecture).

ECM 480
STRATEGIES AND TECHNOLOGIES ON THE INTERNET

3 credits

This course is designed to assist students in developing knowledge and skills for managing information systems that support electronic commerce (EC). It focuses on the evolution of electronic commerce - the business transactions conducted between organizations and individuals that rely primarily on digital media and transmission. Students investigate the opportunities and challenges of exchanging goods and services over communications networks as well as the manner in which relationships are being reshaped as a result of new technologies. Course activities are designed to provide both managerial and entrepreneurial assessments of anticipated advances in information technology with respect to business systems and electronic markets. New forms of business arrangements are also examined.

ED 250
SOCIAL FOUNDATIONS

3 credits

The goal of this course is to expose students to a systematic and critical view of current social problems with specific reference to action undertaken by various social agencies to address these problems. The goal is to stimulate students' interest in developing and/or refining their unique (but empirically based) world view. During the course, students will be asked to investigate and analyze one major social problem using resources from more than one social science discipline.

EDLP 602
DYNAMICS OF EDUCATIONAL ADMINISTRATION

3 credits

This course studies principles and practices of educational administration and organizational behavior. It provides an understanding of the many approaches to the study of educational organizations. In addition, it seeks to
develop an understanding of the ways in which organizational theory can help explain organizational structure and behavior. Finally, the course examines the process of solving real problems in involved educational systems and introduces modern management concepts such as organizational culture, diversity, leadership, motivation, change, conflict and decision-making from the private, public and educational sectors.

Substantive emphasis is placed on familiarizing students with the concepts of organizational behavior by providing them with experience in examining problems from multiple perspectives and by analyzing how modern organizational behavior theories have evolved. Students connect the study of educational and organizational leadership to the challenge of how leaders can participate effectively in school reform.

EDLP 604
ISSUES IN CONTEMPORARY EDUCATION

This course explores major educational issues in the American modern society. It provides students with a comprehensive study of the history, present and future of education in the United States and beyond. It is a unique and comprehensive course that provides multifaceted and balanced analysis of the major conceptual, practical and potential issues facing all individuals interested in educational leadership. The motivated student will gain knowledge and insight into understanding students, teachers, education history, education philosophy, politics, sociology, organization, pedagogy, reform and opportunities for the future.

Graduate students are challenged to view educational leadership as a mix of theory, process and contemporary practice that requires continuing systematic analysis and review. Our expectation is that by the end of the course the student will be able to understand the professional and public issues of education in American society, develop critical and creative thinking skills in considering all sides of an issue and use these skills in developing recommendations for increasing the effectiveness of public education.

EDLP 606 LEADERSHIP THEORY AND APPLICATION

This course provides theory, practical guidance and perspectives for effective educational leadership of competent educational leaders in public and private schools. It embodies concepts and techniques of leadership, analysis of factors, practices and procedures of individual and group leadership as applied to educational environments. It is intended to be a general overview of the school principal leadership and to help students with a general introduction to the knowledge, dispositions and skills required of successful school leaders. Students will be introduced to the ISLLC Standards as part of the understanding of the responsibilities of the school principal. The textbook’s content “Keys to Successful 21st Century Educational Leadership” utilized for this course is not only designed for use in many college and university graduate courses but also as a resource that will find its place on the desks of practicing educational leaders to aid them in meeting the numerous and unexpected educational challenges they face on a daily basis.

EDLP 608
PRINCIPLES & METHODS OF TEACHING AND LEARNING

3 credits

This course provides comprehensive coverage of general teaching methods and models. It covers all major teaching models plus the leadership skills of teaching - planning, classroom management, assessment, motivation and use/management of time and space. It provides strong coverage of both teacher-driven and student-driven methodologies. The course further allows graduate students to build a foundation of knowledge and skill sets required to proceed to specialized instructional methods and courses in their subject area. Each teaching feature provokes rich classroom discussions about teacher decision-making and application of concepts for learning.

EDLP 610
FINANCIAL DIMENSIONS OF EDUCATION

3 credits

This course provides students with both an understanding of the methods of financing public schools and an overview of concepts and practices of effective budget management. It explores the normative and positive aspects of financing K-12 public education. In this course, graduate students will become conversant with current information. This will enable them to analyze legal and financial issues in education, improve the congruence of administrative actions with school law and apply up-to-date legal and financial principles to the operation of schools. Supplemental to the text and reading instructions will be information about the simulation of a budget preparation.

EDLP 611
COMPUTERS AND TECHNOLOGY IN EDUCATIONAL LEADERSHIP

3 credits

This course provides an understanding of how computer systems are constructed and how computers communicate via networks. It introduces students to issues relating to information technology and its applications in educational work environment as well as offers hands-on experiences in various
aspects of microcomputer use. The importance of the context of use when designing and evaluating information systems is also presented. Finally the usage and development of information technology is studied in relation to organizational activity and purpose. One of the most important skills in using computers is the integration of computer skills and activities into school curriculum. It is also essential that leaders and teachers learn to use technology as a tool for instructional challenges and classroom management.

**EDLP 615**  
**EFFECTIVE PRINCIPALSHIP IN LEARNING ORGANIZATIONS**  
**3 credits**

This course studies the “big picture” of schooling and administration. It connects principles and strategies of the educational world and ways in which those approaches are managed during daily life at learning organizations. In the course, we explore the relationship between organizational change and principal leadership activities. Students will engage in theoretical and research-based readings, discussions and activities regarding visionary and shared leadership principles and actions, organizational culture, resource management and allocation, communication strategies and school restructuring or transformation as the framework for the improvement of organizational learning. This knowledge will enable students to better plan, communicate and lead performance and change efforts in educational organizations.

**EDLP 620**  
**PUBLIC POLICY AND POLITICS IN EDUCATION**  
**3 credits**

This course provides graduate students with a survey of the policy studies discipline including the key concepts and process models used to analyze public policy in the United States. The course aims to familiarize students with some principles, practices, trends and issues of political processes and policy setting in the public sector particularly in education. It is not only an introduction to the study of public policy but also an introduction to the models that political scientists use to describe and explain political life. Students will apply content knowledge to a variety of federal, state and local policy areas that will help them as professional educators, familiarizing them with relevant issues and appropriate procedures.

**EDLP 622**  
**PSYCHOLOGICAL FOUNDATIONS OF LEARNING**  
**3 credits**

This is an advanced graduate foundation course designed to teach theory and research on learning, development, personality and motivation applied to educational processes in various learning environments. How students develop, think and learn is of great importance to the educational process. The focus is on developing a rich understanding of educational psychology on learning, the ability to articulate this understanding, the ability to critique both classic and contemporary theories and formulate practical bridges between the research literature and classroom practice. The content includes theories of learning, motivation and intelligence, theories of cognitive, social and emotional development, influences of social and cultural background on development and learning, assessment and evaluation, theoretical basis for instructional models and theoretical basis of strategies for managing the learning environment.

**EDLP 625**  
**PERSONNEL ADMINISTRATION IN SCHOOL SYSTEMS**  
**3 credits**

This course provides and prepares administrative leaders with the knowledge, skills and essential background for the human resources function in central office and school unit responsibilities. Graduate students have an opportunity to research and practice problem solving and leadership skills as applied to human resources. It is a study of human resources development practices in school systems with emphasis on central office and school unit responsibilities for attracting, selecting, developing, evaluating and retaining competent faculty and staff.

**EDLP 626**  
**INTERNET AND WEB TOOLS FOR EDUCATORS AND LEADERS**  
**3 credits**

This course provides an in-depth look at the Internet as a tool for teaching and learning with a focus on student-centered learning activities and environments. It explores strategies for incorporating technology into the classroom, internet tools and educational applications for the K-12 teacher. Emphasis is given to applying the knowledge and skills necessary to search and create a Web-enhanced, student-centered lesson that provides diverse learners with opportunities for formal and informal learning. Practical and applied problems and analytical issues will accompany each course segment to verify mastery and implementation strategies.

**EDLP 630**  
**SCHOOL LAW FOR EDUCATIONAL LEADERSHIP**  
**3 credits**

This course is designed to give the leaders and teachers
insight into the basic legal structure in which schools function. It will help educational leaders and teachers make decisions that are both educationally and legally sound. Emphasis is placed upon teacher-student activity and relationships but key content areas also include the legal framework for the Public School system, familiarity with key court rulings, policies and rules and regulations, church and state, student and parent rights and responsibilities, teacher rights and responsibilities as well as strategies and techniques for managing legal claims against the school district.

EDLP 700
EDUCATIONAL RESEARCH METHODS

3 credits

This course is intended to familiarize graduate students with theoretical and action research concepts and their application in the educational arena and to help them make some of the decisions for their own research projects. Given that no one research design or methodology is “the best practice,” this course places a balanced emphasis on various approaches to research design and on various data collection and analysis techniques. From this basis, students will have tools with which to determine “the best” approach to the problem they wish to investigate, the nature of their research objectives and the constraints of the research situation. In this course, students will be encouraged to integrate theory and practice within their own research context. Consequently, they are expected to participate actively in online discussions and activities and to apply the learning to their own research interests.

EDLP 725
MASTER'S THESIS
EDUCATIONAL LEADERSHIP

3 credits

The graduate thesis project is an extensive and disciplined study on a specific topic related to the student's area of concentration. The thesis should be approximately 50-75 pages in length and must include all works cited and references used. A one-two page synopsis must be submitted for approval prior to beginning the research. Guidelines about methodology and approaches will be provided by the respective syllabus and Thesis Director. Students work in close collaboration with a field specialist (Thesis Director) so as to develop an appropriate focus for research inquiry. The final product must reflect the mastery of problem-solving techniques evidenced through substantive critical thinking, mastery of research methods, sustained, insightful argumentation and, ultimately, production of an analytical (usable) contribution of significance within an area of approved concentration. Upon final submission, the MS in Ed Leadership thesis must be approved by the Faculty Director – Specialist, the Dean of the Graduate School and the University Provost.

EMBA 601
ENTERPRISING LEADERSHIP IN ORGANIZATIONS

3 credits

This course explores aspects of leadership development as it applies to teams and organizations. It also examines the processes by which business leaders can effect change in a variety of roles and situations. Students will explore how effective leadership skills can contribute to organizational effectiveness, improve employee motivation & productivity and foster an environment more favorable for expanded growth and development. Students will also investigate current leadership models in order to identify and develop effective leadership skills that can be successfully transferred to the work place. Given that leadership skills contribute to productivity and success, the analytical perspectives and practical knowledge of the student are considerably challenged by the course.

EMBA 606
APPLIED ECONOMICS FOR MANAGERS

3 credits

This course provides students with the basic economic principles they will need to resolve problems as managers and owners. Students will review current economic theory and policy analysis as they relate to both microeconomics (issues involving supply, demand, production, costs and market environment) and macroeconomics (issues such as: GDP, inflation, consumer spending, monetary policy and international markets). The course is designed to provide future managers with the skills to develop competitive strategies and to assess their multifaceted implications. The issues in this course are necessarily abstract. However, they provide the essential background and understanding necessary for translating theory into practice.

EMBA 611
MANAGERIAL NEGOTIATIONS

3 credits

This course is an introduction to the theory and processes of negotiation as practiced in a variety of organizational settings. It is designed to expose students to a variety of negotiation issues and to provide insights into the complex task of applying negotiation theory to specific managerial situations. Negotiating is the art and science of creating and securing an agreement between two or more interdependent parties. As the Latin source of the word implies (neg [not] + otium [eisure]), the process is not always easy. On any given business day, Managers and Executives spend much of their time negotiating even though they devote little time to thinking about the negotiation process itself. Most of the attention is focused on the outcomes
to be achieved rather than on the exploration of processes or tactics that will yield the most favorable results. This course explores both the theoretical and practical aspects of negotiating agreements and resolving disputes between two or more interdependent parties. In other words, both the science (finding the optimal solution to the problem) and the art (implementing strategies for solidifying an agreement and implementing results) will be covered in this course.

EMBA 616
INNOVATION MANAGEMENT

This course explores the theory and process of innovation and its importance to the corporate organization for ensuring sustained managerial success. It covers innovation in technology, corporate research, product development, the strategic implementation of new ideas in the development of new business ventures, the pursuit of new markets and the creation of new business enterprises. Broadly defined, innovation is the development of a new product, process or idea that is available for adoption, use or consumption. Innovation management includes the creation and screening of new ideas, product or processes, their transformation into useful services for one or more target markets and the development of strategies and tactics designed to ensure successful diffusion of the innovation. This course will not only provide students with the theory and process of innovation but will also help students develop the skills and confidence required to promote new ideas in real world situations. Textbook readings will be supplemented with outside material, on-line discussions, practical exercises, projects, case studies and a final examination.

EMBA 621
ENTREPRENEURIAL MANAGEMENT

This course provides information on the entrepreneurial process from the birth of a venture concept to its subsequent implementation. This is an advanced course focusing in particular on business start-ups and designed to provide students with a deeper understanding of the entrepreneurial approach to business. The course introduces students to the fundamental concepts of “technology entrepreneurship” including basic principles, concepts, practices and background information. It also discusses a wide range of options designed to help improve the success rate of business start-ups. The course will be of interest to early stage entrepreneurs, entrepreneurial managers and their stakeholders. Through directed readings, case studies and individual projects structured around high-growth ventures in information technology, electronics, the life sciences and other industries, students will acquire the skills needed to better identify and exploit business opportunities. The course is designed to teach students how to start and grow a technology enterprise by coordinating the needs of early stage entrepreneurs, entrepreneurial managers and their stakeholders.

EMBA 626
KNOWLEDGE MANAGEMENT IN ORGANIZATIONS

3 credits

This course examines issues in data management that affect the creation and management of organizational knowledge. Students will become familiar with information on choosing an appropriate system, accessing information, processing it and then applying it to a specific business situation. Students will also acquire an analytical and applied understanding of knowledge management concepts, techniques and systems designed to improve the operations of real-world business applications. Finally, the course will provide students with a number of transferable skills which can be used strengthen abilities in: pursuing research, making analytical assessments, applying theory to practice, encouraging teamwork and enhancing motivation in real-world contexts.

EMBA 631
EXECUTIVE BUSINESS FINANCE

3 credits

This course provides future corporate executives with a general understanding of finance principles. This background will equip students with the skills needed to handle a variety of financial issues that arise constantly in the corporate environment. Our focus will be on maximizing firm value by making informed decisions, pursuing sound financial policies and managing various types of risks. Upon completion of this course, students will acquire a working knowledge of the most common theories, methods and procedures used in managing company finances.

EMBA 636
CONTEMPORARY GLOBAL MARKETING

3 credits

This is an advanced course in marketing which will examine major strategic marketing issues in the context of the current global environment. Specifically, students will gain an understanding of world cultures and their impact on marketing efforts such as product, pricing, distribution and promotion planning. Successful students will also acquire systematic methods to formulate effective global marketing strategies. They will learn skills that allow them to negotiate trade-offs between standardizing and localizing marketing programs. They will also become familiar with the key concepts and skills essential for identifying international opportunities and
threats, analyze their impact, formulate appropriate strategies and implement appropriate steps to achieve company global goals.

EMBA 641
BUSINESS STRATEGIES IN A GLOBAL ENVIRONMENT 3 credits

This course examines the fundamental theories and techniques used by multinational corporations when they want to develop and implement a global business strategy that allows them to effectively integrate the activities of their worldwide subsidiaries. Emphasis is on three essential components: development of a core business strategy, development of an internationalization strategy and development of a globalization strategy. The course will provide graduate students with the skills needed to apply their knowledge of human resource development and organizational learning practices to strategic initiatives. By focusing on real world examples and authentic business applications, this course proposes a variety of strategies to help meet and overcome a variety of career challenges in an increasingly globalized business environment.

EMBA 646
INTERNATIONAL BUSINESS MANAGEMENT 3 credits

This course introduces students to the fundamentals of the global business environment. It examines the critical aspects, forces and challenges confronting managers of multinational firms. The course covers three major sections: a) the diverse environments of the international business field including a brief discussion of political, economic, cultural and institutional arrangements, b) the fundamental theories associated with international trade, foreign direct investment and foreign exchange rates, c) the functional operation of multinational firms and their strategies as well as how these functions are operated and managed. The course offers a comprehensive introduction to the challenges and prospects involved in international management with particular emphasis on developing economic, strategic and operational skills for the global marketplace.

EMBA 651
CORPORATE GOVERNANCE & SOCIAL RESPONSIBILITY 3 credits

This course examines the complex interactions involving businesses, governments and modern social forces. It focuses specifically on business practices affecting multiple stakeholders and on the ethical and social responsibilities of corporate organizations. We will examine a broad spectrum of business, ethical and social issues that confront managers today and can expect to face future. The focus of the course is on the “macro-forces” that underpin and interact with business operations. These include, but are not limited to: the establishment of policy, the decision-making process, the construction and implementation of strategic plans and the application of controls in response to environmental or social pressures.

EMBA 700
RESEARCH PROJECT 3 credits

This course introduces students to the theory and practice of research including the challenges of writing a scholarly proposal and the submission of a relevant project. This activity is linked to the development of an intensive investigation on selected topics of the student’s field of study or area of concentration. It is an innovative course designed as a step-by-step guide on research methodology, professional standards of writing and presentation and the development of a sustained argument. Students will be expected to develop a research proposal, elaborate upon the tools and sources to be used, plan an outline and ultimately submit a final paper/project as the culmination of this paper. While this work is vital preparation for the thesis to follow, the topic must be one related to the student’s area of specialization and yet significantly different from the thesis. Each piece of the project, from topic development through final submission, will be overseen and guided by a faculty specialist (project director).

NOTE: Candidates for the EMBA degree are held to the highest standards. They are expected to produce a piece of work indicative of professional scholarly writing and ostensibly suitable for publication in a specialized, field-related journal.

EMBA 715
FIELD WORK EXPERIENCE – APPLIED ANALYSIS 3 credits

In the context of the EMBA program, the Field Work Experience is a challenging analytical activity designed to provide the student with an opportunity to apply academic skills in a practical work environment and preferably in an alternate subset of his familiar environment. This is described as an area of otherness, yet related to the field. The purpose of the field work experience is to provide a practical experience in the field of the student’s concentration area but somewhat unfamiliar to him. This is in order to ensure that objective analysis and assessment are feasible.

Analysis and assessment are the ultimate keys. The student is expected to complete 90 hours of “work” in the specified field collaborating closely with a supervisor on
projects directly related to the student’s specialization. In ideal cases, the EMBA candidate will be charged with a Project Management challenge of some sort. Its final product can be measured and usefully implemented. The project to be undertaken and all relevant aspects thereof must be presented in detail and pre-approved by the overseeing faculty member, the Graduate Dean and the Onsite Supervisor.

NOTE: Recognizing that EMBA candidates are either senior-level managers or have extensive experience leading toward that end, the project undertaken should be notably challenging and performed with the acumen and professionalism consistent with successful senior management (across sub-fields). Degree candidates will be held to exacting standards when assessed at intervals throughout and at the conclusion of this applied experience.

EMBA 725
EXECUTIVE MASTER’S THESIS 3 credits

The graduate thesis project is an extensive and disciplined scholarly study of a specific topic related to the student’s degree major. The thesis should be approximately 50-75 pages in length and must include a bibliography listing all works cited and consulted. The format and components regarding methodological approaches will be detailed on the syllabus provided by the Faculty Instructor. Candidates for the EMBA degree are held to the highest standards. They are expected to produce work consistent with professional scholarly writing and ostensibly suitable for publication in a specialized, field-related journal or, if appropriate in length, as a monographic study.

ENG 001
EXPLORING ENGLISH I
FROM THE SENTENCE TO THE PARAGRAPH 1 credit

English 001 is designed to improve the English writing skills of international students in order to ensure that they will be able to compete effectively with native speakers in upper level courses. The course assumes that the student can understand and speak English with a relative high degree of fluency. Writing skills, however, may require sustained and focused attention in order to ensure optimal articulation and presentation. The five week course will provide students with a broad array of activities that will be expanded upon in English 002.

ENG 002
EXPLORING ENGLISH II
FROM THE PARAGRAPH TO THE BRIEF ESSAY 1 credit

English 002 is designed as a continuation and enhancement of English 001. Further structures and fundamentals of English are explored and students move from paragraphs to brief essays. A broad array of activities characterizes English 002, as it does English 001, and seeks to prepare students for direct and successful entry into English 101 (College Level Composition I). As this course is a continuation of the material studied, reviewed and practiced in the first part of the two-part course, students must successfully complete English 001 as a prerequisite for entry into English 002, unless this requirement is waived by the English Department with co-approval of the Undergraduate Academic Dean.

ENG 101
COMPOSITION I

3 credits

This course introduces students to the art of rhetoric and composition. The goal is to provide students with the skills to develop idea generation strategies, outline and organize a written document, draft, revise, edit and proofread effectively and demonstrate effective writing skills in a variety of formats. Students will have access to representative writing samples covering a wide range of genres. These texts will be critiqued for their stylistic effectiveness and intellectual rigor. Students will be asked to submit their own essays and final examinations online. Given that the Internet is increasingly used to access information, students will also be asked to locate articles and writing samples related to their chosen field of specialization in online journals and other internet websites.

ENG 102
COMPOSITION II

3 credits

This course will provide students with the skills to further develop their writing abilities through activities designed to hone grammatical skills, sharpen critical thinking skills and improve students’ ability to incorporate argumentation and research into a variety of writing assignments. The Composition II syllabus is designed to complement strategies learned in English Composition I. In Composition II, the focus is on the processes of intellectual reflection, textual research and the essential tasks of re-reading and re-writing. These are tasks that are fundamental for the acquisition of a broad-based liberal education but that will also serve students in all facets of their professional and personal life. The final project will include a research project exploring a critical thesis submitted in advance by the student.

FN 455
FINANCIAL ANALYSIS AND DECISION MAKING

3 credits

This course provides students with the key elements
required for effective financial statement analysis both in the accounting and financial sectors. Consequently, the course is appropriate for students who are majoring in either finance or accounting. The focus is on developing effective analytical skills that will allow future managers to establish or maintain a competitive advantage in an increasingly competitive global market.

**FN 459 INVESTMENTS PRINCIPLES**

*3 credits*

This course provides the foundation and basic reference tools for understanding investment concepts, analyzing outcomes and rendering informed decisions. Students will develop a deeper understanding of the participants and institutions active in current financial markets, the specialized vocabulary & conventions of the industry and the availability of sources providing investment information. They will also develop standard analytic techniques for evaluating investment opportunities and then learn to apply these techniques to the stock and bond market.

**FN 465 FINANCIAL PLANNING AND CONTROL**

*3 credits*

This course examines the tools and methodology of financial planning and financial control mechanisms. Students will use basic accounting information to acquire problem-solving skills in the area of financial planning. They will also learn how to use financial statements to assess the economic situation of an entity at any given moment. The cash flow activities for the same period and other relevant information regarding the entity’s financial resources, obligations, owners' interests and operations. The course provides information on how to use economic and financial information to plan and control many of the activities of an enterprise and to support the management decision-making process.

**FN480 CREDIT AND COLLECTION MANAGEMENT**

*3 credits*

This course introduces students to the credit function and its important role in corporate strategies. The basic tasks of evaluating risk, extending credit and collecting payments constitute the primary topics. The course, divided into two sections, examines problems encountered in business and in financing company operations. The first section addresses issues arising from the financial management of short-term operations and their cash flow system. The second section offers an overview of topics such as credit scoring, generic vs. customized scoring models, credit bureau data, performance measures, neural networks, project management, scoreboard development and information on how to use scoreboard monitoring reports to a lender’s best advantage.

**FN 601 FINANCIAL INSTITUTIONS AND MARKETS**

*3 credits*

This course provides students with an overview of the economic and financial environment in the U.S. It covers institutions, instruments and financial markets. In this course, students will develop a complete understanding of: 1) how the financial system in US is organized, 2) how the financial system interacts with the economy, 3) how financial and economic events impact business decisions, 4) the basics of interest rate theory, Federal Reserve policy and exchange rate theory and 5) risk management in financial institutions.

**FN641 SECURITY ANALYSIS AND PORTFOLIO MANAGEMENT**

*3 credits*

This course explores the theory and practice of investments and covers the topic areas of capital market structure, valuation, security analysis and portfolio management. It introduces students to a number of theories that form the foundation of sound investment decisions. The course will look at several issues related to portfolio management such as bond and equity portfolio management strategies and the evaluation of portfolio performance.

**FN 650 INTERNATIONAL FINANCE MANAGEMENT**

*3 credits*

This course examines issues related to international financial markets and the financial operations of an enterprise functioning in the international arena. The goal is to train students to be effective global financial managers. The course also explores the fundamentals of the macroeconomic environment of international financial management, discusses the financial environment in which the multinational firm and its managers must function and looks at foreign exchange management and financial management in a multinational firm.

**GS 126 GENERAL SCIENCE**

*3 credits*

This course provides students with the basic scientific facts and concepts to understand the dynamic world around them. It provides the opportunity to read, reflect upon and discuss ideas drawn from the emerging field of Science and Technology Studies (STS). The course focuses on how the fields of science, technology, society and education interact and intersect. In addition to examining basic scientific concepts,
the course will review recent technological advances and discuss their impact upon society. Advantages and limitations of the scientific method will also be considered. Throughout the course, the effect of science and technology on the general society will constitute the primary focus of attention.

**GS 261**  
**INTRODUCTION TO THE UNIVERSE**  
**3 credits**

This course covers the fundamentals of astronomy and reviews the nature and evolution of our solar system. Topics to be covered include: the evolutionary processes that shaped the solar system, how our understanding of the solar system evolved from a combination of measurements, physical concepts and theoretical ideas and how the Earth fits into the astronomical "environment" of the solar system.

**GS270**  
**CONCEPTS IN SCIENCE**  
**3 credits**

This course introduces students to the basic concepts of science. It surveys the fundamental scientific issues that affect everyday life. The course focuses on basic scientific concepts and the essential components of the scientific thought process (scientific method). It also provides the basic foundations on which our upper level science courses build and complements knowledge acquired in GS126 with which it shares the same textbook.

**HC 400**  
**ORGANIZATIONAL ETHICS IN HEALTHCARE**  
**3 credits**

The course provides an overview of ethical issues in healthcare and presents for discussion, a broad range of topics that the healthcare manager is likely to confront. It also familiarizes students with bioethics nomenclature and an understanding of the ethical decision-making process. Students will develop an increased appreciation for the range of complex situations administrators and clinical practitioners are routinely called upon to clarify or resolve. Other topics include legal and risk management issues, common ethical dilemmas besetting healthcare organizations and the role of institutional ethics in committee or consultant decisions.

**HC 401**  
**ISSUES IN HEALTHCARE MANAGEMENT**  
**3 credits**

This course aims to provide students with a basic understanding of the modern health care administration system and provide effective strategies for managing health care institutions. It introduces students to the fundamental principles of the public health care sector and demonstrates how these principles can be put to practical use to improve the general health of the population. It reviews a number of important issues related to health care management including strategies for locating resources to provide funding for important projects such as health care prevention, health-related planning initiatives, diagnostic programs and development projects.

**HC 410**  
**HEALTHCARE LAW**  
**3 credits**

This course introduces students to the legal principles and laws that relate specifically to health service delivery. It provides students with the foundations of health care law and suggests ways to improve the quality and safe delivery of health care. A wide range of health care topics will be discussed with emphasis on guiding future health care professionals through a complex maze of health care related legal issues.

**HC 420**  
**INTRODUCTION TO HEALTHCARE MARKETING**  
**3 credits**

This course examines the structure and functions of the health care markets with an emphasis on the role and activities of business enterprises, consumers and government institutions. The course draws on theories and concepts from institutional marketing to explain the behavior of consumers and institutions as these function within the health care industry. The focus of the course is on marketing strategy but the course will also examine the impact government regulation and the segmentation of institutional services have on consumer decision making.

**HC 435**  
**HEALTH INFORMATION SYSTEMS**  
**3 credits**

This course focuses on information technology applications and provides students with hands-on exercises by accessing web-based information resources. The course reviews the medical informatics and administrative applications and mechanisms related to the distribution of health care services. It pays particular attention to the financial challenges facing health care managers as they strive to meet the needs of their constituents in times of ever-rising health care costs.

**HC 450**  
**OCCUPATIONAL HEALTH AND SAFETY**  
**3 credits**

This course focuses on the diagnosis, treatment and
prevention of common occupational and environmental illnesses in the workplace and the community. The range of health-related issues discussed is broad and focuses not only on physical injury but also on biological and chemical hazards in the workplace as well as on-the-job-stress.

**HC 455**  
**INTRODUCTION TO EPIDEMIOLOGY**  
**3 credits**

This course provides students with the basic concepts and methods used in epidemiology. Students will also be provided with an opportunity to document examples of successful health care improvement policies in a variety of clinical, epidemiological and health administration sources. The course will also review a number of clinical experiences which underscore the need to integrate epidemiology and health services research.

**HC 460**  
**RISK MANAGEMENT IN HEALTHCARE**  
**3 credits**

The objective of this course is to provide students with a broad understanding of risk management. Students will develop a greater appreciation of the importance of risk regulation in our society and an increased comprehension of the complexities involved in making decisions balancing risk management with insurance costs. The course focuses primarily on the relationship between risk management and legal liability but will also consider the impact government regulation, legal issues and insurance practices and policies have on risk management policies and decisions.

**HC 466**  
**INTRODUCTION TO HEALTHCARE ADMINISTRATION**  
**3 credits**

This course provides a survey of administrative issues, enigmas and solutions (theories and practices) within the modern health care system and in related spheres. The course introduces students to the principles and challenges of public health and scrutinizes the creation and implementation of activities or practices impact the health status of populations. Topics considered include important areas of health care management, a diagnostic approach, familiarization with resources for effective health planning, evaluation and remediation. A comparative analysis of a spectrum of approaches and processes lays the groundwork for much of the assessment to be undertaken. A combination of research and applied analysis will also be a feature of the course.

**HC 477**  
**ECONOMICS OF HEALTHCARE**  
**3 credits**

This course uses the tools of economics to examine a variety of health care issues. It is designed to familiarize students with the economic aspects of health care delivery systems which is an increasingly complex and critical aspect of health delivery systems. The demand for medical care relative to the supply of health-care providers, the elasticity of health care services, the supply and demand of health insurance and the rising costs of health care for both suppliers and consumers will all be discussed. Additionally, the course will examine the extent and impact of competition in health care related markets (hospital services, physicians and other health care workers, long-term care, etc.).

**HC 500**  
**RESEARCH PROJECT - HEALTHCARE ADMINISTRATION**  
**3 credits**

This course allows each student to investigate a selected topic of particular interest within that individual's area of concentration. All projects must be pre-approved by a specialist faculty member. Once approved, the student will work in close collaboration with the instructor as he or she moves through the various stages of the research project. Performance will be evaluated on the basis of the quality of the submitted project. This involves several progressive segments, the last one constituting a significant final submission.

**HC 515**  
**FIELD WORK EXPERIENCE**  
**9 credits**

The Field Work Experience project offers students practical training in a field-related organization. It will allow students to apply theoretical concepts they have learned to real life situations. Students in the master's program are expected to complete 90-120 hours of work experiences in business related field and under the close supervision of an advisor or supervising professional. The student will undertake a variety of projects related to his degree major. Ideally, this course is to be undertaken upon completion of all core courses required for the student's major such that observations made and insights gleaned from the experience might reflect knowledge and skills acquired throughout major segments of the program. Students will submit several assignments as follows: a daily journal of specific analytical findings (applying the concepts of critical thinking), evaluations and interviews and a detailed final report (paper) analyzing and assessing the overall work experience. This is an applied analysis in which the materials studied and mastery gained are to be reflected in the analytical report. The project requires the direction of a pre-approved site supervisor who
will participate in the evaluation of the intern's productivity and contributions.

**HC 525**  
**THESIS - HEALTHCARE ADMINISTRATION**  
*3 credits*

The thesis project is an extensive and disciplined (research and analysis-based) investigation of a specific topic related to the student's area of concentration. The topic must be relevant and pre-approved by the directing faculty member and the Council of Readers. The thesis should be approximately 30-40 pages in length and must include significant analytical components, thorough documentation, a bibliography of all works cited and sources referenced. The faculty member will review chapter or segment drafts as they are completed and return them with suitable commentary so that the student might continue along a useful path toward the production of a significant final submission.

**HC 605**  
**HEALTHCARE PLANNING AND POLICY**  
*3 credits*

This course has been designed to help students understand and develop the skills necessary to conduct program development activities in any health education or health promotion setting. The course focuses on the planning and assessment of community health and its capacity to support the development of programs related to health protection, health promotion, disease control and health services. It also embraces the planning, implementation, evaluation of health programs and the instruments, models, and assessment tools required for future planning and evaluation in health care institutions.

**HC 610**  
**HEALTHCARE LAW/ COMPLIANCE**  
*3 credits*

This course introduces graduate students to those laws that relate specifically to health-service delivery. Topics considered include: basic concepts underpinning specific laws, the legislative process, legal bases for the existence and administration of public health programs, legal aspects of current public health issues & controversies and the regulatory role of government in the health service system.

**HC 615**  
**HUMAN RESOURCE MANAGEMENT**  
*3 credits*

This course is designed to provide the basic knowledge and an increased understanding of the role human resource management plays in health care organizations. The course takes a multi-faceted approach to human resource management and covers issues related to all aspects of employment processing (recruitment, application screening, evaluation, the interview process, candidate selection, initial training and orientation of new and current employees). Strategies for reviewing and updating employee job responsibilities, familiarizing employees with updated organizational and employment opportunities, accessing information on the most recent employment regulation expectations and policy matters are also discussed.

**HC 625**  
**HEALTHCARE FINANCE MANAGEMENT**  
*3 credits*

This course introduces students to the basic principles of care finance. Students will learn how to interpret models that provide information on budget-related issues such as cost control, investment opportunities and more efficient financial administration of health care organizations. The course also provides students with the basic principles of accounting and economics, financial analysis, forecasting techniques and financial record-keeping.

**HC 630**  
**FUNDAMENTALS OF BIOSTATISTICS**  
*3 credits*

The course is designed to provide students with the capability to apply information obtained from statistical methods to solve specific problems in the public health sector. Students will be encouraged to access medical research data bases to find solutions for a wide range of issues related to cost-benefit ratios and cost effectiveness. Topics to be covered include descriptive statistics, sampling distributions, confidence interval estimation, hypothesis testing, contingency table analysis and linear regression analysis.

**HC 640**  
**HEALTHCARE EVALUATION**  
*3 credits*

This course focuses on health care evaluation in general with a particular emphasis on institutional systems. The course will review the range of evaluation instruments available and offer the most effective strategies for using these instruments in an institutional setting. We will also discuss how to present and use the findings generated by these systems.

**HC 665**  
**PRINCIPLES OF QUALITY MANAGEMENT IN HEALTHCARE**  
*3 credits*

This course familiarizes students with the current concepts, methods and practical applications related to improving health care quality assessment and delivery. The
student will be provided with a number of effective
management techniques designed to increase consumer
satisfaction while supplementing the quality and reducing costs
of health care. The philosophy behind CQI/TQM is
discussed along with guidelines for implementation.

HC 700
TOPICS - RESEARCH PROJECT

3 credits

This course allows each student to investigate a selected
topic of particular interest within that individual's area of
concentration. All projects must be pre-approved by a
specialist faculty member. Once approved, the student will
work in close collaboration with the instructor as she moves
through the various stages of the research project.
Performance will be evaluated on the basis of the quality of
the submitted project which involves several progressive
segments. The last one will constitute a significant final
submission.

HC 715
FIELD WORK EXPERIENCE

3 credits

The Field Work Experience project offers students
practical training in a field-related organization. It will allow
students to apply theoretical concepts they have learned to
real life situations. Students in the master's program are
expected to complete 90-120 hours of work experiences
in a business related field and under the close supervision
of an advisor or supervising professional. He will undertake
a variety of projects related to his degree major or. Ideally,
this course is to be undertaken upon completion of all
core courses required for the student's major. Thus,
observations made and insights gleaned from the experience
might reflect knowledge and skills acquired throughout
major segments of the program. Students will submit
several assignments: a daily journal of specific analytical
findings (applying the concepts of critical thinking),
everaluations and interviews, a detailed final report (paper)
analyzing and assessing the overall work experience. This is
an applied analysis in which the materials studied and
mastery gained are to be reflected in the analytical report.
The project requires the direction of a pre-approved site
supervisor who will participate in the evaluation of the
intern's productivity and contributions.

HC 725
THESIS - HEALTHCARE ADMINISTRATION

3 credits

The thesis project is an extensive and disciplined (research
and analysis-based) investigation of a specific topic related
to the student's area of concentration. The topic must be
relevant and pre-approved by the directing faculty member
and the Council of Readers. The thesis should be
approximately 50-60 pages in length and must include
significant analytical components, thorough documentation,
a bibliography of all works cited and sources referenced.
The faculty member will review chapter or segment drafts
as they are completed and return them with suitable
commentary so that the student might continue along a useful
path toward the production of a significant final submission.

HIST 140
WESTERN CIVILIZATION

3 credits

This course will provide students with a general history
of western culture including social changes, cultural
contributions, intellectual and social revolutions, economic
transformations and consequences. The vital contributions
of women and minorities will be given particular emphasis.
As the course moves through the historical periods, some
of the topics of discussion include: the socio-political
consequences of historical changes, the organization of
economic production, the impact of technology on society,
the changing role of the family in history, the evolving nature
of gender roles, the consequences of war, important role
of religion and the various modes and manifestations of
cultural expression.

HIST 146
SURVEY OF AMERICAN HISTORY

3 credits

This course surveys the history of the United States
from 1877 to the present. The focus is on the major social,
cultural, political and economic events that served to shape
and define the United States after Reconstruction. The course
will focus on the following major periods: Westward
Expansion, Industrialization, American Imperialism,
Progressivism, World War I, the Great Depression, the New
Deal, the Cold War, the Civil Rights and Anti-Vietnam War
Movements, the Great Society and the movement towards
Conservative Republicnism.

HIST 218
GLOBAL HISTORY

3 credits

This course provides students with an integrative,
holistic survey of the history of global civilization. The
course deals primarily with the background and
development of the global society from early modern times
to the year 1500. It is an introductory course which satisfies
the "Understanding of Culture and Society" requirement
of the General Education Program. The course offers a
comparative survey of different civilizations at different
points in time. It is designed to enable students to develop a heightened awareness of the world's fundamental interconnectedness.

**HR 410**
**FUNDAMENTALS OF HUMAN RESOURCE MANAGEMENT**

3 credits

This course provides students with a comprehensive and comprehensible review of essential personnel/human resources management concepts and techniques. Given that all managers tend to have personnel-related responsibilities, this course should appeal to all students of HRM, not just those planning "Human Resource Management" themselves. The course outlines the roles and functions of members of the human resources community. The student will also learn how human resources management has evolved over time and become familiar with the new "corporate view" of this increasingly important function.

**HR 418**
**TRAINING AND CAREER MANAGEMENT**

3 credits

This course covers the theories and techniques of training and development from both the strategic and operational perspectives. Emphasis is placed on employee needs assessment, program design, implementation and evaluation. Learning theories and long-term development to enhance career and global competitiveness are discussed. The course is designed to accomplish two major objectives. First, students will learn the theoretical foundations and practical issues involved in employee training and development in business organizations. Second, this course will focus on the personal development of future managers. The goal is to obtain increased self-awareness that can then be used to make students more effective managers and leaders.

**HR 432**
**PERSONNEL AND LABOR LAW**

3 credits

This course provides an overview of the legal issues affecting Human Resource Management. It focuses on the impact of the law on individuals in organizations, the impact of legal problems on an organization and on human resource decisions. The course content includes the laws, regulations and court decisions that deal directly with labor management relations. It addresses legal and employment decisions from a managerial perspective and aims to provide students with the skills needed to become more effective and efficient managers. Students will be presented with concrete examples of management-related legal dilemmas in order to better understand how employment law affects a variety of complex issues that do not always have clear-cut solutions.

**HR 452**
**LEADERSHIP AND ORGANIZATIONAL CHANGE**

3 credits

This course provides an overview and an exploration of the challenges to effective leadership and management posed by the rapidly changing business and social environment. The course will consider a number of potential leadership and management dilemmas as well as suggest strategies for maximizing a diverse workforce potential, implementing change and technological innovation and competing effectively in a global environment. Current leadership theory models, principles, skill applications and research findings will be used to provide students with effective leadership skills that will allow them to better manage change in private and public organizations.

**HR 462**
**NEGOTIATIONS AND LABOR RELATIONS**

3 credits

This course introduces students to the basic concepts underlying current labor/management relations with an emphasis on recent and future needs, long and short-term goals, competing demands, mutual concerns and realizing the goals of the two interacting parties engaged in the collective bargaining process. It evaluates the current environment of employee/labor relations and in particular, the relationship between union and management. Topics such as collective bargaining, union organization activities and agreement administration are discussed. Although every "real world" labor relation situation is different, the course focuses on the common issues, problems and concerns of bargaining, labor relations in general, reviews past and current negotiations theories and outlines the substantive issues besetting all collective bargaining endeavors.

**HR 465**
**EMPLOYEE PERFORMANCE: APPRAISAL & MANAGEMENT**

3 credits

This course aims to provide students with the theoretical background and tools needed to manage the performance of employees and to design and use cost-effective compensation systems that will help motivate and reward employee productivity. It will outline effective ways to manage the value of human resources systems, teams and individual employees with a brief treatment of managing organizational
performance. The student will gain a more thorough understanding of the principles that underlie effective performance management systems and practices. These include the need to understand the importance of organizational, functional and individual performance management and the need to develop a personal managerial style that is both flexible yet disciplined.

HR 500
TOPICS - RESEARCH PROJECT
3 credits
This course allows each student to investigate a selected topic of particular interest within that individual's area of concentration. All projects must be pre-approved by a specialist faculty member. Once approved, the student will work in close collaboration with the instructor as he or she moves through the various stages of the research project. Performance will be evaluated on the basis of the quality of the submitted project which involves several progressive segments. The last one will constitute a significant final submission.

HR 515
FIELD WORK EXPERIENCE
9 credits
The Field Work Experience project offers students practical training in a field-related organization. It will allow students to apply theoretical concepts they have learned to real life situations. Students in the master's program are expected to complete 90-120 hours of work experiences in business-related field and under the close supervision of an advisor or supervising professional. She will undertake a variety of projects related to her degree major. Ideally, this course is to be undertaken upon completion of all core courses required for the student's major. The effect is that observations made and insights gleaned from the experience might reflect knowledge and skills acquired through major segments of the program. Students will submit several assignments as follows: a daily journal of specific analytical findings (applying the concepts of critical thinking), evaluations and interviews and a detailed final report (paper) analyzing and assessing the overall work experience. This is an applied analysis in which the materials studied and mastery gained are to be reflected in the analytical report. The project requires the direction of a pre-approved site supervisor who will participate in the evaluation of the intern's productivity and contributions.

HR 525
THESIS - HUMAN RESOURCE MANAGEMENT
9 credits
The thesis project is an extensive and disciplined (research and analysis-based) investigation of a specific topic related to the student's area of concentration. The topic must be relevant and pre-approved by the directing faculty member and the Council of Readers. The thesis should be approximately 30-40 pages in length and must include significant analytical components, thorough documentation, a bibliography of all works cited and sources referenced. The faculty member will review chapter or segment drafts as they are completed and return them with suitable commentary so that the student might continue along a useful path toward the production of a significant final submission.

HR 601
PSYCHOLOGY AND HUMAN RELATIONS
3 credits
This is a cross-linked course of the behavior and labor management relationship. Students are introduced to the theories of human behavior and how they are currently applied in a management setting. The course looks at the management of people in work settings, placing particular emphasis on the importance of effective job attitudes, motivation, change, team building, and on the development of effective relationships in a diverse work environment. Students will examine topics concerning labor-management relations and focus special attention on the creative resolution of employee management differences in the context of a formal and informal environment.

HR 602
PERSONNEL RECRUITMENT/ SELECTION/ DEVELOPMENT
3 credits
This is an introductory course examining the theory and practice of office recruitment and staffing. The course offers a comprehensive view of personnel policy development with an emphasis on personnel functions. It covers all aspects related to staffing decisions such as: personnel recruitment, staff selection, internal promotions/ demotions, personnel transfers, dismissals, layoffs and retirement. Staffing needs and decisions are analyzed from a strategic & operational perspective.

HR 603
LABOR ECONOMIC DIMENSIONS
3 credits
This course provides a view of labor, capital and government relations from both historical and contemporary perspectives. The primary focus here is on the operations of the labor market. Topics include characteristics and trends of the labor force, types and theories of unemployment and public & private manpower policies. We will also examine types of wage structures, discuss criteria for wage
determination and review minimum wage laws. Students will be provided with information on collective bargaining issues and social security programs.

HR 605
BUSINESS POLICY AND STRATEGY IN HR

3 credits

This course offers a critical assessment of the design and execution of a variety of human resource management strategies. The program is divided into two sections. The first deals with the need to think systematically and strategically about the various aspects of managing an organization's human assets. The second part provides suggestions for implementing policies that will allow companies to gain or maintain a competitive advantage. The course provides students with an overview of the fundamental issues facing human resource professionals when planning and forecasting the personnel needs of an organization. Topics include: strategies for aligning human resource practices with organizational objectives, succession planning, redesigning work systems and the impact of human resource practices on organizational outcomes.

HR 685
ADVANCED HUMAN RESOURCE MANAGEMENT

3 credits

This course covers contemporary and advanced processes and practices pertaining to the organization and management of personnel. In the competitive quest for talent, effective human resource management is increasingly necessary to gain a competitive advantage in the marketplace. The course emphasizes the role management plays in maximizing the efficiency of task-oriented organizations including the critical task of setting up a computerized information system specifically designed for the management of human resource responsibilities. The course will also discuss the three primary challenges confronting human resource management today: sustainability of the workforce, technological innovation and globalization.

HR 700
TOPICS - RESEARCH PROJECT

3 credits

This course allows each student to investigate a selected topic of particular interest within that individual's area of concentration. All projects must be pre-approved by a specialist faculty member. Once approved, the student will work in close collaboration with the instructor as he or she moves through the various stages of the research project. Performance will be evaluated on the basis of the quality of the submitted project which involves several progressive segments. The last will constitute a significant final submission.

HR 715
FIELD WORK EXPERIENCE

3 credits

The Field Work Experience project offers students practical training in a field-related organization. It will allow them to apply theoretical concepts they have learned to real life situations. Students in the master's program are expected to complete 90-120 hours of work experiences in business-related field and under the close supervision of an advisor or supervising professional. The student will undertake a variety of projects related to his degree major. Ideally, this course is to be undertaken upon completion of all core courses required for the student's major. Thus, observations made and insights gleaned from the experience should reflect knowledge and skills acquired throughout major segments of the program. Students will submit several assignments as follows: a daily journal of specific analytical findings (applying the concepts of critical thinking), evaluations and interviews, a detailed final report (paper) analyzing and assessing the overall work experience. This is an applied analysis in which the materials studied and mastery gained are to be reflected in the analytical report. The project requires the direction of a pre-approved site supervisor who will participate in the evaluation of the intern's productivity and contributions.

HR 725
THESIS - HUMAN RESOURCE MANAGEMENT

3 credits

The thesis project is an extensive and disciplined (research and analysis-based) investigation of a specific topic related to the student's area of concentration. The topic must be relevant and pre-approved by the directing faculty member and the Council of Readers. The thesis should be approximately 50-60 pages in length and must include significant analytical components, thorough documentation, a bibliography of all works cited and sources referenced. The faculty member will review chapter or segment drafts as they are completed and return them with suitable commentary so that the student might continue along a useful path toward the production of a significant final submission.

INB 432
INTERNATIONAL HUMAN RESOURCE MANAGEMENT

3 credits

This course is designed to increase effectiveness in meeting the challenges posed to the business community as a result of increased internationalization. HRM practices vary widely from country to country and are often culture-specific. HR specialists are increasingly called upon to take these cultural
differences into account when carrying out their functions. This course is directed to those international business specialists who anticipate the need to manage an international constituency or wish to familiarize themselves with the HRM practices of different countries and cultures. The course aims to provide a conceptual framework for the analysis of managerial and personnel practices in the global business community in order to ensure that organizational problem areas can be successfully diagnosed and resolved regardless of borders.

**INB 461**

**CHALLENGES OF INTERCULTURAL COMMUNICATIONS**

*3 credits*

This course introduces students to the world of international business and management. The focus is on the intersecting influences of cultural practices, governmental structures and business operations in a global economy. The overall goal of the course is to develop an understanding of the process of communicating across cultural boundaries. Other topics to be covered include trade relations, international finance, information needs, production systems, marketing & promotion strategies and legal & labor agreements.

**INB 471**

**INTERNATIONAL ECONOMIC INSTITUTIONS**

*3 credits*

This course provides students with the sources, structures and institutional changes that will create a more competitive environment for international governance in the context of a global economy. It is an undergraduate course focusing on the study of national and international financial markets and institutions. The course is designed to enhance students' understanding of national and international plans for economic development in both the private and public sectors. The course will examine a variety of international financial markets and instruments - the methods used to analyze and assess international financial trends and provide insights into a number of key international financial issues.

**INB 480**

**IMPORT-EXPORT REGULATIONS AND PRACTICE**

*3 credits*

This course covers the fundamental business practices involved in importing, exporting and managing international trade. It provides students with a broad-based introduction to the full range of trade related subjects. Focusing on the basic mechanics underpinning international trade agreements, the course provides a step by step snapshot of the importation or exportation of a product. All aspects of the import/export process are analyzed including shipping procedures, financial analysis, legal constraints, trading blocs and insurance requirements. Some of the topics presented include: motives and consequences of importing/exporting, NAFTA and other international trade agreements, strategies for using trade knowledge to lower cost of goods, understanding and using international shipping terms and the various problems that security issues pose to the supply chain.

**INB 482**

**FUNDAMENTALS OF INTERNATIONAL TRADE AND FINANCE**

*3 credits*

This course surveys the field of international business, international trade, foreign investment and financial markets and management around the world. The course is divided into two sections each focusing on two broad subfields: the study of international trade and the study of international monetary transactions. The section on international trade analysis focuses primarily on the real transactional economy – those transactions that involve the physical movement of goods and products or a tangible commitment of economic resources. The section on international finance focuses on the monetary side of international business operations including financial transactions and foreign purchases of U.S. dollars.

**INB 620**

**INTERNATIONAL ECONOMIC DEVELOPMENT**

*3 credits*

Using a combination of economic theory, economic and social data, this course analyzes the economic policies and economic performance of foreign countries. It reviews past and current paths to economic growth and development in a select group of countries. The goal is to improve students' understanding of the growing relationship between nations, people and business environments and enhance students' ability to apply a comparative perspective to cross-cultural, social, economic, political, spiritual and environmental experiences.

**INB 641**

**MULTICULTURAL MANAGEMENT**

*3 credits*

This course introduces students to the basics of behavioral and organizational theories as they apply to the global market place. A cross-cultural approach is used to examine the similarities and differences in the application of economic theory across national boundaries and to identify those structural constants that allow business to be conducted on a global scale. Topics include: organization, culture, role structure, coordination/ control methods,
leadership and business strategy.

INB 692
GLOBALIZATION AND SOCIAL PROBLEMS

3 credits
This course is an introduction to the study of international relations. It takes students on a major international political, social, economic, diplomatic and military journey across the United States and around the globe in order to reveal the threads of diversity and connectedness that unite us all. One major goal of the course is to provide students with a firm understanding of the recent and fundamental changes in human societies, the political, economic and social factors affecting those changes and the consequences of these changes on daily life. It is hoped that exposure to various theoretical approaches to the study of international relations will enable students to better understand the major hurdles confronting international business opportunities. The global political arena has changed markedly over the last decade and this course endeavors to augment the student's understanding of the most critical issues.

MATH 110
COLLEGE ALGEBRA

3 credits
This is a quantitative course that introduces students to a variety of algebraic concepts and functions including: linear, quadratic, exponential, logarithmic and polynomial. Students will also study properties, radicals, exponents, complex numbers, absolute values, quadratic inequalities, systems of equations and inequalities that are linked to these functions.

MATH 216
BUSINESS MATH

3 credits
This course provides students with the ability to master different mathematical concepts through extensive use of examples taken from real-world applications. Beginning with skill-building sections on whole number and decimals, Business Math guides students through fractions, percents, statistics and equations. It then places them into specific business situations requiring mathematical applications such as managing payroll, offering consumer discounts, deciding on profit margins, inventory, computing interest, assessing credit risks and much more.

MBA 605
ESSENTIAL ANALYTICAL METHODS FOR BUSINESS

3 credits
This course provides the background in quantitative methods required for advanced coursework in the MBA program. It will introduce issues related to basic mathematics and statistics relevant to business and management problems. The course prepares students for quantitative techniques that will be required in economics, finance and marketing applications and for the research project. This program integrates different modeling techniques and applications in solving decision-making problems that confront and confound managers in the changing realities. Proper selection of the model, accurate measurement, correct analysis and interpretation of results are necessary for the solution of permanent management problems. In this online-class, theoretical and practical assignments will supplement textbook class readings in helping students to achieve their learning goals.

MBA 610
MANAGERIAL TECHNOLOGY IN BUSINESS

3 credits
This course introduces information systems and technology infrastructure including terms, concepts, capabilities and impacts that are critical to modern business organizations. It focuses on organizations, how they utilize information systems in strategic planning and how they develop a technology infrastructure. The course covers information technologies relevant to business operations, decision making and eBusiness. Students taking this class will understand the role of information technologies in managerial decision-making and business activities, the
marketplace for such technologies and their business applications, environmental constraints and relevance to firm strategy. Students will also be introduced to modern information systems infrastructure such as telecommunication networks, technology and practices relevant to information systems security. The course will include a project application component that will enable the students to apply concepts learned on the course in a practical setting.

**MBA 611**  
**MANAGERIAL NEGOTIATIONS**  
3 credits

This course is an introduction to the theory and processes of negotiation as practiced in a variety of organizational settings. It is designed to expose the student to a variety of negotiation principles and to provide insights into the complex task of applying negotiation theory to specific managerial situations. Negotiating is the art and science of creating and securing an agreement between two or more interdependent parties. As the Latin source of the word implies (neg [not] + otium [leisure]), the process is not always easy. On any given business day, Managers and Executives spend much of their time negotiating even though they devote little time to thinking about the negotiation process itself. Most of the attention is focused on the outcomes to be achieved rather than on the exploration of processes or tactics that will yield the most favorable results. This course explores both the theoretical and practical aspects of negotiating agreements and resolving disputes between two or more interdependent parties. In other words, both the science (finding the optimal solution to the problem) and the art (implementing strategies for solidifying an agreement and implementing results) will be covered in this course.

**MBA 615**  
**ECONOMICS FOR BUSINESS DECISION MAKING**  
3 credits

This is an introductory course in the application of economics principles and models to business decision-making required of all MBA students. It focuses on providing an understanding of the economic context in which organizations function and economic decision tools for enhancing firm performance. Consequently, the course uses macroeconomic variables (such as national income and productivity, money and banking and the economic role of government) to inform the microeconomic choices organizations must make to enhance their own success (such as cost determination, pricing, risk analysis). The emphasis throughout is on the use of economic reasoning to solve actual business decision problems and, therefore, business situation or problems discussion will be an integral part of the learning experience.

**MBA 620**  
**MARKETING RESEARCH AND ANALYSIS MANAGEMENT**  
3 credits

This course provides a basic understanding of research methodology and implementation in marketing. Students will learn to develop a questionnaire, code and enter data, analyze data and finally, prepare a managerial report that concisely and clearly summarizes results. Graduate students performing as marketing managers must be able to examine data and information in order to formulate effective marketing strategies. The development of such marketing strategies assumes that marketing managers are able to understand the results of marketing research studies and to use the results as a basis for their decision making. In order for marketing managers to understand the results of marketing research studies and to make competitive decisions, their educational and professional foci must change. A new generation of managers, able to make more competitive decisions, is growing rapidly and will be in great demand among globally focused companies.

**MBA 625**  
**APPLIED CORPORATE FINANCE**  
3 credits

This course provides basic principles and practical tools of finance for financial decisions and valuation in a corporate context. The topics include: (1) ratio analysis and pro forma projections, (2) selecting an optimal level of debt and choosing among alternative sources of external funding for company operations, (3) identifying cost of funds and valuing investment opportunities by discounting free cash flow; identifying optimal financial structure, risks, financial policy and strategies. The aim of the course is to provide students with an understanding both of sound theoretical principles of finance and of the actual environment in which financial decisions are made.

**MBA 630**  
**MANUFACTURING AND SERVICE OPERATIONS**  
3 credits

This course focuses on the concepts, principles, problems and practices relating to manufacturing, planning and control (MPC). It covers the systematic direction and control of the processes that transform inputs into finished goods or services. Emphasis is placed on managerial processes for achieving effective operations in both the manufacturing and service sectors. This is a “breadth-course” that examines a wide variety of tools, techniques, methods, etc. These methods have particular relevance for improving productivity and competitiveness for many different enterprises and organizations. Topics include operations strategy, process design, capacity planning, facilities location and design,
forecasting, production scheduling, inventory control, quality assurance and project management.

MBA 639
DYNAMICS OF CORPORATE STRATEGY
3 credits

This course is an integrated approach to understanding the nature and context of strategic management. It is the capstone course for MBA students. The theme is the development and implementation of strategic missions, plans, objectives and tactics. Students will develop strategic plans and engage in strategic management. Understanding the nature and context of strategic management and planning are essential skills for managers. Organizational, general and task environments are increasingly complex, uncertain and turbulent. Assessing and diagnosing strengths, weaknesses, opportunities and threats and formulating strategy at the corporate or business level are critical business management skills. Equally, important to the crafting of strategy, is its implementation and increasing attention has been devoted to this area. Lastly, the evaluation and control of strategy is indispensable to continued organizational survival and effectiveness.

MBA 640
ORGANIZATIONAL TRANSFORMATION AND CHANGE
3 credits

The course examines basic topics in organization theory with reference to organization effectiveness, stakeholders, managers, ethics and managing in a changing global environment. It is designed to provide students with different perspectives on organization design and transformation at the individual, group and organizational levels of analysis. Students will learn how to use theoretical models to evaluate organizations that they research (and/or where they are currently working or have worked in the past) and will also learn how to evaluate theoretical models in terms of their research and work experience. The course is structured to cover both the “process” and the “content” of Organization Development. Emphasis is laid upon the improvement of structural change and performance of people and organizations.

MBA 645
PROJECT MANAGEMENT IN ENTERPRISES
3 credits

The PM course introduces project management from the perspective of the manager who will be responsible for organizing, planning, implementing, resourcing, budgeting, scheduling, controlling and evaluating a project through its life cycle. Students explore how to identify the inputs, tools, techniques and outputs for each phase of the Project Life Cycle. The course employs hands-on learning that prepares students to develop project planning and oversight systems, identify & implement best practices and establish operational links between project and organizational objectives. Today, more and more companies are realizing that the methodology and skill of managing a project are vital components of everyone’s role. Mastery of key tools and concepts could give graduate students a significant competitive advantage in the marketplace.

MBA 700
RESEARCH PROJECT
3 credits

This course introduces students to the theory and practice of research including the challenges of writing a scholarly proposal and the submission of a relevant project. This activity is linked to the development of an intensive investigation of selected topics from the student’s field of study. It is an innovative course designed as a step-by-step guide on research methodology, professional standards of writing and presentation and development of a sustained argument. Students will be expected to develop a research proposal, elaborate upon the tools and sources to be used, plan an outline and ultimately submit a final paper/project as the culmination of this course. While this work is a vital preparation for the thesis to follow, the topic must be one that is related to the student’s area of specialization and yet significantly different from the thesis.

Each piece of the project, from topic development through final submission, will be overseen and guided by a faculty specialist (project director).

MBA 715
FIELD WORK EXPERIENCE
3 credits

In the context of the MBA program, the Field Work Experience is a challenging analytical activity designed to provide the student with an opportunity to apply academic skills in a practical work environment, and preferably, in an alternate subset of the environment with which he or she is most familiar - that is in an area that is separate yet related to the field. The purpose of the field work experience is to provide a practical experience in the field of the student’s area of concentration but somewhat unfamiliar to the student so that objective analysis and assessment are feasible. These are the ultimate keys. The student is expected to complete 90 hours of “work” in the specified field, collaborating closely with a supervisor on projects directly related to his specialization. In ideal cases, the MBA candidate will be charged with a Project Management challenge of some sort. The products can be measured and usefully implemented. The project to be undertaken and all relevant aspects thereof must be presented in detail and pre-approved by the
overseeing faculty member, the Graduate Dean and the Onsite Supervisor.

MBA 725
MBA THESIS

3 credits

The graduate thesis project is an extensive and disciplined study on a specific topic related to the student’s area of concentration. The thesis should be approximately 50-75 pages in length and must include all works cited and references used. A one-two page synopsis must be submitted for approval prior to beginning the research. Guidelines about methodology and approaches will be provided by the respective syllabus and Thesis Director. Students work in close collaboration with a field specialist (Thesis Director) so as to develop an appropriate focus for research inquiry. The final product must reflect the mastery of problem-solving techniques, evidenced through substantive critical thinking, mastery of research methods, sustained, insightful argumentation and ultimately, production of an analytical (usable) contribution of significance within an area of approved concentration. Upon final submission, the MBA thesis must be approved by the Faculty Director, Specialist, the Dean of the Graduate School and the University Provost.

MIS 400
FOUNDATIONS OF INFORMATION SYSTEMS

3 credits

This course introduces students to the field of Information Systems. This is a discipline that can be defined as the study of how people and organizations can most effectively use information technologies. It is a survey course that encompasses all aspects relevant to the field of information systems and information technology. It provides an excellent foundation for undergraduates who will be called upon to use information systems and technology in the future. Topics include: system point of view, the organization of a system, the nature of information and information flows and the ways in which human beings process information and related cognitive concepts.

MIS 417
MANAGING INFORMATION TECHNOLOGY I

3 credits

This course introduces students to the concepts of information technology and the information systems required for managing an information-age organization. It focuses on best management practices used in the information technology industry and, in particular, the ways various information systems can be managed to facilitate organizational effectiveness. Students will be provided with the most up-to-date tools and approaches used by managers to compete successfully in the new economy.

MIS 434
COMMUNICATIONS NETWORKS

3 credits

This course will survey computer communication networks from a computer science perspective. It will introduce students to the basic concepts of computer networks communication and their impact on systems performance including: Network Layer, Physical and Data Link layer issues, Interconnection Technology, Systems software support, Performance analysis & tuning, protocol designs (and associated tradeoffs). Several network architectures are compared and contrasted including the ATM, TCP/IP and the telephone network. Architectural support for systems software and applications will also be examined.

MIS 445
MANAGING INFORMATION TECHNOLOGY II

3 credits

This course offers a holistic and strategic approach to the management of information technology in a competitive business environment. Organizational trends such as globalization, time compression and technology integration are the primary focus of inquiry. Several integrated themes (e.g., environmental drivers and decision making, value creation) are also explored through assigned readings.

MIS 459
APPLIED MANAGEMENT INFORMATION SYSTEMS

3 credits

This course is designed to provide students with the fundamental concepts of management information systems used by businesses to increase productivity and efficiency in the workplace. Students will learn techniques for designing, implementing, controlling, evaluating and strategically using modern, computer-based information systems for business tasks. These include processing, office automation, information reporting and decision making. E-Business and E-Commerce topics are integrated into the course content to provide students with the most updated information on emerging technologies and trends. Students will work with real world E-Commerce projects with web liaison assigned at the end of each project.

MIS 463
ORGANIZATIONAL DEVELOPMENT

3 credits

This course provides a practical approach to reorganization and development methodologies used by managers to update organizations. It emphasizes the essential role of the diagnostic process in the re-organization of any
enterprise and exposes students to a variety of turnaround topics such as downsizing, re-engineering, strategy formulation, flattening, intervention, continuous quality improvement, self-managed teams, organizational development scheduling (change management), organizational behavior and leadership. Basic environmental forces (e.g. workforce culture, technology and globalization) are explored and integrated with "real world" examples of successful renewal programs implemented by Fortune 100 companies.

MIS 471
PROJECT MANAGEMENT

3 credits
This course deals with the practical application of skills, tools and techniques designed to meet or exceed stakeholder needs and expectations regarding product delivery. It is designed to complement existing knowledge, skills and experience by focusing on the leadership skills required to effectively manage development projects. Some of the topics include a review of computer hardware, software and telecommunications technologies.

MIS 500
TOPICS IN MIS

3 credits
This course allows each student to investigate a selected topic of particular interest within his area of concentration. All projects must be pre-approved by a specialist faculty member. Once approved, the student will work in close collaboration with the instructor as he moves through the various stages of the research project. Performance will be evaluated on the basis of the quality of the submitted project. This involves six progressive segments with the final one constituting a significant final submission.

MIS 515
FIELD WORK EXPERIENCE

9 credits
The Field Work Experience project offers students a practical training in a field-related organization. It will allow students to apply the theoretical concepts they have learned to real life situations. Students in the master's program are expected to complete 90-120 hours of work experiences in business related field and under the close supervision of an advisor or supervising professional. The student will undertake a variety of projects related to his degree major. Ideally, this course is to be undertaken upon the completion of all core courses required for the student's major so that observations made and insights gleaned from the experience might reflect knowledge and skills acquired throughout major segments of the program. Students will submit several assignments as follows: a daily journal of specific analytical findings (applying the concepts of critical thinking), evaluations and interviews, a detailed final report (paper) analyzing and assessing the overall work experience. This is an applied analysis in which the materials studied and mastery gained are to be reflected in the analytical report. The project requires the direction of a pre-approved site supervisor who will participate in the evaluation of the intern's productivity and contributions.

MIS 525
THESIS - MANAGEMENT INFORMATION SYSTEMS

9 credits
The thesis project is an extensive and disciplined (research and analysis-based) investigation of a specific topic related to the student's area of concentration. The topic must be relevant and pre-approved by the directing faculty member and the Council of Readers. The thesis should be approximately 30-40 pages in length and must include significant analytical components, thorough documentation, a bibliography of all works cited and sources referenced. The faculty member will review chapter or segment drafts as they are completed and return them with suitable commentary so that the student might continue along a useful path toward the production of a significant final submission.

MIS 637
INFORMATION TECHNOLOGY FOR MANAGEMENT

3 credits
This course surveys the key concepts underpinning information systems and technologies. It introduces students to the ever-changing world of information technology (IT) and is designed to provide an overview of IT resources and techniques. Knowledge gained in this course will allow students to better manage such resources and will increase the students' ability to develop and strategically use information systems and technology in achieving her organization's business goals.

MIS 642
DECISION SUPPORT SYSTEMS

3 credits
This hybrid course blends information on decision support systems with data warehousing technologies to expose students to the range of applications used in a business environment. There is a strong demand for more adaptive and increasingly sophisticated tools to assist managers in making quantitative decisions that will allow their companies to compete more effectively in the new economy. Many of these tools are now used collaboratively and familiarity with data warehouse methodologies will be a critical success factor for the survival of many organizations. Students will be exposed
to the use of models within the context of constructing and using decision support systems. They will gain an increased understanding of multi-purpose databases (e.g., operational, data warehouse and external).

MIS 660
SOFTWARE STRUCTURES

3 credits

This course investigates all important topics related to software engineering and structures. Extensive use of diagrams, examples, exercises and references will enhance the learning experience while making the information more accessible to a wider range of students. This course targets both the practitioner and the student who will both benefit from the exposure to new concepts and emerging technologies (e.g., software process, software planning, risk analysis, quality assurance, testing, object-oriented concepts, client/server, project management and business process re-engineering).

MIS 671
DATA COMMUNICATION SYSTEMS AND NETWORKS

3 credits

This course outlines the concepts of information communications with respect to the business environment and concerns facing the organization's management staff. Students will be exposed the requirements (e.g., outlines specific technology for investigation), ingredients (e.g., information communications) and applications (e.g., practical business solutions) underpinning data communication systems and networks. The focus is on the important role standards play business. In addition, the course provides information on a variety of business data communications technologies (e.g., TCP/IP, LANs, MANs, WANs, ATM, e-commerce, client/server computing, wireless network and network security).

MIS 672
E-BUSINESS AND E-COMMERCE APPLICATIONS

3 credits

This course is designed for students with interests in E-Business and E-Commerce business applications. Businesses everywhere are creating Web sites and portals to expand market share and improve organizational effectiveness. Professionals are eager to include emerging technologies (e.g., Internet, M-Commerce, supply chain management, customer relationship management and wireless applications) into their organizations. Students will be exposed to best practices used by managers to design market and implement E-Business and E-Commerce solutions to existing and prospective customers. Students without any computer programming background will be able to explore outstanding business opportunities made available through the Internet and related applications. Real world cases and exercises are provided to enhance the distance learning process.

MIS 700
TOPICS - RESEARCH PROJECT

3 credits

This course allows each student to investigate a selected topic of particular interest within that individual's area of concentration. All projects must be pre-approved by a specialist faculty member. Once approved, the student will work in close collaboration with the instructor as she moves through the various stages of the research project. Performance will be evaluated on the basis of the quality of the submitted project which involves six progressive segments with the one constituting a significant final submission.

MIS 715
FIELD WORK EXPERIENCE

3 credits

The Field Work Experience project offers students practical training in a field-related organization. It will allow students to apply theoretical concepts they have learned to real life situations. Students in the master's program are expected to complete 90-120 hours of work experiences in business-related field and under the close supervision of an advisor or supervising professional. He will undertake a variety of projects related to his degree major or concentration area. Ideally, this course is to be undertaken upon completion of all core courses required for the student's major so that observations made and insights gleaned from the experience might reflect knowledge and skills acquired throughout major segments of the program. Students will submit several assignments as follows: a daily journal of specific analytical findings (applying the concepts of critical thinking), evaluations and interviews, a detailed final report (paper) analyzing and assessing the overall work Experience. This is an applied analysis in which the materials studied and mastery gained are to be reflected in the analytical report. The project requires the direction of a pre-approved site supervisor who will participate in the evaluation of the intern's productivity and contributions.

MIS 725
THESIS - MANAGEMENT INFORMATION SYSTEMS

3 credits

The thesis project is an extensive and disciplined (research and analysis-based) investigation of a specific topic
related to the student's area of concentration. The topic must be relevant and pre-approved by the directing faculty member and the Council of Readers. The thesis should be approximately 50-60 pages in length and must include significant analytical components, thorough documentation and a bibliography of all works cited with sources referenced. The faculty member will review chapter or segment drafts as they are completed and return them with suitable commentary so that the student might continue along a useful path toward the production of a significant final submission.

MKT 459
CONSUMER BEHAVIOR

This course explores what motivates consumers to buy certain products. It provides an in-depth investigation into the consumer's decision-making processes and the various factors that influence those decisions. It analyzes the reasons motivating a customer's purchase and the information he uses to achieve this. The course also explains influences, tactics and techniques that marketers can use to stimulate purchases. Lectures provide a comprehensive review of behavioral models and concepts to help students understand, evaluate and predict consumer behavior and its marketing implications.

MKT 461
CUSTOMER SERVICES MANAGEMENT

This course presents a practical approach to understanding customer needs and implementing changes within an organization to accommodate these needs. Students will learn concepts and skills essential for augmenting customer satisfaction, including customer value, customer service expectations and the structures of customer service organizations. Students will also learn a variety of troubleshooting skills to support effective marketing techniques and strategies.

MKT 463
LOGISTIC MARKETING OPERATIONS

This course defines logistics as the practice of serving the internal and external customer by providing a product or service at the right price, quality, quantity, time, location and condition. These objectives are critical to ensure that management objectives are fully realized. The student will examine ways to solve problems in materials handling, inventory management, integrated logistics, planning capacities and locating distribution centers and channels. The use of information technology to analyze management Trade-offs will also be discussed.

MKT 465
SUPPLY CHAIN MANAGEMENT

This course provides students with the fundamental concepts and techniques of Supply Chain Management. SCM is now as important to the service sector as it is to the traditional manufacturing sectors. Consequently, today's global business environment obliges students to acquire a greater understanding of the nature of e-logistics and supply chain networks and a variety of related issues likely to be encountered in dealing with supply chain management issues.

MKT 601
PURCHASES MANAGEMENT

This course focuses on the role of the purchasing personnel within an organization. Students use strategic approaches and engage in role-playing activities to discover and master the fundamentals of product purchasing. Purchasing managers can improve a company's revenue and profitability by increasing their ability to implement key concepts such as negotiation, supplier sourcing and qualification, outsourcing and make-or-buy analysis. The course also provides information on the process and procedures involved in product acquisition and materials planning, procurement and movement. Students will also learn how to access research related to vendors, products and market information.

MKT 655
INTERNATIONAL MARKETING

This course constitutes an introductory international business course but also counts as an advanced marketing program. The course is designed to introduce students to a systematic and in-depth analytic examination of marketing operations on a global scale. The course covers basic international environmental factors that affect the business decision-making process. It also gives emphasis to the strategic nature of the international marketing functions. It reflects both the theory and application of International Marketing and offers research insights from around the globe to demonstrate how corporate practices are constantly adjusting to marketplace realities. International Marketing is designed to encourage students to use their critical/creative skills in all aspects of International Marketing.

MKT 692
BUSINESS MARKETING STRATEGIES

This course introduces students to a wide range of behavioral concepts and explores the strategic implications
of customer behavior on economic markets. It is designed to build on previous marketing (and some other business) courses by focusing on the application of previously learned skills. The course is designed to demonstrate how other core business disciplines (especially finance, cost accounting and management) can be used to develop, evaluate and implement market strategies in almost any arena. The course also encourages students to explore the realities and implications of buyer behavior in traditional and e-commerce markets in order to acquire a fuller understanding of buyer behavior and thereby improve strategic decision making.

MPM 700
TOPICS - RESEARCH PROJECT 3 credits

This course allows each student to investigate a selected topic of particular interest within that individual's area of concentration. All projects must be pre-approved by a specialist faculty member. Once approved, the student will work in close collaboration with the directing instructor as he or she moves through the various stages of the research project. Performance will be evaluated on the basis of the quality of the submitted project. This course involves several progressive segments. The last one constitutes a significant final (paper) submission.

POL 176
INTRODUCTION TO POLITICAL SCIENCE 3 credits

This course provides students with a broad understanding of the major concepts of political policy and political science. It is intended to demonstrate how the political system engages with and affects some of this country's most politically charged issues such as civil rights, abortion, gay rights, welfare reform and international relationships.

POL 180
AMERICAN GOVERNMENT 3 credits

This course is an introduction to the major processes and policies of American government. It examines the make-up and function of congress: the role and responsibilities of the president, the function of the courts, the responsibilities of the various branches of government, the adverse effects of bureaucracy and the interaction between the government and the public. Students will master and analyze the structure, functions and purpose of governmental structures and become more informed about how the principles and values of American democracy are reflected in its constitutional government.

POL 267
INTRODUCTION TO WORLD POLITICS 3 credits

This course surveys world politics as it relates to issues of international security and the field of economics. Topics involving international security include: state and non-state actors in world politics, the nature and limits of national power, war & peace, weapons proliferation and international law & ethics. Topics included under the rubric of international political economy include: international trade and finance, regional integration, globalization and the North-South development gap. The textbook for this course also provides information on additional topic of current interest threats to the global environment and international human rights.

PSY 151
GENERAL PSYCHOLOGY 3 credits

This course provides the student with a general overview of the field of psychology. It surveys fundamental concepts and basic research methods in the following areas: behavioral sciences, growth & development, cognition & learning, motivation, emotions and personality & conflicts. The course will also strive to increase the student's critical thinking skills. It will review primary psychological theories and how these theories impact behaviors in real-world situations.

SOC 218
GENERAL SOCIOLOGY 3 credits

This course examines the basic concepts of sociology including the fundamental approaches, theories and methods used to assess sociological trends and analyze cultures. Upon completion, students will be able to explain the origins and development of the human society and its organizations. Discussion will focus on the causes and effects of social changes and the relevance of sociology to contemporary society.

SOC 222
GLOBAL SOCIOLOGY 3 credits

This course examines social problems in a global context. Students will study the conditions, arrangements and practices that create conflict across cultures. They will also study basic sociological concepts and research methods particularly those designed for global and comparative analyses. The course will present globalization as both a historical and a contemporary phenomenon.