2024 – 2026
University Catalog

COLUMBIA SOUTHERN UNIVERSITY

Addendum

Columbia Southern University made the following amendments to policy, institutional, and/or programmatic information. Students are encouraged to contact their academic advisor with questions.

24-26.7.1-6 Addendum – December 10, 2025

24-26.7.1 | College of Business and Technology – New Programs | Effective December 10, 2025

The following new program is available for enrollment, effective December 10, 2025.

Doctor of Public Administration

24-26.7.2 | College of Education – New Programs | Effective December 10, 2025

The following new program is available for enrollment, effective December 10, 2025.

B.S., Instructional Design and Technology
B.S., Instructional Design and Technology, Communication Concentration
B.S., Instructional Design and Technology, Data Analytics Concentration
B.S., Instructional Design and Technology, Human Resource Management Concentration
B.S., Instructional Design and Technology, Information Technology Concentration
B.S., Instructional Design and Technology, Management Concentration
Learning Design for Instructors and Trainers, Graduate Certificate

24-26.7.3 | College of Space Intelligence & Military Operations – New Programs | Effective December 10, 2025

The following new program is available for enrollment, effective December 10, 2025.

B.S., Space Operations
Space Operations, Undergraduate Certificate

24-26.7.4 | College of Nursing and Health Sciences – New Programs | Effective December 10, 2025

The following new program is available for enrollment, effective December 10, 2025. First available term is March 2026. This program is not yet eligible for Veterans Benefits.

Doctor of Health Care Administration

24-26.7.5 | Faulty | Effective Immediately

Faculty Roster updated.

24-26.7.6 | Course Descriptions | Effective Immediately

Course Descriptions updated to include new offerings.

24-26.6.1-6 Addendum – October 3, 2025

24-26.6.1 | Updated: Technical Requirements | Effective Immediately

Updated to reflect current minimum technical requirements.

24-26.6.2 | New Concentrations | Effective Immediately

The following new concentrations are available for enrollment and eligible for Veterans Benefits, effective September 17, 2025.

B.S., Environmental Management, Environmental Engineering Concentration
B.S., Homeland Security, Maritime Safety Concentration
B.S., Occupational Safety and Health, Maritime Safety Concentration
B.S., Fire Administration, Wildland Fire Concentration

24-26.6.3 | New Undergraduate Certificate | Effective Immediately
The following new undergraduate certificate is available for direct and embedded enrollment, effective September 17, 2025. Direct enrollment certificates are not eligible for Federal Student Aid or Tuition Assistance.

Environmental Engineering Certificate
Maritime Safety Certificate

24-26.6.4 | College of Arts and Sciences – New Programs | Effective Immediately
The following new programs are available for enrollment, effective Term 2A26, October 1, 2025. This program is not yet eligible for Veterans Benefits.

M.S., Mental Health and Wellness

24-26.6.5 | College of Military Studies and Leadership - Name Change | Effective September 17, 2025
College of Military Studies and Leadership changed to College of Space, Intelligence, and Military Operations.

24-26.6.6 | Course Descriptions | Effective September 17, 2025
Course Descriptions updated to include new offerings.

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24-26.5.1-14 Addendum – July 23, 2025

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24-26.5.1 | Programmatic Accreditation | Effective Immediately
Added NLN CNEA pre-accreditation status for Nursing Programs.

Columbia Southern University, Bachelor's Degree in Nursing and Master's Degree in Nursing Programs, holds **pre-accreditation status** from the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA), located at 2600 Virginia Avenue, NW, 8th Floor, Washington, DC, 20037; phone (202) 909-2487. Holding pre-accreditation status does not guarantee that initial accreditation by NLN CNEA will be received.

24-26.5.2 | College of Nursing and Health Sciences | Effective Immediately
Updated nursing disclaimer to remove Idaho from list of ineligible states/territories.

Columbia Southern University's nursing programs are currently seeking authorization from the Boards of Nursing in the District of Columbia, Utah, and Washington. Currently, CSU is unable to admit students residing in these states/territories until formal approval is granted but is actively working to secure the necessary authorization. Applicants must reside and be licensed in the states/territories where Columbia Southern University has the necessary authorization throughout the duration of the program. Students are required to complete all experiential learning experiences only in the states/territories where they hold a valid nursing license, and only in the states where CSU has the necessary authorization. Columbia Southern University's nursing programs are post-licensure and do not lead to professional licensure or certification. CSU does not guarantee a job, promotion, salary increase, eligibility for a position, or other career growth.

24-26.5.3 | College of Arts and Sciences – New Program | Effective July 23, 2025
The following new program is available for enrollment, effective Term 1A26, July, 2025. This program is not yet eligible for Veterans Benefits.

M.S., Industrial/Organizational Psychology

24-26.5.4 | New Concentrations | Effective July 23, 2025
The following new concentrations are available for enrollment and eligible for Veterans Benefits, effective July 23, 2025.

B.S., Human Services, Substance Abuse and Addiction Concentration

B.S., Military Studies, Space Operations Concentration
B.S., Strategic Leadership, Space Operations Concentration

24-26.5.5 | New Undergraduate Certificate | Effective July 23, 2025
The following new undergraduate certificate is available for direct and embedded enrollment, effective Term 1A26, July, 2025. Direct enrollment certificates are not eligible for Federal Student Aid or Tuition Assistance.

Communication Certificate

24-26.5.6 | Graduate Certificate | Effective July 23, 2025
The following new postgraduate certificate is available for direct and embedded enrollment, effective Term 1A26, July, 2025. Direct enrollment certificates are not eligible for Federal Student Aid or Tuition Assistance.

Psychology Certificate

24-26.5.7 | New Postgraduate Certificate | Effective July 23, 2025
The following new postgraduate certificate is available for direct and embedded enrollment for Term 2B26, September, 2025. Direct enrollment certificates are not eligible for Federal Student Aid or Tuition Assistance.

Curriculum and Instruction Postgraduate Certificate

24-26.5.8 | Academic Policy Updates | Effective Immediately
The following policies have been revised, effective immediately.

- Academic Integrity Policy
- Academic Grievance Policy
- Non-Academic Grievance Policy
- Student Code of Conduct Policy

24-26.5.9 | New Policy: AI Acceptable Use | Effective Immediately
The AI Acceptable Use Policy is new, effective immediately.

24-26.5.10 | Information Security Policy | Effective Immediately
The Information Security Policy has been revised, effective immediately.

24-26.5.11 | New Policy: SMS and Mobile Communication | Effective Immediately
The SMS and Mobile Communication Policy is new, effective immediately.

24-26.5.12 | Faulty | Effective Immediately
Faculty Roster updated.

24-26.5.13 | Course Descriptions | Effective July 23, 2025
Course Descriptions updated to include new offerings.

24-26.5.14 | University Leadership | Effective Immediately
University Leadership updated.

24-26.4.1-2 Addendum – June 20, 2025

24-26.4.1 | Tuition and Fees Payment Policy | Effective Immediately
The Tuition and Fees Payment Policy has been revised, effective immediately.

24-26.4.2 | New Anti-Hazing Policy | Effective Immediately
The Anti-Hazing Policy is new, effective immediately.

24-26.3.1 | New Concentration | Effective March 12, 2025
The following new concentration is available for enrollment and eligible for Veterans Benefits, effective March 12, 2025.

> B.S., Criminal Justice Administration, Communication Concentration
> B.S., Fire Administration, Communication Concentration
> B.S., Forensic Investigation, Communication Concentration

24-26.3.2 | New Concentration | Effective March 12, 2025
The following new concentration is available for enrollment and eligible for Veterans Benefits, effective March 12, 2025.

> B.S., Occupational Safety and Health, Industrial Hygiene Concentration

24-26.3.3 | New Postgraduate Certificate | Effective March 12, 2025
The following new postgraduate certificate is available for direct and embedded enrollment, effective March 12, 2025. Direct enrollment certificates are not eligible for Federal Student Aid or Tuition Assistance.

> Fire Integrated Research Postgraduate Certificate

24-26.3.4 | Tuition and Fees Changes | Effective July 1, 2025 and July 3, 2025 Respectively
CSU will adopt a moderate (3%) tuition rate increase effective July 1, 2025. The new tuition rate takes effect with Term 1B26. Registration for Term 1B26 begins on April 9, 2025. Additionally, the university will implement a 2.75% credit and debit card fee for all CSU payments.

Undergraduate Courses
The tuition rate for undergraduate courses will increase from $270 to $278 per credit hour.

Graduate Courses
The tuition rate for graduate courses will increase from $349 to $359 per credit hour.

Doctoral Courses
The tuition rate for currently enrolled doctoral students will increase from $545 to $561 per credit hour.

Active-Duty Military
The tuition rate for associate, bachelor's and master's courses remains $250 per credit hour for active-duty military members using tuition assistance. The tech fee will continue to be waived for all active-duty U.S. service members.

Credit and Debit Card Fee
On July 3, 2025, a 2.75% fee will be applied to all credit and debit card payments to CSU, including tuition and fees. Other payment options remain that do not require a fee including cash, check, money order or Automated Clearinghouse (also known as ACH or direct deposit). We encourage students to take advantage of these options.

24-26.2.1 | College of Arts and Sciences – New Programs | Effective December 11, 2024
The following new programs are available for enrollment, effective December 11, 2024. These programs are not yet eligible for Veterans Benefits.

B.S., Human Services
Concentrations: Criminal Justice; Health Care; Mental Health

M.S., Psychology
Concentrations: Mental Health and Wellness

24-26.2.2 | College of Education – New Program | Effective December 11, 2024
The following new program is available for enrollment, effective December 11, 2024. This program is not yet eligible for Veterans Benefits.

Ed.S., Curriculum and Instruction
The Ed.S., Curriculum and Instruction is a non-licensure program. This program is not designed to meet the educational requirements for a specific professional license or certification required for employment in an occupation.

Admission Requirements: Students are encouraged to review the Admission Requirements Policy and College of Education Admission Guidelines. Students are also encouraged to speak with their admissions counselor or academic advisor.

24-26.2.3 | College of Nursing and Health Sciences – New Programs | Effective December 11, 2024
The following new programs are available for enrollment, effective December 11, 2024. These programs are not yet eligible for Veterans Benefits.

RN to B.S., Nursing
R.N. to M.S., Nursing Education
R.N. to M.S., Nursing Informatics
R.N. to M.S., Nursing Leadership and Administration of Health Care Systems
M.S., Nursing Education
M.S., Nursing Informatics
M.S., Nursing Leadership and Administration of Health Care Systems

Admission Requirements: Students are encouraged to review the Admission Requirements Policy and College of Nursing and Health Sciences Admission Guidelines. Students are also encouraged to speak with their admissions counselor or academic advisor.

Columbia Southern University's nursing programs are currently seeking authorization from the Boards of Nursing in the District of Columbia, Idaho, Utah, and Washington. Currently, CSU is unable to admit students residing in these states/territories until formal approval is granted but is actively working to secure the necessary authorization. Applicants must reside and be licensed in the states/territories where Columbia Southern University has the necessary authorization throughout the duration of the program. Students are required to complete all experiential learning experiences only in the states/territories where they hold a valid nursing license, and only in the states where CSU has the necessary authorization. Columbia Southern University's nursing programs are post-licensure and do not lead to professional licensure or certification. CSU does not guarantee a job, promotion, salary increase, eligibility for a position, or other career growth.

24-26.2.4 | College of Safety and Emergency Services – New Program | Effective December 11, 2024
The following new program is available for enrollment, effective December 11, 2024. This program is not yet eligible for Veterans Benefits.

Doctor of Fire Integrated Research
*The **Doctor of Fire Integrated Research** runs on the **B Track**. See Academic Calendar for B Track registration and start dates.*

Admission Requirements: Students are encouraged to review the Admission Requirements Policy and College of Safety and Emergency Services Admission Guidelines. Students are also encouraged to speak with their admissions counselor or academic advisor.

24-26.2.5 | Policy Update – Graduation Requirements Policy | Effective December 11, 2024
The Graduation Requirements Policy has been updated.

24-26.1.1 | New Program | Effective September 18, 2024

The following new program is available for enrollment, effective September 18, 2024. This program is not yet eligible for Veterans Benefits.

> A.S., Leadership

24-26.1.2 | New Concentrations | Effective September 18, 2024

The following new concentrations are available for enrollment and are eligible for Veterans Benefits, effective September 18, 2024.

- M.S., Human Resources – General; Instructional Design and Technology concentrations
- M.S., Organizational Leadership – General; Instructional Design and Technology concentrations

24-26.1.3 | New Policies | Effective Immediately

The following policies are new, effective immediately.

- Overlapping Tracks Policy
- Tuition and Fees Payment Policy

University Catalog | Effective July 1, 2024 through June 30, 2026
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Policy Disclaimer
At CSU, we are committed to ensuring that our students are kept informed of the latest principles, theories, and applications pertaining to their studies. However, CSU reserves the right to make changes, as deemed appropriate and without prior notification, in our course offerings, curricula, academic policies, and other rules and regulations affecting students.

Catalog Disclaimer
This publication is not a contract between the student and CSU or any party or parties and should not be regarded as such. Reasonable effort was made at the time this document was created to ensure that all policies and provisions of this publication were correct. CSU reserves the right to make changes and addenda to current policy as necessary and will post these changes on the CSU website at **http://myCSU.ColumbiaSouthern.edu**. Any student affected by policy changes will be contacted by the appropriate CSU faculty or staff member to discuss the student's options under the new policy.

MESSAGE FROM THE PRESIDENT

Dear Future Knight,

I am honored that you are considering Columbia Southern University to be your educational partner.

CSU is different from other institutions for many reasons, but one of the things that really sets us apart is the emphasis that we place on building relationships with our students. We consider our students and alumni as members of the CSU family and we cannot wait to welcome you into that group.

We strive to be sincere, compassionate, and helpful in everything we do. If there is something you need, please do not hesitate to ask.

Ken Styron, D.B.A.
President, Columbia Southern University

We know pursuing a higher degree in education is a big decision, and it may even be overwhelming at times. You will have support and encouragement every step of the way to accomplish this goal. Just ask any of our 100,000 CSU graduates. Just imagine how great you will feel when you finally hold that diploma in your hands.

You can succeed and you will. We believe in you.

Dr. Ken Styron
President

Catalog Effective Dates
July 1, 2024 through June 30, 2026

Terms
1A25 through 6B26

Academic Calendar

U.S. students must register by the end of the registration period. Students with APO/FPO addresses must register at least four weeks prior to the term start date in order to allow sufficient time for textbook delivery.

2024-2025 Academic Calendar

Track A

Semester	Term	Registration	Start Date	Drop Date	End Date
Summer	1A25	04/10/24-07/01/24	07/03/24	07/09/24	08/27/24
Fall	2A25	06/19/24-09/02/24	09/04/24	09/10/24	10/29/24
Winter	3A25	08/21/24-11/04/24	11/06/24	11/12/24	01/14/25
Christmas Break – During Term 3A (12/18/24-12/31/24)					
Winter	4A25	10/23/24-01/20/25	01/22/25	01/28/25	03/18/25
Spring	5A25	01/08/25-03/24/25	03/26/25	04/01/25	05/20/25
Spring	6A25	03/12/25-05/26/25	05/28/25	06/30/25	07/22/25

Track B

Semester	Term	Registration	Start Date	Drop Date	End Date
Summer	1B25	05/15/24-07/29/24	07/31/24	08/06/24	09/24/24
Fall	2B25	07/17/24-09/30/24	10/02/24	10/08/24	11/26/24
Fall	3B25	09/18/24-12/02/24	12/04/24	12/10/24	02/11/25
Christmas Break – During Term 3B (12/18/24-12/31/24)					
Winter	4B25	11/20/24-02/17/25	02/19/25	02/25/25	04/15/25
Spring	5B25	02/05/25-04/21/25	04/23/25	04/29/25	06/17/25

2025-2026 Academic Calendar

Track A

Semester	Term	Registration	Start Date	Drop Date	End Date
Summer	1A26	05/14/25-07/28/25	07/30/25	08/05/25	09/23/25
Fall	2A26	07/16/25-09/29/25	10/01/25	10/07/25	11/25/25
Winter	3A26	09/17/25-12/01/25	12/03/25	12/09/25	02/10/26
Christmas Break – During Term 3A (12/17/25-12/30/25)					
Winter	4A26	11/19/25-02/16/26	02/18/26	02/24/26	04/14/26
Spring	5A26	02/04/26-04/20/26	04/22/26	04/28/26	06/26/26

Track B

Semester	Term	Registration	Start Date	Drop Date	End Date
Summer	1B26	04/09/25-06/30/25	07/02/25	07/08/25	08/26/25
Fall	2B26	06/18/25-09/01/25	09/03/25	09/09/25	10/28/25
Fall	3B26	08/20/25-11/03/25	11/05/25	11/11/25	01/13/26
Christmas Break – During Term 3B (12/17/25-12/30/25)					
Winter	4B26	10/22/25-01/19/26	01/21/26	01/27/26	03/17/26
Spring	5B26	01/07/26-03/23/26	03/25/26	03/31/26	05/19/26
Spring	6B26	03/11/26-05/25/26	05/27/26	06/02/26	07/21/26

Note: The Academic Calendar is subject to change and may be viewed on the website.

Overlapping Tracks Policy

Columbia Southern University's LifePace Learning system consists of "A" and "B" tracks. Both tracks provide nine (9) weeks of instruction per term, and each track is offered with either five (5) or six (6) starts within an academic year*. To maintain the integrity of the academic year for all students, and to avoid errors in the award and disbursement to students utilizing financial aid, all students must select either the "A" track or the "B" track and are not permitted to overlap tracks. To clarify, a student cannot be enrolled in the "A" track and "B" track simultaneously.

Exceptions to the policy may be approved by the Director of Academic Advising and the Director of Financial Aid.

CSU's academic year is defined as 4 terms, 36 weeks of instruction. An undergrad student is expected to complete 24 credit hours in an academic year. A graduate student is expected to complete 12 credit hours in an academic year.

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ABOUT COLUMBIA SOUTHERN UNIVERSITY

Mission Statement

Columbia Southern University is a private institution that provides diverse learning experiences and affordable, flexible distance education programs at the certificate, undergraduate, and graduate levels to a global student body, delivered by qualified, student-centered faculty committed to teaching and student learning. The University is dedicated to providing exceptional academic and student support services.

Core Values

As we change lives for the better, we live by these values:

Organizational Health

We foster a family culture that provides a stable and enjoyable work environment of care and respect with open and clear communication.

Humility

We model a leadership style that is modest, humble, operationally oriented, and hands-on. No job is beneath us, and we work as a close team to accomplish our mission.

Exceptional Service

We focus on providing exceptional service through student-centered support services that are personal, responsive, and geared toward assisting students in achieving their educational goals.

Flexibility

We embrace change, work hard, and relentlessly strive to continuously improve.

Excellence

We are a first-class organization that places a high value on quality, accreditation, and doing what is right.

Relationships

We focus on building long-term relationships with industries, governmental agencies, students, alumni, and members of the community.

Vision

The Vision of Columbia Southern University is to change and improve lives through higher education by enabling students to maximize their professional and personal potential.

Institutional Commitments

Our Students: Cultivating a meaningful and individualized student experience

Cultivate a meaningful and individualized student experience by developing and promoting greater student-engagement, enhancing the course experience through technology, and enhancing the student pathway from application through employment and alumni status.

Our Programs: Developing innovative, in-demand, career-centered programs

Develop innovative, in-demand, career-centered programs by evaluating and launching educational offerings that meet the evolving needs of current and future students, alumni, and employers; evaluating current programs to ensure they consistently support student and employer needs and goals; and integrating diversity, equity, and inclusion throughout our curriculum.

Our Community: Advancing our networks and partnerships to support our students, community, and employees

Advance our networks and partnerships by developing and strengthening strategic pathways and partnerships with corporate, academic, and military entities and strengthening local partnerships, relationships, and brand recognition.

Our Image: Expanding awareness of CSU's affordable, accessible, quality online education

Expand awareness of CSU's affordable, accessibility, and quality for fully online, accredited universities by growing CSU brand awareness overall and, specifically, with the under-30 market.

Our People: Engaging, cultivating, and empowering outstanding talent to carry-out our mission and commitments

Engage, cultivate, and empower outstanding talent to carry-out our mission and commitments by expanding employee engagement and professional development for staff at all levels and creating an institutional culture of diversity, equity, and inclusion.

History

Robert Mayes, Sr, founder of Columbia Southern University, established a student-first philosophy with his vision to provide educational opportunities to nontraditional students through distance learning. His dedication to others built the foundation for a family-oriented culture of caring and respect among staff and faculty, which continues today.

Years of experience in small business training program development and presentations in environmental compliance and occupational safety fostered his vision of making education accessible and flexible. In 1993, the journey to reach a global audience of learners began when the Mayes family established CSU.

CSU first offered two bachelor's degree programs in occupational safety and health and environmental management. By 1996, online programs expanded to include business administration, computer science, criminal justice administration, and health administration.

CSU was granted institutional accreditation by the Distance Education and Training Council on January 15, 2001. Growth continued with the 2002 approvals of Defense Activity for Non-Traditional Education Support (DANTES) and Veterans Affairs, along with several affiliation agreements with state schools.

In 2003, CSU became one of the first U.S. universities to offer a degree program in Vietnam. Resident students were provided the opportunity to earn a CSU Master of Business Administration (MBA) degree with the support of independent, in-country student support centers in Hanoi and Ho Chi Minh City.

University degree offerings expanded to include associate degrees and six new bachelor's degrees by 2004. The Learning Partnership program launched to provide businesses, municipalities, organizations, and corporations the opportunity to partner with CSU. Partnership allowed their respective employees/members and their spouses and children to receive benefits such as tuition discounts, application fee waivers, and scholarship opportunities.

The University's growth and continued success of its vision was overshadowed by the loss of Robert Mayes, Sr., who passed away after a lengthy illness on September 26, 2005. He was succeeded as president by his son, Robert Mayes, Jr.

Robert Mayes, Jr.'s experience and innovative approach to technology and business, strengthened the University's foundation for distance education. In 2006, CSU was selected among the first group of colleges and universities to be accepted into the Air Force Academic Institution Portal and the U.S. Army's Centralized Tuition Assistance Management

(CTAM) program, ArmyIgnitED (formerly GoArmyEd). Program expansion continued as the student body reached 6,700 active students. By 2008, the University was approved by the U.S. Department of Education to offer Federal Student Aid. In the same year, CSU broke ground on a new 67,000-square-foot building, which opened in 2009.

CSU's active student body rose above 25,000 by the end of 2010. In 2011, CSU's MBA became the first distance learning program accredited by the Vietnam Ministry of Education and Training. One year later, the Mayes family established Columbia Southern Education Group to expand its educational vision.

In May 2018, Robert Mayes, Jr., retired as President of CSU. Chief of Staff, Ken Styron, was appointed as his successor, the University's third President in its then twenty-five-year history.

On December 6, 2022, the University was granted institutional accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). CSU withdrew from its accreditation from the Distance Education Accrediting Commission in February 2023.

Today, CSU continues its unyielding commitment to the University's mission, which is continually inspired by the Mayes family and upheld by its dedicated faculty and staff members.

Institutional Accreditation

Columbia Southern University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, master's and doctorate degrees, and certificates. Questions about the accreditation of Columbia Southern University may be directed in writing to the **Southern Association of Colleges and Schools Commission on Colleges** at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (**www.sacscoc.org**).

Programmatic Accreditation

Accreditation Council for Business Schools and Programs

CSU is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). ACBSP accredits the AS and BS in Business Administration, the MBA and the DBA degrees, and the BS and MS in Organizational Leadership degrees.

National League for Nursing Commission for Nursing Education Accreditation

The Columbia Southern University, Bachelor's Degree in Nursing and Master's Degree in Nursing Programs, holds **pre-accreditation status** from the National League for Nursing

Commission for Nursing Education Accreditation (NLN CNEA), located at 2600 Virginia Avenue, NW, 8th Floor, Washington, DC, 20037; phone (202) 909-2487. Holding pre-accreditation status does not guarantee that initial accreditation by NLN CNEA will be received.

Higher Education-Related Membership

CSU is an institutional member of the American Council on Education (ACE), a major higher education coordinating body that influences public policy through advocacy, research, and program initiatives. ACE membership is open to accredited, degree-granting colleges and universities, and higher education associations within the United States.

State Authorization and Licensure

CSU is licensed by the Alabama Community College System - Private School Licensing Division pursuant to the Alabama Private School License Law, Code of Alabama, Title 16-46-1 through 10. For additional information, please visit the **State Authorization** section of the website.

NC-SARA

CSU is approved by the Alabama Commission on Higher Education to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA). NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education. As a member of NC-SARA, CSU only needs home state authorization to offer distance education to students residing in any other SARA member state. To view a list of NC-SARA states and institutions, please visit **NC-SARA**.

Registering a Complaint with CSU

CSU is committed to providing high-quality educational and related services for students. From time to time, students may have questions concerning administrative policies or operations. CSU encourages students to notify the institution when there is cause for concern in academic and non-academic matters. For more information on registering a complaint with CSU, please visit the **Student Resolution** section of the website.

Registering a Complaint with External Agencies

Students are encouraged to proceed through the institution's complaint process before filing an external complaint. Students who wish to file a complaint with an external agency may review submission instructions by visiting the **Registering A Complaint** section of the CSU website.

Registering a Complaint with the Accrediting Agency

Students may file a complaint with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) by submitting a formal written complaint to SACSCOC. A formal complaint is one that is (1) submitted in writing using the electronic SACSCOC Complaint Form and (2) signed (electronically) by the person submitting the complaint (complainant). www.sacscoc.org

To access the Commission's complaint policy, procedures, and the Complaint Form, please see Complaint Procedures Against the Commission or Its Accredited Institutions.

Please review the Commission's procedures for guidance about filing a complaint.

Complaint Contact Information for State Agencies

Students may file a complaint with the Private School Licensure Division (PSL) of the Alabama Community College System by submitting the **Online School Complaint**. Students may view the **Procedures for Submitting Complaints** with PSL.

Students who reside in a SARA member-state may appeal their complaint to the Alabama Commission on Higher Education (ACHE), which oversees SARA institutions in Alabama for review after exhausting CSU's internal grievance process. ACHE's contact information for complaints is as follows:

Alabama Commission on Higher Education (ACHE)
NC-SARA State Portal Agency
P.O. Box 3020000
Montgomery, AL 36130-2000
ACHE Student Complaint PDF

For additional information regarding filing a complaint with a state agency, please visit the External Complaint Process section of the CSU website.

Registering a Complaint with the U.S. Department of Veterans Affairs

Students may file a complaint by following the VA Complaint Policy, which states, "Any complaint against the school should be routed through the VA GI Bill® Feedback System by going to: **http://www.benefits.va.gov/GIBILL/Feedback.asp**. The VA will then follow up through the appropriate channels to investigate the complaint and resolve it satisfactorily."

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

Student Records

Student records, including financial and academic records, are kept indefinitely.

University Catalog and Student Handbook

The University Catalog is the official document on policies and academic information. The Student Handbook is the official, comprehensive guide on student information, procedures, and a quick reference to official policies. The handbook outlines available support services for student success, academic guidance, and the responsibilities, expectations, and rights of students. The **Student Handbook** may be viewed online.

Board of Trustees

Columbia Southern University (CSU) is governed by a nine to fifteen-member Board of Trustees (herein, Board), which establishes the mission and determines the general policies and affairs of the university. The Articles of Incorporation and the By-laws of CSU clearly define the powers, duties, and responsibilities of the Board.

The Board is responsible for appointing the president; establishing broad institutional goals and plans; approving earned degrees; approving all governmental and private financial aid programs; reviewing and approving the annual operational and capital expenditures budget, including all major contractual relationships and other major obligations executed in the name of the university; and such other responsibilities as law, governmental directives, or customs require the Board to act upon. The Board fulfills its responsibilities through three standing committees – The Executive Committee, the Academic and Student Affairs Committee, and the Finance Committee – and through established procedures to ensure that it is adequately informed about the programs and general condition of the university. The Board meets a minimum of four times per year. Two meetings are held via teleconference.

Questions concerning the Board of Trustees should be directed to the Office of the President at CSU.

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ADMISSIONS

Admission Requirements Policy

The admissions policy and practices of Columbia Southern University (CSU) do not discriminate against individuals based on age, ethnicity, faith, gender, sexuality, or disability. CSU administers educational policies, scholarship programs, and other programs, and provides reasonable accommodations for applicants and students with disabilities as required by applicable laws. Applicants under the age of 18 must supply parental consent when entering into signed agreements with the University.

Please refer to the CSU website for additional details regarding Title IX.

General Admission Requirements

Applicants for admission must:
- Complete an application, which includes, but is not limited to, a valid phone number, email, physical address, and Social Security number (SSN), if applicable.
- Meet minimum admission requirements as outlined in the Admission Documentation Guidelines
- Meet additional program requirements outlined in the specific College Guidelines
- College of Business and Technology
- College of Education
- College of Nursing and Health Sciences
- College of Safety and Emergency Services

Homeschooled students must demonstrate successful completion of homeschooling at the secondary level as defined by state law in which the high school credential is earned. A detailed guide for meeting the CSU admission requirements is available in the CSU Homeschooled Admission Guidelines.

International students Applicants may self-certify that they have successfully completed the equivalent of grade 12 in a U.S. secondary school. They may also provide evidence of their successful completion of a program considered equivalent to an accredited high school diploma or GED certificate. If English is not their native language, they must show proficiency in it. A detailed guide for meeting the CSU admission requirements is available in the CSU International Admission Guidelines.

Other General Requirements

Student Identity Verification CSU must confirm the identity of students registering in distance education programs. During the admissions process, applicants must submit a color image of a valid government-issued photo ID, such as a state driver's license, state identification card, or U.S. passport. CSU also holds the right to demand additional sources of identity verification, including the following:

- SSN card
- Utility bill less than 90 days old
- W-2 tax form
- Voter registration card
- Current lease or rental agreement
- Vehicle registration
- Current Homeowner's insurance policy with name and address

International applicants must submit a color image of a valid international government-issued driver's license, national/state/province identity card (including European ID card), or a valid international travel passport. They may also need to provide additional sources of identity verification, including, but not limited to the following:

- Permanent Resident card
- Immigration and Naturalization Service Employment Authorization Card (I-766) (for those working in the U.S.)
- Border Crossing card

Conditional Admission

Conditional admission allows applicants to enroll in a program for a limited time pending the receipt of required official transcripts.

For *undergraduate programs*, applicants who self-certify graduation from an approved high school program and/or those who must submit additional documents to meet programmatic requirements may complete up to 12 credit hours.

For *graduate programs*, applicants who have documentation of a conferred bachelor's degree from a recognized post-secondary institution, or the equivalent, may complete up to six (6) credit hours.

For *postgraduate professional and doctoral programs*, applicants who have documentation of a conferred bachelor's and master's degree from a recognized post-secondary institution or the equivalent, may complete up to seven (7) credit hours.

Non-Degree Seeking Students

Non-degree seeking status is available to applicants who do not wish to pursue a degree but are interested in taking courses for self-enrichment or professional development, or for those who have not yet earned a high school diploma, or its equivalent.

Applicants seeking to enroll in one or more courses as a non-degree seeking student are expected to meet the minimum admissions requirements for the specified course level and any prerequisite coursework required.

Non-degree seeking students are subject to the standard tuition rate. Non-degree seeking status is not eligible for Title IV and students currently enrolled in a secondary school are not eligible for Federal Student Aid (see FSA eligibility).

High School Graduates Applicants who have completed high school must self-certify successful high school completion (or equivalent) and provide the school's name, city, state, and year of graduation on the Columbia Southern University (CSU) application for admission.

The maximum number of credits that can be earned under a non-degree seeking status, as a high school graduate, is 12 credit hours. The student may then petition to be placed into a degree program.

High School Students For applicants who are currently enrolled in high school, the requirements are as follows:
- Completion of Columbia Southern University (CSU) application for admission
- Completion of sophomore year of high school
- Submission of current official high school transcript with a 3.00 cumulative GPA
- A letter of approval from a parent or legal guardian
- A letter of approval from a school official
- Only required if the student seeks to apply college credit to high school graduation requirements.
- Meet any prerequisite coursework required for an individual course.

Current high school students may enroll as non-degree seeking until such time a high school diploma, or its equivalent, is earned. The student may then petition to be placed into a degree program.

Denial/Conditional Probation Admission Decision and Appeal
CSU reserves the right to deny admission to applicants failing to meet admission requirements. Applicants might receive conditional admission or a probationary status, with their enrollment potentially limited to prove their capability to successfully complete college-level coursework. Factors considered in admission decisions may include, but not limited to, high school GPA, past academic performance at other post-secondary institutions, excessive course withdrawals, and other indicators of success.

Applicants who wish to appeal the admission decision may do so by providing additional information to validate their high school diploma or equivalency, or by submitting documentation that demonstrates extenuating circumstances during the period of substandard performance. This information, along with the completed **Admission Decision Appeal Form** should be sent to registrar@columbiasouthern.edu.

Exceptions to all Admissions requirements herein may be approved by the College Dean, VPAA, Provost, or President.

Admission Documentation Guidelines
- **Applicants** must self-certify successful high school completion (or equivalent) and provide the school's name, city, state, and year of graduation on the Columbia Southern University (CSU) application for admission.
- Applicants seeking to enroll under non-degree seeking status should refer to Non-Degree Seeking Students section of the Admissions Requirements Policy.
- **First-time freshman** must submit the official high school transcript (or equivalent). In some cases, the admission decision may take into consideration high school GPA and other academic performance indicators to determine appropriate action that will lead to student success while enrolled in a CSU program.
- **Transfer students** must submit transcripts from all previously attended post-secondary institutions. Those with less than twelve (12) semester hours completed successfully at a post-secondary institution must also submit the official high school transcript (or equivalent).
- There may be additional documentation required for certain programs. Please refer to the CSU Catalog for programmatic requirements.
- **Homeschooled applicants** must demonstrate successful completion of the homeschooling at the secondary level as defined by state law in which the high school credential is earned. A detailed guide for meeting the CSU admission requirements is available in the **CSU Homeschooled Admission Guidelines.**
- **Master's applicants** must submit an official transcript issued by an accredited post-secondary institution recognized by the U.S. Department of Education indicating a conferred bachelor's degree. In some cases, undergraduate prerequisites may be required to ensure the success of the student and will be added to the degree plan.
- Postgraduate Professional Program and Doctoral applicants must submit the following documents:

- Official transcripts issued by an accredited post-secondary institution recognized by the U.S. Department of Education indicating a conferred bachelor's and master's degree
- Statement of Purpose describing steps the student will take to ensure successful completion in the doctoral program, a synopsis of research interests, and a summary of academic and professional experience (minimum three paragraphs).
- Specific prerequisites may be required as determined by the appropriate College Dean.
- International applicants must provide an appropriately authenticated official transcript issued by a governmental authority that attests to the successful completion of the requisite program for admission, equivalent to U.S. Department of Education. Transcripts not in English must be evaluated by an appropriate third party and translated into English. A detailed guide for meeting the CSU admission English proficiency requirements is available in the CSU International Admission Guidelines.
- International applicants seeking admission into a nursing program should refer to the College of Nursing and Health Sciences Guidelines for specific admission documentation required.
- To be eligible to receive Federal Student Aid (FSA) to attend CSU, applicants must meet all FSA eligibility requirements described at http://www.columbiasouthern.edu/tuition-financing/federal-student-aid/eligibility.
- Students who are utilizing Veteran's Affairs (VA) benefits, must submit all official transcripts from previously attended post-secondary institutions and military transcripts.

Verification

All documents submitted for review to determine admission status are subject to verification. Applicants selected for verification must provide evidence of high school completion, which may include an official transcript or GED transcript, certificate of high school equivalency, documentation of completion of a state approved home school program, DD-214, or any other documents requested by the university to complete verification, such as sources of identification documentation and post-secondary transcripts from previously attended institutions. Verification may also be required if the U.S. Department of Education selects a student for verification and requests validation of high school graduation. Those selected for verification are not authorized to use the Transcript Request Service and are fully responsible for providing requested documents. Failure to comply with verification procedure or submission of fraudulent documents at any time may result in denied admission or immediate dismissal from the university and forfeiture of credits.

Copies/Official Documents

CSU must receive official transcripts from post-secondary institutions previously attended where transfer credit is considered. Students may send copies of transcripts or documents during the initial admission period and enroll as a student on conditional status. The student must provide official transcripts prior to completing 12 undergraduate or 6 graduate credit hours. Official transfer credit will not be awarded until official transcripts are received by the Office of the Registrar. If a student is not able to provide official transcripts for courses that have received conditional transfer credit, the student will be required to complete those courses to satisfy program requirements. Transcripts from universities or programs not accredited by a U.S. Department of Education approved accrediting agency may not satisfy transfer credit criteria.

Exceptional Cases

In the event that an applicant is not able to provide official transcripts/documents due to extenuating circumstances, such as a natural disaster, the registrar will review an admission petition to determine admission eligibility. In these cases, the student may be admitted conditionally as a non-degree seeking student and must successfully complete 12 credit hours approved by the academic advisor before officially admitted into a degree program. Please submit supporting documentation to registrarappeals@columbiasouthern.edu along with the Petition for Exceptional Case Form.

The Dean of the College, Vice Provost of Academic Affairs, or Provost must approve exceptions to the Admission Documentation Guidelines.

Note: All documents provided to CSU for admission become the sole property of CSU and will not be returned at any time, nor is CSU permitted to forward them to a third party.

Homeschooled and International Admission Guidelines
Homeschooled Admissions Guidelines

CSU will require First-time freshman and transfer homeschooled students with less than 12 semester hours completed successfully at a post-secondary institution to show proof that they successfully completed their state's requirements for high school graduation. Homeschooled students are responsible for compliance with all requirements for their state. An official transcript is required to demonstrate that high school graduation requirements are met. The following are examples of the required transcript:

- GED, if required by state in which high school was completed
- Accredited official transcript provided by authorized third-party

- Authorized official transcript provided by a family source that includes detailed course descriptions with curriculum, grades, and records of attendance. The person in charge of the home school program will be responsible for verifying the transcript as official. Students who submit documents provided by a family source and have successfully completed the ACT with a minimum composite score of 18, or SAT with minimum score of 440 Math and 440 English will be admitted. If the ACT or SAT is not provided with family source transcripts, the student will be enrolled conditionally as described below.

Conditional Status

All undergraduate applicants are reviewed by qualified evaluators in the Office of the Registrar. Those who do not meet the specific requirements above or who only have documents provided by a family source may be eligible to enroll conditionally as a non-degree seeking student (not FSA eligible). While on conditional status, students will be required to successfully complete all of the following courses with a minimum grade of "C" in each, or the student will be subject to academic dismissal:

- LSS 1300 Learning Strategies for Success
- ENG 1301 English Composition I
- Math
- Science or History

International Admission English Proficiency Guidelines

Applicants whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction must demonstrate college-level proficiency in English through one of the following for admission:

- Undergraduate
  - A minimum score of 500 on the paper-based Test of English as a Foreign Language (TOEFL PBT), or
  - 61 on the Internet Based Test (iBT), a 6.0 on the International English Language Test (IELTS), or
  - 44 on the Pearson Test of English (PTE) Academic Score Report
- Master's Degree
  - A minimum score of 530 on the TOEFL PBT, or
  - 71 on the iBT, 6.5 on the IELTS, or
  - 50 on the PTE Academic Score Report
- Postgraduate Professional and Doctoral Degrees
  - A minimum score of 550 on the TOEFL PBT, or
  - 80 on the iBT, a 6.5 on the IELTS, or
  - 58 on the PTE Academic Score Report
- Any of the following are acceptable for all degree levels:

- A minimum grade of Level 3 on the ACT COMPASS English as a Second Language Placement Test
- A minimum score on the College Board Accuplacer ESL Exam Series as follows:
  - ESL Language Use: Score of 85
  - ESL Listening: Score of 80
  - ESL Reading: Score of 85
  - ESL Sentence Meaning: Score of 90
  - ESL Writeplacer: Score of 4
  - Comprehensive Score for all exams of 350 and ESL Writeplacer 4 or better
- A minimum grade of Pre-1 on the Eiken English Proficiency Exam
- A minimum B-2 English proficiency level identified within the Common European Framework of Reference (CEFR) standards and assessed through various ESOL examinations, including the University of Cambridge
- A transcript indicating completion of at least 30 semester credit hours with an average grade of "C" or higher at an institution accredited by an agency recognized by the United States Department of Education and/or the Council for Higher Education Accreditation (CHEA), or accepted foreign equivalent that is listed in the International Handbook of Universities where the language of instruction was English. A "B" or higher is required for master's degree or doctoral degree
- A transcript indicating a grade of "C" or higher in a 3-semester hour English Composition course from an appropriately accredited/recognized college of university (as verified by the International Handbook of Universities (21st ed.).

Transcripts not in English must be evaluated by an appropriate third party and translated into English or evaluated by a trained transcript evaluator fluent in the language on the transcript. In this case, the evaluator must have expertise in the educational practices of the country of origin and include an English translation of the review.

Student Visas

CSU is an online university and does not issue I-20 Forms (U.S. Department of Homeland Security Certificates of Eligibility for student visas) and, therefore, cannot fulfill requests for student visas.

College of Business and Technology Guidelines

The College of Business and Technology provides students with business, management, and leadership acumen directly applicable to real-world, industry-relevant business experiences, delivered by qualified, experienced faculty who are committed to teaching and student learning. College leadership, faculty and program outcomes focus on preparing

students who are effective communicators, ethically sound, and critical thinkers who can make data-driven decisions in future career opportunities.

ACBSP Accreditation
Several of the business programs at CSU have been accredited by the Accreditation Council for Business Schools and Programs (ACBSP). Universities whose programs are accredited through ACBSP are committed to continuous improvement and providing business programs that will give students the skills employers are seeking and ensures that students gain appropriate skills from their educational investment.

Additional information about specific program requirements can be found below.

Doctoral Programs
Doctor of Business Administration (DBA)
Applicants must have successfully completed an MBA or business-related master's program, which includes the following four graduate-level business courses, as prerequisites*:
- Marketing Management
- Managerial Economics
- Managerial Finance
- Strategic Management

Doctor of Organizational Leadership
Applicants must have successfully completed master's degree from an accredited institution. There are not any prerequisites for this program.

*Students must complete all prerequisites with a grade of "B" or better for entry into the program. In cases where applicants have not completed the required courses, a documented summary indicating mastery of the competencies for each course may serve as evidence that the applicant is prepared to learn and benefit from a rigorous program of study.

The College Dean, Vice Provost for Academic Affairs, or Provost may approve exceptions to these guidelines.

College of Education Guidelines
Columbia Southern University's College of Education is committed to fostering inclusive learning environments where all students are respected, supported, and valued. We acknowledge that no two learners are alike, so we strive to cultivate differentiated instructional methods to help students become compassionate, empathetic, and culturally competent educators, leaders, and trainers throughout the world.

Additional information about specific program requirements can be found below.

Postgraduate Professional Program
Specialist in Education (Ed.S.)
Applicants must have successfully completed an education-related master's degree. For applicants who do not hold a master's degree related to education, the following graduate-level courses are required, as prerequisites*:
- Introduction to Curriculum and Instruction
- Curriculum Design
- Student Centered Differentiated Instruction

Doctoral Program
Doctor of Education in Curriculum and Instruction (Ed.D.)
Applicants must have successfully completed an education-related master's degree. For applicants who do not hold a master's degree related to education, the following graduate-level courses are required, as prerequisites*:
- Introduction to Curriculum and Instruction
- Curriculum Design
- Assessment, Learning, and Action Research
- Student Centered Differentiated Instruction

*Students must complete all prerequisites with a grade of "B" or better for entry into the program. In cases where applicants have not completed the required courses, a documented summary indicating mastery of the competencies for each course may serve as evidence that the applicant is prepared to learn and benefit from a rigorous program of study.

The College Dean, Vice Provost for Academic Affairs, or Provost may approve exceptions to these guidelines.

College of Nursing and Health Sciences Guidelines
Columbia Southern University School of Nursing promotes the holistic well-being and health of individuals and diverse communities through exceptional nursing education, informatics, impactful leadership, and lifelong learning.

The mission of the College of Nursing and Health Sciences is to achieve excellence in both undergraduate and graduate education by providing affordable, high-quality, and student-centered learning experiences to a diverse population of health professionals, to improve and positively impact the healthcare environment as well as the greater community.

For all nursing programs, students must have and maintain an active and unencumbered RN license. Students whose license becomes inactive or encumbered during the program will not be permitted to register for a nursing course and may be dismissed from their program. Students must reside and be licensed in one of the states in which Columbia Southern University College of Nursing is authorized to provide online education, as part of the National Council for State Authorization Reciprocity Agreements (NC-SARA).

Additional information about specific program requirements can be found below.

Non-Degree Seeking Students*

Students who wish to complete the 3 Ps of Nursing in the graduate program, Advanced Pathophysiology & Physiology, Advanced Pharmacology, and Advanced Physical Assessment, should refer to the Non-Degree Seeking Students section in the **Admission Requirements Policy.** Applicants must have successfully completed a baccalaureate degree in nursing from an approved program or a program with programmatic accreditation, or a program with specialty accreditation. Applicants must have and maintain an active and unencumbered RN license.

Undergraduate Program*
RN-Bachelor of Science in Nursing (BSN)

Applicants must have successfully completed an associate degree in nursing or diploma in nursing from an approved program or a program with programmatic accreditation, or a program with specialty accreditation. Applicants must have and maintain an active and unencumbered RN license.

Graduate Program*
Master of Science in Nursing Education (MSNE)*

Applicants must have successfully completed a baccalaureate degree in nursing from an approved program or a program with programmatic accreditation, or a program with specialty accreditation. Applicants must have and maintain an active and unencumbered RN license.

Master of Science in Nursing Informatics (MSNI)*

Applicants must have successfully completed a baccalaureate degree in nursing from an approved program or a program with programmatic accreditation, or a program with specialty accreditation. Applicants must have and maintain an active and unencumbered RN license.

Master of Science in Nursing Leadership and Administration of Health Care Systems (MSNL)*

Applicants must have successfully completed a baccalaureate degree in nursing from an approved program or a program with programmatic accreditation, or a program with specialty accreditation. Applicants must have and maintain an active and unencumbered RN license.

RN to Master of Science in Nursing Education (MSNE) – Accelerated Dual Degree*

Applicants must have successfully completed an associate degree in nursing or diploma in nursing from an approved program or a program with programmatic accreditation, or a program with specialty accreditation. Applicants must have and maintain an active and unencumbered RN license.

RN to Master of Science in Nursing Informatics (MSNI) – Accelerated Dual Degree*

Applicants must have successfully completed an associate degree in nursing or diploma in nursing from an approved program or a program with programmatic accreditation, or a program with specialty accreditation. Applicants must have and maintain an active and unencumbered RN license.

RN to Master of Science in Nursing Leadership and Administration of Health Care Systems (MSNL) – Accelerated Dual Degree*

Applicants must have successfully completed an associate degree in nursing or diploma in nursing from an approved program or a program with programmatic accreditation, or a program with specialty accreditation. Applicants must have and maintain an active and unencumbered RN license.

International Applicants

All nursing transcripts from foreign institutions must be evaluated by the Commission on Graduates of Foreign Nursing Schools (CGFNS) to determine the equivalence of bachelor's degree in nursing. Applicants must have and maintain an active and unencumbered RN license.

The College Dean, Senior Vice Provost for Academic Affairs, or Provost may approve exceptions to these guidelines.

College of Safety and Emergency Services Guidelines

The College of Safety and Emergency Services provides students with cutting edge real-world application in the public safety fields. Expert faculty provide for leadership and industry related experience encompassing a wealth of practical knowledge utilizing a student-centered approach to education. The college leadership, faculty, and course curriculum focus on preparing students who can take their classroom experiences and knowledge directly into their professional field providing for effective public safety professionals able to excel in their field as well as future career opportunities.

Additional information about specific program requirements can be found below.

Undergraduate Programs
Associate of Science in Emergency Services Management

Applicants must submit documentation of an active paramedic license which indicates date of expiration.

Doctoral Programs
Doctor of Emergency Management

Applicants must have successfully completed a master's in emergency management, or a closely related discipline. For applicants who do not hold a master's degree related to emergency management, the following graduate-level courses are required, as prerequisites*:

- Emergency Management

Note: Closely related disciplines include homeland security, criminal justice, or public safety. Applicants with credentials in similar programs may submit an appeal to the College Dean.

Doctor of Occupational Safety and Health

Applicants must have successfully completed a master's in occupational safety and health, or a closely related discipline, which includes the following four graduate-level occupational safety and health courses, as prerequisites*:

- Industrial Safety
- Industrial Hygiene
- Any two additional courses within, or closely related to, the Occupational Safety and Health discipline.

The Academic Program Director or College Dean may consider advanced practice in OSH, as demonstrated by a relevant and accredited professional certification, as an exception to the course-level requirement(s).

Note: Closely related disciplines include health physics, public health, ergonomics and human factors, environmental science, industrial hygiene, emergency management, fire science/technology, epidemiology, or occupational health nursing. Applicants with credentials in similar programs may submit an appeal to the College Dean.

*Students must complete all prerequisites with a grade of "B" or better for entry into the program. In cases where applicants have not completed the required courses, a documented summary indicating mastery of the competencies for each course may serve as evidence that the applicant is prepared to learn and benefit from a rigorous program of study.

The College Dean, Vice Provost for Academic Affairs, or Provost may approve exceptions to these guidelines.

Admission Status

Students may enroll at CSU under one of the following circumstances:

Temporary: Application has been submitted but has not been approved and evaluated for transfer credit. Not eligible for students utilizing Federal Student Aid or Veteran's Benefits. A CSU transcript cannot be issued to students under Temporary status.

Conditional: 12 credit-hours Undergraduate or 6 credit-hours Graduate have not yet been successfully completed. All official documents have not yet been received. A CSU transcript may be issued to students under Conditional status but will not list transfer credit. The student is required to meet qualitative / quantitative measures during this conditional period approved by the academic advisor.

Note that any one or more of the above places the student at "Conditional" Admission Status until all requirements are met.

Unconditional: Application is approved, transfer credit is evaluated, all required official transcripts are on file and academic requirements of Conditional status have been fulfilled. A CSU transcript listing all institutional credit may be issued for students on Unconditional status.

Temporary Status Enrollment

A Temporary admission status is used when students enroll in courses immediately after their application is submitted. While Temporary, students may complete up to 12 undergraduate credit-hours or 6 graduate credit-hours.

While under Temporary status, students are responsible for selecting courses that will not be awarded as transfer credit and that will fulfill degree program requirements. Information on CSU program course requirements can be found on the CSU website. For assistance on course selection, students may contact the CSU Admissions Department at 800-977-8449 or admissions@columbiasouthern.edu.

To be considered for unconditional admission, students must meet admission requirements as defined in the Admission Requirements Policy:

Undergraduate programs: Official high school transcript, GED or equivalent

Graduate programs: Official transcript issued by an accredited post-secondary institution recognized by the U.S. Department of Education indicating a conferred bachelor's degree.

Admission Process

Students who wish to use Federal Student Aid should follow the admission process as listed on the Office of Financial Aid section of the CSU website.

Step 1: Application

Students submit online applications through the myCSU Applicant Portal. Copies of all academic and military transcripts, professional licenses, certificates and training programs may be uploaded and submitted with the application. Students should indicate on the application if they intend to utilize tuition assistance through Military TA or

VA. For assistance with ordering official transcripts, students may take advantage of the Transcript Request Service.

Step 2: Evaluation
Students receive a comprehensive evaluation outlining the courses needed to complete the program, transfer credit awarded, and instructions on enrolling in the selected program. Evaluations may take 5 business days for processing. Students may request a priority evaluation for a fee to guarantee that the evaluation is completed within 2 business days. Two complimentary evaluations are provided. Any documents submitted for evaluation after the complimentary evaluations but prior to enrolling are subject to an additional evaluation fee.

Step 3: Enrollment
CSU's Admissions Department assists students with enrolling in their first course. Students may enroll under one of the following statuses: Temporary, Conditional, or Unconditional. For more information about admission statuses, refer to the Admission Status information above.

Step 4: Academic Advising
Students participate in an initial advising session with their academic advisor, who serves as the main point of contact throughout their degree program. During this initial advising session, academic advisors learn about the students and their individual situation and goals, and they help to develop educational pathways that will enable students to attain their goals. Students and advisors work together to develop a course of action for degree completion. Academic advisors also provide students with important tips for success throughout their journey at CSU.

Understanding Degree Requirements
Degree Program Requirements
Once the evaluation is complete, the student can view the Comprehensive Degree Report (CDR) in the myCSU Applicant Portal. This document lists the degree requirements as outlined in the CSU Catalog for the current enrollment year. The CDR is reflective of degree requirements at the time of evaluation of transfer credit and lists remaining degree requirements. After becoming a student, the CDR also shows completed CSU courses, and courses in progress. It is a live document and is available at all times in the myCSU Student Portal.

Curricula listed in the current catalog and on the University website reflect current program requirements. Students already evaluated and/or enrolled in a degree program should refer to their CDR to determine specific degree requirements as established at the time of evaluation. The catalog and website may continue to be referenced for the purposes of finding available courses, course descriptions, and other pertinent academic and policy information. (The Student Handbook should also be referenced for additional policy information.)

Change in Degree Program Requirements
In the event that degree program requirements change, students are given the opportunity to either complete their degree as outlined in their Comprehensive Degree Report or request a reevaluation for the newly revised program requirements. If a student has not attended CSU for a period of one year, the student will be required to satisfy the current degree program requirements as outlined in the effective catalog.

Students who elect to change their degree program will be required to satisfy the current degree program requirements as outlined in the effective catalog.

Students are encouraged to contact their academic advisors with questions regarding degree requirements or their CDR.

CSU LifePace Learning
CSU courses have defined start and end dates consisting of 9 weeks (56 days) of instruction in eight units of study. The instructional week begins on Wednesday and ends on Tuesday. The CSU LifePace Learning model is designed for distance education students to interact with their instructor weekly. Students enrolled at CSU follow submission dates for all academic work. CSU courses provide a structured framework that facilitates on-time course completion while allowing students flexibility throughout the week for assignment completion. Students also interact with course faculty and other class members through faculty-led Blackboard Collaborate lectures, discussion boards, and journals.

Technical Requirements
Curricula at CSU is delivered completely online using the Blackboard learning management system. CSU students must have access to the internet and an appropriate individual (non-shared) e-mail account to complete a program of study at CSU. If personal internet service is unavailable, students are encouraged to contact local libraries, schools, or public businesses to locate access to the internet. The course syllabus, study guides, and examinations are all provided within the online course.

Computer Requirements
Operating System (OS)
Windows 10 or later, macOS 10.14 Mojave or later is recommended For more information on OS/browser compatibility, visit help.blackboard.com.

Internet Connection
Minimum download speeds of 1.5 Mbps,
Minimum upload speed of 750Kbps

Software

Students must have software capable of creating, editing, and saving Microsoft Office document files (.doc, .docx), Microsoft Excel spreadsheet files (.xls, .xlsx), and Microsoft PowerPoint presentation files (.ppt, .pptx). Students are provided with access to Microsoft Office 365 by logging in with their CSU Microsoft account at www.microsoft365.com. Students can utilize the online version or download the full Microsoft Office Suite to their device. For more information on the Microsoft Resources provided, visit https://mycsu.columbiasouthern.edu/csu-microsoft-services/

Mobile Devices

Mobile devices like smartphones and tablets can be used as a secondary means of access via the Blackboard mobile app or the default device browser, but a laptop or desktop computer is recommended for full functionality, I.E. Study guides in many courses will not be fully accessible using a Tablet or Mobile Device.

Internet Browser

A list of certified and compatible browsers can be found at the following site: Browser Support | Blackboard Help

Transfer Credit Policy

CSU evaluates transfer credit upon student submission of the following:

- official post-secondary transcripts
- military and employer courses reviewed by the American Council on Education (ACE)
- credit by examination score sheets
- professional training certificates

Accepted courses are relevant to the program of study and equivalent in both content and degree level. The Office of the Registrar conducts all transfer credit evaluations.

Exceptions to the Transfer Credit Policy, and all items encompassed within, must be approved by the Academic Program Director, College Dean, Vice Provost of Academic Affairs, or Provost.

Sources of Transfer Credit

Academic Credit

CSU accepts academic credit from accredited institutions whose agencies are recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation (CHEA).

Transferrable Courses

- Courses with a grade of "D" or above may apply to undergraduate degree requirements unless a minimum grade of "C" is required to satisfy specific program requirements.
    - A grade of "D" is not accepted as transfer credit for the following:
        - English Composition courses
        - Mathematics requirement
        - Major Requirements or Program Electives specific to Nursing programs.
- Courses with a grade of "B" or above may apply to graduate, postgraduate, and doctoral program requirements; in some cases, a grade of "C" may be considered.

Transcripts submitted in languages other than English must be evaluated by an approved third-party and translated into English. Acceptable third-party agencies are those recognized by the National Association of Credential Evaluation Service (NACES). Transcripts may also be evaluated by a transcript evaluator fluent in the language of origin and English, and possess expertise in the educational practices of the country of origin. All translated materials must be official and translated to English.

Credit by Examination

CSU uses ACE guidelines to determine if examinations warrant awarding academic credit. Examinations must meet minimum passing scores. CSU accepts credit by examination from testing centers, to include but not limited to, the following examples:

- The College Level Examination Program (CLEP)
- DSST

Professional Licenses, Certificates, and Training Programs CSU uses ACE guidelines to determine if training programs, certificates, professional licenses, and/or military training warrant awarding academic credit. The following ACE publications are used:

The National Guide to College Credit for Workforce Training Military Guide: Guide to the Evaluation of Educational Experiences in the Armed Services

Professional training certificates without an ACE recommendation may be considered. Approval is determined upon the Academic Program Director's review and acceptance of industry curriculum standards associated with the certificate.

Experiential or Equivalent Learning

CSU takes into consideration that adult learners gain knowledge outside of a traditional academic environment and will consider experiential learning credit through a Prior Learning Assessment (PLA) review. An experienced subject

matter expert conducts a PLA review to determine if the prior learning experience meets the standards to award academic credit.

Students should contact their Academic Advisor for more information.

Technical Credit

The Academic Program Director reviews submitted technical credit by assessing the course content and learning outcomes to determine transferability.

Maximum Allowable Transfer Limits

Undergraduate Degrees

A minimum of 25% of an associate or bachelor's degree must be completed at CSU. Transfer credit for experiential learning may not exceed 25% of the degree program.

Master's Degrees

A minimum of 33% of a master's degree program must be completed at CSU. Transfer credit for experiential learning may not exceed 25% of the degree program.

Postgraduate Professional and Doctoral Degrees

A minimum of 33% of a postgraduate professional or doctoral program must be completed at CSU. Transfer credit for experiential learning only applies to didactic courses and may not exceed 25% of the degree program.

Additional Transfer Credit Limitations

- Transfer credit cannot be applied toward CSU certificate programs.
- CSU does not accept developmental and remedial coursework for transfer credit.
- Transfer credit decisions, determined by previous colleges or universities, that involve auditing or waiving of program requirements are not applicable at CSU.
- Capstone courses must be completed at CSU. Transfer credit cannot be awarded toward these requirements.
- Transfer credit may be limited to satisfy specific and relevant degree program requirements. Some courses may not be transferrable due to age of credit. In these cases, the Academic Program Director will review the course information to determine transferability.
- CSU does not typically accept transfer credit from non-accredited institutions; however, transfer credit decisions are not based solely on accreditation. In some cases, CSU qualified faculty conduct a review to determine that courses meet the requirements for the degree the institution awards and that applicable accreditation standards are met.

Transfer Credit Decision Appeal

Students may appeal transfer credit decisions. The completed Transfer Credit Decision Appeal form must be submitted to Registrarappeals@columbiasouthern.edu. The Office of the Registrar will escalate the appeal to the appropriate Academic Program Director or College Dean for consideration.

Transfer of CSU Credit

CSU credit transferred to other institutions is evaluated at the sole discretion of said institutions. It is the students' responsibility to seek prior approval of CSU credits for purposes related to transferability of credit, credentialing, tuition reimbursement, or other academic and professional reasons. Students with questions regarding the transfer of CSU credit may send inquiries to Registrar@columbiasouthern.edu.

Academic Year

The federal student academic year is defined as at least 30 weeks of instructional time. Within the weeks of the academic year, a full-time student is expected to complete at least 24 credit hours. The CSU academic year, for Federal Student Aid purposes, is 36 weeks, during which a full-time student completes 24 credit hours. CSU uses the following determination to calculate grade level for loan purposes:

Freshman	0 to 24 credit hours
Sophomore	25 to 48 credit hours
Junior	49 to 72 credit hours
Senior	73 or more credit hours

Academic Integrity

Ethical conduct is foundational to a successful academic career at CSU. Students, faculty, and staff must commit themselves to the highest standards of honesty, trust, fairness, respect, and responsibility. Therefore, any deviation of these standards is a breach of the ethics that ensure the quality of CSU's academic programs, and thus, is a violation of CSU's Academic Integrity Policy.

Degree Programs and Certificates

Completion of a degree program at Columbia Southern University does not guarantee that a graduate will meet all requirements and/or qualifications for employment at the international, national, state, or local level. Employment qualifications may also require that an applicant earn his or her degree from a university with specific programmatic or institutional accreditation. We encourage all students to research licensing and job requirements to ensure that they will be prepared for their desired career path.

Concentrations

Concentrations are available in most degree programs as outlined below. A concentration is a defined program of study that enables students to specialize in a related area in addition

to a major area of study. A concentration requires a minimum of 12 credit hours, is recorded on the student's transcript, and is listed on the graduation diploma.

Certificate Options

A certificate is an educational program of study in a specific discipline created for those interested in expanding skills and knowledge for personal and/or professional development. Certificates are credit-based and taught by qualified faculty members. Certificates align with existing curricula and are offered at the undergraduate, graduate, and post-graduate levels.

CSU offers **direct enrollment** and **embedded certificates**. A student earns a direct enrollment certificate by enrolling in the certificate program only and completing the requirements of the certificate. A student earns an embedded certificate by completing courses that meet the requirements of the embedded certificate within the degree program of record. Certificates require a minimum of 12 credit hours and are recorded on the student's transcript.

Note: Direct enrollment certificates are not eligible for Federal Student Aid, Veteran's Benefits, or Tuition Assistance.

Accelerated Program Enrollment

Students may enroll in an accelerated bachelor's to master's degree program in the below programs. Students can replace 2 courses (6 credits) of their bachelor's degree free electives* with 2 courses (6 credits) required for the aligning master's degree. Once students complete the 120-credit bachelor's program, which incorporates the 6 credits taken at the master's level, the University Registrar will confer the bachelor's degree and automatically enroll the student in the aligning master's degree program listed below. The 2 master's level courses (6 credits) taken in the bachelor's degree will transfer into the aligning master's degree program, and the student will begin with the third course in the master's sequence. Students will have 10 courses (30 credits) to complete the master's degree. Those interested in enrolling in the Accelerated Program option need a minimum 2.5 GPA and may reach out to their Academic Advisor for assistance with next steps.

- BS, Business Administration (all concentrations) to Master of Business Administration (MBA) (all concentrations)
- BS, Organizational Leadership to MS, Organizational Leadership
- BS, Criminal Justice Administration to MS, Criminal Justice Administration
- BS, Homeland Security to MS, Homeland Security (all concentrations)

- BS, Emergency Management (all concentrations) to MS, Emergency Services Management
- BS, Human Resources to MS, Human Resources
- BS, Information Technology to MS, Information Technology
- BS, Information Systems and Cyber Security (all concentrations) to MS, Information Technology
- BS, Occupational Safety and Health (all concentrations) to MS, Occupational Safety and Health
- BS, Fire Administration to MS, Fire Executive Leadership (all concentrations)
- BS Fire Administration to Master of Public Administration (MPA)
- BS, Fire Administration to MS, Emergency Services Management
- BS, Emergency Medical Services Administration (all concentrations) to MS Health Care Administration
- BS, Emergency Medical Services Administration (all concentrations) to Master of Public Administration (MPA)
- BS, Health Care Administration to MS, Health Care Administration

*If no free elective credit is available, students may request an exception for the replacement of a remaining course at the Bachelor's level with a Master's level course. Requests of this nature are considered by the Academic Program Director of the Bachelor's program. Students may connect with their Academic Advisor to pursue the exception.

**Additional exceptions to the Accelerated Program Enrollment requirements are reviewed by the College Dean, Vice Provost of Academic Affairs, or Provost.

EasyEnroll

Columbia Southern University (CSU) provides an EasyEnroll service to students upon admission to the University. EasyEnroll ensures that the next enrollment, as advised and approved for the degree program in which the student is enrolled, can be submitted and processed in a timely manner. The service is provided as a means of convenience, allowing students to progress through their degree program smoothly toward graduation.

EasyEnroll is automatically provided to non-active military Term students upon enrollment and is offered for all other students in any learning option to select, if they choose. All students are also provided the option to discontinue the use of EasyEnroll at any time. An initial advising session is recommended for all incoming students upon admission to discuss an individualized degree completion plan and learn the benefits of using the EasyEnroll service effectively.

Courses

Course Enrollment

The Admissions Department assists the student through the process of enrolling in the first course(s) or term. Each time the student enrolls in a course, he or she is notified by email that the registration has been processed. An additional email follows with online account information and instructions for accessing online courses. Within each online course, the student finds a detailed course syllabus that provides everything needed to begin course work.

Course Structure

CSU courses are developed by faculty and delivered to students through the Blackboard online learning management system. Students initiate access to their courses by entering assigned individual usernames and passwords. Entrance to the course automatically brings the student to the announcement page that contains important information from the professor. Courses contain a variety of educational components that support the learning outcomes and successful completion of the course material. In addition to the syllabus, typical instruction, and assignments, students are provided with resources and materials pertaining to course and exam expectations. A navigation panel, which is in a fixed location on the left side of the course, provides direct structured access to all course components, instructional materials, exams, engagement tools, learning resources, and other related resources.

Course Sequence

Although students are not required to complete general education courses before beginning major requirements, it is strongly recommended that core courses be completed in the sequence as they appear on the Comprehensive Degree Report that is provided to all students or on the Degree Action Plan (DAP) provided by your academic advisor. Program faculty developed the recommended sequence with student success in mind. Students are required to complete all prerequisite courses. For assistance and questions related to sequencing and prerequisites, students should contact their academic advisors.

Faculty

CSU's qualified and experienced faculty members deliver diverse and dynamic online instruction to students throughout each course. Faculty members are dedicated to their professions and incorporate real-world experiences to teach course concepts and theories. In addition, faculty members are a trusted source for academic achievement and integrity during a student's program. Students are assigned an instructor for each course and will benefit from individual assessment feedback and class discussions. CSU faculty create an environment for learning and a positive student experience.

Faculty are available to answer questions and provide a timely response within 48 hours of student communication.
The student should direct all course and grade related questions to the course professor. Students can access their

professors' names and contact information in the Professor Profile document located in the Start Here tab. The preferred contact method for all CSU faculty is email.

For a current list of faculty, please visit the **Faculty Directory** online.

TUITION & FEES

Tuition Rates

Education Level	Cost Per Credit Hour
Undergraduate	$270.00
Masters†	$349.00
Doctoral	$545.00

New Tuition Rates – Effective July 1, 2025
The new tuition rate takes effect with **Term 1B26**. **Registration for Term 1B26 begins on April 9, 2025**.

Education Level	Cost Per Credit Hour
Undergraduate	$278.00
Masters†	$359.00
Doctoral	$561.00

Rates are per credit hour. Most courses are 3 credit hours. Tuition and fees are payable in U.S. funds. For a complete list of payments options, visit the **Payment Options** section of the website. Tuition rates are subject to change. For the most current tuition information, visit the **Tuition and Financing** section of the website.

CSU Learning Partners receive a tuition discount that is applied to the full tuition rate. For current Learning Partner tuition rates, please visit the Tuition and Financing section of the website.

†The tuition rate for bachelor's and master's courses per credit hour is $250 for all active-duty military members using Military Tuition Assistance; this is not applicable for CSU Learning Partners. The lower rate is offered to keep the tuition rate at the U.S. Department of Defense cap of $250. The technology fee will not apply to active-duty U.S. service members.

Student Fees
Fees are charged when services are rendered.

Fee	Amount
Application - Domestic	$0
Application - International	$0
Petition to Graduate	$100
Technology Fee[1]	
– Undergraduate *(per course)*	$35
– Graduate *(per course)*	$45
– Doctoral *(per 1 credit hour course)*	$20
– Doctoral *(per 3 credit hour course)*	$60
Credit and Debit Card Fee	2.75%
Effective July 3, 2025, a 2.75% fee will be applied to all credit and debit card payments to CSU, including tuition and fees.	

Other payment options remain that do not require a fee including cash, check, money order or Automated Clearinghouse (also known as ACH or direct deposit). We encourage students to take advantage of these options.

Additional Fees

Fee	Amount
Bachelor to Associate Degree Request	$100
Change of Concentration	$25
Change of Program	$35
CSU Official Transcript	$15
Degree to Certificate Request	$50
Incomplete Fee – 30 Days	$50
Incomplete Fee – 60 Days	$100
In-Program Re-Evaluation	$25
Priority Evaluation	$25
Registration Fee[2] *(One-Time Fee)*	20%
Replacement Diploma/Certificate	$25
Return Check	$25
Subsequent Evaluations	$35
Commencement Ceremony *Includes four (4) guests*	$165
Additional Guests – Fee Per Person	$30

1. Technology Fee will be applied to each course that a student enrolls. This fee is non-refundable after the drop period and is waived for all active-duty U.S. service members.
2. All students who drop/withdraw from a course after the drop date (7 calendar days) will be charged a one-time registration fee (maximum of $200 per degree program.)

Rush/Ancillary Fees
Additional fees apply for rush services and are sometimes subject to carrier rates.

Shipping and Handling Fees
Fees and shipping and handling charges are nonrefundable and are subject to change.

Tuition and Fees Payment Policy
Tuition and fees are due in full prior to each term start, or the student may select an approved payment plan by the Saturday prior to each term start. Students may pay in full or by approved payment plan in the student portal.

Payments
- Payment in full is due by the Saturday prior to a term start date.

- Students utilizing an approved payment plan should have their payment plan set up by the Saturday prior to the term start date. Payment plan options include weekly, bi-weekly, monthly, and full payment.

Outstanding balances must be paid in full, or an approved payment plan set up prior to the last day of the Add/Drop period to avoid an institutional drop from all enrolled courses. When utilizing an approved payment plan, payments must successfully process in order for the payment plan to remain in place. If there are any declined payments or payments returned for insufficient funds, the payment plan may be cancelled. If the payment plan is cancelled, the outstanding balance will need to be paid in full before being allowed to proceed with taking courses.

Students will not be dropped from courses if using a confirmed financial assistance method where payment is already scheduled. This includes federal student aid, tuition assistance, and corporate billing.

Balance From Previous Term
Students are only allowed to carry over a balance from the previous term. Any carryover balance must be paid in full by the end of the term in which the student is currently enrolled. Students with a carryover balance from the previous term must work with a collections team member within Student Accounts to set up an approved payment plan or make arrangements to pay the balance in full. Students cannot enroll in future terms until the carryover balance is paid in full.

Refunds
- Any tuition paid is subject to the Tuition Refund Policy.
- Any fees paid are non-refundable, except the technology fee.
- The technology fee may be refunded only if the student did not access the course(s) during the Add/Drop period.

Student Debt Responsibility
If a student's unpaid balance exceeds 365 days, CSU will write it off as bad debt. The student's online ledger may reflect a $0.00 balance; however, the student remains responsible for the debt. A returning student will not be permitted to enroll until the balance is paid in full.

Tuition Refund Policy
Students who wish to drop/withdraw (see **Official Course Drop/Withdrawal Policy**) from a course or withdraw from their program are encouraged to complete the **Official Course Drop/Withdrawal Form** located in the myCSU Student Portal; however, students may withdraw in any manner by contacting the Office of the Registrar. Any refunds due will be issued within 30 calendar days. All students who drop/withdraw from a course after the drop date (7 calendar days) will be charged a one-time 20% registration fee (maximum of $200 per degree program). The remaining tuition will be refunded based on the course start date and the tuition percentage amounts listed below.

Note: Refunds may be reduced by the cost of the textbook (see **Textbook and Course Material Policy**).

Table 1 displays the percentage of tuition returned to the student minus the application and/or registration fee after the listed time frames.

Table 1 – Percent Return
*Percent return is effective after the timeframe.

Time Frame*	Percentage Returned to Student
1st week	80%
2nd week	60%
3rd week	40%
4th week	20%
5th week	0%

Sample Refund Calculation: The following tables pertain to the sample refund calculation. Table 2 denotes the institutional charges. Table 3 is a sample refund calculation.

Table 2 – Institutional Charges

CSU Institutional Charge	Amount
Tuition (3-Credit Undergraduate Course)	$810
One-Time Registration Fee – 20%	$162

Table 3 – Sample Refund Calculation
*Student requests to drop course after the first week (i.e., in Week 2) and after the 7-day cancellation period from the time of enrollment:

CSU Institutional Charge	Eligible Refund
Tuition (3-Credit Undergraduate Course)	$810
One-Time Registration Fee – 20%	($162)
Net Remaining Tuition	$648
Refund Percentage	80%
Eligible Refund	$648 x 80% = $518.40

Note: Refunds may be reduced by the cost of the textbook (see **Textbook and Course Material Policy**).

State of California, Student Tuition Recovery Fund

If you are a California resident, please review the following disclosure. The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program. It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to:

Bureau for Private Postsecondary Education
1747 North Market Blvd., Suite 225, Sacramento, CA 95834
(916) 574-8900 or (888) 370-7589
To be eligible for STRF, you must be a California resident or be enrolled in a residency program, have prepaid tuition, have paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or you were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court based on a violation of this chapter by an institution or representative of an institution but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within 4 years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than 4 years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original 4-year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Automatic Credit Card Payment Plan
CSU offers an automatic credit card payment plan for students paying out-of-pocket. This plan allows students to spread tuition payments over time by having them automatically charged to a credit card on a pre-set schedule. Whether students would like to pay weekly, bi-weekly, monthly, or in full, CSU offers this special payment plan that gives students the power of choice. Using a scheduled automatic credit card payment option can help students fit education into their budget. It is important to note that regardless of the automatic payment schedule selected, the first payment will be charged the day that the enrollment is processed.

To be eligible for this plan, the student must:
- have declared an undergraduate or graduate degree as their academic goal,
- use a credit card as payment, and
- have an acceptable credit history with CSU (new students automatically qualify if the first tuition payment is approved).

Corporate Billing
Tuition is billed to the corporation responsible for funding an employee's tuition. Approved company or government vouchers or purchase orders must accompany Enrollment Agreements.

Military Educational Benefits
CSU is approved to offer Veterans Affairs (VA) benefits through Defense Activity for Non-Traditional Education Support (DANTES). In most cases, these benefits cover the

entire cost of a program. Students approved for these educational benefits are to pursue tuition payment through required official documents.

The following links are for informational purposes as students pursue these benefits.

- **Military Tuition Assistance**
- **Veterans Affairs Benefits**
- **DANTES Tuition Assistance**
- **VA Flex Payment Plan**

VA students may place a $99 down-payment for the first and/or second enrollment. Tuition must be paid in full prior to the third enrollment. This VA Flex Payment Plan is not available for Federal Student Aid, Tuition Assistance, Chapter 31, Chapter 33, or if receiving any other form of financial assistance.

Enrollment Status Requirements

Students must be enrolled at least half-time in order to be eligible to receive FSA. If a student's enrollment status changes during the first week of classes, or a student does not begin attendance in all courses, the amount of FSA awarded is recalculated. Please refer to the chart below for enrollment status classifications.

	Credit Hours		
	Associate & Bachelor	**MS & MBA**	**Doctoral**
Full-Time	6 +	3 +	2 +*
Half-Time	3	N/A	1

Doctoral students may to take up to 6 credit hours of didactic courses simultaneously.

FINANCIAL ASSISTANCE

Types of Federal Student Aid Available

To be eligible for Federal Student Aid (FSA), students must be admitted to the university and meet the eligibility requirements as outlined by the U.S. Department of Education. FSA offers federal grant and loan programs administered by the U.S. Department of Education. CSU participates in the following grant and loan programs:

Federal Grant Programs
- Pell Grant

Federal Direct Loan Program
- Direct Subsidized Loans
- Direct Unsubsidized Loan
- Direct PLUS Loans

For detailed information regarding FSA including eligibility, procedures for applying, awarding FSA, and loan counseling, students should access the **Office of Financial Aid** section of the website.

Satisfactory Academic Progress Policy for Title IV Students

Federal regulations require CSU to establish and apply reasonable standards of Satisfactory Academic Progress (SAP) for eligible students to receive financial assistance under the programs authorized by Title IV of the Higher Education Act.

CSU students who wish to be considered for financial aid must:

- be in good standing at the university
- maintain satisfactory academic progress in their program of study, as outlined in this policy.

SAP is a financial aid eligibility requirement and is administered by the university in addition to the academic standards of performance required under the CSU Academic Progress Policy.

Students are evaluated for SAP at the end of every payment period. All students are evaluated on three standards: grade point average (qualitative measure), pace of completion (quantitative measure), and maximum time frame. Students must meet all three standards to maintain eligibility for Title IV funds.

Undergraduate Students

Standard 1: Grade Point Average (Qualitative Measure)
Undergraduate students must maintain a minimum qualitative measure of progress defined as a 2.0 cumulative GPA.

Standard 2: Pace of Completion (Quantitative Measure)
Undergraduate students (either full-time or part-time) must achieve a passing rate of at least 66.67% of all credit hours attempted. Credit hours attempted include completed courses, repeated courses, withdrawals, and incompletes. Transfer credit, if applicable, is also calculated in the pace of completion as attempted and completed credit hours.

Standard 3: Maximum Time Frame
Undergraduate students must complete their degree program within 150% of the credit hour requirements for the degree as published in the catalog. Students must complete an associate degree within 90 credit hours and a bachelor's degree within 180 credit hours. Transfer credit, if applicable, is also calculated in the maximum time frame calculation.

Graduate Students

Standard 1: Grade Point Average (Qualitative Measure)
Graduate students must maintain a minimum qualitative measure of progress defined as a 3.0 cumulative GPA for their degree program.

Standard 2: Pace of Completion (Quantitative Measure)
Graduate students must achieve a passing rate of a minimum of 50 percent for 0 to 9 attempted credit hours, a minimum of 60 percent for 10 to 18 attempted credit hours and a minimum of 66.67 percent for 19 or more attempted credit hours towards the degree program. Attempted hours include completed courses, repeated courses, withdrawals, and incompletes. Transfer credit, if applicable, is also calculated in the pace of completion as attempted and completed credit hours.

Standard 3: Maximum Time Frame
Graduate students must complete their degree program within 150% of the credit hour requirements for the degree as published in the catalog. Students must complete a master's degree within 54 credit hours and a doctorate degree within 90 credit hours. Transfer credit, if applicable, is also calculated in the maximum time frame calculation.

SAP Policy Notification

Students are notified of the SAP policy in the university catalog, website, and during the initial financial aid application process. All periods of enrollment at CSU are calculated in SAP, including periods of enrollment during which a student did not receive financial aid.

Course Drop

Students are allowed to drop a course without any negative impact on SAP through the term drop date as listed on the academic calendar. A course designated as a "DP" does not count as attempted hours or in the GPA when determining SAP.

Official Course Withdrawal

A student who withdraws from one or more courses after the drop date will be issued a grade of "W." Course withdrawals will count as attempted credit hours when measuring the maximum time frame and quantitative progress of SAP but will not be included in the GPA. A student who withdraws from all attempted credit hours during the student's first period of enrollment with CSU will also obtain an undefined GPA. An undefined GPA is equivalent to a 0.00 GPA.

Unofficial Course Withdrawal

A student who unofficially withdraws from one or more courses will be issued a grade of "W/F" or "W/U." "W/F" grades will count as credit hours attempted when measuring the maximum time frame and quantitative SAP. A grade of "W/F" counts as a grade of "F" when measuring qualitative SAP progress. Grades of "W/U" will count as attempted credit hours when measuring the maximum time frame and quantitative progress of SAP but will not be included in the GPA.

Transfer Credits

Transfer credits accepted toward the student's degree program will be included as credit hours attempted and earned when calculating the SAP maximum time frame and quantitative progress.

Repeated Courses

Students receiving Title IV Aid may repeat a course, as allowed under CSU academic policy. Repeated courses will be issued a grade of "R" and count as attempted credit hours toward the quantitative and maximum timeframe SAP standards. A grade of "R" does not count in qualitative determination of SAP. The grade earned upon retake will be used in the cumulative GPA.

Incomplete Grades

Students receiving federal student aid may receive incomplete grades, as allowed under CSU academic policy. A grade of incomplete will count as credit hours attempted in determining SAP. Students issued a grade of incomplete while on SAP Financial Aid Warning will not be eligible to use federal student aid for subsequent payment periods, pending the resolution of the incomplete grade.

Satisfactory/Unsatisfactory Grades

Satisfactory/Unsatisfactory grades will count toward total hours attempted for the Pace of Completion and Maximum Time Frame (calculation of both attempted hours and, if passed, completed credit hours) but will not count in the GPA calculation.

Change of Program

All periods of enrollment count when assessing satisfactory academic progress for undergraduate students. All attempted credit hours will be included in making satisfactory academic progress determinations when a student changes degree programs (majors) at the same degree level (e.g., bachelor to bachelor). For graduate students, only the credit hours associated with the courses that apply to each specific graduate degree program will be used in the satisfactory academic progress evaluation.

SAP Evaluation and Warning

SAP is evaluated after every payment period. Students who fail to meet the cumulative GPA and/or Pace of Completion requirements of SAP will be notified and will be placed on SAP Financial Aid Warning for one term. Students are encouraged to work with their academic advisor to discuss enrollment options. A student placed on SAP Financial Aid Warning will be eligible to receive Federal Student Aid for one period of enrollment.

A student who exceeds the maximum time frame requirement of SAP will be ineligible to continue to receive Federal Student Aid unless an appeal is granted, as described below.

A student who fails to meet one or more of the SAP standards at the end of the Financial Aid Warning period will be ineligible to receive Federal Student Aid unless an appeal is granted.

Financial Aid Suspension Appeal

Students not meeting SAP at the end of the Financial Aid Warning period may appeal that determination and loss of Federal Student Aid eligibility if they have extenuating circumstances, such as injury or illness, the death of a relative, or other special circumstances. The appeal must contain the Financial Aid Suspension appeal form completed by the student and must explain and document why the student was not able to make satisfactory academic progress during the period of substandard academic performance, what has changed that will allow the student to meet satisfactory academic progress requirements at the next evaluation, and a proposed Academic Plan leading to successful program completion prepared by the student's academic advisor.

Maximum Time Frame Appeal

Students who reach or exceed the maximum time frame allowed while completing their first degree are no longer eligible to receive Federal Student Aid. Students may appeal this decision. The appeal must contain the Maximum Time Frame Appeal form completed by the student and the student's academic advisor, a detailed explanation and supporting documentation of any unusual circumstances such as injury, illness, death of a relative, or other special circumstances that prevented the student from obtaining a degree within the 150% credit hour requirement.

The appeal must also include a proposed academic plan leading to successful program completion prepared by the student's academic advisor to include expected graduation date and credit hours remaining in the degree program. If the appeal is approved, aid will be awarded only for the remaining credit hours required for the completion of the degree.

Submission of Appeal

Students will be sent an email notification from the Office of Financial Aid to include the appeal form once a student becomes ineligible to receive federal student aid due to an adverse SAP determination. Appeals should be submitted in writing to:

Mail
Columbia Southern University
SAP Appeals Committee, Office of Financial Aid
21982 University Lane
Orange Beach, AL 36561

Email
SapAppeals@columbiasouthern.edu
Attention: SAP Appeals Committee

Appeals without supporting documentation will not be considered. The committee will make every effort to consider each appeal carefully and provide a decision within 7 to 10 business days.

SAP Financial Aid Probation

Appeals that are approved will result in a student being placed on SAP Financial Aid Probation. While on SAP Financial Aid Probation, students will be evaluated at the end of each payment period to ensure the student is meeting SAP and/or the conditions of the academic plan. Students on SAP Financial Aid Probation are eligible to receive Federal Student Aid.

Reinstatement of Financial Aid

If a student's appeal is denied or a student does not wish to appeal, a student may regain eligibility for Federal Student Aid by enrolling in and successfully completing courses in his or her degree program without the use of Federal Student Aid. A student may request financial aid reinstatement once he or she successfully completes enough credit hours to meet the minimum SAP standards. A student should contact the Office of Financial Aid in writing if he or she has regained financial aid eligibility and wishes to be reinstated.

Tuition Assistance/DANTES

Tuition assistance is available to active duty, active Guard/Reserve, and military and civilian personnel of the Army National Guard through the Defense Activity for Non-Traditional Education Support (DANTES). Tuition assistance covers the majority of tuition costs for most active-duty service members. Each branch of service has established an annual cap for tuition assistance.

Check with your installation education center for more information concerning how to apply for tuition assistance. Reserve component members are also eligible for tuition assistance under this policy. However, each service component has established specific guidelines, limits, and policies for its members that may be different than the typical active-duty policy. Before registering for any courses, Reserve members should check with their local education services officer for specific information about the limits of their tuition assistance coverage.

If you are in the military and would like to learn more about DANTES, call (850) 452-1111 or visit the website at **http://www.dantes.doded.mil**.

VA Benefits

Tuition for students using VA benefits is due at the time of registration unless benefits are paid directly to CSU. In order for CSU to process a registration for students utilizing VA/GI Bill® benefits, all required forms must be submitted to VA and CSU. This helps ensure that benefits are paid in a timely manner. For information on the forms required to be submitted to VA, visit the Veterans Online Application website at https://benefits.va.gov/gibill/apply.asp.

Most Commonly Required Forms

Form	Use
VA Form 22-1990	Application for Education Benefits
VA Form 22-5490	Application for Survivors and Dependents Educational Assistance
VA Form 22-1995	Application for Change of Program or Place of Training
VA Form 22-5495	Application for Change of Program or Place of Training, Survivors and Dependents Educational Assistance

In addition to the aforementioned forms, students that have been discharged also need to submit DD Form 214. If you have

additional questions regarding VA/GI Bill® benefits, please contact the CSU Admissions Department.

Disclosure For Students Utilizing VA Benefits: In accordance with Title 38 US Code 3679 subsection (e), CSU adopts the following additional provisions for any students using the U.S. Department of Veteran Affairs (VA) Post 9/11 G.I. Bill (Chapter 33), or Vocational Rehabilitation and Employment (Chapter 31) benefits, while payment to the institution is pending from the VA.

CSU will not:
- prevent the student's enrollment;
- assess a late penalty fee;
- require student secure alternative or additional funding;
- deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to provide Chapter 33 Certificate of Eligibility (or its equivalent) or for Chapter 31, VA VR&E's contract with the school on VA Form 28-1905 by the first day of class.

Air University Associate-to-Baccalaureate Cooperative

CSU is proud to participate in the Air University Associate-to-Baccalaureate Cooperative (AU-ABC). This initiative allows an Airman with a specific Community College of the Air Force (CCAF) Associate in Applied Science (AAS) degree to transfer a minimum of 60 credit hours into an approved bachelor's degree program. Offered in a completely online format, this program guarantees that the CCAF graduate would require no more than 60 credit hours to complete the bachelor's degree with CSU. Please visit the CSU website for additional information.

Financial Assistance

To participate in the AU-ABC program, registrants must be active-duty Air Force, Air Force Reserve, or Air National Guard. However, degree requirements can be completed after a member retires or separates from the service. For more information, including available degree programs, please visit the Air Force Virtual Education Center on the Air Force Portal.

Scholarships

At CSU, we recognize the importance of a quality education and are dedicated to helping you find a way to achieve your higher education goals.

Several scholarships are available, such as the:

- Robert G. Mayes Memorial Scholarship
- Hero Behind the Hero Scholarship
- Learning Partner Scholarship

Students should complete the online application for the scholarship they wish to be considered for. Applying does not guarantee that a scholarship will be awarded. Scholarships have varying deadlines and application requirements. Actual award criteria are established annually based on the availability of scholarship funds. For detailed information, please visit the CSU Scholarships section of the website.

CSU Partner Scholarships

For detailed information, please visit the CSU Partner Scholarships section of the website.

We also encourage students to submit a Free Application for Financial Student Aid to determine additional resources that may be available to help fund their education.

COLLEGE OF ARTS AND SCIENCES

COLLEGE LEADERSHIP

Megan Bowers, M.S.
Dean and Assistant Provost

Rick Fenwick, Ph.D.
Academic Program Director
Behavioral Sciences

Prebble Ramswell, Ph.D.
Academic Program Director
General Studies

Thomas Cochran, M.A.
Academic Discipline Director
Mathematics and Natural Sciences

Robert Finger, M.A.T., M.L.A.
Academic Discipline Director
Social Sciences

Brandon Wiese, Ed.D.
Academic Discipline Director
Humanities

DEGREES

AA, General Studies
This program is not eligible for Federal Student Aid, VA Funding, or Military Tuition Assistance.

BS, Communication

BS, Human Services
Concentrations: *Criminal Justice; Health Care; Mental Health*

BS, Psychology
Concentrations: *Criminal Justice; Criminology; Diversity and Inclusion; Forensic Psychology; Forensics; Industrial-Organizational; Mental Health*

MS, Industrial/Organizational Psychology

MS, Mental Health and Wellness

MS, Psychology
Concentration: *Mental Health and Wellness*

CERTIFICATES

Undergraduate	Direct†	Embedded
Communication	✓	✓
Psychology		✓

Graduate	Direct†	Embedded
Psychology	✓	✓

† Direct enrollment certificates are not eligible for Federal Student Aid, Veterans Benefits, or Tuition Assistance

GENERAL EDUCATION

The General Education curriculum ensures that all students acquire the intellectual skills and knowledge that not only enables them to succeed in their academic endeavors, but also prepares them for the challenges and opportunities in a knowledge, information-based global society.

General Education Competencies

Communication

Description
Uses oral and written communication skills effectively, resulting in the use of standard English to present original thought; utilizes verbal and nonverbal responses; organizes and presents material to specific audiences; and persuades in one-to-one and one-to-many idea exchanges.

Discriminator
Students competent in communication skills demonstrate the ability to respond in a clear and concise manner; use a variety of communication methods to inform and persuade different audiences; and exhibit proficient and effective use of the English language.

Critical Thinking

Description
Applies higher order analytic and creative cognitive processes to arrive at reasoned and supportable conclusions; synthesizes and applies knowledge within and across courses and disciplines; and develops creative solutions.

Discriminator

Students competent in critical thinking demonstrate the ability to process ideas and thoughts; develop evidence-based arguments; and explore problems through specific and aligned procedures in order to reach sound conclusions expressed in a concise and organized format.

Information Literacy and Technology

Description
Recognizes an information need that prompts the identification, organization, evaluation, and synthesis of data for the purpose of decision-making and problem-solving in

academic, professional, and personal settings; understands ethical considerations and legal issues related to the use of information; and incorporates relevant technologies to address the need and usage of information.

Discriminator
Students competent in information literacy demonstrate the ability to collect and analyze data, to interpret results to create solutions for problems, and to evaluate the reliability of information.

Quantitative Reasoning

Description
Applies mathematical methods to problem-solving; analyzes quantitative information to support conclusions; identifies differences among scientific ideas related to the history and nature of science; and identifies relationships between science and technology.

Discriminator
Students competent in quantitative reasoning demonstrate the application of mathematical and scientific process skills in the context of various disciplines; the ability to interpret and apply mathematical and scientific theory and equations to appropriate problems; and the ability to utilize graphs, charts, and data to make evidence-based decisions.

Social and Cultural Awareness

Description
Discerns social and cultural responsibility as represented by ethical engagement within academic, local, regional, state, and international communities.

Discriminator
Students competent in social and cultural awareness exhibit ethical awareness in various disciplines; demonstrate appreciation for diverse cultures and competing perspectives;

and evaluate differences and commonalities among social and cultural practices.

GENERAL EDUCATION CURRICULUM

General Education courses may be taken simultaneously with program courses. Required General Education courses can be completed either through the university or via the College Level Examination Program (CLEP) if available.

For the most current list of available courses, visit the General Education section of the website.

Humanities and Fine Arts

Students must choose at least one course from Group A (3 credit hours). The remainder of the Humanities and Fine Arts requirement for the chosen degree can be satisfied from Group A or Group B

Group A

Course	Title	Credit Hours
ART 1301	Art Appreciation I	3
ART 1302	Art Appreciation II	3
HUM 2301	Historical Tour of Italy	3
LIT 2301	War in Literature	3
PHI 2301	Philosophies of World Religions	3
PHI 2302	Contemporary Ethics	3

Group B

COM 1301	Introduction to Communications	3
COM 1302	Fundamentals of Speech Communication	3
COM 2301	Professional Communication	3
COM 2302	Organizational Communication	3
ENG 3301	Technical Writing	3
PHI 1301	Critical Thinking	3

Social and Behavioral Sciences

ECO 2301	Principles of Microeconomics	3
ECO 2302	Principles of Macroeconomics	3
POL 1301	Introduction to Political Science	3
POL 2301	United States Government	3
POL 2302	American State and Local Politics	3
POL 2303	Politics and Terrorism	3
PSY 1301	General Psychology	3
PSY 2301	Abnormal Psychology	3
SOC 1301	Introduction to Sociology	3
SOC 1302	Diversity and Society	3
SOC 2302	Cultural Geography	3

Natural Sciences

BIO 1301	Non-Majors Biology	3
BIO 1302	Ecology and the Environment	3
BIO 1303	General Biology I	3
BIO 1304	General Biology II	3
CHM 1301	General Chemistry I	3
CHM 1302	General Chemistry II	3
CHM 1303	Chemistry and Society	3
PHY 1301	Physics I	3
PHY 1302	Physics II	3

Mathematics

MAT 1301	Liberal Arts Math	3
MAT 1302	College Algebra	3
MAT 1303	Algebra and Trigonometry	3
MAT 1304	Finite Math	3
MAT 2301	Elementary Statistics	3
MAT 2302	Pre-Calculus	3
MAT 2303	Calculus	3

History

HIS 1301	American History I	3
HIS 1302	American History II	3
HIS 1303	United States Military History I	3
HIS 1304	United States Military History II	3
HIS 1305	Western Civilization I	3
HIS 1306	Western Civilization II	3
HIS 2301	Medieval History	3

English Composition

ENG 1301	English Composition I	3
ENG 1302	English Composition II	3

AA, GENERAL STUDIES

Total Program Requirements		60
General Education Requirements		36
Humanities and Fine Arts – Group A	3	
Humanities and Fine Arts – Group A or B	6	
Social and Behavioral Sciences	6	
Natural Sciences	6	
Mathematics	3	
History	6	
English Composition	6	
Open Electives		24

Note: The AA, General Studies program is not eligible for Federal Student Aid, VA funding, or Military Tuition Assistance.

The Associate of Arts in General Studies degree program provides students with a foundation in the arts and sciences. Students explore various subjects and acquire general knowledge with application to the professions or baccalaureate study. Upon completion of the program, students should be able to do the following:

1. Apply a variety of methods to analyze problems and interpret information.
2. Analyze the individual's role in different communities, including local, national, and global communities.
3. Communicate in genre appropriate to purpose and audience.
4. Evaluate evidence to construct creative and well-reasoned arguments or problem-solving strategies.

General Education Requirements 36
Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements.

Open Electives 24
To fulfill open electives, students may choose any course not used to satisfy program requirements, taking into consideration the degree program upper-level requirements. Students can review all available courses at our full course listing. Students are strongly encouraged to speak to their academic advisor prior to choosing open elective options.

BS, COMMUNICATION

Total Program Requirements		120
General Education Requirements		30
Humanities and Fine Arts – Group A	3	
Humanities and Fine Arts – Group B	3	
PHI 1301 is required		
Social and Behavioral Sciences	6	
Natural Sciences	6	
Mathematics	3	
History	3	
English Composition	6	
Major Requirements		42
Open Electives		48

The Bachelor of Science in Communication prepares graduates with effective oral and written communication skills needed for a variety of ever changing and diverse professions. The curriculum emphasizes theory and application of interpersonal, group, organizational, professional, and intercultural communications. In addition, graduates will also develop leadership strategies and professional writing skills

applicable to today's workforce. Upon completion of the program, students should be able to do the following:

1. Apply communication theories and concepts in a wide variety of settings.
2. Create messages appropriate to the audience, purpose, and context.
3. Utilize ethical decision making to communicate effectively with diverse groups.
4. Analyze the role of communication in society and modern organizations.

General Education Requirements 30

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements.

Major Requirements 42

Course	Title	Credit Hours
COM 1301	Introduction to Communications	3
COM 1302	Fundamentals of Speech Communication	3
COM 2301	Professional Communication	3
COM 2302	Organizational Communication	3
ENG 3301	Technical Writing	3
RCH 3301	Research Methods	3
COM 3302	Intercultural Communications	3
COM 3303	Editing for Journalists	3
COM 3304	Visual Culture and Communication	3
HRM 3301	Human Relations and Development	3
COM 4301	Media Literacy	3
LDR 4302	Communication Skills for Leaders	3
LDR 4304	Negotiation / Conflict Resolution	3
COM 4320	Capstone in Communication	3

Open Electives 48

To fulfill open electives, students may choose any course not used to satisfy program requirements, taking into consideration the degree program upper-level requirements. Students can review all available courses at our full course listing. Students are strongly encouraged to speak to their academic advisor prior to choosing open elective options.

BS, HUMAN SERVICES

Total Program Requirements	120
General Education Requirements	36
Humanities and Fine Arts – Group A	*3*
PHI 2302 is required	
Humanities and Fine Arts – Group A or B	*6*
COM 1301 is required	
Social and Behavioral Sciences	*12*
PSY 1301, SOC 1301, SOC 1302,	

and POL 2302 are required	
Natural Sciences	*3*
Mathematics	*3*
History	*3*
English Composition	*6*
Major Requirements	45
Program Electives	9
Open Electives	18-30
Concentration (optional)	12

The Bachelor of Science in Human Services program prepares students to assess social policies that impact organizational and community needs. The program provides students with a working knowledge of human relations, social issues, ethics, organizational management, counseling techniques, and public policy that form a foundation for developing evidence-based solutions and highly skilled approaches to advocacy in human services. Upon completion of the program, students should be able to do the following:

1. Integrate the foundational principles of the human services field into a skilled approach for ethical advocacy.
2. Develop practical evidence-based solutions to human service needs in diverse communities and organizations.
3. Demonstrate effective professional interpersonal skills.
4. Assess existing socio-political issues for identification of service needs.

General Education Requirements 30

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements.

Major Requirements 45

Course	Title	Credit Hours
COM 2301	Professional Communication	3
HSE 2301	Introduction to Human Services	3
HSE 3301	Public Policy and Advocacy	3
HSE 3302	Theories and Techniques of Counseling	3
HSE 3303	Law and Ethics in Human Services	3
HSE 4301	Human Services Delivery	3
HSE 4302	Case Management	3
HSE 4320	Human Services Capstone	3
HRM 3301	Human Relations and Development	3
HRM 3302	Human Resource Management	3
LDR 3302	Organizational Theory and Behavior	3
PSY 3302	Social Psychology	3
PSY 3303	Developmental Psychology	3
PSY 4310	Psychology of Crisis Intervention Strategies	3
RCH 3301	Research Methods	3

Program Electives 12

To fulfill program electives, students may choose any course not used to satisfy program requirements, taking into consideration the degree program upper-level requirements.

Select 3 courses from the following.

Course	Title	Credit Hours
COM 2302	Organizational Communication	3
COM 3302	Intercultural Communication	3
CMJ 4306	Race and Ethnic Relations	3
LDR 3301	Leadership	3
LDR 4302	Communication Skills for Leaders	3
PSY 2301	Abnormal Psychology	3
PSY 3304	Theories of Personality	3
PSY 4309	Diversity and Cultural Inclusion	3
SOC 2302	Cultural Geography	3

Open Electives.................................. 18-30

To fulfill open electives, students may choose any course not used to satisfy program requirements, taking into consideration the degree program upper-level requirements. If a concentration is completed, only 24 credit hours of open electives are required. Students can review all available courses at our full course listing. Students are strongly encouraged to speak to their academic advisor prior to choosing open elective options.

Concentration 12

The following concentrations are available for this degree.

Criminal Justice Concentration...........................12

Enables students to develop an understanding of how psychological concepts and theories apply to the criminal justice and related fields. Emphasis is placed on the practices of the criminal justice system, central theories, and approaches to criminology and victimology, and also how mental illness impacts crime and the criminal justice fields overall. Upon completion of the concentration, students should be able to do the following:

1. Explain how psychology and criminal justice are related.
2. Assess the impact of crime on victims.

Course	Title	Credit Hours
CMJ 2301	Introduction to Criminal Justice	3
CMJ 2305	Criminology	3
CMJ 3307	Victimology	3
CMJ 3308	Mental Illness and Crime	3

Mental Health Concentration 12

Focuses on the applied aspect of psychology relating to the mental health paradigm. Students apply foundational knowledge of psychology through the lens of current theories and practices in the mental health field. Upon completion of the concentration, students should be able to do the following:

1. Explore current psychological practices that directly relate to mental health.
2. Assess psychological concepts across a wide range of professional applications.

Course	Title	Credit Hours
PSY 3308	Close Relationships	3
PSY 4303	Cognitive Psychology	3
PSY 4308	Psychology of Prejudice and Discrimination	3
PSY 4304	Health Psychology	3

Health Care Concentration 12

The Healthcare Administration concentration provides students the opportunity to examine current practices and challenges in healthcare administration. Students analyze healthcare topics through the lens of healthcare management to develop decision-making skills in addressing complex healthcare issues. Upon completion of the concentration, students should be able to do the following:

1. Analyze current trends and issues in healthcare.

Required Courses

Course	Title	Credit Hours
HCA 3301	Health Care Management	3
HCA 3302	Critical Issues in Health Care	3

Choose 2 Courses

Course	Title	Credit Hours
HCA 3303	Standards for Health Care Staff	3
HCA 3306	Community Health	3
HCA 4303	Comparative Health Systems	3
HCA 4307	Health Care Quality Management	3

Substance Abuse and Addiction Concentration ... 12

Provides students with the skills necessary to identify appropriate assistance programs and offer support to those affected by substance abuse. Students will learn about risk factors, physiological impacts, effective engagement strategies, intervention, and prevention in courses designed to impart fundamental knowledge useful in wide range of settings and in various roles.

1. Analyze client needs as they relate to addictive and substance abuse behavior

2.Determine effective strategies to assist with addictive and substance abuse behaviors.

Course	Title	Credit Hours
SOC 4301	Substance Abuse, Addiction and Society	3

HSE 4304	Dynamics of Intervention and Prevention	3
SOC 3302	Social Problems	3
HTH 3301	Drugs, Poisons, and Chemistry	3

BS, PSYCHOLOGY

Total Program Requirements	**120**
General Education Requirements	36
Humanities and Fine Arts – Group A	*3*
Humanities and Fine Arts – Group A or B	*3*
Social and Behavioral Sciences	*6*
PSY 1301 is required	
Natural Sciences	*6*
BIO 1303 is required	
Mathematics	*6*
MAT 1302 and MAT 2301 are required	
History	*6*
English Composition	*6*
Major Requirements	36
Program Electives	12
Open Electives	24-36
Concentration (optional)	12

The Bachelor of Science in Psychology degree program provides theoretical coverage in the science of psychology, while introducing critical skills necessary to function proficiently in applied service provision settings. The degree program provides a general survey of psychology and builds upon an integrated foundation of general and applied science, research methods, human relations, learning, emotions, behaviors, and development. Upon completion of the program, students should be able to do the following:

1. Integrate individual perspective with psychological concepts and theories in written work.
2. Apply psychological concepts, theories, and appropriate tests and measures to real-world cases and situations.
3. Critique scholarly articles from peer-reviewed Psychology journals with regard to strengths and weaknesses of research design, content, and generalizability.
4. Analyze aspects of ethics and multicultural diversity as they relate to practice in the psychological profession.

General Education Requirements 36
Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements.

Major Requirements 36

Course	Title	Credit Hours
PSY 2301	Abnormal Psychology	3
PSY 2302	Psychology of Learning	3
PSY 2303	Psychology of Adjustment	3
PSY 3301	History and Systems of Psychology	3
PSY 3302	Social Psychology	3
PSY 3303	Developmental Psychology	3
PSY 3304	Theories of Personality	3
RCH 3301	Research Methods	3
PSY 4301	Physiological Psychology	3
PSY 4305	Psychological Assessment	3
PSY 4306	Industrial Organizational Psychology	3
PSY 4320	Psychology Capstone	3

Program Electives 12
To fulfill program electives, students may choose any course not used to satisfy program requirements, taking into consideration the degree program upper-level requirements.

Select 4 courses from the following.

Course	Title	Credit Hours
PSY 3307	Forensic Psychology	3
PSY 4303	Cognitive Psychology	3
PSY 4309	Diversity and Cultural Inclusion	3
PSY 4310	Psychology of Crisis Intervention Strategies	3
CMJ 2301	Introduction to Criminal Justice	3
CMJ 2302	Theory and Practices of Law Enforcement	3
CMJ 3308	Mental Illness and Crime	3
CMJ 4306	Race and Ethnic Relations	3
COM 2302	Organizational Communication	3
ENG 3301	Technical Writing	3
FRN 2301	Introduction to Forensic Investigation	3
LDR 3301	Leadership	3
PSY 3308	Close Relationships	3
PSY 3309	Psychology of Gender	3
PSY 4304	Health Psychology	3
PSY 4308	Psychology of Prejudice and Discrimination	3

Open Electives 24-36
To fulfill open electives, students may choose any course not used to satisfy program requirements, taking into consideration the degree program upper-level requirements. If a concentration is completed, only 24 credit hours of open electives are required. Students can review all available courses at our full course listing. Students are strongly encouraged to speak to their academic advisor prior to choosing open elective options.

Concentration 12
The following concentrations are available for this degree.

Criminal Justice Concentration 12
Enables students to develop an understanding of how psychological concepts and theories apply to the criminal justice and related fields. Emphasis is placed on the practices of the criminal justice system, central theories, and

approaches to criminology and victimology, and also how mental illness impacts crime and the criminal justice fields overall. Upon completion of the concentration, students should be able to do the following:

1. Explain how psychology and criminal justice are related.
2. Assess the impact of crime on victims.

Course	Title	Credit Hours
CMJ 2301	Introduction to Criminal Justice	3
CMJ 2305	Criminology	3
CMJ 3307	Victimology	3
CMJ 3308	Mental Illness and Crime	3

Criminology Concentration 12

Enables students to explore the complex relationship between criminal behavior, societal structures, and individual psychological factors. By combining courses focusing on juvenile delinquency, mental health, gender-related psychological theories, and policing in diverse communities, students will be better suited to analyze the multifaceted nature of crime and ultimately contribute to greater community safety. Upon completion of the concentration, students should be able to do the following:

1. Explain the motivations, patterns, and characteristics of individuals who commit crimes.
2. Discuss strategies to improve communication between law enforcement personnel and minority and multicultural communities.

Course	Title	Credit Hours
CMJ 2304	Juvenile Delinquency	3
CMJ 3308	Mental Illness and Crime	3
CMJ 4306	Race and Ethnic Relations	3
PSY 3309	Psychology of Gender	3

Diversity and Inclusion Concentration.................12

Provides students the ability to examine a deep understanding of human psychology that relates to the lived experiences among diverse groups of people, including diversity across race, ethnicity, culture, sexual orientation, gender-identification and socioeconomic status. Graduates of this program will have the knowledge and skills necessary to enact change within various environments in an effort to support diversity and advance inclusion.

Upon completion of the concentration, students should be able to do the following:
1. Evaluate how implementing changes within various environments can enhance quality and prevent marginalization.
2. Assess the impact of discrimination in various work environments.

Course	Title	Credit Hours
PSY 3309	Psychology of Gender	3
PSY 4308	Psychology of Prejudice and Discrimination	3
PSY 4309	Diversity and Cultural Inclusion	3
PSY 4310	Psychology of Crisis Intervention Strategies	3

Forensic Psychology Concentration.....................12

Connects concepts from criminal justice, forensics, and psychology, to provide foundational knowledge of psychological principles and their application to criminal behavior. It delves into psychological structures that explain criminal actions, examines the connection between mental health and the criminal justice system, and investigates how prejudices and discrimination can evolve into criminal acts. Additionally, the program highlights the critical role of forensic science in the legal process, encompassing the gathering of criminal evidence, investigative procedures, and the delivery of expert testimony in court. Upon completion of the concentration, students should be able to do the following:

1. Explain the legal aspects of the science of forensics, including how to prepare for courtroom testimony, evidence collection, and the insanity defense.
2. Explore social and psychological influences on criminal behavior.

Course	Title	Credit Hours
CMJ 3308	Mental Illness and Crime	3
FRN 2301	Introduction to Forensic Investigation	3
PSY 3307	Forensic Psychology	3
PSY 4308	Psychology of Prejudice and Discrimination	3

Forensics Concentration 12

Focuses on how psychology interacts with the forensic field of criminal justice. Students apply foundational knowledge of psychology to the analysis of forensic-related content, such as investigation, pathology, and justice-involved professions and settings. Upon completion of the concentration, students should be able to do the following:

1. Assess the role of forensics in psychology.
2. Explain forensic techniques of investigation.

Course	Title	Credit Hours
CMJ 2301	Introduction to Criminal Justice	3
FRN 2301	Introduction to Forensic Investigation	3
FRN 4303	Pathology of Death	3
PSY 3307	Forensic Psychology	3

Industrial/Organizational Concentration............12

Provides students with specialized curriculum focused on industrial-organizational theories and principles for individuals who are interested in how psychology can impact organizations. Students examine psychology theories that

relate to organizational behavior and how to utilize these principles in the work environment to improve relationships with people and improve organizational processes. Upon completion of the concentration, students should be able to do the following:

1. Analyze how human relations impacts development within organization.
2. Assess the impact of people and processes within organizational settings.

Select 4 courses from the following.

Course	Title	Credit Hours
HRM 3301	Human Relations and Development	3
LDR 3301	Leadership	3
LDR 4301	Managing Diversity in Organizations	3
LDR 4303	Team Building and Leadership	3
LDR 4304	Negotiation/Conflict Resolution	3

Mental Health Concentration 12

Focuses on the applied aspect of psychology relating to the mental health paradigm. Students apply foundational knowledge of psychology through the lens of current theories and practices in the mental health field. Upon completion of the concentration, students should be able to do the following:

1. Explore current psychological practices that directly relate to mental health.
2. Assess psychological concepts across a wide range of professional applications.

Course	Title	Credit Hours
PSY 3308	Close Relationships	3
PSY 4303	Cognitive Psychology	3
PSY 4308	Psychology of Prejudice and Discrimination	3
PSY 4304	Health Psychology	3

Disclosure

This program is not designed to meet the requirements for professional licensure or certification.

Students Seeking Entrance into a Future Master's Program

Many students enroll in an undergraduate degree in psychology with the intent to pursue a career as a licensed counselor or social worker. Licensure is required for these careers, and states have different licensure requirements. In these cases, the undergraduate degree in psychology serves as a preparatory step toward earning an advanced degree in a psychology-related field of study.

CSU offers graduate programs in psychology, but none for licensure. If a graduate licensure program is desired, CSU recommends consultation with any institutions in which a student may desire to transfer as well as a review of its state requirements. To determine the best option, each student is encouraged to speak with his or her Academic Advisor. Students interested in continuing into a master's program for licensure in psychology are encouraged to take the following undergraduate math elective: MAT 2302, Pre-Calculus.

Upon completion of the bachelor's degree in Psychology, CSU graduates are eligible for consideration into all CSU master's programs in Psychology, as well as master's programs at several institutions. Students are encouraged to speak with their Academic Advisor to discuss CSU's Psychology Articulation Partners.

MS, INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

Total Program Requirements	36
Major Requirements	36

The Master of Science in Industrial/Organizational Psychology offers a comprehensive theoretical foundation in psychology, coupled with essential skills vital for success in industrial and organizational environments. Students will integrate psychological principles in human work performance as well as analyze methods to promote effective communication and leadership. Students will also evaluate ethical considerations while conducting psychological research. This program does not focus on clinical training and is not intended for licensure purposes.

Upon completion of the program, students should be able to do the following:

1. Assess complex industrial and organizational challenges affecting employees, teams, and organizations.
2. Demonstrate proficiency in conducting empirical psychological research within industrial and organizational contexts.
3. Appraise leadership strategies aimed at enhancing workplace productivity and effectiveness.
4. Analyze the influence of organizational frameworks and individual treatment on human behavior.

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Major Requirements................................36

Course	Title	Semester Hours
LDR 6301	Psychological Foundations of Leadership	3
MGT 6301	Organizational Research and Theory	3
PSY 5301	Foundations of Graduate Study in Psychology	3
PSY 5302	Foundations of Human Behavior	3
PSY 5304	Consulting Psychology	3

Course	Title	Semester Hours
PSY 5305	Test and Measurements	3
PSY 5308	Personnel Psychology	3
PSY 6301	Advanced Social Psychology	3
PSY 6304	Psychology of Diverse Populations	3
PSY 6305	Psychology of Decision Making and Morals	3
PSY 6321	Capstone in Industrial Organizational Leadership	3
RCH 5301	Research Methods	3

MS, MENTAL HEALTH AND WELLNESS

Total Program Requirements	36
Major Requirements	36

The MS, Mental Health and Wellness degree program examines mental health and human behavior and focuses on frameworks of mental health professions. This course of study provides students with the skills to critique research in the field of mental health and wellness and to evaluate intervention strategies to improve mental health. Upon completion of the program, students should be able to do the following:

1. Determine factors that impact mental health within varying populations and settings.
2. Critique the application of research in the field of mental health and wellness.
3. Recommend intervention and preventative approaches for the improvement of mental health.
4. Analyze the moral frameworks aligned to mental health and wellness professions.

This program is not yet eligible for Veterans Benefits.

Major Requirements 36

Course	Title	Semester Hours
MHW 5301	Mental Health and Well-Being	3
MHW 5302	Maladaptive and Criminal Behavior	3
MHW 5303	Evaluation and Treatment of Offenders	3
MHW 6301	Childhood Mental Health	3
MHW 6302	Adult Mental Health	3
MHW 6303	Moral Decision Making in Mental Health	3
MHW 6304	Behavioral Assessment & Treatment Options	3
MHW 6320	Mental Health and Wellness Capstone	3
PSY 5302	Foundations of Human Behavior	3
PSY 6302	Counseling Theory	3
PSY 5307	Community Health in Psychology	3
RCH 5301	Research Methods	3

MS, PSYCHOLOGY

Total Program Requirements	36
Major Requirements	24
Concentration Requirements	12

The Master of Science in Psychology degree program provides theoretical coverage in the science of psychology, while introducing critical skills necessary to function proficiently in applied service provision settings. The degree program provides an advanced survey of psychology and builds upon an integrated foundation of general and applied science, research methods, human relations, learning, emotions, behaviors, and development. This program will not include a licensure, as it is not clinical based.

Upon completion of the program, students should be able to do the following:

1. Apply principles from major theoretical frameworks to a variety of psychological problems and disorders.
2. Critique the application of theory, methodology, ethics, and data analysis in psychological research.
3. Relate the complexity of sociocultural diversity and societal inequality to the inquiry and analysis of human behavior.
4. Integrate psychological theory and high-integrity best practices into interpersonal communication skills.

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Major Requirements 24

Course	Title	Semester Hours
PSY 5301	Foundations of Graduate Study in Psychology	3
PSY 5302	Foundations of Human Behavior	3
RCH 5301	Research Methods	3
PSY 5303	Psychopathology	3
RCH 5302	Foundations for Research	3
PSY 5306	Cognitive Processes	3
PSY 6302	Counseling Theory	3
PSY 6320	Capstone in Psychology	3

Concentration 12

Students must select one of the following concentrations.

General Concentration 12

Course	Title	Credit Hours
PSY 5307	Community Health	3
PSY 6301	Advanced Social Psychology	3
PSY 6303	Advanced Psychology of Personality	3
PSY 6304	Psychology of Diverse Populations	3

Mental Health and Wellness

Concentration 12

Equips students with foundational concepts and theories of mental health and wellness. Emphasis is placed on the relationship between psychology and mental health. Students explore the diagnosis and treatment for different types of mental health issues in both children and adults.

1. Synthesize mental health issues and treatment options.

Course	Title	Credit Hours
MHW 5301	Mental Health and Wellness	3
MHW 6301	Childhood Mental Health	3
MHW 6302	Adult Mental Health	3
MHW 6304	Digital and Emerging Technology Strategies	3

Disclosure

This program is not designed to meet the requirements for professional licensure or certification.

CERTIFICATES

Undergraduate Certificates	Direct Enrollment	Embedded Certificate
Communication	✓	✓
Psychology		✓

Note: Direct enrollment certificates are not eligible for Federal Student Aid, Veterans Benefits, or Tuition Assistance.

Communication Certificate 12

Equips students with the theories and skills necessary for effective communication with diverse audiences. Special attention is placed on professional communication skills, intercultural communication styles, and visual and media literacies.

1. Apply communication theories and skills in a wide variety of settings.

Course	Title	Credit Hours
COM 2301	Professional Communication	3
COM 3302	Intercultural Communication	3
COM 3304	Visual Culture and Communication	3
COM 4301	Media Literacy	3

Psychology Certificate 12

Provides theoretical coverage in the science of psychology, while introducing the critical thinking skills necessary to function proficiently in a variety of career and personal settings. Upon completion of the certificate, students should be able to do the following:

2. Apply psychological theories to various interpersonal settings.

3. Develop training initiatives that implement best practices involved in working with groups during social or organizational events.

Course	Title	Credit Hours
PSY 3302	Social Psychology	3
PSY 3304	Theories of Personality	3
PSY 3307	Forensic Psychology	3
PSY 4306	Industrial Organizational Psychology	3

Graduate Certificates	Direct Enrollment	Embedded Certificate
Psychology		✓

Note: Direct enrollment certificates are not eligible for Federal Student Aid, Veterans Benefits, or Tuition Assistance.

Psychology Certificate 12

Helps students expand their knowledge and skills in the field of psychology. This program examines theories of personality and social psychology within different settings, including personal, social and organizational.

Course	Title	Credit Hours
PSY 5301	Foundations of Graduate Study in Psychology	3
PSY 5302	Foundations of Human Behavior	3
PSY 6301	Advanced Social Psychology	3
PSY 6303	Advanced Psychology of Personality	3

COLLEGE OF BUSINESS AND TECHNOLOGY

The College of Business and Technology provides students with business, management, and leadership acumen directly applicable to real-world, industry-relevant business experiences, delivered by qualified, experienced faculty who are committed to teaching and student learning. College leadership, faculty and program outcomes focus on preparing students who are effective communicators, ethically sound, and critical thinkers who can make data-driven decisions in future career opportunities.

COLLEGE LEADERSHIP

Elwin Jones, Ph.D.
Vice Provost, Doctoral Center
Dean, College of Business and Technology

Darlene Jaffke, D.B.A.
Dean, Doctoral Writing and Research Center

Greg Evans, Ph.D.
Academic Program Director
Business Leadership

John Hargadon, Ph.D.
Academic Program Director
Organizational Leadership

Sancho Manzano, Ph.D.
Academic Program Director
Information Technology and Cybersecurity

Tanesha Morgan, Ph.D.
Academic Program Director
Public Business

Megan Patton, Ed.D.
Academic Program Director
Health Care

Scott Rounds, D.M.
Academic Program Director
General Business

Christine Whitaker, Ed.D.
Academic Program Director
Professional Business

DEGREES

AS, Business

AS, Cybersecurity

AS, Information Technology

BS, Accounting

BS, Business Administration
Concentrations: *General; Cybersecurity; Data Analytics; Finance; Hospitality and Tourism; Human Resource Management; Information Technology; International Management; Logistics; Management; Marketing; Project Management; Sport Management; Supply Chain Management (Accelerated Program Enrollment Available)*

BS, Human Resource Management
(Accelerated Program Enrollment Available)

BS, Information Systems and Cyber Security
Concentrations: *General; Homeland Security (Accelerated Program Enrollment Available)*

BS, Information Technology
Concentration: *Data Analytics (Accelerated Program Enrollment Available)*

BS, Organizational Leadership
(Accelerated Program Enrollment Available)

Master of Business Administration
Concentrations: *General; Entrepreneurship; Finance; Health Care Management; Human Resource Management; Marketing; Project Management; Public Administration*

MS, Human Resources
Concentrations: *Instructional Design and Technology*

MS, Information Technology

MS, Organizational Leadership
Concentrations: *General; Instructional Design and Technology*

Master of Public Administration
Concentrations: *General; Criminal Justice Administration; Emergency Services Management*

Doctor of Business Administration
Concentrations: *Business Management; Emergency Management; Occupational Safety and Health; Organizational Leadership*

Doctor of Public Administration

Doctor of Organizational Leadership

CERTIFICATES

Undergraduate	Direct†	Embedded
Cybersecurity		✓
Finance	✓	✓
Hospitality and Tourism	✓	✓
Human Resource Management	✓	✓
Information Technology	✓	✓
International Management	✓	✓
Management	✓	✓
Marketing	✓	✓
Project Management	✓	✓
Sport Management	✓	✓

Graduate		
Finance	✓	✓
Health Care Management	✓	✓
Human Resource Management	✓	✓
Marketing	✓	✓
Project Management	✓	✓
Public Administration	✓	✓

Postgraduate		
Organizational Leadership	✓	✓

† Direct enrollment certificates are not eligible for Federal Student Aid, Veterans Benefits, or Tuition Assistance

AS, BUSINESS
ACBSP Accredited

Total Program Requirements		60
General Education Requirements		21
Humanities and Fine Arts – Group A	*3*	
Humanities and Fine Arts – Group A or B	*3*	
Social and Behavioral Sciences/History	*3*	
Natural Sciences	*6*	
Mathematics	*3*	
English Composition	*3*	
Major Requirements		21
Open Electives		18

The Associate of Science in Business degree program provides students the general education, business, and workplace skills necessary for success. This program prepares graduates for entry-level business management positions and promotes expansion of the skills and knowledge of individuals currently employed. Students learn and apply foundational managerial concepts and theories in a practical fashion, which prepare graduates for advanced business studies. Upon completion of the program, students should be able to do the following:

1. Demonstrate interpersonal skills through effective written communications such as business reports and virtual connections.
2. Evaluate different leadership styles.
3. Analyze ethical issues in business practices.
4. Prepare financial cost analysis of business processes.

General Education Requirements 21
Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements.

Major Requirements 21

Course	Title	Credit Hours
BUS 2301	Introduction to Business	3
COM 2302	Organizational Communication	3
ACC 2301	Principles of Accounting I	3
ACC 2302	Principles of Accounting II	3
ECO 2301	Principles of Microeconomics	3
ECO 2302	Principles of Macroeconomics	3
BUS 2303	Professionalism in the Workplace	3

Open Electives 18
To fulfill open electives, students may choose any course not used to satisfy program requirements, taking into consideration the degree program upper-level requirements. Students can review all available courses at our full course listing. Students are strongly encouraged to speak to their academic advisor prior to choosing open elective options.

AS, CYBERSECURITY

Total Program Requirements		60
General Education Requirements		21
Humanities and Fine Arts Group A	*3*	
Humanities and Fine Arts Group A or B	*3*	
Social and Behavioral Sciences / History	*3*	
Natural Sciences	*6*	
Mathematics	*3*	
English Composition	*3*	
Major Requirements		18
Program Electives		9
Open Electives		12

The Associate of Science in Cybersecurity degree provides students with foundational knowledge of the cybersecurity field. The focused curriculum surrounding cybersecurity fundamentals will provide the student with the skillsets needed for an entry-level cybersecurity position within a wide variety of organizations. The AS in Cybersecurity can also be used as a steppingstone to the CSU BS in Information Systems and Cyber Security program. Upon completion of the program, students should be able to do the following:

1. Apply security principles and practices to the hardware, software, and human components of a system.
2. Identify potential cybersecurity threats that could affect an organization.
3. Evaluate a computer-based solution to meet a given set of computing requirements in the context of the cybersecurity field.
4. Outline a security issue and provide the security requirements appropriate for the solution.

General Education Requirements 21
Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements.

Major Requirements................................18

Course	Title	Credit Hours
ITC 1301	Computer Essentials	3
ITC 2301	Personal Computer Fundamentals	3
ITC 4305	Internet and Network Security	3
ITC 4313	IT Ethics and Professionalism	3
SEC 3301	Security Application Development	3
SEC 3302	Advanced IS Security	3

Program Electives 9
Select 3 courses from the following.

Course	Title	Credit Hours
CYB 4301	Cyber Security and Crime	3
CYB 4302	Cyber Warfare and Application	3
HLS 2302	Introduction to Physical Security	3
ITC 3301	Maintaining Microcomputer Systems 1	3
ITC 3306	Operating Systems	3
LDR 3301	Leadership	3
MGT 3301	Principles of Management	3
MGT 3302	Introduction to Project Management	3
SEC 4301	IS Disaster Recovery	3
SEC 4302	Planning and Audits	3

Open Electives......................................12
To fulfill open electives, students may choose any course not used to satisfy program requirements, taking into consideration the degree program upper-level requirements. Students can review all available courses at our full course listing. Students are strongly encouraged to speak to their academic advisor prior to choosing open elective options.

AS, INFORMATION TECHNOLOGY

Total Program Requirements	**60**
General Education Requirements	21
Humanities and Fine Arts Group A	*3*
Humanities and Fine Arts Group A or B	*3*
Social and Behavioral Sciences / History	*3*
Natural Sciences	*6*
Mathematics	*3*
English Composition	*3*
Major Requirements	**18**
Program Electives	**9**
Open Electives	**12**

The Associate of Science Degree in Information Technology (IT) blends general education coursework with basic fundamental knowledge and skill in information technology, maintenance, and systems management. Students graduating can use this degree as a foundation for more advanced education and specialized IT positions as network or computer systems administrators or computer and information research scientists. Upon completion of the program, students should be able to do the following:

1. Apply principles of information technology to solve organizational challenges.
2. Examine computing requirements needed to stay ahead of organizational competitors.
3. Analyze user technology needs within an organization.
4. Identify solutions to technical problems that may impact an organization.

General Education Requirements 21
Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements.

Major Requirements................................18

Course	Title	Credit Hours
ITC 1301	Computer Essentials	3
ITC 2301	Personal Computer Fundamentals	3
ITC 2302	Introduction to Data Communication	3
ITC 3301	Maintaining Microcomputer Systems I	3
ITC 3304	Introduction to E-Commerce	3
ITC 3303	Information Systems Management	3

Program Electives 9

Select 3 courses from the following.

Course	Title	Credit Hours
BUS 2301	Introduction to Business	3
ITC 3306	Operating Systems	3
ITC 3308	Cloud Computing	3
ITC 3309	Introduction to Mobile Technology	3
ITC 4313	IT Ethics and Professionalism	3
LDR 3301	Leadership	3
MGT 3301	Principles of Management	3
MGT 3302	Introduction to Project Management	3

Open Electives......................................12

To fulfill open electives, students may choose any course not used to satisfy program requirements, taking into consideration the degree program upper-level requirements. Students can review all available courses at our full course listing. Students are strongly encouraged to speak to their academic advisor prior to choosing open elective options.

BS, ACCOUNTING

Total Program Requirements		120
General Education Requirements		30
Humanities and Fine Arts Group A	*3*	
Humanities and Fine Arts Group A or B	*3*	
Social and Behavioral Sciences	*6*	
Natural Sciences	*6*	
Mathematics	*3*	
MAT 1302 is required		
History	*3*	
English Composition	*6*	
Major Requirements		51
Open Electives		39

The Bachelor of Science in Accounting program provides a foundation for entry-level accounting positions and enhances the knowledge base of those seeking to advance their accounting careers. This program of study offers a rigorous curriculum, featuring general business and specialized accounting courses, for students to develop in-depth competencies in the field of accounting.

Upon completion of the program, students should be able to do the following:

1. Employ accounting principles in financial reporting.
2. Recommend accounting solutions that are based on financial data analysis.
3. Communicate effectively with both finance and nonfinance audiences.
4. Demonstrate ethical accounting business practices.

General Education Requirements 30

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements.

Major Requirements.................................51

Course	Title	Credit Hours
BUS 2301	Introduction to Business	3
ACC 2301	Principles of Accounting I	3
ACC 2302	Principles of Accounting II	3
BUS 3301	Business Law	3
ACC 3301	Managerial Accounting	3
FIN 3301	Financial Management	3
ITC 1301	Computer Essentials	3
FIN 4301	Financial Institutions	3
ACC 3302	Intermediate Accounting I	3
ACC 3303	Intermediate Accounting II	3
ACC 4301	Auditing	3
ACC 3304	Financial Accounting	3
ACC 3305	Fraud Examination	3
ACC 4302	Corporate Taxation	3
ACC 4303	Individual Estate Planning	3
PHI 4301	Business Ethics	3
ACC 4305	Accounting Information Systems	3

Open Electives......................................39

To fulfill open electives, students may choose any course not used to satisfy program requirements, taking into consideration the degree program upper-level requirements. Students can review all available courses at our full course listing. Students are strongly encouraged to speak to their academic advisor prior to choosing open elective options.

BS, BUSINESS ADMINISTRATION
ACBSP Accredited

This program is eligible for an Accelerated Program Enrollment format. Please refer to the Accelerated Program Enrollment information in this catalog or contact your academic advisor for more information.

Total Program Requirements		120
General Education Requirements		30
Humanities and Fine Arts – Group A	*3*	
Humanities and Fine Arts – Group A or B	*3*	
Social and Behavioral Sciences	*6*	
Natural Sciences	*6*	
Mathematics	*3*	
History	*3*	
English Composition	*6*	
Major Requirements		51
Open Electives		27-39

Concentration	12

The Bachelor of Science in Business Administration (BSBA) degree equips graduates with a knowledge of business theories, policies, and procedures that prepares them to assume a responsible position within the world of business. In addition to fundamental business and management procedures, graduates also acquire skills in decision-making, problem solving, and leadership. Upon completion of the program, students should be able to do the following:

1. Apply managerial decision-making through utilizing best practices in business.
2. Interpret business concepts, principles, and financial strategies.
3. Examine the effects of globalization on their work environment.
4. Analyze financial statements.

General Education Requirements 30

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements.

Major Requirements 51

Course	Title	Credit Hours
BUS 2301	Introduction to Business	3
COM 2302	Organizational Communication	3
ACC 2301	Principles of Accounting I	3
ACC 2302	Principles of Accounting II	3
ECO 2301	Principles of Microeconomics	3
ECO 2302	Principles of Macroeconomics	3
BUS 2303	Professionalism in the Workplace	3
MKT 3301	Principles of Marketing	3
MGT 3301	Principles of Management	3
LDR 3301	Leadership	3
HRM 3302	Human Resource Management	3
ITC 3303	Information Systems Management	3
BUS 3301	Business Law	3
ACC 3301	Managerial Accounting	3
FIN 3301	Financial Management	3
PHI 4301	Business Ethics	3
BUS 4302	Business Policy and Strategy	3

Open Electives 27-39

To fulfill open electives, students may choose any course not used to satisfy program requirements, taking into consideration the degree program upper-level requirements. If a concentration is completed, only 27 credit hours of electives are required. Students can review all available courses at our full course listing. Students are strongly encouraged to speak to their academic advisor prior to choosing open elective options.

Concentration 12

The following concentrations are available for this degree.

General Concentration 12

Designed for students to meet their specific educational goals and enhance their career opportunities. To satisfy the General concentration requirements, students may select any four undergraduate courses not used to meet other program requirements.

Cybersecurity Concentration 12

The Cybersecurity concentration focuses on the planning, risk management, legal and ethical challenges, and business continuity aspects of a cybersecurity strategy used to defend a business from cyber threats. This demands additional computer security and privacy measures to protect the information and relevant systems. This concentration prepares the students to meet the new challenges in the world of increasing threats to computer security and privacy by providing them with an understanding of the various threats and countermeasures. Upon completion of the concentration, students should be able to do the following:

1. Explain the common types of security threats that plague an organization.
2. Develop security documentation and processes as a proactive measure against a cyber-attack.

Course	Title	Semester Hours
CYB 4301	Cybersecurity and Crime	3
FRN 4301	Principles of Digital Forensics	3
SEC 3301	Security Application Development	3
SEC 4301	IS Disaster Recovery	3

Data Analytics Concentration 12

Equips students with the investigative skills required to drive actionable insights and influence decisions that move an organization forward. Students apply management skills to perform predictive analytics and effective visualization practices. Students also enhance soft skills to support critical reasoning and ethical decision-making in an organization.

Upon completion of the concentration, students should be able to do the following:

1. Utilize information system analytic methods that enhance decision making in business processes.

Course	Title	Credit Hours
DAT 3301	Fundamentals of Data Analytics	3
DAT 3311	Enterprise Data Management	3
DAT 4302	Emerging Technologies and Big Data	3
DAT 4301	Data Analytics	3

Finance Concentration 12

Prepares students to make managerial decisions to assist organizations in obtaining, administering, and managing funds. Upon completion of the concentration, students should be able to do the following:

1. Analyze financial information essential to sound business decision-making.

Select 4 courses from the following.

Course	Title	Credit Hours
FIN 4301	Financial Institutions	3
ECO 4301	International Economics	3
BUS 4304	International Legal Operations	3
BUS 4303	International Trade	3
FIN 4302	International Finance	3

Hospitality and Tourism Concentration 12

Prepares students for professions within the wide array of hospitality and tourism, including lodging, food service, tourism, and recreation related industries. This concentration is designed for both individuals seeking entry into the hospitality and tourism industry and professionals currently in the hospitality and tourism industry who are seeking to enhance their skills and ability to advance into supervisory or management positions. Upon completion of the concentration, students should be able to do the following:

1. Examine best practices to hospitality management functions.
2. Examine best practices to tourism management functions.

Course	Title	Credit Hours
HPT 3301	Introduction to Hospitality	3
HPT 3302	Introduction to Tourism	3
HPT 4301	Facilities Management and Design in Hospitality and Tourism	3
HPT 4302	Legal Aspects of Hospitality & Tourism	3

Human Resource Management Concentration 12

Equips students with the skills, knowledge, and competencies required to perform sound human resource management practices effectively. Upon completion of the concentration, students should be able to do the following:

1. Utilize human resource management best practices to develop solutions within an organization.

Select 4 courses from the following.

Course	Title	Credit Hours
HRM 3301	Human Relations and Development	3
HRM 3303	Compensation and Benefits	3
HRM 3304	Employment Law	3
HRM 4301	Training and Development	3
HRM 4302	Staffing Organizations	3

HRM 4303	International Human Resource Management	3
HRM 4304	Collective Bargaining	3

Information Technology Concentration 12

Focuses on the acquisition of theory and technical competencies associated with the information technology profession and provides fundamental knowledge and application in information technology. Upon completion of the concentration, students should be able to do the following:

1. Apply basic functions of software applications.

Select 4 courses from the following.

Course	Title	Credit Hours
ITC 2301	Personal Computer Fundamentals	3
ITC 2302	Introduction to Data Communications	3
ITC 4301	System Analysis and Design	3
ITC 4302	Database Design and Implementation	3
ITC 4303	Programming Concepts and Problem Solving I	3
ITC 4304	Web Design and Development	3
ITC 4306	IT Infrastructure Management	3

International Management Concentration 12

Provides students with the knowledge and skills necessary to address global management issues. Upon completion of the concentration, students should be able to do the following:

1. Analyze global management-related issues in the context of PEST (Political, Ethical/Economics, Social, and Technological) responsibility.

Select 4 courses from the following.

Course	Title	Credit Hours
BUS 4303	International Trade	3
BUS 4304	International Legal Operations	3
ECO 4301	International Economics	3
FIN 4302	International Finance	3
HRM 4303	International Human Resource Management	3
MGT 4302	International Management	3

Logistics Concentration 12

Provides students with the practical skills and knowledge to engage in operational and analytical evaluation of logistics in different markets and environments.

Upon completion of the concentration, students should be able to do the following:

1. Apply logistics principles to support integration, operations, purchasing, and distribution.

Course	Title	Credit Hours
LOG 3301	Principles of Logistics	3
LOG 4301	Transportation Logistics	3
LOG 4302	Global Logistics	3
MGT 4305	Procurement and Contract Management	3

Management Concentration 12

Provides students with the knowledge and skills necessary to function effectively in management positions. Emphasizes the development of leadership, decision-making skills, and key aspects of management. Students are exposed to a broad foundation of business communications in the field of management studies. Upon completion of the concentration, students should be able to do the following:

1. Apply foundational management principles to decision-making.

Course	Title	Credit Hours
MGT 3303	Managerial Decision Making	3
MGT 4302	International Management	3
MGT 4303	Production Management	3
MGT 4304	Risk Management	3

Marketing Concentration....................................12

Develops the knowledge, analytical/research abilities, and strategic marketing skill set to excel in the marketing industry. Upon completion of the concentration, students should be able to do the following:

1. Develop marketing campaigns based upon organizational needs.

Course	Title	Credit Hours
MKT 3302	Internet Marketing Principles	3
MKT 3303	Consumer Behavior	3
MKT 3304	Marketing Research	3
MKT 3305	Advertising	3

Project Management Concentration 12

Designed for professionals who seek to enhance their ability to motivate people, lead complex projects, and achieve cost-effective results. Upon completion of the concentration, students should be able to do the following:

1. Apply appropriate project management methods to the project environment.

Course	Title	Credit Hours
MGT 3302	Introduction to Project Management	3
MGT 3303	Managerial Decision Making	3
MGT 3304	Project Management Overview	3
MGT 4301	Project Planning	3

Sport Management Concentration.....................12

Provides students with the skills and knowledge necessary to succeed in sport management. Career opportunities include sport facilities managers, sport information directors, sport front office administrators, and sport communication relations directors. Upon completion of the concentration, students should be able to do the following:

1. Evaluate sport management theory and best practices related to the sport industry.

Course	Title	Credit Hours
SPM 3301	Sport Marketing	3
SPM 4301	Sport Facilities	3
SPM 4302	Sport Administration	3
SOC 3301	Sociology of Sport	3

Supply Chain Management Concentration 12

Provides students with the practical skills and knowledge to engage in operational and analytical evaluation of supply chain strategies in different markets and environments.
Upon completion of the concentration, students should be able to do the following:

1. Apply the appropriate supply chain management strategies for a given market.

Course	Title	Credit Hours
MGT 3305	Principles of Supply Chain Management	3
MGT 4306	Manufacturing Planning and Control	3
MGT 4304	Risk Management	3
MGT 4305	Procurement and Contract Management	3

BS, HUMAN RESOURCE MANAGEMENT

This program is eligible for an Accelerated Program Enrollment format. Please refer to the [Accelerated Program Enrollment](#) information in this catalog or contact your academic advisor for more information.

Total Program Requirements	120
General Education Requirements	30
Humanities and Fine Arts – Group A	*3*
Humanities and Fine Arts – Group A or B	*3*
Social and Behavioral Sciences	*6*
Natural Sciences	*6*
Mathematics	*3*
History	*3*
English Composition	*6*
Major Requirements	45

Open Electives	45

The Bachelor of Science in Human Resource Management degree program prepares graduates with the ability to identify, analyze, and solve complex human resource and management issues. This program of study includes instruction on the development and implementation of organizational policies and guidelines that create a transformational work environment.

CSU undergraduate degrees in Human Resource Management align with the Society for Human Resource Management's (SHRM) HR Curriculum Guidebook and Templates.

Upon completion of the program, students should be able to do the following:

1. Demonstrate best practices in human resources disciplines and functions.
2. Evaluate leadership and organizational performance.
3. Evaluate workplace behavior according to human resources industry standards.
4. Demonstrate the ability to apply governmental and organizational policies in the human resources role.

General Education Requirements 30

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements.

Major Requirements 45

Course	Title	Credit Hours
MGT 3301	Principles of Management	3
LDR 3301	Leadership	3
HRM 3302	Human Resource Management	3
HRM 3301	Human Relations and Development	3
BUS 2303	Professionalism in the Workplace	3
ITC 3303	Information Systems Management	3
HRM 3303	Compensation and Benefits	3
HRM 3304	Employment Law	3
HRM 4301	Training and Development	3
LDR 4302	Communication Skills for Leaders	3
LDR 4301	Managing Diversity in Organizations	3
HRM 4302	Staffing Organizations	3
LDR 4304	Negotiation/Conflict Resolution	3
HRM 4303	International Human Resource Management	3
HRM 4304	Collective Bargaining	3

Open Electives 45

To fulfill open electives, students may choose any course not used to satisfy program requirements, taking into consideration the degree program upper-level requirements. Students can review all available courses at our full course listing. Students are strongly encouraged to speak to their academic advisor prior to choosing open elective options.

BS, INFORMATION SYSTEMS AND CYBER SECURITY

This program is eligible for an Accelerated Program Enrollment format. Please refer to the **Accelerated Program Enrollment** information in this catalog or contact your academic advisor for more information.

Total Program Requirements		120
General Education Requirements		30
Humanities and Fine Arts Group A	*3*	
Humanities and Fine Arts Group A or B	*3*	
Social and Behavioral Sciences	*6*	
Natural Sciences	*6*	
Mathematics	*3*	
History	*3*	
English Composition	*6*	
Major Requirements		48
Open Electives		30 – 42
Concentration (optional)		12

The Bachelor of Science in Information Systems and Cyber Security degree program is designed for individuals to gain experience in systems analysis, programming, web development, networking, databases, and IT infrastructures. This online degree plan prepares individuals to develop applications, implement databases, maintain networks, and create websites with security as the focal point. The security core focuses on application security, intrusion detection, systems, IS auditing, and IS disaster recovery. The program also offers a concentration in homeland security. Upon completion of the program, students should be able to do the following:

1. Classify potential threats, risks, and weaknesses in the information technology infrastructure.
2. Interpret business and management theory and practices that help mitigate information systems security problems.
3. Recognize the application of security practices.
4. Analyze current legal requirements for information systems security.

General Education Requirements 30

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements.

Major Requirements 48

Course	Title	Credit Hours
ITC 1301	Computer Essentials	3
ITC 2301	Personal Computer Fundamentals	3

ITC 4305	Internet and Network Security	3
ITC 4313	IT Ethics and Professionalism	3
SEC 3301	Security Application Development	3
SEC 3302	Advanced IS Security	3
CYB 4301	Cybersecurity and Crime	3
CYB 4302	Cyber Warfare and Application	3
CYB 4303	Critical Infrastructure Protection in Cybersecurity	3
FRN 4301	Principles of Digital Forensics	3
FRN 4302	Digital Forensics Application	3
SEC 4301	IS Disaster Recovery	3
CYB 4304	Cybersecurity Law and Policy	3
SEC 4302	Planning and Audits	3
SEC 4303	IS Security Policy Analysis	3
SEC 4320	IS Security Capstone	3

Open Electives..................................30-42

To fulfill open electives, students may choose any course not used to satisfy program requirements, taking into consideration the degree program upper-level requirements. If a concentration is completed, only 30 credit hours of electives are required. Students can review all available courses at our full course listing. Students are strongly encouraged to speak to their academic advisor prior to choosing open elective options.

Concentration 12

The following concentrations are available for this degree.

General Concentration…………………………………………….12

Designed for students to meet their specific educational goals and enhance their career opportunities.

To satisfy the general concentration requirements, students may select any four undergraduate courses not used to meet other program requirements.

General Concentration, Accelerated Path.............. 12

The BS, Information Systems and Cyber Security – General Concentration is available with the Accelerated Path option. After meeting eligibility requirements, students who enroll in the Accelerated Path have the opportunity to complete the BS, ISCS in one year, following a rigorous enrollment schedule established by the University. Accelerated Path details and eligibility requirements are located in the Academic Information section of this catalog.

Homeland Security Concentration......................... 12

Focuses on the application of technical competencies associated with the homeland security role within the information systems security field. Students acquire knowledge and experience from expert field practitioners by focusing on topics related to terrorism, tactical response operations, weapons of mass destruction, and American

homeland security. Upon completion of the concentration, students should be able to do the following:

1. Analyze the historical impact of terrorism on current and future terrorism incidents.
2. Evaluate best practices that minimize potential vulnerabilities to critical infrastructure.

Course	Title	Credit Hours
HLS 3301	Weapons of Mass Destruction	3
HLS 3302	American Homeland Security	3
HLS 3303	Terrorism Response Operations	3
HLS 3306	Homeland Security Technology	3

BS, INFORMATION TECHNOLOGY

This program is eligible for an Accelerated Program Enrollment format. Please refer to the Accelerated Program Enrollment information in this catalog or contact your academic advisor for more information.

Total Program Requirements		120
General Education Requirements		30
Humanities and Fine Arts Group A	3	
Humanities and Fine Arts Group A or B	3	
Social and Behavioral Sciences	6	
Natural Sciences	6	
Mathematics	3	
History	3	
English Composition	6	
Major Requirements		48
Open Electives		42

The Bachelor of Science in Information Technology degree program is designed for individuals who wish to integrate the discipline of information technology within a business applications context. The program of study analyzes the development, maintenance, and management of computer-based information technology systems in organizations.

This online degree program includes extensive training in the application of recordable information and knowledge along with the services and technologies to facilitate their management and use. Courses cover the key concepts of information technology, information systems management, and interpersonal and organizational communications. Graduates of this program will be able to create, maintain, and provide information technology and business-related solutions in banking, government, academia, legal and judicial systems, the military, or any entry-level management position. Upon completion of the program, students should be able to do the following:

1. Identify components of computer-based information technology systems.
2. Explain the implementation process of design and development of information technology.
3. Apply decision-making skills concerning information technology issues using theory and practice.
4. Deliver information technology solutions to potential information technology-related problems.

General Education Requirements 30

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements.

Major Requirements 48

Course	Title	Credit Hours
ITC 1301	Computer Essentials	3
ITC 2301	Personal Computer Fundamentals	3
ITC 3304	Introduction to E-Commerce	3
ITC 3306	Operating Systems	3
ITC 4311	Information Technology Cost Analysis	3
ITC 3303	Information Systems Management	3
ITC 2302	Introduction to Data Communication	3
ITC 3301	Maintaining Microcomputer Systems I	3
ITC 4301	System Analysis and Design	3
ITC 4302	Database Design and Implementation	3
ITC 4303	Programming Concepts and Problem Solving	3
ITC 4304	Web Design and Development	3
ITC 4305	Internet and Network Security	3
ITC 4313	IT Ethics and Professionalism	3
ITC 4307	Information Technology Evaluation and Implementation I	3
ITC 4708	Information Technology Evaluation and Implementation II	3

Open Electives 42

To fulfill open electives, students may choose any course not used to satisfy program requirements, taking into consideration the degree program upper-level requirements. Students can review all available courses at our full course listing. Students are strongly encouraged to speak to their academic advisor prior to choosing open elective options.

Concentration 12

The following concentration is available for this degree.

Data Analytics Concentration 12

Equips students with the investigative skills required to drive actionable insights and influence decisions that move an organization forward. Students apply management skills to perform predictive analytics and effective visualization practices. Students also enhance soft skills to support critical reasoning and ethical decision-making in an organization.

Upon completion of the concentration, students should be able to do the following:

1. Utilize information system analytic methods that enhance decision making in business processes.

Course	Title	Credit Hours
DAT 3301	Fundamentals of Data Analytics	3
DAT 3311	Enterprise Data Management	3
DAT 4302	Emerging Technologies and Big Data	3
DAT 4301	Data Analytics	3

BS, ORGANIZATIONAL LEADERSHIP
ACBSP Accredited

This program is eligible for an Accelerated Program Enrollment format. Please refer to the **Accelerated Program Enrollment** information in this catalog or contact your academic advisor for more information.

Total Program Requirements		120
General Education Requirements		30
Humanities and Fine Arts – Group A	3	
Humanities and Fine Arts – Group A or B	3	
Social and Behavioral Sciences	6	
PSY 1301 is required		
Natural Sciences	6	
Mathematics	3	
History	3	
English Composition	6	
Major Requirements		48
Open Electives		42

The Bachelor of Science in Organizational Leadership degree program provides students the methods and skills necessary to maximize human capital in organizations, to develop individual and interpersonal skills for achieving successful organizational goals, to enhance positive organizational change, and to foster lifelong learning and continuous growth.

The program of study includes organizational behavior, business ethics, team building, creative thinking, organizational psychology, negotiation/conflict resolution, and business policy and strategy. Students completing this program will acquire the fundamental leadership concepts applicable in both profit and not-for-profit organizations. Upon completion of the program, students should be able to do the following:

1. Explain the significance of workforce training and programs relating to job assessment and evaluation.
2. Analyze organizational relationships to improve performance.

3. Evaluate the application of organizational culture to the different theories of employee motivation within the workforce.
4. Analyze the role of leadership in effective practices for leading people and business processes.

General Education Requirements 30

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements.

Major Requirements 48

Course	Title	Credit Hours
BUS 2303	Professionalism in the Workplace	3
MGT 3303	Managerial Decision Making	3
HRM 3301	Human Relations and Development	3
PSY 3302	Social Psychology	3
LDR 3301	Leadership	3
LDR 3302	Organizational Theory and Behavior	3
LDR 3303	Leadership Across Generations	3
LDR 4301	Managing Diversity in Organizations	3
LDR 4302	Communication Skills for Leaders	3
LDR 4303	Team Building and Leadership	3
LDR 4304	Negotiation/Conflict Resolution	3
LDR 4305	Innovative Business Decisions	3
PSY 4306	Industrial Organizational Psychology	3
HRM 4301	Training and Development	3
BUS 4302	Business Policy and Strategy	3
LDR 4320	Current Issues in Leadership	3

Open Electives 42

To fulfill open electives, students may choose any course not used to satisfy program requirements, taking into consideration the degree program upper-level requirements. Students can review all available courses at our full course listing. Students are strongly encouraged to speak to their academic advisor prior to choosing open elective options.

MASTER OF BUSINESS ADMINISTRATION

ACBSP Accredited

Total Program Requirements	36
Major Requirements	24
Concentration	12

The MBA program at Columbia Southern University is designed to develop applicable business skills by providing core and concentration courses in topics such as finance, strategic marketing, accounting, human resources, project management, and data analytics. Through this program,

students also develop the ability to think strategically and make data-driven business decisions. Upon completion of the program, students should be able to do the following:

1. Incorporate global and international considerations into business strategy.
2. Apply financial principles of leading an organization.
3. Develop processes that influence the control and management of organizations.
4. Apply data-driven decision-making within an organization.

Major Requirements 24

Course	Title	Credit Hours
ECO 6301	Economics for Managers	3
MKT 5301	Advanced Marketing	3
RCH 5301	Research Methods	3
ACC 5301	Management Applications of Accounting	3
FIN 6301	Corporate Finance	3
HRM 6301	Human Resource Management Methods	3
ITC 5301	Management Information Systems	3
BUS 6320	Global Strategic Management	3

Concentration 12

The following concentrations are available for this degree.

General Concentration 12

Designed for students to meet their specific educational goals and enhance their career opportunities.

To satisfy the general concentration requirements, students may select any four graduate level courses not used to meet other program requirements.

Entrepreneurship Concentration 12

Enables students to develop an entrepreneurial / intrapreneurial mindset with a focus on innovative practices within corporate business environments or in starting a new business venture. Upon completion of the concentration, students should be able to do the following:

1. Develop innovative opportunities for integration within an existing organization.
2. Apply entrepreneurial business ideas towards the development of a new business.

Course	Title	Credit Hours
BUS 5301	Strategic Entrepreneurship and Innovation	3
MKT 5306	Entrepreneurial Marketing	3
FIN 5301	Financial Management for Innovations and Business Development	3
BUS 6304	Entrepreneurial Small Business Ventures	3

Finance Concentration 12

Designed to help students gain fundamental knowledge of finance theories and applications critical for solving business challenges. Upon completion of the concentration, students should be able to do the following:

1. Evaluate the financial performance of a business.

Course	Title	Credit Hours
ECO 6302	International Economics	3
FIN 6302	Advanced Financial Management	3
FIN 6303	International Finance	3
PUA 5305	Public Financing and Budgeting	3

Health Care Management Concentration 12

Designed to prepare students for varying levels of responsibility in the field of health care. Emphasis is placed on strengthening leadership and managerial skills in the daily health care operations. Upon completion of the concentration, students should be able to do the following:

1. Evaluate the operational components of health care delivery.

Course	Title	Credit Hours
HCA 5301	Health Care Financial Management	3
HCA 5302	Legal Foundations of Health Care	3
HCA 5303	Health Resources and Policy Analysis	3
HCA 5304	Advanced Health Care Management	3

Human Resource Management Concentration 12

Equips students with the skills, knowledge and competencies required to manage and perform sound human resource management practices effectively. Upon completion of the concentration, students should be able to do the following:

1. Analyze trends in human resource training and development.

Course	Title	Credit Hours
HRM 6302	Employment Law	3
HRM 6303	Training and Development	3
HRM 6304	Labor Relations and Collective Bargaining	3
HRM 6305	Compensation Management	3

Marketing Concentration...................................12

Prepares students for management-level positions in the field of marketing where practitioners anticipate consumer needs, translate those needs into products and services, and create campaigns to sell their products for a profit. Upon completion of the concentration, students should be able to do the following:

1. Develop marketing strategies that align with organizational goals.

Course	Title	Credit Hours
MKT 5302	Strategic Digital Marketing	3
MKT 5303	Marketing Research and Data Analytics	3
MKT 5304	Strategic Brand Management and New Product Marketing	3
MKT 5305	Business-to-Business Marketing	3

Project Management Concentration 12

Equips students with the tools needed to develop strategies to manage complex projects and achieve cost-effective results. Upon completion of the concentration, students should be able to do the following:

1. Model effective leadership using project management tools and techniques.

Course	Title	Credit Hours
MGT 6302	Project Management Strategy and Tactics	3
MGT 6303	Project Stakeholders	3
MGT 6305	Project Management	3
MGT 6304	Managing Complex Projects	3

Public Administration Concentration 12

Prepares students with the leadership, policy, research, marketing, finance, and budgeting knowledge they need to succeed in today's competitive business environment. Upon completion of the concentration, students should be able to do the following:

1. Apply public theory to solving public issues.

Course	Title	Credit Hours
PUA 5301	Administration of Public Institutions	3
PUA 5305	Public Finance and Budgeting	3
PUA 5306	Public Policy	3
PUA 5307	Strategic Planning	3

MS, HUMAN RESOURCES

Total Program Requirements	36
Major Requirements	24
Concentration	12

The Master of Science, Human Resources (MSHR) degree program focuses on relevant business concepts, application of business research skills, and job-related behaviors critical for success in today's competitive human resources management environment. The MSHR program provides the training and expertise needed to gain an edge in an ever-evolving business climate. Courses in the MSHR program integrate human resources strategies and theories aligned with organizational operations and business structures. Upon completion of the program, students should be able to do the following:

1. Analyze trends in human resource training and development.
2. Develop human capital management processes.
3. Implement best practices in compensation management.
4. Interpret employment laws.

Major Requirements................................36

Course	Title	Credit Hours
HRM 6301	Human Resource Management Methods	3
HRM 6302	Employment Law	3
HRM 6303	Training and Development	3
HRM 6304	Labor Relations and Collective Bargaining	3
HRM 6305	Compensation Management	3
HRM 6306	Leadership Development and Coaching	3
HRM 6309	Diversity and Inclusion in Organizational Culture	3
RCH 5301	Research Methods	3

Concentration 12

Students must select one of the following concentrations.

General Concentration 12

Course	Title	Credit Hours
HRM 6307	Organization and Development	3
HRM 6308	Measuring Human Resource Management and Change Impact	3
PHI 6301	Business Ethics	3
LDR 5302	Crisis Communication Management	3

Instructional Design and Technology Concentration 12

Prepares students with skills to design engaging and innovative learning experiences across diverse settings. Introduces learning theories and models for adult learners. Examines technology tools and techniques used to engage learners. Upon completion of the concentration, students will be able to do the following:

- Incorporate instructional design theories, principles, and models to create effective learning experiences.

Course	Title	Credit Hours
IDT 5301	Learning Theories for Instruction	3
IDT 5302	Instructional Design and Technology	3
IDT 5303	Online Learning and Learning Management Systems	3
IDT 5305	Digital and Emerging Technology Strategies	3

MS, INFORMATION TECHNOLOGY

Total Program Requirements	36
Major Requirements	36

The Master of Science in Information Technology degree provides students with the ability to conceptualize, organize, and realize information technology projects for stakeholders and users. The curriculum is designed for students who wish to pursue careers related to the analysis, design, creation, and management of information technology systems through the application of contemporary technologies. The program of study emphasizes practical skills based on fundamental core technologies along with their technical and ethical foundations that provide students with the foundational skills to secure information technology from security breaches. Students also analyze business needs to determine information systems requirements for those needs by applying an iterative, case-driven process. Upon completion of the program, students should be able to do the following:

1. Develop innovative and agile solutions to business problems through a systems analysis approach.
2. Design an appropriate information technology solution for secure information use across an enterprise.
3. Incorporate leadership strategies to effectively collaborate across a variety of environments and stakeholders.
4. Construct ethically sound, technology-informed procedures to ensure legal compliance and maintain security within enterprise information technology environments.

Major Requirements................................36

Course	Title	Credit Hours
ITC 5301	Management Information Systems	3
SEC 5301	Information Security Concepts	3
BUS 5302	Strategic Management and Business Policy	3
ITC 5302	Analytics and Business Intelligence	3
ITC 6301	IT Infrastructure Design and Management	3
ECO 6301	Economics for Managers	3
FIN 6301	Corporate Finance	3
PHI 6301	Business Ethics	3
LDR 6302	Current Issues in Leadership	3
MGT 6305	Project Management	3
ITC 6302	IT Innovations and Emerging Technologies	3
ITC 6320	Case Studies in Information Technology Capstone	3

MS, ORGANIZATIONAL LEADERSHIP
ACBSP Accredited

Total Program Requirements	36
Major Requirements	24
Concentration	12

The Master of Science in Organizational Leadership degree program focuses on current and emerging leadership theories,

best practices, skills, knowledge of global events and diverse cultures, and tools used to enable organizational innovation, creativity, and change in complex work environments. The program of study includes an exploration of critical issues and emerging theories, employee motivation and morale, organizational change, communication strategies, training and development, strategic decision-making, business ethics, project teams, and business policy and operations. Upon completion of the program, students should be able to do the following:

1. Analyze the impact of critical issues and emerging theories in leadership on the role of leadership in organizational performance.
2. Examine methods that foster employee motivation and morale in an environment affected by organizational change.
3. Analyze processes utilized to control and manage organizations.
4. Evaluate legal aspects and communication strategies associated with leading a diverse workplace.

Major Requirements.................................24

Course	Title	Credit Hours
LDR 5301	Methods of Analysis for Business Operations	3
LDR 5302	Crisis Communication Management	3
LDR 6301	Psychological Foundations of Leadership	3
LDR 6302	Current Issues in Leadership	3
RCH 5302	Foundations of Research	3
PHI 6301	Business Ethics	3
MGT 6306	Intercultural Management	3
HRM 6303	Training and Development	3

Concentration 12
Students must select one of the following concentrations.

General Concentration 12
Designed for students to meet their specific educational goals and enhance their career opportunities. Any graduate level course may be selected.

Instructional Design and Technology Concentration 12
Prepares students with skills to design engaging and innovative learning experiences across diverse settings. Introduces learning theories and models for adult learners. Examines technology tools and techniques used to engage learners. Upon completion of the concentration, students will be able to do the following:

- Incorporate instructional design theories, principles, and models to create effective learning experiences.

Course	Title	Credit Hours
IDT 5301	Learning Theories for Instruction	3
IDT 5302	Instructional Design and Technology	3
IDT 5303	Online Learning and Learning Management Systems	3
IDT 5305	Digital and Emerging Technology Strategies	3

MASTER OF PUBLIC ADMINISTRATION

Total Program Requirements	36
Major Requirements	24
Concentration	12

The Master of Public Administration (MPA) degree program is designed to provide students with the knowledge and skills needed to resolve societal problems. The MPA program prepares graduates for careers in public, non-profit, and private organizations in which they can develop, implement, and manage public programs and public policies. Upon completion of the program, students should be able to do the following:

1. Analyze problem-solving strategies for implementation in public/non-profit agencies.
2. Apply ethical principles related to multiculturalism and gender equity to resolve ethical dilemmas in the workplace.
3. Evaluate public sector budgets.
4. Manage the public policy process to improve organizations.

Major Requirements.................................24

Course	Title	Credit Hours
PUA 5301	Administration of Public Institutions	3
PUA 5302	Public Administration Ethics	3
PUA 5303	Organizational Theory	3
PUA 5304	Quantitative Research Methods	3
PUA 5305	Public Finance and Budgeting	3
PUA 5306	Public Policy	3
PUA 5307	Strategic Planning	3
PUA 5308	MPA Seminar	3

Concentration 12
The following concentrations are available for this degree.

General Concentration 12
Designed for students to meet their specific educational goals and enhance their career opportunities.

Course	Title	Credit Hours
HRM 6301	Human Resource Management Methods	3

MGT 6303	Project Stakeholders	3
MGT 6305	Project Management	3
LDR 6302	Current Issues in Leadership	3

Criminal Justice Administration Concentration....12

Created for public managers interested in working in law enforcement and seeking to improve analytical and problem-solving skills through advanced theory-to-practice training in the field. Prepares public managers for career advancements in agencies such as Homeland Security, Federal Bureau of Investigation, Marshals, and state and local law enforcement agencies. Upon completion of the concentration, students should be able to do the following:

1. Explain how criminal justice theories and technologies impact the commission and solution of crime.
2. Evaluate criminal justice strategies, policies, and procedures to determine best practices.

Course	Title	Credit Hours
CMJ 5301	Theory of Crime and Criminology	3
CMJ 5305	Critical Analysis of Criminal Justice Administration	3
CMJ 6301	Constitutional Law for Criminal Justice	3
CMJ 5302	Adult and Juvenile Correctional Systems	3

Emergency Services Management Concentration 12

Created for public managers interested in working as emergency disaster planners or emergency public managers. Students gain skills for effective and ethical management-level decision-making. Prepares managers to respond to problems inherent in public organizations in order to address and minimize risk to both responders and the public. Upon completion of the concentration, students should be able to do the following:

1. Analyze the theoretical and practical concepts surrounding the disaster cycle within the emergency services field.

Course	Title	Credit Hours
EMG 6305	Emergency Management, Leadership and Decision Making	3
ESM 5303	Interagency Disaster Management	3
EMG 6302	Risk Management	3
EMG 5301	Legal Aspects of Emergency Management	3

DOCTOR OF BUSINESS ADMINISTRATION
ACBSP Accredited

Total Program Requirements	61
Major Requirements	34
Concentration	12

Applied Dissertation Requirements	15

The Doctor of Business Administration (DBA) advances decision-making and leadership skills, provides an in-depth application of theory and research, and facilitates methods to solve industry problems. Program components offer opportunities for students to explore investigative skills and perform data analysis. Graduates are prepared to contribute new knowledge to a specific segment of industry. Upon completion of the program, students should be able to do the following:

1. Apply theoretical frameworks to contemporary issues in leadership and business.
2. Analyze research results to support business decision-making processes.
3. Design ethical and original research that contributes to the professional body of knowledge.

Graduates will successfully complete a minimum of 61 credit hours and dissertation research courses as outlined below.

Major Requirements...................................34

Course	Title	Credit Hours
ORI 7100	Doctoral Student Orientation	1
RCH 7302	Doctoral Writing and Inquiry into Research	3
BUS 7301	Business, Government, and Society	3
MGT 7301	Organizational Behavior and Comparative Management	3
ACC 8301	Strategic Financial and Accounting Management	3
RCH 8301	Doctoral Research Methods	3
BUS 8303	Entrepreneurship and Innovative Business Development	3
RCH 8303	Quantitative Data Analysis	3
HRM 7301	Human Resource Management	3
RCH 8307	The Doctoral Research Study Journey	3
MKT 8301	Strategic Marketing Management	3
BUS 8302	Strategic Management and Planning	3

Concentration 12

Students are required to complete one of the following concentrations.

Business Management Concentration.....................12

Provides students with the ability to apply business and leadership skills holistically to the various facets within the business sector. Upon completion of the certificate, students should be able to do the following:

1. Construct recommendations to solve business problems in overall business fields.

Course	Title	Credit Hours

BUS 7302	Organizational Ethics and Corporate Responsibility	3
MGT 8301	Strategic Information Management	3
BUS 9303	Small Business Management	3
BUS 8301	International Business & Global Strategy	3

Emergency Management Concentration................12

Provides the groundwork for students to excel in their field as practitioners while also laying the foundation of new knowledge in the field of emergency management as scholar-practitioners. Upon completion of the certificate, students should be able to do the following:

1. Construct recommendations to solve business problems within the field of emergency management.

Course	Title	Credit Hours
EMG 7301	Managing Homeland Security	3
EMG 7302	Advanced Emergency Management	3
EMG 7303	Disaster Response Operations and Recovery	3
EMG 8305	Disaster Preparedness and Planning	3

Organizational Leadership Concentration................12

Provides students with an opportunity to develop business, management, and strategic planning skills that support upper-level managerial positions. The focus on organizational leadership provides industry practitioners with the ability to develop business skills necessary to manage organizations within any field of interest. Upon completion of the concentration, students should be able to do the following:

1. Construct recommendations to solve business problems utilizing principles of Organizational Leadership.

Course	Title	Credit Hours
LDR 7301	Leadership Theory and Practice	3
LDR 7302	Designing Organizations for Competitive Advantage	3
LDR 7303	Leadership and Organizational Communication	3
LDR 7304	Data Analytics and Strategic Decision Making	3

Occupational Safety and Health Concentration......12

Provides students with the ability to apply business and leadership skills to the occupational safety & health field. Upon completion of the concentration, students should be able to do the following:

1. Construct recommendations to solve business problems in occupational safety and health field.

Course	Title	Credit Hours
OSH 7301	Research in Industrial Safety	3
OSH 7302	Environmental & Safety Management Systems	3
OSH 8302	Occupational Safety and Health Leadership	3
OSH 8301	Research in Industrial Hygiene	3

Applied Dissertation...............................15

Doctoral students are required to complete an applied dissertation and an oral presentation conducted virtually. No degree shall be awarded without majority of committee approval. Information regarding this requirement is published in the Dissertation Handbook.

To satisfy the requirements of the DBA program, students must successfully complete a minimum of 15 credit hours of dissertation research courses. Each course is 1 Credit Hour. Students must communicate regularly with the dissertation chair regarding the completion of these semester hours.

Students should refer to the Dissertation Handbook.

DOCTOR OF PUBLIC ADMINISTRATION

Total Program Requirements	52
Major Requirements	37
Applied Dissertation Requirements	15

The Doctor of Public Administration (DPA) prepares scholar-practitioners for advanced leadership roles in public service organizations. The program employs a comprehensive approach that integrates advanced theoretical frameworks with practical applications to address contemporary public sector challenges. This curriculum emphasizes evidence-based decision-making, policy analysis, and strategic leadership while developing students' ability to conduct applied research that contributes meaningful solutions to public administration challenges. Upon completion of the program, students should be able to do the following:

1. Apply theoretical frameworks to solve challenges in public administration and policy.
2. Conduct ethical research that contributes to the professional body of knowledge in public administration.
3. Analyze research results and data to support evidence-based decision-making in public sector organizations.
4. Develop evidence-based recommendations to address challenges in government agencies.

Graduates will successfully complete a minimum of 52 credit hours and dissertation research courses as outlined below.

Major Requirements................................46

Course	Title	Credit Hours
ORI 7100	Doctoral Orientation	3

RCH 7302	Doctoral Writing and Inquiry Into Research	3
RCH 8301	Doctoral Research Methods	3
RCH 8303	Quantitative Data Analysis	3
RCH 8304	Qualitative Data Collection and Analysis	3
PUA 7301	Power and Purpose in Public Leadership	3
PUA 7302	Legal Architecture of Administrative Power	3
PUA 7303	Ethical Leadership for Public Trust	3
PUA 8301	Fiscal Management in Public Administration	3
PUA 8302	Theoretical Foundations of Management in Public Administration	3
PUA 8303	Human Resource Management in Public Administration	3
PUA 8304	Strategic Policy Analysis in Public Administration	3
PUA 8305	Digital Transformation in Public Administration	3

Applied Dissertation.................................15

Applied Dissertation   15

Doctoral students are required to complete an applied dissertation and an oral presentation conducted virtually. No degree shall be awarded without majority of committee approval. Information regarding this requirement is published in the Dissertation Handbook.

To satisfy the requirements of the DPA program, students must successfully complete a minimum of 15 credit hours of dissertation research courses. Each course is 1 Credit Hour. Students must communicate regularly with the dissertation chair regarding the completion of these semester hours.

Students should refer to the Dissertation Handbook.

DOCTOR OF ORGANIZATIONAL LEADERSHIP

Total Program Requirements	61
Major Requirements	46
Applied Dissertation Requirements	15

A Doctor of Organizational Leadership (DOL) degree will provide students with the ability to conduct original research in the field of Organizational Leadership, preparing them for positions in academia, executive level corporate positions, as well as authoring and consulting. Curriculum will focus on multiple areas, such as business, management and strategic planning skills that support upper level managerial and leadership positions while increasing their theoretical knowledge and skills in any field of interest. Upon completion of the program, students should be able to do the following:

1. Apply theoretical frameworks to contemporary issues in leadership.

2. Analyze research results to support organizational leadership decisions.

3. Conduct ethical primary or secondary research that relates to Organizational Leadership.

Graduates will successfully complete a minimum of 61 credit hours and dissertation research courses as outlined below.

Major Requirements...................................46

Course	Title	Credit Hours
ORI 7100	Doctoral Student Orientation	1
BUS 7302	Organizational Ethics and Corporate Responsibility	3
BUS 8302	Strategic Management and Planning	3
LDR 7301	Leadership Theory and Practice	3
LDR 7302	Designing Organizations for Competitive Advantage	3
LDR 7303	Leadership and Organizational Communication	3
LDR 7304	Data Analytics and Strategic Decision Making	3
LDR 8301	Principles of Consulting	3
LDR 8302	Leadership and Human Resource Development	3
LDR 8303	Educational Strategies for Adult Learners in Organizations	3
LDR 8304	Advanced Global Leadership	3
RCH 7301	Critical Thinking for Doctoral Learners	3
RCH 7302	Doctoral Writing and Inquiry into Research	3
RCH 8301	Doctoral Research Methods	3
RCH 8303	Qualitative Research Methods and Designs	3
RCH 8307	The Doctoral Research Study Journey	3

Applied Dissertation.................................15

Applied Dissertation   15
Doctoral students are required to complete an applied dissertation and an oral presentation conducted virtually. No degree shall be awarded without majority of committee approval. Information regarding this requirement is published in the Dissertation Handbook.

To satisfy the requirements of the DBA program, students must successfully complete a minimum of 15 credit hours of dissertation research courses. Each course is 1 Credit Hour. Students must communicate regularly with the dissertation chair regarding the completion of these semester hours.

Students should refer to the Dissertation Handbook.

COLLEGE OF BUSINESS AND TECHNOLOGY CERTIFICATES

Direct enrollment certificates are not eligible for Federal Student Aid, Veterans Benefits, or Tuition Assistance.

Undergraduate Certificate Options

Undergraduate Certificates	Direct Enrollment	Embedded Certificate
Finance	✔	✔
Cybersecurity		✔
Hospitality and Tourism	✔	✔
Human Resource Management	✔	✔
Information Technology	✔	✔
International Management	✔	✔
Management	✔	✔
Marketing	✔	✔
Project Management	✔	✔
Sport Management	✔	✔

Cybersecurity Certificate 12

Provides students the opportunity to explore the intricacies of cybersecurity through identification of security vulnerabilities, policy development, forensics, and cybercrime. The study of cybersecurity provides the foundational skills to identify and develop security documentation, and plan for security disaster recovery management. Upon completion of the certificate, students should be able to do the following:

1. Explain the common types of security threats that plague an organization.
2. Develop security documentation and processes as a proactive measure against a cyberattack.

Course	Title	Credit Hours
FRN 4301	Principles of Digital Forensics Applications	3
SEC 3301	Security Application Development	3
CYB 4301	Cybersecurity and Crime	3
SEC 4301	IS Disaster Recovery	3

Finance Certificate..12

Prepares students to make managerial decisions to assist organizations in obtaining, administering, and managing funds. Upon completion of the certificate, students should be able to do the following:

1. Analyze financial information essential to sound business decision-making.

Select 4 courses from the following.

Course	Title	Credit Hours
FIN 4301	Financial Institutions	3
ECO 4301	International Economics	3
BUS 4304	International Legal Operations	3
BUS 4303	International Trade	3
FIN 4302	International Finance	3

Hospitality and Tourism Certificate 12

Prepares students for professions within the wide array of hospitality and tourism, including lodging, food service, tourism, and recreation related industries. This certificate is designed for both individuals seeking entry into the hospitality and tourism industry and professionals currently in the hospitality and tourism industry who are seeking to enhance their skills and ability to advance into supervisory or management positions. Upon completion of the certificate, students should be able to do the following:

1. Examine best practices for hospitality management functions
2. Examine best practices for tourism management functions.

Course	Title	Credit Hours
HPT 3302	Introduction to Tourism	3
HPT 3301	Introduction to Hospitality	3
HPT 4301	Facilities Management and Design in Hospitality and Tourism	3
HPT 4302	Legal Aspects of Hospitality and Tourism	3

Human Resource Management Certificate 12

Equips students with the skills, knowledge and competencies required to manage and perform sound human resource management practices effectively. Upon completion of the certificate, students should be able to do the following:

1. Utilize human resource best practices to develop solutions within an organization.

Select 4 courses from the following.

Course	Title	Credit Hours
HRM 3301	Human Relations and Development	3
HRM 3302	Human Resource Management	3
HRM 3303	Compensation and Benefits	3
HRM 3304	Employment Law	3
HRM 4301	Training and Development	3
HRM 4302	Staffing Organizations	3
HRM 4303	International Human Resource Management	3
HRM 4304	Collective Bargaining	3

Information Technology Certificate.................... 12

Focuses on the acquisition of theory and technical competencies associated with the information technology profession and provides fundamental knowledge and application in information technology. Upon completion of the certificate, students should be able to do the following:

1. Apply basic functions of software applications.

Select 4 courses from the following.

Course	Title	Credit Hours
ITC 2301	Personal Computer Fundamentals	3
ITC 2302	Introduction to Data Communications	3
ITC 4301	System Analysis and Design	3
ITC 4302	Database Design and Implementation	3
ITC 4303	Programming Concepts and Problem Solving I	3
ITC 4304	Web Design and Development	3
ITC 4306	IT Infrastructure Management	3

International Management Certificate 12

Provides students with the knowledge and skills necessary to address global management issues. Upon completion of the certificate, students should be able to do the following:

1. Analyze global management-related issues in the context of PEST (Political, Ethical/Economics, Social, and Technological) responsibility.

Select 4 courses from the following.

Course	Title	Credit Hours
BUS 4304	International Legal Operations	3
BUS 4303	International Trade	3
ECO 4301	International Economics	3
FIN 4302	International Finance	3
HRM 4303	International Human Resource Management	3
MGT 4302	International Management	3

Management Certificate 12

Provides students with the knowledge and skills necessary to function effectively in management positions. Emphasizes the development of leadership, decision-making skills, and key aspects of management. Students are exposed to a broad foundation of business communications in the field of management studies. Upon completion of the certificate, students should be able to do the following:

1. Apply foundational management principles to decision-making.

Select 4 courses from the following.

Course	Title	Credit Hours
MGT 3303	Managerial Decision Making	3
MGT 4304	Risk Management	3
MGT 4303	Production Management	3
MGT 4301	Project Planning	3
MGT 4302	International Management	3

Marketing Certificate 12

Develops the knowledge, analytical/research abilities, and strategic marketing skill set to excel in the marketing industry. Upon completion of the certificate, students should be able to do the following:

1. Develop marketing campaigns based upon organizational needs.

Course	Title	Credit Hours
MKT 3302	Internet Marketing Principles	3
MKT 3303	Consumer Behavior	3
MKT 3304	Marketing Research	3
MKT 3305	Advertising	3

Project Management Certificate 12

Designed for professionals who seek to enhance their ability to motivate people, lead complex projects, and achieve cost-effective results. Upon completion of the certificate, students should be able to do the following:

1. Apply appropriate project management methods to the project environment.

Select 4 courses from the following.

Course	Title	Credit Hours
MGT 3303	Managerial Decision Making	3
MGT 4304	Risk Management	3
MGT 4305	Procurement and Contract Management	3
MGT 3302	Introduction to Project Management	3
MGT 3304	Project Management Overview	3
MGT 4301	Project Planning	3

Sport Management Certificate 12

Provides students with the skills and knowledge necessary to succeed in sport management. Career opportunities include sport facilities managers, sport information directors, sport front office administrators, and sport communication relations directors. Upon completion of the certificate, students should be able to do the following:

1. Evaluate sport management theory and best practices related to the sport industry.

Course	Title	Credit Hours
SPM 3301	Sport Marketing	3
SPM 4302	Sport Administration	3
SOC 3301	Sociology of Sport	3
SPM 4301	Sport Facilities	3

Graduate Certificate Options

Graduate Certificates	Direct	Embedded
Finance	✔	✔
Health Care Management	✔	✔
Human Resource Management	✔	✔
Marketing	✔	✔
Project Management	✔	✔
Public Administration	✔	✔

Finance Certificate...12

Designed to help students gain fundamental knowledge of finance theories and applications critical for solving business challenges. Upon completion of the certificate, students should be able to do the following:

1. Evaluate the financial performance of a business.

Course	Title	Credit Hours
ECO 6302	International Economics	3
FIN 6302	Advanced Financial Management	3
FIN 6303	International Finance	3
PUA 5305	Public Finance and Budgeting	3

Health Care Management Certificate 12

Designed to prepare students for varying levels of responsibility in the health care field. Emphasis is placed on strengthening leadership and managerial skills needed in daily health care operations. Upon completion of the certificate, students should be able to do the following:

1. Evaluate the operational components of health care delivery.

Course	Title	Credit Hours
HCA 5301	Health Care Financial Management	3
HCA 5302	Legal Foundations of Health Care	3
HCA 5303	Health Resources and Policy Analysis	3
HCA 5304	Advanced Health Care Management	3

Human Resource Management Certificate 12

Equips students with the skills, knowledge and competencies required to manage and perform sound human resource management practices effectively. Upon completion of the certificate, students should be able to do the following:

1. Analyze trends in human resource training and development.

Course	Title	Credit Hours
HRM 6302	Employment Law	3
HRM 6303	Training and Development	3
HRM 6304	Labor Relations and Collective Bargaining	3
HRM 6305	Compensation Management	3

Marketing Certificate 12

Prepares students for management-level positions in the field of marketing where practitioners anticipate consumer needs, translate those needs into products and services, and create campaigns to sell their products for a profit. Upon completion of the certificate, students should be able to do the following:

1. Develop marketing strategies that align with organizational goals.

Course	Title	Credit Hours
MKT 5302	Strategic Digital Marketing	3
MKT 5303	Marketing Research and Data Analytics	3
MKT 5304	Strategic Brand Management and New Product Marketing	3
MKT 5305	Business-to-Business Marketing	3

Project Management Certificate 12

Equips students with the tools needed to develop strategies to manage complex projects and achieve cost-effective results. Upon completion of the certificate, students should be able to do the following:

1. Model effective leadership using project management tools and techniques.

Course	Title	Credit Hours
MGT 6302	Project Management Strategy and Tactics	3
MGT 6303	Project Stakeholders	3
MGT 6305	Project Management	3
MGT 6304	Managing Complex Projects	3

Public Administration Certificate 12

Designed to prepare students with the leadership, policy, research, marketing, finance, and budgeting knowledge needed to succeed in today's competitive public administration environment. Upon completion of the certificate, students should be able to do the following:

1. Apply public theory to solving public issues.

Course	Title	Credit Hours
PUA 5301	Administration of Public Institutions	3
PUA 5305	Public Finance and Budgeting	3
PUA 5306	Public Policy	3
PUA 5307	Strategic Planning	3

Postgraduate Certificate Options

Post-Graduate	Direct	Embedded
Organizational Leadership	✓	✓

Organizational Leadership Certificate 18

The Postgraduate Certificate in Organizational Leadership provides students with the ability to effectively consume scholarly research in the field of Organizational Leadership and apply that research to contemporary organizational issues, preparing them for positions in academia, executive-level corporate positions, as well as authoring and consulting.

The curriculum focuses on multiple areas, such as business, management and strategic planning skills that support upper-level managerial and leadership positions while increasing their theoretical knowledge and skills in any field of interest. Upon completion of the certificate, students should be able to do the following:

1. Apply theoretical frameworks to contemporary issues in leadership and business.
2. Construct recommendations to solve organizational leadership problems.

Course	Title	Credit Hours
LDR 7301	Leadership Theory and Practice	3
LDR 7302	Designing Organizations for Competitive Advantage	3
LDR 7303	Leadership and Organizational Communication	3
LDR 7304	Data Analytics and Strategic Decision Making	3
LDR 8301	Principles of Consulting	3
LDR 8302	Leadership and Human Resource Development	3

COLLEGE OF EDUCATION

COLLEGE LEADERSHIP

Freda Braddock, Ed.D.
Dean and Assistant Provost

Rhoda Sommers, Ph.D.
Academic Program Director

DEGREES

B.S., Instructional Design and Technology
Concentrations: *General; Communication; Data Analytics; Human Resource Management; Information Technology; Management*

M.S., Instructional Design and Technology

M.Ed., Curriculum and Instruction

Ed.S., Curriculum and Instruction

Ed.D., Curriculum and Instruction

CERTIFICATES

Graduate	Direct†	Embedded
Instructional Design and Technology	✓	✓
Learning Design for Instructors and Trainers	✓	✓

Post Graduate	Direct†	Embedded
Curriculum and Instruction	✓	✓

† Direct enrollment certificates are not eligible for Federal Student Aid, Veterans Benefits, or Tuition Assistance

BS, INSTRUCTIONAL DESIGN AND TECHNOLOGY

Total Program Requirements	120
General Education Requirements	30
Humanities and Fine Arts Group A	*3*
Humanities and Fine Arts Group A or B	*3*
Social and Behavioral Sciences	*6*
Natural Sciences	*6*
Mathematics	*3*
History	*3*
English Composition	*6*
Major Requirements	45
Program Electives	12
Open Electives	21—33
Concentration	12

The Bachelor of Science in Instructional Design and Technology prepares students to utilize current and emerging technologies to create engaging curricula for diverse audiences. The program explores instructional design models, theories, and strategies used to design curricula in educational and training environments. Students apply technologies to evaluate and improve learning and training outcomes. This interdisciplinary program equips students with the necessary skills to excel in the rapidly evolving field of instructional design and technology, preparing graduates for impactful careers in education, corporate training, healthcare, government, and beyond. Upon completion of the program, students should be able to do the following:

1. Apply instructional design learning theories and strategies.
2. Implement current and emerging technologies to enhance instruction and training.
3. Analyze assessment strategies to measure learner achievement.
4. Design effective learning experiences to accommodate diverse learning needs.

General Education Requirements 30
Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements.

Major Requirements................................33

Course	Title	Credit Hours
IDT 2301	Foundations of Instructional Design and Technology	3
IDT 3301	Adult Learning Theory & Instruction	3
IDT 3302	Instructional Design for Education and Training	3
IDT 3303	Assessment of Student Learning	3
IDT 3304	Designing Accessible Learning	3
IDT 3305	Learning Technologies in the Workplace	3
IDT 3306	Designing Instruction in Diverse Learning Environments	
MGT 3304	Project Management Overview	3
IDT 4301	Tools for Instructional Design and Online Learning	

IDT 4302	Game-Based Learning and Gamification	3
IDT 4303	Issues and Trends in Instructional Media Design and Technology	
AIT 4304	Using Artificial Intelligence to Enhance Teaching and Learning	3
IDT 4304	Instructional Technology Leadership	3
IDT 4305	Program Evaluation	3
IDT 4320	Instructional Design and Technology Capstone	3

Program Electives 12
Select 4 courses from the following.

Course	Title	Credit Hours
BSU 2303	Professionalism in the Workplace	3
EMS 3307	Course Design and Development for EMS	3
EMS 4309	Engaging Students and Knowledge Retention in EMS	3
EMS 4310	Creative Applications in the EMS Learning Environment	3
HRM 3302	Human Resource Management	3
HRM 4301	Training and Development	3
ITC 2301	Personal Computer Fundamentals	3
ITC 3303	Information Systems Management	3
ITC 4304	Web Design and Development	3
MGT 4301	Project Planning	3

Open Electives 33
To fulfill open electives, students may choose any course not used to satisfy program requirements, taking into consideration the degree program upper-level requirements. Students can review all available courses at our full course listing. Students are strongly encouraged to speak to their academic advisor prior to choosing open elective options.

Concentration 12
The following concentrations are available for this degree.

Communication Concentration 12
The Communication concentration equips students with the theories and skills necessary for effective communication with diverse audiences. Special attention is placed on professional communication skills, intercultural communication styles, and visual and media literacies. Upon completion of the program, students should be able to do the following:

1. Apply communication theories and skills in a wide variety of settings.

Course	Title	Credit Hours
COM 2301	Professional Communication	3
COM 3302	Intercultural Communications	3
COM 3304	Visual Culture and Communication	3
COM 4301	Media Literacy	3

Data Analytics Concentration 12

Equips students with the investigative skills required to drive actionable insights and influence decisions that move an organization forward. Students apply management skills to perform predictive analytics and effective visualization practices. Students also enhance soft skills to support critical reasoning and ethical decision-making in an organization.

Upon completion of the concentration, students should be able to do the following:

1. Utilize information system analytic methods that enhance decision-making in business processes.

Course	Title	Credit Hours
ITC 3310	Fundamentals of Data Analytics	3
ITC 3311	Enterprise Data Management	3
ITC 4312	Data Analytics	3
ITC 4314	Emerging Technologies and Big Data	3

Human Resource Management Concentration 12
Equips students with the skills, knowledge, and competencies required to perform sound human resource management practices effectively. Upon completion of the concentration, students should be able to do the following:

1. Utilize human resource management best practices to develop solutions within an organization.

Course	Title	Credit Hours
HRM 3303	Compensation and Benefits	3
HRM 3304	Employment Law	3
HRM 4302	Staffing Organizations	3
HRM 4304	Collective Bargaining	3

Information Technology Concentration 12
Focuses on the acquisition of theory and technical competencies associated with the information technology profession and provides fundamental knowledge application in information technology. Upon completion of the concentration, students should be able to do the following:

1. Apply the basic functions of software applications.

Course	Title	Semester Hours
ITC 2302	Introduction to Data Communication	3
ITC 4301	Systems Analysis and Design	3
ITC 4302	Database Design and Implementation	3
ITC 4303	Programming Concepts and Problem Solving	3

General Concentration 12
Focuses on the acquisition of theory and technical competencies associated with the information technology profession and provides fundamental knowledge application in information technology. Upon completion of the concentration, students should be able to do the following:

1. Apply the basic functions of software applications.

Course	Title	Semester Hours
ITC 2302	Introduction to Data Communication	3
ITC 4301	Systems Analysis and Design	3
ITC 4302	Database Design and Implementation	3
ITC 4303	Programming Concepts and Problem Solving	3

Management Concentration 12

Provides students with the knowledge and skills necessary to function effectively in management positions. Emphasizes the development of leadership, decision-making skills, and key aspects of management. Students are exposed to a broad foundation of business communications in the field of management studies. Upon completion of the concentration, students should be able to do the following:

1. Apply foundational management principles to decision-making.

Course	Title	Credit Hours
MGT 3303	Managerial Decision Making	3
MGT 4302	International Management	3
MGT 4303	Production Management	3
MGT 4304	Risk Management	3

MS, INSTRUCTIONAL DESIGN AND TECHNOLOGY

Total Program Requirements	36
Major Requirements	36

Columbia Southern University's Master of Science in Instructional Design and Technology focuses on the design, development, and evaluation of instructional solutions and materials that integrate learning technology into appropriate, workable learning solutions. The program incorporates active, applied learning experiences that help students master the technical, pedagogical, project and program management skills to successfully design and develop engaging learning experiences. Graduates of the program will be prepared to work as instructional designers, curriculum developers or coordinators, eLearning designers and architects, and trainers in various sectors, including non-profits, corporations, health care, military organizations, and higher education.
. Upon completion of the program, students should be able to do the following:
1. Apply evidence-based practices to make sound educational decisions that will positively influence student learning outcomes.
2. Design standards-based curriculum and instruction that supports diverse student populations.

3. Explore learning principles to guide effective curriculum improvements by utilizing needs assessments and goal setting.
4. Develop techniques to create inclusive partnerships with all stakeholders including other educators, families, and community members.

Major Requirements..................................36

Course	Title	Semester Hours
EDU 5303	Introduction to Curriculum and Instruction	3
EDU 5304	Curriculum Design	3
EDU 5305	Instructional Coaching	3
EDU 5306	Culture of Continuous Improvement in Education	3
EDU 6301	Assessment, Learning, and Action Research	3
EDU 6302	Current Trends and Issues in Classroom Management for Effective Learning	3
EDU 6303	Building Professional and Community Partnerships	3
EDU 6304	Student-Centered Differentiated Instruction	3
EDU 6320	M.Ed. Curriculum Capstone	3
HRM 6309	Diversity and Inclusion in Organizational Culture	3
IDT 5301	Learning Theories for Instruction	3
IDT 5305	Digital and Emerging Technology Strategies	3

M.ED., CURRICULUM AND INSTRUCTION

Total Program Requirements	36
Major Requirements	36

The Master of Education in Curriculum and Instruction focuses on theory, methodology, and effective practices to address learning challenges that are experienced within diverse classrooms. The program utilizes evidence-based research to help students embrace the necessary tools to develop culturally appropriate instructional units to enhance equity and learning outcomes to meet the needs of diverse student populations. Graduates of the program will be prepared to work in various occupations such as a lead teacher, academic coach, corporate training facilitator, education specialist, training manager, instructional manager, and curriculum coordinator in various sectors such as K-12, higher education, military organizations, and corporations. Upon completion of the program, students should be able to do the following:
5. Apply evidence-based practices to make sound educational decisions that will positively influence student learning outcomes.

6. Design standards-based curriculum and instruction that supports diverse student populations.

7. Explore learning principles to guide effective curriculum improvements by utilizing needs assessments and goal setting.

8. Develop techniques to create inclusive partnerships with all stakeholders including other educators, families, and community members.

Major Requirements.............................36

Course	Title	Semester Hours
EDU 5303	Introduction to Curriculum and Instruction	3
EDU 5304	Curriculum Design	3
EDU 5305	Instructional Coaching	3
EDU 5306	Culture of Continuous Improvement in Education	3
EDU 6301	Assessment, Learning, and Action Research	3
EDU 6302	Current Trends and Issues in Classroom Management for Effective Learning	3
EDU 6303	Building Professional and Community Partnerships	3
EDU 6304	Student-Centered Differentiated Instruction	3
EDU 6320	M.Ed. Curriculum Capstone	3
HRM 6309	Diversity and Inclusion in Organizational Culture	3
IDT 5301	Learning Theories for Instruction	3
IDT 5305	Digital and Emerging Technology Strategies	3

Disclosure
The M.Ed., Curriculum and Instruction is a non-licensure program. This program is not designed to meet the educational requirements for a specific professional license or certification required for employment in an occupation.

ED.S., CURRICULUM AND INSTRUCTION

Columbia Southern University's Educational Specialist in Curriculum and Instruction (Ed.S. in C&I) program provides professional educators with advanced learning theories and research needed to create curricula and instruction to meet the needs of diverse organizational environments. Students within the program can enhance their skillset to formulate solutions to solve issues within their chosen field of study. Learners are prepared to make data-informed, ethical decisions to solve various educational and organizational issues.

Graduates of the program will be prepared to work in various occupations such as a lead teacher, academic coach, corporate training facilitator, education specialist, training manager, instructional manager, and curriculum coordinator in various sectors such as K-12, higher education, military organizations, and corporations.

Upon completion of the program, students should be able to do the following:

1. Design technology-based curricula that support learning for diverse student populations.

2. Utilize data-driven, learner-centered technologies and assessment that promote continuous improvement.

3. Design research-based solutions for curriculum-related problems.

4. Explain best practice standards for designing and conducting educational research.

Major Requirements.................................30

Course	Title	Credit Hours
EDU 7301	Advanced Learning Theory and Research	3
EDU 7302	Curriculum Theory	3
EDU 7303	Assessment Practices	3
EDU 7304	Theories of Educational Leadership	3
EDU 7305	Issues and Trends in Curriculum Instruction	3
EDU 7306	Leading Online Learning	3
EDU 8301	School Law and Ethics	3
EDU 8302	Integrating Social-Emotional Learning into School Culture	3
EDU 7320	Education Specialist in Curriculum and Instruction Capstone	3
RCH 8301	Doctoral Research Methods	3

Disclosure
The Ed.S., Curriculum and Instruction is a non-licensure program. This program is not designed to meet the educational requirements for a specific professional license or certification required for employment in an occupation.

ED.D., CURRICULUM AND INSTRUCTION

Total Program Requirements	55
Major Requirements	40
Applied Dissertation Requirements	15

Columbia Southern University's Doctor of Education (EdD) in Curriculum and Instruction program utilizes an applied, project-based approach to prepare students to advance improvements within educational practice while enhancing workplace leadership skills. This program of study targets professional educators who seek to provide solutions to problems within educational and organizational environments. An oral presentation of the dissertation is required. Upon completion of the program, students should be able to do the following:

5. Create effective instructional practices to improve student learning outcomes.

6. Design an educational research study to solve problems of practice.
7. Propose technology-based curricula that support learning for diverse student populations.
8. Demonstrate engaging leadership practices for various stakeholders.

Graduates will successfully complete a minimum of 55 credit hours and dissertation research courses as outlined below.

Major Requirements.................................40

Course	Title	Credit Hours
ORI 7100	Doctoral Orientation	1
RCH 7301	Critical Thinking for Doctoral Learners	3
EDU 7301	Advanced learning Theory and Research	3
EDU 7302	Curriculum Theory	3
RCH 7302	Doctoral Writing and Inquiry into Research	3
EDU 7303	Assessment Practices	3
EDU 7304	Theories of Educational Leadership	3
EDU 7305	Issues and Trends in Curriculum Instruction	3
RCH 8301	Doctoral Research Methods	3
EDU 8301	School Law and Ethics	3
EDU 8302	Integrating Social Emotional Learning into School Culture	3
RCH 8303	Quantitative Data Analysis	3
RCH 8307	The Doctoral Research Study Journey	3
EDU 9301	Doctor of Education in Curriculum and Instruction Capstone	3

Doctoral Dissertation
Doctoral students are required to complete a dissertation and defend their research before a committee and University representatives, which may take place at a distance through audio/visual means. No degree shall be awarded without majority of committee approval. Information regarding this capstone doctoral requirement is published in the Dissertation Handbook.

Applied Dissertation……………………….......……15
Doctoral students are required to complete an applied dissertation and an oral presentation conducted virtually. No degree shall be awarded without majority of committee approval. Information regarding this requirement is published in the Dissertation Handbook.

To satisfy the requirements of the DBA program, students must successfully complete a minimum of 15 credit hours of dissertation research courses. Each course is 1 Credit Hour. Students must communicate regularly with the dissertation chair regarding the completion of these semester hours.

Students should refer to the Dissertation Handbook.

Disclosure

The Ed.D., Curriculum and Instruction is a non-licensure program. This program is not designed to meet the educational requirements for a specific professional license or certification required for employment in an occupation.

COLLEGE OF EDUCATION CERTIFICATES
Direct enrollment certificates are not eligible for Federal Student Aid, Veterans Benefits, or Tuition Assistance.

Graduate Certificate Options

Certificates	Direct Enrollment	Embedded Certificate
Instructional Design and Technology	✓	✓
Learning Design for Instructors and Trainers	✓	✓

Instructional Design and Technology Certificate .. 12
Focuses on developing skills in the design, development, and evaluation of instructional programs, materials, and media in corporate, nonprofit, military, and higher education environments. Courses focus on current practices in the field of instructional design and technology, instructional design process models, and online instructional materials using digital media. This certificate may assist the learner in preparing to pursue a career as an instructional designer, instructional technology specialist, learning and development specialist, or curriculum and training coordinator. Upon completion of the certificate, students should be able to do the following:

1. Design outcome-aligned instructional solutions that integrate current learning technology.

Course	Title	Credit Hours
IDT 5301	Learning Theories for Instruction	3
IDT 5302	Instructional Design & Technology	3
IDT 5303	Online Learning and Learning Management Systems	3
IDT 5304	Digital Media	3

Learning Design for Instructors and Trainers Certificate 12
Equips professionals with the tools to design, implement, and evaluate effective learning experiences that drive performance and innovation across organizations. The program blends evidence-based instructional design principles with the latest advancements in educational technology to prepare educators, trainers, instructional designers, and learning leaders for evolving challenges in various educational and professional environments. Upon completion of the certificate, students should be able to do the following:

1. Design comprehensive curricula that align with educational standards and organizational goals.

Course	Title	Credit Hours
IDT 5301	Learning Theories for Instruction	3
IDT 5302	Instructional Design & Technology	3
EDU 5303	Introduction to Curriculum & Instruction	3
EDU 5304	Curriculum Design	3

Postgraduate Certificate Options

Post-Graduate	*Direct*	*Embedded*
Curriculum and Instruction	✓	✓

Curriculum and Instruction Certificate 18

Equips educators with advanced knowledge and skills to design and implement effective teaching strategies tailored to the unique needs of K-12 classrooms, colleges, universities, and other workplaces. The certificate focuses on developing innovative curricula tailored to the needs of diverse learners. Upon completion of the certificate, students should be able to do the following:

1. Apply advanced theories and best practices in curriculum development and instructional strategies to enhance teaching effectiveness and learning outcomes.
2. Create innovative and inclusive curricula that address diverse learners in educational environments.

Course	Title	Credit Hours
EDU 7301	Advanced Learning Theory and Research	3
EDU 7302	Curriculum Theory	3
EDU 7303	Assessment Practices	3
EDU 7304	Theories in Educational Leadership	3
EDU 7305	Issues and Trends in Curriculum and Instruction	3
EDU 7306	Leading Online Learning	3

COLLEGE OF SPACE, INTELLIGENCE, & MILITARY OPERATIONS

COLLEGE LEADERSHIP

Mike Perry, D.S.L., CMSgt. (Ret.)
Dean and Assistant Provost

Anthony Stovall, CMSgt. (Ret.)
Academic Program Director

DEGREES

AS, Leadership

AS, Military Studies

BS, Military Studies
Concentrations: *Criminology; Cybersecurity; Forensic Psychology; Homeland Security; Information Technology; Intelligence; International Management; Leadership; Logistics; Supply Chain Management; Intelligence*

BS, Space Operations
Concentrations: *Data Analytics; Space Conflict; Strategic Space Alliances*

BS, Strategic Leadership
Concentrations: *Cybersecurity; Data Analytics; Diversity and Inclusion; Homeland Security; Intelligence; International Management; Marketing; Supply Chain Management*

CERTIFICATES

Undergraduate	Direct†	Embedded
Military Operations	✓	✓
Space Operations	✓	✓

† Direct enrollment certificates are not eligible for Federal Student Aid, Veterans Benefits, or Tuition Assistance

AS, LEADERSHIP

This program is not yet eligible for VA Benefits.

Total Program Requirements	60
General Education Requirements	21
Humanities and Fine Arts Group A	*3*
Humanities and Fine Arts Group A or B	*3*
Social and Behavioral Sciences / History	*3*
Natural Sciences	*6*
Mathematics	*3*
English Composition	*3*
Major Requirements	21
Open Electives	18

The Associate of Science in Leadership prepares graduates with the skills required to excel in small group and team leadership roles across industries. The program focuses on introducing students to leadership theories and enhancing vital leadership skills related to critical thinking, creative problem-solving, management, and effective communication. These skills can be leveraged in students' current roles while enhancing and developing their knowledge and abilities to prepare them for future professions. The curriculum emphasizes theory and application of leadership applicable to today's workforce*.* Upon completion of the program, students should be able to do the following:

1. Describe foundational leadership skills for supervising, coaching, and mentoring teams.
2. Execute the basic functions of management.
3. Apply problem-solving skills to achieve organizational goals.
4. Demonstrate effective interpersonal skills.

General Education Requirements 21
Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements.

Major Requirements 21

Course	Title	Credit Hours
COM 2301	Professional Communications	3
LDR 1301	Introduction to Leadership Communications	3
LDR 2301	Leading Teams	
LDR 2303	Leadership and Human Relations Development	3
LDR 3301	Leadership	3
MGT 2302	Introduction to Management	3
MGT 3301	Principles of Management	3

Open Electives 18
To fulfill open electives, students may choose any course not used to satisfy program requirements, taking into consideration the degree program upper-level requirements. Students can review all available courses at our full course listing. Students are strongly encouraged to speak to their academic advisor prior to choosing open elective options.

AS, MILITARY STUDIES

Total Program Requirements		60
General Education Requirements		21
Humanities and Fine Arts Group A	*3*	
Humanities and Fine Arts Group A or B	*3*	
Social and Behavioral Sciences / History	*3*	
Natural Sciences	*6*	
Mathematics	*3*	
English Composition	*3*	
Major Requirements		18
Program Electives		6
Open Electives		15

The Associate of Science in Military Studies (ASMS) provides students with foundational military leadership competencies, which prepare graduates for success in their current and/or future military career. The ASMS aids in the development of student analytical, critical-thinking, creative-thinking, and decision-making skillsets in complex military and homeland security–related environments. Students who earn this degree may be interested in pursuing advancement in military service and/or careers in fields such as homeland security, law enforcement, emergency management, crisis management, and more. Upon completion of the program, students should be able to do the following:

1. Analyze counter-terrorism strategies within the United States and abroad.
2. Explore fundamental leadership practices that will enhance critical thinking skillsets.
3. Examine military logistics in support of combat theater operations and disasters.
4. Explain direct operational planning and problem-solving strategies for military and civilian leaders.

General Education Requirements 21
Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements.

Major Requirements..............................18

Course	Title	Credit Hours
HLS 2301	Introduction to Terrorism	3
OPS 2301	Military Problem Solving and Leadership	3
OPS 2302	Foundations of Military Logistics	3
OPS 2303	Military Fitness	3
HLS 2302	Introduction to Physical Security	3
OPS 3301	Seminar in Military Operations	3

Program Electives 6
Select 2 courses from the following.

Course	Title	Credit Hours
HLS 3301	Weapons of Mass Destruction	3
HLS 3303	Terrorism Response Operations	3
HLS 3308	Special Topics in Homeland Security	3
LDR 3301	Leadership	3

Open Electives.......................................15
To fulfill open electives, students may choose any course not used to satisfy program requirements, taking into consideration the degree program upper-level requirements. Students can review all available courses at our full course listing. Students are strongly encouraged to speak to their academic advisor prior to choosing open elective options.

BS, MILITARY STUDIES

Total Program Requirements		120
General Education Requirements		30
Humanities and Fine Arts Group A	*3*	
Humanities and Fine Arts Group A or B	*3*	
Social and Behavioral Sciences *PSY 1301 is required*	*6*	
History	*3*	
Natural Sciences	*6*	
Mathematics	*3*	
English Composition	*6*	
Major Requirements		36
Program Electives		12
Open Electives		30
Concentration		12

The Bachelor of Science in Military Studies equips students with a knowledge of military logistics, tactics, communications, and outcomes so that students can analyze current military operations and prepare for the future of the military. Upon completion of the program, students should be able to do the following:

1. Develop counterterrorism strategies.
2. Relate communication, logistics, critical thinking, fitness, and problem-solving strategies to the optimization of mental and physical military performance.
3. Explore the effect of historical and contemporary armed conflict on the relationship between military organizations and civil society (civil-military relations).
4. Examine how the different attributes of military leaders impact military outcomes.

General Education Requirements 30
Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements.

Major Requirements................................ 36

Course	Title	Credit Hours
COM 2301	Professional Communication	3
PHI 1301	Critical Thinking	3
HLS 2301	Introduction to Terrorism	3
LDR 3301	Leadership	3
OPS 2301	Military Problem Solving and Leadership	3
OPS 2302	Foundations of Military Logistics	3
OPS 2303	Military Fitness	3
OPS 3301	Seminar in Military Operations	3
OPS 3304	Warfare History and Strategy	3
OPS 3305	Civil-Military Relations	3
OPS 3306	Military Leaders and Leadership	3
OPS 4320	Capstone in Military Studies	3

Program Electives 12
Select 4 courses from the following.

Course	Title	Credit Hours
BUS 2303	Professionalism in the Workplace	3
HRM 3301	Human Relations and Development	3
LDR 3303	Leadership Across Generations	3
LDR 4301	Managing Diversity in Organizations	3
PHI 2302	Contemporary Ethics	3
POL 2303	Politics and Terrorism	3
PSY 3302	Social Psychology	3

Open Electives...................................... 30
To fulfill open electives, students may choose any course not used to satisfy program requirements, taking into consideration the degree program upper-level requirements. Students can review all available courses at our full course listing. Students are strongly encouraged to speak to their academic advisor prior to choosing open elective options.

Concentration 12
Students must select one of the following concentrations.

Criminology Concentration 12
Enables students to explore the complex relationship between criminal behavior, societal structures, and individual psychological factors. By combining courses focusing on juvenile delinquency, mental health, gender-related psychological theories, and policing in diverse communities, students will be better suited to analyze the multifaceted nature of crime and ultimately contribute to greater community safety. Upon completion of the concentration, students should be able to do the following:

1. Explain the motivations, patterns, and characteristics of individuals who commit crimes.
2. Discuss strategies to improve communication between law enforcement personnel and minority and multicultural communities.

Course	Title	Credit Hours
CMJ 2304	Juvenile Delinquency	3
CMJ 3308	Mental Illness and Crime	3
CMJ 4306	Race and Ethnic Relations	3
PSY 3309	Psychology of Gender	3

Cybersecurity Concentration 12
Explores the intricacies of cybersecurity through identification of security vulnerabilities, policy development, forensics, and cybercrime. Provides the foundational skills to identify and develop security documentation and plan for security disaster recovery management. Upon completion of the concentration, students should be able to do the following:

1. Explain the common types of security threats that plague an organization.
2. Develop security documentation and processes as a proactive measure against a cyber-attack.

Course	Title	Credit Hours
HLS 3307	Typology of Terrorism	3
ITC 4305	Internet and Network Security	3
CYB 4301	Cybersecurity and Crime	3
HLS 4302	Cybersecurity Management	3

Forensic Psychology Concentration..................... 12
Connects concepts from criminal justice, forensics, and psychology, to provide foundational knowledge of psychological principles and their application to criminal behavior. The curriculum delves into psychological structures that explain criminal actions, examines the connection between mental health and the criminal justice system, and investigates how prejudices and discrimination can evolve into criminal acts. Additionally, the concentration highlights the critical role of forensic science in the legal process, encompassing the gathering of criminal evidence, investigative procedures, and the delivery of expert testimony in court. Upon completion of the concentration, students should be able to do the following:

- Explore social and psychological influences on criminal behavior.
- Explain the legal aspects of the science of forensics including how to prepare for courtroom testimony, evidence collection, and the insanity defense.

Course	Title	Credit Hours
CMJ 3308	Mental Illness and Crime	3
FRN 2301	Introduction to Forensic Investigation	3
PSY 4308	Psychology of Prejudice and Discrimination	3
PSY 3307	Forensic Psychology	3

Homeland Security Concentration 12
Focuses on the application of technical competencies associated with the homeland security role within the

information systems security field. Examines topics related to terrorism, tactical response operations, weapons of mass destruction, and American homeland security. Upon completion of the concentration, students should be able to do the following:

1. Analyze the historical impact of terrorism on current and future terrorism incidents.

2. Evaluate best practices that minimize potential vulnerabilities to critical infrastructure.

Course	Title	Credit Hours
HLS 3301	Weapons of Mass Destruction	3
HLS 3302	American Homeland Security	3
HLS 3303	Terrorism Response Operations	3
HLS 3306	Homeland Security Technology	3

Information Technology Concentration 12

Focuses on the acquisition of theory and technical competencies associated with the information technology profession and provides fundamental knowledge application in information technology. Upon completion of the concentration, students should be able to do the following:

1. Apply the basic functions of software applications.

Course	Title	Semester Hours
ITC 2302	Introduction to Data Communications	3
ITC 4301	Systems Analysis and Design	3
ITC 4304	Web Design and Development	3
ITC 4306	IT Infrastructure Management	3

Intelligence Concentration ………………. 12

Presents foundational concepts of intelligence operations. Examines structure, procedures, and supervision of the United States intelligence community. The curriculum also traces the historical impact of intelligence operations.

Upon completion of the concentration, students should be able to do the following:

1. Examine the foundational elements of the U.S. intelligence community.
2. Analyze the historical impact of intelligence operations.

Course	Title	Credit Hours
INT 3301	Introduction to Intelligence	3
INT 3305	United States Intelligence Community	3
INT 3309	Espionage and Counterespionage	3
HLS 4304	Intelligence Process	3

International Management Concentration 12

Provides students with the knowledge and skills necessary to address global management issues. Upon completion of the concentration, students should be able to do the following:

1. Analyze global management-related issues in the contest of PEST (Political, Ethical/Economics, Social, and Technological) responsibility.

Course	Title	Credit Hours
HRM 4303	International Human Resource Management	3
MGT 4302	International Management	3
BUS 4303	International Trade	3
BUS 4304	International Legal Operations	3

Leadership Concentration 12

Provides students with the skills necessary to optimize human capital in organizations and develop individual and interpersonal skills necessary to achieve shared organizational goals.

Upon completion of the concentration, students should be able to do the following:

1. Examine communication and leadership approaches.
2. Apply leadership theories to develop human capital.

Course	Title	Credit Hours
LDR 4302	Communication Skills for Leaders	3
LDR 4303	Team Building and Leadership	3
LDR 4304	Negotiation/Conflict Resolution	3
LDR 4305	Innovative Business Decisions	3

Logistics Concentration 12

Provides students with the practical skills and knowledge to engage in operational and analytical evaluation of logistics in different markets and environments.

Upon completion of the concentration, students should be able to do the following:

1. Apply logistics principles to support integration, operations, purchasing, and distribution.

Course	Title	Credit Hours
LOG 3301	Principles of Logistics	3
LOG 4301	Transportation Logistics	3
LOG 4302	Global Logistics	3
MGT 4305	Procurement and Contract Management	3

Space Operations Concentration.........................12

Equips students with the skills to engage in the collaborative aspects of space operations. Students explore the importance of international collaboration, forecast future trends in space technologies and exploration, and develop leadership and team building strategies essential for managing diverse teams.

Course	Title	Credit Hours
SPC 3301	Introduction to Space Operations	3
SPC 3304	Fundamentals of Orbital Mechanics	3
SPC 4301	Space Domain Awareness	3
SPC 4309	Space Systems	3

Supply Chain Management Concentration 12

Provides students with the practical skills and knowledge to engage in operational and analytical evaluation of supply chain strategies in different markets and environments.
Upon completion of the concentration, students should be able to do the following:

1. Apply the appropriate supply chain management strategies for a given market.

Course	Title	Credit Hours
MGT 3305	Principles of Supply Chain Management	3
MGT 4306	Manufacturing Planning and Control	3
MGT 4304	Risk Management	3
MGT 4305	Procurement and Contract Management	3

BS, SPACE OPERATIONS

Total Program Requirements	120
General Education Requirements	30
Humanities and Fine Arts Group A	*3*
Humanities and Fine Arts Group A or B	*3*
Social and Behavioral Sciences	*3*
History	*3*
Natural Sciences	*6*
Mathematics	*6*
English Composition	*6*
Major Requirements	45
Program Electives	9
Open Electives	36

The Bachelor of Science in Space Operations provides students with an in-depth understanding of the foundational principles, technological advances, operational challenges, and strategic implications of managing and performing operations in the space domain. The program arms graduates with a foundation in the theoretical principles and practical application related to space operations.

Upon completion of the program, students should be able to do the following:

1. Analyze the key concepts, methods, and techniques involved in space operations.
2. Examine systems that enable space operations.
3. Examine security challenges related to operations in the space domain.
4. Assess current and emerging trends in the defense and commercial space industry.

General Education Requirements 30

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements.

Major Requirements................................45

Course	Title	Credit Hours
SPC 3301	Introduction to Space Operations	3
SPC 3304	Fundamentals of Orbital Mechanics	3
SPC 3305	Space Exploration	3
SPC 3306	Space Industrial Complex	3
SPC 3307	Fundamentals of Space Engineering	3
SPC 3308	Human Factors in Space Operations	3
SPC 3309	Introduction to Astronautics	3
SPC 4301	Space Domain Awareness	3
SPC 4302	Space Policy and Governance	3
SPC 4403	Space Resources	4
SPC 4404	Space Mission Operations and Planning	4
SPC 4305	Astronomy and Astrophysics	
SPC 4309	Space Systems	3
SPC 4420	Space Operations Project	4

Program Electives 9

Select 3 courses from the following.

Course	Title	Credit Hours
INT 3305	United States Intelligence Community	3
ITC 3310	Fundamentals of Data Analytics	3
LDR 3301	Leadership	3
LDR 3303	Leadership Across Generations	3
PHI 3301	Ethics in Space Operations	3
SPC 3302	Meteorology and Weather	3

Open Electives......................................36

To fulfill open electives, students may choose any course not used to satisfy program requirements, taking into consideration the degree program upper-level requirements. Students can review all available courses at our full course listing. Students are strongly encouraged to speak to their academic advisor prior to choosing open elective options.

BS, STRATEGIC LEADERSHIP

Total Program Requirements		120
General Education Requirements		30
Humanities and Fine Arts Group A	*3*	
Humanities and Fine Arts Group A or B	*3*	
Social and Behavioral Sciences	*6*	
PSY 1301 is required		
History	*3*	
Natural Sciences	*6*	
Mathematics	*3*	
English Composition	*6*	
Major Requirements		36
Program Electives		12
Open Electives		30
Concentration		12

The Bachelor of Science in Strategic Leadership prepares graduates with the skills required to lead and effect change in diverse organizational environments. This program of study emphasizes theory and application of communication, human relations, leadership, and research applicable to today's workforce. The curriculum focuses on student development of strategic leadership skills by sharpening vital critical thinking, reasoning, creative problem-solving, information literacy, and communication skills. These skills can be leveraged in students' current roles while enhancing and developing their knowledge and abilities to prepare them for future professions. Upon completion of the program, students should be able to do the following:

1. Synthesize leadership frameworks for data-driven decision-making in diverse work environments.
2. Develop personal leadership perspectives that support collaboration.
3. Apply systems thinking to decision-making.
4. Apply effective communication skills that promote ethical leadership practices.

General Education Requirements 30

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements.

Major Requirements 36

Course	Title	Credit Hours
BUS 4302	Business Policy and Strategy	3
COM 2301	Professional Communication	3
LDR 1301	Introduction to Leadership Communication	3
LDR 2301	Leading Teams	3
LDR 2303	Leadership and Human Relations Development	3
LDR 3301	Leadership	3
LDR 4302	Communication Skills for Leadership	3
LDR 4303	Team Building and Leadership	3
LDR 4321	Strategic Leadership Capstone	3
MGT 2302	Introduction to Management	3
MGT 3301	Principles of Management	3
MGT 3303	Managerial Decision Making	3

Program Electives 12

Select 4 courses from the following.

Course	Title	Credit Hours
COM 3302	Intercultural Communications	3
HLS 2301	Introduction to Terrorism	3
HRM 3301	Human Relations and Development	3
ITC 3303	Information Systems Management	3
ITC 4305	Internet and Network Security	3
LDR 3303	Leadership Across Generations	3
LDR 4304	Negotiation/Conflict Resolution	3
LDR 4305	Innovative Business Decisions	3
PHI 4301	Business Ethics	3
PSY 3302	Social Psychology	3

Open Electives 30

To fulfill open electives, students may choose any course not used to satisfy program requirements, taking into consideration the degree program upper-level requirements. Students can review all available courses at our full course listing. Students are strongly encouraged to speak to their academic advisor prior to choosing open elective options.

Concentration 12

Students must select one of the following concentrations.

Cybersecurity Concentration 12

Explores the intricacies of cybersecurity through identification of security vulnerabilities, policy development, forensics, and cybercrime. Provides the foundational skills to identify and develop security documentation and plan for security disaster recovery management. Upon completion of the concentration, students should be able to do the following:

1. Explain the common types of security threats that plague an organization.
2. Develop security documentation and processes as a proactive measure against a cyber-attack.

Course	Title	Credit Hours
HLS 3307	Typology of Terrorism	3
ITC 4305	Internet and Network Security	3
CYB 4301	Cybersecurity and Crime	3
HLS 4302	Cybersecurity Management	3

Data Analytics Concentration 12

Equips students with the investigative skills required to drive actionable insights and influence decisions that move an organization forward. Students apply management skills to perform predictive analytics and effective visualization practices. Students also enhance soft skills to support critical reasoning and ethical decision-making in an organization.

Upon completion of the concentration, students should be able to do the following:

1. Utilize information system analytic methods that enhance decision making in business processes.

Course	Title	Credit Hours
DAT 3301	Fundamentals of Data Analytics	3
DAT 3311	Enterprise Data Management	3
DAT 4302	Emerging Technologies and Big Data	3
DAT 4301	Data Analytics	3

Diversity and Inclusion Concentration 12

Provides students the ability to examine a deep understanding of human psychology that relates to the lived experiences among diverse groups of people, including diversity across race, ethnicity, culture, sexual orientation, gender-identification and socioeconomic status. Graduates of this program will have the knowledge and skills necessary to enact change within various environments in an effort to support diversity and advance inclusion.

Upon completion of the concentration, students should be able to do the following:
1. Evaluate how implementing changes within various environments can enhance quality and prevent marginalization.
2. Assess the impact of discrimination in various work environments.

Course	Title	Credit Hours
PSY 3309	Psychology of Gender	3
PSY 4308	Psychology of Prejudice and Discrimination	3
PSY 4309	Diversity and Cultural Inclusion	3
PSY 4310	Psychology of Crisis Intervention Strategies	3

Homeland Security Concentration 12

Focuses on the application of technical competencies associated with the homeland security role within the information systems security field. Examines topics related to terrorism, tactical response operations, weapons of mass destruction, and American homeland security. Upon completion of the concentration, students should be able to do the following:

1. Analyze the historical impact of terrorism on current and future terrorism incidents.

2. Evaluate best practices that minimize potential vulnerabilities to critical infrastructure.

Course	Title	Credit Hours
HLS 3301	Weapons of Mass Destruction	3
HLS 3302	American Homeland Security	3
HLS 3303	Terrorism Response Operations	3
HLS 3306	Homeland Security Technology	3

Intelligence Concentration ……………….................. 12

Presents foundational concepts of intelligence operations. Examines structure, procedures, and supervision of the United States intelligence community. Traces the historical impact of intelligence operations.

Upon completion of the concentration, students should be able to do the following:

1. Examine the foundational elements of the U.S. intelligence community.
2. Analyze the historical impact of intelligence operations.

Course	Title	Credit Hours
INT 3301	Introduction to Intelligence	3
INT 3305	United States Intelligence Community	3
INT 3309	Espionage and Counterespionage	3
HLS 4304	Intelligence Process	3

International Management Concentration 12

Provides students with the knowledge and skills necessary to address global management issues.

Upon completion of the concentration, students should be able to do the following:

1. Analyze global management-related issues in the contest of PEST (Political, Ethical/Economics, Social, and Technological) responsibility.

Course	Title	Credit Hours
HRM 4303	International Human Resource Management	3
MGT 4302	International Management	3
BUS 4303	International Trade	3
BUS 4304	International Legal Operations	3

Marketing Concentration 12

Develops the knowledge, analytical/research abilities, and strategic marketing skill set to excel in the marketing industry. Upon completion of the concentration, students should be able to do the following:

1. Develop marketing campaigns based upon organizational needs.

Course	Title	Credit Hours
MKT 3302	Internet Marketing Principles	3
MKT 3303	Consumer Behavior	3
MKT 3304	Marketing Research	3
MKT 3305	Advertising	3

Space Operations Concentration.........................12

Equips students with the skills to engage in the collaborative aspects of space operations. Students explore the importance of international collaboration, forecast future trends in space technologies and exploration, and develop leadership and team building strategies essential for managing diverse teams.

Course	Title	Credit Hours
SPC 3301	Introduction to Space Operations	3
SPC 3304	Fundamentals of Orbital Mechanics	3
SPC 4301	Space Domain Awareness	3
SPC 4309	Space Systems	3

Supply Chain Management Concentration 12

Provides students with the practical skills and knowledge to engage in operational and analytical evaluation of supply chain strategies in different markets and environments.

Upon completion of the concentration, students should be able to do the following:

1. Apply the appropriate supply chain management strategies for a given market.

Course	Title	Credit Hours
MGT 3305	Principles of Supply Chain Management	3
MGT 4306	Manufacturing Planning and Control	3
MGT 4304	Risk Management	3
MGT 4305	Procurement and Contract Management	3

COLLEGE OF SPACE, INTELLIGENCE & MILITARY OPERATIONS CERTIFICATES

Direct enrollment certificates are not eligible for Federal Student Aid, Veterans Benefits, or Tuition Assistance.

Undergraduate Certificate Options

Undergraduate Certificates	Direct	Embedded
Military Operations		✔
Space Operations	✔	✔

Military Operations Certificate...........................12

Propels military students to understand the foundational military skillsets that will equip them for their current and/or future military leadership role. The Military Operations certificate enhances military students' critical-thinking skills, creative-thinking skills, and decision-making skills in a complex world. The Military Operations certificate will also introduce team performance, logistical, and tactical approaches for military environments. Upon completion of the certificate, students should be able to do the following:

1. Analyze effective team leadership approaches that would be necessary in successful military operational environments.
2. Apply military logistics to complex world situations.

Course	Title	Credit Hours
OPS 2301	Military Problem Solving and Leadership	3
OPS 2302	Military Logistics	3
OPS 2303	Military Fitness	3
OPS 3301	Seminar in Military Operations	3

Space Operations Certificate 12

Equips students with the knowledge and skills to assess evolving threats and operational challenges in the space domain. Using scientific concepts associated with space operations, students examine strategies, policies, and technologies to operate in the space industry.

Upon completion of the concentration, students should be able to do the following:

1. Apply fundamental space concepts and principles that advance space domain initiatives.

Course	Title	Credit Hours
SPC 3301	Introduction to Space Operations	3
SPC 3304	Fundamentals of Orbital Mechanics	3
SPC 4301	Space Domain Awareness	3
SPC 4309	Space Systems	3

COLLEGE OF NURSING AND HEALTH SCIENCES

COLLEGE LEADERSHIP

Bonny Kehm, Ph.D., RN, CNE
Dean and Assistant Provost

Nancy Bellucci, Ph.D., RN, CNE, CNOR
Academic Program Director
Nursing

Megan Patton, Ed.D., RHIA
Academic Program Director
Health Sciences

NURSING DEGREES*

RN to BSN

RN to MS, Nursing Education

RN to MS, Nursing Informatics

RN to MS, Nursing Leadership and Administration of Health Care Systems

MS, Nursing Education

MS, Nursing Informatics

MS, Nursing Leadership and Administration of Health Care Systems

* Columbia Southern University's nursing programs are currently seeking authorization from the Boards of Nursing in the District of Columbia, Utah, and Washington. Currently, CSU is unable to admit students residing in these states/territories until formal approval is granted but is actively working to secure the necessary authorization. Applicants must reside and be licensed in the states/territories where Columbia Southern University has the necessary authorization throughout the duration of the program. Students are required to complete all experiential learning experiences only in the states/territories where they hold a valid nursing license, and only in the states where CSU has the necessary authorization. Columbia Southern University's nursing programs are post-licensure and do not lead to professional licensure or certification. CSU does not guarantee a job, promotion, salary increase, eligibility for a position, or other career growth.

HEALTH SCIENCES DEGREES

AS, Health Information Technology
Concentrations: *Health Care Administration; Medical Coding*

BS, Health Care Administration
Concentrations: *Emergency Medical Services Education; Mobile Integrated Health*
(Accelerated Program Enrollment Available)

MS, Health Care Administration
Concentrations: *Emergency Medical Services; Environmental Science; Fire Science; Homeland Security; Occupational Safety and Health*

Master of Public Health
Concentrations: *Community Health Education*

Doctor of Health Care Administration

CERTIFICATES
Direct enrollment certificates are not eligible for Federal Student Aid, Veterans Benefits, or Tuition Assistance.

Undergraduate Certificate Option

Undergraduate	Direct†	Embedded
Medical Billing and Coding	✓	✓

RN TO BACHELOR OF SCIENCE IN NURSING

Total Program Requirements		121
General Education Requirements		60
Humanities and Fine Arts Group A	*3*	
Humanities and Fine Arts Group A or B	*9*	
Social and Behavioral Sciences / History	*15*	
Natural Sciences	*12*	
Mathematics	*3*	
English Composition	*6*	
Arts and Sciences Electives	*12*	
Major Requirements		28
Open Electives		3
NCLEX RN completion		30

The RN to Bachelor of Science in Nursing degree program is designed to expand nursing knowledge with new comprehensive learning opportunities. It provides affordable, high-quality education to registered nurses from diverse backgrounds. The curriculum presents a strong foundation for graduate studies and enhanced professional competence, while also establishing a broad basis for professional growth and lifelong learning, which is crucial for practicing in the field. Upon completion of the program, students should be able to do the following: (Based on The Essentials: Core Competencies for Professional Nursing Education (2021) by the American Association of Colleges of Nursing).

1. Synthesize knowledge principles of nursing science to optimize health care outcomes across interprofessional diverse settings.
2. Explore the impact of economical, sociocultural, ethical, and political factors in the management of population health.
3. Integrate concepts of social justice and person-centered care standards to improve quality and safety across diverse settings.
4. Apply Healthcare and Information Technologies to manage the delivery of safe, high-quality, and efficient care.
5. Apply nursing leadership skills in the empowerment of others to improve care.
6. Apply effective communication skills for diverse audiences to optimize patient outcomes and support decision-making.

General Education Requirements 60

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements.

NCLEX RN Completion........................... 30

Credit hours of nursing credit granted for prior learning validated by nursing education and successful completion of the NCLEX-RN.

Major Requirements 28

Course	Title	Credit Hours
NUR 3301	Professional Baccalaureate Role and Practice	3
NUR 3302	Nursing Informatics in Healthcare	3
NUR 3403	Holistic Health Assessment	4
NUR 4301	Research for Professional Practice	3
NUR 4302	Healthcare Policy, Finance, and Regulatory Aspects for RNs	3
NUR 4303	Professional Nursing Leadership and Management	3
NUR 4304	Community and Public Health Nursing	3
NUR 4320	Nursing Capstone I	3
NUR 4321	Nursing Capstone II	3

Open Electives... 3

To fulfill open electives, students may choose any course not used to satisfy program requirements, taking into consideration the degree program upper-level requirements. Students can review all available courses at our full course listing. Students are strongly encouraged to speak to their academic advisor prior to choosing open elective options.

RN TO MASTER OF SCIENCE IN NURSING EDUCATION

Total Program Requirements		144
General Education Requirements		60
Humanities and Fine Arts Group A	*3*	
Humanities and Fine Arts Group A or B	*9*	
Social and Behavioral Sciences / History	*15*	
Natural Sciences	*12*	
Mathematics	*3*	
English Composition	*6*	
Arts and Sciences Electives	*12*	
Major Requirements		51
Graduate Electives		3
NCLEX RN completion		30

The RN to Master of Science in Nursing degree programs allows Registered Nurses with an associate degree to earn a bachelor's and a graduate-level education, with both degrees conferred upon successful completion.

The RN to Master of Science in Nursing Education program empowers nurse educators with the necessary skills, knowledge, and competencies in developing and executing

innovative curricula, assessment methods, and educational technologies that meet the growing educational demands of the nursing field. Upon completion of the program, students should be able to do the following: (Based on The Essentials: Core Competencies for Professional Nursing Education (2021) by the American Association of Colleges of Nursing).

1. Demonstrate specialty practice knowledge, professional standards and values, and commitment to excellence in the role of the master's-prepared nurse that promotes lifelong learning to benefit the advancement of the nursing profession.
2. Integrate scholarship into practice through critical thinking and clinical reasoning to engage in full evidence-based practice application to solve problems and facilitate change.
3. Evaluate the impact of economic, sociocultural, ethical, and political factors in the management of population health relevant to nursing practice and health care.
4. Integrate concepts of social justice and person-centered care standards to strengthen quality and safety outcomes across diverse settings.
5. Evaluate healthcare information technologies to manage and improve the delivery of safe, high-quality, and efficient care in accordance with regulatory standards.
6. Discuss the nursing leadership skills and professional excellence needed for the empowerment of others to improve population health and patient-centered care as part of the inter-professional team.
7. Evaluate effective communication skills used for diverse audiences for the resolution of organizational issues and complex problems while supporting decision-making.

General Education Requirements 60
Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements.

Graduate Electives.................................... 3
To fulfill open electives, students may choose any graduate-level course not used to satisfy program requirements, taking into consideration the degree program upper-level requirements. Students can review all available courses at our full course listing. Students are strongly encouraged to speak to their academic advisor prior to choosing elective options.

NCLEX RN Completion............................ 30
Credit hours of nursing credit granted for prior learning validated by nursing education and successful completion of the NCLEX-RN.

Major Requirements................................ 51

Course	Title	Credit Hours
ENG 5305	Effective Writing and Communication for Health Care Professionals	3
NUR 4303	Professional Nursing Leadership and Management	3
NUR 4304	Community and Public Health Nursing	3
NUR 4320	Nursing Capstone I	3
NUR 4321	Nursing Capstone II	3
NUR 5301	Theoretical and Conceptual Foundations of Nursing	3
NUR 5302	Knowledge for Nursing Discipline: Scholarship and Innovation	3
NUR 5403	Advanced Holistic Physical Assessment in Nursing Practice	4
NUR 5404	Advanced Pathophysiology and Physiology in Nursing Practice	4
NUR 5405	Advanced Pharmacology in Nursing Practice	4
NUR 5309	Evidence-Based Practice and Research	3
NUR 5310	Healthcare Policy, Finance, and Regulatory Aspects for Population Health	3
NUR 6301	Creating Empathetic Learning Environments in Nursing Education	3
NUR 6302	Assessment and Evaluation in Nursing Education	3
NUR 6320	Nursing Education Capstone I	3
NUR 6321	Nursing Education Capstone II	3

RN TO MASTER OF SCIENCE IN NURSING INFORMATICS

Total Program Requirements	142
General Education Requirements	60
Humanities and Fine Arts Group A	*3*
Humanities and Fine Arts Group A or B	*9*
Social and Behavioral Sciences / History	*15*
Natural Sciences	*12*
Mathematics	*3*
English Composition	*6*
Arts and Sciences Electives	*12*
Major Requirements	49
NCLEX RN completion	30
Graduate Electives	3

The RN to Master of Science in Nursing degree programs allows Registered Nurses with an associate degree to earn a bachelor's and a graduate-level education, with both degrees conferred upon successful completion.

The RN to Master of Science in Nursing Informatics program empower nurse informatics specialists with the essential skills, knowledge, and competencies in informatics. The program is designed to help students identify, define, manage, and communicate data, information, knowledge, and wisdom in nursing practice, thereby promoting the

health of individuals and communities, and improving patient safety through the utilization of information technology, nursing science, and computer science. Upon completion of the program, students should be able to do the following: (Based on The Essentials: Core Competencies for Professional Nursing Education (2021) by the American Association of Colleges of Nursing).

1. Demonstrate specialty practice knowledge, professional standards and values, and commitment to excellence in the role of the master's-prepared nurse that promotes lifelong learning to benefit the advancement of the nursing profession.
2. Integrate scholarship into practice through critical thinking and clinical reasoning to engage in full evidence-based practice application to solve problems and facilitate change.
3. Evaluate the impact of economic, sociocultural, ethical, and political factors in the management of population health relevant to nursing practice and health care.
4. Integrate concepts of social justice and person-centered care standards to strengthen quality and safety outcomes across diverse settings.
5. Evaluate healthcare information technologies to manage and improve the delivery of safe, high-quality, and efficient care in accordance with regulatory standards.
6. Discuss the nursing leadership skills and professional excellence needed for the empowerment of others to improve population health and patient-centered care as part of the inter-professional team.
7. Evaluate effective communication skills used for diverse audiences for the resolution of organizational issues and complex problems while supporting decision-making.

General Education Requirements 60

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements.

NCLEX RN completion 30

Credit hours of nursing credit granted for prior learning validated by nursing education and successful completion of the NCLEX-RN.

Major Requirements 49

Course	Title	Credit Hours
ENG 5305	Effective Writing and Communication for Health Care Professionals	3
NUR 4303	Professional Nursing Leadership and Management	3
NUR 4304	Community and Public Health Nursing	3
NUR 4320	Nursing Capstone I	3
NUR 4321	Nursing Capstone II	3
NUR 5301	Theoretical and Conceptual Foundations of Nursing	3

Course	Title	Credit Hours
NUR 5302	Knowledge for Nursing Discipline: Scholarship and Innovation	3
NUR 5306	Health Information Management: An Applied Approach to Decision Support	3
NUR 5307	Data Science Information, Knowledge, and Wisdom	3
NUR 5308	Health Information System Development	3
NUR 5309	Evidence-Based Practice and Research	3
NUR 5310	Healthcare Policy, Finance, and Regulatory Aspects for Population Health	3
NUR 5403	Advanced Holistic Physical Assessment in Nursing Practice	4
NUR 6322	Nursing Informatics Capstone I	3
NUR 6323	Nursing Informatics Capstone II	3
PUH 5303	Concepts of Epidemiology	3

Graduate Electives.................................... 3

To fulfill open electives, students may choose any graduate-level course not used to satisfy program requirements, taking into consideration the degree program upper-level requirements. Students can review all available courses at our full course listing. Students are strongly encouraged to speak to their academic advisor prior to choosing elective options.

RN TO MASTER OF SCIENCE IN NURSING LEADERSHIP AND ADMINISTRATION OF HEALTH CARE SYSTEMS

Total Program Requirements		142
General Education Requirements		**60**
Humanities and Fine Arts Group A	3	
Humanities and Fine Arts Group A or B	9	
Social and Behavioral Sciences / History	15	
Natural Sciences	12	
Mathematics	3	
English Composition	6	
Arts and Sciences Electives	12	
Major Requirements		**52**
NCLEX RN completion		**30**

The RN to Master of Science in Nursing degree programs allows Registered Nurses with an associate degree to earn a bachelor's and a graduate-level education, with both degrees conferred upon successful completion.

The RN to Nursing Leadership and Administration of Health Care Systems program empower nurse leaders with the essential skills and knowledge to embody the nursing profession. Through self-awareness, accountability, professionalism, communication, and decision-making, graduates of the program will be able to promote the health

of individuals and communities. Additionally, they will be educated in strategic planning, fiscal responsibility, systems thinking, regulatory compliance, advocacy, and project management, which are essential components in leaders in the healthcare industry. Upon completion of the program, students should be able to do the following: (Based on The Essentials: Core Competencies for Professional Nursing Education (2021) by the American Association of Colleges of Nursing).

1. Demonstrate specialty practice knowledge, professional standards and values, and commitment to excellence in the role of the master's-prepared nurse that promotes lifelong learning to benefit the advancement of the nursing profession.
2. Integrate scholarship into practice through critical thinking and clinical reasoning to engage in full evidence-based practice application to solve problems and facilitate change.
3. Evaluate the impact of economic, sociocultural, ethical, and political factors in the management of population health relevant to nursing practice and health care.
4. Integrate concepts of social justice and person-centered care standards to strengthen quality and safety outcomes across diverse settings.
5. Evaluate healthcare information technologies to manage and improve the delivery of safe, high-quality, and efficient care in accordance with regulatory standards.
6. Discuss the nursing leadership skills and professional excellence needed for the empowerment of others to improve population health and patient-centered care as part of the inter-professional team.
7. Evaluate effective communication skills used for diverse audiences for the resolution of organizational issues and complex problems while supporting decision-making.

General Education Requirements 60

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements.

NCLEX RN completion 30

Credit hours of nursing credit granted for prior learning validated by nursing education and successful completion of the NCLEX-RN.

Major Requirements 52

Course	Title	Credit Hours
ENG 5305	Effective Writing and Communication for Health Care Professionals	3
NUR 4303	Professional Nursing Leadership and Management	3
NUR 4304	Community and Public Health Nursing	3
NUR 4320	Nursing Capstone I	3
NUR 4321	Nursing Capstone II	3

Course	Title	Credit Hours
NUR 5301	Theoretical and Conceptual Foundations of Nursing	3
NUR 5302	Knowledge for Nursing Discipline: Scholarship and Innovation	3
NUR 5306	Health Information Management: An Applied Approach to Decision Support	3
NUR 5309	Evidence-Based Practice and Research	3
NUR 5310	Healthcare Policy, Finance, and Regulatory Aspects for Population Health	3
NUR 5403	Advanced Holistic Physical Assessment in Nursing Practice	4
NUR 6304	Clinical Systems Management	3
NUR 6305	Operations, Systems, and Financial Management for Nurse Leaders	3
NUR 6306	Organizational and Systems Leadership in Healthcare	3
NUR 6324	Nursing Leadership Capstone I	3
NUR 6325	Nursing Leadership Capstone II	3
PUH 5303	Concepts of Epidemiology	3

MASTER OF SCIENCE IN NURSING EDUCATION

Total Program Requirements	36
Major Requirements	36

The Master of Science in Nursing Education program empowers nurse educators with the necessary skills, knowledge, and competencies in developing and executing innovative curricula, assessment methods, and educational technologies that meet the growing educational demands of the nursing field. Upon completion of the program, students should be able to do the following: (Based on The Essentials: Core Competencies for Professional Nursing Education (2021) by the American Association of Colleges of Nursing).

1. Demonstrate specialty practice knowledge, professional standards and values, and commitment to excellence in the role of the master's-prepared nurse that promotes lifelong learning to benefit the advancement of the nursing profession.
2. Integrate scholarship into practice through critical thinking and clinical reasoning to engage in full evidence-based practice application to solve problems and facilitate change.
3. Evaluate the impact of economic, sociocultural, ethical, and political factors in the management of population health relevant to nursing practice and health care.
4. Integrate concepts of social justice and person-centered care standards to strengthen quality and safety outcomes across diverse settings.

5. Evaluate healthcare information technologies to manage and improve the delivery of safe, high-quality, and efficient care in accordance with regulatory standards.
6. Discuss the nursing leadership skills and professional excellence needed for the empowerment of others to improve population health and patient-centered care as part of the inter-professional team.
7. Evaluate effective communication skills used for diverse audiences for the resolution of organizational issues and complex problems while supporting decision-making.

Major Requirements................................36

Course	Title	Credit Hours
NUR 5301	Theoretical and Conceptual Foundations of Nursing	3
NUR 5302	Knowledge for Nursing Discipline: Scholarship and Innovation	3
NUR 5403	Advanced Holistic Physical Assessment in Nursing Practice	4
NUR 5404	Advanced Pathophysiology and Physiology in Nursing Practice	4
NUR 5405	Advanced Pharmacology in Nursing Practice	4
NUR 5309	Evidence-Based Practice and Research	3
NUR 5310	Healthcare Policy, Finance, and Regulatory Aspects for Population Health	3
NUR 6301	Creating Empathetic Learning Environments in Nursing Education	3
NUR 6302	Assessment and Evaluation in Nursing Education	3
NUR 6320	Nursing Education Capstone I	3
NUR 6321	Nursing Education Capstone II	3

MASTER OF SCIENCE IN NURSING INFORMATICS

Total Program Requirements	30
Major Requirements	30

The Master of Science in Nursing Informatics program empowers nurse informatics specialists with the essential skills, knowledge, and competencies in informatics. The program is designed to help students identify, define, manage, and communicate data, information, knowledge, and wisdom in nursing practice, thereby promoting the health of individuals and communities, and improving patient safety through the utilization of information technology, nursing science, and computer science. Upon completion of the program, students should be able to do the following: (Based on The Essentials: Core Competencies for Professional Nursing Education (2021) by the American Association of Colleges of Nursing).

1. Demonstrate specialty practice knowledge, professional standards and values, and commitment to excellence in the role of the master's-prepared nurse that promotes lifelong learning to benefit the advancement of the nursing profession.
2. Integrate scholarship into practice through critical thinking and clinical reasoning to engage in full evidence-based practice application to solve problems and facilitate change.
3. Evaluate the impact of economic, sociocultural, ethical, and political factors in the management of population health relevant to nursing practice and health care.
4. Integrate concepts of social justice and person-centered care standards to strengthen quality and safety outcomes across diverse settings.
5. Evaluate healthcare information technologies to manage and improve the delivery of safe, high-quality, and efficient care in accordance with regulatory standards.
6. Discuss the nursing leadership skills and professional excellence needed for the empowerment of others to improve population health and patient-centered care as part of the inter-professional team.
7. Evaluate effective communication skills used for diverse audiences for the resolution of organizational issues and complex problems while supporting decision-making.

Major Requirements................................30

Course	Title	Credit Hours
NUR 5301	Theoretical and Conceptual Foundations of Nursing	3
NUR 5302	Knowledge for Nursing Discipline: Scholarship and Innovation	3
NUR 5306	Health Information Management: An Applied Approach to Decision Support	3
NUR 5307	Data Science Information, Knowledge, and Wisdom	3
NUR 5308	Health Information System Development	3
NUR 5309	Evidence-Based Practice and Research	3
NUR 5310	Healthcare Policy, Finance, and Regulatory Aspects for Population Health	3
NUR 6322	Nursing Informatics Capstone I	3
NUR 6323	Nursing Informatics Capstone II	3
PUH 5303	Concepts of Epidemiology	3

MASTER OF SCIENCE IN NURSING LEADERSHIP AND ADMINISTRATION OF HEALTH CARE SYSTEMS

Total Program Requirements	33
Major Requirements	33

The Master of Science in Nursing Leadership and Administration of Health Care Systems program empowers nurse leaders with the essential skills and knowledge to embody the nursing profession. Through self-awareness, accountability, professionalism, communication, and decision-making, graduates of the program will be able to promote the health of individuals and communities. Additionally, they will be educated in strategic planning, fiscal responsibility, systems thinking, regulatory compliance, advocacy, and project management, which are essential components in leaders in the healthcare industry.

Upon completion of the program, students should be able to do the following: (Based on The Essentials: Core Competencies for Professional Nursing Education (2021) by the American Association of Colleges of Nursing).

1. Demonstrate specialty practice knowledge, professional standards and values, and commitment to excellence in the role of the master's-prepared nurse that promotes lifelong learning to benefit the advancement of the nursing profession.
2. Integrate scholarship into practice through critical thinking and clinical reasoning to engage in full evidence-based practice application to solve problems and facilitate change.
3. Evaluate the impact of economic, sociocultural, ethical, and political factors in the management of population health relevant to nursing practice and health care.
4. Integrate concepts of social justice and person-centered care standards to strengthen quality and safety outcomes across diverse settings.
5. Evaluate healthcare information technologies to manage and improve the delivery of safe, high-quality, and efficient care in accordance with regulatory standards.
6. Discuss the nursing leadership skills and professional excellence needed for the empowerment of others to improve population health and patient-centered care as part of the inter-professional team.
7. Evaluate effective communication skills used for diverse audiences for the resolution of organizational issues and complex problems while supporting decision-making.

Major Requirements.................................33

Course	Title	Credit Hours
NUR 5301	Theoretical and Conceptual Foundations of Nursing	3
NUR 5302	Knowledge for Nursing Discipline: Scholarship and Innovation	3
NUR 5306	Health Information Management: An Applied Approach to Decision Support	3
NUR 5309	Evidence-Based Practice and Research	3
NUR 5310	Healthcare Policy, Finance, and Regulatory Aspects for Population Health	3
NUR 6304	Clinical Systems Management	3
NUR 6305	Operations, Systems, and Financial Management for Nurse Leaders	3
NUR 6306	Organizational and Systems Leadership in Healthcare	3
NUR 6324	Nursing Leadership Capstone I	3
NUR 6325	Nursing Leadership Capstone II	3
PUH 5303	Concepts of Epidemiology	3

UNDERGRADUATE NURSING COURSE DESCRIPTIONS

NUR 3301 Professional Baccalaureate Role and Practice

Builds on previous knowledge and experience to discuss concepts that assist students in transitioning into their role as professional baccalaureate nurses. Professional standards and values, ethical principles, and management roles as they relate to professional behaviors necessary for the baccalaureate-prepared nurse are emphasized.

Credit Hours: 3
Experiential Learning Hour Requirement: 1
Pre-Requisite: Active and unencumbered RN license

NUR 3302 Nursing Informatics in Healthcare

Builds on previous nursing knowledge about the informatics roles and skills that integrate information technology (IT) tools in professional nursing practice. Emphasis is placed on information structures and information processes that contribute to achieving the goal of improving the health of populations and supporting the health care environment. Students complete two experiential learning activity hours in this course through interaction with an informatics nurse.

Credit Hours: 3
Experiential Learning Hour Requirement: 2
Pre-Requisite: Active and unencumbered RN license

NUR 3403 Holistic Health Assessment

Builds on previous nursing knowledge associated with performing a physical assessment on patients across the lifespan. Emphasis is placed on enhancing health promotion of individuals and populations, cultural competence, and communication skills. Students explore the role of genetics and genomics in health care to optimize health care outcomes. Students complete four experiential learning hours in this course through a patient and family interview that culminates in a health teaching plan.

Credit Hours: 4
Experiential Learning Hour Requirement: 4
Pre-Requisite: Active and unencumbered RN license

NUR 4301 Research for Professional Practice

Focuses on the role of the baccalaureate-prepared nurse in appraising, utilizing, and disseminating evidence into evidence-based nursing practice. The integration of the research process in clinical decision-making, synthesis of evidence, translation into practice, quality improvement, and evaluation of outcomes is also examined.

Credit Hours: 3
Experiential Learning Hour Requirement: 0
Pre-Requisite: Active and unencumbered RN license

NUR 4302 Healthcare Policy, Finance, and Regulatory Aspects for RNs

Explores the role of the baccalaureate-prepared nurse in the interrelationship among healthcare, financial, regulatory policies, and practice. Emphasis on the principles of advocacy and fiscal and ethical context to influence the structure and financing of healthcare, practice, and health outcomes to improve the health of a population will be examined. Students will complete one experiential learning hour through either an observational or interview-related learning activity with a nurse leader or healthcare administrator.

Credit Hours: 3
Experiential Learning Hour Requirement: 1
Pre-Requisite: Active and unencumbered RN license

NUR 4303 Professional Nursing Leadership and Management

Focuses on the application of leadership and management for professional nurse leaders. Emphasis is placed on ethical decision-making processes, leadership and management concepts and theories, effective interprofessional communication, and collaboration within professional practice settings. Students will complete one experiential learning hours through observational and interview-related learning activities with a nurse leader.

Credit Hours: 3
Experiential Learning Hour Requirement: 1
Pre-Requisite: Active and unencumbered RN license

NUR 4304 Community and Public Health Nursing

Examines the role of the baccalaureate-prepared nurse in population-centered health care in the community. Theoretical concepts of community health nursing, advocacy, and social determinants of health related to health promotion will be examined. This course will require students to engage with other disciplines in an interprofessional education (IPE) experience. Students will complete four experiential learning activity hours that culminate in the development of a community health assessment.

Credit Hours: 3
Experiential Learning Hour Requirement: 4

Pre-Requisite: Active and unencumbered RN license

NUR 4320 Nursing Capstone I

Provides an opportunity for students to integrate and synthesize the concepts and experiences from all nursing courses to develop and implement a quality improvement initiative in a nursing capstone experience. The completion of five experiential learning hours with an approved mentor selected by the student is required to fulfill the requirements of the course.

Credit Hours: 3
Experiential Learning Hour Requirement: 5
Pre-Requisite: Active and unencumbered RN license, and students must provide proof of personal liability insurance

NUR 4321 Nursing Capstone II

Provides an opportunity for students to integrate and synthesize the concepts and experiences from all nursing courses to develop and implement a quality improvement initiative. In the second half of a nursing capstone experience, the completion of the remaining forty experiential learning hours with an approved mentor selected by the student is required to fulfill the requirements of the course and the program.

Credit Hours: 3
Experiential Learning Hour Requirement: 40
Pre-Requisite: Active and unencumbered RN license, and students must provide proof of personal liability insurance

GRADUATE NURSING COURSE DESCRIPTIONS

NUR 5301 Theoretical and Conceptual Foundations of Nursing

Focuses on the theoretical and conceptual foundations that have contributed to nursing practice. Students explore nursing theories, organizational change theories and models, and non-nursing theories that have informed nursing practice. The application of theories and historical concepts relevant to nursing practice is emphasized.

Credit Hours: 3
Experiential Learning Hour Requirement: 0
Pre-Requisite: Active and unencumbered RN license.
RN to MSN Pre-Requisite: Must complete BSN requirements

NUR 5302 Knowledge for Nursing Discipline: Scholarship and Innovation

Explores the concepts of nursing knowledge development that contribute to scholarship in nursing and the systematic

advancement of teaching, research, and practice of nursing. Students examine the four pillars of Boyer's scholarship model, which are Scholarship of Discovery, Scholarship of Teaching, Scholarship of Application, and Scholarship of Integration.

Credit Hours: 3
Experiential Learning Hour Requirement: 0
Pre-Requisite: Active and unencumbered RN license.
RN to MSN Pre-Requisite: Must complete BSN requirements and MSN required pre-requisites
MSN Pre-Requisite: NUR 5301

NUR 5306 Health Information Management: An Applied Approach to Decision Support

Focuses on the role that clinical decision support plays in patient safety, quality of care, error reduction, and improved provider efficiency. Students examine the legal and ethical implications related to the management of health information.

Credit Hours: 3
Experiential Learning Hour Requirement: 1
Pre-Requisite: Active and unencumbered RN license.
RN to MSN Pre-Requisite: Must complete BSN requirements

NUR 5307 Data Science Information, Knowledge, and Wisdom

Focuses on the use of big data analytics, descriptive, predictive, and prescriptive analytics in health care, and data science to manage acute and chronic diseases. Students also explore the use of artificial intelligence, machine learning, and Internet of Things (IoT) in healthcare.

Credit Hours: 3
Experiential Learning Hour Requirement: 0
Pre-Requisite: Active and unencumbered RN license.
RN to MSN Pre-Requisite: Must complete BSN requirements
MSNI Pre-Requisite: NUR 5301, NUR 5302, NUR 5309, NUR 5310, PUH 5303, and NUR 6304

NUR 5308 Health Information System Development

Focuses on the major components and functions of a health care information delivery system. Students explore the role informatics plays in improving the flow of information within a health care system and the promotion of access to care.

Credit Hours: 3
Experiential Learning Hour Requirement: 0
Pre-Requisite: Active and unencumbered RN license.
RN to MSN Pre-Requisite: Must complete BSN requirements

NUR 5309 Evidence-Based Practice and Research

Analyzes qualitative, quantitative, and mixed-methods research literature that pertains to the health care field.

Students explore the impact that research and evidence-based discoveries have on improved health care. In addition, students develop a PICOT-formatted question related to a practice gap or issue, collect evidence to support a proposed intervention, and present findings to peers. The work done in this course will inform the final capstone project.

Credit Hours: 3
Experiential Learning Hour Requirement: 0
Pre-Requisite: Active and unencumbered RN license.
RN to MSN Pre-Requisite: Must complete BSN requirements and MSN required pre-requisites
MSN Pre-Requisite: NUR 5301, NUR 5403

NUR 5310 Healthcare Policy, Finance, and Regulatory Aspects for Population Health

Explores the significant modes of advocacy for changing health policy for diverse populations. A focus is placed on the evaluation of the planning and implementation of an advocacy initiative. Key concepts of health care finance and regulatory considerations are integrated into the course.

Credit Hours: 3
Experiential Learning Hour Requirement: 0
Pre-Requisite: Active and unencumbered RN license.
RN to MSN Pre-Requisite: Must complete BSN requirements and MSN required pre-requisites
MSN Pre-Requisite: NUR 5301

NUR 5403 Advanced Holistic Physical Assessment in Nursing Practice

Focuses on advancing skills and knowledge related to advanced health assessment and clinical reasoning. Students apply the diagnostic and clinical reasoning process to develop a comprehensive plan of care for patients in a variety of settings throughout the lifespan. Emphasis is placed on advanced health assessment skills, health promotion, disease prevention, and risk assessment.

Credit Hours: 4
Experiential Learning Hour Requirement: 10
Pre-Requisite: Active and unencumbered RN license.
RN to MSN Pre-Requisite: Must complete BSN requirements

NUR 5404 Advanced Pathophysiology and Physiology in Nursing Practice

Focuses on the orientation to advanced pathophysiology within integrated biological systems, mediated by cognitive, behavioral, emotional, cultural, and social determinants of health. The course provides the master's-prepared nurse with a foundation for advanced clinical assessment, diagnostic reasoning, and clinical decision-making in the management of common, episodic, chronic, and heritable/genetic conditions. Pathophysiological mechanisms of disease, including signs and symptoms of prototypical illnesses, variations in

expression, and selected screening/diagnostic evaluative methods, are discussed with an emphasis on the attainment and maintenance of full health potential as a goal of health equity.

Credit Hours: 4
Experiential Learning Hour Requirement: 10
Pre-Requisite: Active and unencumbered RN license

NUR 5405 Advanced Pharmacology in Nursing Practice

Focuses on the knowledge and application of advanced pharmacotherapeutic principles organized using a system-based approach to preparing students to design individualized pharmacotherapeutic plans for disease prevention and commonly encountered illnesses, demonstrating an understanding of drug classes, individual drugs, and complementary alternatives. Students use problem-solving skills and consider the current point of care technology to integrate pharmacological principles with clinical guidelines to plan safe and effective care for patients with acute and chronic clinical conditions.

Credit Hours: 4
Experiential Learning Hour Requirement: 10
Pre-Requisite: Active and unencumbered RN license

NUR 6301 Creating Empathetic Learning Environments in Nursing Education

Focuses on the topics and issues associated with creating an effective learning environment for the nursing student. Students examine strategies for curriculum development. Students also explore issues affecting the learning environment and methods for engaging in empathetic instructional design.

Credit Hours: 3
Experiential Learning Hour Requirement: 0
Pre-Requisite: Active and unencumbered RN license.
MSNE Pre-Requisites: NUR 5301, NUR 5302, NUR 5403, NUR 5404, NUR 5405, NUR 5309, NUR 5310
RN to MSNE Pre-Requisites: NUR 4303, NUR 4304, NUR 4320, NUR 4321, NUR 5301, NUR 5302, NUR 5403, NUR 5404, NUR 5405, NUR 5309, NUR 5310, and ENG 5305

NUR 6302 Assessment and Evaluation in Nursing Education

Focuses on concepts associated with the development of assessment and evaluation tools used in nursing education. Students examine traditional methods and contemporary research that provide a basis for the adoption of best practices in the learning environment.

Credit Hours: 3
Experiential Learning Hour Requirement: 0
Pre-Requisite: Active and unencumbered RN license.

MSNE Pre-Requisites: NUR 5301, NUR 5302, NUR 5403, 5309, NUR 5310
RN to MSNE Pre-Requisites: NUR 4303, NUR 4304, NUR 4320, NUR 4321, NUR 5301, NUR 5302, NUR 5403, NUR 5309, NUR 5310, and ENG 5305

NUR 6304 Clinical Systems Management

Focuses on the role of the leader in managing digital systems, performing root cause analyses, measuring outcomes, evaluating achievement of benchmarks, and conducting performance evaluations. Strategies for fostering empowerment, creating healthy work environments, and improving interprofessional collaboration in the practice setting are also emphasized.

Credit Hours: 3
Experiential Learning Hour Requirement: 0
Pre-Requisite: Active and unencumbered RN license
MSNL Pre-Requisites: NUR 5301, NUR 5302, NUR 5309, NUR 5310, and PUH 5303
RN to MSNL Pre-Requisites: Must complete BSN requirements and NUR 5301, NUR 5302, NUR 5309, NUR 5310, and PUH 5303

NUR 6305 Operations, Systems, and Financial Management for Nurse Leaders

Focuses on the role of the nurse leader in health care finance management, utilization of resources, and management of staffing systems. Students develop a financial budget and staffing plan for either an acute or long-term care setting.

Credit Hours: 3
Experiential Learning Hour Requirement: 0
Pre-Requisite: Active and unencumbered RN license
MSNL Pre-Requisites: NUR 5301, NUR 5302, NUR 5309, NUR 5310, NUR 6304, and PUH 5303
RN to MSNL Pre-Requisites: Must complete BSN requirements and NUR 5301, NUR 5302, NUR 5309, NUR 5310, NUR 6304, and PUH 5303

NUR 6306 Organizational and Systems Leadership in Healthcare

Explores organizational and systems leadership theories. Students examine the impact employee behaviors, teamwork, interpersonal conflict, leadership, power, and influence have on an organization. Students learn to analyze how organizational structure, culture, internal reward systems, communication, and ethics impact behavior and success.

Credit Hours: 3
Experiential Learning Hour Requirement: 0
Pre-Requisite: Active and unencumbered RN license
MSNL Pre-Requisites: NUR 5301, NUR 5302, NUR 5309, NUR 5310, PUH 5303, NUR 6304, NUR 6305

RN to MSNL Pre-Requisites: Must complete BSN requirements and NUR 5301, NUR 5302, NUR 5309, NUR 5310, PUH 5303, NUR 6304, NUR 6305

NUR 6320 Nursing Education Capstone I

Focuses on the translation of theory and concepts of education to the practice of the nurse educator role in an academic or clinical practice setting. Guided by an MSN-prepared educator who serves as a mentor. In Capstone I, students participate in 50 experiential learning activity hours (simulated learning situations) and collaborate with experts in the field to explore the classroom and/or laboratory activities, examine the organizational structure of the setting, attend meetings, and interview nurse educators about the challenges and rewards related to the role.

Credit Hours: 3
Experiential Learning Hour Requirement: 50
Pre-Requisite: Active and unencumbered RN license, and students must provide proof of personal liability insurance
MSNE Pre-Requisites: NUR 5301, NUR 5302, NUR 5309, NUR 5310, NUR 5403, NUR 5404, NUR 5405, NUR 6301, and NUR 6302
RN to MSNE Pre-Requisites: Must complete BSN requirements and MSNE requirements

NUR 6321 Nursing Education Capstone II

Focuses on the translation of theory and concepts of education to the practice of the nurse educator role in an academic or clinical practice setting. Guided by an MSN-prepared educator who serves as a mentor, students in Capstone II participate in 50 experiential learning activity hours (simulated learning situations) and collaborate with experts in the field to explore the classroom and/or laboratory activities, examine the organizational structure of the setting, attend meetings, and interview nurse educators about the challenges and rewards related to the role.

Credit Hours: 3
Experiential Learning Hour Requirement: 50
Pre-Requisite: Active and unencumbered RN license, and students must provide proof of personal liability insurance
MSNE Pre-Requisites: NUR 5301, NUR 5302, NUR 5309, NUR 5310, NUR 5403, NUR 5404, NUR 5405, NUR 6301, NUR 6302, and NUR 6320, all required affiliation agreements, and all experiential learning requirements
RN to MSNE Pre-Requisites: Must complete BSN requirements, NUR 5301, NUR 5302, NUR 5309, NUR 5310, NUR 5403, NUR 5404, NUR 5405, NUR 6301, NUR 6302, NUR 6320, all required affiliation agreements, and all experiential learning requirements

NUR 6322 Nursing Informatics Capstone I

Focus is placed on the development of clinical decision-making and advanced practice skills through the analysis of the specific needs of a vulnerable population of clients/patients from a nursing informatics leader's perspective. In Capstone I, students complete 50 experiential learning activity hours by working with an approved mentor to develop a health information management plan that is patient-centered, requires interprofessional collaboration, integrates the use of technology, and demonstrates the integration of ethical principles and values of the discipline.

Credit Hours: 3
Experiential Learning Hour Requirement: 50
Pre-Requisite: Active and unencumbered RN license, and students must provide proof of personal liability insurance
MSNI Pre-Requisites: NUR 5301, NUR 5302, NUR 5309, NUR 5310, PUH 5303, NUR 5306, NUR 5307, NUR 5308
RN to MSNI Pre-Requisites: Must complete BSN requirements and NUR 5301, NUR 5302, NUR 5309, NUR 5310, PUH 5303, NUR 5306, NUR 5307, NUR 5308

NUR 6323 Nursing Informatics Capstone II

Focuses on the development of clinical decision-making and advanced practice skills through the analysis of the specific needs of a vulnerable population of clients/patients from a nursing informatics leader's perspective. In Capstone II, students complete 50 experiential learning activity hours by working with a mentor to develop a health information management plan that is patient-centered, requires interprofessional collaboration, integrates the use of technology, and demonstrates the integration of ethical principles and values of the discipline.

Credit Hours: 3
Experiential Learning Hour Requirement: 50
Pre-Requisite: Active and unencumbered RN license, and students must provide proof of personal liability insurance
MSNI Pre-Requisites: NUR 5301, NUR 5302, NUR 5309, NUR 5310, PUH 5303, NUR 5306, NUR 5307, NUR 5308, NUR 6322
RN to MSNI Pre-Requisites: Must complete BSN requirements and NUR 5301, NUR 5302, NUR 5309, NUR 5310, PUH 5303, NUR 5306, NUR 5307, NUR 5308, NUR 6322

NUR 6324 Nursing Leadership Capstone I

Focuses on developing clinical decision-making and advanced practice skills by analyzing the specific needs of a vulnerable population of clients/patients from a leadership perspective. In Capstone I, students complete 50 experiential learning activity hours by working with an approved mentor to draft a quality improvement plan to address a specific nursing leadership issue that is patient-centered, integrates the use of technology, and demonstrates the integration of interprofessional collaboration competencies.

Credit Hours: 3
Experiential Learning Hour Requirement: 50

Pre-Requisite: Active and unencumbered RN license, and students must provide proof of personal liability insurance
MSNL Pre-Requisites: NUR 5301, NUR 5302, NUR 5309, NUR 5310, PUH 5303, NUR 6304, NUR 6305, NUR 6306
RN to MSNL Pre-Requisites: Must complete BSN requirements and NUR 5301, NUR 5302, NUR 5309, NUR 5310, PUH 5303, NUR 6304, NUR 6305, NUR 6306

NUR 6325 Nursing Leadership Capstone II

Focuses on developing clinical decision-making and advanced practice skills by analyzing the specific needs of a vulnerable population of clients/patients from a leadership perspective. In Capstone II, students complete 50 experiential learning activity hours by working with an approved mentor to implement a quality improvement plan that is patient-centered, integrates the use of technology, and demonstrates the integration of interprofessional collaboration competencies.

Credit Hours: 3
Experiential Learning Hour Requirement: 50
Pre-Requisite: Active and unencumbered RN license, and students must provide proof of personal liability insurance
MSNL Pre-Requisites: NUR 5301, NUR 5302, NUR 5309, NUR 5310, PUH 5303, NUR 6304, NUR 6305, NUR 6306, NUR 6324
RN to MSNL Pre-Requisites: Must complete BSN requirements and NUR 5301, NUR 5302, NUR 5309, NUR 5310, PUH 5303, NUR 6304, NUR 6305, NUR 6306, NUR 6324

ENG 5305 Effective Writing and Communication for Health Care Professionals

Focuses on enhancing the health professional's writing and oral communication skills. Students apply concepts of academic writing using APA formatting. Explains the use of SafeAssign® to assess originality and how to interpret the originality report. Introduces professional writing techniques, the many genres of technical communication, and persuasive strategies for addressing a variety of audiences.

Credit Hours: 3
Experiential Learning Hour Requirement: 0
Pre-Requisite: Active and unencumbered RN license
RN to MSN Pre-Requisites: NUR 4303, NUR 4304, NUR 5301

PUH 5303 Concepts of Epidemiology

Introduces students to epidemiology, the scientific discipline studying the etiology for developmental defects, diseases, disorders, and injuries occurring in human populations. Focuses on assessment of the nature and scope of public health problems, considering morbidity and mortality impacts in communities. It emphasizes the evaluation of clinical and public health interventions that are designed to address these problems. In short, epidemiology focuses on the cause and treatment of human health problems.

Credit Hours: 3
Experiential Learning Hour Requirement: 0
Pre-Requisite: None required

HEALTH SCIENCES DEGREES

AS, HEALTH INFORMATION TECHNOLOGY

Total Program Requirements	60
General Education Requirements	18
Humanities and Fine Arts – Group A	*3*
Humanities and Fine Arts – Group A or B	*3*
Social and Behavioral Sciences/History	*3*
Natural Sciences	*3*
Mathematics	*3*
English Composition	*3*
Major Requirements	27
Track I or Track II	15

The Associate of Science in Health Information Technology degree program is an entry-level program designed to provide students foundational knowledge in the field of health information technology. The program offers a medical coding track that prepares students to become proficient medical billers and coders by providing the latest information related to medical coding, medical chart auditing, and insurance reimbursement. The program also offers a health care administration track that prepares students to become skilled health care paraprofessionals who work with sensitive health care information in an increasingly complex digital environment.

General Education Requirements 18

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements.

Major Requirements 27

Course	Title	Credit Hours
HCA 1301	Basic Medical Terminology	3
HTH 1301	Medical Law & Ethics	3
ITC 1301	Computer Essentials	3
HTH 1304	Health Information Technology and Systems	3
HTH 2305	Health Information Documentation Management	3
HTH 1306	Introduction to Health Care Statistics	3
HTH 2306	Human Anatomy	3

| HTH 2304 | Introduction to Health Information Management | 3 |
| HTH 2309 | Reimbursement Methodologies | 3 |

Track.. 15

Students must select one of the following tracks.

Medical Coding

Prepares students to become proficient medical billers and coders by providing the latest information related to medical coding, medical chart auditing, and insurance reimbursement. Upon completion of the program in Track I, students should be able to do the following:

1. Perform insurance reimbursement tasks.
2. Code diagnoses and medical procedures using coding standards and guidelines.
3. Manage health information and medical claims.
4. Apply ethical standards used to safeguard protected health information.

Requirements 15

Course	Title	Credit Hours
HTH 1305	Pharmacology	3
HTH 2303	Pathophysiology	3
HTH 2310	Introduction to Current Procedural Terminology	3
HTH 2307	ICD-10-CM	3
HTH 2308	Introduction to ICD-10-PCS	3

Health Care Administration

Provides the necessary skills and knowledge to pursue entry-level administrative management positions within the health care industry. Prepares students for the complexity of the health care field through course work focused on handling situations in hospital, outpatient, long, or short-term care facilities. Upon completion of the program in Track II, students should be able to do the following:

- Analyze the ethics of professional standards in health care organizations.
- Apply business principles to the health care environment.

Requirements 15

Course	Title	Credit Hours
HCA 3301	Health Care Management	3
HCA 3302	Critical Issues in Health Care	3
HCA 3308	Health Information Principles and Practice	3
HCA 3310	Health Care Marketing	3
HRM 3302	Human Resource Management	3

The University makes no representation, promise, or guarantee that completion of this program assures passage of any certification examination, acceptance by any state board, or that this program is designed to prepare graduates for employment in any state. Prospective and current students, as well as graduates, are responsible for researching and understanding all examination, registration, or licensure requirements in any state in which they seek to become registered, licensed, or employed.

BS, HEALTH CARE ADMINISTRATION

This program is eligible for an Accelerated Program Enrollment format. Please refer to the Accelerated Program Enrollment information in this catalog or contact your academic advisor for more information.

Total Program Requirements		120
General Education Requirements		30
Humanities and Fine Arts – Group A	*3*	
Humanities and Fine Arts – Group A or B	*3*	
Social and Behavioral Sciences	*6*	
Natural Sciences	*6*	
Mathematics	*3*	
History	*3*	
English Composition	*6*	
Major Requirements		48
Open Electives		24 – 42
Concentration (Optional)		18

The Bachelor of Science in Health Care Administration degree program prepares students for entry-level leadership roles in health care. Emphasis is placed on building strong communication skills and organizational competence in managing and developing professional standards, procedures, and policies for various institutional health care activities. The degree program offers a broad administrative, educational foundation for individuals who are just entering the field as well as those who are currently working in the field. Upon completion of the program, students should be able to do the following:

1. Analyze the ethics of professional standards in health care organizations.
2. Evaluate the management of a health care organization's strategic goals.
3. Assess the impact of leadership styles within the health care system.
4. Apply business principles to the health care environment.

General Education Requirements 30

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements.

Major Requirements.............................. 48

Course	Title	Credit Hours
LDR 3301	Leadership	3
HCA 3301	Health Care Management	3
HCA 3302	Critical Issues in Health Care	3
HCA 3303	Standards for Health Care Staff	3
HRM 3302	Human Resource Management	3
HCA 3310	Health Care Marketing	3
HCA 3305	Health Unit Coordination	3
HCA 3306	Community Health	3
HCA 4301	Budgeting in Health Care	3
HCA 4320	Development and Strategic Planning in Health Care	3
HCA 4302	Financial Management in Health Care Organizations	3
HCA 4309	Health Care Law	3
HCA 4307	Health Care Quality Management	3
HCA 4303	Comparative Health Systems	3
HCA 3308	Health Information Principles and Practice	3
RCH 3301	Research Methods	3

Open Electives................................. 24-42

To fulfill open electives, students may choose any course not used to satisfy program requirements, taking into consideration the degree program upper-level requirements. If a concentration is completed, only 24 credit hours of electives are required. Students can review all available courses at our full course listing. Students are strongly encouraged to speak to their academic advisor prior to choosing open elective options.

Concentration 18

The following concentration is available for this degree.

Emergency Medical Services Concentration 18

Prepares students for the growing field of emergency medical services through academics, research, and leadership. Designed for EMTs, firefighters, first responders, or any other emergency personnel who wish to expand their knowledge and skills related to the field of emergency medical services (EMS).

Students who complete this concentration will be able to pursue leadership roles in professions aligned to health care. The curricula and coursework are clearly defined and challenging, focusing on principles of management, emergency response operations, and the planning and preparedness of emergency situations. Courses in this program encompass emergency management and preparedness, public health, public safety, injury prevention, legal, political and regulatory issues, and public health emergencies. Upon completion of the concentration, students should be able to do the following:

1. Examine current issues impacting EMS systems within communities.
2. Evaluate legal issues relative to EMS providers and organizations.
3. Apply the concepts associated with the science of the human body to decision making in a clinical setting.

Course	Title	Credit Hours
EMS 2301	Anatomy and Physiology for EMS I	3
EMS 2302	Anatomy and Physiology II	3
EMS 3301	EMS Management	3
EMS 3302	EMS Planning and Development	3
EMS 3306	Emergency Medical Communications	3
EMS 4303	Legal, Political, and Regulatory Environment in EMS	3

MS, HEALTH CARE ADMINISTRATION

Total Program Requirements	**36**
Major Requirements	36

The Master of Science in Health Care Administration degree provides students with knowledge and skills to manage health care organizations. Graduates of this program are prepared to make a difference in the health care field by implementing best practices to ethically lead and manage health care operations of an organization. Upon completion of the program, students should be able to do the following:

- Evaluate strategic objectives to enhance health care organizational effectiveness.
1. Interpret health care financial data for decision-making.
2. Develop interpersonal and professional collaboration for effective health care leadership.
3. Interpret practical knowledge within the functional areas of a health care business.

Major Requirements............................... 24

Course	Title	Credit Hours
HCA 5302	Legal Foundations of Health Care	3
HCA 5301	Health Care Financial Management	3
HCA 5303	Health Resources and Policy Analysis	3
HCA 5304	Advanced Health Care Management	3
HCA 5305	Health Care Strategic Planning and Marketing	3
HCA 6303	Advanced Quality Management for Health Care Administrators	3
HCA 5306	Health Field Human Resources Management	3
PHI 6301	Business Ethics	3
HRM 6309	Diversity and Inclusion in Organizational Culture	3
HCA 6302	Health Care Professionalism	3

RCH 5301	Research Methods	3
HCA 6320	Health Care Administration Capstone	3

MASTER OF PUBLIC HEALTH

Total Program Requirements	36
Major Requirements	24
Concentration	12

The Master of Public Health (MPH) degree program provides a comprehensive foundation of the core competencies of public health, enabling students to apply the principles in both research and practical contexts. The acquired skills equip students for positions in public, private, and international settings. Upon completion of the program, students should be able to do the following:

1. Analyze the etiology of major health problems in populations that affect the development and implementation public health programs.
2. Analyze factors that influence lifestyle choices and impact public health.
3. Interpret the statistical significance of epidemiological reports in public health studies.
4. Evaluate the impact of external affairs on health policy.

Major Requirements................................24

Course	Title	Credit Hours
PUH 5301	Public Health Concepts	3
PUH 5302	Applied Biostatistics	3
PUH 5303	Concepts of Epidemiology	3
PUH 5304	Health Behavior	3
PUH 5305	Concepts of Environmental Health	3
PUH 6301	Public Health Research	3
PUH 6302	Law and Ethics in Public Health	3
PUH 6320	Public Health Capstone	3

Concentration 12
The following concentrations are available for this degree.

General Concentration 12
The following courses are recommended for the general concentration.

Course	Title	Credit Hours
CHE 6303	Strategies of Health Promotion	3
PUH 6304	Public Health Policy and Management	3
PUH 6305	Problem Solving in Public Health	3
PUH 5307	Grant Writing in Public Health	3

Community Health Education Concentration.......12
Designed to equip students to practice effectively as community health educators in a wide range of public health

settings. Upon completion of the concentration, students should be able to do the following:

1. Apply community health frameworks and policies to educate communities on behavioral changes that support health and wellness.
2. Create community health interventions that improve community health and reduce health disparities.

Course	Title	Credit Hours
CHE 6301	Foundations and Methods in Community Health	3
CHE 6303	Strategies of Health Promotion	3
CHE 6304	Health Program Planning, Implementation and Assessment	3
CHE 6305	Issues and Trends in Community Health	3

DOCTOR OF HEALTH CARE ADMINISTRATION

Total Program Requirements	55
Major Requirements	37
Program Electives	3
Applied Dissertation Requirements	15

The Doctor of Health Care Administration (DHA) program is a program designed for healthcare professionals aspiring to take on executive leadership roles in diverse healthcare settings. The program emphasizes strategic leadership, operational excellence, and innovative solutions to improve healthcare delivery. Students examine healthcare systems, policy frameworks, organizational behavior, financial management, quality improvement, and emerging technologies that shape the future of health care. Students develop practical leadership skills and academic expertise, fostering the ability to drive change in healthcare organizations. Upon completion of the program, students should be able to do the following:

1. Synthesize theoretical frameworks to address contemporary issues in health care administration.
2. Conduct innovative research that advances the body of knowledge in health care administration.
3. Construct recommendations to address health care administration challenges and enhance the effectiveness of health care organizations.
4. Integrate health information systems and technology to optimize organizational performance and improve patient outcomes.

Graduates will successfully complete a minimum of 55 credit hours and dissertation research courses as outlined below.

Major Requirements................................. 37

Course	Title	Credit Hours
ORI 7100	Doctoral Orientation	3
RCH 7302	Doctoral Writing and Inquiry Into Research	3
RCH 8301	Doctoral Research Methods	3
RCH 8303	Quantitative Data Analysis	3
RCH 8304	Qualitative Data Collection and Analysis	3
PUA 7301	Power and Purpose in Public Leadership	3
PUA 7302	Legal Architecture of Administrative Power	3
PUA 7303	Ethical Leadership for Public Trust	3
PUA 8301	Fiscal Management in Public Administration	3
PUA 8302	Theoretical Foundations of Management in Public Administration	3
PUA 8303	Human Resource Management in Public Administration	3
PUA 8304	Strategic Policy Analysis in Public Administration	3
PUA 8305	Digital Transformation in Public Administration	3

Program Electives.......................................3

Choose any doctoral level course in DOL, EdD, DBA, DOSH, DEM, and DFIR as listed in the CSU catalog.

Applied Dissertation.................................15

Applied Dissertation   15

Doctoral students are required to complete an applied dissertation and an oral presentation conducted virtually. No degree shall be awarded without majority of committee approval. Information regarding this requirement is published in the Dissertation Handbook.

To satisfy the requirements of the DHCA program, students must successfully complete a minimum of 15 credit hours of dissertation research courses. Each course is 1 Credit Hour. Students must communicate regularly with the dissertation chair regarding the completion of these semester hours.

Students should refer to the Dissertation Handbook.

COLLEGE OF NURSING AND HEALTH SCIENCES CERTIFICATES

Direct enrollment certificates are not eligible for Federal Student Aid, Veterans Benefits, or Tuition Assistance.

Undergraduate Certificate Option

Undergraduate Certificates	Direct Enrollment	Embedded Certificate
Medical Billing and Coding	✓	✓

Medical Billing and Coding Certificate 18

Provides students with the knowledge and skills necessary to translate medical record documentation into coded procedures, services, and diagnoses for reimbursement. Students who complete this program are prepared to make a difference in the medical billing and coding field by implementing best practices related to anatomy and physiology, medical terminology, CPT-4, ICD-10-CM, HCPCS code sets and reimbursement methodologies. Upon completion of the certificate, students should be able to do the following:

- Demonstrate accurate coding through use of CPT-4, ICD-10-CM, and HCPCS code set resources
- Integrate medical coding and billing industry standards into practice
- Apply HIPAA regulations and guidelines to medical billing and coding.

Six (6) courses are required for this certificate.

Course	Title	Credit Hours
HCA 1301	Basic Medical Terminology	3
HTH 2306	Human Anatomy	3
HTH 2303	Pathophysiology	3
HTH 2309	Reimbursement Methodologies	3
HTH 2307	ICD-10-CM	3
HTH 2310	Introduction to Current Procedural Terminology	3

COLLEGE OF SAFETY AND EMERGENCY SERVICES

COLLEGE LEADERSHIP

Tamara Mouras, Ph.D.
Dean and Assistant Provost

Gregory Boothe, Ph.D.
Academic Program Director
Occupational Safety & Health- Graduate

Ashley French, Ph.D.
Academic Program Director
Criminal Justice

Jamie Gauthier, PhD.
Academic Program Director Environmental
Management, Emergency Management, Homeland
Security

Keith Padgett, M.S., EFO
Academic Program Director
Fire; Emergency Medical Services

Travis Smith Ph.D.
Academic Program Director
Occupational Safety & Health- Undergraduate

DEGREES

AS, Criminal Justice

AS, Emergency Medical Services
Note: Individuals who wish to apply for the AS, Emergency Medical Services degree must possess a current paramedic certification.

AS, Fire Science

AS, Occupational Safety and Health

BS, Criminal Justice Administration
Concentrations: *Arson Investigation; Criminology; Forensics; Forensic Psychology; Forensics*
(Accelerated Program Enrollment Available)

BS, Emergency Management
Concentrations: *Emergency Medical Services; Environmental Science; Fire Science; Homeland Security; Occupational Safety and Health*
(Accelerated Program Enrollment Available)

BS, Emergency Medical Services Administration
Concentrations: *Emergency Medical Services Education; Mobile Integrated Health*
(Accelerated Program Enrollment Available)

BS, Environmental Management
Concentrations: *Energy & Land Use Management; Environmental Engineering; Sustainability*

BS, Fire Administration
Concentrations: *Fire Investigation; Wildland Fire*
(Accelerated Program Enrollment Available)

BS, Forensic Investigation

BS, Homeland Security
Concentrations: *Criminology; Forensic Psychology; Maritime Safety*
(Accelerated Program Enrollment Available)

BS, Occupational Safety and Health
Concentrations: *Construction Safety; Energy and Land Use Management; Fire Science; Oil and Gas; Sustainability*
(Accelerated Program Enrollment Available)

MS, Criminal Justice Administration

MS, Emergency Services Management

MS, Fire Executive Leadership
Concentrations: *Emergency Services Management; Human Resource Management; Occupational Safety and Health; Organizational Leadership; Public Administration*

MS, Homeland Security
Concentrations: *Criminal Justice; Criminology; Emergency Services Management; Management*

MS, Occupational Safety and Health
Concentrations: *General; Environmental Management; Maritime Safety*

Doctor of Emergency Management

Doctor of Fire Integrated Research

Doctor of Occupational Safety and Health

CERTIFICATES

Undergraduate	Direct†	Embedded
Emergency Management		✓

Environmental Engineering	✓	✓
Environmental Management	✓	✓
Fire Science	✓	✓
Maritime Safety	✓	✓
Occupational Safety and Health	✓	✓
Graduate		
Environmental Management	✓	✓
Occupational Safety and Health	✓	✓
Postgraduate		
Emergency Management	✓	✓
Fire Integrated Research	✓	✓
Occupational Safety and Health	✓	✓

† Direct enrollment certificates are not eligible for Federal Student Aid, Veterans Benefits, or Tuition Assistance

AS, CRIMINAL JUSTICE

Total Program Requirements	60
General Education Requirements	**21**
Humanities and Fine Arts Group A	3
Humanities and Fine Arts Group A or B	3
Social and Behavioral Sciences / History	3
PSY 1301 is required	
Natural Sciences	6
Mathematics	3
English Composition	3
Major Requirements	**18**
Program Electives	**9**
Open Electives	**12**

The Associate of Science in Criminal Justice degree program prepares entry-level professionals from diverse backgrounds in the theoretical foundations, knowledge, skills, and practices of criminal justice operations. This program of study enables students to develop rational decisions and informed responses to the daily challenges one faces in law enforcement, corrections, and court operations. Additionally, this study provides students with a working comprehension of constitutional and criminal law in contrast to judicial process.

Students completing this program are prepared for entry-level positions in local, state, and federal criminal justice programs, including law enforcement, corrections, probation and parole, court operations, and related fields in security. This program promotes a commitment to continued scholarship and service among graduates as future members of the criminal justice profession in a manner that remains conducive to enhancing professionalism in a diverse community. Upon completion of the program, students should be able to do the following:

1. Evaluate the three main components of a criminal justice system.

2. Evaluate the roles and challenges of juvenile justice agencies.

3. Examine the psychology of crime including the development of the criminal lifestyle.

4. Explain the interdependence between applicable judicial processes.

General Education Requirements 21

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements.

Major Requirements 18

Course	Title	Credit Hours
CMJ 2301	Introduction to Criminal Justice	3
CMJ 2302	Theory & Practices of Law Enforcement	3
CMJ 2303	Theory & Practices of Corrections	3
HLS 2301	Introduction to Terrorism	3
CMJ 2304	Juvenile Delinquency	3
CMJ 2305	Criminology	3

Program Electives 9

Select 3 courses from the following.

Course	Title	Credit Hours
CMJ 3307	Victimology	3
CMJ 3302	Introduction to Court Security	3
CMJ 3304	Judicial Process	3
CMJ 4306	Race and Ethnics Relations	3
CMJ 3306	Probation and Parole	3
CMJ 3301	Criminal Law	3
CMJ 3305	Constitutional Law for Criminal Justice	3

Open Electives 12

To fulfill open electives, students may choose any course not used to satisfy program requirements, taking into consideration the degree program upper-level requirements. Students can review all available courses at our full course listing. Students are strongly encouraged to speak to their academic advisor prior to choosing open elective options.

Disclosure

This program is not designed to meet the educational requirements for a specific professional license or certification required for employment in an occupation.

Completion of Columbia Southern University's Associate of Science in Criminal Justice degree program does not guarantee that a graduate will meet all requirements and/or qualifications to become a peace officer, law enforcement professional, or corrections officer at the international, national, state, or local level. Students are encouraged to research licensing and job requirements to ensure that he or she will be prepared for their desired career path.

Massachusetts Civil Service Disclosure: Students and prospective students who reside in a city or county that uses Massachusetts Civil Service for promotion should contact the Civil Service to determine

eligibility to sit for promotional exams. Civil Service is a merit system under which state and municipal employees of police and fire departments may be hired and promoted.

AS, EMERGENCY MEDICAL SERVICES

Total Program Requirements	60
General Education Requirements	15
Humanities and Fine Arts Group A	*3*
Social and Behavioral Sciences / History	*3*
Natural Sciences	*3*
Mathematics	*3*
English Composition	*3*
Major Requirements	15
Paramedic Core	30
[paramedic certification transfer credit]	

Note: Individuals who wish to apply for this program must possess a current paramedic certification.

The Associate of Science in Emergency Medical Services degree program builds a foundation of the essential skills needed to work in the Emergency Medical Services (EMS) industry. By incorporating the National Emergency Medical Education Standards Paramedic curriculum, the program of study takes a multi-professional approach to integration and academic preparation in Paramedicine. This degree meets the educational needs of those currently employed in the field who are looking to advance their knowledge base. Upon completion of the program, students should be able to do the following:

1. Explain the evolution of the Emergency Medical Services (EMS) field.
2. Assess effective clinical skills utilized in Emergency Medical Services (EMS) organizations.
3. Evaluate effective Emergency Medical Services (EMS) operational practices.
4. Analyze legal issues surrounding the Emergency Medical Services (EMS) industry.

General Education Requirements 15
Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements.

Major Requirements 15

Course	Title	Credit Hours
EMS 2301	Anatomy & Physiology for EMS I	3
EMS 2302	Anatomy & Physiology II	3
EMS 3301	EMS Management	3
EMS 3302	EMS Planning and Development	3
EMS 3306	Emergency Medical Communications	3

Paramedic Core 30
Students who have already completed their paramedic certification and who have maintained their license in good standing may apply to the AS Emergency Medical Services program. This program offers the opportunity to reach educational goals without repetition of courses or clinical experiences already taken. The student will receive up to 30 hours of credit for their previously earned paramedic certificate. These credits may be applied only toward the Paramedic Core.

Disclosure
This program is not designed to meet the educational requirements for a specific professional license or certification required for employment in an occupation.

AS, FIRE SCIENCE

Total Program Requirements	60
General Education Requirements	21
Humanities and Fine Arts Group A	*3*
Humanities and Fine Arts Group A or B	*3*
Social and Behavioral Sciences / History	*3*
Natural Sciences	*6*
Mathematics	*3*
English Composition	*3*
Major Requirements	21
Program Electives	6
Open Electives	12

The Associate of Science in Fire Science degree program builds a foundation of the essential skills needed to work in the fire industry. By incorporating a comprehensive curriculum of fire prevention and fire protection, the program of study takes a multi-professional approach to policy integration and academic preparation in specialized fire service equipment and apparatus applications. This degree meets the educational needs of both those who desire to become firefighters and those currently employed in the field who are looking to advance their knowledge base.

This program of study is recognized by the Fire and Emergency Services Higher Education (FESHE) through the U. S. Fire Administration's National Fire Academy (NFA).

Upon completion of the program, students should be able to do the following:

1. Examine the impact of the history of fire service as it relates to current industry trends.
2. Analyze effective fire prevention methods utilized in fire science organizations and the community.

3. Apply effective fire protection practices and strategies to various scenarios.
4. Evaluate the principles of fire chemistry, fire behavior, and safety practices in the fire service industry.

General Education Requirements 21

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements.

Major Requirements 21

Course	Title	Credit Hours
FIR 2301	Principles of Fire and Emergency Services	3
FIR 2302	Principles of Fire and Emergency Services Safety and Survival	3
FIR 2303	Fire Behavior and Combustion	3
FIR 2304	Building Construction for Fire Protection	3
FIR 2305	Introduction to Fire Prevention	3
FIR 3305	Fire Protection Structure and Systems	3
FIR 3311	Legal Aspects of Fire Protection	3

Program Electives 6

Select 2 courses from the following.

Course	Title	Credit Hours
FIR 3304	Fire Protection Hydraulics and Water Supply	3
FIR 3312	Fire Ground Tactics I	3
FIR 3306	Fire Prevention Organization and Management	3
FIR 3307	Community Risk Reduction for the Fire and Emergency Services	3

Open Electives 12

To fulfill open electives, students may choose any course not used to satisfy program requirements, taking into consideration the degree program upper-level requirements. Students can review all available courses at our full course listing. Students are strongly encouraged to speak to their academic advisor prior to choosing open elective options.

Disclosure

This program is not designed to meet the educational requirements for a specific professional license or certification required for employment in an occupation.

Massachusetts Civil Service Disclosure: Students and prospective students who reside in a city or county that uses Massachusetts Civil Service for promotion should contact the Civil Service to determine eligibility to sit for promotional exams. Civil Service is a merit system under which state and municipal employees of police and fire departments may be hired and promoted.

AS, OCCUPATIONAL SAFETY AND HEALTH

Total Program Requirements	60
General Education Requirements	**21**
Humanities and Fine Arts Group A	*3*
Humanities and Fine Arts Group A or B	*3*
Social and Behavioral Sciences / History	*3*
Natural Sciences	*6*
BIO 1301 and PHY 1301 are required	
Mathematics	*3*
MAT 1302 or higher is required	
English Composition	*3*
Major Requirements	**18**
Program Electives	**9**
Open Electives	**12**

The Associate of Science in Occupational Safety and Health degree program provides students with a flexible, relevant, and current curriculum that includes opportunities for students to demonstrate a depth and breadth of knowledge in safety and health theory and technology necessary to function at the safety and health technician level in industry. Upon completion of the program, students should be able to do the following:

1. Apply safety and health related theory and technology to real world situations.
2. Explain basic workplace hazard analysis and control technologies and processes.
3. Identify laws, regulations, and standards that apply to the field of occupational safety and health.
4. Examine the role of the safety and health technician within the organization and industry.

General Education Requirements 21

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements.

Major Requirements 18

Course	Title	Credit Hours
OSH 2301	Introduction to Workplace Safety	3
OSH 2302	Introduction to Regulatory Compliance	3
OSH 2303	Hazardous Materials Safety	3
OSH 2304	Introduction to Contractor Safety	3
OSH 2305	Fleet and Driver Safety	3
FIR 2302	Principles of Fire and Emergency Service Safety and Survival	3

Program Electives 9

Choose 3 courses from the following.

Course	Title	Credit Hours
OSH 3301	Fundamentals of Occupational Safety and Health	3
OSH 3309	Training and Development	3
ENV 3301	Assessing Environmental Science	3
OSH 3310	Total Environmental Health and Safety Management	3
ENV 3306	Environmental Assessment	3
ENV 3307	Environmental Issues	3
OSH 3305	Industrial Ergonomics	3
ENV 3305	Hazardous Waste Management	3

Open Electives.......................................12

To fulfill open electives, students may choose any course not used to satisfy program requirements, taking into consideration the degree program upper-level requirements. Students can review all available courses at our full course listing. Students are strongly encouraged to speak to their academic advisor prior to choosing open elective options.

Disclosure

This program is not designed to meet the educational requirements for a specific professional license or certification required for employment in an occupation.

BS, CRIMINAL JUSTICE ADMINISTRATION

This program is eligible for an Accelerated Program Enrollment format. Please refer to the Accelerated Program Enrollment information in this catalog or contact your academic advisor for more information.

Total Program Requirements		120
General Education Requirements		30
Humanities and Fine Arts Group A	3	
Humanities and Fine Arts Group A or B	3	
Social and Behavioral Sciences	6	
PSY 1301 is required		
Natural Sciences	6	
Mathematics	3	
History	3	
English Composition	6	
Major Requirements		36
Program Electives		12
Open Electives		30 – 42
Concentration (optional)		12

The Bachelor of Science Degree in Criminal Justice Administration degree program prepares both entry-level and seasoned professionals from diverse backgrounds in the theoretical foundations, knowledge, skills, and practices of criminal justice administration inclusive of law enforcement, courts, and corrections. This program of study enables students to develop rational decisions and informed responses to the daily challenges one faces in law enforcement, courts, and corrections operations. Additionally, the program prepares students for entrance into concentrated areas of criminal justice in master degree programs or related disciplines. This program promotes a commitment to continued scholarship and service among graduates as future and continuing members of law enforcement, courts, and corrections initiatives in a manner that remains conducive to enhancing professionalism in a diverse community. Upon completion of the program, students should be able to do the following:

1. Evaluate the impact of criminal justice theories in society.
2. Assess the interrelationship among courts, corrections, and law enforcement.
3. Analyze the influences of laws on the criminal justice system.
4. Assess the impact of the U.S. Constitution and Bill of Rights on laws.

General Education Requirements 30

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements.

Major Requirements................................36

Course	Title	Credit Hours
CMJ 2301	Introduction to Criminal Justice	3
CMJ 2305	Criminology	3
CMJ 3302	Introduction to Court Security	3
CMJ 3307	Victimology	3
CMJ 3304	Judicial Process	3
CMJ 3301	Criminal Law	3
CMJ 3305	Criminal Investigation	3
CMJ 3303	Criminal Evidence and Legal Issues	3
CMJ 3309	Constitutional Law for Criminal Justice	3
CMJ 4301	Police and Community Relations	3
CMJ 4302	Management and Supervision in Criminal Justice	3
CMJ 4303	Criminal Justice Organization and Administration	3

Program Electives 12

Select 4 courses from the following.

Course	Title	Credit Hours
CMJ 2302	Theory & Practices of Law Enforcement	3
CMJ 2303	Theory & Practices of Corrections	3
CMJ 2304	Juvenile Delinquency	3
CMJ 4306	Race and Ethnic Relations	3
HLS 2301	Introduction to Terrorism	3
HLS 4302	Cybersecurity Management	3
HLS 4303	Critical Infrastructure of Protection	3
HLS 3307	Typology of Terrorism	3
CMJ 3306	Probation and Parole	3

Open Electives 30-42

To fulfill open electives, students may choose any course not used to satisfy program requirements, taking into consideration the degree program upper-level requirements. If a concentration is completed, only 30 credit hours of electives are required. Students can review all available courses at our full course listing. Students are strongly encouraged to speak to their academic advisor prior to choosing open elective options.

Concentration 12

The following concentrations are available for this degree.

Arson Investigation Concentration 12

Provides the academic foundation for technical and scientific skills required of highly qualified investigators. Students acquire knowledge and experience from expert field practitioners on a variety of topics and skills in forensics, evidence collection, analysis, and fire behavior. Students who complete this concentration should be equipped to meet the requirements and demands of the fire investigation field. Upon completion of the concentration, students should be able to do the following:

1. Examine the chemistry of combustion and physical properties of fuel.
2. Analyze arson as a crime.

Course	Title	Credit Hours
FIR 2303	Fire Behavior and Combustion	3
FIR 4305	Fire Investigation and Analysis	3
FIR 4314	Crime Scene, Forensics, and Evidence Collection	3
FIR 4315	Fire Investigation Technician	3

Communication Concentration 12

The Communication concentration equips students with the theories and skills necessary for effective communication with diverse audiences. Special attention is placed on professional communication skills, intercultural communication styles, and visual and media literacies. Upon completion of the concentration, students should be able to do the following:

1. Apply communication theories and skills in a wide variety of settings.

Course	Title	Credit Hours
COM 2301	Professional Communication	3
COM 3302	Intercultural Communications	3
COM 3304	Visual Culture and Communication	3
COM 4301	Media Literacy	3

Criminology Concentration 12

Enables students to explore the complex relationship between criminal behavior, societal structures, and individual psychological factors. By combining courses focusing on juvenile delinquency, mental health, gender-related psychological theories, and policing in diverse communities, students will be better suited to analyze the multifaceted nature of crime and ultimately contribute to greater community safety. Upon completion of the concentration, students should be able to do the following:

1. Explain the motivations, patterns, and characteristics of individuals who commit crimes.
2. Discuss strategies to improve communication between law enforcement personnel and minority and multicultural communities.

Course	Title	Credit Hours
CMJ 2304	Juvenile Delinquency	3
CMJ 3308	Mental Illness and Crime	3
CMJ 4306	Race and Ethnic Relations	3
PSY 3309	Psychology of Gender	3

Forensics Concentration 12

Designed to equip students to be successful in the ever-evolving forensics field. Students will apply the foundational concepts of forensics investigation to gain skillsets that will prepare them for advancement within their current and/or future criminal justice and public safety field. Upon completion of the concentration, students should be able to do the following:

1. Analyze forensic psychology as it relates to criminality.
2. Evaluate crime scene investigative procedures and reconstruction of criminal activity.

Course	Title	Credit Hours
FRN 2301	Introduction to Forensics Investigation	3
FRN 2302	Digital Forensics in the Courtroom	3
PSY 3307	Forensic Psychology	3
FRN 4303	Pathology of Death	3

Forensic Psychology 12

Connects concepts from criminal justice, forensics, and psychology, to provide foundational knowledge of psychological principles and their application to criminal behavior. The curriculum delves into psychological structures that explain criminal actions, examines the connection between mental health and the criminal justice system, and investigates how prejudices and discrimination can evolve into criminal acts. Additionally, the concentration highlights the critical role of forensic science in the legal process, encompassing the gathering of criminal evidence, investigative procedures, and the delivery of expert testimony in court.

Upon completion of the concentration, students should be able to do the following:

- Explore social and psychological influences on criminal behavior.
- Explain the legal aspects of the science of forensics including how to prepare for courtroom testimony, evidence collection, and the insanity defense.

Course	Title	Credit Hours
CMJ 3308	Mental Illness and Crime	3
FRN 2301	Introduction to Forensic Investigation	3
PSY 4308	Psychology of Prejudice and Discrimination	3
PSY 3307	Forensic Psychology	3

Disclosure

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Completion of Columbia Southern University's Bachelor of Science in Criminal Justice degree program does not guarantee that a graduate will meet all requirements and/or qualifications to become a peace officer, law enforcement professional, or corrections officer at the international, national, state, or local level. Students are encouraged to research licensing and job requirements to ensure that he or she will be prepared for their desired career path.

Massachusetts Civil Service Disclosure: Students and prospective students who reside in a city or county that uses Massachusetts Civil Service for promotion should contact the Civil Service to determine eligibility to sit for promotional exams. Civil Service is a merit system under which state and municipal employees of police and fire departments may be hired and promoted.

BS, EMERGENCY MANAGEMENT

This program is eligible for an Accelerated Program Enrollment format. Please refer to the Accelerated Program Enrollment information in this catalog or contact your academic advisor for more information.

Total Program Requirements	120
General Education Requirements	30

Humanities and Fine Arts Group A	*3*
Humanities and Fine Arts Group A or B	*3*
Social and Behavioral Sciences	*6*
Natural Sciences	*6*
Mathematics	*3*
History	*3*
English Composition	*6*

Major Requirements	42

Open Electives	36
Concentration	12

The Bachelor of Science in Emergency Management provides graduates with the foundational knowledge needed to address the current man-made and natural disaster threat assessments related to the emergency management field. Students within the program examine issues related to the disaster cycle that arise prior to, during, and after a disaster or emergency occurs in local, municipal, tribal, and governmental settings. Students who earn this degree may pursue a career in emergency management, homeland security, fire, crisis management, and/or other public or private corporations or organizations. Upon completion of the program, students should be able to do the following:

- Examine the phases of the disaster cycle.
- Explain the need for interagency collaboration during a disaster or emergency event.
- Evaluate emergency management best practices.
- Assess the sociological aspects of emergency management.

General Education Requirements 30

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements.

Major Requirements 12

Course	Title	Credit Hours
EMG 3301	Introduction to Emergency Management	3
EMG 3308	Terrorism in Emergency Management	3
EMG 3305	Disaster Mitigation and Preparedness	3
EMG 3306	Disaster Response and Recovery	3
EMG 3307	Special Operations	3
EMG 4301	Interagency Disaster Management	3
HLS 3305	Disaster Planning and Management	3
LDR 3301	Leadership	3
LDR 3302	Organizational Theory and Behavior	3
EMG 4302	Incident Command in Emergency and Disaster Management	3
MGT 4304	Risk Management	3
EMG 4303	Socio-Psychological Nature of Emergency Management	3
COM 2301	Professional Communication	3
EMG 4320	Capstone in Emergency Management	3

Open Electives 36

To fulfill open electives, students may choose any course not used to satisfy program requirements, taking into consideration the degree program upper-level requirements. Students can review all available courses at our full course

listing. Students are strongly encouraged to speak to their academic advisor prior to choosing open elective options.

Concentration 12
Students must select one of the following concentrations.

Emergency Medical Services 12
Prepares students for leadership and management roles in the emergency management with a focus on emergency medical services theory and application. This concentration prepares students for communications and planning focused on community risk, analysis of hazards, and the roles of emergency medical services during natural and manmade disasters. Upon completion of the concentration, students should be able to do the following:

1. Apply theory and planning principles to the delivery of emergency medical services during disasters.

Course	Title	Semester Hours
EMS 3306	Emergency Medical Communications	3
EMS 3302	EMS Planning and Development	3
EMS 4304	Community Risk Reduction on EMS	3
EMS 4306	EMS Roles During Emergencies and Disasters	3

Environmental Science Concentration 12
Provides students an opportunity to explore environmental science sand sustainability concepts that include a focus on hazardous waste management, current and future energy concerns, and social perspectives on environmental issues.

1. Discuss environmental topics from multiple perspectives.
2. Explain the relationship between environmental issues and sustainability.

Course	Title	Credit Hours
ENV 3301	Assessing Environmental Science	3
ENV 3305	Hazardous Waste Management	3
ENV 3307	Environmental Issues	3
ENV 3308	Introduction to Sustainability	3

Fire Science Concentration 12
Provides students with specialized curricula focused on fire-safety and survival technology applicable for individuals who work or plan to work in fields requiring specialized knowledge in fire-related hazards and prevention methods.

Upon completion of the concentration, students should be able to do the following:

1. Interpret fire safety codes.
2. Examine fire prevention and protection technologies as they relate to emergency management.

Course	Title	Credit Hours
FIR 2302	Principles of Fire and Emergency Services Safety and Survival	3
FIR 3307	Community Risk Reduction for the Fire and Emergency Services	3
FIR 3311	Legal Aspects of Emergency Services	3
FIR 4313	Terrorism Incident Management and Emergency Procedures	3

Homeland Security 12
Focuses on the application competencies associated with the homeland security role within the emergency management field. Students acquire knowledge and experience from expert field practitioners by focusing on topics related to terrorism, weapons of mass destruction, and cybersecurity management. Upon completion of the concentration, students should be able to do the following:

1. Analyze the historical impact of terrorism on current and future terrorism incidents.
2. Evaluate best practices that minimize potential cybersecurity vulnerabilities.

Course	Title	Credit Hours
HLS 2301	Introduction to Terrorism	3
HLS 3301	Weapons of Mass Destruction	3
HLS 3307	Typology of Terrorism	3
HLS 4302	Cybersecurity Management	3

Occupational Safety and Health Concentration .. 12
Provides students the opportunity to explore the intricacies of occupational safety and health through recognition of OSHA standards, safety management process, and hazardous materials safety procedures. Upon completion of the concentration, students should be able to do the following:

1. Examine safety and health-related standards and processes.

Course	Title	Credit Hours
OSH 2301	Introduction to OSH	3
OSH 2303	Hazardous Materials and Safety	3
OSH 4301	OSHA Standards	3
OSH 4304	Process Safety Management	3

BS, EMERGENCY MEDICAL SERVICES ADMINISTRATION
This program is eligible for an Accelerated Program Enrollment format. Please refer to the Accelerated Program Enrollment information in this catalog or contact your academic advisor for more information.

Total Program Requirements	120	
General Education Requirements	30	
Humanities and Fine Arts Group A	*3*	
Humanities and Fine Arts Group A or B	*3*	
Social and Behavioral Sciences	*6*	
PSY 1301 is required		
Natural Sciences	*6*	
Mathematics	*3*	
History	*3*	
English Composition	*6*	
Major Requirements	48	
Open Electives	30-42	
Concentration (Optional)	12	

The Bachelor of Science in Emergency Medical Services (EMS) Administration degree program presents the academic foundations for leadership and administration of EMS organizations. With a curriculum of leadership in EMS systems, EMS planning and development, and risk management practices in EMS, the program of study takes a multi-professional approach to administration of EMS organizations. The program also incorporates legal, political, and regulatory frameworks in EMS settings as well as a study of employee safety and healthy work environments. Upon completion of the program, students should be able to do the following:

1. Analyze systems development and operations principles in emergency medical services (EMS).
2. Evaluate personnel management and staffing models in emergency medical services (EMS) systems.
3. Implement operating budgets for emergency and non-emergency transport emergency medical Services (EMS) systems.
4. Summarize legal and regulatory guidelines in emergency medical services (EMS) systems.

General Education Requirements 30
Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements.

Major Requirements 48

Course	Title	Credit Hours
EMS 3301	EMS Management	3
EMS 3302	EMS Planning and Development	3
EMS 2301	Anatomy and Physiology for EMS I	3
EMS 3303	EMS Operations and Personnel Management	3
EMS 2302	Anatomy and Physiology II	3
EMS 3305	Risk Management Practices in EMS	3
HCA 3306	Community Health	3
EMS 3306	Emergency Medical Communications	3
EMS 4301	Finance of EMS Systems	3
EMS 4302	Leadership in EMS Systems	3

Course	Title	Credit Hours
EMS 4303	Legal, Political and Regulatory Environment of EMS	3
EMS 4304	Community Risk Reduction in EMS	3
EMS 4305	EMS Public Information and Community Relations	3
EMS 4306	EMS Roles During Emergencies and Disasters	3
EMS 4307	Research for the EMS Professional	3
EMS 4320	EMS System Design	3

Open Electives................................... 30-42
To fulfill open electives, students may choose any course not used to satisfy program requirements, taking into consideration the degree program upper-level requirements. If a concentration is completed, only 33 credit hours of open electives are required. Students can review all available courses at our full course listing. Students are strongly encouraged to speak to their academic advisor prior to choosing open elective options.
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Concentration 12
The following concentrations are available for this degree.

Emergency Medical Services (EMS) Education Concentration 12
Prepares students to design and manage EMS educational programs. This course of study combines the distinctive ethics, standards, and legal considerations associated with EMS education with pedagogical theory to provide the skills necessary to design and develop education in the EMS field. Upon completion of the concentration, students should be able to do the following:

- Apply different learning theories to emergency medical services (EMS) training.
- Design curricula for emergency medical services (EMS).

Course	Title	Credit Hours
EMS 3304	Foundations in EMS Education	3
EMS 3307	Course Design and Development for EMS	3
EMS 4309	Engaging Students and Knowledge Retention in EMS	3
EMS 4310	Creative Applications in the EMS Learning Environment	3

Mobile Integrated Health Concentration............. 12
Investigates the administrative and operational aspects of implementing a mobile integrated health (MIH) service line within an existing EMSA agency. Upon completion of the concentration, students should be able to do the following:

1. Develop processes for managing a mobile integrated health system.

Course	Title	Credit Hours

EMS 4308	Mobile Integrated Healthcare	3
EMS 3308	Risk Reduction in Community Health	3
EMS 4311	Community Evaluation and Resources	3
EMS 4312	Community Health Program Management	3

Disclosure

This program is not designed to meet the educational requirements for a specific professional license or certification required for employment in an occupation.

BS, ENVIRONMENTAL MANAGEMENT

Total Program Requirements	120	
General Education Requirements	30	
Humanities and Fine Arts Group A	*3*	
Humanities and Fine Arts Group A or B	*3*	
Social and Behavioral Sciences	*6*	
Natural Sciences	*6*	
BIO 1301 and CHM 1301 are required		
Mathematics	*3*	
MAT 1302 or higher is required		
History	*3*	
English Composition	*6*	
Major Requirements	36	
Program Electives	12	
Open Electives	30-42	
Concentration (optional)	12	

The Bachelor of Science in Environmental Management degree program provides students with a flexible, relevant and current curriculum that includes opportunities for students to demonstrate a depth and breadth of knowledge in environmental theory and technology necessary to function at the environmental professional level in industry. Upon completion of the program, students should be able to do the following:

1. Apply theory and technology in dealing with and addressing environmental issues.
2. Investigate mitigation or remediation strategies for environmental hazards.
3. Evaluate environmentally based, best management practices.
4. Develop team-based approaches for dealing with environmental issues.

General Education Requirements 30

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements.

Major Requirements............................. 36

Course	Title	Credit Hours
ENV 3301	Assessing Environmental Science	3
ENV 3307	Environmental Issues	3
ENV 3302	Environmental Law	3
OSH 2301	Introduction to Workplace Safety	3
OSH 3301	Fundamentals of Occupational Safety and Health	3
ENV 3305	Hazardous Waste Management	3
ENV 3306	Environmental Assessment	3
ENV 3304	Air Quality	3
ENV 3303	Waste Management	3
ENV 4301	Pollution Prevention	3
OSH 3308	Interactions of Hazardous Materials	3
OSH 4302	Toxicology	3

Program Electives 12

To fulfill program electives, students may choose any course not used to satisfy program requirements, taking into consideration the degree program upper-level requirements.

Select 4 courses from the following.

Course	Title	Credit Hours
OSH 3302	Legal Aspects of Safety and Health	3
ENV 4302	Environmental Strategies	3
OSH 3309	Training and Development	3
OSH 3310	Total Environmental Health and Safety Management	3
OSH 4306	Risk Management	3
OSH 4305	Accident Investigation	3
ENV 4303	Environmental Technology	3

Open Electives................................. 30-42

To fulfill open electives, students may choose any course not used to satisfy program requirements, taking into consideration the degree program upper-level requirements. If the concentration is completed, only 30 credit hours of electives are required. Students can review all available courses at our full course listing. Students are strongly encouraged to speak to their academic advisor prior to choosing open elective options.

Concentration 12

The following concentration is available for this degree.

Energy and Land Use Management

Concentration 12

Provides students with an opportunity to examine sustainable strategies for land and energy management with special emphasis on energy policy, geographic information systems (GIS) applications, and the land use regulatory environment. Upon completion of the program, students should be able to do the following:

1. Examine sustainable strategies for land use and energy management.

Course	Title	Credit Hours
ENV 3309	Energy and the Environment	3
ENV 4306	Energy Policy	3
ENV 4307	Land Use and Environmental Policy	3
ENV 4308	GIS Principles and Environmental Applications	3

Environmental Engineering Concentration 12

Equips students with the essential technical knowledge and practical skills to address contemporary environmental challenges. Students will gain a deeper understanding of the technical processes that underpin environmental protection and remediation. The concentration blends engineering principles with environmental science and management, preparing students to develop, implement, and manage sustainable solutions for critical environmental issues such as pollution control, waste management, and ecosystem restoration. Upon completion of the program, students should be able to do the following:

1. Analyze effective solutions for pollution control, environmental remediation, and sustainability in diverse environmental settings.

Course	Title	Credit Hours
EVE 3301	Introduction to Environmental Engineering	3
EVE 3302	Environmental Pollution Control	3
EVE 4301	Environmental Remediation	3
EVE 4302	Environmental Engineering Laboratory	3

Sustainability Concentration 12

Provides environmental management students with a background in the field of sustainability that includes a focus on both environmental and social issues tied to sustainability. Provides useful learning opportunities for individuals with sustainability-related job responsibilities. Upon completion of the concentration, students should be able to do the following:

1. Evaluate environmental issues as they relate to sustainability.
2. Examine sustainability from a social perspective.

Course	Title	Credit Hours
ENV 3308	Introduction to Sustainability	3
ENV 4302	Environmental Strategies	3
ENV 4304	Environmental Aspects of Sustainability	3
ENV 4305	Social Aspects of Sustainability	3

BS, FIRE ADMINISTRATION

This program is eligible for an Accelerated Program Enrollment format. Please refer to the Accelerated Program Enrollment information in this catalog or contact your academic advisor for more information.

Total Program Requirements		120
General Education Requirements		30
Humanities and Fine Arts Group A	3	
Humanities and Fine Arts Group A or B	3	
Social and Behavioral Sciences	6	
Natural Sciences	6	
Mathematics	3	
History	3	
English Composition	6	
Major Requirements		36
Program Electives		12
Open Electives		30 – 42
Concentration (optional)		12

The Bachelor of Science in Fire Administration degree program presents the academic foundations for leadership and administration of fire service organizations. The curriculum follows the FESHE-modeled, multi-disciplinary approach, incorporating fire administration, community risk reduction and tactical fireground considerations. The program also encompasses legal frameworks to applied fire service settings as well as a study of employee safety and healthy work environments.

This program of study is recognized by the Fire and Emergency Services Higher Education (FESHE) through the U. S. Fire Administration's National Fire Academy (NFA). Upon completion of the program, students should be able to do the following:

1. Evaluate industry standard administrative techniques as they relate to organizational management in fire service settings.
2. Synthesize community risk reduction methods related to the fire service.
3. Analyze cultural human behavior that can affect fire science organizations.
4. Analyze various principles of fire chemistry and fire dynamics and their impacts on emergency situations.

General Education Requirements 30

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements.

Major Requirements................................36

Course	Title	Credit Hours

FIR 2301	Principles of Fire and Emergency Services	3
FIR 2302	Principles of Fire and Emergency Services Safety and Survival	3
FIR 2303	Fire Behavior and Combustion	3
FIR 2304	Building Construction for Fire Protection	3
FIR 2305	Introduction to Fire Prevention	3
FIR 3305	Fire Protection Structures and Systems	3
FIR 3306	Fire Prevention Organization and Management	3
FIR 3307	Community Risk Reduction for the Fire and Emergency Services	3
FIR 4301	Political and Legal Foundations of Fire Protection	3
FIR 4302	Fire Service Personnel Management	3
FIR 4303	Fire and Emergency Services	3
FIR 4308	Applications in Fire Research	3

Program Electives 12

Select 4 courses from the following

Course	Title	Credit Hours
FIR 3304	Fire Protection Hydraulics and Water Supply	3
FIR 3312	Fire Ground Tactics	3
FIR 4311	Fire Prevention and Code Enforcement	3
FIR 4306	Human Behavior in Fire	3
FIR 4304	Fire Dynamics	3
FIR 3311	Legal Aspects of Emergency Services	3
FIR 4312	Management of Fire Incident Command Systems	3
FIR 4313	Terrorism Incident Management and Emergency Procedures	3

Open Electives.................................. 30-42

To fulfill open electives, students may choose any course not used to satisfy program requirements, taking into consideration the degree program upper-level requirements. If a concentration is completed, only 30 credit hours of electives are required. Students can review all available courses at our full course listing. Students are strongly encouraged to speak to their academic advisor prior to choosing open elective options.

Concentration 12

The following concentration is available for this degree.

Communication Concentration 12

The Communication concentration equips students with the theories and skills necessary for effective communication with diverse audiences. Special attention is placed on professional communication skills, intercultural communication styles, and visual and media literacies. Upon completion of the concentration, students should be able to do the following:

1. Apply communication theories and skills in a wide variety of settings.

Course	Title	Credit Hours
COM 2301	Professional Communication	3
COM 3302	Intercultural Communications	3
COM 3304	Visual Culture and Communication	3
COM 4301	Media Literacy	3

Fire Investigation Concentration 12

Provides the academic foundation for technical and scientific skills required of highly qualified investigators. Students acquire knowledge and experience from expert field practitioners on a variety of topics and skills in forensics, evidence collection, analysis, and judicial process. Students who complete this concentration will be equipped to meet the requirements and demands of the fire investigation field. Upon completion of the program, students should be able to do the following:

1. Examine the chemistry of combustion and physical properties of fuel.
2. Analyze arson as a crime.

Course	Title	Credit Hours
CMJ 3301	Criminal Law	3
FIR 4305	Fire Investigation and Analysis	3
FIR 4314	Crime Scene, Forensics, and Evidence Collection	3
FIR 4315	Fire Investigation Technician	3

Wildland Fire Concentration 12

Emphasizes management principles to prevent, prepare, and mitigate wildland fire in both a forest and urban interface setting. Student will examine management tools for fire service professionals facing wildland fire rapid change to reduce incident scale and severity. Upon completion of the program, students should be able to do the following:

1. Analyze the impact of wildland fire management principles on emergency situations.

Course	Title	Credit Hours
FIR 3314	Living with Fire: Fire Ecology	3
FIR 3315	Wildland Fire Management	3
FIR 4316	Basic Wildland Firefighting	3
FIR 4317	Wildland Fire Leadership	3

Disclosure

This program is not designed to meet the educational requirements for a specific professional license or certification required for employment in an occupation.

Massachusetts Civil Service Disclosure: Students and prospective students who reside in a city or county that uses Massachusetts Civil Service for promotion should contact the Civil Service to determine eligibility to sit for promotional exams. Civil Service is a merit system under which state and municipal employees of police and fire departments may be hired and promoted.

BS, FORENSIC INVESTIGATION

Total Program Requirements	120
General Education Requirements	30
Humanities and Fine Arts – Group A	*3*
Humanities and Fine Arts – Group A or B	*3*
Social and Behavioral Sciences	*6*
PSY 1301 is required	
Natural Sciences	*6*
Mathematics	*3*
History	*3*
English Composition	*6*
Major Requirements	36
Program Electives	6
Open Electives	36 − 48
Concentration (Optional)	12

The Bachelor of Science Degree in Forensic Investigation prepares individuals for a career in which they will assist law enforcement or other emergency management agencies in the recognition, collection, and preservation of evidence. Specifically, students will learn about the role of forensics in criminal investigation, forensic techniques, the impact of psychology within forensics, and ways in which criminal and civil laws govern the collection, preservation, and admissibility of evidence. Upon completion of the program, students should be able to do the following:

1. Examine the application of forensic analysis of crime scenes and evidence in criminal justice investigative processes.
2. Analyze forensic techniques to criminal investigations.
3. Explain the impact of external disciplines on the forensic field.
4. Assess how criminal and civil laws govern evidence of crime scenes.

General Education Requirements 30

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements.

Major Requirements 42

Course	Title	Credit Hours
CMJ 2301	Introduction to Criminal Justice	3
FRN 2301	Introduction to Forensic Investigation	3
CMJ 2302	Theory and Practices of Law Enforcement	3
CMJ 2305	Criminology	3
FRN 2302	Digital Forensics and the Courtroom	3

CMJ 3305	Criminal Investigation	3
CMJ 3303	Criminal Evidence and Legal Issues	3
FIR 4305	Fire Investigation and Analysis	3
PSY 3307	Forensic Psychology	3
FRN 4301	Principles of Digital Forensics	3
FRN 4303	Pathology of Death	3
FIR 4314	Crime Scene, Forensics, and Evidence Collection	3

Program Electives 9

Select 3 courses from the following

Course	Title	Credit Hours
CMJ 3302	Introduction to Court Security	3
CMJ 3304	Judicial Process	3
CMJ 3307	Victimology	3
CMJ 4306	Race and Ethic Relations	3
CYB 4304	Cyber Security Law and Policy	3
CMJ 3301	Criminal Law	3
HLS 2301	Introduction to Terrorism	3
ITC 4305	Internet and Network Security	3

Open Electives................................ 36–48

To fulfill open electives, students may choose any course not used to satisfy program requirements, taking into consideration the degree program upper-level requirements. Students can review all available courses at our full course listing. Students are strongly encouraged to speak to their academic advisor prior to choosing open elective options.

Concentration 12

The following concentration is available for this degree.

Communication Concentration........................... 12

The Communication concentration equips students with the theories and skills necessary for effective communication with diverse audiences. Special attention is placed on professional communication skills, intercultural communication styles, and visual and media literacies. Upon completion of the concentration, students should be able to do the following:

1. Apply communication theories and skills in a wide variety of settings.

Course	Title	Credit Hours
COM 2301	Professional Communication	3
COM 3302	Intercultural Communications	3
COM 3304	Visual Culture and Communication	3
COM 4301	Media Literacy	3

Disclosure

This program is not designed to meet the educational requirements for a specific professional license or certification required for employment in an occupation.

BS, HOMELAND SECURITY

This program is eligible for an Accelerated Program Enrollment format. Please refer to the <u>Accelerated Program Enrollment</u> information in this catalog or contact your academic advisor for more information.

Total Program Requirements		120
General Education Requirements		30
Humanities and Fine Arts Group A	3	
Humanities and Fine Arts Group A or B	3	
Social and Behavioral Sciences	6	
PSY 1301 is required		
Natural Sciences	6	
Mathematics	3	
History	3	
English Composition	6	
Major Requirements		36
Program Electives		12
Open Electives		30 – 42
Concentration		12

The Bachelor of Science in Homeland Security degree program presents an academic foundation that prepares graduates to lead efforts to achieve a safe, secure, and resilient homeland through a program of study that includes counter terrorism, border management, immigration, cyber networks, critical infrastructure, and disaster resilience.

Students who earn this degree may pursue careers in homeland security, law enforcement, emergency management, information security, business continuity, crisis management, and other public or private security roles. Upon completion of the program, students should be able to do the following:

1. Analyze the historical impact of terrorism.
2. Assess Weapons of Mass Destruction (WMD) counterterrorism strategies.
3. Develop homeland security methodologies.
4. Prescribe tactical response options that align with available resources to determine jurisdictional procedures.

General Education Requirements 30

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements.

Major Requirements 36

Course	Title	Credit Hours
HLS 2301	Introduction to Terrorism	3
HLS 3301	Weapons of Mass Destruction	3
HLS 3302	American Homeland Security	3
HLS 3303	Terrorism Response Operations	3
HLS 3304	Ethical and Legal Issues in Homeland Security	3
HLS 3307	Typology of Terrorism	3
HLS 3305	Disaster Planning and Management	3
HLS 3306	Homeland Security Technology	3
HLS 3309	Preparedness and Interagency Operations	3
HLS 4302	Cybersecurity Management	3
HLS 4303	Critical Infrastructure Protection	3
HLS 4320	Homeland Security Capstone	3

Program Electives 12

Select 4 courses from the following.

Course	Title	Credit Hours
CMJ 2301	Introduction to Criminal Justice	3
HLS 2302	Introduction to Physical Security	3
HLS 3308	Special Topics in Homeland Security	3
CMJ 4306	Race and Ethnic Relations	3
HLS 4304	Intelligence Process	3
PSY 3302	Social Psychology	3

Open Electives 30-42

To fulfill open electives, students may choose any course not used to satisfy program requirements, taking into consideration the degree program upper-level requirements. Students can review all available courses at our full course listing. Students are strongly encouraged to speak to their academic advisor prior to choosing open elective options.

Criminology Concentration 12

Enables students to explore the complex relationship between criminal behavior, societal structures, and individual psychological factors. By combining courses focusing on juvenile delinquency, mental health, gender-related psychological theories, and policing in diverse communities, students will be better suited to analyze the multifaceted nature of crime and ultimately contribute to greater community safety. Upon completion of the concentration, students should be able to do the following:

1. Explain the motivations, patterns, and characteristics of individuals who commit crimes.
2. Discuss strategies to improve communication between law enforcement personnel and minority and multicultural communities.

Course	Title	Credit Hours
CMJ 2304	Juvenile Delinquency	3
CMJ 3308	Mental Illness and Crime	3
CMJ 4306	Race and Ethnic Relations	3
PSY 3309	Psychology of Gender	3

Forensic Psychology Concentration 12

Connects concepts from criminal justice, forensics, and psychology, to provide foundational knowledge of psychological principles and their application to criminal behavior. The curriculum delves into psychological structures that explain criminal actions, examines the connection between mental health and the criminal justice system, and investigates how prejudices and discrimination can evolve into criminal acts. Additionally, the concentration highlights the critical role of forensic science in the legal process, encompassing the gathering of criminal evidence, investigative procedures, and the delivery of expert testimony in court. Upon completion of the concentration, students should be able to do the following:

5. Explore social and psychological influences on criminal behavior.
6. Explain the legal aspects of the science of forensics including how to prepare for courtroom testimony, evidence collection, and the insanity defense.

Course	Title	Credit Hours
CMJ 3308	Mental Illness and Crime	3
FRN 2301	Introduction to Forensic Investigation	3
PSY 4308	Psychology of Prejudice and Discrimination	3
PSY 3307	Forensic Psychology	3

Maritime Safety Concentration 12

Equips students with the essential knowledge and skills to ensure safety in maritime environments. Students learn to analyze maritime environments, identify risks, and propose evidence-based solutions to promote safety and compliance. Through practical experiences like simulations and case studies, students gain hands-on skills in hazard control, risk assessment, and emergency management. Upon completion of the program, students should be able to do the following:

1. Propose research-based solutions that promote a safe maritime work environment.
2. Analyze maritime workplaces to identify occupational hazards.

Course	Title	Credit Hours
OSH 2306	Maritime Safety Standards	3
OSH 3313	Introduction to Maritime Workers Compensation (Longshore and Jones Act)	3
OSH 3314	Special Topics in the Maritime Industry	3
OSH 4314	Materials Handling in the Maritime Industry	3

BS, OCCUPATIONAL SAFETY AND HEALTH

This program is eligible for an Accelerated Program Enrollment format. Please refer to the Accelerated Program Enrollment information in this catalog or contact your academic advisor for more information.

Total Program Requirements		120
General Education Requirements		30
Humanities and Fine Arts Group A	*3*	
Humanities and Fine Arts Group A or B	*3*	
Social and Behavioral Sciences	*3*	
Natural Sciences	*9*	
BIO 1301, CHM 1301, and PHY 1301 are required		
Mathematics	*3*	
MAT 1302 or higher is required		
History	*3*	
English Composition	*6*	
Major Requirements		39
Program Electives		18
Open Electives		21 – 33
Concentration (optional)		12

The Bachelor of Science in Occupational Safety and Health degree program provides students with a flexible, relevant, and current curriculum that includes opportunities for students to demonstrate a depth and breadth of knowledge in safety and health theory and technology necessary to function at the safety and health professional level in industry. This degree program has been identified as Qualified Academic Program (QAP) by the Board of Certified Safety Professionals (BCSP). Individuals who graduate with a BS in the current program may apply to the BCSP for their Graduate Safety Practitioner (GSP) designation. This designation will allow graduates to obtain a waiver for the Associate Safety Professional (ASP) examination requirement in pursuit of their Certified Safety Professional (CSP) designation. Upon completion of the program, students should be able to do the following:

1. Apply safety and health related theory and technology.
2. Analyze workplaces to identify occupational hazards.
3. Formulate solutions to control occupational hazards.
4. Develop team-based approaches to minimize occupational hazards.

General Education Requirements 30

Please refer to the General Education Curriculum section in this catalog for a list of courses that satisfy the General Education requirements.

Major Requirements.................................39

Course	Title	Credit Hours
OSH 2301	Introduction to Workplace Safety	3

OSH 3301	Fundamentals of Occupational Safety and Health	3
OSH 4301	OSHA Standards	3
OSH 3302	Legal Aspects of Safety and Health	3
OSH 3305	Industrial Ergonomics	3
OSH 3304	Construction Safety	3
FIR 4311	Fire Prevention and Code Enforcement	3
OSH 3308	Interactions of Hazardous Materials	3
OSH 4303	Industrial Hygiene	3
OSH 4302	Toxicology	3
OSH 3310	Total Environmental, Health, and Safety Management	3
ENV 4303	Environmental Technology	3
OSH 4308	Advanced Concepts in Occupational Safety and Health	3

Program Electives 18

Choose 6 courses from the following.

Course	Title	Credit Hours
OSH 2304	Introduction to Contractor Safety	3
OSH 2302	Introduction to Regulatory Compliance	3
OSH 2303	Hazardous Materials Safety	3
FIR 2302	Principles of Fire and Emergency Service Safety and Survival	3
OSH 4305	Accident Investigation	3
OSH 4306	Risk Management	3
OSH 2305	Fleet and Driver Safety	3
OSH 3309	Training and Development	3
ENV 3301	Assessing Environmental Science	3
OSH 4304	Process Safety Management	3

Open Electives.................................. 21-33

To fulfill open electives, students may choose any course not used to satisfy program requirements, taking into consideration the degree program upper-level requirements. If a concentration is completed, only 21 credit hours of electives are required. Students can review all available courses at our full course listing. Students are strongly encouraged to speak to their academic advisor prior to choosing open elective options.

Concentration 12

The following concentrations are available for this degree.

Construction Safety Concentration.....................12

Provides students with an opportunity to combine a solid general safety curriculum with an in-depth focus on construction safety and health. The concentration prepares students to navigate the unique hazards found at construction sites and constantly changing work environments. Upon completion of the program, students should be able to do the following:

1. Evaluate hazards commonly present at construction sites.
2. Formulate strategies to control construction hazards.

Course	Title	Credit Hours
OSH 2304	Introduction to Contractor Safety	3
OSH 4306	Risk Management	3
OSH 3311	Construction Safety and Health Management	3
OHS 4310	Special Topics in Construction Safety	3

Energy and Land Use Management Concentration 12

Provides students with an opportunity to examine sustainable strategies for land and energy management with special emphasis on energy policy, geographic information systems (GIS) applications, and the land use regulatory environment. Upon completion of the program, students should be able to do the following:

1. Examine sustainable strategies for land use and energy management.

Course	Title	Semester Hours
ENV 3309	Energy and the Environment	3
ENV 4306	Energy Policy	3
ENV 4307	Land Use and Environmental Policy	3
ENV 4308	GIS Principles and Environmental Applications	3

Fire Science Concentration 12

Provides students with specialized curriculum focused on fire-related theory and technology applicable for individuals who work or plan to work in fields or industries requiring specialized knowledge in fire-related hazards and prevention methods. Upon completion of the program, students should be able to do the following:

1. Interpret fire safety codes.
2. Examine fire prevention and protection technologies as they relate to industrial facilities.

Course	Title	Credit Hours
FIR 2301	Principles of Fire and Emergency Services	3
FIR 3311	Legal Aspects of Emergency Services	3
FIR 4305	Fire Investigation and Analysis	3
FIR 4313	Terrorism Incident Management and Emergency Procedures	3

Industrial Hygiene Concentration 12

The Industrial Hygiene concentration provides the knowledge and skills necessary to address significant industrial health hazards. Students explore health hazard recognition, evaluation, and control, as well as occupational epidemiology and industrial hygiene management. Students evaluate environmental stressors that may lead to injury, illness, or discomfort, with the goal of promoting safety in the

workplace. Upon completion of the program, students should be able to do the following:

1. Propose research-based solutions that promote safe and healthy work environments,
2. Analyze the principles and practices used to identify industrial hygiene hazards.

Course	Title	Credit Hours
OSH 4307	Industrial Health Hazard Recognition	3
OSH 4311	Industrial Health Hazard Evaluation and Control	3
OSH 4312	Occupational Epidemiology	3
OSH 4313	Industrial Hygiene Management Strategies	3

Maritime Safety Concentration 12

Equips students with the essential knowledge and skills to ensure safety in maritime environments. Students learn to analyze maritime environments, identify risks, and propose evidence-based solutions to promote safety and compliance. Through practical experiences like simulations and case studies, students gain hands-on skills in hazard control, risk assessment, and emergency management. Upon completion of the program, students should be able to do the following:

3. Propose research-based solutions that promote a safe maritime work environment.
4. Analyze maritime workplaces to identify occupational hazards.

Course	Title	Credit Hours
OSH 2306	Maritime Safety Standards	3
OSH 3313	Introduction to Maritime Workers Compensation (Longshore and Jones Act)	3
OSH 3314	Special Topics in the Maritime Industry	3
OSH 4314	Materials Handling in the Maritime Industry	3

Oil and Gas Concentration 12

Provides students with an opportunity to combine a general safety curriculum with an in-depth focus on safety and health in the oil and gas industry. This program of study prepares students to deal with the unique hazards commonly found in the oil and gas industry. The concentration is also beneficial for safety careers in the petro-chemical industry. Upon completion of the program, students should be able to do the following:

1. Evaluate hazards commonly present at oil and gas sites and facilities.
2. Examine strategies to control hazards common to the oil and gas industry.

Course	Title	Credit Hours

OSH 3312	Safety and Health in the Oil and Gas Industry	3
OSH 4304	Process Safety Management	3
OSH 4306	Risk Management	3
OSH 4305	Accident Investigation	3

Sustainability Concentration..............................12

Provides students with a helpful background in the field of sustainability to include a focus on both environmental and social issues tied to sustainability. The program will help provide useful learning opportunities for individuals who are required to take on responsibilities related to sustainability in their jobs. Upon completion of the concentration, students should be able to do the following:

1. Evaluate environmental issues as they relate to sustainability.
2. Examine sustainability from a social perspective.

Course	Title	Credit Hours
ENV 3308	Introduction to Sustainability	3
ENV 4302	Environmental Strategies	3
ENV 4304	Environmental Aspects of Sustainability	3
ENV 4305	Social Aspects of Sustainability	3

Disclosure

This program is not designed to meet the educational requirements for a specific professional license or certification required for employment in an occupation.

MS, CRIMINAL JUSTICE ADMINISTRATION

Total Program Requirements	36
Major Requirements	36

The Master of Science in Criminal Justice Administration degree program provides a post-baccalaureate education to criminal justice professionals. The program of study develops the student's ability to analyze, comprehend, and resolve the complex problems confronting the criminal justice system. Upon completion of the program, students should be able to do the following:

1. Explain how criminal justice theories and technologies impact the commission and solution of crime.
2. Evaluate criminal justice strategies, policies, and procedures to determine best practices.
3. Analyze research methodologies, training, and development techniques that result in effective management of criminal justice programs.
4. Examine causes, methods, and criminal justice agency counteractions to terrorism.

Major Requirements................................36

Course	Title	Credit Hours
CMJ 5301	Theory of Crime and Criminology	3
CMJ 5302	Adult and Juvenile Correctional Systems	3
CMJ 5303	Multiculturalism, Diversity and Ethics	3
CMJ 5304	Comparative Criminal Justice	3
CMJ 5305	Critical Analysis of Criminal Justice Administration	3
CMJ 5306	Research Methods in Criminal Justice Administration	3
PUA 5305	Public Finance and Budgeting	3
CMJ 6301	Constitutional Law for Criminal Justice	3
CMJ 6302	Seminar in Crime	3
CMJ 6303	Forensics Intelligence Analysis	3
CMJ 6304	Global Terrorism	3
CMJ 6320	Graduate Capstone in Criminal Justice	3

Massachusetts Civil Service Disclosure: Students and prospective students who reside in a city or county that uses Massachusetts Civil Service for promotion should contact the Civil Service to determine eligibility to sit for promotional exams. Civil Service is a merit system under which state and municipal employees of police and fire departments may be hired and promoted.

MS, EMERGENCY SERVICES MANAGEMENT

Total Program Requirements	36
Major Requirements	36

The Master of Science in Emergency Services Management degree program emphasizes the development of managerial and communication skills which students will need when operating within the field. The curriculum presents a comprehensive foundation of the disaster cycle, as well as establishes a broad basis for the background, components, stakeholders, and systems involved in the management of disasters and other man-made or natural emergencies. Upon completion of the program, students should be able to do the following:

1. Analyze the theoretical and practical concepts surrounding the disaster cycle within the emergency services field.
2. Apply best practices to real-world situations involving management in emergency services management.
3. Analyze the inter-organizational roles required within emergency management legal constructs.
4. Demonstrate effective emergency management communications using a variety of media.

Major Requirements................................36

Course	Title	Credit Hours
EMG 6301	Emergency Management	3
EMG 6305	Emergency Management Leadership and Decision Making	3
HLS 6302	Homeland Security	3
EMG 5303	Interagency Disaster Management	3
CMJ 5301	Theory of Crime and Criminology	3
EMG 6302	Risk Management	3
HLS 5301	Advanced Seminar in Weapons of Mass Destruction	3
CMJ 6304	Global Terrorism	3
EMG 5301	Legal Aspects of Emergency Services Management	3
FIR 5302	Advanced Fire Administration	3
OSH 5305	Advanced Interactions of Hazardous Materials	3
EMG 6320	Case Studies in Natural Catastrophes and Man-Made Disasters	3

MS, FIRE EXECUTIVE LEADERSHIP

Total Program Requirements	36
Major Requirements	24
Concentration	12

The Master of Science in Fire Executive Leadership degree provides students with a flexible, relevant, and current curriculum applicable to the fire and emergency services fields today. The program emphasizes the development of a progressive and innovative leader by establishing the ability to build and foster productive teams on topics such as labor management, emergency management, and community risk reduction. Students who earn a Master of Science in Fire Executive Leadership from Columbia Southern University will be prepared to become advanced leaders within the fields of fire and other related emergency services. Upon completion of the program, students should be able to do the following:

1. Develop ways to build dynamic teams focused on community risk assessments.
2. Assess the impact of psychology on leadership roles within the field.
3. Incorporate technology into best practice approaches within the fire and emergency medical services.
4. Incorporate leadership practices into emergency scenarios.

Major Requirements................................24

Course	Title	Credit Hours
FIR 5301	Fire Protection Technology	3
FIR 5302	Advanced Fire Administration	3
PUA 5302	Public Administration Ethics	3
FIR 6301	The Fire/Rescue Executive's Role in Community Risk Reduction	3
LDR 6301	Psychological Foundations of Leadership	3

Course	Title	Credit Hours
FIR 6302	The Fire/Rescue Executive's Role in Emergency Management	3
MGT 6303	Project Stakeholders	3
FIR 6303	Executive Leadership for Fire/Rescue Officers	3

Concentration 12

The following concentrations are available for this degree.

Emergency Services Management Concentration 12

The Emergency Services Management concentration is created for public managers interested in working as emergency disaster planners or emergency public managers. Students gain skills for effective and ethical, management-level decision making. Prepares managers to respond to problems inherent in public organizations in order to address and minimize risk to both responders and the public. Upon completion of the program, students should be able to do the following:

1. Analyze the theoretical and practical concepts surrounding the disaster cycle within the emergency services field.

Course	Title	Credit Hours
EMG 6305	Emergency Management Leadership and Decision Making	3
EMG 5303	Interagency Disaster Management	3
EMG 5301	Legal Aspects of Emergency Services Management	3
EMG 6320	Risk Management	3

Human Resource Management Concentration 12

The Human Resource Management concentration equips students with the skills, knowledge and competencies required to manage and perform sound human resource management practices effectively. Upon completion of the program, students should be able to do the following:

1. Analyze trends in human resource training and development.

Course	Title	Credit Hours
HRM 6302	Employment Law	3
HRM 6303	Training and Development	3
HRM 6304	Labor Relations and Collective Bargaining	3
HRM 6305	Compensation Management	3

Occupational Safety and Health Concentration ...12

The Occupational Safety and Health concentration provides students with an in-depth examination of occupational safety and health theory along with strategies that can be applied in occupational settings to help control workplace hazards. Upon completion of the program, students should be able to do the following:

1. Formulate strategies for controlling hazards in the workplace.

Course	Title	Credit Hours
OSH 5301	Safety and Accident Prevention	3
OSH 6302	Advanced Industrial Hygiene	3
OSH 6304	Integrated Safety Management Systems	3
OSH 6303	System Safety Engineering	3

Organizational Leadership Concentration 12

The Organizational Leadership concentration focuses on current and emerging leadership theories, best practices, skills, knowledge of global events and diverse cultures, and tools used to enable organizational innovation, creativity, and change in complex work environments. The program of study explores critical issues and emerging theories in relation to employee motivation, morale, and organizational change. Students examine communication strategies and strategic decision-making to help improve training and development, project teams, and business policy and operations. Upon completion of the concentration, students should be able to do the following:

5. Analyze the impact of critical issues and emerging theories in leadership on the role of leadership in organizational performance.
6. Analyze organizational relationships to improve performance.

Course	Title	Credit Hours
LDR 5302	Crisis Communication Management	3
HRM 6303	Training and Development	3
PHI 6301	Business Ethics	3
MGT 6306	Intercultural Management	3

Public Administration Concentration 12

This Public Administration concentration prepares students with the leadership, planning, and budgeting skills they need to effectively develop, implement, and manage public programs. Analyze trends in human resource training and development:

1. Apply public theory to solving public issues.

Course	Title	Credit Hours
PUA 5301	Administration of Public Institutions	3
PUA 5305	Public Finance and Budgeting	3
PUA 5306	Public Policy	3
PUA 5307	Strategic Planning	3

MS, HOMELAND SECURITY

Total Program Requirements	36
Major Requirements	24
Concentration	12

The Master of Science Homeland Security covers a wide range of advanced homeland security topics, including global terrorism, advanced theory and research, intelligence analysis, and weapons of mass destruction. Students complete a capstone course that draws upon knowledge gained throughout the program of study. Students who earn a MSHLS from Columbia Southern University will be prepared to be leaders within the fields of homeland security, public safety, law enforcement, emergency management, and various military occupations. Upon completion of the program, students should be able to do the following:

1. Evaluate homeland security measures and strategies.
2. Develop advanced homeland security counterterrorism approaches.
3. Evaluate 21st Century homeland security challenges.
4. Apply theory and research methods to homeland security policies.

Major Requirements.................................24

Course	Title	Credit Hours
CMJ 5301	Theory of Crime and Criminology	3
HLS 5301	Advanced Seminar in Weapons of Mass Destruction	3
RCH 5301	Research Methods	3
HLS 6302	Homeland Security	3
HLS 6301	Advanced Special Topics in Homeland Security	3
CMJ 6303	Forensics Intelligence Analysis	3
CMJ 6304	Global Terrorism	3
HLS 6320	Graduate Capstone in Homeland Security	3

Concentration 12
Students must select one of the following concentrations.

Criminal Justice Concentration...........................12
Created for professionals working in law enforcement and seeking to improve analytical and problem-solving skills. Prepares students for career advancements in agencies within the federal, state and local law enforcement sectors. Upon completion of the program, students should be able to do the following:

1. Analyze U.S. Constitutional Law as it relates to practitioners in the criminal justice field.
2. Evaluate current trends in the field of criminal justice.

Course	Title	Credit Hours
CMJ 5302	Adult and Juvenile Correctional Systems	3
CMJ 5305	Critical Analysis of Criminal Justice Administration	3
CMJ 6301	Constitutional Law for Criminal Justice	3
CMJ 6302	Seminar in Crime	3

Emergency Services Management Concentration 12
Created for professionals interested in working and/or advancing within the emergency services management field. Students gain skills for effective and ethical management-level decision-making. Prepares students to respond to problems inherent in public, private or governmental organizations in order to address and minimize risk to both responders and the public. Upon completion of the program, students should be able to do the following:

1. Analyze the theoretical and practical concepts surrounding the disaster cycle within the emergency services field.

Course	Title	Credit Hours
EMG 6305	Emergency Management Leadership and Decision Making	3
EMG 5301	Legal Aspects of Emergency Services Management	3
EMG 5303	Interagency Disaster Management	3
EMG 6302	Risk Management	3

Management Concentration...............................12
The Management concentration is designed to prepare students to efficiently manage an organization, department or division within an organization. The courses will develop skills including managerial level data-driven decision-making, critical thinking, and effective organizational communications. Upon completion of the program, students should be able to do the following:

1. Develop processes that influence the control and management of organizations.
2. Apply data-driven decision-making within an organization.

Course	Title	Credit Hours
BUS 5302	Strategic Management and Business Policy	3
LDR 5302	Crisis Communication Management	3
ITC 5301	Management Information Systems	3
MGT 6304	Managing Complex Projects	3

MS, OCCUPATIONAL SAFETY AND HEALTH

Total Program Requirements	36
Major Requirements	24

Concentration	12

The Master of Science in Occupational Safety and Health degree program provides students with a flexible, relevant, and current curriculum that includes opportunities for students to demonstrate a depth and breadth of knowledge in safety and health theory and technology necessary to lead and oversee the occupational safety and health efforts of a medium to large organization.

This degree program has been identified as Qualified Academic Program (QAP) by the Board of Certified Safety Professionals (BCSP). Individuals who graduate with a MS in the current program may apply to the BCSP for their Graduate Safety Practitioner (GSP) designation. This designation will allow graduates to obtain a waiver for the Associate Safety Professional (ASP) examination requirement in pursuit of their Certified Safety Professional (CSP) designation. Upon completion of the program, students should be able to do the following:

1. Recommend sound management solutions for occupational safety and health related issues.
2. Formulate expert input for addressing safety and health related matters.
3. Develop effective strategies for workplace analysis and hazard prevention and control processes.
4. Develop team-based implementation approaches for occupational safety and health related endeavors.

Major Requirements................................24

Course	Title	Credit Hours
OSH 5301	Safety and Accident Prevention	3
FIR 5301	Fire Protection Technology	3
HRM 6303	Training and Development	3
OSH 6302	Advanced Industrial Hygiene	3
OSH 5303	Advanced Toxicology	3
OSH 6301	Advanced Ergonomics	3
RCH 5301	Research Methods	3
OSH 5302	Safety Engineering	3

Concentration 12
The following concentrations are available for this degree.

General Concentration 12
Designed for students to meet their specific educational goals and enhance their career opportunities.

Course	Title	Credit Hours
EMG 6301	Emergency Management	3
OSH 6304	Integrated Safety Management Systems	3
PHI 6301	Business Ethics	3
OSH 6303	System Safety Engineering	3

Environmental Management Concentration 12
Provides students with relevant and current curriculum that includes opportunities for students to demonstrate a depth and breadth of knowledge in environmental safety and health theory and technology, as well as advanced coursework in environmental management necessary to lead and oversee occupational safety and health and environmental compliance efforts. Upon completion of the program, students should be able to do the following:

1. Apply appropriate technologies in addressing complex environmental problems.

Course	Title	Credit Hours
ENV 5301	Industrial and Hazardous Waste Management	3
ENV 5302	Solid Waste Management	3
ENV 6302	Advanced Air Quality Control	3
ENV 6301	Advanced Pollution Prevention	3

Disclosure
This program is not designed to meet the educational requirements for a specific professional license or certification required for employment in an occupation.

DOCTOR OF EMERGENCY MANAGEMENT

Total Program Requirements	61
Major Requirements	46
Applied Dissertation/Capstone Requirements	15

The Doctor of Emergency Management (DEM) will provide graduates an opportunity to focus on cutting edge emergency management -related industry trends, topics, and research. The program emphasizes theoretical and practical emergency management leadership components and serves as a basis to foster learner research and development as industry experts and practitioners in the field. Graduates from the DEM program will be prepared to contribute new knowledge in the field of emergency management as scholar-practitioners. Upon completion of the program, students should be able to do the following:

1. Analyze data to support emergency management decision-making processes.
2. Recommend solutions to complex emergency management related problems.
3. Design evidence-based research in the field of emergency management.
4. Integrate theoretical frameworks to address current emergency management issues.

Graduates will successfully complete a minimum of 61 credit hours and dissertation research courses as outlined below.

Major Requirements..................................46

Course	Title	Credit Hours
ORI 7100	Doctoral Orientation	1
RCH 7301	Critical Thinking for Doctoral Learners	3
BUS 8302	Strategic Management and Planning	3
EMG 7301	Managing Homeland Security	3
EMG 7302	Advanced Emergency Management	3
EMG 7303	Theory and Practice in Emergency Management	3
EMG 8301	Psychosocial Aspects of Emergency Management	3
EMG 8302	Disaster Preparedness and Planning	3
EMG 8303	Advanced Special Topics in Emergency Management	3
EMG 8305	Disaster Response Operations and Recovery	3
MGT 7301	Organizational Behavior and Comparative Management	3
RCH 7302	Doctoral Writing and Inquiry into Research	3
RCH 8301	Doctoral Research Methods	3
RCH 8303	Quantitative Data Analysis	3
RCH 8305	Applied Research in Safety and Emergency Services	3
RCH 8307	The Doctoral Research Study Journey	3

Applied Dissertation/Capstone 15

To satisfy the requirements of the program, students must successfully complete a minimum of 15 credit hours of dissertation research courses. Each course is 1 Credit Hour. Students must communicate regularly with the dissertation chair regarding the completion of these semester hours.

The Doctor of Emergency Management (DEM) program offers students two options to completion: the Applied Dissertation and Capstone Project.

Applied Dissertation Option: Requires 15 DST course credits and enables students to examine an emergency management-related topic through a theoretical lens in an applied manner. The applied dissertation option leverages practical experience and is optimal for students with significant industry experience, where the applied dissertation might align with career aspirations.

The Capstone Project Option: Requires 15 DST course credits and allows students to culminate the DEM journey by completing a focused capstone project via action research or a project evaluation. The capstone option ensures a rigorous yet efficient pathway to achieving individual academic and professional goals in the emergency management field.

Students should refer to the Dissertation Handbook.

DOCTOR OF FIRE INTEGRATED RESEARCH

Total Program Requirements	61
Major Requirements	46
Applied Dissertation/Capstone Requirements	15

The Doctor of Fire Integrated Research is an applied doctorate that prepares graduates to be scholar- practitioner leaders within the scope of fire and emergency services. The program of study applies a comprehensive approach that incorporates advanced theoretical frameworks and research methodology to effectively address modern industry challenges. Graduates are equipped to lead innovative initiatives as well as to contribute original knowledge to the industry.

Upon completion of the program, students should be able to do the following:

1. Interpret research-based findings to support fire service decision-making processes.
2. Design ethical and original research that contributes to the professional body of knowledge.
3. Formulate strategic responses to complex fire industry scenarios using diverse data points.
4. Adapt theoretical frameworks to the Fire Service.

Graduates will successfully complete a minimum of 61 credit hours and dissertation research courses as outlined below.

Major Requirements..................................46

Course	Title	Credit Hours
BUS 7301	Business Government and Society	3
BUS 8302	Strategic Management and Planning	3
FIR 7302	Health Resilience in Fire and Emergency Services	3
FIR 7303	Organizational Behavior Theory and Change Management in the Fire Service	3
FIR 7304	Community Sustainability and Resilience in Fire	3
FIR 7305	Sustainability in Fire Politics	3
FIR 8302	Cross-Cultural Theory in the Fire Service	3
FIR 8303	Fire and Emergency Services Writing and Publishing	3
FIR 8304	Fire Service Data Analytics and Visualization	3
MGT 8301	Technology and Innovation Management	3
ORI 7100	Doctoral Orientation	1
RCH 7301	Critical Thinking for Doctoral Learners	3
RCH 7302	Doctoral Writing and Inquiry into Research	3
RCH 8301	Doctoral Research Methods	3

RCH 8305	Applied Research in Safety and Emergency Services	3
RCH 8307	The Doctoral Research Study Journey	3

Dissertation 15

Doctoral students are required to complete a dissertation and defend their research before a committee and University representatives, which may take place at a distance through audio/visual means. No degree shall be awarded without majority of committee approval. Information regarding this capstone doctoral requirement is published in the Dissertation Handbook.

To satisfy the requirements of the program, students must successfully complete a minimum of 15 credit hours of dissertation research courses. Each course is 1 Credit Hour. Students must communicate regularly with the dissertation chair regarding the completion of these semester hours.

DST 9101 through DST 9115, Doctoral Research Study / Applied Dissertation – 1 Credit Hour each.

The Doctor of Fire Integrated Research (DFIR) program offers students two routes to completion: the Capstone Project and Applied Dissertation route.

Applied Dissertation Option: Requires 15 DST course credits and enables students to examine a fire-related topic through a theoretical lens in an applied manner. The applied dissertation option leverages practical experience and is optimal for students with significant industry experience, where the applied dissertation might align with career aspirations.

The Capstone Project Option: Requires 15 DST course credits and allows students to culminate the DFIR journey by completing a focused capstone project via action research or a project evaluation. The capstone option ensures a rigorous yet efficient pathway to achieving individual academic and professional goals in the emergency management field.

DOCTOR OF OCCUPATIONAL SAFETY AND HEALTH

Total Program Requirements	61
Major Requirements	46
Applied Dissertation/Capstone Requirements	15

The Doctor of Occupational Safety and Health degree program provides students with a flexible, relevant, and current curriculum that provides a foundation for students to expand their theoretical knowledge and skills in the field of occupational safety and health. Program components offer students opportunities to expand investigative skills and perform data analysis. Graduates are prepared to contribute new knowledge in the field of occupational safety and health. Upon completion of the program, students should be able to do the following:

1. Analyze research results to support safety management decision-making processes.
2. Recommend solutions to complex occupational safety and health related problems.
3. Conduct ethical research in the field of occupational safety and health (OSH).
4. Integrate theoretical frameworks to address current occupational safety and health (OSH) issues.

Graduates will successfully complete a minimum of 61 credit hours and dissertation research courses as outlined below.

Major Requirements................................46

Course	Title	Credit Hours
ORI 7100	Doctoral Orientation	1
OSH 7301	Research in Industry Safety	3
RCH 7302	Doctoral Writing and Inquiry into Research	3
OSH 7302	Environmental and Safety Management Systems	3
MGT 7301	Organizational Behavior and Comparative Management	3
OSH 7303	Research in Industrial Ergonomics	3
BUS 7302	Business Ethics and Corporate Responsibility	3
OSH 7304	Educational Strategies for Adult Learners in Occupational Safety and Health	3
RCH 8301	Quantitative Research Methods	3
OSH 8301	Research in Industrial Hygiene	3
BUS 7301	Business, Government and Society	3
OSH 8302	Occupational Safety and Health Leadership	3
RCH 8303	Quantitative Data Analysis	3
OSH 8303	Research in Special Industry Hazards	3
RCH 8305	Applied Research in Safety and Emergency Services	3
BUS 8302	Strategic Management and Planning	3

Applied Dissertation/Capstone...................15

To satisfy the requirements of the program, students must successfully complete a minimum of 15 credit hours of dissertation research courses. Each course is 1 Credit Hour. Students must communicate regularly with the dissertation chair regarding the completion of these semester hours. The Doctor of Occupational Safety and Health (DOSH) program offers students two options to completion: the Applied Dissertation and Capstone Project.

Applied Dissertation Option: Requires 15 DST course credits and enables students to examine an occupational safety and health-related topic through a theoretical lens in an applied

manner. The applied dissertation option leverages practical experience and is optimal for students with significant industry experience, where the applied dissertation might align with career aspirations.

The Capstone Project Option: Requires 15 DST course credits and allows students to culminate the DOSH journey by completing a focused capstone project via action research or a project evaluation. The capstone option ensures a rigorous yet efficient pathway to achieving individual academic and professional goals in the occupational safety and health field.

Students should refer to the Dissertation Handbook.

COLLEGE OF SAFETY AND EMERGENCY SERVICES CERTIFICATES

Direct enrollment certificates are not eligible for Federal Student Aid, Veterans Benefits, or Tuition Assistance.

Undergraduate Certificate Options

Undergraduate Certificates	Direct Enrollment	Embedded Certificate
Emergency Management		✓
Environmental Management	✓	✓
Fire Science	✓	✓
Occupational Safety and Health	✓	✓

Emergency Management Certificate 12

Encompasses the foundational knowledge necessary for the student to successfully address the threats or hazards facing organizations today. Students within the certificate examine issues that arise prior to, during, and after a disaster or emergency and develop disaster relief plans for local, municipal, and government agencies. Upon completion of the certificate, students should be able to do the following:

1. Analyze the phases of the disaster cycle used within the emergency services management field.
2. Explain the need for interagency collaboration during a disaster or emergency event.

Course	Title	Credit Hours
EMG 3301	Introduction to Emergency Management	3
EMG 3305	Disaster Mitigation and Preparedness	3
EMG 3306	Disaster Response and Recovery	3
EMG 4301	Interagency Disaster Management	3

Environmental Engineering Certificate 12

Equips students with the essential technical knowledge and practical skills to address contemporary environmental challenges. Students will gain a deeper understanding of the technical processes that underpin environmental protection and remediation. The concentration blends engineering principles with environmental science and management, preparing students to develop, implement, and manage sustainable solutions for critical environmental issues such as pollution control, waste management, and ecosystem restoration. Upon completion of the program, students should be able to do the following:

1. Analyze effective solutions for pollution control, environmental remediation, and sustainability in diverse environmental settings.

Course	Title	Credit Hours
EVE 3301	Introduction to Environmental Engineering	3
EVE 3302	Environmental Pollution Control	3
EVE 4301	Environmental Remediation	3
EVE 4302	Environmental Engineering Laboratory	3

Environmental Management Certificate 12

Provides students with a choice of environmental management courses to align with their educational needs. Upon completion of the certificate, students should be able to do the following:

1. Apply key environmental concepts from the selected courses to their professional roles in industry.

Select 4 courses from the following.

Course	Title	Credit Hours
ENV 3301	Assessing Environmental Science	3
ENV 3302	Environmental Law	3
ENV 3306	Environmental Assessment	3
ENV 3304	Air Quality	3
ENV 3303	Waste Management	3
ENV 3305	Hazardous Waste Management	3
ENV 4303	Environmental Technology	3
ENV 4301	Pollution Prevention	3

Fire Science Certificate 12

Provides students with a specialized curriculum focused on fire-related theory and technology applicable for individuals who work or plan to work in fields or industries requiring specialized knowledge in fire-related hazards, safety, and prevention methods. Upon completion of the certificate, students should be able to do the following:

1. Interpret fire safety codes.
2. Examine fire prevention and protection technologies as they relate to industrial facilities.

Course	Title	Credit Hours
FIR 2301	Principles of Fire and Emergency Services	3
FIR 3311	Legal Aspects of Fire Protection	3

FIR 4311	Fire Prevention and Code Enforcement	3
FIR 4312	Management of Fire Incident Command Systems	3

Maritime Safety Certificate............................. 12

Equips students with the essential knowledge and skills to ensure safety in maritime environments. Students learn to analyze maritime environments, identify risks, and propose evidence-based solutions to promote safety and compliance. Through practical experiences like simulations and case studies, students gain hands-on skills in hazard control, risk assessment, and emergency management. Upon completion of the program, students should be able to do the following:

1. Propose research-based solutions that promote a safe maritime work environment.
2. Analyze maritime workplaces to identify occupational hazards.

Course	Title	Credit Hours
OSH 2306	Maritime Safety Standards	3
OSH 3313	Introduction to Maritime Workers Compensation (Longshore and Jones Act)	3
OSH 3314	Special Topics in the Maritime Industry	3
OSH 4314	Materials Handling in the Maritime Industry	3

Occupational Safety and Health Certificate 12

Provides students with a choice of occupational safety and health courses to align with their educational needs. Upon completion of the certificate, students should be able to do the following:

1. Apply key occupational safety and health concepts from the selected courses to their professional roles in industry.

Select 4 courses from the following.

Course	Title	Credit Hours
OSH 2301	Introduction to Workplace Safety	3
OSH 2304	Introduction to Contractor Safety	3
OSH 3301	Fundamentals of Occupational Safety and Health	3
OSH 3304	Construction Safety	3
OSH 3302	Legal Aspects of Safety and Health	3
OSH 3310	Total Environmental, Health and Safety Management	3
OSH 3309	Training and Development	3
OSH 4301	OSHA Standards	3
OSH 4305	Accident Investigation	3
ENV 4303	Environmental Technology	3

Graduate Certificate Options

Students select and complete four graduate courses (12 credit hours) to earn a graduate level certificate.

Graduate Certificates	Direct Enrollment	Embedded Certificate
Environmental Management	✔	✔
Occupational Safety and Health	✔	✔

Environmental Management Certificate 12

Provides students with relevant and current curriculum that includes opportunities for students to demonstrate a depth and breadth of knowledge in environmental safety and health theory and technology, as well as advanced coursework in environmental management necessary to lead and oversee occupational safety and health and environmental compliance efforts. Upon completion of the certificate, students should be able to do the following:

1. Apply appropriate technologies in addressing complex environmental problems.

Course	Title	Credit Hours
ENV 5301	Industrial and Hazardous Waste Management	3
ENV 6301	Advanced Pollution Prevention	3
ENV 5302	Solid Waste Management	3
ENV 6302	Advanced Air Quality Control	3

Occupational Safety and Health Certificate 12

Provides flexible, specialized training to supplement planning, analysis, and decision-making skills for occupational safety and health managers. Upon completion of the certificate, students should be able to do the following:

1. Apply advanced occupational safety and health concepts in the workplace related to accident prevention and control.

Select 4 courses from the following.

Course	Title	Credit Hours
OSH 5301	Safety and Accident Prevention	3
FIR 5301	Fire Protection Technology	3
OSH 6302	Advanced Industrial Hygiene	3
OSH 6304	Integrated Safety Management Systems	3
OSH 6301	Advanced Ergonomics	3
OSH 6303	System Safety Engineering	3

Postgraduate Certificate

Postgraduate Certificates	Direct Enrollment	Embedded Certificate
Emergency Management	✔	✔
Fire Integrated Research	✔	✔
Occupational Safety and Health	✔	✔

Emergency Management Postgraduate Certificate 18

Provides students who have earned a graduate-level degree the opportunity to focus on cutting-edge emergency management -related industry trends, topics, and research. The certificate emphasizes practical approaches to emergency management leadership and serves as a basis to foster research and development skills as industry experts and practitioners in the field. This certificate lays the groundwork for students to contribute to the field of emergency management as scholar-practitioners as well as to excel in the field as practitioners. Upon completion of the certificate, students should be able to do the following:

1. Analyze data to support emergency management decision-making processes.
2. Recommend solutions to complex emergency management-related problems.

Course	Title	Credit Hours
EMG 7301	Managing Homeland Security	3
EMG 7302	Advanced Emergency Management	3
EMG 7303	Theory and Practice in Emergency Management	3
EMG 8301	Psychosocial Aspects of Emergency Management	3
EMG 8302	Disaster Preparedness and Planning	3
EMG 8305	Disaster Response Operations and Recovery	3

Fire Integrated Research Postgraduate Certificate..18

The Postgraduate Certificate in Fire Integrated Research provides students who have earned a graduate-level degree the opportunity to expand their theoretical knowledge and skills in the field of fire services and advanced fire theory. The certificate offers students opportunities to contribute to the field as scholar-practitioners by evaluating current research in fire service delivery and administration. Topics include change management, fire politics, fire service culture, and data analytics. Upon completion of the certificate, students should be able to do the following:

1. Interpret research-based findings to support fire service decision-making processes.

2. Formulate strategic responses to complex fire industry scenarios using diverse data points.

Course	Title	Credit Hours
FIR 7303	Organizational Behavior Theory and Change Management in Fire Service	3
FIR 7304	Community Sustainability and Resilience in Fire Services	3
FIR 7305	Sustainability in Fire Politics	3
FIR 8302	Cross-Cultural Theory in the Fire Service	3
FIR 8303	Fire and Emergency Services Writing and Publishing	3

Course	Title	Credit Hours
FIR 8304	Fire Service Data Analytics and Visualization	3

Occupational Safety and Health Postgraduate Certificate ……………………………………………………..18

Provides master or doctoral graduates with graduate level courses to expand their theoretical knowledge and skills in the field of occupational safety and health. Course components offer students opportunities to evaluate current research in the OSH field to help support safety management decision-making. Upon completion of the certificate, students should be able to do the following:

3. Evaluate research in the field of occupational safety and health.

Course	Title	Credit Hours
OSH 7301	Research in Industrial Safety	3
OSH 7302	Environmental and Safety Management Systems	3
OSH 7303	Research in Industrial Ergonomics	3
OSH 7304	Educational Strategies for Adult Learners In Occupational Safety and Health	3
OSH 8301	Research in Industrial Hygiene	3
OSH 8302	Occupational Safety and Health Leadership	3

COURSE DESCRIPTIONS

The University publishes the full list of course offerings on the website at the following location. Applicants and Students are encouraged to speak with their Admissions Counselor or Academic Advisor, respectively, should they have questions.

https://www.columbiasouthern.edu/online-degree/full-course-listing/

ACC 2301 Principles of Accounting I

Provides an introduction to business accounting. Topics include accounting concepts and principles, financial statements, internal control design, and accounting for partnerships. Students demonstrate knowledge and comprehension of the foundational theories and methodological tools utilized in accounting. Theoretical constructs are applied to solve real-world accounting applications.

ACC 2302 Principles of Accounting II

Examines topics of corporate accounting and financial statements, long-term liabilities, cash flow and financial statement analysis, managerial accounting, budgeting, and using financial data to make business decisions. Students acquire and demonstrate knowledge and comprehension of the advanced foundational theories and methodological tools utilized in accounting. The usefulness of theoretical constructs is applied to solve real-world accounting applications.
Prerequisite — ACC 2301 or equivalent

ACC 3301 Managerial Accounting

Introduces concepts and methods to assist management in the evaluation of the business enterprise and to aid in its planning, organizing, and controlling functions.
Prerequisite — ACC 2302 or equivalent

ACC 3302 Intermediate Accounting I

Provides students with the knowledge and skills to advance in the study of accounting. The course expands on basic accounting fundamentals, and students develop a deeper understanding of how to account for business transactions and prepare financial statements.
Prerequisite — ACC 2302 or equivalent

ACC 3303 Intermediate Accounting II

Provides an extension of the theory and principles of financial accounting with emphasis on the Financial Accounting Standards Board (FASB) pronouncements applicable to liabilities, owners' equity, and cash flow statements. Students also analyze and interpret financial positions related to business operations.

Prerequisite — ACC 3302 or equivalent

ACC 3304 Financial Accounting

Focuses on the collection, analysis, and reporting of financial accounting information. Students focus on specific asset accounts such as receivables, inventory, plant property and equipment, intangibles, and investments. Additionally, the course also covers the interpretation and conveyance of information associated with liabilities, stockholders' equity, and the statement of cash flow. Students learn to analyze the financial health of an organization and make business decisions based on financial statements.
Prerequisite — ACC 2302 or equivalent

ACC 3305 Fraud Examination

Provides students with a comprehensive overview of fraud detection, prevention, and investigation techniques within various organizational settings. Through a combination of theoretical knowledge and practical case studies, students explore the principles and methodologies employed in identifying and addressing fraudulent activities. Topics covered include the nature of fraud, types of fraud schemes, internal control systems, forensic accounting techniques, legal aspects, and ethical considerations. Emphasis is placed on developing critical thinking and analytical skills essential for effective fraud examination.
Prerequisite — ACC 3302 or equivalent

ACC 4301 Auditing

Introduces students to the audit process, with an emphasis on the fundamental principles of auditing techniques and reporting. Students focus on the control procedures and assessments using both the compliance and management methods. Further, the course explores audit evidence, risk evaluation, audit standards, auditing methods, and professional ethics. The sources and methods for conducting research using Generally Accepted Accounting Principles (GAAP) standards are addressed. Students learn how to apply best practices within auditing and assurance services.
Prerequisite — ACC 2302 or equivalent

ACC 4302 Corporate Taxation

Provides a foundational understanding of the tax implications surrounding the corporate structure choice and overall taxation processes. Topics include themes and principles surrounding corporate formations, distributions, acquisitions, structures, and tax research. Concepts are presented in a real-world context to support application within the field.
Prerequisite — ACC 2302 or equivalent

ACC 4303 Individual Estate Planning

Provides a foundational understanding of the estate planning process and techniques involved to accomplish the goal of transferring wealth. Includes an explanation of the tools used to accomplish these tasks such as trusts, wills, gifting, and other tax planning strategies. Topics include themes and principles surrounding the estate structure and the overall taxation processes. Concepts are presented in a real-world context to support application within the field.
Prerequisite — ACC 2302 or equivalent

ACC 4305 Accounting Information Systems

Introduces accounting information systems (AIS). Topics include foundations of AIS, business processes, risk assurance, technology, and data analytics. Students demonstrate knowledge and comprehension of the foundational theories and methodological tools utilized in accounting and draw connections to real businesses and business practices to solve real-world accounting applications.
Prerequisite — ACC 3303 or equivalent

ACC 5301 Management Applications of Accounting

Focuses on how accounting information is used to make current and future strategic business decisions with an emphasis on ethical behavior that meets compliance and regulatory requirements. This course also focuses on applications of accounting-related concepts and reporting requirements in a global business environment.

ACC 8301 Strategic Financial and Accounting Management

Examines financial strategies with the intent to attain company goals and maximize shareholder value over time. Students interpret and analyze financial statements to enhance business decisions towards driving business performance. Key concepts also include financial planning, budgeting, assessing risk, and establishing a long-term financial plan.
Prerequisite — BUS 7301, BUS 8303, HRM 7301, MGT 7301, ORI 7100, RCH 8303 or equivalent

AIT 3301 Fundamentals of AI for Business

Presents the fundamentals of AI. Students learn established techniques for finding the best business opportunities to support their organization's strategy. This course also provides students with insights into the emerging developments in AI for business.

AIT 3302 AI and Big Data

Explores AI and big data concepts, such as algorithms and technologies. Students develop a comprehensive understanding of how AI and big data are transforming industries and driving innovation by exploring machine learning, natural language processing, data mining, and data

lakes. Students also gain practical skills in analyzing large datasets.

AIT 4304 Trends and Issues in AI

Examines current trends and issues across various disciplines within the field of AI. Students review literature, explore the future of AI, and discuss its current applications across diverse fields. Additionally, learners develop their own research focus, centered on a particular area of interest within the environment of AI.
Prerequisite — AIT 3301 and AIT 3302 or equivalent

AIT 4305

Examines how artificial intelligence (AI) is used to enhance analytics and data science by automating tasks, improving accuracy, and advancing capabilities for extracting valuable insight to support decision-making processes within various industries and applications.
Prerequisite — ACC 3301 or equivalent

ART 1301 Art Appreciation I

Explores two-dimensional art, including drawing, painting, photography, printmaking, collage, graphic design, animation, and digital art as well as artists who make these works. While uncovering the global impact of two-dimensional art, students learn how to analyze and discuss two-dimensional artwork with others.

ART 1302 Art Appreciation II

Explores three-dimensional art, including architecture, sculpture, and 3D digital art, as well as artists who make these works. While uncovering the global impact of three-dimensional art, students learn how to analyze and discuss three-dimensional artwork with others.

BIO 1301 Non-Majors Biology

Explores the principles of biology, including the scientific method, cell theory, cellular process, theories of heredity, evolutionary theory, ecology, human physiology, and a survey of the diversity of organisms.

BIO 1302 Ecology and the Environment

Introduces basic ecological concepts and their relevance to human impacts on natural systems. Students explore ecosystem structure and function, population ecology, and current environmental issues related to sustainability and the use of natural resources.

BIO 1303 General Biology I

Introduces the science of biology including the fundamental properties of life, basic chemistry relevant to biology, the structure and function of cells, and genetics and heredity, with applications to human life.

BIO 1304 General Biology II

Highlights major topics in evolution, organismal biology, and ecology with a focus on the diversity of living organisms, plant and animal structure and function, and population and ecosystem ecology.
Prerequisite — BIO 1303 or equivalent

BUS 2301 Introduction to Business

Presents the fundamentals of business principles and practices. Business strategies emphasized are decision-making and planning, teamwork, technology, and communication. Topics include analysis of the business environment, starting a new business, managing business and employees, marketing, accounting, and finance.

BUS 2303 Professionalism in the Workplace

Presents an overview of the challenges associated with workplace expectations regarding business etiquette and appropriate use of technology. The course is designed to assist students in gaining knowledge of how to appropriately communicate with others and how to effectively deal with conflict, teamwork, and accountability in a fair and ethical manner. The basic skills necessary for career planning and achieving success in today's competitive work environment are enhanced through this course.

BUS 3301 Business Law

Provides an introduction to the legal aspects of business. Students gain knowledge of the legal system in the United States, intellectual properties, contracts, Article 2 of the Uniform Commercial Code (UCC), forms of business ownership, and the various roles within corporations from a legal perspective.

BUS 3302 Sales Management

Presents a contemporary, practical approach to managing sales. Emphasis is placed on the sales manager as a strategic partner to the business, including an evaluation of leadership, technology, motivation techniques, and ethical concerns that assist in the creation of effective, personal selling processes.

BUS 4302 Business Policy and Strategy

Examines strategic management activities and benefits, including a practical, integrative model of the strategic-management process and the important relationship between business ethics and strategic management.

BUS 4303 International Trade

Provides a solid background of the key factors that influence international trade and the manner in which economic policy affects both trade flows and the nature of economic activity. Relationships between trade and growth, effects of labor and capital movements between countries, and the key factors that influence relative costs between countries are also examined.

BUS 4304 International Legal Operations

Examines the role of international and comparative law, including laws governing multinational enterprises, foreign investment, money and banking, as well as the sales of goods, services, labor, intellectual property, transportation, financing, taxation, and dispute settlement. Students review the most important international organizations, from the Bank of International Settlements to the World Trade Organization.

BUS 5301 Strategic Entrepreneurship and Innovation

Introduces entrepreneurship topics, including opportunity recognition and development, funding choices, marketing, and growing the entrepreneurial venture. Addresses intrapreneurship, social entrepreneurship, and innovative thinking through the entrepreneurial business development process of conceptualizing the formation, planning, and implementation of new business opportunities.

BUS 5302 Strategic Management and Business Policy

Examines both contemporary and traditional management approaches to determine strategic direction and business policy. Topics include the development of corporate governance; the roles and responsibilities of boards of directors; and the benefits of using strategic planning processes, including formulation, implementation, evaluation, and a comparison of various strategic planning models.

BUS 6301 International Business

Examines current patterns of international business and social, economic, political, and cultural systems impacting the conduct of business. Topics include international business transactions, financial institutions facilitating international transactions, and the interface between nation states and the firms conducting foreign business activities.

BUS 6304 Entrepreneurial Small Business Ventures

Analyzes how innovative product/service ideas develop into business opportunities that are competitively advantaged on a global scale. Students compile a business plan for a new and innovative product or service as a start-up company. Key elements of the business plan include innovative idea generation, industry analysis, marketing plan compilation, operational management, financial planning, and performance measurement.

BUS 6320 Global Strategic Management

Examines global strategic business planning holistically with emphasis on determining effective strategic direction and business policy. Through the comparison of global strategic business models, processes for compiling innovative, sustainable business strategies are revealed. Serves as the

capstone for the Master of Business Administration curriculum and includes significant understanding of relevant topics including the role of leadership, risk management, internal/external analysis, implementation, control/measurement, and ethical parameters of strategic business management.
Prerequisite — ACC 5301, ECO 6301, FIN 6301, HRM 6301, ITC 5301, MKT 5301, and RCH 5301 or equivalent

BUS 7301 Business, Government and Society

Examines the complex interface between public and private business sectors as well as for-profit and non-profit organizations. Explores the role of organizations in contemporary society through examination of theoretical foundations, ethical dilemmas, and political environments. Learners engage in intensive readings of scholarly works within the discipline foundation and collateral contemporary works that span the public, private, and independent sectors.
Prerequisite — ORI 7100

BUS 7302 Business Ethics and Corporate Responsibility

Explores the growing academic literature in organizational ethics and provides students an opportunity to investigate ethical issues using their field of specialty as context. Different theories and frameworks for investigating issues are discussed and applied to a range of issues, both domestic and international. An evaluation of the institutions that structure the interaction of organizations and individuals in the workplace is explored. Issues include corruption in host countries, management of values in modern organizations, ethical status of the workplace, financial transactions, and gender discrimination in the context of cultural differences. Exposes organizational practices and economic assumptions and brings contemporary challenges to the level of professional standards, workplace decision-making structures, and the interface between ethical theory and organizational behavior.
Prerequisite — ORI 7100

BUS 8301 International Business and Global Strategy

Examines the theory and practice of developing and implementing strategies for gaining competitive advantage in the global business environment. Students examine the link between multiculturalism and global strategy, distinguish between different strategies and planning approaches applicable to international management, and contrast changes in organizations that operate in a global environment.
Prerequisite — ORI 7100

BUS 8302 Strategic Management and Planning

Provides an overview of strategic organizational management with a focus on establishing effective strategic design and policy. Ensures that students have a holistic view of management through the lens of current strategic practices including innovation, sustainable practices, decision-making, ethics, and social responsibility.
Prerequisite — ORI 7100

BUS 8303 Entrepreneurship and Innovative Business Development

Examines entrepreneurship and intrapreneurship through the lens of innovative business growth. Strategic analysis of methods leading to profitable and sustainable business opportunities for new and existing business ventures are explored.
Prerequisite — ORI 7100

BUS 9303 Small Business Management

Incorporates concepts that support new business development and management practices from a small business perspective. Forms of business ownership, feasibility analysis, and developing key sections of a business plan frame the course content. Relevant topics from entrepreneurship provide further clarification to support the success of managerial decision-making from a small business perspective.
Prerequisite — ORI 7100

BUS 9304 Innovative Entrepreneurship Marketing

Examines marketing through the eyes of an entrepreneur, including traditional marketing methods, digital strategies, and innovative approaches to establishing product/service value for the target market. Includes an investigative process where students identify business opportunities for the purpose of creating a new venture through the development of a product or service to meet wants and needs in the marketplace.
Prerequisite — ORI 7100

CHE 6301 Foundations and Methods in Community Health

Presents an introduction to community health within the public health environment. Students develop an understanding of historical and theoretical foundations of community health and major societal health concerns; explore community health models and programs used to address these concerns; and examine racial/ethnic, cultural, socioeconomic, and related determinants of community health.

CHE 6303 Strategies of Health Promotion

Investigates the principles and practices of public health promotion and education, including community health frameworks, health equity, and health behavior and learning theories. Students learn strategies to reduce health disparities and to develop, select, and implement effective instructional materials, methods, and interventions for diverse communities.

CHE 6304 Health Program Planning, Implementation, and Assessment

Covers the principles and practices of public health promotion and education, including historical origins; professional responsibilities; ethics; health behavior and learning theories; models for planning, implementing, and evaluating programs; health literacy; public health advocacy; and the development, selection, and implementation of effective instructional materials, methods, and interventions.

CHE 6305 Issues and Trends in Community Health

Synthesizes health promotion theory and practice to provide the foundation for exploration of community health and education topics. Students will engage in critical analysis and exploration of multiple issues, including social and environmental factors related to the professional role, function, and trends in public health.

CHM 1301 General Chemistry I

Introduces core chemical concepts to help the student acquire a long-term, meaningful understanding of the basic principles and relevant connections to those principles operating in everyday life.
Prerequisite — MAT 1302 or equivalent

CHM 1302 General Chemistry II

Explores topics such as intermolecular forces, solutions, kinetics, chemical equilibrium, acid-base equilibria, thermodynamics, oxidation-reduction chemistry, and electrochemistry.
Prerequisite — CHM 1301 or equivalent

CHM 1303 Chemistry and Society

Provides a broad background in general chemistry principles and examines the influence of chemistry on society through studies on topical subject areas in chemistry such as energy, environmental, or health issues**.**

CMJ 2301 Introduction to Criminal Justice

Examines the past, present, and future of the U.S. criminal justice system with emphasis on changing philosophies in the U.S. system.

CMJ 2302 Theory and Practices of Law Enforcement

Presents students with the historical development of law enforcement, organization, administration, and systems of local, state, and federal policing with an emphasis on theories as they relate to practices.
Prerequisite — CMJ 2301 or equivalent

CMJ 2303 Theory and Practice of Corrections

Provides a historical overview of the theory and practices of the U.S. corrections system, including institutional procedures,

relevant technological innovations in security, and future innovation impacts.
Prerequisite — CMJ 2301 or equivalent

CMJ 2304 Juvenile Delinquency

Provides an historical overview of the juvenile justice system that includes a comparison between the juvenile and adult courts, options for juvenile diversion, criminological theories and their explanation of juvenile delinquency, juvenile justice in international communities, and intervention strategies to deter and prevent juvenile delinquency in America.
Prerequisite — CMJ 2301 or equivalent

CMJ 2305 Criminology

Explores crime and crime causation theories, including traditional and modern approaches and emerging technological innovations, and social policy.
Prerequisite — CMJ 2301 or equivalent

CMJ 3301 Criminal Law

Provides a study of the nature and foundations of U.S. criminal law. Students focus on evolution of statutory crimes in the United States, analysis of contemporary federal and statutory offenses, criminal conduct, criminal responsibility, criminal defenses, criminal liability, and elements of the crime.

CMJ 3302 Introduction to Court Security

Examines court security in and around court facilities. Explores how present court security methods involve more than physical structures and high-tech security equipment designed to protect the court. Evaluates the motivations and tactics used by perpetrators of courthouse violence and the best means by which these actions might be prevented.
Prerequisite — CMJ 2301 or equivalent

CMJ 3303 Criminal Evidence and Legal Issues

Presents an examination of the laws governing proof of facts evidence presentation in trials and common law. Students study practical application of the rules of criminal procedure in respect to evidence, burden of proof, presumptions, judicial notice, and the basic functions of courts as the third facet of the criminal justice system.
Prerequisite — CMJ 2301 and CMJ 3305 or equivalent

CMJ 3304 Judicial Process

Provides students with an overview of the criminal justice system and its processes. It examines the courtroom work group, the trial process, and challenges to the process. It also provides an overview of the juvenile court system.
Prerequisite — CMJ 3302 or equivalent

CMJ 3305 Criminal Investigation

Presents a study of the development of the investigative procedures and techniques from early practices to modern-day forensic science capabilities with an emphasis on leadership, investigation, and case preparations.
Prerequisite — CMJ 2301 or equivalent

CMJ 3306 Probation and Parole

Examines American probation and parole operations in the state and federal systems. Students study jurisdiction issues, history, the relationship between theory and practice, and contemporary issues confronting probation and parole in America.
Prerequisite — CMJ 3302 or equivalent

CMJ 3307 Victimology

Examines various practical applications and policies that have resulted from society's increasing concern about victims. The myths of victim precipitation and various efforts to blame victims for their own victimization, as well as other factors that influence victimization (e.g., drugs and alcohol and the mass media) are included. Specific types of victims (e.g., sexual assault, domestic violence, and homicide) and their treatment in the criminal justice system are discussed. The aim is to identify and apply appropriate preventative measures and responses to victimization.
Prerequisite — CMJ 2301 or equivalent

CMJ 3308 Mental Illness and Crime

Explores the intersection of mental health and the criminal justice system. With the growing population of those with mental illness within the system, this course is relevant to law enforcement, corrections, and court personnel as well as all other aspects of the criminal justice system. Students explore the myths and realities regarding specific disorders encountered within the field.

CMJ 3309 Constitutional Law for Criminal Justice

Presents an overview of the principles and practical analysis of significant case law applicable to the U.S. Constitution, emphasizing search and seizure, arrest, civil rights, related amendments, due process, and the judicial system.
Prerequisite — CMJ 3302 or equivalent

CMJ 3310 Trends in Security

Covers security trends, focusing on physical, digital, and cyber aspects. Students review private security protocols, assess collaboration with law enforcement, and complete a risk assessment identifying hazards and vulnerabilities with evidence-based recommendations.
Prerequisite — CMJ 2301 or equivalent

CMJ 4301 Police and Community Relations

Examines the history of community policing, problem-oriented policing, community responsibilities, media relations, and evolving strategies. Students analyze criminal justice organizations, including human resources management, environmental factors, centralized authority, and other issues.
Prerequisite — CMJ 2305 or equivalent

CMJ 4302 Management and Supervision in Criminal Justice

Presents an overview of supervisory and middle management roles in criminal justice agencies with an emphasis on the importance of inter-personal skills and coworker relations as well as the positive and negative aspects of various leadership styles.

CMJ 4303 Criminal Justice Organization and Administration

Defines and analyzes criminal justice system organizations, including human resources planning and management, research studies, environmental factors, centralized authority, and other issues.
Prerequisite — CMJ 3304, CMJ 3305, CMJ 3307, CMJ 3309, 4301, and CMJ 4302 or equivalent

CMJ 4306 Race and Ethnic Relations

Provides insight for the direction and improvement of criminal justice programs by creating a mutually beneficial atmosphere between all races and ethnicities and the criminal justice system. Students address solutions to historical issues such as racial profiling, ethnic prejudices, and other areas of concern.

CMJ 5301 Theory of Crime and Criminology

Examines theoretical explanations of crime, causations and associated criminal behaviors. The course addresses the social impact of criminality, crime prevention, and research on current criminal justice issues. The course also presents the students with an assessment of the major components of the U.S. criminal justice system and its associated partnerships throughout the U.S. government agencies.

CMJ 5302 Adult and Juvenile Correctional Systems

Explores the American adult and juvenile correctional system focusing on critical issues, correctional practices, and correctional reform.
Prerequisite — CMJ 5301 or equivalent

CMJ 5303 Multiculturalism, Diversity, and Ethics

Explores the importance of diversity, multiculturalism, and ethical behavior within the field of criminal justice. Course will examine the future trends involving diversity and the roles of criminal justice practitioners regarding diversity within the community. Learners will focus their classroom experience on scenarios and situations in the criminal justice field in order to

gain insight into the potential ethical issues they may face upon working in the criminal justice field.
Prerequisite — CMJ 5301 or equivalent

CMJ 5304 Comparative Criminal Justice

Explores the criminal justice system in the United States. Students also examine and compare other nations' criminal justice systems to that of the United States. Additionally, concepts including sentencing, recidivism rate, probation, and rehabilitation are explored.
Prerequisite — CMJ 5301 or equivalent

CMJ 5305 Critical Analysis of Criminal Justice Administration

Presents an overview of criminal justice administration theories, research methodologies, and technologies that impact criminal justice administrations (law enforcement, courts, and corrections). Examines principles of administration, including organizational structure, function, and the processes of criminal justice systems.
Prerequisite — CMJ 5301 or equivalent

CMJ 5306 Research Methods in Criminal Justice Administration

Examines research and methodology specifically designed for criminal justice applications as tools to develop and implement basic research.
Prerequisite — CMJ 5301 or equivalent

CMJ 6301 Constitutional Law for Criminal Justice

Explores constitutional law and its impact on contemporary America, including constitutional rights and potential civil liability in the workplace.
Prerequisite — CMJ 5301 or equivalent

CMJ 6302 Seminar in Crime

Presents an examination of current trends within the criminal justice system as it relates to crime, criminal justice theories, and sentencing. Students study practical application of the criminal process and review various types of crime that affect individuals as well as the criminal justice system.
Prerequisite — CMJ 5301 or equivalent

CMJ 6303 Forensics Intelligence Analysis

Examines the historical timeline of forensic science in the field of criminal justice. Forensics, as it relates to current laws and legislation, is also presented. Students also describe current trends and issues within the field of forensics as well as create professional career strategies within the forensics criminal justice agencies.
Prerequisite — CMJ 5301 or equivalent

CMJ 6304 Global Terrorism

Presents the evolution of new laws that create a cooperative environment coordinating training and action measures between local, state, and federal agencies in an effort to singularly respond to and prevent terrorist threats and incidents.
Prerequisite — CMJ 5301 or equivalent

CMJ 6320 Graduate Capstone in Criminal Justice

Allows the student to demonstrate comprehensive knowledge of the criminal justice system through a project focusing on criminal justice policies and procedures, criminal justice theories, and research methodologies. Throughout this course, the student will draw upon all material learned in previous courses, new material introduced in this course, as well as faculty feedback resulting in a broad, conceptual, and practical intelligence of criminal justice.
Prerequisites — CMJ 5302, CMJ 5303, CMJ 5304, CMJ 5305, CMJ 5306, PUA 5305, CMJ 6301, CMJ 6302, CMJ 6303, and CMJ 6304 or equivalent

COM 1301 Introduction to Communications

Presents practical principles of human interpersonal communication present in daily life. Emphasis is placed on the various elements of daily person-to-person interaction, such as perception, listening, verbal/nonverbal messages, conflict and working in groups. Students are introduced to examples of effective public speaking skills.

COM 1302 Fundamentals of Speech Communication

Presents and practices the basic principles of oral communication delivery in small groups and medium and large audiences through a variety of online meeting platforms with an emphasis on research, preparation, delivery, and audience awareness.

COM 2301 Professional Communication

Develops professional communication and critical thinking skills by examining cross-culturalism communication strategies, the impact of changing technology, ethical considerations, and problem-solving skills necessary for successful communication in an ever changing and diverse workplace.

COM 2302 Organizational Communication

Examines the communication process as it pertains to modern organizations from the perspectives of various organizational members. Topics include elements of the communication process, responsibilities of communicators at various levels, methods of verbal and nonverbal communication in organizations, factors that affect intercultural communication, role of organizational culture, and strategies to manage conflict.

COM 3302 Intercultural Communications

Explores how various cultures communicate. Students study intercultural communications theories, discovering how

communication styles differ among cultures, and how culture influences a person's communication. Students apply communication strategies and develop global awareness to interact successfully with other cultures in organizational and business settings.
Prerequisite — COM 2301 or equivalent

COM 3303 Editing for Journalists

Develops practical mass media communication skills that can be used in a variety of career fields. Students learn the basic knowledge and skills editors need to prepare publications for mass media consumption, including editing for print and electronic media, brochures, and online content.

COM 3304 Visual Culture and Communication

Introduces the process of creating meaning in the visual world by exploring the media formats that define today's image-dominant culture. The course also introduces how attitudes, values, and behaviors are shared by visual images. By improving their visual literacy, students utilize ethical decision-making to communicate effectively with diverse groups.
Prerequisite — COM 2301 or equivalent

COM 4301 Media Literacy

Explores the impact of mass media on influencing and shaping culture. Students learn what mass media is, as well as how to critically evaluate mass media messages as a consumer and deconstruct the effect of mass media on society. The course examines media literacy theories, trends, and issues to develop media literacy skills.

COM 4320 Capstone in Communication

This course provides students the opportunity to follow a research-based, community-based, or creatively based path to create a capstone project for graduate school or employment. Students would focus on their area of interest including journalism, visual, intercultural, or organizational communication, as well as communication and leadership, and media literacy while demonstrating effective communication skills learned throughout their course of study.
Prerequisite — COM 4301 and RCH 3301 or equivalent

CYB 4301 Cybersecurity and Crime

Introduces the types of security crime, breaches, fraud, and network penetrations. Students learn procedures for preventing intrusions, fraud, and computer crime. Legal impacts for cybersecurity crimes are discussed and evaluated.
Prerequisite — ITC 4305 or equivalent

CYB 4302 Cyber Warfare and Application

Provides knowledge of intrusion detection applications, security tasks, networks activity, and prevention and social engineering techniques. Students are provided with hands-on exercises for intrusion detection systems, scanning applications, and social engineering practices.
Prerequisite — ITC 4305 or equivalent

CYB 4303 Critical Infrastructure Protection in Cybersecurity

Provides an opportunity to assess current programs and their adequacy to protect information systems and technology. This assessment includes industry standards, governmental efforts, and interrelationships of information systems and technology to other types of critical infrastructure. By utilizing current best practices, students determine these programs' effectiveness and propose possible future measures for development. Students also gain hands-on exercises with implementing network policies, access protection, virtualization, and network protocols.
Prerequisite — ITC 4305 or equivalent

CYB 4304 Cybersecurity Law and Policy

Provides a framework for the regulations and policies intended to protect assets from cyberattacks. Students practice security information gathering and create security plans to reduce potential attacks. Students also develop security procedures and processes for responding to security breaches and assessing risk for information assets.
Prerequisite — ITC 4305 or equivalent

DAT 3301 Fundamentals of Data Analytics

Offers a comprehensive introduction to data analytics and artificial intelligence (AI) for enterprise decision support. Students explore intelligent applications involving robotics process automation, Internet of Things (IoT), machine learning, and big data as well as organizational and societal implications resulting from emerging technologies**.**

DAT 3311 Enterprise Data Management

Focuses on logistical and managerial concepts needed to define, integrate, and govern centralized and distributed data for the enterprise. Topics include automated systems and the associated functions to identify patterns in data including data management processes and technologies that allow organizations to improve data-driven decision-making.

DAT 4301 Data Analytics

Explores contemporary systems and technologies impacting Introduces students to the use of business intelligence (BI) and data analytics to support decision-making. This course includes theoretical and practical topics surrounding data and data mining, data warehousing, and analytics. New and emerging technologies are presented, and students will gain meaningful information in the use of data analysis tools.

DAT 4302 Emerging Technologies and Big Data

Explores contemporary systems and technologies impacting the field of data analytics, including the cloud, artificial

intelligence, and machine learning. Students also gain exposure to areas of technology that provide opportunities for future professional specialization, such as emerging big data technologies that can support the work of data analysts.

DAT 6301 Data Visualization

Presents data visualization as both an analytical tool and a communication medium. Students learn best practices in data visualization and to sharpen analytical skills. Identify, organize, and visualize data with an emphasis on design principles to produce clear, well-designed graphs and dashboards that capture the essence of an insight, message, or recommendation distilled from the data.

DAT 6302 Predictive Analytics

Explores predictive analytics. Students use data, statistics, and data mining to identify patterns to be used in strategic thinking and planning. Students also research past events and circumstances to determine likely trends that will impact operations. This course draws on a series of tools to make these determinations, including AI, data mining, machine learning, modeling, and statistics.

DST 9101 Dissertation — Concept Paper

Provides students with guidance to analyze the literature for the knowledge gap as the beginning of their research into industry problems.

DST 9102 Dissertation — Chapter 1

Provides students with guidance to expand the literature review to correlate with the significance of the study. Students also construct a problem statement and problem background to align with the purpose of the study.
Prerequisite — DST 9101

DST 9103 Dissertation — Chapter 2, Part 1

Provides students with the skills to synthesize the literature with their study. This course enables students to distinguish the gap in the literature and provide justification for the study.
Prerequisite — DST 9102

DST 9104 Dissertation — Chapter 2, Part 2

Provides students with the basis for rewriting and completing the literature review. Students finalize the gap in the literature and justification for the study.
Prerequisite — DST 9103

DST 9105 Dissertation — Chapter 3, Part 1

Introduces the methodology associated with the study. Students develop an understanding of research design, procedures, and ethical issues associated with conducting a research study.
Prerequisite — DST 9104

DST 9106 Dissertation — Chapter 3, Part 2

Finalizes the methodology associated with the study. Students continue to develop their research design, procedures, validity, reliability, statistical analysis, and ethical issues associated with conducting a research study.
Prerequisite — DST 9105

DST 9107 Dissertation — IRB

Enables students to finalize their proposal and obtain Institutional Review Board (IRB) approval for their research study. Students propose the introduction, literature review, and methodology sections of the research study for final approval.
Prerequisite — DST 9106

DST 9108 Dissertation — Collect Data, Part 1

Enables students to gather and assemble research using appropriate qualitative and/or quantitative methods.
Prerequisite — DST 9107

DST 9109 Dissertation — Collect Data, Part 2

Enables students to finalize data gathering and prepare the data for analysis and interpretation.
Prerequisite — DST 9108

DST 9110 Dissertation — Analyze Data, Part 1

Provides students with the ability to analyze data. Analysis includes categorization and collation of data. Students use contemporary data analysis software in order to collate, discover relationships, and apply data to the research problem.
Prerequisite — DST 9109

DST 9111 Dissertation — Analyze Data, Part 2

Provide students with the opportunity to finalize their analysis of the data. Analysis includes categorization and collation of data. Students use contemporary data analysis software in order to collate, discover relationships, and apply data to the research problem.
Prerequisite — DST 9110

DST 9112 Dissertation — Chapter 4

Provides students with the ability to utilize their data results to address the research questions and hypothesis. Students apply their conclusions to the business research problem in completion of Chapter 4 of their Doctoral Research Study/Dissertation.
Prerequisite — DST 9111

DST 9113 Dissertation — Chapter 5

Provides students with the foundation to summarize and draw conclusions based upon their research. Finalization of Chapter 5 will be completed, and recommendations made for further research.
Prerequisite — DST 9112

DST 9114 Dissertation — Final Manuscript

Enables students to generate the final manuscript and obtain final approvals of their Doctoral Research Study/Dissertation.
Prerequisite — DST 9113

DST 9115 Dissertation — Oral Defense

Enables students to defend the Doctoral Research Study/Dissertation findings within an oral presentation format for an academic audience.
Prerequisite — DST 9114

Note: Doctoral students must enroll in 15 credit hours of Dissertation Research. Fifteen (15) credit hours of Dissertation Research are required to satisfy the doctoral requirements.

ECO 2301 Principles of Microeconomics

Introduces economic theory and practice, specifically the economic system of supply and demand. Includes the effect this system has on business and individuals, especially in the making of decisions. Analyzes the foundations of economic reasoning and central key terms, laws, and concepts of economic analysis and understanding.

ECO 2302 Principles of Macroeconomics

Surveys important macroeconomic concepts such as gross domestic product (GDP), unemployment, and inflation. Students learn how to determine the overall levels of output, unemployment, and prices. Students examine the concepts of scarcity and opportunity cost, explore the framework of supply and demand, and review factors that impact the overall economic activity and macroeconomic stability. Finally, students are introduced to selected topics related to international trade and finance and investigate government fiscal and monetary policy and their influence on the level of economic activity.

ECO 4301 International Economics

Analyzes contemporary topics in international economics involving international trade, international finance, open market macroeconomics, international trade blocks, labor migration, and capital flows, including those resulting from operations of multinational firms.
Prerequisite — ECO 2302 or equivalent

ECO 6301 Economics for Managers

Applies economic theory to managerial decision-making and business problem solving. Topics include demand analysis and estimation, analysis of cost and production, profit maximization under different market structures, optimal pricing, decision-making under uncertainty, and issues in international trade. This course provides an overview into the MBA program including expectations, APA guidelines, scholarly research, library, and CSU support.

ECO 6302 International Economics

Presents a study of the economic relationships, including trade patterns, comparative advantage, trade restrictions, and economic development. Evaluates special topics in international trade, such as optimum currency areas.

EDU 5301 Adults as Learners

Evaluates best practice skills for teaching adult learners while reflecting on leadership theories, current practice, personal leadership development, and a systemic view of leadership and the role of leaders.

EDU 5302 Personal Leadership Skills & Team Building

Synthesizes self-assessment and self-reflection of one's leadership style utilizing an individual's strengths and recognizing areas of needed growth in order to build strong teams within a professional setting.
Prerequisite — EDU 5301 or equivalent

EDU 5303 Introduction to Curriculum and Instruction

Evaluates current trends within education, focusing primarily on the areas of teaching and learning.

EDU 5304 Curriculum Design

Utilizes a research-based process to design and map curriculum to promote student engagement and academic success. Students craft learning goals and create authentic assessments to guide instructional planning.
Prerequisite — EDU 5303 or equivalent

EDU 5305 Instructional Coaching

Synthesizes the complexities involved with student achievement gaps within various areas such as gender, culture, race, socioeconomic status, ethnicity, and language differences. Students will explore current research on teaching strategies that can be used by instructional coaches to close achievement gaps.
Prerequisite — EDU 5303 or equivalent

EDU 5306 Culture of Continuous Improvement in Education

Examines quality assurance, continuous quality improvement, and performance improvement using data to guide decision-making. Students embrace coaching methods to help colleagues toward high performance through professional development and professional teaming.
Prerequisite — EDU 5303 or equivalent

EDU 6301 Assessment, Learning, and Action Research

Appraises the linkage between assessment, learning, and action research to improve learning outcomes in various educational environments.
Prerequisite — IDT 5301 or equivalent

EDU 6302 Current Trends and Issues in Classroom Management for Effective Learning

Examines current trends and emerging issues impacting the management of a 21st century diverse classroom through current educational research. Topics include creating an inclusive, culturally sensitive, learning environment through best practices, engagement, and motivation of students. The course focuses on creating a collaborative learning environment.
Prerequisite — EDU 5303 or equivalent

EDU 6303 Building Professional and Community Partnerships

Examines current trends in the 21st century work environment that are anchored in teams, teamwork, and collaboration. Emphasizes the necessary skills to develop professional and community relationships based in well-defined processes and strategies leading to greater interaction within the educational community. Some of the areas explored are communication skills, building relationships, problem-solving strategies, facilitation skills, and expanding the walls of a traditional school setting to the broader community.
Prerequisite — EDU 5303 or equivalent

EDU 6304 Student-Centered Differentiated Instruction

Examines the theories and practice of student-centered differentiated instruction. The course explores the diverse socioeconomic, academic, cultural, ethnic, giftedness, and disabling conditions of the student body. Topics include a wide range of strategies used to successfully create a true student-centered environment in which instruction is differentiated to turn differences into assets. The course allows learners to explore the use of technology and other effective instructional strategies to help create an effective student-centered classroom.
Prerequisite — EDU 5303 or equivalent

EDU 6320 M.Ed. Curriculum Capstone

Provides learners with a capstone experience focusing on improving overall organizational and learning environments. Learners utilize applied research procedures to investigate the effectiveness of an existing instructional program.
Prerequisite —EDU 5303, EDU 6301, EDU 6304, HRM 6309, and IDT 5301 or equivalent

EDU 7301 Advanced Learning Theory and Research

Examines current findings in learning theory, including research about classroom management, instruction, motivation, diversity, exceptionalities, assessment, and teaching. Discussion, analysis of cases, examination of personal experiences in schools, cooperative projects, and other activities are also included.

EDU 7302 Curriculum Theory

Advances students' knowledge of contemporary theoretical underpinnings of curriculum. The course is designed to examine the impact of various theories on curriculum development. In this course, the curriculum is understood as both the explicit planned course of learning put before students and the hidden or latent experiences that students encounter in school settings.
Prerequisite — EDU 7301 or equivalent

EDU 7303 Assessment Practices

Examines the uses of assessment practices and strategies to improve student learning. Special emphasis is placed on authentic assessment practices, standardized tests, and developmental screenings. Students become familiar with measures to assess learner-specific needs.
Prerequisite — EDU 7301 or equivalent

EDU 7304 Theories of Educational Leadership

Presents broad concepts, theories, and research focused on major psychological foundations of educational leadership. Includes the nature of leadership, leadership behavior, and specific psychological traits of individuals in leadership roles.
Prerequisite — EDU 7301 or equivalent

EDU 7305 Issues and Trends in Curriculum and Instruction

Provides opportunities to appraise current issues and trends in the field of education. Students evaluate the use of technology in both the physical and online classroom. Differentiated learning approaches are explored.
Prerequisite — EDU 7301 or equivalent

EDU 7306 Leading Online Learning

Provides educators, corporate trainers, and learning facilitators with the necessary skills to develop and present online content through a variety of distance modalities.
Prerequisite — EDU 7301 or equivalent

EDU 7320 Educational Specialist in Curriculum and Instruction Capstone

Provides students a capstone experience related to the essential knowledge and skills covered in the Educational Specialist in Curriculum and Instruction program. Students will combine theoretical knowledge, research skills, and practical insights to cultivate effective teaching and learning strategies.
Prerequisite — EDU 7303, EDU 7304, EDU 7305, and RCH 8301 or equivalent

EDU 8301 School Law and Ethics

Explores issues governing legal, ethical, and political frameworks affecting education within P-12 schools in America. Students examine the legal responsibilities of individuals that arise in education.
Prerequisite — EDU 7301 or equivalent

EDU 8302 Integrating Social-Emotional Learning Into School Culture

Models the importance of social emotional learning (SEL) in education. Students examine the five SEL competencies: self-awareness, self-management, growth mindset, self-efficacy, and social awareness. Students apply their knowledge of SEL in an educational context by developing a plan to positively impact the school culture.
Prerequisite — EDU 7301 or equivalent

EDU 9301 Doctor of Education in Curriculum and Instruction Capstone

Reviews the essential knowledge and skills covered in each didactic course in the Doctor of Education in Curriculum and Instruction program.
Prerequisite — EDU 7303, EDU 7304, EDU 7305, RCH 8303, and RCH 8307 or equivalent

EMG 3301 Introduction to Emergency Management

Provides an overview of the history of current emergency management both in the United States and other countries. The material covered describes local, state, and federal roles and responsibilities for responding to disasters and emergencies. Students investigate unique challenges with preparing for and responding to human-made, natural, and technological disasters. Additionally, the course outlines concepts, issues, and programs associated with the development of an emergency management program. Finally, at the conclusion of this course, students review professionalism within emergency management and how the field as a whole is transitioning into a true profession.

EMG 3305 Disaster Mitigation and Preparedness

Provides students with an in-depth understanding of two of the phases in the disaster cycle: mitigation and preparedness. Students analyze the concepts of vulnerability and risk and develop an understanding of how to mitigate and prepare an area for future disaster events.
Prerequisite — EMG 3301 or equivalent

EMG 3306 Disaster Response and Recovery

Provides students with an in-depth understanding of the last two phases in the disaster cycle: response and recovery. Crucial in this course is student understanding of planned efficiency and effectiveness in true disaster situations. Topics covered include a comprehensive overview of the emergency management principles, unified and collaborative management of disasters, restoration of community functions after a disaster, and systematic planning for communitywide recovery.
Prerequisite — EMG 3301 or equivalent

EMG 3307 Special Operations

Provides an overview of special operations in emergency management (EM). Students explore the integration of special operations that are not traditionally considered core emergency management functions. Students also analyze political and legal issues surrounding emergency management operations and examine how homeland security relates to emergency management.
Prerequisite — EMG 3301 or equivalent

EMG 3308 Terrorism in Emergency Management

Addresses emergency management of terrorism in terms of preparedness, incident response, and safe approaches to mitigation. Some key topics presented in the course include terrorism throughout world history, risks and hazards at the terrorism scene, preservation of evidence at the terrorism scene, risk assessment procedures and processes, key management roles and responsibilities, and recognition of explosive substances and devices.
Prerequisite — EMG 3301 or equivalent

EMG 4301 Interagency Disaster Management

Analyzes the interagency aspect to emergency management. Crucial to this course is an understanding of the intergovernmental, inter-organizational, and interagency collaboration that continuously occurs when working in the field. Students also develop an understanding of the political, legal, and economic impact on emergency management.
Prerequisite — EMG 3301 or equivalent

EMG 4302 Incident Command in Emergency and Disaster Management

Provides an in-depth analysis of the incident command structure within emergency management. Students explore the instrumental key components of the National Incident Management System (NIMS) and the Incident Command Center (ICS). Students also examine real-life emergency management (EM) past events as case studies, allowing students to demonstrate the ability to use NIMS and ICS resources.
Prerequisite — EMG 3301 or equivalent

EMG 4303 Socio-Psychological Nature of Emergency Management

Analyzes the social and psychological nature of working in emergency management. Relevant theories are incorporated to display how humans prepare for, respond to, and recover from vulnerabilities, risks, emergencies, disasters, and catastrophes.
Prerequisite — EMG 3301 or equivalent

EMG 4320 Capstone in Emergency Management

Synthesizes the principles and theories presented in the core group of courses in this program. Students examine numerous case studies and evaluate the policy options that officials are facing today. The course also aids students in developing the skills needed for future emergency management approaches that will be necessary in the field.

EMG 5301 Legal Aspects of Emergency Services Management

Explores the basic principles and terms of law in relation to the field of emergency management and various legal actions against people or organizations charged with emergency services management duties. Contains court cases, statutes, and regulations that have an impact on emergency service organizations.

EMG 5303 Interagency Disaster Management

Focuses on interagency cooperation for complex crises and domestic emergencies. Review the coordinating mechanisms and planning tools within the disaster response community for enhanced interagency response operations.
Prerequisite — EMG 6305 or equivalent

EMG 6301 Emergency Management

Focuses on the evolution of emergency management and the role of the federal government over the last 110 years. Students investigate Hurricane Katrina to identify the breakdown of response efforts that resulted in the reconstruction of federal policies and procedures. Finally, students study major disasters since Hurricane Katrina to assess present and future government response capabilities to a major disaster.

EMG 6302 Risk Management

Provides a comprehensive foundation on the background, components, and systems involved in the management of disasters and other man-made or natural emergencies. Examples focus on the U.S. domestic system of emergency management.
Prerequisite — EMG 6305 or equivalent

EMG 6305 Emergency Management Leadership and Decision Making

Reviews the history, evolution, theoretical concepts, and technologies used in emergency planning and management. Students differentiate disasters and hazards and apply knowledge of the four-stage response to disaster preparedness, emergency planning, mitigation response, and recovery. Students demonstrate comprehension of theory and practice in the public sector by writing up a final emergency management policy.

EMG 6320 Case Studies in Natural Catastrophes and Man-Made Disasters

Presents a critical look at emergency services management interactions in major historical natural catastrophes, man-made disasters, or terrorist incidents through the lessons learned from case study evaluation.
Prerequisite — CMJ 6304, EMG 5301, EMG 6302, EMG 6305, HLS 5301, OSH 5305 or equivalent

EMG 7301 Managing Homeland Security

Analyzes the diverse operating principles of managing homeland security, focusing on determining knowledge related to the roles of government, non-government, and private entities. Students evaluate effective strategies to prevent, prepare, respond, and recover while assessing applicable resources, technologies, and functional systems that support homeland security management. Additionally, students evaluate homeland security management policies and programs and interpret methods for improving and enhancing homeland security and emergency management for community stakeholders.

EMG 7302 Advanced Emergency Management

Addresses how community stakeholders provide resources for emergency services responses. Students explore key topics that include crisis and leadership planning, management of personnel and emergency resources, legal aspects of immigration, United States border protection, cyber-attacks, cyber-warfare, and critical infrastructure technological issues, and the use of drones for modernized technological warfare. Students also examine the roles and responsibilities of emergency managers during brown-outs, extreme temperature emergencies, and climatic impacts.

EMG 7303 Theory and Practice in Emergency Management

Examines crucial theoretical underpinnings pertaining to the practice of emergency management. Students explore the theoretical concepts regarding human actions under stress, situational crisis communication, and resiliency. Students compare and contrast several crisis management models to compile relevant and validated decision points related to emergency management and construct a crisis management model related to their industry.
Prerequisite — EMG 7301 or equivalent

EMG 8301 Psycho-Social Aspects of Emergency Management

Explores the psychological and social consequences of disasters with a focus on understanding the impact on individuals, families, communities, and societies. Through the exploration of coping mechanisms at both the individual and collective level, students analyze specific factors in disaster response. Additionally, the course evaluates the effectiveness of various psychosocial interventions and emergency management approaches, including psychological first aid,

trauma-focused therapy, and community-based resilience building.
Prerequisite — EMG 7301 or equivalent

EMG 8302 Disaster Preparedness and Planning

Examines measures to effectively prepare for and mitigate against the impact of natural or man-made disasters. This course addresses why preparedness and planning are crucial for reducing the impact of disasters, saving lives, and facilitating disaster recovery. Students explore various activities to minimize the loss of life, damage to property, and disruption to essential services during and after a disaster.
Prerequisite — EMG 7301 or equivalent

EMG 8303 Advanced Special Topics in Emergency Management

Presents an advanced examination of current and future trends in emergency management. Learners explore emerging emergency management topics, disaster preparation in lower socio-economic underserved communities, biosecurity of pathogens, coordinated multi-national pandemic response, emerging uses of social media in disasters, effects of climate change in natural disasters, and the proliferation of domestic violent extremism in the United States.
Prerequisite — EMG 7301 or equivalent

EMG 8305 Disaster Response Operations and Recovery

Addresses how community stakeholders provide a foundation for emergency services responses. Key topics presented include evacuation and communication planning; integration of communication management and leadership practices; addressing the needs of vulnerable populations; researching the Critical Decision Method Model and its applicability to emergency management; and understanding the roles and responsibilities of emergency managers regarding building codes, construction, and evacuation planning.
Prerequisite — EMG 7301 or equivalent

EMS 2301 Anatomy and Physiology for EMS I

Introduces the human anatomy and function of body systems, as well as terminology associated with anatomical structures, cells, tissues, organs, and chemical functions within the body. This course assists learners in applying knowledge of the anatomical structures and body functions to respond to life threats and to serve as the foundation of emergency care.

EMS 2302 Anatomy and Physiology II

Studies the human anatomy and body's function, which include the circulatory system, respiratory system, cardiovascular system, immune system, renal system, lymphatic system, reproductive system, and developmental anatomy. This course will assist students in applying the function of the covered systems in clinical utilization. The content of the course may be integrated or specialized.
Prerequisite — EMS 2301 or equivalent

EMS 3301 EMS Management

Investigates the core functions of the emergency medical services (EMS) administrator and the concepts associated with EMS management and processes that contribute to the effectiveness of day-to-day operations within an EMS organization. Areas of study include risk reduction, customer service, quality management, and human resources management of emergency medical service organizations.

EMS 3302 EMS Planning and Development

Presents an overview of emergency medical services (EMS) system design and development. A history of EMS in the areas of public and private services is examined, along with a comparison of service delivery, strategic planning, and model system development and implementation, as well as their impact on emergency healthcare delivery.
Prerequisite — EMS 3301 or equivalent

EMS 3303 EMS Operations and Personnel Management

Explores relationships of culture in recruitment, management, and retention of emergency medical services (EMS) personnel. Also examines the influence of effective personnel management on staffing and operational success for the EMS agency. Key areas of investigation include researching applicable human resources or personnel laws and regulations as well as ensuring that processes are in place for educating supervisory staff and employees, including how to monitor for compliance. Primary administrative functions include conducting employee performance reviews, developing personnel schedules, and investigating complaints.
Prerequisite — EMS 3302 or equivalent

EMS 3304 Foundations in EMS Education

Provides a foundational understanding of emergency medical services (EMS) education for the EMS manager. General concepts such as learning styles and barriers to learning are discussed. Other course components include developing instructional goals and outcomes, curriculum and lesson plans, and various forms of learning aids, including how technology enhances the learning process. Finally, this course also reviews education evaluation tool development, concepts of program administration, and legal aspects of instruction.
Prerequisite — EMS 3302 or equivalent

EMS 3305 Risk Management Practices in EMS

Examines issues related to reduction or prevention of risk associated with the administration of an emergency medical services (EMS). Areas of concern are related to human resource management, workplace safety, personnel safety, vehicle operations, and clinical proficiency. Current practices support a culture of safety with an emphasis on provider health and wellness, and system accountability as evidenced by strategic implementation of programs aimed at improving awareness of risk related issues, including promoting

ownership for achieving organizational goals related to risk management.
Prerequisite— EMS 3302 or equivalent

EMS 3306 Emergency Medical Communications

Provides an analysis of fundamental concepts and methodologies related to emergency medical services (EMS) communication. Topics discussed are communication responsibilities, components of public safety communication, communication centers in EMS organizations, mobile communication, and the role of the communications center in system status management.
Prerequisite — EMS 3302 or equivalent

EMS 3307 Course Design and Development for EMS

Develops skills to manage and lead training programs for Emergency Medical Service Organizations. The content of the course is focused upon training needs analysis, course design, training schedule management, resource management, budgeting, high risk training, and the development of student and course evaluation tools.

EMS 3308 Risk Reduction in Community Health

Provides a foundational understanding of risk reduction as part of the design and management of a mobile integrated health care program. The course presents risk reduction topics that include population health, risk assessment, prevention, and mitigation strategies. Students incorporate these topics into a final risk reduction plan for a mobile integrated health program.
Prerequisite — EMS 3301 or equivalent

EMS 4301 Finance of EMS Systems

Explores the practice and principles pertaining to the financial management of emergency medical services (EMS) systems. The curriculum will emphasize the importance of finance, budgeting and alternative funding sources, and the processes that contribute to assets and liabilities of an EMS system. It will also explore various financial issues often encountered by EMS professionals and models used for efficiently providing EMS.
Prerequisite — EMS 3302 or equivalent

EMS 4302 Leadership in EMS Systems

Provides students with knowledge, tools, and skills that will be needed to assume a leadership role in emergency medical services (EMS). Career advancement from field staff or lower-level supervisor requires transitioning from simple supervisory techniques to developing leadership qualities that will enable the individual to manage from a leadership position. Techniques that encourage motivation and teamwork are essential for organizational growth. Students learn how to

apply basic leadership principles in organizational settings, assess leadership styles, and develop strategies to become leaders in EMS.
Prerequisite — EMS 3302 or equivalent

EMS 4303 Legal, Political and Regulatory Environment of EMS

Evaluates legal, political, and regulatory environment of emergency medical services (EMS). This course reinforces the legal aspects of EMS. Students explore malpractice, consent and refusal of treatment, the Occupational Safety and Health Administration (OSHA), employment issues, and risk management. EMS students gain insights into the legal liabilities in emergency medical services.
Prerequisite — EMS 3302 or equivalent

EMS 4304 Community Risk Reduction in EMS

Focuses on strategies capable of being incorporated into the emergency medical service (EMS) system as part of community relations efforts and education of the community through events and home-based instruction. Managers should work diligently to engage staff in prevention and wellness initiatives as opposed to limiting activities to emergency response. In addition, the EMS system should be part of the community and work as a partner to improve the community's overall health and safety. Explores methods used to reduce community-based risk of mortality related to preventable injuries, to reduce inappropriate use of emergency resources, and to promote community health strategies.
Prerequisite — EMS 3302 or equivalent

EMS 4305 EMS Public Information and Community Relations

Introduces issues related to addressing events with the media. As media attempt to obtain varying types of information, the emergency medical services (EMS) manager must ensure that the department has a media relations policy; identify who in the organization may disclose or discuss information to the media; and ensure ethical, legal, and organizational standards are maintained when doing so. Addresses routine interactions and major incidents that may attract media attention. Highlights ethical as well as legal issues that may arise as a result of communicating with the media.
Prerequisite — EMS 3302 or equivalent

EMS 4306 EMS Roles During Emergencies and Disasters

Explores proper planning and response of emergency medical services (EMS) to public emergencies and crisis situations as EMS leaders must prepare for any situation that threatens public health, including the physical and mental impact on EMS professionals during a disaster. This course highlights some of the primary types of emergencies that EMS leaders must be prepared to encounter while meeting legal, political, or regulatory guidelines relevant to the role of the organization in the community with a focus on community-wide planning, the development of effective systems and

operational plans, and a multi-professional approach to emergency and disaster response.
Prerequisite — EMS 3302 or equivalent

EMS 4307 Research for the EMS Professional

This course examines the research process, including identifying areas needing research, critically reviewing findings, discovering challenges with research, and applying solutions to current issues. Students discuss the relevance of research for the emergency medical services (EMS) profession, review current research, construct performance measurements, and develop a research proposal.
Prerequisite — EMS 3302 or equivalent

EMS 4308 Mobile Integrated Health Care

Examines organizational and community readiness, as well as stakeholder engagement as part of the integration of a mobile health care model in the existing health care structure. Provides an overview of how mobile integrated health systems can contribute to improved patient outcomes, patient satisfaction, and integrate more seamlessly in the health care continuum. Additional topics include conducting community needs assessments, engaging stakeholders, and performance measurements.
Prerequisite — EMS 3302 or equivalent

EMS 4309 Engaging Students and Knowledge Retention in EMS

Explores methods of engaging students in a manner that promotes the retention of knowledge. Students examine how to engage students in learning by promoting active participation, which promotes critical thinking. Key areas of best practice covered in the course include providing clear expectations, utilizing collaborative learning, flipping the classroom, case-based learning, peer instruction, leading dynamic discussions, community assignments, and providing constructive feedback.

EMS 4310 Creative Applications in the EMS Learning Environment

Provides the emergency medical services (EMS) educator with the skills to develop creative learning applications grounded in contemporary adult training and educational best practices. Emphasizes integrating instructional methods that enhance student success and sustain learning, as well as developing competencies in creative applications for professional learning.

EMS 4311 Community Evaluation and Resources

Examines the emergency medical services (EMS) provider role for community health management and social determinates of health. Students address ways to evaluate the community in order to develop mobile integrated health services within the community. The course encourages proactive measures to address the diverse risks associated with mobile integrated

health programs such as mental health, access to health care, and low acuity transport.

EMS 4312 Community Health Program Management

Provides a foundation for the management of a mobile integrated health care (MIH) program specific to the identified risks associated with a community. Students learn essential concepts needed for effective service delivery and successful outcomes of a mobile integrated health care (MIH) program. The course focuses on mobile health care delivery and community paramedicine, strategies for improving and designing a sustainable program in modern emergency medical care, and improving the patient care experience in mobile integrated health care.

EMS 4320 EMS System Design

Incorporates key elements of system design for emergency medical services (EMS) to facilitate preparation of a program proposal. Students discuss how various components of program development contribute to an eventual success of their proposals. Students incorporate academic and professional research into a final proposal that synthesizes program outcomes and may be used for future contributions or implementation in EMS.
Prerequisite — EMS 3303, EMS 3305, EMS 3306, EMS 4301, EMS 4302, EMS 4303, EMS 4305, and EMS 4306 or equivalent

ENG 1301 English Composition I

Introduces the basic concepts and requirements of college-level writing. This course provides students with the opportunity to implement effective communication skills via the written word.

ENG 1302 English Composition II

Continues building on the writing skills acquired in English Composition I, with an emphasis on research, analysis, and argument. Students practice locating and synthesizing appropriate primary sources, think critically about multiple perspectives of an issue, and present findings using correct APA format.
Prerequisite — ENG 1301 or equivalent

ENG 3301 Technical Writing

Provides a study of the process of technical writing and written communication. Students review various formats and writing purposes as well as produce technical and business-related documents.
Prerequisite — ENG 1302 or equivalent

ENG 5305 Effective Writing and Communication for Health Care Professionals

Focuses on enhancing the health professional's writing and oral communication skills. Students apply concepts of academic writing using APA Style. Explains the use of

SafeAssign to assess originality and how to interpret the originality report. Introduces professional writing techniques, the many genres of technical communication, and persuasive strategies for addressing a variety of audiences.
Prerequisite — NUR 4303, NUR 4304, and NUR 5301 or equivalent

ENV 3301 Assessing Environmental Science

Examines major environmental issues using balanced scientific and social perspectives. Features an interdisciplinary approach with case studies to illustrate existing and potential management, economic technical, and policy solutions in regional, cultural, and historic contexts.

ENV 3302 Environmental Law

Studies environmental law related to pollutants and governmental regulations and examines the American legal system, U.S. Environmental Protection Agency, and other agencies that regulate environmental policy.
Prerequisite — ENV 3301 or equivalent

ENV 3303 Waste Management

Examines the technical and regulatory complexities of municipal, hazardous, and industrial waste management. Includes special emphasis on basic environmental science and related technical fields.
Prerequisite — ENV 3301 or equivalent

ENV 3304 Air Quality

Considers the science and management practices associated with modern air quality control systems. Emphasis is placed on the regulatory and technological management practices employed in achieving air quality goals and health protection concerns.
Prerequisite — ENV 3301 or equivalent

ENV 3305 Hazardous Waste Management

Introduces hazardous waste management issues, programs, regulations, hazards, identification, characterization, storage, disposal, and treatment options in the corporate, industrial and municipal settings.
Prerequisite — ENV 3301 or equivalent

ENV 3306 Environmental Assessment

Surveys environment assessment in the United States that reviews the historical context, the regulatory framework, and the environmental site assessment process.
Prerequisite — ENV 3301 or equivalent

ENV 3307 Environmental Issues

Examines environmental topics from opposing philosophical and practical sides. Topics include the global environment, current and future energy issues, sustainability development, and the viability of green initiatives.

ENV 3308 Introduction to Sustainability

Introduces students to a broad spectrum of sustainability related topics with a focus on environmental sustainability. Includes an overview of key global environmental issues and an introduction to important environmentally friendly technologies.

ENV 3309 Energy and the Environment

Provides an overview of energy usage and the availability of conventional and renewable energy resources. Students also explore the associated environmental problems related to energy use.
Prerequisite — EMS 3301 or equivalent

ENV 4301 Pollution Prevention

Reviews the foundation in pollution prevention concepts and methods. Specific topics covered are improved manufacturing operations, life-cycle assessment, design considerations, economics, sustainability issues, fugitive emissions, and material and resource conservation.
Prerequisite — ENV 3301, ENV 3303 and ENV 3304 or equivalent

ENV 4302 Environmental Strategies

Analyzes fundamental concepts and strategies related to resource management, environmental stewardship, and sustainable development. Students examine economic and social decision-making and development that does not sacrifice the environment.
Prerequisite — ENV 3301 or equivalent

ENV 4303 Environmental Technology

Examines the basic principles of environmental technology with emphasis given to the application of these basic principles in alleviating environmental problems related to water supply, waste management, and pollution control.

ENV 4304 Environmental Aspects of Sustainability

Provides an in-depth look at efforts to limit unsustainable human activities on the environment from both political and technological perspectives to include a discussion of mitigation and remediation strategies.
Prerequisite — ENV 3308 or equivalent

ENV 4305 Social Aspects of Sustainability

Provides a comprehensive overview of the social impacts of sustainability issues to include a focus on the overlap between environmental, economic, and social aspects of sustainability and the importance of considering the wellbeing and quality of life of human populations and communities in decision-making processes
Prerequisite — ENV 3308 or equivalent

ENV 4306 Energy Policy

Provides students an opportunity to explore energy policy and how it is developed, implemented, and assessed from both the governmental and corporate perspective.
Prerequisite — EMS 3301 or equivalent

ENV 4307 Land Use and Environmental Policy

Provides students an opportunity to examine land use, environmental policy, and, subsequently, a working knowledge of how both policies and various institutions influence land use and resulting environmental outcomes.
Prerequisite — EMS 3301 or equivalent

ENV 4308 Geographic Information Systems (GIS) Principles and Environmental Applications

Provides an opportunity for students to familiarize themselves with geographic information systems (GIS) and how GIS is utilized in the field of land resource management.

ENV 5301 Industrial and Hazardous Waste Management

Examines solid and hazards wastes and how such wastes are managed in modern society. Topics covered are the generation, treatment, and disposal of wastes generated by the noncommercial and industrial segments of society.

ENV 5302 Solid Waste Management

Presents the growing and increasingly intricate problems of controlling and processing the refuse created by urban society. Includes discussion of issues concerning regulations and legislation with major emphasis on solid waste engineering principles.
Prerequisite — ENV 5301 or equivalent

ENV 6301 Advanced Pollution Prevention

Provides an in-depth study of advanced pollution prevention practices with the preparation of a pollution prevention management plan. Emphasizes methodologies that achieve environmental compliance through less expensive pollution control methods.
Prerequisite — ENV 5301 or equivalent

ENV 6302 Advanced Air Quality Control

Explores an in-depth study of advanced air quality control science and management practices. Addresses health effects, environmental
impacts, monitoring, modeling, and treatment.
Prerequisite — ENV 5301 or equivalent

EVE 3301 Introduction to Environmental Engineering

Presents a comprehensive overview of the fundamental principles of environmental engineering. Students will be provided with a foundation for understanding environmental processes and solving environmental engineering problems.

EVE 3302 Environmental Pollution Control

Examines methodologies, tools, and technologies for evaluating and mitigating environmental pollution. This course provides an understanding of pollution control, assessment techniques, and the design of sustainable solutions.

EVE 4301 Environmental Remediation

Explores site assessment, remediation strategies, and the selection of appropriate technologies for soil and water contamination. Students develop an understanding of how to evaluate site contamination, manage remediation projects, and apply regulatory frameworks.

EVE 4302 Environmental Engineering Laboratory

Introduces students to laboratory techniques and data analysis in environmental engineering. Students will examine key methodologies for assessing the physical, chemical, and biological attributes of environmental media.

FIN 3301 Financial Management

Bridges financial management with corporate finance. Students apply financial data for use in decision-making by applying financial theory to problems faced by commercial enterprises. Introduces students to basic financial theory, financial forecasting, time value of money techniques, and risk analysis. Other areas covered involve analyzing financial statements with ratios, valuing securities, capital budgeting, and calculating weighted average cost of capital.
Prerequisite — ACC 2302 or equivalent

FIN 4301 Financial Institutions

Presents the importance of financial markets and institutions in a global society. Illustrates how financial institutions work for both businesses and the consumer. Broad coverage of different financial institutions within the context of a global society is presented. Includes the role of financial markets in society, financial transactions in a global society, and the commercial banking system.

FIN 4302 International Finance

Investigates financial management from a globalized perspective through trends and integration of new approaches in international finance. The scope and content establish the theoretical foundations of international financial decision-making and the extensive applications of theory to financial practice. The main objective is to develop critical thinking skills regarding the theory and practice of international financial management.

FIN 5301 Financial Management for Innovations and Business Development

Examines financial leadership as related to budgets, fundraising, and strategic decision-making within an organization. Financial reporting and fiduciary responsibility

through ethical responsibilities to stakeholders and society are also examined.

FIN 6301 Corporate Finance

Presents the fundamentals of corporate finance management, emphasizing the development of tools of analysis necessary to assess a company's financial health and value; allocate financial resources; determine cost of capital; and assess investment and business opportunities, risk-return relationships, and working capital management.

FIN 6302 Advanced Financial Management

Provides a deep look at financial decision-making from the perspective of the organizational manager. The material explores financial statement analysis, advanced capital budgeting, cost of capital, dividend policy, international topics, working capital management, and ethical considerations.

FIN 6303 International Finance

Synthesizes the study of financial management principles in the international context of foreign exchange, currency markets, and exchange risk management. The impact on decision-making and firm value is evaluated, taking into consideration the interrelationship between exchange rates, macro, and micro variables. Short- and long-term asset and liability management in the international arena is analyzed as well.

FIR 2301 Principles of Fire and Emergency Services

Provides an overview of fire protection and emergency services, to include history, structure, organization, and function in both the public and private sectors. Fire department administration is examined with an emphasis on the fire science education, training, and requirements that can lead to increased professional development and career opportunities in fire protection and related fields. Explores current trends, laws, and regulations affecting the fire service. Highlights the basics of fire, fire strategy, tactics, and Life Safety Initiatives.

FIR 2302 Principles of Fire and Emergency Services Safety and Survival

Introduces the basic principles and history related to the national firefighter Life Safety Initiatives, focusing on the need for cultural and behavioral change throughout the emergency services.

FIR 2303 Fire Behavior and Combustion

Provides an understanding of the basic principles of fire chemistry, the process of fire combustion, fire behavior, and examination of the effects of fire behavior on the safety of individual firefighters. The course also categorizes the components of fire and explains the physical and chemical properties of fire.

FIR 2304 Building Construction for Fire Protection

Provides an overview of building construction related to firefighter and life safety. Explores the elements of building construction, types, and designs that impact building inspections, preplanning for fire operations, and operating at emergencies.
Prerequisite — FIR 2301 or equivalent

FIR 2305 Introduction to Fire Prevention

Provides fundamental knowledge relating to the field of fire prevention. Topics include the history and philosophy of fire prevention, organization and operations of a fire prevention bureau, use and application of codes and standards, plans review, fire inspections, fire and life safety education, and fire investigation.

FIR 3304 Fire Protection Hydraulics and Water Supply

Provides a foundation of theoretical knowledge in order to understand the principles of the use of water in fire protection and to apply hydraulic principles to analyze and solve water supply problems.

FIR 3305 Fire Protection Structure and Systems

Examines the features of design and operation of fire alarm systems, water-based fire suppression systems, special hazard fire suppression systems, water supply for fire protection, and portable fire extinguishers.
Prerequisite — FIR 2303, FIR 2304, and FIR 2305 or equivalent

FIR 3306 Fire Prevention Organization and Management

Examines the factors that shape fire risk and the tools for fire prevention, including risk reduction education, codes and standards, inspection and plans review, fire investigation, research, master planning, various types of influences, and strategies.
Prerequisite — FIR 2302 or equivalent

FIR 3307 Community Risk Reduction for Fire and Emergency Services

Provides an overview of the comprehensive approach to fire prevention within the community. Covers strategic planning and community programs as they relate to fire safety and prevention as well as risk reduction for terrorist incidents. Explores the plan review process, code development, code enforcement, fire investigation, and prevention program evaluation.
Prerequisite — FIR 2302 or equivalent

FIR 3311 Legal Aspects of Emergency Services

Addresses the federal, state, and local laws that regulate emergency services and includes a review of national standards, regulations, and consensus standards.

FIR 3312 Fire Ground Tactics I

Examines strategies and tactics from the incident commander's viewpoint. Students are challenged with decision-making through a variety of occupancies as they utilize basic firefighting procedures and considerations from today's fire service. In addition, scenarios and other assessments utilize simulation software to connect scenarios and decision-making to the students' communities and departments.
Prerequisite — FIR 2302 or equivalent

FIR 3314 Living with Fire: Fire Ecology

Explores the ecological role of fire in shaping landscapes, ecosystems, and human communities. The course examines fire as a natural process, its interaction with vegetation and wildlife, and the consequences of suppression and land-use practices. Students analyze fire-adapted ecosystems, prescribed fire, and wildfire impacts, while considering public policy and community risk reduction.

FIR 3315 Wildland Fire Management

Focuses on the comprehensive principles and practices of wildland fire management. Topics include the history of wildland firefighting in the US, qualifications needed to become a wildland firefighter, general responsibilities of the Incident Command System (ICS), strategies to increase wildland fire and firefighter safety, the tools, equipment, and techniques utilized to fight wildland fires, and the techniques for firing operations (prescribed burns). This course meets the job performance requirements of the National Wildfire Coordinating Group (NWCG). Certain requirements will be fulfilled by the sponsoring agency, which is responsible for conducting the required hands-on field exercises.

FIR 4316 Basic Wildland Firefighting

Provides students with the foundational didactic instruction required for entry-level wildland firefighting. Topics include fire behavior, suppression strategies, firefighter safety, communication, decision-making, and the use of basic tools and equipment. This course delivers the classroom-based knowledge necessary for progression toward NWCG FFT-1 qualifications and meets the job performance requirements of National Wildfire Coordinating Group (NWCG) S-190 (Introduction to Wildland Fire Behavior) and S-130 (Firefighter Training), while the sponsoring agency is responsible for conducting the required hands-on field exercises.

FIR 4317 Wildland Fire Leadership

Examines leadership principles and decision-making in the high-risk environment of wildland firefighting. The course emphasizes communication, crew cohesion, risk management, and ethical decision-making while addressing the challenges of leading in dynamic and dangerous conditions. Students analyze leadership responsibilities at various organizational levels and apply concepts through case studies, scenarios, and

practical applications relevant to the wildland fire service. This course meets the job performance requirements of the National Wildfire Coordinating Group (NWCG) L-180 (Human Factors in the Wildland Fire Service) and S-131 (Firefighter Type 1), with the sponsoring agency responsible for conducting the required hands-on field exercises.

FIR 4301 Political and Legal Foundations of Fire Protection

Examines the legal aspects of fire service and the political and social impacts of legal issues. Includes a review of the American legal system and in-depth coverage of legal and political issues involving employment and personnel matters.
Prerequisite — FIR 2301 or equivalent

FIR 4302 Fire Service Personnel Management

Examines relationships and issues in personnel administration and human resource development within the context of fire-related organizations, including personnel management, organizational development, productivity, recruitment and selection, performance management systems, discipline, and collective bargaining.
Prerequisite — FIR 2301 or equivalent

FIR 4303 Fire and Emergency Services Administration

Provides a progressive primer for students who want more knowledge about fire and emergency services administration. The course demonstrates the importance of the following skills necessary to manage and lead a fire and emergency services department through the challenges and changes of the 21st century: persuasion and influence, accountable budgeting, anticipation of challenges, the need for change, and using specific management tools for analyzing and solving problems.
Prerequisite — FIR 3306 or equivalent

FIR 4304 Fire Dynamics

Examines the underlying principles involved in structural fire protection systems, building furnishings, and fire protection systems, including water-based fire suppression systems, fire alarm and detection systems, special hazard suppression systems, and smoke management systems.
Prerequisite — FIR 2302 or equivalent

FIR 4305 Fire Analysis and Investigation

Examines the dynamics of ignition, flame spread, and room fire growth. Explores all phases of fire and explosion investigation, financial management, and other fire department functions related to incendiary fire analysis and investigation.

FIR 4306 Human Behavior in Fire

Explores human behavior as it relates to fire and mass casualties, while also addressing a historical review of human

behavior in fire, building design, fire department operations, and evacuation procedures involving specific groups, such as large populations and persons with disabilities. Students also examine current and past research on human behavior, life safety education, and building design to determine interaction of these areas in emergency situations.
Prerequisite—FIR 2302 or equivalent

FIR 4308 Applications in Fire Research

Examines the basic principles of research and methodology for analyzing fire-related research and provides a framework for conducting and evaluating independent research in the fire service.
Prerequisite — FIR 3305, 3307, 4301, 4302, and 4303 or equivalent

FIR 4311 Fire Prevention and Code Enforcement

Focuses on the comprehensive fire prevention program through inspection, code enforcement utilizing model building, standards and codes, including detailed information on the legal, economic, and political aspects of the fire inspection process, as well as plans review and public education initiatives.

FIR 4312 Management of Fire Incident Command Systems

Provides a comprehensive look at the skills necessary to successfully manage an emergency incident. Using nationally accepted standards, students analyze and apply the strategic considerations necessary to be successful on the fireground. In addition, students gain valuable knowledge of the National Incident Management System (NIMS) as well as how to employ the Incident Command System (ICS) on the fireground.

FIR 4313 Terrorism Incident Management and Emergency Procedures

Analyzes the techniques, tactics, and procedures of terrorist groups and the emerging trends in terrorism. Examines response planning, management, and procedures for responding to terrorist incidents, to include examining vulnerabilities of industrial facilities and infrastructure systems to cyberattacks.

FIR 4314 Crime Scene, Forensics, and Evidence Collection

Explores the analytical and systematic approach relating to fire scene investigations involving crime scenes, accidental causes, and the collection of evidence. The role of evolving technologies used for fire scene investigations is studied with emphasis on the use of forensic science in reconstructing an incident. The modern fire investigator must be able to justify the validity and reliability of his or her findings against peer review. This course prepares students for contemporary methods of fire investigations
Prerequisite — FIR 4305 or equivalent

FIR 4315 Fire Investigation Technician

Develops and enhances the student's ability to conduct reliable fire investigations with advanced technical knowledge of the relationship between the National Fire Protection Association (NFPA) 921 and NFPA 1033, fire behavior, fire patterns, the methods of evidence collection, documenting the fire scene, and utilizing the scientific method of fire investigation.
Prerequisite — FIR 4305 and FIR 4314 or equivalent

FIR 5301 Fire Protection Technology

Introduces the design, specification, approving, testing, maintaining, and installing of fire protection systems. Examines a wide variety of simple and complex special hazard fire alarm systems through the use of real-world applications.

FIR 5302 Advanced Fire Administration

Analyzes the fire service operations within emergency management. Students examine the role that the fire service has within the emergency management field and how senior emergency management officials manage the operational component of a rescue department during an emergency.

FIR 6301 The Fire-Rescue Executive's Role in Community Risk Reduction

Examines the executive fire-rescue officer's leadership role for community risk reduction. Students will address ways to enhance life safety and reduce multi-hazard risks within their communities. Avenues for influencing statewide officials to champion these causes are examined. The course encourages proactive measures to address diverse risks such as fire prevention, civil unrest, vehicle safety, home safety, health and wellness, pandemics, and disasters.

FIR 6302 The Fire-Rescue Executive's Role in Emergency Management

Examines the fire/rescue executive's role as an integral part of community and state emergency management systems. Students apply their experience to conventional incident management concepts and analyze the effective management of various emergency incidents. Students also analyze the preparedness of emergency operations centers.

FIR 6303 Executive Leadership for Fire-Rescue Officers.

Examines the fire/rescue officer's role as an executive leader. Students evaluate leadership effectiveness, comparing and contrasting approaches used by various leaders. Students also analyze legal issues and political resources as well as develop procedures for job evaluation and promotion. The course concludes with strategies to enhance the fire/rescue officer's quality of life through personal and professional development.

FIR 7302 Health Resilience in Fire and Emergency Services

Examines the internal and external health policy, practices, and perspectives that impact fire and emergency services. With specific focus on mental health, community risk reduction, ethical decision-making, access to care, legislative impacts, and the role of advocacy in the delivery of health care, students develop a holistic approach to health policy and practice as it relates to internal (agency-specific) and external (services provided to the public at large) delivery methods.

FIR 7303 Organizational Behavior Theory and Change Management in the Fire Service

Explores the psychological and sociological concepts of organizational behavior, including individual and group dynamics, motivation, power and politics, and organizational culture. Students study change management strategies and how to implement organizational changes in the fire service while considering the potential challenges and opportunities for improvement in organizational context, stakeholder needs, and resistance to change.

FIR 7304 Community Sustainability and Resilience in Fire Services

Examines how community stakeholders and emergency services interact in determining policies pertaining to disaster resilience and community recovery. Students focus on interagency collaboration in an effort to strengthen disaster resilience and community recovery policy development.

FIR 7305 Sustainability in Fire Politics

Explores topics in political science research, such as comparative politics, political theory, public policy/local governance, and political behavior. Students review the literature as they investigate the impact of politics on fire and emergency management and forecast future trends relating to emergency service organizations.

FIR 8302 Cross-Cultural Theory in the Fire Service

Examines interdisciplinary approaches to cross-cultural theory and research in the fire and emergency services. Students evaluate areas of study that include assessment and recognition of communication, individualism, values, and recent research with a focus on cultural sensitivity and inclusivity for those serving in leadership positions.

FIR 8303 Fire and Emergency Services Writing and Publishing

Explores academic research, and the publishing process. Focuses on the processes associated with literature review that leads to industry research. Students examine the processes associated with submitting research outcomes to peer-reviewed journals as well as other publication types.

FIR 8304 Fire Service Data Analytics and Visualization

Provides advanced data analytics and visualization techniques, including statistical modeling, predictive analytics, and data visualization tools. Students explore the use of data in decision-making processes in the fire service, such as resource allocation, performance evaluation, and risk assessment.

FRN 2301 Introduction to Forensic Investigation

Provides an overview of the rapidly growing field of forensic investigations. Course topics include a survey of criminalistics; evidence collection; crime scene documentation and photography; impression and pattern interpretation, collection, and development; and ethics and legal aspects of crime scene processing. This course familiarizes learners with conducting proper investigations and determining the intrinsic value of forensic evidence and its use in preparation for trial.

FRN 2302 Digital Forensics and the Courtroom

Describes the fundamental importance of digital forensics, effective management practices, and legal challenges associated with conducting investigations. Learners identify how technology, software, and equipment can be used to enhance procedures and techniques for collection, analysis, preservation, storage, and disposal of artifacts that reside in hard disks/physical storage and random access memory. Learners also identify the legal issues associated with admission of evidence into the courtroom and investigate certifications in various disciplines and subfields of the forensic sciences.

FRN 4301 Principles of Digital Forensics

Investigates digital forensics procedures and legal aspects. Students learn how to perform digital information gathering and understand legal sanctions for electronic crimes.
Prerequisite — ITC 4305 or equivalent

FRN 4302 Digital Forensics Applications

Focuses on using applications and analysis to examine digital data from networks, computers, media, databases, websites, and mobile devices. Students provide recommendations based on analysis findings.
Prerequisite — FRN 4301 or equivalent

FRN 4303 Pathology of Death

Explores the role that science plays in the medicolegal investigation of death. The course explores both the historical and current death investigation and administrative legal issues relating to death investigation. A practical focus is placed on time of death estimation, blunt and sharp force trauma, gunfire injuries, thermal death, asphyxia and drowning deaths, electrical and lightning deaths, and vehicular accident injuries.

HCA 1301 Basic Medical Terminology

Provides students with fundamental skills in understanding how to use prefixes, suffixes, and root words to develop medical terms. Students become familiar with the spelling and definition of common medical terms related to major disease processes, diagnostic procedures, laboratory tests, abbreviations, drugs, and treatment modalities.

HCA 3301 Health Care Management

Introduces the field of modern health care management through a systematic analysis of the important areas of concern to the health care manager. Topics covered include the planning process and how planning is used in health care administration; the organizing process and job design; supporting and implementing decisions; building the quality of clinical service; and providing human resources and plant services.

HCA 3302 Critical Issues in Health Care

Provides an overview of the nature of the health care system, factors influencing the distribution of health care, mainstream and alternative health manpower, and the social distribution and meaning of illness in the United States. Topics including bioethical issues, and contemporary issues such as bioterrorism, human genome project, rising prescription drug costs, and urbanization, social stress, and mental illness are covered.
Prerequisite — HCA 3301 or equivalent

HCA 3303 Standards for Health Care Staff

Equips students with the knowledge of the traits and professional standards that are required to be a successful member of the healthcare industry. Topics discussed include work ethic, professional traits, teamwork, cultural competence, communication, morals, and career development.
Prerequisite — HCA 3301 or equivalent

HCA 3305 Health Unit Coordination

Prepares students for future healthcare management roles across a variety of disciplines. Emphasizes the practical aspects of key theoretical concepts through case studies, examples, and exercises based on real-world healthcare scenarios.
Prerequisite — HCA 3301 or equivalent

HCA 3306 Community Health

Provides practical guidance in the areas of community health, health education, and health promotion. This course also covers information about the design, development, and evaluation of programs in the community. Consideration is given to racial, ethnic, socio-economic, political, and residential patterns of health and the impact that each has on community health.

HCA 3308 Health Information Principles and Practice

Provides an overview of health information management (HIM) and HIM principles, policies and procedures including health data content, collection, quality, registries, access, and retention. Examines the use of technology in warehousing and mining, communicating, and safeguarding healthcare data as well as electronic health record (EHR) and public health record (PHR). The benefits and challenges of healthcare information systems and the future of health information management systems are discussed.

HCA 3310 Health Care Marketing

Provides a background in the principles and concepts of marketing and examines the importance of marketing in the healthcare sector. Topics discussed include healthcare marketing strategies, trends, and consumer decision-making in health care, ethical and legal considerations in healthcare marketing. Contrasts marketing in the health care sector versus marketing in other sectors.

HCA 4301 Budgeting in Health Care

Provides an overview of financial management principles commonly encountered in healthcare organizations. This course introduces the basic concepts of managerial financial functions, processes, financial reports, and factors affecting the financial aspects of providing healthcare services in today's dynamic and competitive environment.

HCA 4302 Financial Management in Health Care Organizations

Reinforces key aspects of financial management for health care organizations, addressing diverse factors that impact the provision of medical services in our dynamic and competitive environment. Students will gain knowledge and skills in the various types of health care budgeting and financial reporting, applying these skills through practical case scenarios and problem-solving activities.
Prerequisite — HCA 4301 or equivalent

HCA 4303 Comparative Health Systems

Examines the structure of the major healthcare systems in the United States in a comparative analysis with other countries, focusing on financing, reimbursement, delivery systems, and adoption of new technologies. Students study the relative roles of private sector and public sector insurance and providers; the effect of system design on cost, quality, efficiency, access to primary and specialty care; and equity of medical services.

HCA 4306 Quantitative Methods of Health Care

Explores the need for and use of quantitative methods in the healthcare environment. Quantitative analysis provides a proven mathematical format for healthcare leaders to make the practical decisions necessary to provide care for the

burgeoning number of patients while balancing financing options and restraints.

HCA 4307 Health Care Quality Management

Examines the history and scope of healthcare quality movement efforts in the United States. Students review methods of assessing quality and techniques for process improvement, as well as opportunities for preventing adverse events. Quality improvement tools such as Lean Six Sigma, constraints theory, and other key approaches are reviewed with an emphasis on developing, executing, and reporting the outcomes of quality improvement initiatives in health care.
Prerequisite — HCA 3301 or equivalent

HCA 4309 Health Care Law

Provides background and legal principles for problems concerning our healthcare delivery system. Focus is placed on professional regulation and the managed care and hospital certification programs that impact professional practice. The course is designed to prepare clinical and administrative healthcare personnel for the challenges of understanding today's important issues, from handling patient records and avoiding malpractice, to addressing topics of abortion, AIDS, and the right to die.

HCA 4320 Development and Strategic Planning in Health Care

Promotes understanding of the dynamics of strategic planning for medical organizations of all kinds through an integrated capstone course. Students cultivate skills in environmental assessment, diagnose organizational problems, identify opportunities for improvement, formulate and select strategic alternatives, and create strategic management action plans for effective implementation. Leadership for effective planning in health care is emphasized.

HCA 5301 Health Care Financial Management

Focuses on various aspects of financial management, including theory, methodologies, and finance techniques used in health care organizations. An emphasis is placed on external financial options, determining financial strength and stability of health care organizations, and understanding the financial implications of health care trends. Students learn how to use financial data to make decisions in strategic planning regarding the organization's short-term and long-term future.

HCA 5302 Legal Foundations of Health Care

Provides an analysis of the legal aspects of healthcare delivery and the impact on health care institutions. Students examine tort law, professional liability, cost controls, liability insurance, antitrust, and healthcare access.

HCA 5303 Health Resources and Policy Analysis

Analyzes public policies impacting healthcare programs, services, organizations, and program accessibility to citizens.

Explores health policy generation, legislation, and implementation.

HCA 5304 Advanced Health Care Management

Explores health services organizations within the health care system, effective leadership strategies used by health care managers, methods for conflict management, and processes for designing organizational structures in health services organizations. Students also outline the role of strategic alliances, compare and contrast quality assurance and quality improvement approaches, and learn strategies to achieve effectiveness in health care organizations.

HCA 5305 Healthcare Strategic Planning and Marketing

Examines the importance of strategic planning and marketing in health care organizations. Emphasizes marketing management in health care organizations, the strategic planning process of leadership in decision-making approaches, and the ethical issues health care organizations face in the marketing process.

HCA 5306 Health Field Human Resource Management

Provides students with information about various aspects of human resource management, as related to health care organizations, namely, legal issues, health and safety, careers, job analysis and design, human resource management, employee productivity, and performance evaluation.

HCA 6302 Health Care Professionalism

Provides a focus on the differences between moral and ethical obligations health care leaders must follow. Explores the different types of leadership styles that impact health care. Students discuss leadership theories, decision-making, and support services needed to provide patient benefits for improved health care, examine health care laws and standards that impact administration as well as health care professionals, and explain how leaders use social change to be proactive in lifelong learning and education.

HCA 6303 Advanced Quality Management for Health Care Administrators

Prepares health care administrators to lead efforts in quality improvement. Course concepts focus on interconnected health systems and provide tools for administrators to make comprehensive quality management changes benefiting their entire organization. The course also examines the relationship between quality management and the daily responsibilities of hospital administrators, health care providers, and those they treat.
Prerequisite —HCA 5302 or equivalent

HCA 6320 Health Care Administration Capstone

Provides students with an opportunity to expand effective communication strategies, develop financial stewardship

within health care organizations, and apply human resource practices to demonstrate mastery of key concepts and skills required for health care leaders. Students complete a special project designed to cultivate an organizational culture that supports diversity and inclusion, impact patient safety, and develop leadership skills for health care administrators.
Prerequisite — HCA 6302, HCA 6303, and PHI 6301 or equivalent

HIS 1301 American History I

Explores the social, political, and economic history of the United States from pre-Columbian discovery through the conclusion of post-Civil War Reconstruction.

HIS 1302 American History II

Explores the social, political, and economic history of the United States from the advent of the Gilded Age (1877) to the early 21st century.

HIS 1303 United States Military History I

Examines the American military's evolution from its infancy as colonial militia groups to 1918 as the United States was on the brink of reaching world power status.

HIS 1304 United States Military History II

Explores United States military history from 1918 to the war on terror. Discusses political and conflict fallout from the United States role as a world superpower. Highlights engagements and tactics from across all military branches including theaters in Europe, Asia, South America, and the Middle East.

HIS 1305 Western Civilization I

Traces the history of Western civilization throughout Eurasia, examining developments in Western thought and culture from the earliest recorded civilizations to the 17th century. Emphasizes Greek, Roman, and religious cultural impacts on Western development.

HIS 1306 Western Civilization II

Traces the history of Western civilization's impact throughout the world, examining developments in Western thought and culture from the 18th century through the 21st century. Highlights include revolution, colonization, innovations, and world conflicts across many political systems and Western theaters.

HIS 2301 Medieval History

Explores many of the assumptions of the medieval period/Middle Ages while addressing the political, religious, technological, cultural, and social movements/episodes that defined this unique one-thousand-year period of human history. Emphasis is on Western European history, neighboring civilizations and cultures of Eastern Europe, Byzantium, and the kingdoms of Islam.

HLS 2301 Introduction to Terrorism

Examines the various types of terrorism and known terrorist groups deemed to be a probable threat against the citizens of the United States and explores various techniques and resources designed to counter terrorist threats in the United States.

HLS 2302 Introduction to Physical Security

Explores physical security and the impact that it has on society. Topics include vulnerabilities that physical security may have on citizens within the community and measures to enhance physical security as a deterrent to terrorism attacks.

HLS 3301 Weapons of Mass Destruction

Provides an overview of a broad range of topics concerning the use of weapons of mass destruction (WMDs), including nuclear, chemical, and biological weapons, development, and terrorist use. The course context is structured to discuss the threat of WMDs due to terrorism and rogue states' development of WMDs. The goal of the course is to inform the background history and technical concerns as well as how to deal with these concerns in the future.

HLS 3302 American Homeland Security

Evaluates the development of American Homeland Security from various perspectives to include historic, current, legal, organizational development, and best practices.
Prerequisite — HLS 3301 or equivalent

HLS 3303 Terrorism Response Operations

Examines various tactical response options with emphasis on pre-incident preparedness, mitigation actions, and use of protocols within the National Incident Management System (NIMS) framework.
Prerequisite — HLS 3301 or equivalent

HLS 3304 Ethical and Legal Issues in Homeland Security

Highlights major ethical and legal issues of homeland security and develops methods for addressing them. Includes content on rights of privacy, the Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act (USA PATRIOT Act), and Title 18 of the United States Code.
Prerequisite — HLS 2301 and HLS 3301 or equivalent

HLS 3305 Disaster Planning and Management

Examines the actions needed and the personnel involved in disaster planning, preparedness, response, and recovery with specific reference to terrorism incidents.

HLS 3306 Homeland Security Technology

Explores various homeland security technology options with emphasis on prevention, protection, mitigation, interdiction/intervention, inspection, detection, and response technologies related to homeland security and first responder operations. Examines terrorists' use of technology and how evolving technology has changed terrorist attacks and presents future challenges for homeland security.
Prerequisite — HLS 3301 or equivalent

HLS 3307 Typology of Terrorism

Explores the main types of terrorism as well as examines the radicalization process that may lead to domestic terrorism. This course also explores the causes and reasoning behind homegrown violent extremism in the United States and explores deterrent and prevention methods to counter radicalization that may lead to terrorism.
Prerequisite — HLS 2301 or equivalent

HLS 3308 Special Topics in Homeland Security

Presents an examination of current trends in homeland security as it relates to homeland security present day threats and immigration and border security as well as the impact of domestic terrorism. Students also explore the cost analysis of

homeland security programs and examine how various levels of law enforcement are charged with U.S. national security.
Prerequisite — HLS 2301 or equivalent

HLS 3309 Preparedness and Interagency Operations

Examines the diversity of homeland security partners, their capabilities, strengths, and improvement areas in terms of collaborative preparedness and response.
Prerequisite — HLS 3305 or equivalent

HLS 4302 Cybersecurity Management

Provides an overview of cybersecurity and how best to respond to cyberterrorism and cybercrime. Students learn how to implement cybersecurity awareness into all levels of disaster management. Students are also exposed to cybersecurity awareness, cyber infrastructure impact awareness, communication, deterrence, response, and recovery factors related to cyber infrastructure. Students explore cyber laws, regulations, and ethics and create a cybersecurity strategy by evaluating threats and using risk assessments for critical infrastructure.
Prerequisite — HLS 3307 or equivalent

HLS 4303 Critical Infrastructure Protection

Analyzes threats to critical infrastructure from an "all-hazards" perspective and examines the full range of natural, technological, and man-made disasters and their impact on our nation's critical infrastructure. Students develop risk and threat assessments, safety plans, and strategies for critical

infrastructure protection. Finally, students identify the processes for implementing training, education, exercises, and evaluations to ensure infrastructure security.
Prerequisite — HLS 3307 or equivalent

HLS 4304 Intelligence Process

Provides for an in-depth analysis to the concepts and theoretical underpinnings of the U.S. intelligence process. Students analyze intelligence cycles and processes and the collection of intelligence information and data as well as participate in simulations examining the student's role in real-world scenarios linked to various U.S. intelligence agencies.
Prerequisite — HLS 2301 or equivalent

HLS 4320 Homeland Security Capstone

Provides an opportunity for students to demonstrate integrative knowledge and comprehension of the concepts they have learned by completing each of the previous HLS required core courses. Students develop a final project based on a real-world problem in homeland security by applying the knowledge and tools learned throughout the course and the homeland security program.
Prerequisite — HLS 3304, HLS 3309, HLS 4302, and HLS 4303 or equivalent

HLS 5301 Advanced Seminar in Weapons of Mass Destruction

Presents a balanced approach and detailed description of the security environment, to include cyber security, while illuminating the multidimensional nature of weapons of mass destruction, including cyber threats and terrorism. Explores technical aspects of threats, terrorist capabilities, and risk assessments that form the basis for making strategic decisions.

HLS 6301 Advanced Special Topics in Homeland Security

Presents an advanced examination of current trends in homeland security as it relates to homeland security present-day threats. Learners explore homeland security topics, including lone-wolf terrorists, radicalization of a person and/or group, cyberterrorism, and technology innovations.
Prerequisite — CMJ 5301 or equivalent

HLS 6302 Homeland Security

Presents a comprehensive examination of homeland security, terrorism, domestic security, emergency preparedness, and border and transportation security. Provides a definitive overview of our nation's critical homeland security issues focusing on analysis, insight, and practical recommendations.

HLS 6320 Graduate Capstone in Homeland Security

Combines all the concepts learned throughout the duration of the program in a capstone course with a variety of projects and research papers. Each of the projects and papers is designed to incorporate the concepts, topics, subtopics,

issues, and theories that learners have acquired throughout the homeland security program. Learners integrate critical thinking skills to complete four mini research papers over the duration of the course that encompasses four core topic areas to include domestic and global homeland security protection; critical infrastructure protection; domestic and global counterterrorism tactics, strategies, and legal initiatives; and weapons of mass destruction.
Prerequisite — CMJ 5301, CMJ 6303, CMJ 6304, HLS 5301, HLS 6301, HLS 6302, and RCH 5301 or equivalent

HPT 3301 Introduction to Hospitality

Introduces the hospitality industry and various industry segments such as restaurants, hotels, attractions, and other businesses and organizations that serve individuals as they meet, visit, or celebrate. Includes the study of basic management skills and concepts, leadership, marketing, planning, and fundamentals of operation in the hospitality and tourism context.

HPT 3302 Introduction to Tourism

Explores hospitality and tourism from a business context. Focus is on the forces and trends shaping the tourism industry, including the role of travel agents, important transportation modes, use of technology and communication systems, accommodation types, destinations and attractions management, food and beverage operations, and the diversity of this international industry.

HPT 4301 Facilities Management and Design in Hospitality and Tourism

Examines hospitality property management and design. Includes all of the primary facility systems such as water and wastewater, electrical, HVAC, lighting, laundry, solid waste management, telecommunications, food service, energy management, and safety and security.

HPT 4302 Legal Aspects of Hospitality and Tourism

Provides an overview of federal, state, and local laws that are applicable to the hospitality industry. The primary focus of this course is the effect of federal laws and regulations on hiring, firing, employment conditions, and the day-to-day business operations in a hospitality environment.

HRM 3301 Human Relations and Development

Examines interpersonal relations within organizations and provides methods for improvement of interpersonal skills. Methods to enhance teamwork are explored along with experimental activities and case studies.

HRM 3302 Human Resources Management

Provides a management-oriented exploration of human resource management, structure, functional applications, and labor management relations. Focus is placed on managers and leaders within organizations and their responsibility to optimize performance and make decisions based on ethical criteria.

HRM 3303 Compensation and Benefits

Presents the dynamics involved in compensating employees for services rendered in a modern organization. This course focuses on the critical tools and techniques of job analysis, job descriptions, job evaluation, pay surveys, pay administration, and required benefits.

HRM 3304 Employment Law

Provides a working knowledge of federal legislation and regulations affecting employers. Introduces a simple approach to employment law with a foundation of legal principles explained in the layperson's language. A consistent theme of the course is employer awareness of protected classes.

HRM 4301 Training and Development

Provides an organizational development model in human resource management to prepare professionals to train and develop people throughout the career continuum in the international arena. Presents an overview of mentoring and

coaching, the role of team leaders and managers in performance appraisals, and orientation programs.
Prerequisite — HRM 3301 or equivalent

HRM 4302 Staffing Organizations

Prepares all current and future managers with the tools needed to identify, attract, select, and retain talent. Provides a study of external influences, support activities, staffing-specific activities, and the staffing systems management process. Real-world examples are utilized with special emphasis on staffing models, the labor market and unions, employment law, job analysis and planning, recruitment tools, and strategic staffing decisions.
Prerequisite — HRM 3301 and HRM 3302 or equivalent

HRM 4303 International Human Resource Management

Examines three broad areas of international human resource management by examining human behavior within organizations from an international perspective, comparing and analyzing human resource management systems in various countries and regions of the world, and focusing on key aspects of human resource management systems in multinational firms.
Prerequisite — HRM 3301 and HRM 3302 or equivalent

HRM 4304 Collective Bargaining

Examines the historical and legal basis for labor relations and collective bargaining in the United States. Changes in the application of labor laws due to court decisions, National Labor Relations Board (NLRB) rulings, and changes in the

environment of union and management relations are covered throughout the course. The course also covers the latest decisions and rulings, as well as analysis of what these changes mean in the workplace.

Prerequisite — HRM 3301 and HRM 3302 or equivalent

HRM 6301 Human Resource Management Methods

Examines personnel administration for line supervisors and managers and integrates a systems approach to government regulation of employment, employment laws, conflict resolution, and performance-based personnel management.

HRM 6302 Employment Law

Examines laws and regulations impacting rights and responsibilities within the employee and employer relationship. Topics include common law principles, discrimination, wage and hour law, National Labor Relations Act and other labor and employment laws. Focus is on federal laws governing employment.

HRM 6303 Training and Development

Presents a study of current trends in human resource training and development with application to diverse organization environments and labor practices.

HRM 6304 Labor Relations and Collective Bargaining

Explores labor relations, contract negotiation, administration, bargaining units, and decision-making processes. Examines the social, political, and economic impacts of collective bargaining and challenges to the administration of a collectively established relationship.

HRM 6305 Compensation Management

Presents fundamental concepts, issues, and techniques associated with designing, managing, and evaluating compensation and benefits programs for increased organizational performance and competitive staffing.

HRM 6306 Leadership Development and Coaching

Assesses and develops a personal leadership style preference, conflict management methods, and emotional intelligence behaviors. The course places emphasis on research and the leadership actions of diagnosing, communicating, and adapting.

HRM 6307 Organization and Development

Analyzes organizational development (OD) processes that are designed to improve organizational effectiveness. OD processes are systematic, long-term efforts that focus on the human and social elements of organizational change.

HRM 6308 Measuring Human Resource Management and Change Impact

Examines practical approaches for measuring human resource (HR) management functions and change initiatives with special focus on employee performance and organizational effectiveness. Students use case studies to apply approaches for measurement design, data collection, analysis, and evaluation strategies for effective organizational decision-making.

HRM 6309 Diversity and Inclusion in Organizational Culture

Explores strategies for influencing and acknowledging inclusion and diversity within organizational culture. Emphasis is on transforming organizational norms and group dynamics in order to ensure a purposeful commitment to influencing diversity and inclusion.

HRM 7301 Human Resource Management

Examines theoretical, applied, and professional issues associated with the management of human resources within organizations. The course seeks to familiarize students with facets of the human resource management function and to explore strategic approaches to effectively maximizing employee performance.

Prerequisite — ORI 7100

HSE 2301 Introduction to Human Services

Provides an overview of the issues and conditions that result in the need for policies that address human service needs. Students analyze historical, social, cultural, and political factors that impact the human services profession and frame social justice issues. In addition, the course introduces the various systems that impact the profession, ethics, and policy initiatives that affect social change and advocacy.

HSE 3301 Public Policy and Advocacy

Provides an overview of the interdisciplinary field of human services and introduces students to the many settings, roles, and functions of the human services professional. Presents the knowledge and skills needed to support others with particular attention given to the history and current directions of human services, behavioral and social theories, social practices, common social problems, service delivery, ethical behavior, and personal values.

HSE 3302 Theories and Techniques of Counseling

Characterizes techniques for the study of human behavior, modeling implications for improving relationships, and applying various theories of counseling. Students gain an understanding of basic interview skills for engagement with clients as well as documentation techniques to determine appropriate interventions.

HSE 3303 Law and Ethics in Human Services

Underscores the legal standards and professional codes of ethics in human service fields as a necessary component of professional practice. Focus is placed on procedures for accurately using client data, understanding the Health

Insurance Portability and Accountability Act (HIPAA), informed consent, confidentiality, the Patient Bill of Rights, and integration of the Human Services Code of Ethics from the National Organization for Human Services Standards.
Prerequisite — PHI 2302 or equivalent

HSE 4301 Human Services Delivery

Focuses on strategic approaches for the effective delivery of human services. Established models and frameworks in human services delivery serve as the foundation for developing successful client relationships and collaborative prevention and intervention plans designed to meet diverse needs. Students learn to assess and determine service needs through observation, interviewing, active listening, consultation, and research while integrating administrative, legal, and ethical obligations.
Prerequisite — HSE 2301 and HSE 3303 or equivalent

HSE 4302 Case Management

Explores case management skills for establishing and planning the delivery of human services. Topics include the importance of time management, prioritizing and organizing data, and applying skills critical for working effectively with clients. Using case studies and real-world scenarios, students assess client needs and determine best practices to ensure the ethical delivery of services.

HSE 4304 Dynamics of Intervention and Prevention

Provides students the opportunity to demonstrate their skill and knowledge in Human Services through the integration and application of concepts learned through the program curriculum. The capstone allows students to review, reflect, and synthesize coursework content in discussions and assignments, culminating in a final project designed to illustrate their mastery of program outcomes.
Prerequisite — SOC 4301 or equivalent

HSE 4320 Human Services Capstone

Presents an overview of emergency medical services (EMS) system design and development. A history of EMS in the areas of public and private services is examined, along with a comparison of service delivery, strategic planning, and model system development and implementation, as well as their impact on emergency healthcare delivery.
Prerequisite — HSE 4301 and HSE 4302 or equivalent

HTH 1301 Medical Law and Ethics

Introduces the key principles governing release of information and confidentiality of patient information. An overview of healthcare delivery systems and the roles of healthcare professionals is also presented. Other topics include confidentiality; release of information; legislative process; the court system; legal vocabulary; record retention guidelines; patient rights/advocacy; advance directives; and ethics.

HTH 1304 Health Information Technology and Systems

Introduces students to the basic concepts of health information management in the healthcare setting. Historical and current record-keeping practices will be explored as well as a basic overview of healthcare delivery systems. The definition of, standards for, and development of both paper and electronic health records as to content, format, evaluation, and completion are discussed. Numbering and filing systems, registries, indexes, forms, and screen design and data exchange are addressed. Other topics include data sets, storage, retrieval, use, and structure of healthcare data; record assembly and analysis; chart location; master patient index; physician documentation and release of information; the role of accrediting and regulatory agencies; facility and staff organization; legal and ethical issues; and the transition to an electronic patient record.

HTH 1305 Pharmacology

Provides the general principles and concepts of pharmacology. Explores the indications, dosages/strengths, dosage calculations/measurements, and precautions/contraindications that may be associated with specific drugs or drug classes as well as mechanisms of drug administration and therapeutic management of patients with specific disease states, medical processes, health conditions, or considered as special patient populations.
Prerequisite — HCA 1301 or equivalent

HTH 1306 Introduction to Health Care Statistics

Introduces students to basic statistical principles and calculations as applied in the healthcare environment. Focuses on procedures for collecting and reporting vital statistics and basic quality control population statistics. In addition, students learn the fundamentals of displaying statistical information using a variety of graphs and charts.
Prerequisite — MAT 1301 or equivalent

HTH 2303 Pathophysiology

Provides education on the general mechanisms of disease processes and health problems. The most commonly occurring diseases of body systems are surveyed. Students use web-based information to research system disorders. Students are also introduced to ethical standards used in identifying the principles of pathogenesis and clinical significance of selected system disorders.
Prerequisite — HTH 2306 and HCA 1301 or equivalent

HTH 2304 Introduction to Health Information Management

Introduces health information management principles, policies, and procedures including health data content, coding and reimbursement, integrity, registries, access, and retention as well as the integration of technology in health care. Historical and current recordkeeping practices are explored as well as a basic overview of healthcare delivery systems. Ambulatory care, long-term care, mental health, and acute

care health records are introduced. Forms design, filing methods, and types of numbering systems are covered. Other topics include the role of accrediting and regulatory agencies, facility and staff organization, health record content, record management, the transition to an electronic patient record, and future trends in health information.

HTH 2305 Health Information Documentation Management

Provides a foundation regarding documentation requirements for complete and accurate health records as required by licensing, accrediting, and regulatory agencies; skills in data collection tools, data quality assessment and integrity; healthcare data sets and standards; medical terminology; principles and guidelines for using International Classification of Diseases, Ninth Revision or Tenth Revision, Clinical Modification (ICD-9-CM or ICD-10-CM); and primary and secondary healthcare data sources.
Prerequisite — HTH 1304 and HCA 1301 or equivalent

HTH 2306 Human Anatomy

Introduces basic concepts of human anatomy and physiology. The topics covered include, medical language, organization of the body, review of the cells, tissues, and membranes of the body. The body systems covered include skeletal, muscular, integumentary, cardiovascular, lymphatic, immune, respiratory, nervous, sensory, endocrine, gastrointestinal, urinary, and reproductive.
Prerequisite — HCA 1301 or equivalent

HTH 2307 ICD-10-CM

Presents an overview of International Classification of Diseases, Tenth Revision, Clinical Modification (ICD-10-CM). Emphasis is placed on the principles, theories, concepts, and applications required to code diseases and procedures using the ICD-10-CM classification system. Chapter specific guidelines are considered, and students are given an opportunity to practice coding in a variety of medical scenarios.
Prerequisite — HCA 1301, HTH 2303, and HTH 2306 or equivalent

HTH 2308 Introduction to ICD-10-PCS

Prepares students to utilize the ICD-10-PCS format to build procedure codes. Students are introduced to the code components and guidelines and are trained in applying coding procedures.
Prerequisite — HCA 1301, HTH 2303, and HTH 2306 or equivalent

HTH 2309 Reimbursement Methodologies

Introduces the student to different health insurances, managed care plans, and reimbursement methods. Students become familiar with the health insurance industry, physicians' office billing practices, legal and regulatory issues, and assigning proper billing codes to complete claim forms.

Eligibility requirements, claims processing and adjudication, collection, and computerized patient accounting procedures are also emphasized.
Prerequisite — HCA 1301 or equivalent

HTH 2310 Introduction to Current Procedural Terminology

Focuses on the conventions and guidelines of the Current Procedural Terminology (CPT) coding system. Provides an overview of coding and guidelines, coding conventions, evaluation and management services, and medicine used in CPT and for the Health Care Procedural Coding System (HCPCS). Students practice applying all CPT and HCPCS codes that relate to the outpatient setting.
Prerequisite — HCA 1301, HTH 2303, and HTH 2306 or equivalent

HUM 2301 Historical Tour of Italy

Examines the history, culture, and art that is portrayed in Italy. Students investigate Italy's many wonders through the ages, including the artwork of Italy's great cathedrals to the stunning piazzas that frame the cities. Students also explore the greatest art and architectural examples from each period between the rise of the Roman Empire to the dawn of the Italian Renaissance.

IDT 2301 Foundations of Instructional Design and Technology

Explores various learning theories and examines their relationship to instructional practices and course design. Students analyze the principles of designing effective learning experiences with industry-standard instructional design technologies.

IDT 3301 Adult Learning and Instruction

Explores theories and practices related to adult learning. Examines modalities of learning and instruction, facilitates accelerated learning environments, and optimizes training sessions to meet diverse adult learning needs.
Prerequisite — IDT 2301 or equivalent

IDT 3302 Instructional Design for Education and Training

Investigates various learning strategies that can be used in numerous organizational contexts. Explores learning theory and instructional design processes needed to design effective instructional activities. Builds on prior learning related to needs assessment in instructional design contexts.
Prerequisite — IDT 2301 or equivalent

IDT 3303 Assessment of Student Learning

Explores the theoretical foundations, principles, and practical applications of assessment techniques for evaluating student learning outcomes within the instructional design context.

Students develop the necessary skills to design effective assessments that align with instructional objectives and meaningful learning experiences.
Prerequisite — IDT 2301 or equivalent

IDT 3304 Designing Accessible Learning

Explores the use of Universal Design for Learning (UDL) principles, accessibility guidelines, and assistive technologies (AT) in the design of learning experiences that can meet the diverse needs of modern learners in school settings and the workplace. Students explore strategies for addressing different needs, abilities, and preferences in digital environments, and evaluate software and corresponding pedagogical approaches to support learners.
Prerequisite — IDT 2301 or equivalent

IDT 4301 Tools for Instructional Design and Online Learning

Examines the application of instructional design for online learning. Students apply tool-based solutions to analyze, select, and design effective strategies for engaging and teaching online learners. Students also learn methods for managing and delivering online instruction utilizing course management tools and multimedia technologies in synchronous and asynchronous environments.
Prerequisite — IDT 2301 or equivalent

IDT 4320 Instructional Design and Technology Capstone

Synthesizes instructional design theories, knowledge, and professional standards that students have learned throughout the degree program into an authentic capstone experience.
Prerequisite — IDT 2301, IDT 3301, IDT 3302, IDT 3303, IDT 3304, IDT 4301, or equivalent

IDT 5301 Learning Theories for Instruction

Reviews various theoretical approaches to learning. In this course, students compare essential elements of instructional design learning theory, select a theory, and apply it appropriately in the design and development of an instructional activity.

IDT 5302 Instructional Design & Technology

Introduces the systematic approach to designing instruction. In this course, students analyze the components of instructional design models and apply them in the design of instruction.
Prerequisite — IDT 5301 or equivalent

IDT 5303 Online Learning & Learning Management Systems

Examines the common attributes and functionality of learning management systems used in online learning. Students utilize these tools and instructional design principles to identify and apply an effective learning design for the online modality.
Prerequisite — IDT 5301 and IDT 5302 or equivalent

IDT 5304 Digital Media

Investigates the educational application of digital media. This course focuses on the instructional design principles and skills needed for selecting, implementing, and evaluating multimedia and other learning technologies for instruction.
Prerequisite — IDT 5301 or equivalent

IDT 5305 Digital and Emerging Technology Strategies

Evaluates current and emerging technologies and their applications for designing instruction. An emphasis is placed on highlighting best practices for instruction with technology as a tool to enrich learner experiences and engagement.
Prerequisite — IDT 5301 or equivalent

IDT 6320 Program Evaluation

Provides learners with a capstone experience focusing on improving overall organizational and learning environments. Learners utilize applied social research procedures to investigate the effectiveness of an existing instructional program.
Prerequisite — EDU 5301, EDU 5302, EDU 6301, IDT 5301, IDT 5302, IDT 5303, IDT 5304, IDT 5305, or equivalent

INT 3301 Introduction to Intelligence

Introduces students to the primary intelligence disciplines used by the United States Intelligence Community (USIC) enterprise for national and homeland security and provides an examination of intelligence as a function, process, and product. Students explore the intelligence cycle, the analytical standards, and analysis concepts using structured analytical techniques. Specific emphasis is placed on developing skills related to the intelligence cadre's critical thinking, analytic writing, and analysis techniques.

INT 3305 United States Intelligence Community

Introduces the history, evolution, and current concerns of the intelligence community in the United States and how the intelligence community supports foreign policy and plays a vital role in our national security. The course identifies the core members of the intelligence community and discusses their specific roles and missions. Students analyze how the intelligence community supports national security decision-making and how the community collaborates with foreign intelligence services to address international security challenges and threats around the globe.

INT 3309 Espionage and Counterespionage

Provides an historical overview of espionage techniques both domestically and globally and how these techniques have assisted intelligence operations. Topics covered include how espionage and counterespionage impact decision-making within the intelligence community and the effects on national security when mistakes are made within intelligence collection. This course highlights key elements and oversight

methods of espionage within the US intelligence community and explains the role of the 1917 Espionage Act. Students assess changes within the intelligence community over time and how this has resulted in evolving espionage methods and priorities. Students also analyze emerging technologies that assist with current-day counterespionage practices and explore how economic espionage is impacting national and international interests.

ITC 1301 Computer Essentials

Explores computer literacy topics in a very basic, hands-on environment. Presents the fundamentals of computer hardware and software, the Internet, operating systems, and current application software within Microsoft Office Suite.

ITC 2301 Personal Computer Fundamentals

Examines the fundamentals of personal computers with an emphasis on current application software. Provides an overview of personal computers, operating systems, and Internet technologies. Includes extensive and valuable hands-on experience using several applications in the Microsoft Office Suite.

ITC 2302 Introduction to Data Communications

Examines data communications fundamentals, including the transmission and reception of data signals, networking and network architecture, and communications protocols. Provides a baseline level of knowledge for success in industry and preparation for networking certifications, including the Network+, Microsoft Certified Systems Administrator (MCSA), Microsoft Certified Systems Engineer (MCSE), Certified Novell Administrator (CNA), and Cisco Certified Network Associate (CCNA) designations.
Prerequisite — ITC 2301 or equivalent

ITC 3301 Maintaining Microcomputer Systems I

Examines microcomputer hardware and peripheral installation, maintenance, and troubleshooting, including networking and security considerations. Material covered prepares students for additional study in networking and information security or support technician positions. This course requires a PC with Windows as it assists with preparing students to sit for the A+ exam.

ITC 3303 Information Systems Management

Provides a comprehensive overview of the management of information systems and the combination of hardware, software, and people vital to the successful business operation. The strategic role of information systems is examined, as well as the characteristics of computer systems, software applications, programming languages, and relational databases.

ITC 3304 Introduction to E-Commerce

Provides an overview of how firms compete in today's environment with a focus on strategic choices and the infrastructures affecting e-commerce including technology, capital, media, and public policy. The strategy formulation process is covered by focusing on its six interrelated decision areas: market opportunity analysis, business models, customer interface, market communications, implementation, and metrics. In addition, the course investigates the four infrastructures affecting the strategy process: technology, media, capital, and public policy.

ITC 3306 Operating Systems

Introduces both theoretical and technical aspects of several current operating systems. Areas covered within this course are operating system installation, configuration, use, and maintenance. Network, device, and file system topics are included.
Prerequisite — ITC 2301 or equivalent

ITC 3308 Cloud Computing

Explores cloud computing fundamentals that pertain to both technology and business considerations. Topics covered are cloud services, cloud architectures, cloud backup and storage, sharing of digital media, cloud-based applications, mobile systems, virtualization, and cloud security and management. This course helps to prepare students to sit for the CompTIA Cloud Essentials Certification.
Prerequisite — ITC 2301 or equivalent

ITC 3309 Introduction to Mobile Technology

Covers key trends and issues of a mobile environment as well as recent developments in mobile computing. Topics include mobile evolution, social networking, mobile strategy, management, and security. This course provides a baseline level of knowledge for success in industry and a basic foundational knowledge for mobile certifications.

ITC 4301 System Analysis and Design

Explores structured systems analysis and design terminology and techniques. Presents a foundation in systems design and documentation necessary for effective communication and career advancement for all technology professionals.

ITC 4302 Database Design and Implementation

Provides a comprehensive coverage of database systems design, development, and implementation. Examines the tools and techniques necessary in creating data models and subsequent database designs. Provides hands-on experience using diagramming tools.

ITC 4303 Programming Concepts and Problem Solving

Focuses on expanding on the fundamentals of programming as well as the solving computer-related programming problems.

Programming principles that translate easily to many other modern programming languages are examined. Students will explore various techniques used with regard to programming fundamentals including the following: object-oriented programming, software development, computer decision structures, web application development, and console-based application development.

ITC 4304 Web Design and Development

Presents web design principles and techniques coupled with practical experience in the design and creation of websites. Includes coverage of the latest tools, trends, and issues relating to computers and technology.

ITC 4305 Internet and Network Security

Provides a practical examination of information security fundamentals. Includes security planning, technologies, and personnel issues. Covers material helpful in the preparation for the Security+ certification exam.

ITC 4306 IT Infrastructure Management

Presents a comprehensive study of current technology management trends and tools. Includes coverage of varying types, sizes, and levels with an emphasis on larger organizations and systems.

ITC 4307 Information Technology Evaluation and Implementation I

Results in the completion and delivery of the first phases of a faculty-approved information technology (IT) project management plan through a capstone project course. This course includes readings in project management, development of a project management plan, and the practical application of project management software.
Prerequisite — ITC 2302, ITC 3301, ITC 4301, ITC 4302, ITC 4303, ITC 4304, ITC 4305 or equivalent

ITC 4308 Information Technology Evaluation and Implementation II

Focuses on a capstone project resulting in the completion and delivery of the final phases of a faculty-approved information technology (IT) project management plan, continued from the prerequisite course ITC 4760. This course includes additional readings in project management, advanced topics of project and process management, and additional practice with project management software and tools.
Prerequisite — ITC 4307 or equivalent

ITC 4311 Information Technology Cost Analysis

Provides an in-depth study of the economic issues facing technology-driven companies. Analyzes properties of the internet that impact traditional and online businesses. Competitive and macro environments affecting internet firms

and the role of the general manager in creating and maintaining a competitive advantage are presented.

ITC 4313 IT Ethics and Professionalism

Educates existing and future business managers and IT professionals on the tremendous impact ethical issues have on the use of information technology (IT) in the modern business world. This course includes studies of professional codes of ethical conduct, philosophy of ethics, risk analysis, liability, responsibility, security, privacy, intellectual property, the Internet, and various laws that affect an information technology infrastructure.
Prerequisite — ITC 4305 or equivalent

ITC 5301 Management Information Systems

Considers the theory and practice of management information systems, including information requirements analysis, design methodology, and system implementation considerations. Topics include new technology convergence, management of disrupted technology, technology impacts, and business continuity planning.

ITC 5302 Analytics and Business Intelligence

Reviews how data extraction, data manipulation, and data analytics are used to create visualizations and outputs for organizational decision-making. Students gain hands-on experience developing data requirements for business intelligence (BI) outputs, engaging stakeholders with developments, making data connections to a BI solution, and creating outputs for decision-making.

ITC 6301 IT Infrastructure Design and Management

Emphasizes how fundamental IT building blocks are integrated in meaningful ways to support IT services that drive core business outcomes. Subject matter establishes significance in understanding organizational objectives when designing, deploying, and managing sustainable and resilient IT infrastructures. Content focuses attention on critical drivers of an IT infrastructure involving business alignment, acquisition, provisioning, governance, sustainability of knowledge resources, impact of latest technological developments, and privacy and ethical use of information.

ITC 6302 IT Innovations and Emerging Technologies

Provides students an in-depth understanding of the trends and innovations of emerging technologies. Students explore topics including transportation innovation, virtualization, machine learning, and artificial intelligence. Students also learn how technology contributes to needs of society across various industries. Real-world scenarios are highlighted.

ITC 6320 Case Studies in IT

Demonstrates the personal, academic, and professional experiences of students in a subject related to their major.

Students develop an original capstone case study that integrates and synthesizes concepts and principles that are taught throughout the IT graduate program.
Prerequisite — ITC 5302, ITC 6301, ITC 6302, SEC 5301, or equivalent

LDR 2301 Leading Teams

Prepares students with the competencies necessary to execute the general functions of supervision and adapt leadership frameworks to foster ethical leadership practices in diverse working environments. Students describe the foundational leadership skills for supervising, coaching, and mentoring teams with various leadership theories and apply methods to achieve strategic goals.

LDR 2303 Leadership and Human Relations

Presents the principles of servant leadership by articulating the roles and responsibilities of leaders in terms of human relations. Students explore the relationship between leadership and the functions of management to optimize human performance and summarize group behavior and the benefits of building effective teams. Finally, students synthesize effective communication techniques to promote ethical leadership behaviors.

LDR 3301 Leadership

Presents the importance of organizational leadership in conjunction with various leadership traits, styles, and characteristics. Enhances the importance of having a vision and aligning strategy, the motivation to lead, social motives in the workplace, ethics, and the significance of empowerment for effective leadership. Students consider multiple topics, including situational leadership, organizational climate and culture, moral dilemmas, personal integrity, servant leadership, participative management, human relationships, high-performance teams, diversity, cultural, and interpersonal differences, workplace stress, performance management, and organizational change.

LDR 3302 Organizational Theory and Behavior

Presents basic knowledge of organizational theory, human motivation, emotional intelligence, and workplace behaviors in order to analyze and determine the best methods for improving organizational behavior and related skill sets. This course includes the study of a wide range of personality, workplace behavior, and related theories.

LDR 3303 Leadership Across Generations

Presents strategies for leadership of multigenerational teams within the workforce. Examines individual versus generational differences. Explores variations in work styles, perspectives, and assumptions across workforce generations and presents leadership strategies aimed at fostering generational diversity in teams.

LDR 4301 Managing Diversity in Organizations

Presents the personal and organizational implications of increasing workforce diversity. Explores the complex dynamics of ethnic, racial, and gender diversity in organizations as seen from the vantage point of social science and organizational studies. Examines the managerial implications of increasing cultural diversity in organizations and the orientations to diversity adopted by organizations, the correlates of these approaches, and the possibilities for organizational change.
Prerequisite — LDR 3301 or equivalent

LDR 4302 Communication Skills for Leaders

Examines the different approaches and processes utilized for shaping the design, redesign, and/or implementation of effective organizations, including the analysis, planning, implementation, and evaluation of both the social and technical systems of organizations with an emphasis on the structural changes necessary to improve and maintain productivity and quality of work life in an organization. Students explore team formation, lines of reporting, channels of communication, decision-making procedures, shift patterns, cultural considerations, and more.

LDR 4303 Team Building and Leadership

Examines high performance skills, innovation, management, and effective development of cross-cultural teams in relation to leadership. Analysis of leadership styles in both social and professional situations, the importance of making wise business decisions within a team-based environment, and overcoming unhealthy agreements are covered. This course examines leaders' communication styles, leadership power, situational leadership, creativity and leadership, resolving conflict, teamwork, motivation, coaching skills, emotional intelligence, and the impact of leaders on organizational decision-making.
Prerequisite — LDR 3301 or equivalent

LDR 4304 Negotiation/Conflict Resolution

Presents the development of communication and management skills essential for successfully resolving conflict situations involving labor and management practices. The structural dysfunction of organizations is also explored.
Prerequisite — HRM 3301 or equivalent

LDR 4305 Innovative Business Decisions

Presents an in-depth study of creative thinking, critical thinking techniques, and problem-solving processes that are essential for disrupting thinking. Moral, legal, and aesthetic reasoning are addressed as applicable to the process of rational reflection and judgment.

LDR 4320 Current Issues in Leadership

Examines overarching issues in leadership from a practical application standpoint using case study and project methods. Explores leadership and management concepts as the central

attribute to improving performance in the workforce. Serves as the capstone course for the Bachelor of Science in Organizational Leadership curriculum and includes a significant writing component.
Prerequisite — BUS 2303, BUS 4302, HRM 4301, LDR 3302, LDR 3303, LDR 4301, LDR 4302, LDR 4303, LDR 4304, LDR 4305, MGT 3303, PSY 4306 or equivalent

LDR 5301 Methods of Analysis for Business Operations

Examines quantitative analysis techniques in strategic business decision-making and the management of production and service operations. Introduces tools such as forecasting, decision analysis simulation, linear programming, and project management. These quantitative techniques assist managerial decision-making in finance, marketing, quality assurance, service, and human resources.
Prerequisite — RCH 5302 or equivalent

LDR 5302 Crisis Communication Management

Emphasizes that managers must be in a position to communicate effectively during crisis situations. Knowledge and specific skills are presented in this course to assist managers with effective communication during stressful or emergency situations.

LDR 6301 Psychological Foundations of Leadership

Presents basic concepts, theories, and research regarding psychological issues related to organizational behavior and leadership. Includes the nature of leadership, leadership behavior, and specific psychological traits of individuals in leadership roles.

LDR 6302 Current Issues in Leadership

Examines critical issues in leadership, using a case analysis method. Explores the role of leadership in current business organizations. Serves as the capstone course for the Master of Science in Organizational Leadership curriculum and includes a significant writing component.

LDR 7301 Leadership Theory and Practice

Explores scholarly literature on leadership styles, theories, and real-world examples of the creative thinking needed to adapt one's leadership style and/or strategies to accommodate different work cultures and organizational needs in an ever-changing global business environment. Examines the role of leadership in building a work environment to promote optimal performance, continuous improvement, and ethics while navigating the complex social systems and goals of the organization.

LDR 7302 Designing Organizations for Competitive Advantage

Explores scholarly literature on leadership styles, theories, and real-world examples of the creative thinking needed to adapt one's leadership style and/or strategies to accommodate different work cultures and organizational needs in an ever-changing global business environment. Examines the role of leadership in building a work environment to promote optimal performance, continuous improvement, and ethics while navigating the complex social systems and goals of the organization.

LDR 7303 Leadership and Organizational Communication

Presents the aspects of organizational communication that leaders must understand to assist with interpreting conflict and identifying options that result in a favorable outcome for all stakeholders. Students explore communication theories and current scholarly literature for best practices in communicating. Topics include constructive patterns and responses, mediation skills and conflict resolution, collaboration, building interpersonal relationships in the workplace, and mentorship in a multi-cultural, multi-generational workforce.

LDR 7304 Data Analytics and Strategic Decision-Making

Relates a blend of current business trends and evidence-based research surrounding the application of data analytics and emerging technologies to assist with strategic decision-making aimed to optimize business performance.

LDR 8301 Principles of Consulting

Explores the growing importance for leaders, in current and future organizations, to understand the role consulting plays in the workplace. Evaluates the various approaches and theories needed to support the leadership skills, effective communication strategies, and in-depth analysis processes needed to be competent consultants. Students discuss the ethical and practical issues in consulting. The course addresses various methods for the development of client-consultant relationships to foster a successful process for providing information and implementation of findings.

LDR 8302 Leadership and Human Resource Development

Analyzes current base of theory, research, and practical applications of leadership and human resource development within organizations. Provides an overview of the key elements for designing, implementing, and evaluating interventions and onboarding efforts. Students examine concepts, processes, and practices that form the basis of successful leadership, human resource development, and talent development.

LDR 8303 Educational Strategies for Adult Learners in Organizations

Presents andragogical practices for the adult learning environment as it relates to organizational performance and transformation. Students evaluate evidence-based instructional strategies tailored for adult learning needs within the workplace.

LDR 8304 Advanced Global Leadership

Analyzes theories in the multidisciplinary area of global leadership studies. Examines global leaders and followers and their interaction with and within complex global systems. Examines organizational issues and solutions experienced by leaders in the global environment.

LIT 2301 War in Literature

Explores a variety of texts related to war from the literary and human perspectives.
Prerequisite — ENG 1301 or equivalent

LOG 3301 Principles of Logistics

Presents the elements to develop and manage an effective logistics and distribution system in today's global environment. Students are provided with an opportunity to discuss and apply logistics techniques and models. Topics include the logistics concepts of distribution, planning, warehousing, transportation, delivery, and returns.

LOG 4301 Transportation Logistics

Covers the primary processes, laws, and modes of transportation, including a review of global transportation processes. Students examine the critical nature of transporting goods in a supply chain.

LOG 4302 Global Logistics

Presents the elements to develop and manage an effective global supply chain in the current business environment. Students are provided an opportunity to discuss and apply logistics techniques and models. Topics include logistics concepts as they pertain to strategic business decision-making, technology, global sourcing, customs, trade regulations, transportation, and customer service.

LSS 1301 Learning Strategies for Success

Introduces the skill set needed to succeed in online courses. It provides opportunities for learners to write effective college papers, use the CSU Library, and develop strategies that enhance career planning.

MAT 1300 Intermediate Algebra

Designed to present the foundational algebraic skills needed for college algebra and to orient students to the course format that is used in subsequent math courses. Topics include graphs, functions, linear equations, inequalities, polynomials, rational functions, quadratic equations, and complex numbers.

MAT 1301 Liberal Arts Math

Introduces non-technical applications of mathematics in the modern world. Cultivates an appreciation of the significance of mathematics in daily life and develops students' mathematical reasoning. Subjects include quantitative information in real-world situations, geometry, statistics, and probability.

MAT 1302 College Algebra

Presents traditional concepts in college algebra. Topics include the following: linear and quadratic equations, complex numbers, polynomials, rational functions, inequalities, exponential and logarithmic functions, and systems of equations. Students entering this course should have prior knowledge of intermediate algebra concepts.

MAT 1304 Finite Math

Surveys mathematical analysis techniques used in work and everyday-life situations. Topics include an introduction of linear functions, matrices, logic, mathematics of finance, probability, and counting techniques along with their applications.

MAT 2301 Elementary Statistics

Introduces the basic principles and issues relevant to the understanding of data sources and research. Students gain an overview of the basic concepts of statistics by exploring the world of descriptive statistics, probability, and inferential statistics.

MAT 2302 Pre-Calculus

Explores in-depth, pre-calculus mathematics. Topics include functions and their graphs, a study of polynomials and rational functions, exponential and logarithmic functions, conics, and an introduction to calculus.
Prerequisite — MAT 1302 or equivalent

MAT 2303 Calculus

Examines the basics of calculus. Topics include the differential calculus computations and applications to graphing and finding maxima-minima, the integral calculus substitution and applications to area and probability, and the Fundamental Theorem of Calculus.
Prerequisite — MAT 2302 or equivalent

MGT 2301 Intercultural Management

Presents an overview of the impact of culture on international business. Review of intercultural skills needed to develop successful management strategies across cultures. Emphasis is placed on assessing the environment, ethics and social responsibility, communication skills, and formulating business strategies.

MGT 2302 Introduction to Management

Introduces the basic functions and skillset for entry-level managers. The course prepares students for career readiness, beginning with the core functions of management, and elaborating on the foundation of planning, organizing, leading, and control (POLC). Topics include the foundation of management including theories, ethics, decision-making,

culture, leadership, conflict, and the use of power in the workplace.

MGT 3301 Principles of Management

Presents the dynamics involved in managing organizations within the construct of today's global environment. The course provides students with an opportunity to study and discuss the functions and elements of management. Topics include the principles of management as they pertain to leadership, strategic decision-making, motivation, goal-framing effects, organizational design and change, perceptions, high-performance teams, and group behavior.

MGT 3302 Introduction to Project Management

Explores project management and the project management process framework. This course provides an overview of the five project management process groups, including initiating, planning, executing, controlling, and monitoring, and closing.

MGT 3303 Managerial Decision-Making

Investigates the theory of decision-making, including the process of rational decision-making and the various problems associated with making rational decisions. Ethics and fairness in decision-making are highlighted as well as the various ways to improve decision-making, both as an individual and as a member of a group.

MGT 3304 Project Management Overview

Presents an overview of contemporary project management practices and techniques. Examines current terminology, definitions, tools, project selection criteria, the Triple Constraint, roles and responsibilities, managing project teams, and the five process groups.

MGT 3305 Principles of Supply Chain Management

Presents an overview of the elements involved in developing and managing an effective supply chain in today's global environment. Students are provided with an opportunity to discuss and apply supply chain management techniques and models. Topics include supply chain management concepts as they pertain to strategic decision-making, planning, sourcing, manufacturing, delivery, and returns.

MGT 4301 Project Planning

Provides the tools to understand, design, and apply systematic project management organization and administration. In addition to learning how to satisfy customer needs, this course will assist students in applying budgeting concepts, managing production time, investing resources, and creating performance specifications designed within defined requirements.

MGT 4302 International Management

Presents a study of the challenges that confront managers of organizations and individuals in global settings. Special focus is placed on benefits of diversity derived from interactions between different cultures. The course also covers an overview of markets, governments, and organizations as well as a general overview of the concepts of internationalization in contemporary business.

MGT 4303 Production Management

Examines the production of goods and services in an efficient and effective business operation. The course also addresses the management of resources, the distribution of goods and services to customers, and the analysis of queue systems.

MGT 4304 Risk Management

Provides a study of problem solving from managerial, consumer, and societal perspectives. Emphasizes the business managerial aspects of risk management and insurance, as well as the numerous consumer applications of the concept of risk management and insurance transaction.

MGT 4305 Procurement and Contract Management

Investigates contracts as a means for individuals and businesses to sell and otherwise transfer property, services, and other rights. Students examine the actions that companies utilize to build successful partnerships, to manage expectations, and to build trust between organizations. Topics also include the contract management process, roles and responsibilities of team members, contracts and legal issues, e-procurement, and contracting methods.

MGT 4306 Manufacturing Planning and Control

Provides students with an opportunity to look at the fundamental problem of production planning and control. This course focuses on the dynamics of material flow within a manufacturing organization, including an assessment of the many production planning and control methods available to optimize this flow and how efficient production planning and control may help a company gain a competitive edge.

MGT 6301 Organizational Research and Theory

Examines organizational theory and managerial concepts of human behavior in organizations. Topics include theoretical and practical application of motivation, leadership, power, and reward systems. Provides a balanced view of the structural and human aspects of organization design.

MGT 6302 Project Management Strategy and Tactics

Presents the core fundamentals of project management to include the project management process groups and knowledge areas used in managing a project from initiating to closing. Examines the project management life cycle. Explores how an organization's culture and structure impacts the project management strategy. Explores the necessary inputs,

tools and techniques, outputs, and skills needed to achieve desired organizational outcomes and project success.

MGT 6303 Project Stakeholders

Analyzes strategic leadership involved with project stakeholders. Emphasizes processes required to identify the people, groups, or organizations who will effectively implement project decisions and activities. Examines stakeholder expectations, their impact on the project, and the methods to develop efficient management strategies to build and lead a high-performing team. Students focus on managing effective stakeholder engagement and resources through the compilation of a stakeholder management plan and a resource management plan.

MGT 6304 Managing Complex Projects

Provides a study of the project management process and the complexities of project management with an emphasis on project monitoring and controlling. Includes the systematic approach to project planning, risk management, and project monitoring and controlling. Students are introduced to earned value management as well as the implementation of corrective action scenarios.

MGT 6305 Project Management

Provides a comprehensive study of the skills of problem-solving and decision-making, which are critical to effective project management. Includes program value, project definition, environmental considerations, time sensitivity, risk sensitivity, metrics gathering, cost reduction, impact analysis, risk response controls, and basic elements of contracts. Focuses on practicing effective decision-making, including learning how to identify and quantify problems and potential solutions.

MGT 6306 Intercultural Management

Provides a comparative study of the multicultural, intercultural, and diversity dynamics of conducting domestic and international business. Focus is on the unique intercultural and multicultural problems, characteristics, opportunities, and demands faced by firms in both local and domestic businesses and the individuals engaged in its corresponding intercultural and multicultural communications, negotiations, integration, and unique transactions across value systems of various nations.
Prerequisite — RCH 5302 or equivalent

MGT 7301 Organizational Behavior and Comparative Management

Provides a comparative study of organizational theory and behavior with attention to both historical and contemporary contexts. Combines a critical review and analysis of current theory and research on complex organizational structures, processes, and performance applications. Topics include classical management theory, human relations perspectives, institutional theory, comparative organizational designs, change processes, and organizational-environmental interaction.
Prerequisite — ORI 7100

MGT 8301 Technology and Innovation Management

Provides an integrated, strategic view of management of technology. Focusing on theory and practice, the course addresses the contemporary challenges of globalization, time compression, and technology integration that general managers face today. Explores several strategic approaches for dealing with these challenges, from both managerial and economic perspectives. Concepts presented are valuable for chief technology officers, directors of technology, chief information officers, and management personnel in research and development, product development, and operations.
Prerequisite — ORI 7100

MHW 5301 Mental Health and Wellness

Explores best practices for maintaining positive mental health. Explains foundational concepts and theories of mental health and wellness. Students analyze different types of stressors and techniques for proactively managing stress.

MHW 5302 Maladaptive and Criminal Behavior

Explores different elements of maladaptive and criminal behavior, including causes, signs, and treatment methods. Students relate factors that lead to addiction and criminal behavior, analyze treatment approaches, and learn methods for coping with maladaptive behavior and regulating emotions.
Prerequisite — MHW 5301 or equivalent

MHW 6301 Childhood Mental Health

Explores common conditions observed in the adolescent population, including neurodevelopmental disorders, autism spectrum disorder, and attention-deficit/hyperactivity disorder (ADHD). Students examine age-appropriate intervention strategies and best practices for working with youth diagnosed under intellectual, communication, and motor categories.

MHW 6302 Adult Mental Health

Surveys the various mental health conditions experienced from adulthood through later life, including neurocognitive conditions seen in later years. Students explore diagnosis and treatment for various common diagnoses, including anxiety, mood disorders, post-traumatic stress disorder (PTSD), personality disorders, and obsessive-compulsive and related disorders.

MHW 6304 Behavioral Assessment and Treatment

Examines different types of behavioral assessments used as tools in the diagnostic process. Students apply these tools to classify mental health symptoms and develop treatment plans.

MKT 3301 Principles of Marketing

Provides an introduction to the functions of marketing. Discusses the influence of social, economic, ethical, legal, and technological forces on marketing activities, and marketing around the globe in a socially responsible way. Features real-world examples that show concepts in action and how marketers address today's marketing challenges.

MKT 3302 Internet Marketing Principles

Presents the conceptual and practical knowledge needed to comprehend the implications of the Internet for business. Guides learners through the concepts, trends, and best practices for doing business online to provide the ability to develop and implement effective strategies for Internet marketing.

MKT 3303 Consumer Behavior

Investigates consumer behavior as the study of people and the products that shape their identities. Presents personal and professional relevance to consumer behavior, including psychological, social, economic, and political foundations in consumer activities. Learners analyze buying behavior by exploring the products, services, and consumption activities from a multicultural perspective, which contributes to the broader social world.

MKT 3304 Marketing Research

Introduces the marketing research process. Exploration of the many ways that marketing researchers gather information and utilize technology and the Internet in marketing research. Global marketing research is explored in detail and includes ethical, social, political, and legal implications to research activities.

MKT 3305 Advertising

Focuses on the importance of how businesses integrate marketing communications into their business models and how advertising is produced and transmitted using traditional and new media channels. Learners explore the global effects of marketing and advertising on business, industry, and national economies as well as the strategic function of advertising within the broader context of business and marketing.

MKT 3306 Sport Marketing

Examines the theoretical and practical implications of marketing in the sports industry by presenting a framework to help explain and organize the strategic marketing process. Offers a growing appreciation on the globalization of sports and an understanding of the ethical issues emerging in sports and their impact on sports marketing decisions.

MKT 5301 Advanced Marketing

Provides an overview of advanced topics in marketing management, planning, strategy, analysis, and control. The course provides a domestic and international emphasis on consumer needs, industry position, competition, and ethical marketing practices. Application will include the management of both traditional and digital marketing strategies towards an effective integrated marketing communication (IMC) plan.

MKT 5302 Strategic Digital Marketing

Examines the management of strategic digital marketing techniques within an organization. Key topics include web design, search engine optimization (SEO), paid search, display advertising, email marketing, mobile and social media advertising, ethical management of information, and effective use of web analytics.

MKT 5303 Marketing Research and Data Analytics

Examines the marketing research process using both traditional and online tools to compile and analyze marketing information. Focuses on the application of digital metrics and web analytics contributing towards effective managerial decision-making. Ethical and privacy issues associated with information gathering are also examined.

MKT 5304 Strategic Brand Management and New Product Marketing

Examines the interplay between new product marketing and strategic brand management. Designed for students interested in product and brand management roles and responsibilities, product life cycle, product planning strategies, new product development process, test markets, product launch and commercialization, brand meaning, brand strategy, brand equity, brand identity and positioning, and global and ethical challenges. Prepares students for strategic decision-making while serving in brand and product management roles in small, medium, or large organizations.

MKT 5305 Business-to-Business Marketing

Provides students with knowledge of business-to-business (B2B) marketing practices relative to the business-to-consumer (B2C) model. Focus will emphasize organizational relationship building, e-commerce, digital marketing, retailing/advertising, ethical practices, marketing/industry research, and the strategic use of marketing metrics towards effective B2B marketing strategy implementation.

MKT 5306 Entrepreneurial Marketing

Explores entrepreneurial marketing and the role it plays in creating value for customers, channel members, affiliate partners, employees, investors, and other stakeholders.

Students demonstrate competency by synthesizing both traditional and digital marketing methods to create an implementable marketing plan for an entrepreneurial-based offering. Key elements integrated into the plan include segmenting and targeting markets, positioning, value creation, product and idea generation, branding, distribution, pricing, promotion, and implementation. Special consideration is given to global and ethical marketing.

MKT 8301 Strategic Marketing Management

Provides a focus on tactical and strategic decisions that marketing managers face in their efforts to coalesce core competencies, objectives, and organizational resources in a more competitive domestic and international marketplace. Strategic and managerial decisions are applied from the perspective of non-profit and profit organizations. Prerequisite — *ORI 7100*

NUR 3301 Professional Baccalaureate Role and Practice

Builds on previous knowledge and experience to discuss concepts that assist students in transitioning into their role as professional baccalaureate nurses. Professional standards and values, ethical principles, and management roles as they relate to professional behaviors necessary for the baccalaureate-prepared nurse are emphasized.

NUR 3302 Nursing Informatics in Health Care

Builds on previous nursing knowledge about the informatics roles and skills that integrate information technology (IT) tools in professional nursing practice. Emphasis is placed on information structures and information processes that contribute to achieving the goal of improving the health of populations and supporting the health care environment. Students complete two experiential learning activity hours in this course through interaction with an informatics nurse.

NUR 3403 Holistic Health Assessment

Builds on previous nursing knowledge associated with performing a physical assessment on patients across the lifespan. Emphasis is placed on enhancing health promotion of individuals and populations, cultural competence, and communication skills. Students explore the role of genetics and genomics in health care to optimize health care outcomes. Students complete four experiential learning activity hours in this course through a patient and family interview that culminates in a health teaching plan.

NUR 4301 Research for Professional Practice

Focuses on the role of the baccalaureate-prepared nurse in appraising, utilizing, and disseminating evidence into evidence-based nursing practice. The integration of the research process in clinical decision-making, synthesis of evidence, translation into practice, quality improvement, and evaluation of outcomes is also examined.

NUR 4302 Health Care Policy, Finance, and Regulatory Aspects for RNs

Explores the role of the baccalaureate-prepared nurse in the interrelationship among health care, financial, regulatory policies, and practice. Emphasis is placed on the principles of advocacy and fiscal and ethical context to influence the structure and financing of health care, practice, and health outcomes to improve the health of a population. Students complete one experiential learning activity hour through either an observational or interview-related learning activity with a nurse leader or health care administrator.

NUR 4303 Professional Nursing Leadership and Management

Focuses on the application of leadership and management for professional nurse leaders. Emphasis is placed on ethical decision-making processes, leadership and management concepts and theories, effective interprofessional communication, and collaboration within professional practice settings. Students complete one experiential learning activity hour through observational and interview-related learning activities with a nurse leader.

NUR 4304 Community and Public Health Nursing

Examines the role of the baccalaureate-prepared nurse in population-centered health care in the community. Theoretical concepts of community health nursing, advocacy, and social determinants of health related to health promotion are examined. This course requires students to engage with other disciplines in an interprofessional education (IPE) experience. Students complete four experiential learning activity hours through activities that culminate in the development of a community health assessment.

NUR 4320 Nursing Capstone I

Provides an opportunity for students to integrate and synthesize the concepts and experiences from all nursing courses to develop and implement a quality improvement initiative in a nursing capstone experience. The completion of five experiential learning hours with an approved mentor selected by the student is required to fulfill the requirements of the course.

NUR 4321 Nursing Capstone II

Provides an opportunity for students to integrate and synthesize the concepts and experiences from all nursing courses to develop and implement a quality improvement initiative. In the second half of a nursing capstone experience, the completion of the remaining forty experiential learning activity hours with an approved mentor selected by the student is required to fulfill the requirements of the course and the program.
Prerequisite — *NUR 4320*

NUR 5301 Theoretical and Conceptual Foundations of Nursing

Focuses on the theoretical and conceptual foundations that have contributed to nursing practice. Students explore nursing theories, organizational change theories and models, and non-nursing theories that have informed nursing practice. The application of theories and historical concepts relevant to nursing practice is emphasized.

NUR 5302 Knowledge for Nursing Discipline

Explores the concepts of nursing knowledge development that contribute to scholarship in nursing and the systematic advancement of teaching, research, and practice of nursing. Students examine the four pillars of Boyer's scholarship model, which are Scholarship of Discovery, Scholarship of Teaching, Scholarship of Application, and Scholarship of Integration.

NUR 5306 Health Information Management: An Applied Approach to Decision Support

Focuses on the role that clinical decision support plays in patient safety, quality of care, error reduction, and improved provider efficiency. Students examine the legal and ethical implications related to the management of health information.

NUR 5307 Data Science Information, Knowledge, and Wisdom

Focuses on the use of big data analytics; descriptive, predictive, and prescriptive analytics in health care; and data science to manage acute and chronic diseases. Students also explore the use of artificial intelligence (AI), machine learning, and Internet of Things (IoT) in health care.
Prerequisite — NUR 5301, NUR 5302, NUR 5309, NUR 5310, NUR 5403, and PUH 5303

NUR 5308 Health Information System Development

Focuses on the major components and functions of a healthcare information delivery system. Students explore the role informatics plays in improving the flow of information within a healthcare system and the promotion of access to care.
Prerequisite — NUR 5301, NUR 5302, NUR 5307, NUR 5309, NUR 5310, NUR 5403, and PUH 5303

NUR 5309 Evidence-Based Practice and Research

Analyzes qualitative, quantitative, and mixed-methods research literature that pertains to the health care field. Students explore the impact that research and evidence-based discoveries have on improved health care. In addition, students develop a PICOT-formatted question related to a practice gap or issue, collect evidence to support a proposed intervention, and present findings to peers. The work done in this course will inform the final capstone project.
Prerequisite — NUR 5301 and NUR 5302

NUR 5310 Health Care Policy, Finance, and Regulatory Aspects for Population Health

Explores the significant modes of advocacy for changing health policy for diverse populations. A focus is placed on the evaluation of the planning and implementation of an advocacy initiative. Key concepts of health care finance and regulatory considerations are integrated into the course.

NUR 5403 Advanced Holistic Physical Assessment in Nursing Practice

Focuses on advancing skills and knowledge related to advanced health assessment and clinical reasoning. Students apply the diagnostic and clinical reasoning process to develop a comprehensive plan of care for patients in a variety of settings throughout the lifespan. Emphasis is placed on advanced health assessment skills, health promotion, disease prevention, and risk assessment.

NUR 5404 Advanced Pathophysiology and Physiology in Nursing Practice

Focuses on the orientation to advanced pathophysiology within integrated biological systems, mediated by cognitive, behavioral, emotional, cultural, and social determinants of health. The course provides the master's-prepared nurse with a foundation for advanced clinical assessment, diagnostic reasoning, and clinical decision-making in the management of common, episodic, chronic, and heritable/genetic conditions. Pathophysiological mechanisms of disease, including signs and symptoms of prototypical illnesses, variations in expression, and selected screening/diagnostic evaluative methods, are discussed with an emphasis on the attainment and maintenance of full health potential as a goal of health equity.

NUR 5405 Advanced Pharmacology in Nursing Practice

Focuses on the knowledge and application of advanced pharmacotherapeutic principles organized using a system-based approach to preparing students to design individualized pharmacotherapeutic plans for disease prevention and commonly encountered illnesses, demonstrating an understanding of drug classes, individual drugs, and complementary alternatives. Students use problem-solving skills and consider the current point of care technology to integrate pharmacological principles with clinical guidelines to plan safe and effective care for patients with acute and chronic clinical conditions.

NUR 6301 Creating Empathetic Learning Environments in Nursing Education

Focuses on the topics and issues associated with creating an effective learning environment for the nursing student. Students examine strategies for curriculum development.

Students also explore issues affecting the learning environment and methods for engaging in empathetic instructional design.
Prerequisite — NUR 5301, NUR 5302, NUR 5309, NUR 5310, NUR 5403, NUR 5404, and NUR 5405

NUR 6302 Assessment and Evaluation in Nursing Education

Focuses on concepts associated with the development of assessment and evaluation tools used in nursing education. Students examine traditional methods and contemporary research that provide a basis for the adoption of best practices in the learning environment.
Prerequisite — NUR 5301, NUR 5302, NUR 5309, NUR 5310, and NUR 5403

NUR 6304 Clinical Systems Management

Focuses on the role of the leader in managing digital systems, performing root cause analyses, measuring outcomes, evaluating achievement of benchmarks, and conducting performance evaluations. Strategies for fostering empowerment, creating healthy work environments, and improving interprofessional collaboration in the practice setting are also emphasized.
Prerequisite — NUR 5301, NUR 5302, NUR 5309, NUR 5310, and PUH 5303

NUR 6305 Operations, Systems, and Financial Management for Nurse Leaders

Focuses on the role of the nurse leader in health care finance management, utilization of resources, and management of staffing systems. Students develop a financial budget and staffing plan for either an acute or long-term care setting.
Prerequisite — NUR 5301, NUR 5302, NUR 5309, NUR 5310, NUR 6304, and PUH 5303

NUR 6306 Organizational and Systems Leadership in Health Care

Explores organizational and systems leadership theories. Students examine the impact employee behaviors, teamwork, interpersonal conflict, leadership, power, and influence have on an organization. Students learn to analyze how organizational structure, culture, internal reward systems, communication, and ethics impact behavior and success.
Prerequisite — NUR 5301, NUR 5302, NUR 5309, NUR 5310, NUR 6304, NUR 6305, and PUH 5303

NUR 6320 Nursing Education Capstone I

Focuses on the translation of theory and concepts of education to the practice of the nurse educator role in an academic or clinical practice setting. Guided by an MSN-prepared educator who serves as a mentor, students in Capstone I participate in 50 experiential learning activity hours (simulated learning situations) and collaborate with experts in the field to explore the classroom and/or laboratory activities, examine the organizational structure of the setting, attend

meetings, and interview nurse educators about the challenges and rewards related to the role.
Prerequisite — NUR 5301, NUR 5302, NUR 5309, NUR 5310, NUR 5403, NUR 5404, NUR 5405, NUR 6301, and NUR 6302

NUR 6321 Nursing Education Capstone II

Focuses on the translation of theory and concepts of education to the practice of the nurse educator role in an academic or clinical practice setting. Guided by an MSN-prepared educator who serves as a mentor, students in Capstone II participate in 50 experiential learning activity hours (simulated learning situations) and collaborate with experts in the field to explore the classroom and/or laboratory activities, examine the organizational structure of the setting, attend meetings, and interview nurse educators about the challenges and rewards related to the role.
Prerequisite — NUR 5301, NUR 5302, NUR 5309, NUR 5310, NUR 5403, NUR 5404, NUR 5405, NUR 6301, NUR 6302, and NUR 6320

NUR 6322 Nursing Informatics Capstone I

Focuses on the development of clinical decision-making and advanced practice skills through the analysis of the specific needs of a vulnerable population of clients/patients from a nursing informatics leader's perspective. In Capstone I, students complete 50 experiential learning activity hours by working with an approved mentor to develop a health information management plan that is patient-centered, requires interprofessional collaboration, integrates the use of technology, and demonstrates the integration of ethical principles and values of the discipline.
Prerequisite — NUR 5301, NUR 5302, NUR 5306, NUR 5307, NUR 5308, NUR 5309, NUR 5310, and PUH 5303

NUR 6323 Nursing Informatics Capstone II

Focuses on the development of clinical decision-making and advanced practice skills through the analysis of the specific needs of a vulnerable population of clients/patients from a nursing informatics leader's perspective. In Capstone II, students complete 50 experiential learning activity hours by working with a mentor to develop a health information management plan that is patient-centered, requires interprofessional collaboration, integrates the use of technology, and demonstrates the integration of ethical principles and values of the discipline.
Prerequisite — NUR 5301, NUR 5302, NUR 5306, NUR 5307, NUR 5308, NUR 5309, NUR 5310, NUR 6322, and PUH 5303

NUR 6324 Nursing Leadership Capstone I

Focuses on developing clinical decision-making and advanced practice skills by analyzing the specific needs of a vulnerable population of clients/patients from a leadership perspective. In Capstone I, students complete 50 experiential learning activity hours by working with an approved mentor to draft a quality improvement plan to address a specific nursing

leadership issue that is patient-centered, integrates the use of technology, and demonstrates the integration of interprofessional collaboration competencies.
Prerequisite — NUR 5301, NUR 5302, NUR 5309, NUR 5310, NUR 6304, NUR 6305, NUR 6306, and PUH 5305

NUR 6325 Nursing Leadership Capstone II

Focuses on developing clinical decision-making and advanced practice skills by analyzing the specific needs of a vulnerable population of clients/patients from a leadership perspective. In Capstone II, students complete 50 experiential learning activity hours by working with an approved mentor to implement a quality improvement plan that is patient-centered, integrates the use of technology, and demonstrates the integration of interprofessional collaboration competencies.
Prerequisite — NUR 5301, NUR 5302, NUR 5309, NUR 5310, NUR 6304, NUR 6305, NUR 6306, NUR 6324, and PUH 5305

OPS 2301 Military Problem Solving and Leadership

Provides a fundamental overview of leadership practices that will enhance students' critical and creative thinking skills. Students will analyze how active listening directly relates to effective leadership, the importance of putting their employees before themselves, and creative problem-solving techniques as well as examine influencers of team performance.

OPS 2302 Foundations of Military Logistics

Examines military logistics in support of combat theater operations and disasters. Students examine, through the course readings and individualized research, the basic concepts of military logistics and operations as well as operational support.

OPS 2303 Military Fitness

Examines military fitness that supports and improves the training capabilities of military personnel. Learners explore and analyze fitness concepts and training protocols needed for operational readiness. The course covers basic everyday fitness testing, combat environment readiness as well as nutrition programs that support physical training demands.

OPS 3301 Seminar in Military Operations

Emphasizes decision-making, operational planning, and problem-solving strategies for military and civilian leaders. Students examine operational planning for conventional and unconventional warfare.

OPS 3304 Warfare History and Strategy

Examines historical warfare practices to determine the impact on modern military warfare strategy as well as the potential influences on future warfare strategies. Students explore significant military events in history as it relates to the socio-economic and political impact on modern day societies.

OPS 3305 Civil-Military Relations

Examines the relationship between military organizations and civil society (civil-military relations) to include how civil-military relations are influenced when the United States is involved in contemporary armed conflict and when it experiences social change.

OPS 3306 Military Leaders and Leadership

Examines military leaders and leadership during peacetime and war. Students study leadership concepts along with military case studies, which focus on the areas of relationships, ethics, decision-making, and problem-solving.

OPS 4320 Capstone in Military Studies

Provides an opportunity for students to demonstrate comprehensive knowledge of the concepts learned throughout the military studies program by completing a culminating and innovative research project as a capstone. This course also provides students with the various leadership styles used in the United States military. Additionally, students learn the importance of effective relationships between the public sector, private sector, and non-governmental organizations (NGO's).

ORI 1000 New Student Orientation

The New Student Orientation course at Columbia Southern University is the first step in your college journey. By completing this course you will learn more about technology, financial fitness, support services, the CSU Library, and success tips.

ORI 7100 Doctoral Student Orientation

Provides an orientation to doctoral-level study. The orientation provides an overview of areas related to doctoral studies, including time and organizational management skills, writing skills, and research skills. Successful completion of this course is a prerequisite for coursework in the doctoral program

OSH 2301 Introduction to Workplace Safety

Examines management safety and health responsibilities for frontline workers and emphasizes significant hazards common to the industrial environment. Various hazard control methods are also addressed.

OSH 2302 Introduction to Regulatory Compliance

Provides an introductory overview of the United States regulatory environment as it relates to the responsibilities of the environmental safety and health practitioner. The course introduces important laws and presents the federal- and state-

level primary regulatory agencies that oversee the implementation of those laws through the regulatory process.
Prerequisite — OSH 2301 or equivalent

OSH 2303 Hazardous Materials Safety

Reviews principles and best practices related to the management of hazardous materials and wastes in the workplace. Covers Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), and Department of Transportation (DOT) requirements regarding labeling, handling, and transportation of hazardous materials as well as hazard communication and training in the workplace. Hazardous material spill response is also discussed.
Prerequisite — OSH 2301 or equivalent

OSH 2304 Introduction to Contractor Safety

Provides an overview of the key elements of contractor safety in the manufacturing and construction industries to include coverage of multi-employer worksite issues, contractor vetting, contractor responsibilities, and accountability.
Prerequisite — OSH 2301 or equivalent

OSH 2305 Fleet and Driver Safety

Provides a thorough overview of motor fleet safety and instructional programs. Focus areas include accident prevention, security, job safety analysis, school bus safety, shipping and storage of hazardous materials, driver selection and training, vehicle inspection, and considerations for a small fleet.
Prerequisite — OSH 2301 or equivalent

OSH 2306 Maritime Safety Standards

Provides a comprehensive overview of the international and domestic regulations, standards, and best practices governing maritime safety. Students will explore the key elements of maritime safety management, including risk assessment, emergency response, accident investigation, and the human element in maritime safety.

OSH 3301 Fundamentals of Occupational Safety and Health

Provides an overview of key issues and practices related to the occupational safety and health (OSH) profession. Examines the legal aspects of OSH in the United States, the origin and application of OSH-related consensus standards, hazard identification and control, and tools necessary for successful management of OSH-related efforts.
Prerequisite — OSH 2301 or equivalent

OSH 3302 Legal Aspects of Safety and Health

Examines the Occupational Safety and Health (OSH) Act and the authority of the Occupational Safety and Health Administration (OSHA). This course includes a review of employers' legal responsibilities and proactive measures to

ensure compliance with the OSH legal and regulatory framework in the United States.
Prerequisite — OSH 2301 or equivalent

OSH 3304 Construction Safety

Explores regulations and safety practices related to the construction industry. Particular consideration is given to the prevention of fatalities and serious injury common to this industry sector.
Prerequisite — OSH 2301 and OSH 2304 or equivalent

OSH 3305 Industrial Ergonomics

Reviews the principles and practices of ergonomics as it applies to the industrial environment. Demonstrates how to collect data on users and operators and how to convert the data to good workplace design.
Prerequisite — BIO 1301, OSH 2301, and PHY 1301 or equivalent

OSH 3306 Workers' Compensation

Examines the fundamentals of workers' compensation including the history and legal aspects of state workers' compensation systems, workers' rights, claims management, reporting and recording requirements, and various types of coverage available to employers

OSH 3308 Interactions of Hazardous Materials

Analyzes how hazardous materials escalate an incident or emergency event. Examination of the basic fundamental concepts common to hazardous chemicals with an emphasis on how some key elements, compounds, and mixtures are inherently dangerous.
Prerequisite — CHM 1301 and OSH 2301 or equivalent

OSH 3309 Training and Development

Explores various training requirements specified by safety and health standard-setting organizations. This course also includes consideration of training theory and training management techniques to include an evaluation of best practices.

OSH 3310 Total Environmental Health and Safety Management

Provides a comprehensive study of the essential components needed in developing an effective safety management system. Examines the integration of total safety management into all levels of an operation.
Prerequisite — OSH 2301 or equivalent

OSH 3311 Construction Safety and Health Management

Includes a comprehensive overview of construction safety management with special attention paid to identifying and managing hazards in a continually changing workplace

environment that includes multiple trades and employers cycling through the jobsite over the duration of the project.
Prerequisite — OSH 2301 or equivalent

OSH 3312 Safety and Health in the Oil and Gas Industry

Provides an overview of occupational safety and health issues in the oil and gas industry with a focus on analyzing and controlling risks for industrial processes, particularly as they relate to high-consequence events.
Previous industrial accidents are examined to assist students in understanding methods to reduce the likelihood of such events.
Prerequisite — OSH 2301 or equivalent

OSH 3313 Introduction to Maritime Workers Compensation (Longshore and Jones Act)

Provides a comprehensive overview of the unique legal framework governing workers' compensation for maritime employees. It explores the complexities of maritime law as it intersects with workers' compensation principles, focusing on the various statutes and doctrines that determine liability and benefits for injured maritime workers. Students will examine the Jones Act, the Longshore and Harbor Workers' Compensation Act (LHWCA), and other relevant legislation.

OSH 3314 Special Topics in the Maritime Industry

Provides a comprehensive overview of accident prevention, risk minimization, and protection of life and property at sea.

OSH 4301 OSHA Standards

Examines federal OSHA standards found in 29 CFR 1902, 1903, 1904, and 1910 regulations. Emphasizes the application of OSHA standards and the basic principles involved in federal regulatory compliance.
Prerequisite — OSH 2301 or equivalent

OSH 4302 Toxicology

Explores the basic principles associated with the toxic effects of chemicals on the living organism while examining the regulatory aspects and applications of toxicology in the workplace. Among the topics covered are the potential adverse effects of drugs, pesticides, food additives, and industrial chemicals.
Prerequisite — BIO 1301, CHM 1301, and OSH 2301 or equivalent

OSH 4303 Industrial Hygiene

Introduces the basic concepts of industrial hygiene from a technical level. Focuses on the areas typically encompassed by industrial hygiene and highlights the importance of the industrial hygienist in protecting employee safety and health.
Prerequisite — BIO 1301, CHM 1301, MAT 1302, and OSH 2301 or equivalent

OSH 4304 Process Safety Management

Examines process safety management regulations and best practices. Topics include methods for conducting process hazard analysis, accident investigation, regulatory compliance, and establishing and maintaining a safety culture.
Prerequisite — OSH 2301 or equivalent

OSH 4305 Accident Investigation

Provides a study of integrating accident or near-miss investigations as an effective, practical, and a profitable management tool. This course incorporates systematic, procedural, determinative, and corrective applications for investigative accident management.
Prerequisite — OSH 2301 or equivalent

OSH 4306 Risk Management

Examines risk management principles in the context of safety and health management. Strategies and tactics for reducing workplace hazards are presented through a review of best practices and principles balanced by an organization's use of opportunistic and speculative risks.
Prerequisite — *OSH 2301 or equivalent*

OSH 4307 Industrial Health Hazard Recognition

Examines occupational health hazards prevalent in a variety of industrial settings that industrial hygienists tend to encounter in practice. These hazards include a wide range of chemical and physical hazards ranging from industrial noise to particulate inhalation hazards and biological hazards.
Prerequisite — OSH 4303 or equivalent

OSH 4308 Advanced Concepts in Occupational Safety and Health

Provides a comprehensive overview of the occupational safety and health field of study to include the application of quantitative problem-solving related to workplace safety and health. Prepares students for the Associate Safety Professional (ASP) and Certified Safety Professional (CSP) exams.
Prerequisite — BIO 1301, CHM 1301, MAT 1302, and PHY 1301 or equivalent

OSH 4310 Special Topics in Construction Safety

Includes in-depth analyses of highly relevant issues that relate to construction safety and health to include consideration of emerging issues in construction, unique high-risk hazards and related controls, and applications of technology that are useful for identifying and controlling hazards at the jobsite.
Prerequisite — OSH 2301 or equivalent

OSH 4311 Industrial Health Hazard Evaluation and Control

Examines various means of evaluating and controlling a wide range of occupational health-related hazards with emphasis on utilizing the hierarchy of controls and applying an appropriate level of analysis necessary to support decision-

making related to hazard control selection. Appropriate follow-up to ensure efficacy of controls is also considered.
Prerequisite — OSH 4303 or equivalent

OSH 4312 Occupational Epidemiology

Examines how approaches used in the field of epidemiology can be used by industrial hygienists to evaluate health hazards in the workplace and develop more effective controls to reduce the risk associated with those hazards. Students investigate the Occupational Safety and Health Administration's (OSHA's) use of epidemiology research in setting regulatory limits like the permissible exposure limits (PELs). Students also consider appropriate mathematical calculations related to epidemiology study data.
Prerequisite — OSH 4303 or equivalent

OSH 4313 Industrial Hygiene Management Strategies

Focuses on industrial hygiene management strategies related to the control of occupational health hazards and disease to include traditional management programs that focus on initial and ongoing exposure monitoring, medical surveillance and monitoring, medical removal, hygiene facilities and engineering controls, personal protective equipment (PPE), continuous improvement, and other relevant strategies.
Prerequisite — OSH 4303 or equivalent

OSH 4314 Materials Handling in the Maritime Industry

Provides a comprehensive overview of the principles, equipment, and best practices involved in material handling within the maritime industry. Students will learn about the unique challenges and considerations associated with moving cargo in port environments, onboard vessels, and during intermodal transportation.

OSH 5301 Safety and Accident Prevention

Analyzes the theories and principles of occupational safety and health (OSH) and their practical applications in the workplace. Focus is placed on the evaluation and control of workplace safety hazards.

OSH 5302 Safety Engineering

Presents a study of providing practical input about design ergonomics, desired safety features, and human factors. Examines how the occupational safety and health (OSH) professional works with the designer to ensure the appropriate product, facility, or equipment is used for a project.
Prerequisite — OSH 5301 and OSH 6302 or equivalent

OSH 5303 Advanced Toxicology

Presents advanced concepts of toxicology in the occupational environment. Analysis of target organs, adverse health effects, and the systems/organs that are the targets of toxicants.

Includes assessments of safety and risk of carcinogenic and non-carcinogenic chemicals.
Prerequisite — OSH 5301 and OSH 6302 or equivalent

OSH 5305 Advanced Interactions of Hazardous Materials

Presents an advanced examination of how emergency incidents are developed or impacted by hazardous materials using the fundamental concepts of organic and inorganic chemistry understandable to all emergency services personnel. Shows how key elements and compounds undergo important changes during a hazardous materials incident.
Prerequisite — EMG 6301 or equivalent

OSH 6301 Advanced Ergonomics

Presents a comprehensive study of ergonomics and ergonomic principles with particular attention given to ergonomic development in the workplace. Design and evaluation of ergonomic systems and ergonomic program design and development are given special attention.
Prerequisite — OSH 5301 or equivalent

OSH 6302 Advanced Industrial Hygiene

Examines advanced practical theory as it applies to the classical industrial hygiene field. Reviews an array of investigative, scientific, engineering, organizational, and social skills that are necessary to effectively control occupational and environmental health hazards.
Prerequisite — OSH 5301 or equivalent

OSH 6303 System Safety Engineering

Provides an advanced study of system safety with an emphasis on risk control of engineering and technological systems. Addresses basic and essential information about the identification, evaluation, analysis, and control of hazards in components, systems, subsystems, processes, and facilities.
Prerequisite — OSH 6304 or equivalent

OSH 6304 Integrated Safety Management Systems

Provides a comprehensive, comparative review of environmental safety and health systems-based management standards established by organizations such as the American National Standards Institute (ANSI) and the International Standards Organization (ISO) with an emphasis on shared management systems foundations that have been demonstrated to lead to organizational success.
Prerequisite — OSH 5301 or equivalent

OSH 7301 Research in Industrial Safety

Reviews the field of occupational safety and health as it applies to various industries to include an in-depth review of peer-reviewed research in the safety sciences.

OSH 7302 Environmental and Safety Management Systems

Explores the most recent developments related to environmental safety and health management systems to include advanced readings related to the efficacy of the environmental and safety management systems approach.
Prerequisite — OSH 7301 or equivalent

OSH 7303 Research in Industrial Ergonomics

Provides a review of recent academic literature in the field of industrial ergonomics and human factors engineering and technology to include a review of cutting-edge research in the field.
Prerequisite — OSH 7301 or equivalent

OSH 7304 Educational Strategies for Adult Learners in Occupational Safety and Health

Presents pedagogical practices in the adult learning environment as it relates to business and industry. Students focus on educational strategies for both training at the worksite and teaching in a higher education instructional OSH-related environment.
Prerequisite — OSH 7301 or equivalent

OSH 8301 Research in Industrial Hygiene

Focuses on the assessment and control of workplace hazards to include an in-depth review of recent research in the areas of industrial hygiene, health physics, and safety sciences.
Prerequisite — OSH 7301 or equivalent

OSH 8302 Occupational Safety and Health Leadership

Provides an in-depth assessment of leadership principles and leadership-related research as it relates to the field of occupational safety and health (OSH).
Prerequisite — OSH 7301 or equivalent

OSH 8303 Research in Special Industry Hazards

Provides a high-level analysis of hazards and control technologies common to a variety of specific industries to provide students opportunities to focus on an industry and topic of interest. The course culminates with the submission of a draft research prospectus as the first steppingstone to dissertation work.
Prerequisite — OSH 7301 or equivalent

PHI 1301 Critical Thinking

Explores the principles of effective reasoning in everyday situations through logical argument and critical thinking.

PHI 2301 Philosophies of World Religions

Provides an introduction to the philosophical and religious themes shared among the major religions of the world. Emphasis is placed on the interaction of religion and philosophy by examining religious beliefs, tenets, and cultural practices. Examines religious conflicts from an academic perspective and a cross-cultural understanding.

PHI 2302 Contemporary Ethics

Examines ethical theory in application and consideration of contemporary issues.

PHI 4301 Business Ethics

Provides an introduction to ethical foundations and the ways ethics influence business decisions, including an examination of the philosophical concepts of ethics, the practical applicability of ethics to business, and the challenges of business ethics on a global scale. Students consider the impact of moral responsibilities as they relate to individuals, businesses, and regulatory organizations; and explore the regulatory and market-based approaches to ethical financial, marketing, labor, and environmental business practices. Finally, students examine the way that difficult decisions people face in business affect ethical behavior.

PHI 6301 Business Ethics

Examines moral assumptions in business from a philosophical perspective. Considers moral principles, obligations, outcomes, and character in the conduct of business to articulate the contrast between ideal business practice and actual business practice. Studies ethical business obligations as they relate to current real-world issues, including environment and global warming, consumer protection and marketing, ethical behavior in the context of high-profile events, and employees' rights. Examines the way that difficult decisions people face in business affect ethical behavior.

PHY 1301 Physics I

Provides fundamental concepts of classical physics with minimized computation in a conceptual and practical manner intended for non-science major students. Main topics covered are Newtonian mechanics, properties of matter and energy, and basic ideas of thermodynamics.

PHY 1302 Physics II

Explores fundamental concepts of modern physics with minimized computation. Main topics covered are properties of light and sound, electromagnetism, and theories of relativity by Einstein.
Prerequisite — PHY 1301 or equivalent

POL 1301 Introduction to Political Science

Explores how politics shape society and can resolve or lead to conflict. Students discover the methods used by world leaders to portray a certain image as they learn how different theories, philosophies, and ideologies affect international relations and foreign policy.

POL 2301 United States Government

Explores the origins, entities, processes, and functions of American government and its political system. Students investigate their own impact as a participant as well as the

influential roles of political parties, interest groups, and the media.

POL 2302 American State and Local Politics

Discovers how state and local governments operate to represent popular interests. Students learn about their role in state and local governments and how they function within the American system of federalism. Students also explore the importance of political leadership at state and local levels, interactions between political leaders and citizens, and the various influences on decision-making and policies.

POL 2303 Politics and Terrorism

Summarizes the actors, motivations, and methods surrounding the utilization of violence to achieve political goals. Students learn about the goals, strategy, and tactics of different forms of terrorism and how they have evolved since the mid-20th century.

PSY 1301 General Psychology

Surveys the principles, theories, and methods of psychology as a basis for the understanding of human behavior and mental processes.

PSY 2301 Abnormal Psychology

Explores the definition of abnormal behavior and causes, classifications, and assessments for psychological disorders.
Prerequisite — PSY 1301 or equivalent

PSY 2302 Psychology of Learning

Introduces the branch of psychology that addresses how people and animals learn and how their behaviors are changed as a result of this learning.
Prerequisite — PSY 1301 or equivalent

PSY 2303 Psychology of Adjustment

Examines human adjustments to life events and the changing requirements of the environment. Some of the topics covered in this class include self-understanding, stress coping techniques, and different stages of life. Classic and contemporary theories and research are discussed.
Prerequisite — PSY 1301 or equivalent

PSY 3301 History and Systems of Psychology

Explores the historical, philosophical, and scientific roots of modern psychology, including the people, cultural aspects, and events that shaped the evolution of psychology.
Prerequisite — PSY 1301 or equivalent

PSY 3302 Social Psychology

Examines how an individual's mental life and behavior are shaped by interactions with other people. Specific topics include aggression, attitudes, social influence, stereotypes, and group processes.
Prerequisite — PSY 1301 or equivalent

PSY 3303 Developmental Psychology

Surveys human development across the life span with emphasis on psychosocial, physical, emotional, and cognitive changes.
Prerequisite — PSY 1301 or equivalent

PSY 3304 Theories of Personality

Analyzes the major theories and systems of personality, and introduces research methods in personality.
Prerequisite — PSY 1301 or equivalent

PSY 3307 Forensic Psychology

Introduces criminal behavior from a psychological perspective. Students explore the role of the forensic psychologist, review various psychological theories of criminal behavior, analyze different crimes from a psychological perspective, and examine current research in the field. Students also learn about how psychologists intersect with law enforcement and the U.S. criminal justice system as well as how psychological treatment efforts can aid in the rehabilitation of the offender.
Prerequisite — PSY 1301 or equivalent

PSY 3308 Close Relationships

Explores relationship topics, including theories of attraction, communication in relationships, repair and maintenance of relationships, the nature of friendship, theories of romantic relationships, stress in relationships, conflict management, and the effects of breakups.
Prerequisite — PSY 1301 or equivalent

PSY 3309 Psychology of Gender

This course examines psychological theories and research related to gender, particularly focusing on empirical investigations that examine gender differences and similarities in behaviors, experiences, and expectations. Topics include gender development, gender roles, and the role of gender in cognitive abilities, physical and mental health, social behavior, power, work, and relationships.
Prerequisite — PSY 1301 or equivalent

PSY 4301 Physiological Psychology

Presents the physiological correlates of behavior. Explores current problems, theories, and techniques in physiological psychology with an emphasis on central nervous system mechanisms.
Prerequisite — BIO 1303 and PSY 1301 or equivalent

PSY 4303 Cognitive Psychology

Examines how the mind and brain operate from a psychological and physiological perspective, including

cognitive development across the life span, the human memory, and the cognitive processes.
Prerequisite — PSY 1301 or equivalent

PSY 4304 Health Psychology

Surveys health psychology and behavioral medicine. Examines the science that connects behavior to health in a biopsychosocial model, including the psychological processes and relationships between health and human behavior. Current research into the prevention, treatment, and causes of health-related disorders is also examined.
Prerequisite — PSY 1301 or equivalent

PSY 4305 Psychological Assessment

Examines the fundamental principles in the development and use of psychological tests. The course explores a variety of psychological tests, including objective and subjective personality tests, intelligence and achievement tests, neuropsychological tests, and other tests used in special settings.
Prerequisite — PSY 1301 or equivalent

PSY 4306 Industrial Organizational Psychology

Provides an analytical understanding of industrial-organizational (I-O) psychology, one of the major applied areas of psychology. Examines the diverse field that addresses the human side of organizations.
Prerequisite — PSY 1301 or equivalent

PSY 4308 Psychology of Prejudice and Discrimination

Explores fundamental theories and concepts pertaining to prejudice and discrimination. Topics include the socio-history of prejudice and discrimination; diversity, stereotyping, and social stigmas; and how prejudice and discrimination are manifested. Students will examine prejudicial and discriminatory mental processes and behaviors, consider their implications, and determine appropriate behavioral and cognitive interventions.
Prerequisite — PSY 1301 or equivalent.

PSY 4309 Diversity and Cultural Inclusion

Explores social and cultural diversity in today's society and how individuals are influenced by these constructs.
Prerequisite — PSY 1301 or equivalent

PSY 4310 Psychology of Crisis Intervention Strategies

Explores current practices in crisis management across a broad spectrum of settings and situations. Examines crisis intervention plans and models that can be utilized to benefit younger and older populations.
Prerequisite — PSY 1301 or equivalent

PSY 4311 PTSD and Combat-Related Trauma

Examines the causes, symptoms, and treatments of post-traumatic stress disorder (PTSD) and combat-related stress, considering the behavioral, cognitive, and spiritual challenges faced by survivors.
Prerequisite — PSY 1301 or equivalent

PSY 4320 Psychology Capstone

Allows students to thoroughly examine a current psychological topic of interest through an independent theoretical investigation. Students further develop the ability to effectively communicate psychological knowledge through the completion of a research project of their choosing. Students design a research proposal and report hypothetical findings. In addition, various topics and theories within psychology are reviewed as a culmination for their experience in Psychology.
Prerequisite — PSY 4305 or equivalent, and RCH 3301

PSY 5301 Foundations of Graduate Study in Psychology

Prepares students for academic and professional success in the study and practice of graduate-level psychology. Students explore historical and foundational concepts of psychology, including the emergence of diversity and cultural inclusion. Students are introduced to graduate-level skills for academic integrity, use of American Psychological Association (APA) formatting, and professional communication.

PSY 5302 Foundations of Human Behavior

Introduces foundational principles of learning and behavior and how they relate to the field of psychology. This course covers topics of social learning, conditioning, behaviorism, and environmental influences. Principles and theories of human behavior are covered for the various subfields of psychology, including organizational and clinical settings.
Prerequisite — PSY 5301 or equivalent

PSY 5303 Psychopathology

Provides students with a detailed working knowledge of psychopathology, including symptomology, etiology, epidemiology, and treatment. Students examine psychopathology from a biopsychosocial, theoretical, and ethnocultural perspective in addition to exploring issues of ethical practice related to symptom presentation.
Prerequisite — PSY 5302 or equivalent

PSY 5304 Consulting Psychology

Examines advanced topics in consulting psychology, including competency modeling, succession planning, talent management, hiring processes, adverse impact, training and development, and organizational change.

PSY 5305 Tests and Measurements

Examines advanced theoretical principles in the development and use of psychological tests. Students explore a variety of psychological tests, including objective and subjective personality tests, intelligence and achievement tests, neuropsychological tests, and other tests used in special settings.

PSY 5306 Cognitive Processes

Investigates topics in cognitive psychology, including memory, language, attention, learning, and decision-making. Students evaluate the perspectives, relevancy, and usefulness of cognitive psychology to real-world issues and problems. Students also differentiate milestones in human cognitive development throughout different stages of life.
Prerequisite — PSY 5301 or equivalent

PSY 5307 Community Health in Psychology

Examines the implementation of community-wide change through intervention, prevention, advocacy, outreach, and program evaluation. Students explore foundational competencies for addressing community problems and implementing community psychology practice. A focus is placed on current research related to community psychology.
Prerequisite — PSY 5301 or equivalent

PSY 5308 Personnel Psychology

Examines psychology theories and principles related to personnel and human resource (HR) management within organizational settings. Students examine personnel practices utilized by organizations, as well as identify and apply processes and models used by industrial/organizational (I/O) psychologists. Subtopics include the recruitment and selection process, employee development, tests and assessments, appraisal process, and workplace ethics.

PSY 6301 Advanced Social Psychology

Enhances the foundational knowledge found in social psychology. Students apply theory to the analysis of complex social phenomena of culture, social media, and the nature of in-person versus online relationships and groups.
Prerequisite — PSY 5301 or equivalent

PSY 6302 Counseling Theory

Examines the current predominant treatments used for mental illness as well as their underlying history and theories. Students analyze major counseling theories, including psychodynamic, cognitive-behavioral, humanistic, and the biopsychosocial approach.
Prerequisite — PSY 5301 or equivalent

PSY 6303 Advanced Psychology of Personality

Provides theoretical and clinical applications related to the major theories of personality and personality structure.

Psychoanalytic/psychodynamic, behavioral, cognitive, social learning, somatic, humanistic, and positive psychology are explored.
Prerequisite — PSY 5301 or equivalent

PSY 6304 Psychology of Diverse Populations

Provides exposure to the unique experience of various populations that have not been emphasized by the field of psychology. Strengths of multicultural understanding are explored as well as historical examples of stereotyping, prejudice, and discrimination.
Prerequisite — PSY 5301 or equivalent

PSY 6305 Organizational Decision Making and Morals

Examines different elements of decision making and moral values in various settings. Students explore topics related to moral values in research, consulting, tests and assessments, and diverse populations. Students will learn about decision making models and how to apply them appropriately.

PSY 6320 Graduate Capstone in Psychology

Provides students a capstone experience by examining a current psychological topic of interest through an independent theoretical investigation. Students further develop the ability to effectively communicate psychological knowledge through the completion of a research project.
Prerequisite — PSY 5301 or equivalent

PSY 6321 Capstone in Industrial Organizational Psychology

Examines a current psychological thesis topic of interest through an independent theoretical investigation. Students further develop the ability to effectively communicate psychological knowledge through the completion of a research project working in conjunction with their instructor. Students design a research proposal and report hypothetical findings.

PUA 5301 Administration of Public Institutions

Focuses on the evolution of the ontological (view of reality) and epistemological (view of knowledge derivation) theoretical foundations that undergird the multidisciplinary applied field of public administration research and practice. Students engage in critical thinking and decision-making in the application of public administration theoretical knowledge to the processes of solving real-world problems facing the field of public administration demonstrated in written evaluation briefings using both analysis and synthesis.

PUA 5302 Public Administration Ethics

Focuses on meta-ethics, normative ethics, and applied ethics theory in the context of the multidisciplinary applied field of public administration and policy research and practice. Students demonstrate knowledge of ethical theories such as utilitarianism, deontology, and social constructivism, and through analysis, engage in critical thinking and problem

solving for comprehension of real problems facing public managers.

PUA 5303 Organizational Theory

Presents the foundational theories of both organizational theory and organizational behavior in the public administration context. Students evaluate the usefulness and applicability of various organizational, theoretical, and behavioral-based theoretical constructs to specific public sector organization/agency case study scenarios. Students apply theory to practice in solving case study problems, using appropriate and applicable theories from the body of literature addressing organizational theory and behavior in the context of public service.

PUA 5304 Quantitative Research Methods

Examines applied research, quantitative research, and qualitative research designs and methodologies that are applicable to the public workplace. Outlines each step in the research process for the public sector professional.

PUA 5305 Public Finance and Budgeting

Presents the foundational theories and methodological tools used in public finance and budgeting. Students apply their knowledge to make use of finance and budgeting methodological tools, such as cost-benefit and cost-effectiveness analysis in the application of finance and budgetary theory to practice. Students also create and oversee public sector fiscal processes. Students evaluate a budget and identify important budget items that public managers must consider in preparation and presentation of a budget. The usefulness of finance and budgeting theoretical constructs and methodological tools are applied to solve real-world public finance and budgetary case studies.

PUA 5306 Public Policy

Provides a critical overview of the public policy process and effects on public, nonprofit, and private organizations. Students identify the steps in the public policy and analysis process, including problem identification, policy formation, and implementation, as well as evaluate techniques within various public sectors and nonprofit organization environments. Students implement successful strategies using case analysis and demonstrate understanding of the policy steps as students apply them to a public policy moving through their state, city, or county legislature or policy regulation within the public agency.

PUA 5307 Strategic Planning

Provides an in-depth examination of strategic planning in the public and nonprofit sectors. Highlights how the lack of strategic planning has negatively impacted the efficiency and effectiveness of public and nonprofit agencies historically. In addition, the course presents real-world applicable strategies and techniques that can empower public and nonprofit

agencies to craft strategic plans that will help ensure their health and success during an era of cutback management, reduced budgets and revenues, and increased citizen and stakeholder demand.

PUA 5308 MPA Seminar

Integrates the theoretical constructs and methodological tools that students have learned throughout the public administration program. Students apply theory to practice and evaluate the usefulness of technology in a public sector context. Students develop a final project based on current and near future technological innovation and evaluate the usefulness of the technological innovation to enhancing the service provision of a governmental or nonprofit organization or agency.
Prerequisite — PUA 5301, PUA 5302, PUA 5303, PUA 5304, PUA 5305, PUA 5306, and PUA 5307 or equivalent

PUH 5301 Public Health Concepts

Introduces students to the major public health disciplines, including community health, environmental health, health administration, biostatistics, epidemiology, population health, and disease prevention and control. Includes information on how these functions interact to provide society with the health safeguards in effort to achieve population health.

PUH 5302 Applied Biostatistics

Identifies patterns in data and guides students to interpret the findings in a public health context. Examines topics in biostatistical concepts and reasoning as they are used in health sciences and public health. Specific topics include descriptive statistics, probability, sampling, study designs, hypothesis testing, and non-parametric statistics as they pertain to health research. Summarizing scientific evidence is emphasized.

PUH 5303 Concepts of Epidemiology

Introduces students to epidemiology, the scientific discipline studying the etiology for developmental defects, diseases, disorders, and injuries occurring in human populations. Focuses on assessment of the nature and scope of public health problems, considering morbidity and mortality impacts in communities. It emphasizes the evaluation of clinical and public health interventions that are designed to address these problems. In short, epidemiology focuses on the cause and treatment of human health problems.

PUH 5304 Principles of Health Behavior

Examines the psychosocial, behavioral, and educational principles that determine health behavior. Theoretical models synthesizing these principles are also examined. The course also presents ethical principles of professional and personal concern to health educators.

PUH 5305 Concepts of Environmental Health

Introduces the major topic areas of environmental health. Examines sources, routes, media, and public health outcomes associated with biological, chemical, and physical agents in the environment and how these agents affect human disease, water and air quality, food safety, and land resources in the community. This course also explores the genetic, physiological, and psychosocial factors that influence environmentally compromised public health outcomes. Students use theories and methods presented in the course to assess current solutions and consider new solutions to environmental threats and public health hazards.

PUH 5307 Grant Writing in Public Health

Addresses skills and techniques necessary for writing successful public health grant proposals and provides a general overview of the grant-seeking process. Students learn the different types of grant proposals and examine types of projects that generally receive funding, sources that can be used to identify prospective funders, and the essential components of a well-written grant. In addition, students build grant writing and reviewing skills by designing a grant proposal and using a real-life scenario that needs a statement, a project that will address that need, clear goals and objectives for that project, a realistic grant budget, and an evaluation tool that could be used to measure outcomes for the project.

PUH 6301 Public Health Research

Introduces research design methodology. The class prepares students for formulating questions that can be translated into research designs. Students follow the steps of the research process from the specification of the original idea to the reporting of the results of the study. A variety of research approaches are covered including program evaluation, meta-analytic designs, non-experimental observational research, survey research, and experimental designs. Students study classic research literature and design their own research projects.

PUH 6302 Law and Ethics in Public Health

Reviews the conceptual foundations of health law, ethics and human rights, and issues relating to these fields. Topics covered include how government public health policy can conflict with the rights of individuals and businesses.

PUH 6304 Public Health Policy and Management

Provides an overview on management processes/roles of public health professionals, health service organizations, policy issues and resource utilization/control, human resources management, and public health trends.

PUH 6305 Problem Solving in Public Health

Illustrates the problem-solving process in public health. Students define problems in public health, measure the magnitude of problems, understand the key determinant of problems in public health, develop conceptual frameworks, and develop intervention and prevention strategies. Students also discuss barriers to intervention and preventions strategies and evaluation and develop a communication strategy.

PUH 6320 Public Health Capstone

Presents a comprehensive overview of the organizational structure of public health at the local, state, and national levels. Prompts students to analyze current public health issues and efforts to ameliorate public health concerns with an emphasis on preventive approaches. Serves as the capstone for the Master of Public Health curriculum, requiring students to demonstrate acquired skills that will equip them for positions in public, private, and international health care settings.
Prerequisite — PUH 5301, PUH 5302, PUH 5303, PUH 5304, PUH 5305, PUH 6301, and PUH 6302 or equivalent

RCH 3301 Research Methods

Provides a basic introduction to the principles, methods, and techniques associated with various types of research. Topics include the fundamentals of the scientific method, ethical considerations in research, basic methods of quantitative and qualitative data collection, and strengths and weaknesses of various data collection methods. The primary emphasis is based on research methodologies that can be applied to many fields of study as a broad basis for scientific thinking.

RCH 5301 Research Methods

Introduces both the theory and practice of using quantitative and qualitative research methodological approaches to solve problems, leverage opportunities, and help achieve organizational goals. Applied research methods are illustrated, including surveys, interviews focus groups, case studies, observations, and experimentation. Contemporary and actionable statistical procedures as well as data analysis tools are examined. Best practices for presentation of research results also are appraised.

RCH 5302 Foundations for Research

Presents a focused exploration of conducting research. Students are oriented to research practice, methodology, analysis, commonly accepted research values, and the development of a research strategy.

RCH 7302 Doctoral Writing and Inquiry into Research

Examines the basic principles and techniques of doctoral scholarship. Students demonstrate the academic writing skills of paraphrasing, analyzing arguments, forming questions, developing theses, and evaluating sources as they explore the development of theory, empirical constructs, and research logic.
Prerequisite — ORI 7100

RCH 8301 Doctoral Research Methods

Provides an overview of research design that consists of understanding the preliminary considerations that go into selecting a qualitative, quantitative, or mixed methods research design, which includes philosophical worldviews, use of literature and theory, ethical issues, and writing strategies. The processes related to each approach, which include writing an introduction, specifying a purpose statement, and developing research questions and/or hypotheses as well as the general procedures for quantitative, qualitative, and missed methods studies, are presented.
Prerequisite — ORI 7100

RCH 8303 Quantitative Data Analysis

Emphasizes practicality and flexibility in utilizing statistical methods to augment business decision-making. A practical approach is adopted that prepares students to identify the correct method, calculate the statistics, and properly interpret the results to solve a business question.
Prerequisite — RCH 8301

RCH 8304 Qualitative Data Analysis

Trains students in analyzing data collected through qualitative research methods and designs. The course will introduce doctoral students to the various types of data found or created during a qualitative study, first- and second-cycle coding methods, and the use of computer-assisted qualitative data analysis software.
Prerequisite — RCH 8303

RCH 8305 Applied Research in Safety and Emergency Services

Provides students with a comprehensive overview of the doctoral research project/dissertation component of the doctoral program to include development of a basic concept paper/prospectus. This course provides a foundation for students to develop their prospectus document as well as providing an overview of the doctoral project/dissertation process.

RCH 8307 The Doctoral Research Study Journey

Provides students with a comprehensive overview of the doctoral research study/dissertation component of the doctoral program. Concept paper/prospectus, literature review, theoretical/conceptual framework, proposal, Institutional Review Board (IRB), data gathering, data analysis, manuscript, and final oral defense are examined.
Prerequisite — ORI 7100

SCM 5301 Supply Chain Management

Outlines the strategic aspects of supply chain management, providing students with a thorough understanding of how to design, manage, and optimize supply chains in a global context. Students receive an emphasis on the strategic integration of supply chain functions to enhance organizational performance and achieve competitive advantage.

SEC 3301 Security Application Development

Introduces best practices for securing applications, networks, and databases. Students learn how organizations protect assets from unauthorized access. Students start the initial phase of building applications while documenting security procedures.

SEC 3302 Advanced IS Security

Provides an understanding of intrusion detection practices for organization security. Students become aware of procedures for maintaining information assurance. Students analyze data traffic to determine anomalies or dangers.
Prerequisite — ITC 4305 or equivalent

SEC 4301 IS Disaster Recovery

Presents disaster recovery and business continuity practices for information security (IS) environments. Students develop business continuity documentation and assessments to plan for potential operational recoveries.

SEC 4302 Planning and Audits

Prepares for information systems planning and audits with security as the focus. Students learn how to perform planning to secure information systems deployments and conduct audits on existing information systems to discover potential weakness and opportunities.
Prerequisite — ITC 4305 or equivalent

SEC 4303 IS Security Policy Analysis

Provides an introduction and overview to information security policies. Students are introduced to organizational and sociological challenges in general policy implementation and provided a focused dialogue on information security-specific policies within the context of different organizations. The class discusses the entire lifecycle of policy creation and enactment and presents the students with issue specific policies in different environments of security.
Prerequisite — ITC 4305 or equivalent

SEC 4320 IS Security Capstone

Focuses on a final project encompassing all information systems and cyber security programmatic courses. Students apply knowledge learned from planning and audits, disaster recovery, information security policies, application security development, and digital forensics. The culminating project is designed to allow students to develop a real-world interpretation of managing a large corporation security breach.
Prerequisite — CYB 4301, CYB 4302, CYB 4303, FRN 4302, ITC 4313, SEC 3302, SEC 4301, SEC 4302, and SEC 4303, or equivalent

SEC 5301 Information Security Concepts

Focuses on the managerial aspects of information security and assurance. Topics covered include access control models, information security governance, and information security program assessment and metrics. Students are immersed in the information security discipline through a combination of intense coursework, open-ended and real-world problems, and discussions.

SOC 1301 Introduction to Sociology

Provides an introductory study of the basic concepts of sociology. Specific attention is given to culture characteristics, societal changes, inequalities in social classes, and how they relate to different groups in society.

SOC 1302 Diversity and Society

Explores historical and contemporary issues surrounding human diversity. Identifies the foundations of prejudices and stereotypes to facilitate understanding in an evolving society. Students are provided insight and strategies to improve interactions and communication across diverse populations.

SOC 2302 Cultural Geography

Explores societal events and trends using sociological concepts to better understand the interdependence of places and cultures in a globalizing world. Key topics include globalization, cultural diversity, urbanization, population dynamics, economic disparity and development, geopolitics, sustainability, and the environment.

SOC 3301 Sociology of Sport

Examines how sport impacts and is impacted by culture and other societal factors. Students discover how the principles of sport and athletics relate to human behavior in society. Topics include the commercialization and globalization of sport, diversity in sports, fostering health and wellness in society, and applying course knowledge at home or at work.

SPC 3301 Introduction to Space Operations

Foundational principles of space operations. History, terminology, and policies related to the space domain.

SPC 3302 Meteorology and Weather

Weather phenomena, atmospheric dynamics, and climate patterns.

SPC 3304 Fundamentals of Orbital Mechanics

Orbital operations. Celestial mechanics and the various types of orbits.

SPC 3305 Space Exploration

History, current and future exploration. Development of space technology, key missions and milestones, and potential for human and robotic exploration.

SPC 3306 Space Industrial Complex

Diverse industrial complex through the lens of public space agencies, private space companies, the defense sector, and the roles of each in shaping, sustaining, and progressing the space industry.

SPC 3307 Fundamentals of Space Engineering

Engineering principles to solve space-related problems. Spacecraft design, propulsion systems, orbital mechanics, and integration of various subsystems.

SPC 3308 Human Factors and Space Operations

Human factors that influence the design and operation of space systems to include human physiology in space, ergonomics, and the psychological aspects of short- and long-term space missions.

SPC 3309 Introduction to Astronautics

Technologies and methodologies used in modern space operations.

SPC 4301 Space Domain Awareness

Design concepts and philosophies involved in monitoring space operations. Space situational awareness, traffic management, and security.

SPC 4302 Space Policy and Governance

Policies and governance related to space activities. Historical context of policy outcomes and the impact of evolving policies.

SPC 4309 Space Systems

Design, development, testing, and operations systems that enable space exploration and satellite services. Spacecraft, satellites, space instruments, ground control systems, and other supporting elements.

SPC 4403 Space Resources

Identification, extraction, utilization, and legal and ethical implications in relation to space resources.

SPC 4404 Space Mission Operations and Planning

Planning, executing, and managing space missions. Mission design, trajectory analysis, mission control, and risk management. Practical exercises to develop mission plans and operational strategies.

SPC 4420 Space Operations Project

Integrates the knowledge and skills gained throughout the program to address complex, real-world problems in space operations.

SPM 4301 Sport Facilities

Provides students with an understanding of the complexity involved in the planning and design of recreation and sport facilities. Sports facility management also includes staff management, facility marketing, revenue stream development, development of ancillary areas, and facility scheduling and operating.

SPM 4302 Sport Administration

Studies the principles of efficient management and leadership concepts as applicable to the sport industry. Focuses on principles and techniques of management relating to programs, facilities, special events, and personnel. Topics include key personnel issues in sport management situations; ethics, law, and governance in sport management; the role of the marketing process in sport administration; and economics, accounting, and budgeting.

ACADEMIC POLICIES

Academic Course Load Policy

Full-Time Course Load
Columbia Southern University considers a full-time course load in a nine-week period to be six credit hours for undergraduate and three credit hours for graduate.

Graduate and undergraduate students may take up to three additional credits over a full-time course load per enrollment period, which equals a maximum load of nine credit hours for undergraduate students and six credit hours for graduate students.

Course Load Allowance Beyond Allowed Credit Hours
To request a course load allowance beyond the allowed credit hours, students in good standing must work closely with their assigned Academic Advisor to develop a plan that will lead to success. Upon submission of each enrollment request, the Academic Advisor may approve the course load allowance for a maximum of twelve concurrent credit hours for undergraduate and nine concurrent credit hours for graduate. Courses with an Incomplete grade are considered in the requested load allowance. Students are considered "in good standing" when the following requirements are met:

7. Has successfully completed at least 12 credit hours (undergraduate), or 6 credit hours (graduate) at CSU in their current degree program
8. Has a minimum GPA of 3.0
   - Successfully adheres to CSU's Institutional Academic Progress Policy

The College Dean, Vice Provost of Academic Affairs, or Provost may approve exceptions to the policy and/or course load allowance appeal decisions.

Accelerated Pathways
Students enrolled in undergraduate accelerated pathways may enroll in 12 credit hours at the time of initial enrollment. Students are required to maintain satisfactory academic progress as described in the Institutional Academic Progress Policy.

Note: Students enrolled in doctoral programs should refer to the Doctoral Academic Course Load Policy.

Academic Credit Policy
CSU utilizes the Carnegie unit to measure credit hours. Specifically, a one (1) credit hour requires a minimum of 45 hours of student work with one-third of the time (15 hours) focused on academic engagement and two-thirds of the time (30 hours) focused on student preparation. For a three-credit hour course, a minimum of 135 hours of student work is required divided between 45 hours of academic engagement and 90 hours of student preparation.

Academic Integrity Policy
Columbia Southern University (CSU) upholds the highest standards of academic integrity as ethical behavior is fundamental to a successful academic career. All students, faculty, and staff are expected to commit to honesty, fairness, and responsibility in their academic pursuits. Violations of these principles are considered breaches of the CSU Academic Integrity Policy and are taken seriously.

Academic dishonesty is defined as any act that violates academic rules and can take several forms, including but not limited to the following:

- **Plagiarism** is the use of someone else's words or ideas without proper attribution whether the material is paraphrased or copied verbatim.
- **Self-plagiarism** occurs when a student reuses their previous work without acknowledgement or prior professor approval.
- **Cheating** includes using unauthorized materials, information, or aids to fulfill academic requirements. Cheating may also include, but is not limited to actions such as contract cheating, the use of paper generators, buying or selling assignments, submitting another person's work, using Artificial Intelligence (AI) as a substitute for the student's original work, collusion to cheat, and fabricating citations.

CSU uses the *Publication Manual of the American Psychological* Association (APA) (current edition) when assignment instructions indicate APA format is required. The APA manual presents explicit style requirements for students, which provides a standardized style format for written assignments while ensuring proper attribution is given to sources used in academic work through in-text citations and references.

CSU students agree to an Honor Pledge through the submission of each course enrollment.

I promise that I will not be involved in cheating, plagiarism, fabrication, or misrepresentation of sources

while enrolled as a student at Columbia Southern University. I have read the Academic Integrity Policy, which outlines disciplinary procedures that will result from failure to comply with this policy. I understand that violation of the Academic Integrity Policy will result in disciplinary action, outlined within the policy.

Disciplinary Procedures

Violations of the Academic Integrity Policy are documented and can prevent students from graduating with honors. Sanctions vary based on the severity and frequency of offenses and may include, but are not limited to:

- Point deductions
- Assignment or course failure
- Academic Integrity Training Module Course
- Probation - Students issued academic probation must demonstrate integrity across 12 credit hours, complete Academic Integrity Training Module course, and may be restricted to enrollment of one course at a time. Failure to comply may result in additional sanctions. Successful completion of probation requires no further violations during the probation period. Future violations may result in additional penalty.
- University dismissal – Upon approval of the Senior Vice Provost of Academic Affairs or Provost
- Degree revocation – Upon approval of the Provost

Escalating Offense Steps and Involved Parties

Except in cases where a first or subsequent violation is so severe that dismissal is appropriate, the below procedures are followed to address situations wherein students exhibit academic dishonesty in violation of academic integrity standards.

Please note: CSU reserves the right to amend these procedures as appropriate.

For an initial offense, the student receives a written notification from the course faculty member detailing the violation, along with a request to discuss the concern orally. During this discussion, the student will be provided with an explanation of the evidence against them and the student will be given the opportunity to present their position. The course faculty member assesses the situation and may decide to permit resubmission of the assignment or impose grading penalties. As a result, the student may be allowed to resubmit the assignment or receive a grading penalty on the original work. However, if the faculty member concludes that a more severe penalty is warranted, they will refer the matter to the Dean of Students (or designee), who will refer to the Academic Program Director or in elevated cases, the College Dean.

Additional Offenses may result in additional written notices from a faculty member, oral conversations with the faculty member, Academic Program Director, or College Dean, and may result in an escalation of penalties through the process managed by the Dean of Students (or designee). In all such cases of additional offenses, the student will be given the opportunity to present their position before a decision is rendered.

There is no limitations period that precludes the University from acting on the discovery of alleged violations. Discovery may take place during an active course enrollment, after the course has ended, or after the student has graduated. Violations discovered post-degree conferral are reviewed by the Provost/Chief Academic Officer.

Appeals Process

If a student disagrees with the issued sanctions, they may submit a written appeal to the Dean of Students to be reviewed by the Senior Vice Provost for Academic Affairs. The appeal must thoroughly explain the basis for disagreement. The Senior Vice Provost will review the evidence, communicate with the student, and render a final decision with an explanation of the basis of the decision, which cannot be appealed.

Policy Exceptions

Any exceptions to this policy must be approved by a College Dean, the Senior Vice Provost for Academic Affairs, or the Provost.

AI Acceptable Use Policy

CSU is committed to maintaining a safe and respectful educational environment, ensuring that all members of our community adhere to these standards.

Columbia Southern University (CSU) recognizes the transformative potential of Artificial Intelligence (AI) and Generative AI (collectively "AI") in enhancing educational experience. The overarching objective is to uphold principles of integrity, responsibility, and transparency in AI utilization, thereby cultivating an academic environment that values ethics and fosters innovation.

Purpose

This policy outlines the acceptable use of AI technologies within CSU. This policy aims to ensure that AI is used responsibly, ethically, and in alignment with CSU values, while fostering innovation, protecting users' rights, and maintaining academic and professional integrity.

Definition

The definition of AI is found in CSU's Common Terminologies for Artificial Intelligence but, in general, includes software or applications that can generate, modify, or analyze human

language, visual content, or other academic inputs. Examples of AI include Open AI/Chat GPT, Microsoft CoPilot, Grammarly, and Scribe. However, there are numerous other software applications and platforms that use AI.

Scope

This policy applies to the CSU Student community, encompassing students engaged in any capacity with coursework involving AI technologies. This includes all students taking courses for credit at CSU regardless of the program in which they are enrolled or what year or level of study.

Principles of Ethical AI Use

Responsibility: AI shall be used in ways that uphold ethical standards, including fairness, transparency, and non-discrimination.

Academic Integrity: AI utilization shall uphold the integrity of scholarly academic writing and research, ensuring that coursework reflects original thought, knowledge, skills, and efforts. Students may not use AI to replace their own critical thinking, problem-solving, or original analysis.

Fairness: AI utilization shall provide fairness by upholding academic integrity and promoting ethical use in education ensuring that all students have an equal opportunity to succeed based on their own merits.

Transparency: The integration of AI in coursework shall be transparent, with clear communication about when, how, and why AI is being utilized. Students using AI in submitted coursework should identify which specific AI tool(s) was used and for what purpose.

Privacy and Data Security: The use of AI must protect the privacy and security of personal and sensitive data.

Human-Centric: AI shall enhance human decision-making, not replace it. Human oversight and intervention are critical to ensure that AI technologies are used as tools to support, rather than replace, human judgment and creativity.

Prohibited Use

Student use of AI in contradiction of the above Principles of Ethical AI use is not permitted. Examples of violations of this Policy include, but are not limited to:

- Using AI tools to generate or complete assignments or other coursework where such use is expressly barred by the instructor.
- Submitting AI-generated work without proper attribution or disclosure.
- Uploading confidential or copyright university materials (*e.g.,* test questions, unpublished data, CSU library resources) to external AI platforms.

Acceptable Use

Examples of acceptable use of AI include, but are not limited to:

- Brainstorming and researching topics of interest
- Locating potential sources
- Clarifying passages from readings
- Generating images for presentations

AI acceptable use may vary depending on the course, outcomes, and instructor expectations. Students should consult with instructor for guidance regarding acceptable use.

Student Responsibilities

Students should ask instructors for guidance about compliance with this Policy, maintain appropriate records of their AI usage, and educate themselves about AI limitations and biases. CSU offers education and training programs related to the knowledge and skills needed to navigate and utilize AI technologies ethically and effectively.

Compliance and Enforcement

Use of AI in violation of this Policy will be treated as academic misconduct. CSU will take disciplinary action under the principles and procedures set forth in its Academic Integrity Policy for any violations of this policy. Sanctions for violation of the Academic Integrity Policy range from point deductions to dismissal and degree revocation. By adhering to these ethical guidelines, CSU reaffirms its commitment to academic integrity, innovation, and responsible use of technology.

CSU will periodically review and revise this policy to reflect advancements in AI technology and evolving ethical standards. Please note: CSU reserves the right to amend this Policy as appropriate.

Exceptions to this policy may be granted with approval from the Provost or the Senior Vice Provost for Academic Affairs (SVPAA).

Academic Program Improvement Policy

The University regularly performs comprehensive reviews of its academic programs (courses, concentrations, certificates, or full degree programs) and considers the current needs of students and industry. As a result, academic leadership may determine improvement or discontinuation of an academic program is necessary.

New programs or improvements to existing programs are approved through the Institutional Decision Procedures, Track II, Academic Affairs Curriculum Improvement Procedures. A subcommittee of the New Program Launch Committee

convenes to prepare and discuss the launch and communication plans. The subcommittee ensures the communication plan is carried out. New or changed programs will be relayed using approved University communication mediums.

Teach-Out Plan

A Teach-Out Plan is developed for all discontinued programs to provide eligible, enrolled students with information, support services, and an appropriate schedule for the successful completion of their program. Eligible students are those actively enrolled or registered in the program scheduled for discontinuation.

The Office of the Registrar notifies students via email before the program is no longer available for enrollment registration. This notification will include active students who may need to repeat program requirements. Active students who do not respond to the teach-out notification may be required to change programs once the program is discontinued. Students readmitted to the University are required to choose a different program after the final enrollment registration period of the discontinued program.

Academic Records Privacy Policy

CSU is responsible and accountable for protecting the privacy of students enrolled in its distance education programs and as required by the Family Educational Rights and Privacy Act of 1974 (FERPA). The purpose of this policy is to provide written procedures CSU takes to effectively provide this protection.

Procedures for Protecting Distance Learning Student Privacy

9. CSU protects the privacy of all its distance learning students through the strict adherence to the rules of FERPA. The official FERPA statement is available for student and public view through the CSU website. All CSU employees and faculty complete required annual training in FERPA rules and acknowledge by signing a Confidentiality Notice.
10. Students may wish to authorize consent to share student record information with another individual. In this case, a FERPA consent form must be on file and the person authorized consent may only access information by providing an assigned password. Consent only provides authorization to release information, not to take action on a student record. Students may also revoke the release of student record information.
11. CSU students are assigned a secure, individual Student Identification Number (SID) and password upon enrollment. These assigned identifiers are used to access Blackboard, CSU's Learning Management System (LMS), to complete coursework and myCSU Student Portal to access grades and related information.

Students who contact the University by phone, chat or email must provide this information and a second source of personally identifiable information in order to discuss matters pertaining to their student record. Students may refer to the Student Identity Verification Policy to learn more.

12. Information contained within the CSU Student Information System (SIS) is also viewed as sensitive, personally identifiable information and the University makes reasonable efforts to ensure all information contained within is secure from modifications or deletion by unauthorized personnel. In addition, employees who do not have a vested interest to perform a relative job function are not granted access to information contained in the SIS. Servers containing the SIS are located in a secure environment.

The Office of the Registrar is responsible for the privacy of all CSU student record information. Students who wish to discuss privacy of student records, FERPA, or wish to express concern may contact the office at **Registrar@columbiasouthern.edu** or 877.316.0219.

Accommodation for Disabilities Policy

It is the policy of CSU to provide reasonable educational accommodation(s) for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, as amended, and all other local and state requirements. A request for accommodations will be granted provided that it is based on individual needs, does not compromise the basic requirements of the course or degree program, and does not require a financial burden on CSU beyond what is viewed as customary and reasonable.

It is the student's responsibility to self-disclose a disability to the Office of Disability Services and provide the appropriate documentation if requesting specific educational accommodations. Although students may register for disability services at any time during a degree program, the time required for accommodation provision can vary with the type of request, so a general recommendation is to submit the request and documentation at least six weeks in advance.

For questions regarding the services provided through the Office of Disability Services, please see our **Office of Disability Services Handbook** or contact us by phone or email at 1-888-785-3005 or **disabilityservices@columbiasouthern.edu**

Academic Grievance Policy

Columbia Southern University (CSU) upholds the principle of academic freedom, granting faculty the right to determine student grades based on their expert review of course work. The grading policy is provided in the Student Handbook in the

section entitled "Grading Policies." Once grades are recorded by the Registrar's Office, they are considered final and accurate, except in instances where valid grounds for appeal exist, such as calculation errors, uncommunicated criteria, or unfair application of standards.

Grade Appeal Process

Initial Grievance

Students are encouraged to informally discuss grading concerns with the faculty member when the issue arises. If an agreeable solution cannot be achieved and the student concern remains, the student must provide a written grievance within five business days of the grade issuance, sent to StudentResolution@columbiasouthern.edu.
The Dean of Students (or designee) will facilitate the grievance process by sending the written grievance to the Academic Program Director (APD) who will review the circumstances and speak with both the faculty member and the student. The APD will respond in writing within five business days of receipt of the student grievance.

Formal Appeal

If the grievance remains unresolved, students can file an appeal by sending a written appeal to Grievance@columbiasouthern.edu within ten business days of receiving the APD's decision. The appeal must include a detailed explanation and supporting documentation.

Dean's Review

The appeal is reviewed by the College Dean, who will consult with the APD, the student, and the faculty member. The College Dean will make a determination on the appeal and will issue a final decision in writing within ten business days. The College Dean's decision is final.

Exceptions to the policy or process may be determined and initiated by the Senior Vice Provost of Academic Affairs or Provost. For complaints involving discrimination or harassment, students should consult the Equal Opportunity, Harassment, and Non-discrimination policy. Students wishing to file with external agencies are encouraged to follow university procedures first, with contact information available on the CSU Website.

Non-Academic Grievance Policy

Columbia Southern University (CSU) provides a structured pathway for resolving non-academic grievances, including discrimination claims. These procedures address issues unrelated to academics, such as the following:

- Discrimination or harassment against students based on race, color, or national origin and against students and other individuals based on age, or disability,
- Fee disputes or refunds,
- Administrative processes,
- Denial of a requested service or accommodation requested due to a disability,
- Hazing behaviors.

Non-academic claims by one student against another student will be handled under CSU's Student Code of Conduct procedures. Sexual misconduct allegations, grading concerns, and appeals for Satisfactory Academic Progress (SAP) are all handled under separate policies.

Complaint Process

1. **Informal Resolution**

   Individuals are encouraged to first discuss their grievance with the Dean of Students (or designee) via StudentResolution@columbiasouthern.edu within five business days of the issue arising. If informal resolution is not possible or appropriate or if an individual is not satisfied with the informal resolution process, individuals may proceed to the formal grievance process.

2. **Formal Grievance**

   - Submit a formal grievance via email to Grievance@columbiasouthern.edu within 20 business days of the issue occurring. The grievance must include detailed information such as facts surrounding the incident or action complained of including the identity of the person(s) about whom the individual is complaining, dates, if discrimination is alleged, the type of discrimination alleged to have occurred, the names of any witnesses, relevant policies, desired resolution, and any supporting evidence. The grievant should also state in their Formal Grievance whether they will be assisted by a representative and, if so, the name of the representative. For purposes of these procedures, an attorney is not an appropriate representative for any party.

   - Upon receipt of the formal grievance, the appropriate Department Leader will be the designated Grievance Decisionmaker and will notify the person who is the subject of the grievance and provide them with the opportunity to respond in writing and identify any witnesses and other evidence within five (5) business days. The Grievance Decisionmaker may extend this time for good cause in their sole discretion, if requested.

- The Grievance Decisionmaker will investigate and aim to resolve the matter within 30 calendar days. If the Department Leader is the subject of the grievance or was involved in the unsuccessful informal resolution process, the grievance will go to the Department Leader's direct supervisor, who will serve as the Grievance Decisionmaker.

- The investigation will include an interview of the relevant parties and any known witnesses, a review of relevant evidence, including any evidence submitted by the parties, and any other steps necessary to ensure a prompt, equitable and thorough investigation of the grievance. Interviews of parties and witnesses will be carried out in a manner that is conducive to fair resolution of the matter, minimization of conflict, and prevention of intimidation. The grievant and the person against whom the grievance has been brought may present relevant evidence throughout the investigation. Each party will have an equal opportunity to present evidence consistent with the requirements and restrictions of the Family Educational Rights and Privacy Act (FERPA). Both parties will be given periodic updates of the status of the investigation as warranted.

- Upon completion of the investigation, the Grievance Decisionmaker will issue a written decision using a preponderance of evidence standard of proof, which is met if there is a greater than 50% chance that the claim is true. If this standard of evidence supports the claim of the grievant, a decision will be issued in support of the grievant, which will include any appropriate remedies to resolve the matter. Copies of the decision will be given to the grievant and the person who is the subject of the grievance. Both parties will be sent the decision at the same time.

3. Appeal
   - If the grievance decision is unsatisfactory to either party, an appeal can be submitted within 10 business days to the Non-Academic Grievance Appeals Committee via sending an email to Grievance@columbiasouthern.edu. The appeal must clearly explain the grounds and desired outcome. The Committee, chaired by the Senior Vice Provost of Academic Affairs (SVPAA), is comprised of a group of three (3) university senior leaders identified by the SVPAA.
     - Once a written appeal is received, the non-appealing party will be given 10

calendar days to review the appeal and provide a written response.

Appeal Hearing Options

- To address the Appeal, the chair of the Non-Academic Grievance Appeals Committee holds the authority to conduct a thorough review of provided documentation and either schedule an appeal hearing or render an independent recommendation without the participation of the other Committee members based on the record evidence.

- If the chair, in their sole discretion, determines a need to schedule a virtual/in-person appeal hearing, the hearing will occur before the Committee and take place within 10 business days of receipt of the Grievance Appeal. The chair may extend the deadline to schedule the hearing for good cause. The Office of the Dean of Students will schedule the hearing for the Committee, the grievant, and the Grievance Decisionmaker.

- In cases where the Chair decides to hold a hearing, the appealing party will be required to present their perspective to the Committee and the other party will be given the opportunity to present a response. The Committee will hear the appeal and vote on a decision to recommend to the Chair. The Chair will render a written decision within 5 business days if a hearing occurs, unless time is extended by the Chair for good cause.

- If the Chair decides not to hold a hearing, the Chair will render a written decision within 5 business days of receiving the non-appealing party's response to the appealing party's appeal.

- The Chair's decision is final.

Exceptions to the policy and/or process may be issued by the Senior Vice Provost of Academic Affairs or Provost. Students wishing to file complaints related to sexual misconduct should refer to the Equal Opportunity, Harassment, and Non-discrimination policy. For external complaints, students are encouraged to exhaust CSU's internal processes first, with agency contact information available on the CSU Website.

Anti-Hazing Policy

Columbia Southern University (CSU) is committed to fostering a safe, inclusive, and respectful learning environment for all students, regardless of physical location. This policy applies only to activities carried out in the course of initiation into, affiliation with, or the maintenance of membership in, a

student organization. Hazing, as defined by The Stop Campus Hazing Act (20 U.S.C. § 1092(f)) and Alabama Code § 16-1-23 (2024) , in any form is strictly prohibited. All students, faculty, staff, and affiliated individuals participating in any institutional activity, including but not limited to online courses, virtual and/or in-person events, and remote and/or in-person student organizations are subject to this policy.

The Stop Campus Hazing Act

The Stop Campus Hazing Act (20 U.S.C. § 1092(f)) defines the term hazing to mean any intentional, knowing, or reckless act committed by a person (whether individually or in concert with other persons) against another person or persons regardless of the willingness of such other person or persons to participate, that (1) is committed in the course of an initiation into, an affiliation with, or the maintenance of membership in, a student organization (e.g., a club, athletic team, fraternity, or sorority); and (2) causes or creates a risk, above the reasonable risk encountered in the course of participation in the IHE or the organization, of physical or psychological injury.

Alabama Anti-Hazing Law

The Alabama Anti-Hazing Law § 16-1-23, defines hazing as the following actions in connection with initiation into or affiliation with any organization:

(1) Any willful action taken or situation created, whether on or off any school, college, university, or other educational premises, which recklessly or intentionally endangers the mental or physical health of any student, or

(2) Any willful act on or off any school, college, university, or other educational premises by any person alone or acting with others in striking, beating, bruising, or maiming; or seriously offering, threatening, or attempting to strike, beat, bruise, or maim, or to do or seriously offer, threaten, or attempt to do physical violence to any student of any such educational institution or any assault upon any such students made for the purpose of committing any of the acts, or producing any of the results to such student as defined in this section.

In a distance education environment, hazing can manifest in various forms, including but not limited to the following actions when they are connected with initiation into or affiliation with any organization:

13. Cyberbullying and harassment: This includes online humiliation, intimidation, or degradation through social media, messaging platforms, or other digital means.
14. Forced online activities: Requiring participation in demeaning or inappropriate online tasks or activities.
15. Social exclusion and isolation: Intentionally excluding or isolating students from online communities or activities.

16. Psychological manipulation and pressure: Using online platforms to coerce, manipulate, or pressure students into performing unwanted actions.
17. Demanding inappropriate virtual performances: Requiring students to perform acts online that are humiliating or dangerous.

Prevention and Awareness: Research-informed regular training workshops and modules are offered to empower students, faculty, and staff to recognize, prevent, and intervene in potentially harmful situations.

Accountability: Any student who is found to have violated this Policy will be subject to disciplinary action, under the standards and procedures of the CSU Student Code of Conduct found in the CSU Student Handbook. Any faculty member, staff member, or representative of the institution found responsible for violating this Policy is subject to disciplinary action as deemed appropriate through the CSU Human Resources Department and the Non-Academic Grievance procedures in cases where a complaint is brought by a student under such procedures.

Columbia Southern University encourages all members of its community to report any suspected instances of hazing. Reports can be made by notifying the Dean of Students. All reports will be treated with confidentiality to the extent permitted by law.

The policy reflects CSU's commitment to upholding the highest standards of ethical conduct and ensuring a positive and supportive learning experience for all students in its educational programs and student organizations. Consistent with the law, exceptions to the policy are allowed under Provost approval.

Assignment Make-Up Policy

CSU delivers curriculum through a variety of assignments and methodologies. Assignments are unique and carry specific submission requirements. Assignment submission information is provided in the assignment instructions in each course. The CSU Technical Support Department is available to assist students in resolving technical issues. Students should refer to the Technology Requirements located in the myCSU Student Portal.

Due dates must be met as outlined in each course. However, a one-week grace period is granted on all due dates in Units 2-7 to allow additional flexibility, when needed. If students need additional time for Units 1 or 8 or outside the 7-day grace period for Units 2-7, they are encouraged to contact the course professor directly. Special consideration may be granted by the course professor to make-up or re-submit an assignment. Students should follow the specific instructions or assignment due dates for make-up work. Requests should be emailed to the course professor prior to the course end date. The course

professor will review and render a decision based upon the merits of the case.

Exceptions to the policy may be made by the College Dean, Vice Provost of Academic Affairs, or Provost.

Course Access Policy

Students enrolled at Columbia Southern University are subject to time-sensitive course access as stated in the Course Access Policy.

At the conclusion of a completed course, students will retain course access for a period of 21 days. Any course which is unfinished, further defined as a course with outstanding assignments, will be closed for access at the conclusion of the term. Students who have been granted an Incomplete (I) will retain course access until the conclusion of the incomplete period; in addition, the student will retain course access for an additional 21 days in excess of the incomplete period for all completed courses. The final course grade will be calculated utilizing the weighted score assigned to each course assignment, as indicated in the course syllabus. Once the course access period has elapsed, all coursework submitted therein is archived and future access to the course through Columbia Southern University's Learning Management System is restricted. Students are encouraged to save their work through use of technology. Please review the Technology Policies for suggested methods of saving coursework. Course access will not be granted to archived courses unless approval is granted by the Assistant Provost for the college in which the course in question is located.

Course Add Policy

Columbia Southern University (CSU) grants new and currently enrolled students the ability to enroll in additional courses, subject to the Academic Course Load Policy, up to six calendar days from a course start date. Students will not pay a late enrollment fee during the add-period.

Students who add a course during the drop/add period are dropped if they have not made a payment or do not have an active payment plan in place. The drop/add period ends at 11:59 PM Central, the Tuesday after the term start date. Please refer to the CSU Academic Calendar for term start and drop dates.

Students should refer to the appropriate Institutional or Doctoral Institutional Academic Progress Policy and Satisfactory Academic Progress Policy for Title IV Students.

Any exceptions to this policy must be approved by an Academic Advisor.

Course Completion Policy

Final course grades are calculated utilizing the sum of weighted scores assigned to each course assignment. Students are encouraged to complete all assignments within a course.

Course assignments not completed by the original or adjusted course end date are assigned a grade of zero (0) unless students request an Incomplete (I), Incomplete for Special Circumstances (ISC) or withdraw from the course (See Incomplete Grading Policy).

Students who plan to withdraw from a course should review the Official Course Drop/Withdrawal Policy and contact their academic advisor prior to submitting a withdrawal request. Note, academic and financial consequences may occur if students withdraw after week one of the course.

Exceptions to the Course Completion Policy, and all items encompassed within, must be approved by the College Dean, Vice Provost of Academic Affairs, or Provost.

Course Retake Policy

Undergraduate students must earn a cumulative GPA of 2.0 or higher. Students who earn a "D" or below may be required to repeat a course to satisfy program requirements.

Graduate students must earn a cumulative GPA of 3.0 or higher. A course in which students earned a grade below "C" must be repeated at CSU. Students may be required to repeat a course with a grade of "C" to satisfy graduation requirements.

When students repeat a course, the original course is issued a grade of "R" upon completion of the course retake. If a course must be repeated to satisfy GPA requirements for graduation and the previously earned grade is normally considered passing, the course retake is eligible for Federal Student Aid (FSA) one time, provided the student is eligible for FSA.

Doctoral Academic Course Load Policy

Doctoral programs consist of two phases. Phase one, didactic courses, fulfill the major requirements and applicable concentrations, where available. Phase two fulfills the doctoral research study or dissertation.

Didactic Course Load

Didactic courses are three credit hours each. A full-time load is considered one or more didactic courses.

Doctoral Research Study/Dissertation Course Load

Research Study/Dissertation courses are one credit hour each. A full-time load during this phase is considered two or more courses.

Funding Considerations

Students interested in the use of alternative funding, such as corporate, military, or other sources, should review the related information and policies to determine the appropriate number of credit hours allowed for full financial benefits.

Exceptions to the Doctoral Academic Course Load Policy, and all items encompassed within, may be approved by the College Dean, Vice Provost of Academic Affairs, or Provost.

Doctoral Candidacy Status Policy

Students earn Doctoral Candidacy Status following the successful completion of all didactic coursework, which the Office of the Registrar verifies.

Doctoral Graduation Requirements Policy

Students must successfully complete all degree requirements, as follows. Students have:

- completed all required didactic and research study/dissertation courses with passing grades.
- met the minimum GPA requirements.
- successfully defended the dissertation or capstone.
- met all financial obligations to the institution.
- all official transcripts on file.

Honors designation is not awarded for doctoral programs. A grade of "C" is considered the minimum passing grade. However, students may be required to repeat a course in which a "C" is earned if this grade results in a substandard cumulative GPA.

Upon approval of a successful dissertation or capstone defense, students are eligible to apply for graduation by submitting a Petition for Graduation.

Exceptions to the Doctoral Graduation Requirements Policy, and all items encompassed within, must be approved by the College Dean, Vice Provost of Academic Affairs, or Provost.

Doctoral Institutional Academic Progress Policy

Academic standards of performance are established to ensure satisfactory progress toward a degree. These performance standards form a basis for the following academic classifications:

18. Good Standing
19. Academic Probation
20. Academic Dismissal

Guidelines and procedures for placing students in the above classifications include:

Good Standing (Active)

Students must maintain a minimum cumulative GPA of 3.0 to be in good standing. Students performing research in support of their dissertation must maintain successful academic progress.

Academic Probation

The University may place students on academic probation under the following circumstances:

21. Cumulative GPA falls below 3.0
22. Unsatisfactory Progress ("U") in a dissertation research course
23. Withdrawal from the same course twice
24. Repeat pattern of consecutive withdrawals from courses impeding academic progress

The Office of the Registrar specifies the conditions of academic probation to students in writing.

Students placed on academic probation due to a cumulative GPA below 3.00 are allowed 6 credit hours to raise the GPA to 3.0 or higher. A student placed on probation due to receiving a "U" in a dissertation research course must receive an "S" in the next dissertation research course. Students placed on probation for repeated withdrawals from the same course must complete the course on the third attempt. Students must demonstrate academic progress and avoid repeated patterns of withdrawing from courses to avoid academic dismissal.

Academic Dismissal

Students successfully progress through a doctoral program in a timely manner; therefore, academic dismissal due to substandard academic performance is final. The University will dismiss a student from the program under the following circumstances:

25. Students do not achieve a cumulative GPA of 3.0 or higher at the conclusion of the probationary period
26. Students withdraw from the same course three times
27. Students earn two consecutive grades of "U" in dissertation research courses

Appeal Process

Students dismissed from a doctoral program for earning consecutive "U" grades in dissertation research courses may submit a written appeal via email, within ten business days of the date the decision was sent. The written appeal must clearly state the reasons and remedy sought.

The Academic Program Director will appoint three faculty to an ad hoc Appeals Board to evaluate the appeal. The Appeals Board composition will consist of the Lead Faculty of the doctoral program, acting as chair, and two faculty members unrelated to the student's committee.

The Appeals Board will review all submissions, obtain additional information and opinions if necessary, and provide the student with a written response within ten business days of receipt. The Academic Program Director will receive a copy of the response. The findings and recommendations of the Appeals Board are final.

Exceptions to the Doctoral Institutional Academic Progress Policy, and all items encompassed within, may be approved by the College Dean, Vice Provost of Academic Affairs, or Provost.

Doctoral Leave of Absence Policy

Doctoral students who are unable to maintain continuous enrollment may apply for a temporary Leave of Absence (LOA). Students are eligible for one (1) LOA per 12-month period.

Students may apply for an LOA by contacting their academic advisor and completing the Leave of Absence Request Form. Administrative staff will review the request and notify students of the decision within 10 business days of the submission.

The University does not grant an LOA in the middle of a term. Students enrolled in a term are expected to complete all courses and may apply for an LOA to begin at the start of the next term. Students unable to complete a course(s) within the enrollment period may request an Incomplete or withdraw from the course(s).

Note: If the student wishes to withdraw, the University may require a Return of Title IV calculation.

Students are not required to apply for re-admission to the University upon return from an LOA. For purposes of Title IV Federal Financial Aid, students on an LOA are considered withdrawn from the University. Therefore, federal student loans are not eligible for an in-school deferment.

Military/Special Services Leave of Absence Provision
Doctoral students may request a provisional LOA for a designated deployment period up to 12 consecutive months. Students may apply for an LOA by contacting their academic advisor and completing the Leave of Absence Request Form. Students must also provide supporting documentation regarding the nature and period of deployment from their commanding officer or supervisor. If the military or special services deployment occurs during a course(s), policy requires students to withdraw from the course(s) or request an Incomplete for Special Circumstances.

Exceptions to the Doctoral Leave of Absence Policy, and all items encompassed within, must be approved by the Dean of the College, Vice Provost of Academic Affairs, or Provost. Note: Students enrolled in Dissertation/Research courses are not eligible for the Incomplete for Special Circumstances and must work with their dissertation chairs regarding any special circumstances that arise during this period of their programs.

Doctoral Time Limits Policy

Doctoral students are expected to complete their program in no more than seven years from the date of initial enrollment. Students must meet the following program milestones:

28. Complete all didactic coursework within four years
29. Successfully defend the dissertation within three years of completing didactic coursework

In some cases, due to extenuating circumstances, students may appeal the milestone time limits, not to exceed ten years from initial enrollment in their program. The Academic Program Director will appoint an ad hoc Appeals Board, which consists of the Lead Faculty of the doctoral program, acting as chair, and two faculty members unrelated to student's committee.

Students must submit a formal appeal letter to the Academic Program Director. The written appeal must clearly state the reason(s) and remedy sought. The Appeals Board will review all submissions, obtain additional information if necessary, and provide the student with a written response within ten business days of receipt. The Academic Program Director will receive a copy of the response.

The findings and recommendations of the Appeal Board are subject to review or exception made by the College Dean, Vice Provost for the Doctoral Center, Senior Vice Provost for Academic Affairs, or Provost.

Family Educational Rights & Privacy Act (FERPA) Policy

The Family Educational Rights and Privacy Act of 1974 (FERPA) affords students certain rights with respect to their educational records. CSU acknowledges this law as university policy. Under the provisions of this law, students are entitled to the following privileges:

30. inspection and review of the student's educational records;
31. request of amendments to the student's records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
32. consent to disclosures of personally identifiable information contained in the student's educational

records, except to the extent that FERPA authorizes disclosure without consent; and

33. ability to file a complaint with the U.S. Department of Education concerning alleged failures by CSU to comply with FERPA requirements in the instance that a complaint cannot be resolved within the university.

Requests by students to inspect, review, or amend must be submitted in writing and identify the information below.

34. Record the student wishes to inspect
35. Signature and date

For requests to amend, students must clearly identify the portion of the educational record the student is requesting be changed and specify why the record should be changed. If the requested change is not approved, the student will be notified of the University's decision and the student's right to a hearing. FERPA regulations now allow the request to be submitted electronically.

Students are informed of those instances where FERPA authorizes disclosure without consent in the university catalog information (electronically and in print).

However, FERPA allows schools to disclose student records, without consent, to the parties listed below.

36. School officials with legitimate educational interest
37. Other schools to which a student is transferring
38. Specified officials for audit of evaluation purposes
39. Appropriate parties in connection with financial aid to a student
40. Organizations conducting certain studies for or on behalf of the school
41. Accrediting organizations
42. Appropriate officials in cases of health and safety emergencies
43. State and local authorities

Release of student directory information is also permitted by FERPA. CSU identifies directory information as name, address, telephone number, email address, date and place of birth, honors and awards, dates of attendance, major field of study, enrollment status, previous institutions attended, photograph or other comparable information.

Personally identifiable information (or non-releasable information) includes all information not defined as directory information and may not be released without the express written consent of the student.

The Consent to Release must:

44. identify and authenticate a particular person as the source of the consent (whether in writing or transmitted electronically) and
45. indicate that person's approval of the information contained in the electronic consent.

Students may control the release of directory information by completing the **CSU Request to Revoke Directory Information Release Form**. Upon receipt of this form, a Privacy Hold will be placed on the student's record.

To Whose Record Does the Act Apply?
FERPA applies to the education records of persons who are or have been in attendance at CSU, including students in continuing education programs sponsored by the university. FERPA does not apply to records of applicants who are denied admittance or, if accepted, do not attend CSU.

To What Records Does the Act Apply?
The act applies to all education records maintained by CSU and all parties acting for CSU, which are directly related to a student. Records containing a student's name, identification number, or other personally identifiable information, in whatever medium, are covered by FERPA unless identified in one of the act's excluded categories.

Enforcement and Penalties
The CSU Office of the Registrar is responsible for university compliance with this policy. Responsibility for administering the act by the federal government has been assigned to the Family Policy Compliance Office within the U.S. Department of Education. This office reviews and investigates complaints and attempts to bring compliance through voluntary means.

FERPA Compliance
Students who need assistance or who wish to file a complaint under FERPA should do so in writing to the Family Policy Compliance Office, sending pertinent information through mail, concerning any allegations to the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920
Phone: 1.800.USA.LEARN (1.800.872.5327)

Contact Us
Please contact the Office of the Registrar at 800.977.8449 or registrar@columbiasouthern.edu if you have any additional questions or concerns about our academic records privacy policy. For questions and concerns regarding our University Privacy Policy, please contact the data security officer at datasecurityofficer@columbiasouthern.edu.

We accept the following forms by email, fax and mail.

- ▪ [Student Release for Education Records](#)
- ▪ [Request to Revoke Directory Information Release Form](#)

For complete FERPA information, visit the FERPA section of the website.

Grading Policies

Columbia Southern University's (CSU) grading system uses the following scale to determine final course grades, which are recorded on the CSU transcript, unless otherwise noted.

Table A – Grading System

The following scale is used to determine final course grades and are recorded on the CSU transcript unless noted:

	Grading Scale	Quality Points Per Credit Hour	Included in Cumulative GPA	Counted Toward Hours Attempted to Determine SAP
A	90-100	4.00	Yes	Yes
B	80-89	3.00	Yes	Yes
C	70-79	2.00	Yes	Yes
D	60-69	1.00	Yes	Yes
F	59-0	0.00	Yes	Yes
W	Withdrawn	0.00	No	Yes
W/F	Withdraw/Fail	0.00	Yes	Yes
I	Incomplete or Extension	0.00	No	Yes
IP	In Progress	0.00	No	No
R	Retake	0.00	No	Yes
DN*	Dropped for Non-Attendance	0.00	No	No
DP	Dropped from Course	0.00	No	No
DC*	Institutional Drop	0.00	No	No
S	Satisfactory Progress	0.00	No	Yes
U	Unsatisfactory Progress	0.00	No	Yes

Not recorded on the CSU transcript.

Final Course Grade Descriptions – Table A

A, B, C, and D generate quality points, are included in the cumulative grade point average (GPA) and are calculated as attempted hours to determine Satisfactory Academic Progress (SAP).

W, I, IP, R, DN, DP, DC, S, and U do not generate quality points and are not included in the cumulative GPA. However, grades of W, I, R, S, and U are calculated as attempted hours to determine SAP.

F and W/F do not generate quality points, are included in the cumulative GPA, and are calculated as attempted hours to determine SAP.

When a student is in the process of completing a course during original course start and end dates, a grade of IP is assigned as a placeholder until an earned grade is determined.

When a student is granted an Incomplete, a grade of I is assigned as a placeholder until an earned grade is determined.

Grade Point Average

The grade point average (GPA) is computed by dividing the total number of quality points by the total number of hours completed.

Grading Rubric

Functional scoring rubrics are established for all assignment types (e.g., research paper, case study, article critique). Faculty apply the rubrics to evaluate the assignments and enter the scores and feedback directly into the rubric. Students may access assignment rubrics within each course unit in the learning management system.

Non-functional scoring rubrics are established for written response assessment items and discussion forums. Faculty apply these rubrics in scoring the items and provide summative feedback in the "Feedback to Learner" section, which is found in the gradebook.

- ▪ The **written response rubric** is found in the unit assessment directions.
- ▪ The **discussion forum rubric** is found in the Unit I Discussion Board

Grading Timeframes

CSU requires all assignments to be graded in a timely manner, as follows.

46. Undergraduate and Master's program assignments: allow up to a five-day grading period
47. **Doctoral program assignments:** allow a seven-, ten-, or fourteen-day grading period.

Note: Extenuating circumstances may cause a delay in grading. Students are informed of any grading delays by the appropriate faculty or staff.

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Assignment Submission Timeframes

The following list defines information regarding expectations for CSU student submissions:

- **Weekly course assignments** are expected to be submitted during the week they are assigned.
- **Posts to the Discussion Board prompt** are expected to be submitted by Saturday, 11:59 PM CT
- **Response to another student's post** within the discussion board forum are expected to be submitted by Tuesday, 11:59 PM CT.

Contesting Grades

Students who feel an awarded grade is inconsistent with published policy, course syllabi, rubric item, or assignment requirements should address the grade with their faculty member during the course. At the conclusion of the course, if the student remains dissatisfied with the rendered grade, the student may contest the grade by following the steps outlined within the Academic Complaint and Grievance Policy.

Exceptions to the Grading Policies, and all items encompassed within, must be approved by the Dean of the College, Vice Provost of Academic Affairs, or Provost.

Related Policies

Students are expected to meet participation requirements and should refer to the Participation Policy.

Students interested in federal student aid eligibility should familiarize themselves with the Satisfactory Academic Progress Policy.

Students interested in learning more about incomplete grades should refer to the Incomplete Grading Policy.

Graduation Requirements Policy

Students are required to complete all degree requirements, obtain the minimum cumulative GPA, and have all official transcripts on file for degree conferral. An audit to determine graduation may begin once a student is within 12 credits from degree completion or upon receiving a petition for graduation. Students who use Federal Student Aid to cover any portion of tuition are also required to complete Direct Loan Exit Counseling.

Undergraduate Requirements

Students enrolled in undergraduate programs must:

48. complete a minimum of 60 credit hours in an associate program.
49. complete a minimum of 120 credit hours in a bachelor's program.
50. complete at least 25 percent of the courses within an undergraduate program at CSU.
   - maintain a 2.0 cumulative GPA to be eligible for graduation.

Although a grade of "D" is considered passing, students may be required to repeat a course in which a "D" is earned if the grade results in a substandard cumulative GPA.

Graduate and Postgraduate Professional Requirements

Students enrolled in a graduate or postgraduate professional program must:

- complete all program requirements
   - a minimum of 33 percent of the coursework must be completed at CSU
- maintain a 3.0 cumulative GPA to be eligible for graduation.

Although a grade of "C" is considered passing, students may be required to repeat a course in which a "C" is earned if the grade results in a substandard cumulative GPA.

Multiple Degree Conferrals

Students are encouraged to further their education by pursing advanced degrees. However, in some cases, students may wish to pursue an additional interest through a subsequent degree at the same level (Associate, Bachelor, Graduate). A student is eligible to earn multiple undergraduate or graduate degrees by completing additional credit hours that are unique to the subsequent degree.

- Additional Undergraduate degrees
   - For an associate's degree, complete a minimum of 15 credit hours unique to the additional degree, which were not used for the previous undergraduate degree(s).
   - For a bachelor's degree, complete a minimum of 30 credit hours unique to the additional degree, which were not used for the previous undergraduate degree(s).
- Additional Graduate degrees
   - Complete a minimum of 12 credit hours unique to the additional degree, which were not used for the previous graduate degree(s).

Graduation with Honors

Students enrolled in bachelor's degree programs who accomplish a high level of academic achievement may qualify for honors if certain criteria are met. Honors are noted both on the students' diplomas and transcripts.

A cumulative "honors GPA" is calculated by combining all coursework attempted at CSU. Students must have no grade lower than a "C", must not have been found in violation of the Academic Integrity Policy, and must not have repeated any course taken at CSU due to non-satisfactory grades. Honors recognition is only awarded for bachelor's degree programs.

The following minimum GPAs are required for honors recognition:

Latin Honors	GPA
Cum Laude	3.50 – 3.79 cumulative GPA
Magna Cum Laude	3.80 – 3.99 cumulative GPA
Summa Cum Laude	4.0 cumulative GPA

Posthumous Degree Recognition

Family members or relatives of a deceased student may qualify for posthumous degree recognition if the student was in good standing and successfully completed at least ninety percent of the degree program. Once the University is notified and has confirmed that the student is deceased, a formal degree audit will be conducted. Upon verification of the degree, the deceased student's diploma and official transcript will be presented to family member or relative at no charge. Next-of-kin who would like more information about possible award of a posthumous degree should contact the Office of the Registrar.

Note: Students enrolled in a doctoral program should refer to the Doctoral Graduation Requirements Policy.

Inactive Status Policy

Students who do not submit coursework within 12 months are considered inactive and automatically forfeit tuition held by the University.

Returning students are re-evaluated and subject to current academic requirements, tuition, and policies in force at the time of re-enrollment.

Returning active-duty service members that have not submitted coursework within 24 months may elect to enroll in the original program of study, provided the courses/programs remain available.

Exceptions to the Inactive Status Policy must be approved by the Dean of the College, Vice Provost of Academic Affairs, or Provost.

Students are assessed a $25 processing fee.

Note: Students enrolled in a doctoral program should refer to Doctoral Time Limits for additional information.

Incomplete Grading Policy

Students may request an Incomplete or Incomplete for Special Circumstances, which provides additional time to successfully complete coursework beyond the allotted enrollment period. An approved Incomplete grade provides an additional 30 or 60 calendar days for course completion.

An Incomplete or Incomplete for Special Circumstances may affect future course enrollments. Students should review the Academic Course Load Policy for more information. The grade of "I" may affect Satisfactory Academic Progress and Federal Student Aid eligibility. Students should contact their academic advisor.

Incomplete Eligibility Requirements

Students must demonstrate satisfactory progress in the course(s) by meeting the following minimum requirements:

51. Students must have participated in/submitted requirements for units 6, 7, or 8.
52. Student must request an Incomplete on or before the course end date.

Exceptions to the Incomplete Grading Policy, and all items included herein, may be made by the faculty member, Lead Faculty, Academic Program Director, Dean of the College, Vice Provost of Academic Affairs, or Provost.

Incomplete Grading

The Incomplete will be automatically processed for students who meet the eligibility requirements. Faculty will review ineligible requests and provide a decision.

Approved Requests

A course grade of "I" is assigned and the student is granted an additional 30 or 60 calendar days to complete the remaining coursework.

Fee Information

- No fee to submit the request.
- **Granted 30 Days:**
  $50 Non-Refundable Processing Fee
- **Granted 60 Days:**
  $100 Non-Refundable Processing Fee
- Title IV or VA funds may not be applied toward the payment of the Incomplete fee

Assignments

Students should submit assignments by adhering to the goal dates provided. Assignments not submitted by 11:59 PM CT at the conclusion of the approved Incomplete period will be assigned a grade of zero (0), and the final course grade will be calculated. The final course grade will replace the grade of "I" assigned at the time of an approved request.

Incomplete for Special Circumstances
Eligibility Requirements

Students may encounter extenuating circumstances which inhibits their ability to complete a course(s). Such circumstances may include, but are not limited to: deployment, medical circumstances, natural disaster, family emergency, death in the immediate family, or job relocation.

Students may request one (1) Incomplete for Special Circumstances (ISC) per course. A maximum of two (2) ISCs will be granted, upon approval, per calendar year.

Submission Requirements

Students must submit an *Incomplete for Special Circumstances* request on or before the course end date. Requests received after the course end date are considered on a case-by-case basis.

Documentation

Students must provide supporting documentation to substantiate the stated circumstance. Documentation must be dated and correlated with the hardship and time parameter in which the student is/was unable to complete coursework. Additional or alternate documentation may be requested for verification purposes.

Approved Requests

Students approved for an ISC will receive a maximum of 60 calendar days to complete the course.
Students who received a previously approved Incomplete may later determine an ISC is needed. Under this circumstance, students will follow the ISC approval process. Note: the maximum time allowed is 60 calendar days from the original course end date. Thus, a student who has already received 60 days under the Incomplete Grading Policy will be ineligible for the ISC.

Fee Information

There are no fees associated with an ISC.

Assignments

Students should submit assignments by adhering to the goal dates provided. Assignments not submitted by 11:59 PM CT at the conclusion of the approved Incomplete period will be assigned a grade of zero (0), and the final course grade will be calculated. The final course grade will replace the grade of "I" assigned at the time of an approved request.

Other Considerations

53. An Incomplete request should *not* be submitted for a course in which assignments need to be resubmitted or if all assignments have been submitted and/or graded.
54. Students approved for an Incomplete forfeit the option to withdraw from the course after the original course end date, pursuant to the *Official Course Drop/Withdrawal Policy.*
55. Service members utilizing Tuition Assistance should contact their education officer to report an Incomplete to avoid inaccurate recoupment of funds. Students are responsible for notifying their education officer of the final course grade at the conclusion of the Incomplete period.
56. Students approved for an Incomplete are expected to meet attendance requirements in the course.
57. When determining the amount of Federal Student Aid students have earned, the original course start and end dates are used for withdrawal calculations. The time period of an Incomplete is not taken into consideration. Therefore, it is important that students continue to participate in the course within the original timeframe even when an Incomplete has been granted. Failure to participate within the original start and end dates could result in a return of Federal Student Aid funds. Eligibility for Federal Student Aid may also be affected if the student does not make up the Incomplete or if the Incomplete converts to a failing grade.
58. When calculating students' pace of completion for Satisfactory Academic Progress, a course grade of "I" will be considered as an attempted credit, but not earned credit. A course grade of "I" will not be calculated in the student's cumulative grade point average.
59. The student should allow up to five (5) business days for processing of an Incomplete or an ISC prior to the first assignment goal date. If more than one assignment remains at the time of the request, each assignment goal date should be spaced apart to ensure successful completion.
60. When an Incomplete is approved, the time added begins from the previous course end date, not the date processed.
61. Students will be notified of the approval/denial decision via email.

Note: The Incomplete Grading Policy does not apply to students enrolled in dissertation courses.

Iowa Military Deployment Policy

Columbia Southern University will offer the following options to a student who is a member, or the spouse of a member if the member has a dependent child, of the Iowa National Guard or reserve forces of the United States and who is ordered to state military service or federal service or duty:

62. Withdraw from the student's entire registration and receive a full refund of tuition and mandatory fees. CSU's Registrar's Office processes all withdrawal

requests and notifies Student Accounts to calculate the refund.

63. Make arrangements with the student's instructors for course grades, or for incompletes that shall be completed by the student at a later date. This option is available to the student under CSU's Incomplete for Special Circumstances policy. Requests may be sent directly to the instructor for approval. If such arrangements are made, the student's registration shall remain intact and tuition and mandatory fees shall be assessed for the courses in full.

64. Make arrangements with only some of the student's instructors for grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the registration for those courses shall remain intact and tuition and mandatory fees shall be assessed for those courses. Any course for which arrangements cannot be made for grades or incompletes shall be considered dropped and the tuition and mandatory fees for the course refunded.

Note: Supporting documentation must be submitted to CSU describing the order to state military service, federal service, or duty.

Institutional Academic Progress Policy

Academic standards of performance are established to ensure satisfactory progress toward a degree. These performance standards form a basis for the following academic classifications:

65. Good Standing
66. Academic Probation
67. Academic Suspension

Guidelines and procedures for placing students in the above classifications include the following.

Good Standing (Active)

A minimum cumulative GPA (2.0 for undergraduates and 3.0 for graduates) must be maintained to be in good standing.

Academic Probation

Upon completion of 12 credit hours, a student is placed on academic probation at any time the cumulative GPA drops below the required minimum. A student remains on academic probation for 12 credit hours.*

While on academic probation, a student must demonstrate sustained satisfactory progress and develop an action plan for academic improvement. The plan is approved by the academic advisor, which may include referral to the Success Center. A student may be limited to enrolling in one course at a time

until a cumulative GPA of 2.0 undergraduate/3.0 graduate is achieved. In addition, a student may be delayed from enrolling in the next course pending evaluation of academic progress.

Satisfactory progress requires that a student either raise the cumulative GPA to an acceptable level or make progress toward earning the acceptable GPA during the probationary period, as detailed below.

The student is removed from probation and placed in good standing if the cumulative GPA (2.0 or higher undergraduate/3.0 or higher graduate) is achieved after completing the required 12 credit hours during the probationary period. If the student does not raise the cumulative GPA to good standing, the student is placed on suspension. Please refer to the Academic Suspension section of this policy for details.

Secondary Probation

If the GPA for the probationary period is 2.5 or higher for undergraduate or 3.5 or higher for graduate, but the student does not raise the cumulative GPA to the minimum 2.0 or higher for undergraduate or 3.0 or higher for graduate, a secondary probation period may be required.

*Note: A student who shows substandard academic progress in their first 12 credit hours may be academically dismissed without a probationary period. See the Academic Dismissal section of this policy for details.

Academic Suspension

If the probationary student fails to demonstrate satisfactory progress, the student is academically suspended for a period no less than 9 weeks. A student may request reinstatement after the suspension period has expired. If a second suspension occurs, the student is suspended for a minimum of six months before they are eligible to request re-instatement. If a third suspension occurs, the student is suspended for a minimum of 12 months before they are eligible to request reinstatement.

The student must contact the Office of the Registrar to request reinstatement no less than one month prior to the desired term. Reinstatement following academic suspension is not automatic and is determined by the Reinstatement Committee.

A student enrolled in other colleges or universities while on academic suspension from CSU is not eligible for reinstatement to CSU until the cumulative grade point average from other colleges and universities is 2.0 or higher for undergraduate or 3.0 or higher for graduate.

Once reinstated, the student returns to academic probation status for 12 credit hours. The student is expected to demonstrate academic progress while on probation, as outlined above.

Academic Dismissal

CSU reserves the right to dismiss students whose academic progress is substandard. Factors considered will include, but are not limited to, the number of failing grades, past academic performance, the number of withdrawn courses, and the probability of achieving satisfactory academic standing within a reasonable time frame. A student is subject to academic dismissal (without a probationary period) for 12 months if the cumulative GPA falls below 1.0 or if they withdraw from the majority of courses within the last 12 credit hours.

The Appeals Board through the Office of the Registrar reviews and approves/denies academic dismissal appeals or reinstatement request.

Exceptions to the Institutional Academic Progress Policy must be approved by the Dean of the College, Vice Provost of Academic Affairs, or Provost.

Note: Students enrolled in a doctoral program should refer to the Doctoral Institutional Academic Progress Policy.

Leave of Absence Policy

Students who are unable to enroll for a period of time, may apply for a temporary Leave of Absence (LOA) from the University. A temporary LOA is granted only to students who plan to return to their academic program at the end of the LOA. Students may apply for an LOA by submitting the Leave of Absence Request Form located in the myCSU Student Portal. Students should contact their Academic Advisor and the Office of Financial Aid to discuss potential academic and financial implications prior to taking an LOA.

Important facts concerning an LOA:
68. All requests must be submitted a minimum of three (3) weeks prior to the start of the requested LOA.
69. LOA requests for undergraduate and graduate students may not exceed more than three calendar months.
70. Students may request more than one LOA during their academic program, not to exceed three months within a 12-month period.
71. Students are not required to apply for re-admission to the University upon return from an LOA.
72. The University does not grant an LOA in the middle of a term.
73. For the purposes of Title IV, students considered withdrawn from the University while on an LOA; therefore, federal student loans are not eligible for an in-school deferment.
74. A student is not eligible to receive federal student aid while on an LOA;

75. Students are expected to complete all courses in which they are currently enrolled, and apply for an LOA upon completion.
76. Students having difficulty or who are unable to complete all courses for which they are enrolled, may apply for an incomplete, an incomplete for special circumstances, or withdraw, in which case a Return of Title IV calculation may be required.
77. Students who fail to return from an LOA are required to reapply for admission to the University after a period of 12 months of inactivity in their academic program.

Military/Special Services Leave of Absence Provision

Undergraduate and graduate students may request a provisional LOA for a designated deployment period up to 12 consecutive months. A student may apply for a provisional LOA by submitting the Leave of Absence Request Form located in myCSU Student Portal. Students must provide supporting documentation regarding the nature and period of deployment from their commanding officer or supervisor. If the military or special services deployment occurs during a course, students may be required to withdraw from the course or request an incomplete for special circumstances.

Exceptions to the Leave of Absence Policy, and all items encompassed within, must be approved by the Dean of the College, Vice Provost of Academic Affairs, or Provost.

Note: Students enrolled in doctoral programs should refer to the Doctoral Leave of Absence Policy.

Official Course Drop/Withdrawal Policy

Students who wish to drop or withdraw from a course or program should notify the Office of the Registrar at Registrar@columbiasouthern.edu or submit the Course Drop/Withdrawal form located in the Student Portal.

Course Drop

Students may drop a course by the term "drop date," as listed on the academic calendar, without financial penalty. The course drop date is determined by the date the request is received. A grade of "DP" is recorded for the course. Dropped courses appear on the official transcript but do not count as hours attempted in the Satisfactory Academic Progress (SAP) calculation.

Course Withdrawal

A course withdrawal is a request submitted after the course drop date and before or on the original course end date. A grade of "W" is issued and will appear on the student's transcript but will not affect the cumulative GPA. However, the course does count toward hours attempted (completion ratio and maximum timeframe) and may affect Federal Student Aid

eligibility. Students using military Tuition Assistance must inform their education services officer when withdrawing from a course. Students who demonstrate a pattern of withdrawals are at risk for academic dismissal per the Institutional Academic Progress Policy.

Program Withdrawal

Students who wish to withdraw from a CSU program may do so by indicating these intentions on the Course Drop/Withdrawal form. We encourage students to reach out to their assigned academic advisor to discuss options that promote success before submitting a program withdrawal.

Students should review the following policies when electing to drop or withdraw: Tuition Refund Policy. SAP Policy, and Institutional Academic Progress Policy.

Exceptions to the Official Course Drop Withdrawal Policy, and all items encompassed within, must be approved by the Dean of the College, Vice Provost of Academic Affairs, or Provost.

Participation Policy

CSU students are expected to make academic progress in courses. To ensure students are participating, the Office of the Registrar reviews participation at the conclusion of Unit 1 and Unit 8. A lack of participation will result in drop for non-attendance or unofficial withdrawal.

Exceptions to the Participation Policy, and all items encompassed within, must be approved by the Dean of the College, Vice Provost of Academic Affairs, or Provost.

Drop for Non-Attendance

CSU will verify participation in each registered course at the end of unit 1. The Unit 1 assignment is due by the end of unit 1 to meet the participation requirement. Students who do not submit the required discussion board by the end of the first unit will be institutionally dropped from the course, and a grade of DN will be recorded in the student's record.

Unofficial Withdrawal

Students should submit an official Course Drop/Withdrawal request or contact the Office of the Registrar to notify the school of his or her withdrawal.

Students are reported as "unofficially withdrawn" when they:

- do not officially notify the institution that they have ceased or will cease attending the school
- do not complete the course(s) by the term end date

- The last day of attendance is determined by the course mid-point or last assignment date, whichever is later.
- If students do not submit course assignments in Units 6, 7 or 8, they are withdrawn from the course and a grade of "W/F" is assigned.
- All non-submitted assignments are recorded with a score of "0" and the final grade is calculated.
- A final grade of "W/F" is calculated in the GPA as a grade of "F", counted as attempted hours, and affects Satisfactory Academic Progress (SAP).
- Students approved for an Incomplete "I" grade are expected to submit assignments in Units 6, 7, or 8.

Note: Title IV students should refer to the Satisfactory Academic Policy.

Student Code of Conduct Policy

Ethical behavior and conduct are essential to a successful academic career. Students, faculty, and staff must commit themselves to the highest standards of honesty, trust, fairness, respect, and responsibility. Therefore, any deviation from these standards is a breach of ethics identified in CSU's Student Code of Conduct. Furthermore, violation of ethical standards may lead to disciplinary actions.

Students must comply with the Student Code of Conduct and other academic and student affairs policies. Students are expected to demonstrate honesty and integrity with faculty, staff and other students throughout all interactions online and/or at university-sanctioned events.

Students are prohibited from engaging in conduct that includes, but is not limited to:

- Disrespect of university personnel.
- Inappropriate communication including, but not limited to, harassment, prejudice, stalking, offensive language, threats, abuse, insults, humiliation, or any form of hazing (please refer to the Anti-Hazing Policy found in the CSU Student Handbook) made within the university environment, including clubs and organizations. The university environment consists of email correspondence, phone conversations, text messages, live or recorded video sessions, or other university communication mediums.
- Demeaning comments including, but not limited to, an individual's religion, race, age, sexual orientation, and unwanted sexual advances or intimidations.

- Breaches of privacy, hacking passwords or systems, distribution or replication of copyrighted material(s), unauthorized distribution of instructional materials, use of illegal or unlicensed software.
- Intentional breach of university policy or procedures.
- Reproduction of university materials to include course content, assessments, or other materials deemed to be the property of the university.
- Use and/or purchase of work that is not his/her own.
- Disruptive behavior that hinders or interferes with the educational process.
- Harassment or intimidation that has the effect of creating an offensive educational environment for any student, faculty, or staff member.
- Conduct that is disorderly, lewd, lascivious, indecent or otherwise inappropriate.
- Violation of any local, state, or federal law.
- Display harmful or threatening behavior towards students, faculty, or other university personnel.

Formal Review
The Dean of Students or designated university official will conduct a review of the Student Code of Conduct in a prompt and reasonable manner. While an alleged violation is under review, interim action may be initiated. These actions include, but are not limited to, removal from a course(s), prohibited attendance to university-sanctioned events and other functions, and/or a no-contact order.

In some cases, CSU may determine that the conduct does not warrant a formal charge. In those instances, a warning may be issued by a faculty member or college leadership as an educational opportunity to address and correct the behavior. Note: Students may not appeal a warning.

In the event of a threat or imminent harm, the university reserves the right to take immediate action prior to the investigation in accordance with sanctions outlined therein.

Notification and Response
Students formally charged with a violation of the Student Code of Conduct are notified of the specific violation in writing by the Dean of Students. Students are provided 10 business days to submit a written response to the Dean of Students (deanofstudents@columbiasouthern.edu), which will be presented to the code of conduct committee consisting of three university personnel, chaired by the aligning College Dean, to review the matter. The response must indicate responsibility for or denial of the charged offense(s). Students who fail to respond to the official letter constitutes a violation of the Student Code of Conduct and

may result in additional sanctions by the university, up to and including dismissal from the university. Within 10 business days of receiving the student written response, a meeting will be scheduled which will include the student; legal representation is not allowed in the meeting. The committee will provide a final recommendation on the student conduct charge to the Provost or Senior Vice Provost of Academic Affairs who will make a final determination.

Sanctions
Disciplinary sanctions, when appropriate, are based upon the seriousness of the charge(s) and may include, but are not limited to: warning, probation, loss of academic credit, suspension, and conduct dismissal.

Exceptions to the Student Code of Conduct Policy, and all items encompassed within, must be approved by the Dean of Students, College Dean, Vice Provost of Student Affairs, Vice Provost of Academic Affairs, or Provost. In accordance with the requirements under the Higher Education Opportunity Act (HEOA), upon written request, CSU will disclose to an alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary review conducted by the institution against the student who is the alleged perpetrator of the crime or offense. In accordance with the requirements under HEOA, in cases of an alleged sex offense, both the accuser and the accused will be informed of the determination involving an alleged sex offense, including any imposed sanction(s).

Student Identity Verification Policy
CSU complies with the provisions of the United States Federal Higher Education Opportunity Act (HEOA) of 2008, Public Law 110-315, concerning the verification of student identity in distance education. CSU's student identity verification processes confirm that a registered student is the same individual who participates in and completes a course/program for which they receive academic credit. The Student Identity Verification Policy is applicable to all students throughout their tenure at the University.

Student Identity Verification Methods
Students enrolled in courses/programs are subject to one or more of the following student identity verification methods:

A. Government-Issued Photo Identification
At the time of application, students are required to submit a color image of a government issued photo identification, such as a state driver's license, state identification card, or U.S. passport. CSU reserves the right to require additional sources of identity as described in the Admission Requirements Policy.

B. Secure, Individual Login and Passcode

Students are assigned a secure, individual Student Identification Number (SID) and password once enrolled. The assigned login credentials are used to access Blackboard, CSUs learning management system, to complete coursework and the myCSU Student Portal to access course grades and related information.

D. Administrative or Academic Practices

Students are subject to identity verification, at the institution's discretion, through use of personally identifiable information provided by the student. Students must provide their assigned Student Identification Number and a secondary source of personally identifiable information when contacting the University. Changes in academic performance or writing style may be monitored and prompt a faculty request for student identity verification.

Protection of Student Information

CSU practices methods of student identity verification that protects the privacy of student information. Additional information can be found in the Information Security Policy and Technology Policies.

Notification of Student Fees

Students are notified at the time of registration regarding any fees associated with student identity verification. Associated costs are the responsibility of the student.

Student Responsibilities

Students are responsible for the appropriate use of technology. Unauthorized use of University systems, further defined as myCSU Student Portal, Columbia Southern University's websites, university networks, Internet, online classroom, or other hardware or software utilized in association with the University is prohibited as identified in Technology Policies, Acceptable Use Policy. This includes unauthorized access to other user accounts or transfer of user login and password credentials to others. Misuse of any University system is subject to the Student Code of Conduct Policy and sanctions contained therein.

Student Rights and Responsibilities Policy

Provides students with an online environment that fosters academic success and achievement. CSU is dedicated to exceptional academic and student support services that support student learning with humility, flexibility, and excellence.

Students who choose to attend CSU accept these student rights and responsibilities as members of the university community and agree to abide by policies set forth in the University Catalog and Student Handbook. Each student holds

the right and ability to make individual decisions about their personal conduct and is responsible for their behavior. Furthermore, each student also holds the responsibility to live with the consequences of their personal decision making.

Student Rights and Responsibilities

The following student rights and responsibilities are governed by the Student Rights and Responsibilities Policy.

Student Rights

78. Right to freely express their own thoughts, concerns, or suggestions with professional propriety and in a manner that does not violate the **Student Code of Conduct Policy**
79. Right to privacy pursuant with the FERPA Policy, Academic Record Privacy Policy and Privacy Policy
80. Right to freedom from discrimination on the basis of race, national origin, sex, marital status, religion, age, physical or mental disability, hearing status, color, pregnancy, ethnicity, citizenship status, sexual orientation, gender identity, gender expression, family responsibilities, veteran or military status, or predisposing genetic characteristics, in accordance with the Equal Opportunity, Harassment, and Non-Discrimination policy
81. Right to freedom from discriminatory harassment based on actual or perceived membership in a class protected by policy, or federal, state, and local civil rights, laws, and regulations
82. Right to file a complaint with the institution pursuant to the **Academic** or **Non-Academic** Complaint and Grievance policies
83. Right to review educational record in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA)
84. Right to request reasonable educational accommodations with the Office of Disability Services under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended
85. Right to receive prompt responses from university staff and faculty that promotes support and encouragement

Student Responsibilities

86. Exhibit and maintain integrity when providing student contact, financial, or any other requested information or documentation to the university
87. Ensure all contact information, including email address and phone number, is current and on file with the university
88. Ensure all documents are on file in accordance with the Admission Documentation Guidelines
89. Read, understand, and adhere to enrollment terms and conditions, including tuition and fee requirements
90. Remain in good academic standing throughout their tenure at CSU, to include upholding standards of

integrity while completing course assignments, pursuant with the **Academic Integrity Policy**

91. Review emails sent from CSU on a regular basis, as email is considered the official form of communication between the student and university
92. Maintain communication with assigned academic advisor concerning enrollments, course load, and degree program completion requirements
93. Communicate with faculty member concerning course requirements, missing assignments, grades, feedback, etc.
94. Reference instructions listed in course syllabi, course schedules, and other pertinent areas within courses in Blackboard
95. Stay abreast of important dates, such as course registration deadlines, assignment due dates, and course end dates
96. Read, understand, and adhere to all Academic and Student Affairs policies and procedures outlined within the Student Handbook

Technology Policies

CSU is dedicated to the success of its students through the use of a variety of technologies and technology support within the University. Collectively, the Technology Policies communicate institutional expectations for its users and constituents by providing instructional principles for use of all university systems including the myCSU Student Portal, CSU website, university networks, Internet, online classroom, and other hardware or software utilized in association with the user's interaction with Columbia Southern University or its partners and affiliates.

Technology Requirements

Proficient use of e-mail, the Internet, and standard desktop software is recommended to successfully complete online, distance learning courses. CSU utilizes an online curriculum delivery method through the Blackboard Learning Management System (LMS.)

To view a detailed list, please visit the **CSU Technical Requirements** section of this catalog.

Additional Technology Requirements

Additional technology requirements may be necessary in some programs of study. Specific requirements are notated in the Course Description of courses requiring additional technology.

CSU reserves the right to update technology requirements, including both hardware and software, throughout the duration of the program. CSU strives to be innovative in its curriculum delivery to support student engagement in coursework.

Technical Support

Technical Support services are available and offer a variety of support services including desktop support, diagnostics, and Blackboard support. Students encountering technical difficulty are encouraged to contact the CSU Helpdesk through the following methods:

97. Phone: (877) 399-1063
98. E-mail: **techsupport@columbiasouthern.edu**
99. Live Chat

For Helpdesk availability, please visit the **Technical Support page** in the myCSU Student Portal.

FAQs, Software Downloads, and Tutorials are available within the myCSU Student Portal under the Technical Support Navigation Tab.

myCSU Student Portal

The myCSU Student Portal is the gateway to the University. A few of the features available through the portal include the ability to view grades, submit course enrollments and access an individual student account. Upgraded applications, features, or functionality may be installed within the myCSU Student Portal and are subject to change. Occasionally, technology requirements will be revised accordingly to meet new university standards and initiatives.

E-mail Policy

Columbia Southern University considers e-mail the official form of communication. Important student information and announcements are communicated through this method. An appropriate, individual (non-shared) e-mail address is required for all CSU students. Students are expected to maintain a current e-mail address on file with the University. In the event a student's e-mail address is no longer valid, access to the myCSU Student Portal may be restricted until such time the address is updated. E-mail communications are subject to all applicable university policies, including the Student Rights and Responsibilities and Student Code of Conduct policy.

Student Technology Responsibilities

Online, distance learning utilizes technology as a platform for curriculum delivery and student engagement. Although most technologies can be viewed as stable, there may be occasions when technology fails. In our efforts to support students during technology failure, it is recommended students maintain an alternate technology plan. A student's ability to request a grade change, late assignment submission, or similar request will be reviewed on a limited basis by the course professor and may be verified by CSU Helpdesk Support.

The following recommendations are made to maintain an alternate technology plan:

100. Periodically save written work as progression is made on assignments.
101. Hard Disks or Memory sticks are recommended to back-up data storage. Computer or hard disk failures do occur and can be detrimental to student course progress.
102. In the event the technology failure is severe enough to disrupt course completion, the student should contact the course professor for alternate arrangements.
103. Regular use of the back-up device is recommended for effective retrieval.
104. A plan of action is recommended when the user's primary computer fails. Examples of other alternatives include work computers, libraries, Internet Cafés, or a friend or family member.

The following student requirements are maintained in the event of technology failure:

105. Continued course participation and assignment completion is expected unless the student makes alternate arrangements with the course professor or campus, within the limitations of CSU Institutional Policy.
106. Accidental assignment submission is not a basis for an opportunity to re-submit an assignment. Students encountering this circumstance should contact their course professor for a decision.

User Information Compilation and Use

CSU is the sole owner of user information, further defined as applicant and/or student information, collected within the constraints of user interaction with the University. Directory information may be disseminated to specific parties pursuant to FERPA (Family Educational Rights and Privacy Act). CSU does not sell or share user information to outside parties without prior written consent of the user; however, the University may share any user information with its employees, affiliates and partners, or independent contractors with a vested interest. In addition, CSU may share user information with parties who provide educational, operational, or technical services or products on behalf of or directly to the University.

Student Portal and Blackboard Access

Blackboard user access will terminate in the event that a student's status is changed to Inactive; further defined as inactivity in any 365-day period.

Individual course access is outlined in the Course Access Policy and is separate from the Student Portal and Blackboard Access Policy. CSU alumni will receive the official university newsletter, the CSU Communicator.

Electronically Transmitted Messages

CSU may retain electronically transmitted messages, defined as e-mail or other data, for an indefinite amount of time. Electronically submitted information, defined by this policy, is distinct and does not pertain to information collected and contained in the official student record. CSU does not retain electronically transmitted messages for any specified period other than time periods dictated by law. Users should not have an expectation any electronically transmitted messages will be retained for a specified time period.

Security of Information

CSU takes security of information seriously and as such, takes all reasonable precautionary measures to protect sensitive user information. CSU uses encryption and Secure Sockets Layer Web Server Certificates (SSL) for sensitive information requested for submission through the World Wide Web.

Information contained within the CSU Student Information System (SIS) is also viewed as sensitive, personally identifiable information and the University makes reasonable efforts to ensure all information contained within is secure from modification or deletion by unauthorized personnel. In addition, employees who do not have a vested interest to perform a relative job function are not granted access to information contained in the SIS. Servers containing the SIS are located in a secure environment.

Users of technology systems should acknowledge security of the aforementioned information cannot be guaranteed as systems can be compromised by unauthorized third parties. All users further acknowledge there is no expectation user information is confidential or private when transmitted through or stored upon equipment or systems owned by the University.

Acceptable Use Policy

The Acceptable Use Policy governs all university systems used in association with the user's interaction with Columbia Southern University or its partners and affiliates. Such systems include but are not limited to the following:

107. myCSU Student Portal
108. Columbia Southern University's Website
109. University networks
110. Internet
111. Online classroom
112. Other hardware or software utilized in association with the University

All content transmitted to and from systems or networks are subject to the Student Code of Conduct Policy and sanctions contained therein.

Permitted Uses:

Columbia Southern University technology systems are to have beneficial uses for all users for the sole purpose of instructional delivery in connection with academic, administrative, and operational activities of the University.

Prohibited Uses:
Harassment
113. Sending other users threatening, inappropriate, or unwelcome messages
114. Sending unsolicited, bulk spam to other users
115. Any other form of harassment

Privacy Breach
116. Accessing, reading, copying, altering, or deleting another users work without authorization or permission
117. Unauthorized access to other users' accounts
118. Transfer of user passwords to others
119. Accessing unauthorized electronic communications
120. Invasion of personal privacy

Willful Damage
121. Purposefully damaging or corrupting hardware, software, or data systems
122. Malicious uses of network and university systems
123. Committing malicious attacks on university networks or systems
124. Hacking passwords or systems

Copying
125. Distribution or copying copyrighted material
126. Copying other's work as your own; plagiarism Unauthorized distribution of instructional material to other users
127. Use of illegal or unlicensed software in conjunction with university systems

Abstract
128. Engagement in illegal activities
129. Unjustified accusations or slander of any person associated with the university

Indemnification of the University
Users granted access to Columbia Southern University Systems agree, by authorization of access and use, to exempt the university and hold it harmless from damages to include lawsuits, losses, and expenses. Damages also include but are not limited to attorney fees and litigation costs which could arise from breaches of transmitted content, violation of sensitive information and privacy, user violation of the Acceptable Use Policy or any other of the Technology Policies associated with use of university systems.

Textbook and Course Material Policy

CSU provides course material for all courses. Material may vary from course to course and may be in the form of electronic textbooks (eTextbooks), Integrated Learning Resources (ILR), or printed textbooks. CSU faculty determine the most effective material to ensure a positive learning experience for students.

eTextbooks
An eTextbook is an interactive, electronic version of the course textbook that can be accessed and downloaded on the course start date. eTextbooks are provided at no cost. Digitally stored eTextbooks may contain audio, video, and animations that enhance the student learning experience. A clickable table of contents allows students to quickly navigate to the desired page(s), highlight(s), and take notes directly within the eTextbook.

Students gain access to the eTextbook in Blackboard on the course start date. The eTextbook remains active for at least 180 days from the initial time it is accessed, and any page printing limits are set by the publisher.

eTextbooks can be accessed by utilizing iOS, Android, Kindle Fire, Mac, and PC computers and devices. Video tutorials are available in Blackboard to assist students on how to utilize eTextbooks. The tutorials outline tips for using the eTextbook on and offline, highlighting, note taking, and any other capabilities.

Students should contact their course professors or CSU Technical Support with any technical issues that may arise.

Integrated Learning Resources (ILR)
To improve and enhance learning, select CSU courses do not require a printed or electronic textbook. ILR material contains library resources, labs, lectures, faculty-created content, and video presentations. Subsequently, courses may have extended study guides or interactive material that enhances the learning experience and enables students to learn and grow in their disciplines in a practical way.

Printed Textbook
CSU provides printed textbooks to students at no cost contingent upon the student's successful completion of the course, which is defined as earning a passing grade in the course.

If a student drops, withdraws from, is institutionally withdrawn from, or fails a course, the student is responsible for the cost of the textbook unless one of the following occurs:

- The student returns the textbook postmarked within 30 days to have the charge reversed.
- The student plans to retake the same course in the next consecutive term and submits an enrollment within 30 days. The student should return the

textbook if the course is not available in the next consecutive term.

CSU also offers printed textbooks through a Loan-a-Book program for select courses at no cost contingent upon the student successfully completing the course. Printed textbooks provided in the Loan-a-Book program are required to be returned to CSU within 30 days after course completion.

A return label is provided with the textbook and should be utilized when returning the textbook to CSU. Instructions are emailed to students that outline additional requirements. Students who do not return textbooks and/or do not pay the textbook charge may be prohibited to enroll in future courses.

Textbook charges are based on the retail textbook price listed at the CSU website or 70% of the listed retail price if the student was issued a used textbook.

Note: Textbooks may be in new or used condition.

Title IX
Policy Statement
CSU adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The university does not discriminate in its admissions practices (except as permitted by law), in its employment practices, or in its educational programs or activities on the basis of sex/gender. As a recipient of federal financial assistance for education activities, CSU is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex includes sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status.

CSU also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by CSU policy.

Any member of the campus community, guest, or visitor who acts to deny, deprive, or limit the educational, employment, residential, or social access, opportunities, and/or benefits of any member of the university community on the basis of sex is in violation of the CSU's policy on Equal Opportunity, Harassment, and Non-Discrimination.

Any person may report sex discrimination (whether or not the person reporting is the person alleged to have experienced the conduct), in person, by mail, by telephone, by video, or by email, using the contact information listed for the Title IX

coordinator (below). A report may be made at any time (including during non-business hours) by email. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX coordinator. For a complete copy of the policy or for more information, please visit the Equal Opportunity, Harassment, and Non-Discrimination Policy on the CSU website or contact the Title IX coordinator.

Individuals who believe they have experienced sex discrimination, harassment, and/or retaliation in violation of CSU policy should contact the following:

Title IX Coordinator
Alexis Harris, M.A., M.B.A
Columbia Southern University
21982 University Lane, Orange Beach, AL 36561
Telephone: 800-977-8449 ext: 1352
Email: CSU-Title-IX@columbiasouthern.edu

A person may also file a complaint with the appropriate federal, state, or local agency within the time frame required by law. Depending upon the nature of the complaint, the appropriate agency may be the federal Equal Employment Opportunity Commission (EEOC), Office for Civil Rights (OCR) of the U.S. Department of Education, and/or the U.S. Department of Justice (DOJ).

For complaints involving employees:
Equal Employment Opportunity Commission (EEOC)
Ridge Park Place
1130 22nd Street South, Suite 2000
Birmingham, Alabama 35205

Regional Contact:
U.S. Department of Education
Office of Civil Rights, Region IV
61 Forsyth St., Southwest, Suite 19T70
Atlanta, GA 30303-8927

Assistant Secretary for Civil Rights
Office for Civil Rights, National Headquarters
U.S. Department of Education

Lyndon Baines Johnson Dept. of Education Building
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: 800-421-3481
Fax: 202-453-6012; TDD: 800-877-8339
Email: OCR@ed.gov

Within any resolution process related to this policy, CSU provides reasonable accommodations to persons with disabilities and religious accommodations when that accommodation is consistent with state and federal law.

Withdrawal for Special Circumstances Policy

Purpose

The purpose of the Withdrawal for Special Circumstances Policy is to provide students who encounter special circumstances the opportunity to withdraw from a course when such withdrawal would normally not be considered. Eligible students fall under the following categories:

130. The student has a course on Incomplete.
131. The student has a course that has ended with a final grade.

CSU recognizes students may encounter life situations that impede successful course completion. Students experiencing an extenuating circumstance, such as a prolonged illness, death in the immediate family, military deployment, or similar incident, have the option to request a Withdrawal for Special Circumstances (WSC). Requests for a WSC are limited to students who have a course(s) on Incomplete or have a course that has ended with a sub-standard, final course grade directly related to the incident.

Students are eligible to request one WSC per calendar year and the request must be within one calendar year from original course end date. Each withdrawal request may include all courses in which the student is enrolled during the period of special circumstance. Requests for a WSC are not automatically granted and are reviewed independently through the Student Appeals process. Students who wish to withdraw under special circumstances must submit documentation which supports the extenuating circumstance. Acceptable documentation should include applicable dates to justify the request and may include:

132. Medical documentation by a licensed practitioner
133. Deployment notice documentation
134. Officially signed letter from a Unit/Battalion Commander or Employer
135. Death certificate
136. Any other documentation deemed acceptable to CSU

Students approved for a WSC will receive a grade of "W" for the course, which will be recorded in the student record. The grade of "W" will have no effect on the cumulative CSU GPA, but will count toward hours attempted when determining Satisfactory Academic Progress (SAP) and may affect Federal Student Aid (FSA) eligibility. Students using FSA should contact their academic advisor to discuss SAP standing and the Office of Financial Aid to discuss FSA eligibility.

An approved WSC is subject to the Tuition Refund Policy, Official Course/Drop Withdrawal Policy, and requirements outlined within the Textbook and Course Material Policy.

Students applying for a Withdrawal for Special Circumstances should submit a formal letter to **Registrarappeals@columbiasouthern.edu** and include necessary documentation to support the request. Students will be notified of a decision within 7 calendar days.

Note: Doctoral students enrolled in Dissertation/Research courses are not eligible for the Withdrawal for Special Circumstances and should be working with their dissertation chair regarding any special circumstances that arise during this period of their program.

STUDENT RESOURCES AND INFORMATION

Hours of Operation and Contact Information

Address
Columbia Southern University
21982 University Lane (Shipping)
P.O. Box 3110 (Mailing)
Orange Beach, AL 36561

Main Telephone Number	800.977.8449
Local Telephone Number	251.981.3771
Main Fax Number	251.981.3815

Main Business Hours (CST)

Monday-Thursday	8AM to 5PM
Friday	8AM to 3PM

Department Information

Academic Advising Center

Hours:	M – Th 7AM to 7PM Fri 7AM to 5PM
Email:	Students should contact their assigned academic advisor listed in the student portal.
Phone:	877.977.8449

The Academic Advising Center at Columbia Southern University foster student success through dedicated coaching and mentoring. Our advisors are committed to guiding students towards their educational aspirations with personalized and holistic advising.

Academic advisors always strive to offer exceptional customer service and act as the student's central point of contact. Their goal is to establish a solid relationship with students that is built on mutual respect, trust, and open communication. Advisors empower students to recognize and leverage their abilities, guiding them to make informed decisions for their academic and future success.

Admissions

Hours:	M – Th 8AM to 7PM Fri 8AM to 5PM
	Sat 8AM to 3PM
Email:	admissions@columbiasouthern.edu
Phone:	877.347.6050
Fax:	251.224.0540

Admissions counselors help students every step of the way, from submitting an application to enrolling in their first course. Students have the flexibility they need to fit education into their busy schedules. Courses are designed to accommodate anyone who is balancing school with other life commitments.

Bookstore

Hours:	M – Fri 8AM to 5PM
Email:	bookstore@columbiasouthern.edu
Phone:	877.323.4474
Web:	http://bookstore.columbiasouthern.edu

The Bookstore Operations include shipping textbooks to students, processing incoming and outgoing mail for the university, as well as managing the online bookstore and physical store located on the CSU campus in Orange Beach, Alabama.

Career Services

Hours:	M – Th 8AM to 5PM Fri 8AM to 3PM
Email:	careerservices@columbiasouthern.edu
Phone:	877.297.6192

Columbia Southern University Career Services promotes student success by providing quality programs, services and resources that empower students to explore, define, prepare for and pursue their career aspirations. Services are provided to all students and alumni at no additional charge and include assistance with:

- Career exploration & assessment
- Professional correspondence review
- Employer/job market research
- Job search strategies
- Interview preparation/mock interviewing
- Networking techniques
- Personal online branding
- Direct access to employers across the globe via CareerQuest

Career Services provides general information and support to students and alumni to assist in the achievement of career-related goals. Career Services is neither a placement office nor a resume writing service. Please allow two to three business days for correspondence to be reviewed.

Community and Alumni Relations

Hours:	M – Th 8AM to 5PM Fri 8AM to 3PM
Email:	CSU-Community-Alumni-Relations@columbiasouthern.edu

The mission of Community and Alumni Relations is to promote and foster connectivity by engaging and promoting relationships between students, alumni, staff and faculty and the broader community. We encourage personal and professional development and career success by instilling pride and loyalty in CSU through innovative engagement. Community and Alumni Relations provides support through the following:

- Planning social networking events for students, alumni and key relationships identified by Columbia Southern University.
- Building a network of ambassadors to represent the university.
- Connect with CSU Alumni in the Facebook Chapters.
- Promote and foster connectivity by engaging and promoting relationships in the local and broader community.

Continuing Education

Hours:	M – Th 8AM to 5PM Fri 8AM to 3PM
Email:	ContinuingEd@columbiasouthern.edu
Phone:	800.313.1992

The Continuing Education Department offers training, workshops, conferences, and professional development opportunities beyond a student's degree program. Courses are offered online and face-to-face across the nation. For more information and a current list of available courses, please visit https://www.columbiasouthern.edu/online-degree/continuing-education.

CSU Library

Hours:	M – Th 8AM to 7PM Fri 8AM to 6PM
Email:	library@columbiasouthern.edu
Phone:	877.268.8046
Chat:	24/7, 365 Days per Year
Web:	www.columbiasouthern.edu/library

Located strictly online, the collection contains a variety of electronic formats including books, journals, newspapers and more. Access to online resources is available 24/7. The CSU Library is staffed with professional librarians available to assist students with each step of their research journey. To better assist students in an online environment there are multiple avenues for library instruction: chat, phone, email, and research appointments. Chat service is provided 24/7. Phone, email, and research appointments are provided during normal business hours.

Learning Partnerships

Hours:	M – Th 8AM to 5PM Fri 8AM to 3PM
Email:	learningpartners@columbiasouthern.edu
Phone:	800.344.5021

CSU provides flexible degree and certificate programs designed to move adult learners forward in their careers. We work closely with over 3,800 companies and organizations to provide their employees or members with our educational programs. A student who is an employee or member of an active Learning Partnership is eligible to receive a tuition discount. Spouses and children are also eligible.

Military Support Group

Hours:	M – Th 8AM to 5PM Fri 8AM to 3PM
Email:	militarysupportgroup@columbiasouthern.edu
Phone:	888.394.5738
Web:	https://www.columbiasouthern.edu/military/overview/military-support-services

CSU's Military Support Group can answer any questions students may have before enrolling in courses. Every day, the support group interacts with military members who are pursuing academic and professional goals. The support group regularly fields questions regarding Veterans Affairs, military discounts, course structure, and degree programs. It is important to our team that service members receive the proper support and respect as they move forward in completing their degrees.

Office of Disability Services

Hours:	M – Th 8AM to 5PM Fri 8AM to 3PM
Email:	disabilityservices@columbiasouthern.edu
Phone:	888.785.3005
Web:	https://columbiasouthern.edu/student-support/disability-services/

Consistent with the mandates of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended, the mission of the Office of Disability Services is to ensure an accessible learning experience in which students with disabilities have equal opportunity for participation in all programs, services, and activities. Individuals with disabilities who need to request accommodations should contact the Office of Disability Services using the contact information above.

Accommodation Complaints and 504/ADA Grievances

Students should direct any complaints regarding accommodations or disability-related services to the Assistant Dean, Office of Disability Services at disabilityservices@columbiasouthern.edu or 888-785-3005.

To submit a CSU 504/ADA grievance or to report a university accessibility concern, please email ADAgrievances@columbiasouthern.edu.

Office of Financial Aid

Hours:	M – Fri 8AM to 5PM
Email:	financialaid@columbiasouthern.edu
Phone:	877.316.8396
Fax:	251.224.0590

The Office of Financial Aid is responsible for awarding Federal Financial Aid to qualifying students. To be eligible for Federal Student Aid, students must be admitted to the university and meet Federal eligibility criteria. Federal Student Aid (FSA) offers federal grant and loan programs administered by the U.S. Department of Education. For detailed information regarding Federal Student Aid including eligibility, procedures for applying, awarding FSA and loan counseling, students should access the Office of Financial Aid website at https://www.columbiasouthern.edu/tuition-financing/federal-student-aid.

Office of the Registrar

Hours:	M – Fri 8AM to 5PM
Email:	registrar@columbiasouthern.edu
Phone:	877.316.0219
Fax:	251.224.0575

The Office of the Registrar maintains student records and monitors FERPA compliance. Additional responsibilities include evaluating traditional and non-traditional transfer credit, assessing academic requirements and conferring degrees, and processing student requests.

The Office of the Registrar provides student support through the following teams:

- The Evaluation Team provides support by maximizing transfer credit while meeting accreditation and state requirements.
- The Degree Auditor Team completes audits for students nearing graduation to verify the student has completed all graduation requirements. Degree Auditors also receive and process Commencement registrations.
- The Registrar Support Team responds to student requests, monitors students on probation and suspension, processes transcript requests, receives official transcripts, monitors conditional and temporary students, as well as keep all student records current.

Student Accounts

Hours:	M – Fri 8AM to 5PM
Email:	studentaccounts@columbiasouthern.edu
Phone:	877.323.4472
Fax:	251.224.0570

Student Accounts is comprised of Enrollments, Accounting, and Collections services. The department is responsible for enrolling students into course(s), submitting certifications and drops for VA students, disbursing financial aid refunds, any other refunds, receipts, invoicing/billing, collections, grad audit approvals, and accounts receivable.

Office of Student Resolution and Conduct

Hours:	M – Th 8AM to 5PM Fri 8AM to 3PM
Email:	studentresolution@columbiasouthern.edu
Phone:	800-977-8449 ext. 6527

The Office of Student Resolution and Conduct (OSRC) assists students in resolving issues related to their student experience through advocacy, communication, and administrative support. OSRC seeks to effectively enrich students' learning experiences at the university while augmenting a positive learning environment. The team supports our student body through administration of student complaints and academic integrity issues, and coordination of student conduct processes, which allows for a fair, unbiased assessment.

Student Support Center

Hours:	M – Th 8AM to 7PM Fri 8AM to 5PM
Email:	students@columbiasouthern.edu
Phone:	877.323.4471
Fax:	251.224.0550

The Student Support Center serves as the point of contact for general student inquiries. Specialists assist with a wide range of questions related to CSU policies, courses, graduation, and much more. Student support specialists are available to assist students via telephone, email, and chat.

Student support specialists work diligently to ensure that students remain enrolled throughout their educational careers. CSU understands the busy lifestyles of our students and that is why the Student Support Center offers reminders and enrollment assistance to keep students on track with their degree plans.

Success Center – Math and Writing Centers

Hours:	M – Th 8AM to 5PM	Fri 8AM to 3PM
Email:	teamsucceed@columbiasouthern.edu	
Phone:	877.875.0533	

The Math and Writing Centers provide services to students that will aid in their success throughout their academic careers. The Math and Writing Centers have resources readily available for students, regardless of the degree they are seeking. They provide the following services:

- Academic support in math and writing via email, phone, and live sessions
- Provide instructional resources such as recorded lessons, tutorial, and examples for math, writing, and APA
- Individualized math or writing sessions via interactive technology

For more information regarding the Math Center, please review the Math Center Processes.

For more information regarding the Writing Center, please review the Writing Center Guidelines.

Technical Support

Hours:	Mon – Fri	8AM to 8PM
	Saturday	10AM to 7PM
	Sunday	Closed
Extended Hours*:	Sunday	10AM to 7PM
*3 Days Prior to Term	Monday	8AM to 11PM
End Dates	Tuesday	8AM to 11PM
Email:	techsupport@columbiasouthern.edu	
Phone:	877.399.1063	

Technical Support provides support services for Blackboard and any associated 3rd party applications. Students encountering technical difficulty with their courses are encouraged to contact the CSU Helpdesk.

myCSU Student Portal

The myCSU Student Portal is the gateway to the University. The portal provides students with access to their information and resources at any time. Some of the main features available to students include the ability to:

- Log in to Blackboard to access and submit coursework
- View course grades
- Submit course enrollments
- View degree-specific information such as a Comprehensive Degree Report
- Verify course start and end dates

- Access Learning Resources provided through the Success Center and the CSU Library
- Access Technical Support resources such as tutorials and Frequently Asked Questions

Students may access the portal by visiting **http://mycsu.columbiasouthern.edu**

Graduation

Students within 12 hours of satisfying program requirements are encouraged to file a **Petition for Graduation** form. Once submitted, an official audit of the student record is performed which includes, but is not limited to, number of credits earned, financial standing, and official transcript record.

A transcript bearing the University seal and signature of the registrar is the official copy of the student's permanent academic record. Students will receive one official transcript at the time of graduation. Additional transcripts may be ordered by submitting the Official Transcript Request form.

Students who need to verify that they have graduated or are scheduled to graduate due to an upcoming promotion board, school admission, or other work-related circumstance may request a Letter of Pending Graduation from the Office of the Registrar by submitting the request to Registrar@columbiasouthern.edu

Refer to the **Student Handbook** for a list of degree conferral dates.

Note: Students enrolled in doctoral programs should refer to the Doctoral Graduation Requirements Policy.

Diploma and Transcript

After degree conferral, students will receive their official transcript within five business days and their diploma within six weeks.

Commencement Ceremony

Each year CSU hosts a commencement ceremony for students who have completed their programs. CSU encourages all graduates to attend the commencement exercise and accompanying activities. The fees for the ceremony and regalia (cap, gown, and tassel) vary from year to year. Students are responsible for all travel arrangements and accommodations. Students interested in participating in the ceremony should visit the CSU website for additional information.

Requesting a Transcript

Once a student has completed the first three-credit hour course, and course tuition has been received, the student may request an official CSU transcript. Only transfer credit submitted to the University via official documents is included

on the CSU transcript. Unofficial transfer credit is not notated on the CSU transcript. A CSU transcript may be requested by using the Official Transcript Request form and a transcript fee applies. Please allow 5 business days for processing. The record is mailed as a sealed official transcript to the institution or person indicated on the Transcript Request Form. An unofficial transcript may be emailed or faxed if indicated on the request form. Please note, the transcript processing fee only applies to the official transcript.

Returning Students

Students not in an active status with the University, or those formally withdrawn from the institution must submit a Re-Enrollment Application.

Upon submission of the Re-Enrollment Application, submission of official transcripts not previously received by the University is required. Students may opt to use the Transcript Request Service for assistance in obtaining official documents. Students re-admitted to the University are subject to the current University Catalog, including academic policies, tuition rates, and program requirements. Once all documentation is received by the University, an applicant evaluation report is issued to the student. Students who are in receipt of an applicant evaluation report may register for courses. Students should seek academic advisement prior to enrolling.

Returning Graduates

Students returning for a subsequent degree program should submit a Re-Enrollment Application. A graduation audit must be passed for the previous program. Additional official transcripts/documents not previously submitted may be requested through the CSU Transcript Request Service. CSU cannot order copies of CLEP scores or international transcripts. Returning students are required to have an evaluation of credit completed prior to beginning their next degree program with CSU.

University offices are closed annually in observance of the following holidays:

HOLIDAY	CLOSED	REOPENS
2024		
Independence Day	Jul 4	Jul 5
Labor Day	Sep 2	Sep 3
Veterans Day	Nov 11	Nov 12
Thanksgiving	Nov 27-29	Dec 2
Christmas	Dec 24-26	Dec 27, 30-31
2025		
New Year's Day	Jan 1	Jan 2
Martin Luther King Jr. Day	Jan 20	Jan 21
Fat Tuesday (Mardi Gras)	Mar 4	Mar 5
Good Friday	Apr 18	Apr 21
Memorial Day	May 26	May 27
Juneteenth	Jun 19	Jun 20
Independence Day	Jul 4	Jul 7
Labor Day	Sep 1	Sep 2
Veterans Day	Nov 11	Nov 12
Thanksgiving	Nov 27-28	Dec 1
Christmas	Dec 24-26	Dec 29-31
2026		
New Year's Day	Jan 1	Jan 2
Martin Luther King Jr. Day	Jan 19	Jan 20
Fat Tuesday (Mardi Gras)	Feb 17	Feb 18
Good Friday	Apr 3	Apr 6
Memorial Day	May 25	May 26
Juneteenth	Jun 19	Jun 20

Current Hours of Operation and Contact Information may also be viewed on the University website:
http://columbiasouthern.edu/about-csu/contact

2024 - 2026 Observed Holidays

CONTINUING EDUCATION

The Continuing Education Department at Columbia Southern University is committed to a program of public service, outreach and continuing education in order to enhance the intellectual capital of those who desire lifelong learning and development.

Continuing Education Services

CSU offers the following services.

137. Online CEU Courses
138. Training Events, Workshops, and Conferences
139. Conference Management Services
140. CEU Provider Service

Online CEU Courses

The Continuing Education Department at CSU offers a variety of online CEU courses covering many topics that allow students the opportunity to enhance their current careers or provide relevant training. A list of available courses students can enroll in can be viewed at **www.ColumbiaSouthern.edu/ContinuingEd**.

Training Events, Workshops, and Conferences

CSU's Department of Continuing Education offers courses in a variety of formats including on-site training and webinars. Continuing Education Units (CEUs) are awarded for eligible classes. A full list of events can be found at **www.ColumbiaSouthern.edu/ContinuingEd**.

Conference Management Services

A variety of conference management services are available to parties seeking assistance with coordinating a conference and/or event. Services include:

141. Planning, research and logistics
142. Registration hosting and coordination
143. Marketing and communication
144. Venue selection and coordination
145. Vendor registration and coordination
146. On-site logistics and coordination
147. Speaker selection and coordination
148. Evaluation and awarding of CEUs

CEU Provider Service

Organizations who would like to offer CEUs for their programs can apply to have CSU evaluate their program and award CEUs. A member of the Department of Continuing Education will guide you through the application and approval process.

There is a fee of $25 per participant who is awarded CEUs. This fee is the responsibility of the requesting organization or student and is paid to CSU prior to delivery of the CEU certificate. Learning Partners qualify for a discounted rate of $20 per participant who is awarded CEUs.

For more information, please contact the Department of Continuing Education at **ContinuingEd@ColumbiaSouthern.edu** or visit us online at **www.ColumbiaSouthern.edu/ContinuingEd**.

ALLIANCES AND PARTNERSHIPS

Alliances

The Business Development (BD) and Military Initiatives (MI) Department collaboratively builds relationships with Fortune Companies, Associations, and Federal agencies to include the Department of Defense and Homeland Security, to promote both universities under the Columbia Southern Education Group umbrella. The Business Development Department builds relationship alliances with Associations, Fortune 100, Fortune 500, and Global 1000 industry leaders to promote workforce development training through educational benefits. Business Development builds alliances via tuition discounts, customized scholarships, and training evaluations to support corporate diversity and inclusion programs as well as recruitment and retention. The BD Manager and Account Executive provide professional services to over 30 alliance members and more than 15,000 employer groups. Military Initiatives provides financial readiness training to the Army's over 250 financial readiness counselors to ensure they maintain their professional accreditation. Additionally, the MI Manager provides oversight for the Department of the Army's only Career Resource Center located at Fort Bragg NC. This Center's "Hire, Train, and Employ" concept enables transitioning service members, soldiers in transition, and military spouses the opportunity to gain specific workforce development skills from the over 26 companies inclusive in the Army's Career Skills Program. In 2018, the Center played an instrumental role in over 1,700 individuals gaining full-time employment.

Learning Partnerships

With more than 3,000 Learning Partners across the nation, CSU has already provided training and education to thousands. These Learning Partners include municipalities, corporations, police departments, fire departments, health and safety entities, as well as health care organizations. The exclusive Learning Partner benefits include 10% tuition discounts, waiver of application fee, exclusive scholarships, and partnership administration. Not only are these benefits available to our partners' employees, but they are also available to the employees' spouses and children. CSU Learning Partners sign a non-binding, non-exclusive agreement that allows the partnership to begin. There is no cost to become a Learning Partner with CSU and there are other possible opportunities available to the new partner such as job posting on the CSU CareerQuest for those partners looking for qualified employees. Our CSU Representatives can also make visits to the Learning Partner for employee benefits fairs and other information sharing. We value our CSU Learning Partners and consider them part of the CSU family.

Visit our website at https://www.columbiasouthern.edu/tuition-financing/partnerships for more information about our Learning partnerships and a listing of our current partners.

University Academic Partnerships

At CSU, we are committed to providing our students with resources that will enhance their educational experiences.

Our partnerships with the following universities help us fulfill this commitment by offering CSU students a larger selection of degree programs from which to choose. These university partners may offer additional benefits to CSU students, alumni, faculty, and staff, including acceptance of transfer credit, tuition discounts, admission application fee waivers, and access to advising and other services.

Alabama Fire College

Alabama Fire College graduates are given advanced entrance into CSU's BS, Fire Science program. CSU accepts courses completed at the Alabama Fire College for equivalent CSU major courses or electives.

EC-Council University

This transfer credit agreement supports the transition of CSU students into EC-Council Information Technology and Cybersecurity programs, and EC-Council students into CSU Master of Business Administration and Doctor of Business Administration programs.

East Georgia State College

This agreement establishes transfer credit and program acceptance for students who were enrolled in or who graduated from the East Georgia State College Fire and Emergency Services Administration associate and baccalaureate degree programs that were deactivated in 2021.

Iowa Valley Community College

This agreement affords the opportunity to transfer undergraduate credit earned through Iowa Valley Community College courses and programs to bachelor degree programs at CSU.

Milwaukee Area Technical College

Information on the transfer of credit earned in the Milwaukee Area Technical College Emergency Medical Technician and Paramedic programs to CSU's Bachelor of Science in

Emergency Medical Services Administration is provided in this agreement.

Northern Alberta Institute of Technology

Northern Alberta Institute of Technology offers its Occupational Health and Safety Diploma Program graduates the opportunity to transfer credits into CSU's Bachelor of Science Degree in Occupational Safety and Health Program.

Singapore Institution of Safety Officers Academy

This agreement allows for the transfer of undergraduate credit earned through the Singapore Institution of Safety Officers Academy that can be applied to CSU associate and bachelor's degree programs in Occupational Safety and Health.

Sonoran Desert Institute

This agreement permits the transfer of Sonoran Desert Institute associate degree and certificate programs and courses that can be applied to CSU undergraduate level programs.

FACULTY

College of Arts and Sciences

Megan Bowers, M.S.
Dean and Assistant Provost

Rick Fenwick, Ph.D.
Academic Program Director
Behavioral Sciences

Prebble Ramswell, Ph.D.
Academic Program Director
General Studies

Thomas Cochran, M.A.
Academic Discipline Director
Mathematics
Natural Sciences

Robert Finger, M.A.T., M.L.A.
Academic Discipline Director
Social Sciences

Brandon Wiese, Ed.D.
Academic Discipline Director
Humanities

Full Time Faculty

Mark Balto, Ph.D.
Philosophy
The New School

Donna Banks, M.B.A., M.H.
Business Administration
University of Maryland Global Campus
Humanities/Art, Visual Media & Film
Studies
Tiffin University

Amal Bassa, M.S.
Chemistry
George Washington University

Rachel Beecham, Ph.D.
Biological Science
University of Mississippi

Stephanie Brazzle, Psy.D.
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California Southern University

Brittney Brooks, M.S.
Argosy University
Human Services

Elizabeth Brown, PhD
Chemistry
University of Missouri- St. Louis

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Philosophy in English Language and
Literature
Florida State University

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Texas A&M University

Renee Courey, Ph.D.
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Jenny Diamond, M.A.
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University of West Florida

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University of West Florida

Heather Does-Krell, M.A.
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University of North Texas

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International Studies
Old Dominion University

Heather Ferragut, M.A., M.N.M.
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Sam Houston State University
Non Profit Management
Regis University

Jerri Gerlach, M.A., M.Ed.
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Texas Woman's University
Curriculum and Instruction
Tennessee State University

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University of Washington- Seattle

Jennifer Gordon, M.A., Ed.S.
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Media
University of West Georgia

Amy Hakim, Ph.D.
Psychology
Florida International University

Katrina Haynes, Ph.D.
Psychology
Walden University

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Chicago School of Professional
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Indiana State University

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Physics
Tufts University

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Kayla McKinney, Ph.D.
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Art
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Theoretical and Applied Physics
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Learning and Technology
Western Governors University

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School of the Art Institute of Chicago

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Liberty University

College of Business and Technology

College Leadership

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Vice Provost and Dean

Darlene Jaffke, D.B.A.
Dean, Doctoral Writing and
Research Center

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Emerging Technology

Greg Evans, Ph.D.
Academic Program Director
Business Leadership

John Hargadon, Ph.D.
Academic Program Director
Organizational Leadership

Sancho Manzano, Ph.D.
Academic Program Director
*Information Technology and
Cybersecurity*

Tanesha Morgan, Ph.D.
Academic Program Director
Public Business

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Shelly Baker, Ph.D.
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Northcentral University

Yvonne Balbin, J.D.
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Walden University

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Mercer University

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Leadership
Walden University

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Trident University International
Business Administration
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Troy University

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Liberty University

Tammy Corcoran, Ph.D.
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Information Technology, Info Tech
Education
Capella University

Jimmie Flores, D.M., Ph.D.
Organizational Leadership/
Information Systems & Technology
University of Phoenix
Human and Organizational Systems

Ted Framan, M.B.A.
Business Administration
University of Texas at Austin

Robert Freeland, M.B.A.
Business Administration
Auburn University

Mark Friske, Ph.D.
Organization and Management
Capella University

Erica Gamble, D.M.
Organizational Leadership
University of Phoenix

Angela Golden, M.B.A.
Business Administration
Columbia Southern University

Robert Goldwasser, D.B.A.
Business Administration
Grenoble Graduate School of Business

Jonathan Green, Ph.D.
Organization and Management
Capella University

Dean Gualco, Ed.D.
Educational Administration

University of the Pacific

John Halstead, Ph.D.
Finance
University of Connecticut

Allyson Heisey, Ph.D.
Information Technology
Capella University

Chelsea Hoffman, D.B.A.
Business Administration/Leadership
Capella University

Craig Hovey, Ph.D.
Economics
Union Institute and University

Al Infande, Ed.D.
Adult Education/Human Resources
Development
Nova Southeastern University

Donald Jernigan, M.B.A.
Business Administration
University of West Florida

Colleen Kenniston, M.A.
Organizational Management
University of Phoenix

Justin Kill, M.Acc.
Accountancy
North Dakota State University

Melissa Kirby, D.B.A.
Business Administration/Accounting
Liberty University

Cliff Krahenbill, M.S.
Information Technology
Capella University
Cybersecurity
University of Maryland University
College

Jodi Krausman, M.S.
Information Systems Professional
Accountancy
Walsh College of Accountancy and
Business Administration

Michael Laverty, Ed.D.
Education/Organizational Leadership
Nova Southeastern University

Alex Lazo, Ph.D.
Organization and Management
Capella University

Terry Lees, Ph.D.
Education: Organizational Leadership
Northcentral University

Ming Luong, D.C.S.
Enterprise Information Systems
Colorado Technical University

Chizoba Madueke, Ph.D.
Management
Walden University

Debbie Manzano, Ph.D.
Information Technology
Capella University

Bethany Marshall, M.A., M.B.A.
Organizational Leadership
Waldorf University
Business Administration/Public
Administration
Columbia Southern University

Gillian Martin, D.B.A.
Business Administration
Argosy University

Tami McHugh, D.B.A.
Business Administration
California Southern University

David Moody, Ph.D.
Business Administration/Human
Resources Management
Northcentral University

Michael Morris, D.B.A.
Business Administration
California Southern University

Wendy Morton, Ph.D.
Public Policy & Administration/Public
Management & Leadership
Walden University

Anthony Muscia, D.B.A.
Management
Nova Southeastern University

Elisabeth Musil, D.M.
Organizational Leadership
University of Phoenix

Robert Neely, Ph.D.
Business Administration/ Advanced
Accounting
Northcentral University

John Nord, M.S.M.
Information System Security
Colorado Technical University

Stephen Onu, D.B.A.
Business Administration
University of Phoenix

Steven Owens, Ed.D.
Child and Youth Services
Nova Southeastern University

Mark Pantaleo, Ph.D.
Public Policy and Administration
Walden University

Karli Paterson, Ph.D.
Organization & Management,
Leadership
Capella University

Gary Pierce, M.S.
Computer Information Systems
Georgia State University

Marilyn Pike, M.B.A., SPHR, SHRM-SCP
Business Administration
University of Phoenix

Leana Polston-Murdoch, Ph.D.
Organizational Leadership/HR
Development
Regent University

James Ready, D.B.A.
Business Administration/Marketing
Walden University

Thanasak Ruankaew, Ph.D.
Business Administration/Advanced
Accounting
Northcentral University

Ryan Rucker, Ed.D.
Curriculum and Instruction
Valdosta State University

Stephanie Rynes, J.D.
Law
Samford University

Nicole Sanders, M.B.A.
Business Administration
Auburn University

Mustafa Sayim, D.B.A.
International Business/Finance
Alliant International University

James Schindler, D.B.A.
Business Administration
Walden University

LeKeicha Scott, M.S., M.B.A.
Accountancy
Business Administration/Accounting
University of Phoenix

Todd Senft, Ph.D.
Organization & Management
Capella University

Robin Shah, Ph.D.
Business Administration/
Organizational Leadership
Northcentral University

Tamarila Shelton, M.S., M.B.A.
Information Systems
Strayer University
Project Management
Columbia Southern University

Timothy Sherman, D.B.A.
Business Administration
Argosy University

Ron Signore, M.Ed., M.S.
Secondary Education
Marymount University
Human Resource Management
Troy University

Leonard Simon, M.S.
Management Information
Systems/Information Security
Nova Southeastern University

Michael Spurlock, Ph.D.
Business Administration/Public
Administration
Northcentral University

Sheryl Starkey Bulloch, M.S.
Management Information Systems
Auburn University

Abdulhamid Sukar, Ph.D.
Economics
Texas Tech University

Pamela Tarmy, Ph.D.
Organization and Management
Capella University

Shelly Taylor, Ph.D.
Public Policy and Administration
Jackson State University

Antonio Tovar, D.M.
Organizational Leadership/
Information Systems and Technology
University of Phoenix

Jan Tucker, Ph.D.
Business Administration/Management
Northcentral University

Ike Udechukwu, D.B.A.
Business Administration
Nova Southeastern University

Anthony Vrba, Ph.D.
Organization and
Management/Leadership
Capella University

Keith Wade, D.B.A.
Business Administration
Northcentral University

Donald Wicker, Ph.D.
Organization and
Management/Leadership
Capella University

Christopher Wike, Ph.D.
Applied Technology & Performance
Improvement
University of North Texas

Charlie Williams, Ph.D.
Organization and Management
Capella University

John Yelvington, D.B.A.
Business Administration/Accounting
Nova Southeastern University

Part Time Faculty

Kimberly Adelman, Ph.D.
Organization and Management
Capella University

Matthew Ademola, D.B.A.
Business Administration/International
Management
Argosy University

Komlan Agbagba, M.S.
Cybersecurity
University of Maryland

Eric Aghadiuno, Ph.D.
Information Technology
University of the Cumberlands

Rosiji Ajayi, D.C.S.
Computer Science
Colorado Technical University

Mohammad Ali, Ph.D.
Economics/Internet Development &
Sustainability
University of New Mexico

Teba Aljumaili, D.C.S.
Computer Science
Colorado Technical University

Marcus Allen, Ph.D.
Business Administration
University of Georgia

Adrian Allen, D.B.A.
Business Administration/Management
Argosy University

Teaa Allston-Bing, D.B.A.
Business Administration/Human
Resource Management
Capella University

Robert Archon, Ph.D.
Business Management
Capella University

Cindy Atchley, Ph.D.
Management/Learning Management
Walden University

David Auberry, Ph.D.
Management
Sullivan University

Vargha Azad, Ed.D.
Organizational Leadership
Nova Southeastern University

William Baas, Ed.D.
Organizational Leadership,
Northeastern University

Jamie Ball, Ed.D.
Organizational Leadership
Grand Canyon University

Lisa Balzereit, D.E.L.
Executive Leadership
University of Charleston

William Bass, M.B.A.
Business Administration
American Intercontinental University

Frankie Bellamy, PhD
Industrial/Organizational Psychology
Northcentral University

Tawnya Bernsdorf, Ph.D.
Management/Marketing
Capella University

Kevin Bilberry, D.M.
Management,
Colorado Technical University

Mario Booker, Ph.D.
Information Technology/Digital
Forensics
University of the Cumberlands

Christopher Brandmeir, D.B.A.
Business Administration
University of Phoenix

Thomas Brantle, Ph.D.
Technology
Management/Telecommunications
Management
Stevens Institute of Technology

David Brock, Ph.D.
Organization and Management
Capella University

Allison Brodie, M.S.
Economics and Finance
University of Wyoming

William Brothers, D.B.A.
Business Administration
Columbia Southern University

Sheri Burnett, Ed.D.
Educational Leadership-Tech
Morehead State University

Donald Burton, J.D.
Law
Faulkner University

Leland Butcher, Ph.D.
Public Policy and Admin/Public Mgmt.
and Leadership
Walden University

Abraham Carmel, Ph.D.
Dispute Resolution
Nova Southeastern University

Janice Carter-Steward, Ph.D.
Organization and Management
Capella University

David Castle, Ph.D.
Business Administration/Marketing
Northcentral University

Fernando Chavez, M.A.
Management
Webster University

Agaptus Chikwe, D.B.A.
Business Administration
Argosy University

Carlos Chiribao, M.B.A.
Business Administration,
Marymount University

Sarah Christie, D.B.A.
Business administration,
Florida Institute of Technology

Paul Christy, M.A.
Organizational Management
Ashford University

Karen Coombs, Ph.D.
Information Technology/Information
Assurance and Cybersecurity
Capella University

Bari Courts, Ph.D.
Organization and Management/E-
Business
Capella University

Lenice Crum, Ph.D.
Organization and Management
Capella University

Elyson De La Cruz, Ph.D.
Information Technology
University of the Cumberlands

Jeevan D'Souza, Ph.D.
Computer Science
Nova Southeastern University

Alaina Desjardin, D.B.A.
Business Administration/Criminal
Justice
Northcentral University

John DiBenedetto, D.B.A.
Business Administration/Human
Resource Management
Nova Southeastern University

Nkem Dibia, D.M.
Management
Colorado Technical University

Waree Dorsey-Waits, Ph.D.
Public Policy
Southern University and A & M
College

Aaron Dudley, M.S.
Organizational Leadership
Columbia Southern University

Mahmoud Elharazi, M.S.
Accounting
Strayer University

Roger Escayg, D.B.A.
Business Administration
Indiana Wesleyan University

Jovita Esechie, Ph.D.
Urban Planning and Environmental
Policy
Texas Southern University

Iris Esquilin, Ph.D.
Public Policy and
Administration/Public Management &
Leadership
Walden University

Michael Essary, D.B.A.
Financial Management
Northcentral University

Katrina Everhart, M.Ed.
Elementary Education
University of Missouri

Fassil Fanta, Ph.D.
Economics
Southern Illinois University
Carbondale

Andrew Farley, D.B.A.
Business Administration/Advanced
Accounting
National University

Chris Finelli, M.S., M.A.
Sport Management
East Stroudsburg University of
Pennsylvania
Educational Technology
University of Michigan – Dearborn

Latreecia Folkes, Ph.D.
Management
Walden University

Paul Frankenhauser, Ph.D.
Organization and Management
Capella University

Robert Freeborough, Ph.D.
Management
Capella University

John Galliano, Ph.D.
Information Assurance
University of Fairfax

Anton Gates, D.B.A.
Business Administration/General
Management
Capella University

Arlene Goodman, D.B.A
Accounting & International Business
Argosy University

Mari Hadley, Ph.D.
Education/ Higher Education
Walden University

May Hammad, Ph.D.
Financial Economics
University of New Orleans

John Hannon, D.B.A.
Business Administration/Management
Nova Southeastern University

Brenda Harper, Ed.D.
Organizational Leadership
Nova Southeastern University

Sheila Harry, M.S.
Management Info Systems/IT
Management
University of Alabama at Birmingham

Peter Hart, Ph.D.
Human Performance
Middle Tennessee State University

Mark Hatchel, D.I.T.
Information Technology/Information
Assurance and Cybersecurity
Capella University

Erica Hayes, D.B.A.
Business Administration
Columbia Southern University

Michael Heard, M.S.
Human Resource Management
Troy University

Felix Hernandez, D.I.T.
Information Technology/Information
Assurance and Cybersecurity
Capella University

Donnel Hinkins, Ph.D.
Information Technology
University of the Cumberlands

Aaron Hochanadel, M.B.A.
Business Administration
University of Phoenix

Andrea Holliday, M.A.
Organizational Leadership
Waldorf University

Steve Horan, D.B.A.
Business Administration
Bellevue University

Deborah Houston, Ph.D.
Applied Management and Decision
Science/Leadership & Organizational
Change
Walden University

James Ice, Ed.D.
Leadership & Administration
Point Park University

Kristen Irey, J.D.
Law
Widener University

Muhammed Islam, Ph.D.
Economics
Northeastern University

William Jackson, M.A.
Teaching in Educational Technology,
Webster University

Martin Jacoby, D.B.A.
Business Administration/Global
Management
Keiser University

Paul Jilani, D.B.A.
Business Administration/Global Supply
Chain Management
Walden University

Matthew Jobe, Ed.D.
Leadership
Liberty University

Tonina Johnson, D.B.A.
Business Administration
Argosy University

Larry Jones, M.P.A.
Public Administration
Strayer University

JaQuane Jones, D.B.A., D.S.L.
Business Administration/Finance
Walden University
Strategic Leadership
Liberty University

Elizabeth Kennington, M.S., M.B.A., M.A.
Recreation Park Admin
University of South Alabama
Business Administration/Human Resources
DeVry University
Organizational Leadership
Waldorf University

Donald Knight, Ph.D.
Business Administration
California Coast University

Kouassi Kouacou, D.B.A.
Business Administration
Argosy University

John Kuhn, Ph.D.
Business Administration/Management Information Systems,
University of Central Florida

Deana Kyle, Ph.D.
Leadership
University of the Cumberlands

Charles Lake, Ph.D.
Instructional Design and Development
University of South Alabama

Krystle Lane, Ph.D.
Educational Studies
University of Oklahoma

Xiafeng Li, Ph.D.
Computer Science
Texas A and M University

Edward Lisoski, Ph.D.
Organization and Management/Human Resource Management
Capella University

Lola Longe, Ph.D.
Information Technology/Artificial Intelligence
University of the Cumberlands

Anthony Longo, Ed.D.
Human Resource and Workforce Development Education
University of Arkansas, Fayetteville

Nathan Luster, M.S.
Cybersecurity Studies
Information Technology/Information Assurance and Security
American Public University

Helen MacLennan, Ph.D.
Management
Sullivan University

Jayaram Madireddy, D.M.
Organizational Leadership
University of Phoenix

Ebony Mason, D.B.A.
Business Administration
Walden University

Neil Mathur, Ph.D.
Business Administration/Professional Sport Management
Union Institute & University

Addie Mattes, Ed.D.
Human Resources Development
Vanderbilt University

Scott Mayott, D.B.A.
Business Administration
Columbia Southern University

Alice McCallister, D.I.T.
Information Technology Education
Capella University

Jonelle McCollough, Ph.D.
Human Resource Management
National University

Matthew McCormick, M.B.A, M.S.
General Management
Lake Forest Graduate School of Management
Telecommunication Systems
DePaul University

Pamela McLaughlin, M.A.
Human Resources Management
Webster University

Tammie Merkel, D.B.A.
Business Administration/Advanced Accounting
National University

Rebecca Miljavac, Ph.D.
Human Capital Management
Bellevue University

LaTrice Moore, D.B.A.
Business Administration
Argosy University

Sean Murphy, Ph.D.
Business Administration/Computer and Information Security
National University

Michelle Nekuda, M.A.
Management
Bellevue University

Fred Newell, D.M.
Homeland Security
Colorado Technical University

Mais Nijim, Ph.D.
Computer Science
New Mexico Institute of Mining and Technology

Gregory Okaiwele, Ph.D.
Organizational Leadership/Global Leadership
Regent University

Jason Oliver, Ph.D.
Educational Leadership and Organizational Development
University of Louisville

Obinna Olowu, D.B.A.
Business Administration
Argosy University

Appolloh Omolloh, Ph.D.
Leadership and Organizational Change
Walden University

Rosa Osuoha, Ph.D.
Organization and Management
Capella University

George Owusu-Antwi, D.B.A.
Business Administration/Finance
Nova Southeastern University

Shea O'Rourke, D.B.A.
Business Administration/International Business
Liberty University

Veronica Paz, D.B.A.
Business Administration/Accounting
Nova Southeastern University

Christopher Peacock, Ph.D.
Information Technology
Capella University

Todd Pearson, D.B.A.
Business Administration,
Columbia Southern University

Benjamin Perez, M.S.
Information Technology
National University

Susan Pettine, Ph.D.
Organization and Management
Capella University

Nicolas Pologeorgis, Ph.D.
Economics/Urban Missouri – Kansas City

Thomas Poulin, Ph.D.
Public Administration/Urban Policy
Old Dominion University

Elaine Purdy, D.H.A.
Health Administration
Central Michigan University

David Qiu, D.B.A.
Business Administration/Marketing
Argosy University

Michael Ricco, D.B.A.
Business Administration
University of Phoenix

Sandra Richardson, M.B.A.
Business Administration
Spring Hill College

Kimberly Riley, D.B.A.
Business Administration/Accounting
Walden University

Patricia Riley, Ph.D.
Business Administration
Argosy University

Felicia Riney, D.B.A.
Business Administration
University of Phoenix

Tonya Rivers, D.B.A.
Business Administration/Strategy and Innovation
Capella University

Eric Roberts, Ph.D.
Educational Leadership
Keiser University

Kenny Roberts, Ph.D.
Management/Finance
Walden University

Robert Robertson, Ph.D.
Management
University of Stirling

Sheila Roe-Boston, M.B.A., MHRM
Business Administration, Human Resource Management
DeVry University

Brad Russell, Ph.D.
Information Technology
University of the Cumberlands

Jarrett Ryan Moses, D.B.A.
Business Administration/Public Administration
National University

Monica Sainz, D.S.M.
Sports Management
United States Sports Academy

Armando Salas-Amaro, D.B.A.
Business Administration
University of Phoenix

Doreen Sams, Ph.D.
Business Administration
University of South Florida

Shawn Sejera, Ph.D.
Organizational
Leadership/Entrepreneurial
Leadership
Regent University

Charles Sessions, Sc.D.
Computer Science
Colorado Technical University

Renee Sinclair, D.B.A.
Business Administration
University of Phoenix

Elsie Smalls, Ph.D.
Public Policy and Administration
Walden University

Audra Spicer, PhD
English
University of Nebraska

Ken Styron, D.B.A.
Business Administration/Leadership
Capella University

Sean Sullivan, M.S.
Information Technology
University of Maryland University
College

Latrenda Suggs, D.Sc.
Cybersecurity
Capitol Technology University

Melinda Swigart, Ph.D.
Organization and
Management/Management Education
Capella University

Kendra Thrash, M.S.
Organizational Leadership
Columbia Southern University

Jose Torrech, D.B.A.
Business Administration
Florida Institute of Technology

Emadene Travers, J.D., Ph.D.
Law
Louisiana State University and A&M
College
Human Ecology
The University of Tennessee, Knoxville

Felicia Trembath, Ph.D.
Comparative
Pathobiology/Comparative
Epidemiology
Purdue University

John Turner, D.B.A.
Business Administration
Walden University

Susan Turner, D.B.A.
Business Administration/Leadership
Walden University

Cathy Vann, Ed.D.
Organizational Leadership
Nova Southeastern University

Devin Warnsley, D.B.A.
Business Administration
Walden University

Sandra White, D.B.A.
Business Administration
Wilmington University

Curtis Williams, D.B.A.
Business Administration/Marketing
Walden University

Beverly Williams, M.S., M.B.A.
Acquisition and Contract Management
Florida Institute of Technology
Human Resource Administration
Central Michigan University
Business Administration
Capella University

Walter Witham, Ph.D.
Business Administration/Financial
Management and Criminal Justice
National University

Seifu Zerihun, Ph.D.
Economics
Southern Illinois University

Current CSU Colleges and Faculty List
Located Online

College of Education

College Leadership

Freda Braddock, Ed.D.
Dean and Assistant Provost

Rhonda Sommers, Ph.D.
Academic Program Director

Full Time Faculty

Allison Goza, Ed.D.
Educational Leadership/Curriculum & Instruction
University of Phoenix

Sarah Kirkland, Ed.D.
Curriculum & Instruction/Instructional Design & Technology
Liberty University

Jacqueline Tessmer, Ph.D.
Instructional Design & Technology
Capella University

Chad Weirick, Ed.D.
Curriculum and Instruction
University of West Florida

Part Time Faculty

Mary Beth Lancaster, Ed.D.
Rural Education/Higher Education Administration
University of West Alabama

Sherry Birdwell, Ph.D.
Instructional Design and Technology
Liberty University

Leah Corpus, M.A.
International Education
New York University

Su Fong, Ed.D.
Curriculum & Instruction,
Arizona State University
Organizational Leadership,
Grand Canyon University

Mallory Graham, Ph.D.
Curriculum and Instruction
Liberty University

LaShannon Hollinger, Ed.D.
Curriculum and Instruction
University of West Florida

Jamaul Kennedy, Ed.D.
Curriculum & Leadership
Columbus State University

Scott Marsee, Ph.D.
Education/Instructional Design for Online Learning
Capella University

Pam Northrup, Ph.D.
Educational/Instructional Media Design
Florida State University

Tiffany Oakes, Ph.D.
Education/Instructional Design for Online Learning
Capella University

Karen Rasmussen, Ph.D.
Instructional Design & Development
University of South Alabama

Heather Rippetoe, Ed.D.
Instruction and Curriculum Leadership/Instructional Design and Technology
University of Memphis

Deidre Ruffin, Ed.D.
Higher Education
University of Mississippi

Alexandra Salas, Ph.D.
Education/Educational Technology
Walden University

LaQuanda Sims, Ph.D.
Urban Higher Education
Jackson State University

Jody Sutton, Ph.D.
Instructional Design & Technology
Liberty University

Reginald Todd, Ed.D.
Education/Curriculum & Instruction/Curriculum & Diversity Studies
University of West Florida

Duane Wallace, Ph.D.
Education/Teaching Learning & Technology
LeHigh University

College of Space, Intelligence, & Military Operations

College Leadership

Mike Perry, D.S.L., CMSgt. (Ret.)
Dean and Assistant Provost

Wendy Thi, M.B.A.
Academic Program Director

Full Time Faculty

Stephen Arbona, M.A.
Organizational Management
Brandman University

Michael Hensley, M.S.
Organizational Leadership
Columbia Southern University

Daniel Singleton, D.B.A.
Business Administration
Columbia Southern University

Part Time Faculty

Conrad Dawes, M.S.
Organizational Leadership
Colorado State University

Diena Mosely, M.S
Management/Healthcare Management
Troy University

Luke Revell, M.B.A.
Business Administration/Marketing
American Public University System

Shernette Roberts, M.P.A.
Public Administration/Criminal Justice Administration
Columbia Southern University

Brenda Rodriguez, M.S.
Aeronautics/Aviation Aerospace Management
Embry-Riddle Aeronautical University

Todd Simmons, M.B.A., M.S.
Business Administration/Criminal Justice Administration
Touro College
Health Sciences/Emergency and Disaster Management
Trident University International

Daniel Simpson, M.A.
Military History/World War II
American Public University

Anthony Stovall, M.S.
Transformational Leadership
University of Maryland Global Campus

Current CSU Colleges and Faculty List Located Online

College of Nursing and Health Sciences

College Leadership

Bonny Kehm, Ph.D., RN, CNE
Dean and Assistant Provost

Nancy Bellucci, PhD, RN, CNE, CNOR
Academic Program Director, Nursing

Stacey Bottone, Ed.D.
Academic Program Director, Health Care

Full Time Faculty

Caira Boggs, D.H.Ed.
Health Education
A.T. Still University of Health Sciences

Parker Brigance, D.N.P.
Nursing Practice/Population Health Leadership
New Mexico State University

Megan Carter, M.Ed.
Academic Program Director Healthcare

Alicia Chatman, D.H.A.
Health Care Leadership
Capella University

Christopher Earle, M.S.
Health Sciences, Emergency & Disaster Management Health Sciences, Health Care Management
Trident University International

Joyvina Evans, Ph.D.
Business Economics
University of Georgia

Abimbola Farinde, Pharm.D., Ph.D.
Pharmacy
Texas Southern University
Clinical Psychology
Walden University

Audra Gardner, Ph.D.
Organization and Management
Capella University

Deryl Gulliford, Ph.D.
Health Services Administration
Greenwich University

Jan Hinnen, M.D.
Medicine
University of Alabama at Birmingham

Mariah Holwick, M.S.
Nursing/Nursing Leadership and Administration
Capella University

Dara Legacy, M.S.
Health Care Administration
Grand Canyon University

Gregory McClendon, M.B.A.
Health Care Management
University of North Alabama

Deanna Melton-Riddle, D.H.A.
Health Administration
Central Michigan University

Shakeeka Misher, D.N.P.
Nursing Practice
Capella University

Lakina Moseley, DHEd
Health Education & Community Health
A.T. Still University

Aislynn Moyer, D.N.P.
Nursing Practice
Capella University

Bakali Mukasa, Ph.D.
Health Services
Walden University

Ahone Ngujede Ekume, Ph.D.
Public Health/Community Health
Walden University

Merle Point-Johnson, D.H.A.
Health Administration
University of Phoenix

Carolanne Rowe, JD., M.B.A., CPC
Innovation & Strategic Management
Salve Regina University

Lacey Santa Cruz, D.N.P.
Nursing Practice
Jacksonville State University

Kelly Williams, M.B.A.
Business Administration/Health Services
Idaho State University

Tanoa Williams, D.H.Ed.
Health Education
A.T. Still University of Health Science

Part Time Faculty

Lisa Alexander, Ph.D.
Nursing
University of Phoenix

Catherine Amitrano, D.N.P.
Nursing Practice
Liberty University

Jennifer Atzen, D.N.P.
Nursing Practice/Educational Leadership
Post University

Kristy Beard, M.S.
Nursing/Family Nurse Practitioner
Chamberlain University

Luci Bostain, D.N.P.
Nursing Practice
Capella University

Latosha Burch, D.H.A.
Health Administration/Health Policy and Advocacy
Capella University

Pamela Carr, D.N.P.
Nursing Practice in Educational Leadership,
American Sentinel University

Rachel Faulkner, D.N.P.
Family Nurse Practitioner
University of Tennessee - Knoxville

Allison Ferro, Ph.D.
Nursing
University of Texas at Austin

Regina Gervin, D.H.A.
Health Administration
Capella University

Lisa Hawthorne, Ph.D.
Nursing,
University of San Diego

Tempest Hill, Ph.D.
Public Health
Georgia Southern University

Brandy Hill, D.P.H.
Public Health
Walden University

Tasia Hilton-Betton, Ph.D.
Health Services/Health Care Administration
Walden University

Jamie Hofrichter, Ph.D.
Education/Nursing Education
Capella University

Kristine Jordan, D.H.A.
Healthcare Administration
Walden University

Kevin Knight, D.B.A.
Health Care Administration
Northcentral University

Amber Krasny, M.B.A.
Leadership
Walden University

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ADDITIONAL POLICIES

The Crime Awareness & Campus Security Act of 1990
The Jeanne Clery Disclosure Compliance Statement

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act is the federal law, originally known as the Campus Security Act, which requires colleges and universities across the United States to disclose information about crime on and around their campuses.

CSU's Annual Campus Security Report includes statistics for the previous 3 years concerning reported crimes that occurred on-campus, in certain off-campus buildings, on property owned or controlled by CSU, and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes institutional policies concerning campus security (e.g. policies concerning sexual assault) and other matters. A link to a copy of the report is included below.

View the complete **Annual Security Report** online.

Drug & Alcohol Prevention Program

The Drug-Free Schools and Communities Act of 1989 requires that all institutions of higher education (IHE) adopt and implement an alcohol and drug prevention program to prevent the abuse of alcohol and use of illicit drugs by students and employees on institutional premises or as part of any of its activities. The regulations require an IHE to do the following:

149. Prepare a written policy on alcohol and other drugs.
150. Distribute the policy to every student and staff member each year.
151. Prepare a biennial review report on the effectiveness of its alcohol and other drug (AOD) programs and the consistency of policy enforcement.
152. As part of the biennial review, the institution must determine the following:
153. The number of drug and alcohol related violations and fatalities that occur on the campus, or as part of any of the institution's activities and are reported to campus officials, and
154. The number and type of sanctions that are imposed by the institution as a result of drug and alcohol-related violations and fatalities on the institution's campus or as part of any of the institution's activities.

Drug and Alcohol Policy
I. Standards of Conduct

CSU is committed to providing a drug-free campus and workplace. CSU prohibits the unlawful possession, use, or distribution of illicit drugs and alcohol by students, employees, and guests on its premises, or at any activity it sponsors.

Students, employees, and guests must comply with the federal, state, and local laws concerning underage drinking and illegal drug usage Violations of federal, state, or local laws will be reported to the appropriate law enforcement officials.

Students and employees will be subject to university disciplinary action, up to and including expulsion or separation, pursuant to CSU policies and procedures.

II. Legal Sanctions Regarding Unlawful Use, Possession, or Distribution of Alcoholic Beverages and Illicit Drugs

A. State Laws and Sanctions

The legal drinking age in the United States is 21 in all 50 states and the District of Columbia. Legal drinking age is 18 in the U.S. Virgin Islands, Puerto Rico, and Guam.

Alabama laws related to the illicit possession, use, and distribution of alcoholic beverages or drugs, and the possible legal penalties for violation of these laws can be found at the following web pages:

155. **http://alisondb.legislature.state.al.us/alison/codeofalabama/1975/coatoc.htm** — Alcohol Sections 28-1-1, 28-1-5, 28-4-20, and 28-3A-25
156. **http://alisondb.legislature.state.al.us/alison/codeofalabama/1975/coatoc.htm** — Drug Offenses Sections 13A-12-211 to 215, 13A-12-250, 13A-12-260
157. **http://alisondb.legislature.state.al.us/alison/codeofalabama/1975/coatoc.htm** — Public Intoxication Section 13A-11-10
158. **http://alisondb.legislature.state.al.us/alison/codeofalabama/1975/coatoc.htm** — Driving while under the influence Section 32-5A-191

B. Federal Laws and Sanctions

United States Code Title 21, Chapter 13, Section 812 establishes classifications of controlled substances and is located at **http://uscode.house.gov/view.xhtml?path=/prelim@title21/chapter13&edition=prelim.**

Section 841 makes it unlawful to manufacture, distribute, or dispense, or possess with intent to manufacture, distribute, or dispense, a controlled substance or a counterfeit substance. Federal penalties for controlled substances can be found at **https://www.dea.gov/drug-information**.

C. Local Ordinances
Local authorities abide by state and federal laws concerning unlawful possession, use, and distribution of alcoholic beverages and drugs.

Penalties for subsequent violations and convictions of the above are progressively more severe than for initial convictions.

Drug and Alcohol Prevention Program
Columbia Southern University provides the eCHECKUP TO GO software for all students, faculty, and employees. eCHECKUP TO GO is an alcohol and drug prevention program that educates students and other members of the CSU community on drinking patterns and the risks associated with alcohol and marijuana use. Students, faculty, and employees can access the software at **http://interwork.sdsu.edu/echeckup/usa/alc/coll/columbiasouthern.**

Health Risks
Alcohol and other drug abuse is a significant public health problem and has a detrimental effect on the community in terms of increased medical and workers compensation claims, medical disability costs, decreased productivity, injuries, theft, and absenteeism. To learn more about the health risks of alcohol and drug use, please visit the National Institute on Drug Abuse at **http://www.drugabuse.gov/drugs-abuse**.

Other Resources
Because CSU's virtual campus does not enable the provision of on-site counseling or treatment, the following information is provided as a resource for those who need assistance with avoiding or recovering from alcohol or drug abuse. Students or employees who need information related to alcohol or drug abuse are encouraged to use directory information, online searches, the telephone book, or referrals from friends and/or professionals.

Below is a list of local and national organizations dedicated to providing information and suggestions.

Addiction Center
https://www.addictioncenter.com/

Alabama Department of Public Health
www.adph.org

National Institute on Drug Abuse
General Link/Address: **www.nida.nih.gov**

Specific Link/Address on Club Drugs:
https://www.drugabuse.gov/drugs-abuse/club-drugs
310.443.1124

National Institute on Alcohol Abuse and Alcoholism
www.niaaa.nih.gov

Substance Abuse and Mental Health Services Administration (SAMHSA)
An agency of the US Department of Health & Human Services providing information online regarding alcohol, drugs, and treatment programs.

General Address
https://www.samhsa.gov/

Specific Address for Treatment Programs
findtreatment.samhsa.gov

Phone
800.729.6686

Alcoholics Anonymous
http://www.aa.org/

Narcotics Anonymous
www.na.org

Information Security Policy
I. Overview
The **Information Security Policy** outlines the information security and privacy principles used across Columbia Southern University (CSU) systems and practices. The goal is to ensure CSU resources are protected against internal and external threats and remain compliant with regulatory requirements.

II. Purpose
CSU takes seriously its obligation to safeguard the information of students, alumni, faculty, and staff in step with information security and privacy principles. This **Information Security Policy** details privacy and data security safeguards used in accordance with CSU's mission and vision. This policy is not intended to replace or supersede legislative requirements.

Information Security and Privacy Principles
A. Safeguard protected or private information.
B. Execute the agreed upon conditions with third parties.
C. Collect protected or private information as needed only to support a business process.
D. Store protected and private information no longer than required by law or business need.

III. Scope

This Information Security Policy applies to all prospective students, students, faculty, staff, contractors and sub-contractors, and associated parties who interact with CSU systems to process, transmit, or store protected or private information on:

A. CSU-owned computing systems, telecommunication systems, and network systems.
B. Personally owned devices and telecommunication devices.
C. Computing, telecommunications, or network services procured from third-party vendors including cloud and colocation services.

IV. Data Classification, Definitions, and Regulations

1. Classification
   a. The *Protected* classification includes federal, state, or applicable regulated information. This includes contractual obligations in processing any combination of confidential data.
   b. The *Private* classification includes any information that could adversely affect CSU if disclosed without authorization. This is considered the default classification of information within CSU if there is no information indicating that information should be classified as public or protected.
   c. The *Public* classification includes information for which disclosure to the public poses negligible or no risk to the CSU. Certain legislation may designate select information as public.

2. Definitions
   a. Personal identifiable information (PII) refers to private information that could reference an identifiable person.
      i. An identifiable person is one who can be identified, directly or indirectly – in particular, by reference to an identification number or to one or more factors specific to his or her physical, physiological, mental, economic, cultural, or social identity.
   b. Education records refer to records that contain information directly related to a student and that are maintained by an educational agency or institution or by a party acting for the agency or institution.
   c. Personal Health Information (PHI) refers to demographic information, medical history, test and laboratory results, insurance information and other information that is collected by a health care professional to identify an individual and determine what type of care that individual should receive.

3. Related Regulations
   a. Family Educational Rights and Privacy Act (FERPA).
   b. The European Union General Data Protection Regulation (GDPR).
   c. All applicable state privacy regulations.
   d. The Americans with Disabilities Act (ADA).
   e. The Privacy Act of 1974, as amended.
   f. The Gramm-Leach-Bliley Act (GLB Act) - 15 U.S.C. 6801, implemented by 16 CFR Part 314.
   g. The NIST 800-171 for Controlled Unclassified Information (CUI) designation of Department of Education's Financial Aid information.
   h. The Federal Trade Commission (FTC) Rule on "Standards for Safeguarding Customer Information."
   i. Payment Card Industry Data Security Standard (PCI DSS).

V. Policy

A. Designated Qualified Individual
   1. The designated qualified individual for CSU's information security program is the Data Security Officer (DSO), which is the CIO or their designee.
   2. The DSO acts as the project manager for the development, implementation, and maintenance of the Cybersecurity program and serves as the point of contact for internal and external questions or concerns regarding CSU's Non-Public Information (NPI).
      i. The DSO shall report security metrics and compliance initiatives to the Board of Trustees regularly and at least annually.
      ii. If the DSO is not the CIO, the report will be presented to the CIO and will include:
         1. The overall status of the information security program and compliance with the FTC Safeguards Rule.
         2. Material matters related to the program including risk assessment, risk management and control decisions, service provider arrangements, results of testing, security incidents or violations and management's response to them, and recommendations for changes in the program.

B. Risk Assessment
   1. A risk assessment shall be conducted and reviewed by the DSO and the Cybersecurity Team, at least annually.
   2. The risk assessment will show software and hardware inventory and foreseeable threats and risks. The processes and criteria for risk assessment can be found in the CSU Vulnerability Management Policy. In addition, the CSU Secure Software Development Policy describes the processes for developing, assessing, and testing both internally developed and external applications used to transmit, access, or store customer information.

C. Training
   1. CSU will make security awareness training available to faculty and staff to be completed annually. This training will provide appropriate data security and privacy training for all employees as noted in the CSU **Cybersecurity Training Policy**.
   2. The Cybersecurity Team, along with the relevant Department Director, shall verify third party vendors train their employees as detailed in the CSU **IT Third Party Risk Management Policy**.

D. Forms
   1. Employees sign a statement of understanding regarding acceptable use of technologies and confidentiality of information.

E. Procedures
   1. Procedures are set by the respective department to handle data properly.
   2. IT security incident response and reporting procedures are based on the data involved as laid out in the CSU **Incident Response Policy**.

F. Guidelines
   1. CSU Information Classification Guidelines are included in annual training.
   2. Employees are required to acknowledge guidelines for working from home and using personal cloud computing services for conducting CSU Business.

G. Access and Use
   1. Legal or regulatory requirements may impact who is authorized to access CSU protected or private information. In all other cases, Protected or Private information shall only be accessed by Authorized Users. Appropriate authorization includes the following:
      i. The designated trustee of information must authorize access to protected or private information to users as required to perform their assigned duties, to complete a business process, or by contractual obligation.
      ii. Departments or business units with need of contractors, vendors, or third parties not directly employed by CSU to perform business functions with protected or private information must complete the third-party checklist process.
      iii. The individual whose protected or private information is produced or displayed is authorized to access that information unless restricted by legal or contractual obligations.
   2. Least Privilege
      i. CSU Systems Access will be issued adhering to least privilege principles.
      ii. CSU Systems with sensitive data will have their user accounts access reviewed regularly to ensure compliance with least principles practice.
   3. Multifactor Authentication (MFA)
      i. CSU information systems and computer systems with access to PII will require MFA.
   4. A log of authorized users will be collected and reviewed as part of routine cyber monitoring and investigations.

H. Approved Transfer of Protected or Private Information
   1. The following actions involving protected or private information must be authorized by the responsible Director, Department Head, or designee and related approval documentation or contract/agreement maintained on file:
      i. Transferring protected information between CSU computing resources and third-party vendors or service providers.
      ii. Allowing system and network administrators to access protected information to perform an approved action to mitigate a system problem or as part of an incident response to a privacy breach investigation.
   2. Coordinate with the CSU Legal Counsel in the event of receiving a valid subpoena, warrant, or legal order, to meet a legal or contractual order for the transfer of protected information.

I. Third-party Access to Protected or Private Information
   1. CSU may choose to contract with a third-party for the collection, storage, or processing of information, including protected or private

information. The third- party may offer services in the form of hosting, outsourcing, or private/public cloud computing services.

2. If CSU contracts a third-party for the processing of protected or private information, this must be documented in a written agreement, in which the rights and duties of CSU and the third-party contractor in addition to any subcontractors engaged by the primary third-party contractor are specified. A third-party contractor shall be selected that will guarantee the technical and organizational security/privacy measures required in this policy and will provide sufficient guarantees with respect to the protection of the information.

3. A third-party contractor should also be contractually obligated to process protected or private information only within the scope of the contract and the directions of CSU. Processing of protected or private information may not be undertaken for any other purpose.

4. Interactions with third-party contractors or vendors are subject to the CSU **IT Third Party Risk Management Policy**.

J. **Physical Security Access Restrictions**

1. Offices and storage facilities that maintain protected or private information locally must:

    i. Ensure that all protected or private information in all forms is secure in the work area at the end of the day and when employees are expected to be gone for an extended period.

    ii. Computer workstations that interface with protected or private information must be secured by locked rooms when the workspace is unoccupied.

    iii. Any protected or private information should be removed from the desk and locked in a drawer when the desk is unoccupied and at the end of the workday if the room cannot be secured.

    iv. File cabinets containing protected or private information must be kept closed and locked when not in use or when not attended.

    v. Keys used for access to resources holding protected or private information must not be left at an unattended desk.

    vi. Passwords may not be left on sticky notes posted on or under a computer, nor may they be left written down in an accessible location.

    vii. Printouts containing protected or private information should be immediately removed from the printer in unsecured areas.

    viii. Upon disposal, documents containing protected or private information should be shredded or placed in locked confidential disposal bins. Electronic media containing protected or private information that is no longer needed should be physically destroyed or wiped by electronic methods to render the information unreadable and unrecoverable as stipulated in National Institute of Standards and Technology-Special Publication 800-88 Revision 1 Guidelines for Media Sanitization.

    ix. Whiteboards containing protected or private information should be erased unless they are in secured areas. In addition, whiteboards with protected or private information should not be facing external windows unless blinds are drawn down to prevent unauthorized viewing of content.

    x. Portable computing devices containing protected or private information such as laptops phones, tablets, and removable physical media should be secured in locked rooms, file cabinets, or locked drawers after normal work hours.

2. Additional physical privacy controls may also be required by law or contractual obligation for specific information items.

K. **Online Collection of Protected and Private Information**

1. Protected or private information collected on publicly accessible web pages, Intranet web pages, or otherwise received and stored by CSU must have technical controls that provide encryption of protected information communicated between a user's browser and a web-based application using secure protocols.

2. In addition, any storage of protected or private data on CSU systems or servers must be encrypted. CSU websites collecting protected or private information require a link to the **CSU Privacy Policy**.

3. Prospective students, current students, faculty, staff, and interested parties residing outside of the United States and providing protected or private information electronically to CSU understand this information will be transferred to the U.S. where it will be processed and

stored under U.S. privacy standards or by applicable framework agreements.

L. **Information System Changes**
   1. Changes to CSU assets and information systems must be documented in accordance with the CSU **Configuration and Change Management Policy**. This policy identifies the methods CSU uses to manage data, personnel, devices, systems, and facilities in use to achieve business purposes in accordance with their relative importance to business objectives and CSU's risk strategy. This policy adopts procedures for change management.

M. **Data Disposal**
   1. Data stored on physical storage devices must be sanitized as outlined in the CSU **Media Sanitization and Data Disposal Policy**.

VI. Responsible Parties

The roles below are set in accordance with this **Information Security Policy**.

The DSO is responsible for, but not limited to, the following:
- Setting risk appetite.
- Setting appropriate data use cases.
- Approving technological third-party vendors and solutions.

The Cybersecurity Team is responsible for, but not limited to, the following:
- Documenting cyber-related policies and procedures to help manage risk.
- Verifying appropriate technological resource usage is taking place.

The IT Asset Owner is responsible for, but not limited to, the following:
- Using CSU resources and data appropriately within the system.
- Meeting usage and regulatory requirements.

VII. Enforcement, Violations, and Incident Reporting

A. Users who violate this policy are subject to disciplinary action up to and including termination of employment or contract with CSU depending on the severity of the issue.

B. Systems not following secure guidelines could be taken offline until security improvements and secure configuration settings have been made.

C. CSU cooperates with appropriate law enforcement entities if any user may have violated federal or state law. Instances of failure to adhere to this policy will be brought to the attention of the DSO. The DSO may seek consultation/advice from Human Resources and Legal Counsel.

D. Privacy violations occur when a CSU student, staff, contractor, or faculty member violates this policy, specific legal privacy requirements, or contractual obligations. For the purpose of this policy there are three primary classifications of privacy violations at CSU:
   a. Incidental disclosure which occurs when an unauthorized party overhears or sees protected or private information during a permitted use or disclosure in a workspace.
   b. Accidental disclosure occurs when privacy control weaknesses allow unauthorized access to protected or private information. Privacy control weaknesses include human error or a fault in privacy control procedures that leads to a loss of ability to limit access to protected or private information to only authorized users.
   c. Intentional disclosure occurs when privacy controls are overridden to allow unauthorized access or disclosure of protected or private information. This type of insider threat event can be initiated with or without malicious intent.

E. It is the responsibility of each CSU student, staff, contractor, or faculty member to immediately report suspected or confirmed incidents to their supervisor or contract administrator including accidental incidents. Incidents are evaluated and resolved according to the **CSU Incident Response Policy**.

F. If the supervisor or contract administrator is unavailable or if there is a potential conflict of interest, the report should be directed to the Director, Department Head, Cybersecurity Team, or through CSU Technical Support. This designee must inform the DSO of any suspected or confirmed breaches within 24 hours.

VIII. Related Standards, Policies and Processes

A. Related policy documentation includes the following:
   - NIST 800-171
   - GLBA FTC Safeguards Rule

B. Related CSU documentation includes the following:
   - CSU Information Security Standards
   - CSU IT Third Party Risk Management Policy
   - CSU Cybersecurity Training Policy
   - CSU Vulnerability Management Policy
   - CSU Configuration and Change Management Policy
   - CSU Media Sanitization and Data Disposal Policy
   - CSU Incident Response Policy

IX. Exception Process

A. Exception requests must be made in writing in accordance with the IT and Cybersecurity Exception

Standard and the Information Security Policy and must contain:
- The reason for the request,
- Risk to the enterprise of not following the written policy,
- Specific mitigations that will not be implemented,
- Technical and other difficulties, and
- Date of review.

SMS and Mobile Communication Policy

I. Overview
The **SMS and Mobile Communication Policy** covers the types of SMS activity to expect, the Opt-In and Opt-Out process by students, and expectations when using the SMS service.

II. Purpose
This policy will ensure proper mobile communication standards and processes between Columbia Southern University (CSU) and students are laid out and adhered to.

III. Scope
This **SMS and Mobile Communication Policy** applies to all CSU mobile phone messaging and communication systems, the students who use CSU systems, people and processes that constitute CSU information systems, including staff, executives, faculty, and third parties with access to CSU's information technology assets.

IV. Policy
Columbia Southern University ("We" or "Us") offers our customers mobile alerts over SMS for multiple purposes including billing and academic updates. You must opt-in to academic text messages by selecting the "Subscribe" option in your student portal. Additionally, you may opt-in to SMS messaging provided by or through CSU provided 3rd parties within their respective student interfaces. Your cellular provider's **Msg&Data Rates May Apply** to our confirmation message and all subsequent messages.

You understand the text messages we send may be seen by anyone with access to your phone. Accordingly, you should take steps to safeguard your phone and your text messages if you want them to remain private.

Please notify us immediately if you change mobile numbers or plan to provide your phone to another person.

If you have any questions about this policy, would like us to mail you a paper copy of this policy or are having problems receiving or stopping our text messages, please contact us using the following information:

Columbia Southern University
21982 University Lane
Orange Beach, Alabama 36561
(800) 977-8449 ext. 6523

You agree and consent to be contacted by the Company, Our agents, employees, attorneys, affiliates, subsequent creditors, loan servicing companies, and third-party collectors through the use of email, and/or telephone calls and/or SMS text messages to your cellular, home or work phone numbers, as well as any other phone number you have provided in conjunction with this account, including the use of automatic telephone dialing systems, autodialers, or an artificial or prerecorded voice.

Opt-out or STOP
This policy applies to the text messages sent by Columbia Southern University to our customers while and after they use our product. If you wish to stop receiving Academic text messages from Columbia Southern University, reply to any Academic text message we have sent you and in the reply text simply type STOP or navigate to MyAccount in the MyCSU student portal to change your subscription options. For messages received from CSU provided 3rd parties, you will need to navigate to the providers portal to disable text messages, or you may also stop text messages by calling us (or emailing us) using the contact information below.

Columbia Southern University
21982 University Lane
Orange Beach, Alabama 36561
(800) 977-8449 ext. 6523

To cancel SMS Academic alerts, text "STOP" to 231-981-3771 at any time.

Help or Support
If at any time you need our contact information or information on how to stop text messages, reply to any text message we have sent you and in the reply text simply type **HELP**. Upon receiving your text message, we will send you a text message with this information. The number of messages you receive will vary based on your payment activity and account preferences. In general, the messages we send provide you with information about your account. Some of the text messages we send may include links to websites. To access these websites, you will need a web browser and Internet access.

V. Responsible Parties
The roles below are set in accordance with the **Information Security Policy**.

CSU is responsible for, but not limited to, the following:
- Administering mobile alert systems.
- Facilitating Opt-In and Opt-Out processes.
- Administering payments and billing.
- Providing CSU contact information and providing support.

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- Protecting and securing CSU information systems.

The student is responsible for the following:

- Providing consent or withdrawing consent for mobile alerts.
- Understanding your cellular provider's message and data rates.
- Protecting and securing your phone.
- Notifying CSU of phone number changes.

VI. Enforcement

Students who need assistance with contact information or information on how to stop text messages may contact CSU for assistance. Students with outstanding bills may experience interruption with student accounts.

CSU cooperates with appropriate law enforcement entities if any user may have violated federal or state law. Instances of failure to adhere to this policy will be brought to the attention of the Data Security Officer (DSO). The DSO may seek consultation/advice from Student Accounts and **Legal Counsel**.

VII. Related Standards, Policies, and Processes

Related policy documentation includes the following:

- CSU Privacy Policy
- CSU Information Security Policy
- CSU IT and Cybersecurity Exception Standard

VIII. Exception Process

Exception requests must be made in writing in accordance with the **IT and Cybersecurity Exception Standard and the Information Security Policy** and must contain:

- The reason for the request,
- Risk to the enterprise of not following the written policy,
- Specific mitigations that will not be implemented,
- Technical and other difficulties, and
- Date of review.

Student Recruitment Policy

CSU strives to treat all students ethically, respectfully, equitably, and professionally in all interactions, prior to, during, and after their academic careers.

The Student Recruitment Policy ensures that CSU and its employees/representatives are well-qualified and trained to:

- conduct appropriate, professional, and ethical recruitment processes.
- follow federal guidelines regarding compensation for student recruitment and admission activities.
- comply with applicant and prospective student requests to remove themselves from contact lists.
- adhere to the CSU Employee Code of Ethics.

- refrain from the following recruitment practices to comply with the SACSCOC *Principles of Accreditation,* U.S. Department of Education, and U.S. Department of Defense regulations:
  - assuring employment unless employment arrangements have been made and can be verified,
  - misrepresenting job placement and employment opportunities for graduates,
  - misrepresenting program costs,
  - disparaging comparisons of secondary or postsecondary institutions,
  - engaging in aggressive or high-pressure marketing and recruitment tactics, which include
  - making multiple unsolicited contacts (3 or more) including contacts by phone, email, or in-person, and
  - engaging in same-day recruitment and registration for the purpose of securing enrollments.
- misrepresenting abilities required to complete intended program, and
- offering money or inducements other than educational services of the institution in exchange for student enrollment. (Except for awards of privately endowed restricted funds, grants or scholarships are to be offered only based on specific criteria related to merit or financial need.)

Policy violations (and/or associated procedures), as determined by CSU administration, may result in appropriate disciplinary measures in accordance with the CSU Employee Handbook and Code of Ethics. Student recruitment policy and procedure inquiries may be sent to the Vice Provost, Institutional Effectiveness, Planning, and Compliance at IEPC@columbiasouthern.edu.

University Privacy Policy

CSU respects your privacy and is committed to protecting it through our compliance with this policy.

This policy is located in its entirety on the website here: https://www.columbiasouthern.edu/consumer-information/privacy-policy/.

It describes the types of information we may collect from you or that you may provide when you visit the website columbiasouthern.edu and our practices for collecting, using, maintaining, protecting, and disclosing that information.

This policy applies to information we collect:

- On the Website.
- In email and other electronic messages between you and the Website.
- When you interact with our advertising and applications on third-party websites and services, if those applications or advertising include links to this policy.
- Offline, in accordance with relevant law, including, but not limited to, the California Consumer Privacy Act of 2018, as amended by the California Privacy Rights Act of 2020 ("CCPA").

It does not apply to information collected by:

- Us offline or through any other means, including on any other website, application, or service operated by CSU or any third party, including our affiliates and subsidiaries; or
- Any third party, including through any application or content (including advertising) that may link to or be accessible from or on the Website.

Questions

To ask questions about this Privacy Policy and our privacy practices, contact us at:

Columbia Southern University
c/o Data Security Officer
P.O. Box 3110
Orange Beach, AL 36561

or via email at: DataSecurityOfficer@columbiasouthern.edu.