American Public University System

Application for Approval and Registration of Postsecondary School Iowa

March 2013

Missy Thompson
Director, State Regulatory Relations
(304) 724-0918
mthompson@apus.edu

American Public University System
American Military University | American Public University

111 West Congress Street
Charles Town, WV 25414
Tel 877-468-6268
www.apus.edu

March 1, 2013

Ms. J. Carolyn Small
Postsecondary Registration Administrator
Iowa College Student Aid Commission
603 E. 12th St. FL 5th
Des Moines, IA 50319

Re: Application for Approval and Registration of Postsecondary School

Dear Ms. Small:

Enclosed please find the application materials associated with the application for approval and registration for the American Public University System. The documents we have provided reflect our commitment to remain in compliance with all applicable statutes and guidelines promulgated by the Iowa College Student Aid Commission.

We look forward to working with the Commission to ensure that the university's efforts to provide educational opportunities to the residents of Iowa are and will remain consistent with your expectations.

Please feel free to contact me if you have any additional questions or need further clarification.

Sincerely,

Missy Thompson

Missy Thompson
Director, State Regulatory Relations

Enclosures

CC: Dr. Russell Kitchner, VP, Regulatory and Governmental Relations

Iowa College Student Aid Commission

Postsecondary Approval and Registration Administrator
603 East 12th Street, FL 5th
Des Moines, IA 50319
(515) 725-3470

Application for Approval and Registration of Postsecondary School Iowa Code Chapter 261B

Submit a paper document and a complete duplicate in pdf format on a CD or other electronic media. Applications may be submitted electronically by contacting the Postsecondary Approval Administrator at the Iowa College Student Aid Commission.

All items must be completed before the application will be considered as received by the Commission. Attach additional pages as needed to provide the requested information. Other documents or materials may also be attached to support the application. Attachments must be tabbed and clearly marked on both the paper and pdf documents.

(Registrations must be renewed every two years or upon any substantive change in program offerings, location or accreditation)

Name of school and address of the principal office as defined in Iowa Code Section 490.140 or 510.141: [(261B.4(2))] and [(261B.4(1))]

Name of School: American Public University System
Suite: _____
Street: 111 West Congress Street
City, State, Zip: Charles Town, WV 25414
Country: USA
Telephone Number (including country or area code): (304) 724-3700

Type of school:

[X] For-profit
[ ] Non-profit
[ ] Public

Address of this school in all in other states, and in foreign countries:

Suite	Street	City	State	Zip	Country	Telephone
114	10110 Battleview Parkway	Manassas	VA	20109	USA	(703) 330-5398

Address of all locations in Iowa where instruction is to be provided

Suite	Street	City	State	Zip	Country	Telephone
N/A – APUS is an online university operating with an asynchronous learning management system						

Total tuition charges, fees and other costs payable to the school by a student. [(261B.4(3))]

Program to be Offered in Iowa	Tuition	Fees	Books and Supplies	Other	Total
A complete program inventory and fee schedule is attached.					

SEE PROGRAM INVENTORY & FEES - TAB A

Refund policy of the school for the return of refundable portions of tuition, fees, or other charges [(261B.4(4))]
If the refund policy is attached, please summarize the policy below.

Tuition Refund Policy - Summary

Course Withdrawals may be requested after the start of the second week until the beginning of the last week of the course. The date of withdrawal will be the date the request is received. Refunds are processed as follows:

- APUS refunds 100% of tuition for course drops occurring before or during Week 1 of a course taken for academic credit or as an Audit.
- After a course begins, refunds will be based on the weekly course schedule.
- Go Army Ed Students: The withdrawal date in Go Army Ed is considered by the Army to be the withdrawal date of record for refund purposes.

Refund Schedule

8-Week Course -- Tuition Refund Schedule

Withdrawal Request Date	Tuition Refund Percentage
Before or During Week 1	100%
During Week 2	75%
During Weeks 3 and 4	50%
During Weeks 5 through 8	No Refund

16-Week Course-- Tuition Refund Schedule

Withdrawal Request Date	Tuition Refund Percentage
Before or During Week 1	100%
During Week 2	100%
During Weeks 3 and 4	75%
During Weeks 5 through 8	50%
During Weeks 9 through 16	No Refund

SEE REFUND POLICY & SCHEDULE – TAB B

Degrees granted by the school [(261B.4(5))]

APUS offers Certificate, Associate, Bachelor and Master Degree programs. Please refer to **TAB A** and the enclosed catalogs for a complete listing of the programs offered.

SEE PROGRAM INVENTORY & FEES - TAB A

Offered in Iowa [(261B.4(11))]

All courses are offered 100% online; there will be no physical learning location within the state of Iowa. However, within our School of Education we have the following programs: M.Ed. Educational Leadership, M.Ed. School Counseling, M.Ed. Teaching – Elementary Education, M.Ed. in Teaching – Secondary Social Studies and the Post-baccalaureate teacher preparation certification, these are the programs that lead to certification and will require that candidates participate in a face-to-face internship, which could take place at a location within the state.

Name, business address and telephone number of the chief executive officer of the school: [(261B.4(7))]

Name: Dr. Wallace E. Boston, President and CEO
Suite:
Street: 111 West Congress Street
City, State, Zip: Charles Town, WV 25414
Country: United States
Telephone Number (including country or area code): (304) 724-3700

Provide a copy or description of the means by which the school intends to comply with 261B.9 [(261B.4(8))]. Code section 261B.9 is as follows:

261B.9 DISCLOSURE TO STUDENTS.

Prior to the commencement of a course of instruction and prior to the receipt of a tuition charge or fee for a course of instruction, a school shall provide written disclosure to students of the following information accompanied by a statement that the information is being provided in compliance with this section:

1. The name or title of the course.
2. A brief description of the subject matter of the course.
3. The tuition charge or other fees charged for the course. If a student is enrolled in more than one course at the school, the tuition charge or fee for all courses may be stated in one sum.
4. The refund policy of the school for the return of the refundable portion of tuition, fees, or other charges. If refunds are not to be paid, the information shall state that fact.
5. Whether the credential or certificate issued, awarded, or credited to a student upon completion of the course or the fact of completion of the course is applicable toward a degree granted by the school and, if so, under what circumstances the application will be made.
6. The name of the accrediting agency recognized by the United States department of education or its successor agency which has accredited the school.

Response:

Please see click on the following link to review the APUS application process
http://www.apu.apus.edu/admissions/application-process/index.htm

Students are not required to pay any tuition in advance nor are they required to register for an entire program. APUS has an Admissions/Orientation/Registration process that ensures students make informed decisions. All APUS students complete an online application and orientation process where they are asked to provide personal and academic information, review pertinent APUS policies and procedures, and declare their academic goals. Once the process is complete, the new student will be issued an APUS Student ID number and password and will be given instructions on how to proceed with submitting all required admissions documents and registering for the first course(s). Please note: APUS students are required to complete Orientation and declare an academic goal prior to registration.

Orientation subjects include topics covering; tuition and fees, paying for school, refunds, transferring of credits, course materials, technology requirements, disability services, the APUS Honor Code and the student right to

privacy. The student is required to acknowledge that he or she has read and understood the information presented in each section of the orientation.

All information pertaining to programs and student responsibilities is published and available on a real time basis to its student inclusive of the information required for compliance with our institutional accrediting agency the Higher Learning Commission of the North Central Association of Colleges and Schools and various state codes.

SEE STUDENT DISCLOSURE - TAB C

Name, address, and telephone number of a contact person in Iowa. [(261B.4(10))]

American Public University System is registered as a foreign corporation in Iowa. The Corporation Service Company is our registered agent.

SEE FOREIGN CORPORATION REGISTRATION - TAB D

Name, address, and title of the other officers and members of the legal governing body of the school: [(261B.4(6))]

Officer Number 1

Name: Dr. Wallace E. Boston, President and CEO
Suite:
Street: 111 West Congress Street
City, State, Zip: Charles Town, WV 25414
Country: USA
Telephone Number (including country or area code): (304) 724-3700

SEE APUS LEADERSHIP- TAB E

Names and addresses of persons owning more than 10% of the school: [(261B.4(6))]

As of September 30, 2012, T. Rowe Price owns greater than 10% of APEI (American Public Education, Inc.)
Source: http://www.nasdaq.com/symbol/apei/institutional-holdings

American Public Education, Inc. (APEI) is a provider of online higher education. Through the American Public University System (APUS), we prepare students for service and leadership by offering respected, affordable, online programs that meet high academic standards. APUS is comprised of American Military University (AMU) and American Public University (APU). www.americanpubliceducation.com

Name: T. Rowe Price Associates, Inc.
Street: 100 East Pratt Street
City: Baltimore
State: MD
Zip: 21202
Country: USA
Telephone Number (including country or area code): (410) 345-2000

SEE APUS 10-K FINANCIAL REPORT – TAB F

Name all agencies accrediting the institution. For each agency, include **name, address, telephone number, and whether the agency is recognized by the U.S. Department of Education. [(261B.4(9))]** Attach copies of accreditation certificates of status for each agency. If the Iowa location is not accredited, provide accrediting agency certification that the Iowa location will be granted accreditation upon approval by the College Student Aid Commission. **Provide documentation that every location of applicant school is approved by the accrediting agency and in good standing, for all locations throughout the world.**

Accrediting agency 1

Name: The Higher Learning Commission, North Central Association
Suite: 7-500
Street: 230 North LaSalle Street
City: Chicago
State: Illinois
Zip: 60604
Country: United States
Telephone Number (including country or area code): (800) 621-7440
Contact Person: Robert R. Appleson, Vice President for Accreditation Relations

Is this agency recognized by the U. S. Department of Education? [X] Yes [ ] No

SEE ACCREDITATION DOCUMENTS - TAB G

Describe the procedures followed by the school for permanent preservation of student records. [(261B.4(12))]

The Enterprise Content Management Services Department is responsible for maintaining student records. The records are housed in a digital document management system which allows for the scanning, importing, storage, and retrieval of documents along with workflow management. Paper documents are scanned. The images go through a quality assurance process and are stored under the appropriate student record. The paper documents are shredded after two months. Electronic documents are imported directly into the management system and are deleted after the user verifies that a legible image of the document has been stored and indexed to the correct student.

APUS employs a multi-tiered security strategy and also has a Memorandum of Agreement with Shepherd University in the event APUS ceases to engage in higher education services.

SEE RECORDS RETENTION – TAB H

Provide the contact information to be used by students and graduates who seek to obtain transcript information.

Name: Office of the Registrar
Suite: 10110 Battleview Pkwy Suite 114
City: Manassas
State: VA
Zip: 20109
Country: USA
Email requests: apustranscripts@apus.edu
Telephone Number (including country or area code): (877) 755-2787 Opt 2

List the states and approval or registration agencies for all states in which the school operates or maintains a presence.

APUS is authorized to operate as an institution of higher education by the West Virginia Higher Education Policy Commission (HEPC), and is also permitted to operate as an out-of-state institution in the Commonwealth of Virginia by the State Council of Higher Education for Virginia (SCHEV). These are the states in which the University System maintains a physical presence and conducts its academic and service operations.

Additionally, the American Public University System is engaged in a continuous process to certify that it is recognized as an accredited institution of higher learning by all 50 states and the District of Columbia. In this regard, the University is committed to ensuring that its academic programs, business practices, and operational activities remain in compliance with applicable regulations specific to each jurisdiction.

http://www.apus.edu/accreditation-licensure/licensure.htm

SEE STATE LICENSURE – TAB I

Describe the academic and instructional methodologies and delivery systems to be used by the school and the extent to which the school anticipates each methodology and delivery system will be used, including, but not limited to, classroom instruction, correspondence, internet, electronic telecommunications, independent study, and portfolio experience evaluation. [(261B.4(13))]

All programs have developed curriculum maps that link course content, assignments, and assessment tools to course objectives. Course objectives align with program objectives, which facilitate the attainment of program objectives. Appropriate methods for assessing student success in a distance environment are determined through interaction with the faculty subject experts, the instructional design team, course materials and resources, Program Directors, and Deans who provide oversight to those programs. Great consideration is given to making the best possible use of technology to facilitate learning in the online environment. While some assignments are quite similar to on ground programs, such as research papers and exams, others make use of asynchronous methods, such as graded discussion boards (or forums) to assess students' understanding of certain topics, as well as their ability to respond appropriately to other students' views. Students are invited to engage in social networks that are discipline and profession specific and expand the knowledge and learning that occurs in the classroom.

Program Directors endeavor to use assessments that are as closely related to the student's future careers as possible. Examples include: The M.A. in Legal Studies program uses case briefs as a key course assessment, while the B.A. in Marketing uses marketing plans as one aspect of their senior seminar culminating experience. Program Directors and faculty design discipline specific assessments and assignments to reinforce and extend learning. Information related to the attainment of program objectives is provided through the Student Learning Assessment Report and the program review process.

American Public University System recognizes that all learning does not necessarily take place in a classroom. However, earning academic credit for this non-traditional learning can be challenging. APUS offers a Prior Learning Assessment (PLA) portfolio program, which is designed to provide students the opportunity to seek credit for learning. Examples of prior learning include knowledge acquired on the job, in the military, corporate training programs, running a business, working with a volunteer organization, or pursuing a hobby.

Provide the name of every other State of Iowa agency required to approve the applicant school in Iowa, the school's contact person at the agency and the current status of that approval. Attach documentation in the form of a letter or certificate for each agency.

Agency Name	Contact Person	Telephone Number	Approval Status
Education	Lawrence Bice	515-725-0101	Approved
Nursing	Kathleen Weinberg	515-281-4828	Approval Not Required

SEE IOWA STATE APPROVAL LETTERS – TAB J

Is the school subject to a limitation, suspension or termination (LST) order issued by the U.S. Department of Education?

[ ] Yes [X] No
If yes, explain below.

Provide the name and contact information for a U. S. Department of Education official who can verify the LST statement.

Mary Gust
Director, Administrative Actions and Appeals Group
Union Center Plaza
830 1st Street, NE
Washington, DC 20202
(800) 872-5327
Mary.gust@ed.gov

Do you:

Enroll students in Iowa? [X] Yes [ ] No
Employ Iowa faculty? [X] Yes [ ] No

Do you intend to:

Enroll students in Iowa? [X] Yes [ ] No
No Employ Iowa faculty? [X] Yes [ ] No

Describe current operations or plans to enroll students in Iowa or employ Iowa faculty.

SEE IOWA OPERATIONS & FACULTY QUALIFICATIONS – TAB K

Name, address, and telephone number of full-time employees in Iowa.

Name:_____
Suite:_____
Street:_____
City:_____
State: _____
Zip: _____
Country: _____
Telephone Number (including country or area code): _____

SEE IOWA OPERATIONS & FACULTY QUALIFICATIONS – TAB K

Will your school comply with Iowa Code section 261B.7, which requires the school to disclose that it is registered by the Commission, including Commission contact information?
(See the Iowa Code for details)

[X] Yes [ ] No

Will your school comply with the requirements of Iowa Code section 261.9(1)"e" to "h"? (See the *Iowa Code* for details.)
[X] Yes [ ] No

Please provide policies that comply with these requirements as attachments.

SEE COMPLIANCE POLICIES – TAB L

Does the school agree to file annual reports that the Commission requires from all Iowa colleges and universities?

[X] Yes [ ] No

Attached a copy of the applicant school's most recent audit prepared by a certified public accounting firm no more than 12 months prior to the application and state below where, in the audit report, there is evidence that the auditor is providing an unqualified opinion.

SEE APUS 10-K FINANCIAL REPORT – TAB F

Describe how students will be provided with access to learning resources, including appropriate library and other support services requisite for the schools' degree programs.

SEE ONLINE LIBRARY – TAB M

Provide evidence that faculty within an appropriate discipline are involved in developing and evaluating curriculum for the program(s) to be registered in Iowa.

SEE IOWA OPERATIONS& FACULTY QUALIFICATIONS – TAB K

If applicable please provide evidence that the school has adequate physical facilities appropriate for the program(s) to be offered and are located in the state. Include a copy of a signed agreement for a facility purchase or lease or option to purchase or lease. Please include a photograph of the location.

Not applicable – There will be no physical facilities located in Iowa.

Include a statement, signed by the chief executive officer of the applicant school, on school letterhead, demonstrating the school's commitment to the delivery of programs located in Iowa, and agreeing to provide alternatives for students to complete programs at other institutions if the applicant school closes the program before students have completed their courses of study.

Statement may be in an attached document.

SEE AFFIDAVIT FROM CEO/PRESIDENT - TAB N

Provide an organizational plan that shows the location and physical address, telephone number, fax number and contact information for all internet-based and site-based educational locations, administrative, and service centers operated by the applicant and any parent organization.

Headquarters & Executive Offices	**Administrative Offices**
111 W. Congress Street	10110 Battleview Pkwy Suite 114
Charles Town, WV 25414	Manassas, VA 20109
Phone: 304 724 3700	Phone: 703-330-5398
Toll Free 877 468 6268	Toll Free: 877-755-2787
Fax: 304 724 3780	Fax: 703-330-5109

American Public Education, Inc (APEI) - **American Public Education, Inc.** (NASDAQ: APEI) is a provider of online higher education focused primarily on serving the military and public service communities. American Public University System (APUS), wholly owned by APEI, operates through American Military University (AMU) and American Public University (APU). APUS serves more than 100,000 adult learners worldwide and offers 87 degree programs in fields ranging from homeland security, military studies, intelligence, and criminal justice to technology, business administration, public health, and liberal arts. Nationally recognized for its best practices in online higher education, APUS provides an affordable education through classes taught by experienced faculty who are leaders in their fields and committed to the academic achievement of their students.

American Public University System is accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools (www.ncahlc.org). For more information about APUS graduation rates, median debt of students who completed programs, and other important information, visit www.apus.edu/disclosure.

SEE ORGANIZATIONAL CHART – TAB O

Provide documentation showing the school's policy for the resolution of student and graduate comments and complaints. Provide complete contact information to which complainants may be referred.

SEE STUDENTS COMPLAINTS PROCESS – TAB P

Provide a copy of a current Certificate of Authority provided by the applicant's home state and the Iowa Secretary of State.

SEE STATE LICENSURE – TAB I and IOWA OPERATIONS – TAB K

Provide the U.S. Department of Education cohort default rate for each associated organizational entity for which the U.S. Department of Education reports a cohort default rate.

APUS Cohort Default Rate for FY 2010 CDR Year, using 2008-2009 enrollments is 6%.

Provide the average debt upon graduation of individuals completing programs at each branch location and the entire organization.

Program Type	Associates	Bachelor's	Master's
Population	973	3051	2766
Debt Avg.	$1,381	$4,354	$5,986

Provide the U. S. Department of Education cohort graduation rate for each branch location and the total organization, showing rates for graduates of diploma, two-year, and four-year, programs if those rates are reported to the U. S. Department of Education National Center for Education Statistics.

APUS was approved to offer Title IV in 2006. In April 2013 the university will report the first cohort graduation rate. This information will be forwarded to the Iowa College Student Aid Commission once it has been reported to the National Center for Education Statistics.

SIGNATURE

Applicant School Chief Executive Officer

Dr. Wallace E. Boston	President and CEO
Name	**Title**
	February 28, 2013
Signature	**Date**

If any information in this application changes between the time of application Commission action, the school must inform the Commission by filing an Amended Application clearly indicating the information which is being amended. Amendments must be received before the Commission takes action.

SUPPORTING DOCUMENTATION
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ENCLOSED: **UNDERGRADUATE AND GRADUATE CATALOG**
STUDENT HANDBOOK – ONLINE/PRINTED VERSION

A. PROGRAM INVENTORY & FEES

Catalogs
Undergraduate and Graduate 2013 Catalog hard copies enclosed.
http://catalog.apus.edu/2012/undergraduate/home/
http://catalog.apus.edu/2012/graduate/home/

Programs
Program Inventory enclosed inclusive of fees and catalog page references.
http://www.apu.apus.edu/academic/programs/list

Tuition and Fee Schedule
http://www.apu.apus.edu/tuition-and-finance/tuition-and-fees/index.htm

Undergraduate	$250/credit hour	$750/3-credit course
Graduate	$325/credit hour	$975/3-credit course
Audit	$300/3-credit course	$400/4-credit course

Fees and Course Material Costs

Admission Fee	$0	Average Graduate Course Materials[5] (per course)	$125-175
Registration Fee	$0	Completion Fee: Certificate	$25
Late Registration Fee[2]	$50	Graduate Comprehensive Exam[4]	$250
Transfer Credit Evaluation[3]	$50	Graduation Completion Fee for most degrees	$100
Technology Fee[4] (per course)	$50	Transcripts	
		Official electronic	$10
		Official paper	$20
		Unofficial electronic	$5
Average Undergraduate Course Materials[5] (per course)	$0		

[2]For detailed information on late registration, go to the student handbook under "registration."

[3]Transfer Credit Evaluation Fee waived for all United States Active Duty Military, Guard, and Reserve personnel.

[4]A $50 Technology Fee will be charged for all future undergraduate and graduate level course registrations, including audited courses. The fee is not applicable for Comprehensive Exam courses. An APUS grant will cover the fee for Active Duty Military, Reservists, National Guard, Vocational Rehabilitation (VOCA), VA and VA Chapter 33 students and anyone using military tuition assistance (TA).

[5]Our Undergraduate Book Grant provides textbooks, e-books, and other course materials at no cost for undergraduate-level courses for credit. All students must obtain their own software when required for a course or program.

American Public University System
Program Inventory

Degree Type	CIP Code	Program Title	Catalog Page Number	Program Location: ONLINE	Length of Program	Tuition	Total Program Cost
AS	52.0302	AS in Accounting	61	Online	62	$250/sem hour	$15,500
AA	52.0101	AA in Business Administration	40	Online	61	$250/sem hour	$15,250
AA	9.0101	AA in Communication	41	Online	61	$250/sem hour	$15,250
AS	11.0301	AS in Computer Applications	62	Online	62	$250/sem hour	$15,500
AA	43.0304	AA in Counter-Terrorism Studies	43	Online	61	$250/sem hour	$15,250
AA	43.0104	AA in Criminal Justice	45	Online	61	$250/sem hour	$15,250
AS	11.0802	AS in Database Application Development	64	Online	62	$250/sem hour	$15,500
AA	19.0709	AA in Early Childhood Care & Education	46	Online	61	$250/sem hour	$15,250
AS	29.0404	AS Explosive Ordnance Disposal	65	Online	64	$250/sem hour	$16,000
AS	43.0202	AS in Fire Science	67	Online	62	$250/sem hour	$15,500
AA	24.0102	AA in General Studies	48	Online	61	$250/sem hour	$15,250
AA	54.0101	AA in History	49	Online	61	$250/sem hour	$15,250

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Degree Type	CIP Code	Program Title	Catalog Page Number	Program Location: ONLINE	Length of Program	Tuition	Total Program Cost
AA	52.0905	AA in Hospitality	51	Online	61	$250/sem hour	$15,250
AA	52.1099	AA in Management	52	Online	61	$250/sem hour	$15,250
AA	54.0108	AA in Military History	54	Online	61	$250/sem hour	$15,250
AS	22.0302	AS in Paralegal Studies	68	Online	62	$250/sem hour	$15,500
AS	51.2201	AS Public Health	70	Online	62	$250/sem hour	$15,500
AA	52.1501	AA Real Estate Studies	56	Online	61	$250/sem hour	$15,250
AA	52.1803	AA Retail Management	57	Online	61	$250/sem hour	$15,250
AA	28.0605	AA Weapons of Mass Destruction Preparedness	59	Online	61	$250/sem hour	$15,250
AS	11.1004	AS in Web Publishing	71	Online	62	$250/sem hour	$15,500
BS	52.0301	BS in Accounting	145	Online	122	$250/sem hour	$30,500
BBA	52.0201	BA Business Administration	73	Online	121	$250/sem hour	$30,250
BA	19.0708	BA Child and Family Development	77	Online	124	$250/sem hour	$31,000

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Degree Type	CIP Code	Program Title	Catalog Page Number	Program Location: ONLINE	Length of Program	Tuition	Total Program Cost
BA	43.0104	BA in Criminal Justice	79	Online	121	$250/sem hour	$30,250
BS	43.0106	BS in Criminal Justice	147	Online	121	$250/sem hour	$30,250
BA	43.0302	BA in Emergency and Disaster Management	81	Online	122	$250/sem hour	$30,500
BA	23.0101	BA in English	83	Online	121	$250/sem hour	$30,250
BS	3.0104	BS in Environmental Science	149	Online	122	$250/sem hour	$30,500
BS	43.0202	BS in Fire Science Management	152	Online	120	$250/sem hour	$30,000
BA	24.0102	BA in General Studies	85	Online	121	$250/sem hour	$30,250
BA	54.0101	BA in History	88	Online	121	$250/sem hour	$30,250
BA	43.0301	BA in Homeland Security	95	Online	121	$250/sem hour	$30,250
BA	52.0901	BA in Hospitality Management	97	Online	121	$250/sem hour	$30,250
BS	11.0103	BS in Information Technology	158	Online	122	$250/sem hour	$30,500
BS	11.1005	BS in Information Technology Management	162	Online	122	$250/sem hour	$30,500

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Degree Type	CIP Code	Program Title	Catalog Page Number	Program Location: ONLINE	Length of Program	Tuition	Total Program Cost
BS	11.1003	BS in Information Systems Security	154	Online	122	$250/sem hour	$30,500
BA	30.2001	BA in Intelligence Studies	100	Online	121	$250/sem hour	$30,250
BA	45.0901	BA in International Relations	105	Online	121	$250/sem hour	$30,250
BS	22.0000	BS in Legal Studies	164	Online	122	$250/sem hour	$30,500
BA	52.0201	BA in Management	109	Online	121	$250/sem hour	$30,250
BA	52.1401	BA in Marketing	112	Online	121	$250/sem hour	$30,250
BA	30.2601	BA in Middle Eastern Studies	114	Online	121	$250/sem hour	$30,250
BA	54.0108	BA in Military History	116	Online	121	$250/sem hour	$30,250
BA	28.0503	BA in Military Management and Program Acquisition	123	Online	121	$250/sem hour	$30,250
BSN	51.3801	(RN to) BS in Nursing	166	Online	122	$250/sem hour	$30,500
BA	38.0101	BA in Philosophy	125	Online	121	$250/sem hour	$30,250
BA	45.1001	BA in Political Science	127	Online	121	$250/sem hour	$30,250

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Degree Type	CIP Code	Program Title	Catalog Page Number	Program Location: ONLINE	Length of Program	Tuition	Total Program Cost
BA	42.0101	BA in Psychology	130	Online	122	$250/sem hour	$30,500
BS	51.2201	BS in Public Health	168	Online	121	$250/sem hour	$30,250
BA	38.0201	BA in Religion	132	Online	121	$250/sem hour	$30,250
BA	52.1803	BA in Retail Management	133	Online	121	$250/sem hour	$30,250
BA	52.0203	BA in Reverse Logistics Management	135	Online	121	$250/sem hour	$30,250
BA	43.0112	BA in Security Management	137	Online	121	$250/sem hour	$30,250
BA	45.1101	BA in Sociology	139	Online	121	$250/sem hour	$30,250
BS	49.0101	BS in Space Studies	170	Online	124	$250/sem hour	$31,000
BS	31.0505	BS in Sports and Health Sciences	172	Online	123	$250/sem hour	$30,750
BA	52.0203	BA in Transportation Logistics Management	142	Online	121	$250/sem hour	$30,250
UC	52.2101	Undergraduate Certificate in Cloud Computing	185	Online	18	$250/sem hour	$4,500
UC	11.1001	Undergraduate Certificate in Computer Systems and Networks	185	Online	18	$250/sem hour	$4,500

American Public University System
Program Inventory

Degree Type	CIP Code	Program Title	Catalog Page Number	Program Location: ONLINE	Length of Program	Tuition	Total Program Cost
UC	43.0113	Undergraduate Certificate in Corrections Management	186	Online	18	$250/sem hour	$4,500
UC	30.2001	Undergraducate Certificate in Counter-Intelligence	186	Online	18	$250/sem hour	$4,500
UC	11.1003	Undergraduate Certificate in Cybercrime Essentials	187	Online	18	$250/sem hour	$4,500
UC	11.1004	Undergradate Certificate in E-Commerce	187	Online	18	$250/sem hour	$4,500
UC	11.0801	Undergraduate Certificate in Enterprise Web Applications	188	Online	18	$250/sem hour	$4,500
UC	11.0801	Undergraduate Certificate in Enterprise Web Applications Using .NET	188	Online	18	$250/sem hour	$4,500
UC	3.0103	Undergraduate Certificate in Environmental Technology	189	Online	18	$250/sem hour	$4,500
UC	29.0404	Undergraduate Certificate in Explosive Ordnance Disposal	189	Online	19	$250/sem hour	$4,750
UC	19.0704	Undergraduate Certificate in Family Studies	189	Online	18	$250/sem hour	$4,500
UC	43.0202	Undergraduate Certificate in Fire Science	190	Online	18	$250/sem hour	$4,500
UC	3.0103	Undergraduate Certificate in Fish and Wildlife Management	190	Online	18	$250/sem hour	$4,500
UC	43.0106	Undergraduate Certificate in Forensics	190	Online	23	$250/sem hour	$5,750

American Public University System
Program Inventory

Degree Type	CIP Code	Program Title	Catalog Page Number	Program Location: ONLINE	Length of Program	Tuition	Total Program Cost
UC	15.0508	Undergraduate Certificate in Hazardous Waste Management	191	Online	18	$250/sem hour	$4,500
UC	43.0301	Undergraduate Certificate in Homeland Security	191	Online	18	$250/sem hour	$4,500
UC	52.0201	Undergraduate Certificate in Human Resource Management	191	Online	18	$250/sem hour	$4,500
UC	19.0709	Undergraduate Certificate in Infant and Toddler Care	192	Online	18	$250/sem hour	$4,500
UC	11.1003	Undergraduate Certificate in Information Security Planning	192	Online	18	$250/sem hour	$4,500
UC	11.1003	Undergraduate Certificate in Information Systems Security Essentials	193	Online	18	$250/sem hour	$4,500
UC	11.1003	Undergraduate Certificate in IT Infrastructure Security	195	Online	18	$250/sem hour	$4,500
UC	11.1004	Undergraduate Certificate in IT Project Management Essentials	195	Online	18	$250/sem hour	$4,500
UC	13.0501	Undergraduate Certificate in Instructional Design and Delivery	193	Online	18	$250/sem hour	$4,500
UC	30.2001	Undergraduate Certificate in Intelligence Analysis	194	Online	18	$250/sem hour	$4,500
UC	11.1004	Undergraduate Certificate in Internet Webmaster	194	Online	18	$250/sem hour	$4,500
UC	52.0907	Undergraduate Certifcate in Meeting and Event Planning	196	Online	18	$250/sem hour	$4,500

American Public University System
Program Inventory

Degree Type	CIP Code	Program Title	Catalog Page Number	Program Location: ONLINE	Length of Program	Tuition	Total Program Cost
UC	11.0802	Undergraduate Certificate in Microsoft Access Database Applications	196	Online	18	$250/sem hour	$4,500
UC	11.0602	Undergraduate Certificate in Microsoft Office Applications	197	Online	18	$250/sem hour	$4,500
UC	28.0602	Undergraduate Certificate in Military Leadership Studies	197	Online	18	$250/sem hour	$4,500
UC	11.0202	Undergraduate Certificate in Moblie Computing	197	Online	18	$250/sem hour	$4,500
UC	22.0302	Undergraduate Certificate in Paralegal Studies	198	Online	24	$250/sem hour	$6,000
UC	3.0103	Undergraduate Certificate in Public Lands Management	198	Online	18	$250/sem hour	$4,500
UC	52.1501	Undergraduate Certificate in Real Estate Management	198	Online	18	$250/sem hour	$4,500
UC	3.0103	Undergradate Certificate in Regional and Community Planning	199	Online	18	$250/sem hour	$4,500
UC	52.1803	Undergraduate Certificate in Retail Management	199	Online	18	$250/sem hour	$4,500
UC	43.0112	Undergraduate Certificate in Security Management	200	Online	18	$250/sem hour	$4,500
UC	49.0101	Undergraduate Certificate in Space Studies	200	Online	19	$250/sem hour	$4,750
UC	3.0103	Undergraduate Certificate in Sustainability	200	Online	18	$250/sem hour	$4,500

American Public University System
Program Inventory

Degree Type	CIP Code	Program Title	Catalog Page Number	Program Location: ONLINE	Length of Program	Tuition	Total Program Cost
UC	30.2001	Undergraduate Certificate in Terrorism Studies	201	Online	21	$250/sem hour	$5,250
UC	30.2001	Undergraduate Certificate in United Nations	201	Online	24	$250/sem hour	$6,000
UC	11.0202	Undergraduate Certificate in Visual Basic Application Development	201	Online	18	$250/sem hour	$4,500
UC	11.0801	Undergraduate Certificate in Visual Communications	202	Online	18	$250/sem hour	$4,500
UC	28.0605	Undergraduate Certificate in Weapons of Mass Destructions Preparedness	202	Online	21	$250/sem hour	$5,250
UC	11.1004	Undergraduate Certificate in WEB 2.0	203	Online	18	$250/sem hour	$4,500
UC	11.0801	Undergraduate Certificate in Web Publishing	203	Online	18	$250/sem hour	$4,500
MS	52.0301	MS in Accounting	82	Online	36	$325/sem hour	$11,700
MBA	52.0201	Master of Business Administration	37	Online	39	$325/sem hour	$12,675
MA	43.0104	MA in Criminal Justice	43	Online	36	$325/sem hour	$11,700
M. Ed.	13.0499	M. Ed in Administration and Supervision	73	Online	36	$325/sem hour	$11,700
M. Ed.	13.1101	M. Ed in School Counseling	74	Online	48	$325/sem hour	$15,600

American Public University System
Program Inventory

Degree Type	CIP Code	Program Title	Catalog Page Number	Program Location: ONLINE	Length of Program	Tuition	Total Program Cost
M. Ed.	13.0101	M. Ed. In Teaching	76	Online	36	$325/sem hour	$11,700
MA	43.0302	MA in Emergency and Disaster Management	44	Online	36	$325/sem hour	$11,700
MS	3.0103	MS in Environmental Policy and Management	82	Online	36	$325/sem hour	$11,700
MA	54.0101	MA in History	45	Online	36	$325/sem hour	$11,700
MA	43.0301	MA in Homeland Security	48	Online	36	$325/sem hour	$11,700
MA	24.0103	MA in Humanities	49	Online	36	$325/sem hour	$11,700
MS	11.1003	MS in Information Technology	84	Online	36	$325/sem hour	$11,700
MA	30.2001	MA in Intelligence Studies	50	Online	36	$325/sem hour	$11,700
MA	45.0901	MA in International Relations and Conflict Resolution	52	Online	36	$325/sem hour	$11,700
MA	22.0000	MA in Legal Studies	55	Online	36	$325/sem hour	$11,700
MA	52.0201	MA in Management	56	Online	36	$325/sem hour	$11,700
MA	54.0108	MA in Military History	58	Online	36	$325/sem hour	$11,700

American Public University System
Program Inventory

Degree Type	CIP Code	Program Title	Catalog Page Number	Program Location: ONLINE	Length of Program	Tuition	Total Program Cost
MA	54.0199	MA in Military Studies	62	Online	36	$325/sem hour	$11,700
MA	30.2001	MA in National Security Studies	64	Online	36	$325/sem hour	$11,700
MA	45.1001	MA in Political Science	66	Online	36	$325/sem hour	$11,700
MA	42.0101	MA in Psychology	68	Online	39	$325/sem hour	$12,675
MPA	44.0401	Master of Public Administration	40	Online	36	$325/sem hour	$11,700
MPH	51.2201	Master of Public Health	41	Online	45	$325/sem hour	$14,625
MA	52.0203	MA in Reverse Logistics Management	69	Online	36	$325/sem hour	$11,700
MA	43.0112	MA in Security Management	70	Online	36	$325/sem hour	$11,700
MS	49.0101	MS in Space Studies	87	Online	36	$325/sem hour	$11,700
MS	31.0504	MS in Sports and Health Sciences	88	Online	36	$325/sem hour	$11,700
MS	31.0504	MS in Sports Management	89	Online	36	$325/sem hour	$11,700
MA	52.0203	MA in Transportation and Logistics Management	71	Online	36	$325/sem hour	$11,700

American Public University System
Program Inventory

Degree Type	CIP Code	Program Title	Catalog Page Number	Program Location: ONLINE	Length of Program	Tuition	Total Program Cost
GC	54.0101	Graduate Certificate in American History	91	Online	18	$325/sem hour	$5,850
GC	54.0101	Graduate Certificate in American Revolution Studies	91	Online	18	$325/sem hour	$5,850
GC	54.0101	Graduate Certificate in Ancient and Classical History	92	Online	18	$325/sem hour	$5,850
GC	31.0504	Graduate Certificate in Athletic Administration	92	Online	18	$325/sem hour	$5,850
GC	54.0108	Graduate Certificate in Civil War Studies	92	Online	18	$325/sem hour	$5,850
GC	30.2001	Graduate Certificate in Competitive Intelligence	93	Online	18	$325/sem hour	$5,850
GC	30.2001	Graduate Certificate in Counterintelligence	93	Online	18	$325/sem hour	$5,850
GC	43.0103	Graduate Certificate in Criminal Justice	93	Online	18	$325/sem hour	$5,850
GC	11.1003	Graduate Certificate in Cybercrime	94	Online	18	$325/sem hour	$5,850
GC	11.1003	Graduate Certificate in Digital Forensics	94	Online	18	$325/sem hour	$5,850
GC	43.0302	Graduate Certificate in Emergency and Disaster Management	95	Online	18	$325/sem hour	$5,850
GC	3.0103	Graduate Certificate in Environmental Hazard Mitigation and Restoration	95	Online	18	$325/sem hour	$5,850

American Public University System
Program Inventory

Degree Type	CIP Code	Program Title	Catalog Page Number	Program Location: ONLINE	Length of Program	Tuition	Total Program Cost
GC	3.0103	Graduate Certificate in Environmental Planning and Design	96	Online	18	$325/sem hour	$5,850
GC	3.0103	Graduate Certificate in Environmental Risk Assessment	96	Online	18	$325/sem hour	$5,850
GC	3.0103	Graduate Certificate in Environmental Sustainability	96	Online	18	$325/sem hour	$5,850
GC	54.0101	Graduate Certificate in European History	97	Online	18	$325/sem hour	$5,850
GC	3.0103	Graduate Certificate in Fish and Wildlife Management	97	Online	18	$325/sem hour	$5,850
GC	3.0103	Graduate Certificate in Global Environmental Management	97	Online	18	$325/sem hour	$5,850
GC	43.0301	Graduate Certificate in Homeland Security	98	Online	18	$325/sem hour	$5,850
GC	11.1003	Graduate Certificate in Information Assurance	98	Online	18	$325/sem hour	$5,850
GC	11.1003	Graduate Certificate in Information Systems Security	99	Online	18	$325/sem hour	$5,850
GC	11.1004	Graduate Certificate in IT Project Management	100	Online	18	$325/sem hour	$5,850
GC	30.2001	Graduate Certificate in Intelligence Analysis	100	Online	18	$325/sem hour	$5,850
GC	30.2001	Graduate Certificate in Intelligence Studies	100	Online	18	$325/sem hour	$5,850

American Public University System
Program Inventory

Degree Type	CIP Code	Program Title	Catalog Page Number	Program Location: ONLINE	Length of Program	Tuition	Total Program Cost
GC	54.0199	Graduate Certificate in Joint Warfare	101	Online	18	$325/sem hour	$5,850
GC	52.0203	Graduate Certificate in Leadership and Logistics	102	Online	18	$325/sem hour	$5,850
GC	52.0203	Graduate Certificate in Logistics Management	102	Online	18	$325/sem hour	$5,850
GC	30.2601	Graduate Certificate in Middle East Studies	103	Online	18	$325/sem hour	$5,850
GC	30.2001	Graduate Certificate in National Security Studies	103	Online	18	$325/sem hour	$5,850
GC	52.0101	Graduate Certificate in Nonprofit Management	104	Online	18	$325/sem hour	$5,850
GC	11.0202	Graduate Certificate in Object-Oriented Application Development	104	Online	18	$325/sem hour	$5,850
GC	52.1003	Graduate Certificate in Organizational Management	105	Online	18	$325/sem hour	$5,850
GC	13.0101	Graduate Certificate in Post-Baccalaureate Teacher Preparation Certification Program	105	Online	24	$325/sem hour	$7,800
GC	43.0112	Graduate Certificate in Security Management	106	Online	18	$325/sem hour	$5,850
GC	49.0101	Graduate Certificate in Space Studies	106	Online	18	$325/sem hour	$5,850
GC	31.0504	Graduate Certificate in Sports Management	106	Online	18	$325/sem hour	$5,850

American Public University System
Program Inventory

Degree Type	CIP Code	Program Title	Catalog Page Number	Program Location: ONLINE	Length of Program	Tuition	Total Program Cost
GC	54.0199	Graduate Certificate in Strategic Leadership	107	Online	18	$325/sem hour	$5,850
GC	30.2001	Graduate Certificate in Terrorism Studies	107	Online	18	$325/sem hour	$5,850
GC	54.0108	Graduate Certificate in World War II Studies	107	Online	18	$325/sem hour	$5,850
Endorsement		K-12 Online Teaching Endorsement	101	Online	15	$325/sem hour	$4,875

B. REFUND POLICY & SCHEDULE

Undergraduate and Graduate Catalog: Page 23
http://catalog.apus.edu/2012/graduate/tuition/withdrawal.htm

Student Handbook: Pages 19-20
http://www.apus.edu/student-handbook/tuition-fees/#Refund_Schedule

Tuition refunds are given for courses taken for academic credit under the guidelines listed below. Students registered for a course are expected to complete all scheduled requirements (as listed in the classroom's course syllabus) within the allotted time frame: 8 weeks or 16 weeks. Students experiencing difficulties that prevent them from completing their coursework on time should discuss their situation with their instructor. In extreme situations, they may wish to consult the Student Handbook to determine whether they should submit a formal request for a course extension or withdraw from the course entirely. Procedures for both actions are explained in the Student Handbook. Students who elect to submit a request for a course extension forfeit the option to withdraw from the course, but in most cases, a course extension is preferable because it allows time for students to complete the course and advance towards their academic goals. In addition, a course withdrawal will reduce the number of credit hours being taken during the semester and may have a negative impact on students' status as a full-time or part-time student, which in turn may affect eligibility for some forms of financial aid. Required forms are available in the Online Campus.

If a student decides to drop from a course, the online Drop/Withdrawal from Course form must be submitted during the first week of the course. APUS will not consider appeals for a penalty-free drop after the first week of the course has ended because of late book arrival as it is the student's responsibility to drop the course on time.

If a student earning academic credit submits an online Drop/Withdrawal from Course form after the first week of the course, s/he will be withdrawn administratively and will receive a grade of "W" as long as the withdrawal was requested during the allowed timeframe. A "W" grade does not carry a grade point value and has no effect on the student's cumulative APUS GPA. Students taking courses as Audit (not seeking academic credit) will receive a "W" if they withdraw at any time during the course.

Course Withdrawals may be requested after the start of the second week until the beginning of the last week of the course. The date of withdrawal will be the date the request is received. Refunds are processed as follows:

- APUS refunds 100% of tuition for course drops occurring before or during Week 1 of a course taken for academic credit or as an Audit.
- After a course begins, refunds will be based on the weekly course schedule.
- Go Army Ed Students: The withdrawal date in Go Army Ed is considered by the Army to be the withdrawal date of record for refund purposes.

Please find the appropriate semester-length on the Refund Schedule to determine your refund. Students should allow 30 days for the processing of tuition refunds.

8-Week Course -- Tuition Refund Schedule

Withdrawal Request Date	Tuition Refund Percentage
Before or During Week 1	100%
During Week 2	75%
During Weeks 3 and 4	50%
During Weeks 5 through 8	No Refund

16-Week Course-- Tuition Refund Schedule

Withdrawal Request Date	Tuition Refund Percentage
Before or During Weeks 1 or 2	100%
During Weeks 3 and 4	75%
During Weeks 5 through 8	50%
During Weeks 9 through 16	No Refund

C. STUDENT DISCLOSURE

http://www.apu.apus.edu/admissions/application-process/index.htm

Documents enclosed:

- Admissions/Orientation/Registration
  - Admission information refer to Student Handbook: Page 3-15

- Student Enrollment Agreement
  - Student Agreement is accessible for printing within each student's dashboard.

American Public University System
Admissions/Orientation/Registration Narrative

Unlike many other for-profit institutions, APUS does not use a standard enrollment agreement when students enroll in its certificate and degree programs. Instead, the University employs a variety of other methods to ensure that students are informed of its policies and procedures and the student's rights and responsibilities. Students are not required to pay tuition in advance nor are they required to register for an entire program; they may register one class or one session at a time. All APUS forms contain the name and address of the institution, and many provide direct contact numbers for APUS offices.

Application for Admission: When a student applies for admission at APUS, he or she will complete an electronic application for admission and certify the information submitted is accurate; there is no fee charged. During the application process, the student selects the program of study desired and type of certificate or degree that he or she wishes to pursue. The application is stored in the student portal, and the student may retrieve it at any time and print a copy, if desired. The title of the program will appear on the stored application. An Admissions Representative is assigned to the student at this time; the assigned staff member will contact the student to offer assistance and answer questions.

Orientation: Once an Admissions Representative is assigned, the student is then required to complete an online orientation before he or she can register for classes. This orientation is presented in sections, each outlining various APUS policies and procedures including but not limited to: tuition and fees, paying for school, refunds, transferring of credits, course materials, technology requirements, disability services, the APUS Honor Code and the student right to privacy. The student is required to acknowledge that he or she has read and understood the information presented in each section of the orientation.

During the orientation, the student is also required to complete an agreement to use mediation services rather than filing a lawsuit should he or she have an unresolved conflict with APUS. This agreement is clearly identified as a contract. The student may print a copy and a copy is stored in the student portal and may be retrieved at any time.

At the end of the orientation, the student has the option to print a copy of an orientation completion certificate. This certificate also includes an outline of all courses that may be selected as part of the student's degree plan and the total number of credit hours required for program completion. It is stored in the student portal and may be retrieved by the student at any time. No fee is charged to complete orientation.

Registration: Students who have completed orientation have the option to register for classes at any time. To register, students log into the student portal and click the "Register for Classes" link, which takes them to an interactive copy of their degree plan. They may only register for courses that are listed within the degree plan. Each course is displayed as a live link. When the student clicks on a course title, its scheduled start and

end dates, course instructors, and book information are displayed. Should the student choose to register for class(es), he or she will select the session start date and be sent to a "check out" screen to confirm selections and choose method of payment. A Registration Confirmation form is available to print at this time, and a copy of this form will be stored in the student portal and may be retrieved at any time. A charge for the appropriate amount of tuition is posted to the student's account at this time, but payment is not always remitted immediately.

Non-payment and Non-attendance drops: Students who do not remit tuition by Thursday of the first week of class will be dropped without penalty. Students who do not log in to the electronic classroom during week one of a course, and complete the Week One Discussion Board assignment (of at least 250 words), will be dropped without penalty. Students may also submit forms to drop or withdraw from courses at APUS without penalty during week one.

Policy Changes and Tuition/Fees Adjustments: APUS reserves the right to make changes to programs, policies and procedures, and the right to adjust tuition, if necessary. These changes are communicated via announcements on the public web site, in the student portal and student newsletter, and via automated emails.

Student Enrollment Agreement

Important! Please read carefully. This is a contract. By clicking "I Agree" below, you accept the terms and conditions of this agreement.

Before being given access to your campus, you will be asked to indicate whether you agree to be bound by the terms and conditions of this Student Enrollment Agreement, including the Dispute Agreement (hereinafter both referred to as the "Agreement"). The Agreement is between you and American Public University System (the "University").

You agree to provide all required documentation requested for admission to the University. You certify that all information provided in your application for admission is complete and accurate. You understand that it remains your responsibility to keep all contact information with the University current. You further certify that if you are registering in an academic program, you are doing so for the purpose of obtaining a credential (degree or certificate). You understand and agree that the University reserves the right to deny or revoke your admission for any of the reasons specified in the University's General Admissions Policy, which is available at, http://www.apus.edu/student-handbook/Admission/ or upon request if you call 1-877-777-9081. You understand and agree that the University may verify any information that you submit to it, including information provided in your application for admission. You also understand and agree that the University may request documentation for purposes of verifying information submitted to it or for other purposes and you are required to respond timely to such requests. If the University determines that information that you have submitted is inaccurate or false or if the University is unable to verify the accuracy of information that you have submitted, you may be denied admission, denied registration in additional courses, and/or expelled from the University. When on Expelled Status, you will be unable to register for courses and you will be withdrawn from all courses in which you are currently registered. If you have been awarded financial aid, including Pell Grants and Stafford loans, your financial aid may be adjusted. Please refer to the Federal Student Aid section of our website for more information on eligibility for Title IV Federal Financial Aid and the Return of Federal Financial Aid Funds process. If you agree to be bound by the terms and conditions of this Agreement and you provide the required documentation, you will be enrolled in the University. If you do not agree to be bound by the terms and conditions of this Agreement, you shall not be enrolled in the University.

Dispute Agreement

You and the University agree that any dispute or claim between you and the University (or any company affiliated with the University, or any of its officers, directors, trustees, employees or agents) arising out of or relating to your recruitment, enrollment, attendance, education or career service assistance by the University or relating to this Agreement shall be resolved by binding arbitration before a single arbitrator, except that an individual claim may be brought in small claims court as expressly provided below. The arbitration shall be administered by JAMS (jamsadr.com) pursuant to applicable rules and policies in effect at the time the party submits the claim for arbitration, including but not limited to the JAMS Policy on Consumer Arbitrations Pursuant to Pre-Dispute Clauses (available at **http://www.jamsadr.com/consumer-arbitration),** the JAMS Comprehensive Arbitration Rules and Procedures (available at **http://www.jamsadr.com/rules-comprehensive-arbitration),** and the JAMS Streamlined

Arbitration Rules and Procedures (available at **http://www.jamsadr.com/rules-streamlined-arbitration)**. This Agreement is not intended to modify your right, if any, to file a grievance with a state educational licensing agency or an accrediting agency. The Federal Arbitration Act and related federal judicial procedure shall govern this Agreement to the fullest extent possible, preempting all state arbitration law, irrespective of the location of the arbitration proceedings or of the nature of the court in which any related proceedings may be brought. Except for individual actions in small claims court expressly permitted in the paragraph below, any arbitration shall be the sole remedy for the resolution of disputes or controversies between the parties to this Agreement.

The parties agree that any individual claim may be brought in small claims court (or in a similar court of limited jurisdiction subject to expedited procedures). If any such claim is transferred or appealed to a different court, however, the opposing party may elect arbitration and, if it does so, the parties agree that the matter will be resolved by binding arbitration pursuant to the terms of this Agreement.

By agreeing to arbitrate, both parties expressly waive their right to a jury trial, to a class action, to engage in discovery, except as provided in applicable JAMS arbitration rules and policies, or otherwise to litigate a dispute or claim in any court (other than in small claims or similar court, as set forth in the preceding paragraph, or in an action to enforce the arbitrator's award). Further, you will not have the right to participate as a representative or member of any class of claimants pertaining to any claim subject to arbitration. The arbitrator's decision and any award will be final and binding and may be enforced in any court of competent jurisdiction. Other rights that you or the University would have in court also may be available in arbitration.

The arbitrator shall have no authority to arbitrate claims on a class action basis, and claims brought by or against you may not be joined or consolidated with claims brought by or against any other person. The arbitrator shall have the authority to award any remedy that would otherwise be available under applicable federal, state or local laws. Any arbitration hearing shall take place in the federal judicial district in which you reside, or, if you reside outside the United States, in the Commonwealth of Virginia.

When you initiate arbitration against the University, the University will bear all costs charged by JAMS, except you will be required to pay $250. When the University initiates arbitration against you, it will pay all costs charged by JAMS. Each party will bear the expense of its own attorneys, experts and witnesses, regardless of which party prevails, unless applicable law or this Agreement gives a right to recover any of those fees from the other party.

The above supersedes any inconsistent arbitration provision published in any other document such as your catalog.

Your acceptance as a student at the University is conditioned upon your agreement to be bound by the terms of this Dispute Agreement.

Partial Invalidity Provision
If any one or more provisions of this Agreement or portions thereof should be determined by a court of competent jurisdiction to be contrary to law, then such provision or portion thereof shall be deemed severable from the remaining provisions or portions thereof and the invalidity thereof shall in no way affect the validity of the other provisions of this Agreement or portions thereof under any applicable provisions of law. To the extent any provision is required to be struck from the Agreement, the parties hereby agree the court or arbitrator may interpret the provision in a manner consistent with the law that would provide the provision as much legal application as intended by the parties and allowed by the law.

Choice of Law Provision
This Agreement is governed by and shall be construed in accordance with the laws of the Commonwealth of Virginia, without giving effect to any choice of law or conflict of law provisions or principles (whether of the Commonwealth of Virginia or any other jurisdiction) that would cause the application of any laws of any jurisdiction other than the Commonwealth of Virginia.

Default
The University may, at its option, declare your account(s) in default if (1) you fail to make a scheduled payment when due; (2) you fail to meet any obligation related to your account(s) or the University; (3) you make any untrue written statement to the University regarding your relationship with the University; and/or (4) you breach any term or condition of this Agreement or any other agreement with the University. The University may accelerate any defaulted account(s). If you default you will be responsible for the payment of any and all costs, expenses, reasonable attorney's fees, and/or collection fees up to 15% of your outstanding debt to the University. Said amounts shall be due whether or not litigation or arbitration is brought to recover the account(s).

Contact by University
You hereby expressly agree the University or anyone working on its behalf may contact you on any telephone number provided to the University. You agree that said contact may be by use of automated telephone dialing equipment.

Amendment/Waiver
No provision of this Agreement may be waived or amended except in writing signed by the parties. Exercising or failing to exercise any remedy allowed herein does not waive any right to seek that remedy or any other remedy in the future.

You acknowledge that you have read the foregoing student enrollment agreement, including the Dispute Agreement section, and you understand it. **By pressing "I Agree" below**, you consent to be bound by the terms and conditions set forth herein.

By pressing "I Agree" below, you acknowledge that you consent to be bound by the foregoing student enrollment agreement, including the dispute agreement, in electronic form and that you intend to enter into a legally binding contract with American Public University System

To indicate that you do not agree to be bound by the Agreement and that you do not intend to enter into a legally binding contract with American Public University System, click I Do Not Agree.

To acknowledge that you agree to be bound by the Agreement in electronic form and that you intend to enter into a legally binding contract with American Public University System, click I Agree.

D. FOREIGN CORPORATION REGISTRATION

CORPORATION SERVICE COMPANY
www.cscglobal.com

CSC- Wilmington
Suite 400
2711 Centerville Road
Wilmington, DE 19808
800-927-9800
302-636-5454 (Fax)

Matter# Not Provided
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Order# 392483-5
Order Date 10/24/2012

Entity Name :	AMERICAN PUBLIC UNIVERSITY SYSTEM, INC.
Jurisdiction :	IA-Secretary of State
Request for :	Qualification Filing
File# :	W00812979
File date :	10/31/2012
Result :	Filed

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SECRETARY OF STATE

No: W00812979
Date: 11/01/2012

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AMERICAN PUBLIC UNIVERSITY SYSTEM, INC.

ACKNOWLEDGEMENT OF DOCUMENT FILED

The Secretary of State acknowledges receipt of the following document:

Certificate of Authority

The document was filed on Oct 31 2012 8:18AM, to be effective as of Oct 31 2012 8:18AM.

The amount of $100.00 was received in full payment of the filing fee.

STATE OF IOWA SEAL SECRETARY OF STATE

MATT SCHULTZ SECRETARY OF STATE

State of West Virginia

Certificate

I, Natalie E. Tennant, Secretary of State of the State of West Virginia, hereby certify that

AMERICAN PUBLIC UNIVERSITY SYSTEM, INC.

was incorporated under the laws of West Virginia and a Certificate of Incorporation was issued by the West Virginia Secretary of State's Office on May 21, 2002.

I further certify that the corporation has not been revoked by the State of West Virginia nor has the West Virginia Secretary of State issued a Certificate of Dissolution to the corporation.

Accordingly, I hereby issue this

CERTIFICATE OF EXISTENCE

Validation ID:2WV0H_ET39B

FILED
IOWA
SECRETARY OF STATE
10-31-12
2:18 P
W812979

Given under my hand and the Great Seal of the State of West Virginia on this day of October 25, 2012

Natalie E Tennant

Secretary of State

Notice: A certificate issued electronically from the West Vi
be established by visiting the Certificate Validation Pag
instructions displaye

id and effective. However, as an option, the issuance and validity of a certificate obtained electronically may
usinessentitysearch/validate.aspx entering the validation ID displayed on the certificate, and following the
nd is not necessary to the valid and effective issuance of a certificate.

E. APUS LEADERSHIP

APEI Board of Directors:
http://www.americanpubliceducation.com/phoenix.zhtml?c=214618&p=irol-govboard

J. Christopher Everett	Chairperson
Timothy T. Weglicki	Vice-Chairperson
Dr. Wallace E. Boston	President and Chief Executive Officer; Member, Board of Trustees; Member, Board of Directors
Major General Barbara G. Fast	Director
F. David Fowler	Director
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Timothy J. Landon	Director
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APUS Trustees:
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Frank Ball	Chairperson
Dr. Katherine Zatz	Vice-Chairperson
Dr. Wallace E. Boston	President and Chief Executive Officer; Member, Board of Trustees; Member, Board of Directors
General Alfred M. Gray	Chairman Emeritus
Dr. Lucie Lapovsky	Member
Dr. Katy E. Marre	Member
Lieutenant General Richard G. Trefry	Member
MG Robert Nabors	Member
VADM Ann Rondeau	Member

Executive Management Team
http://www.apus.edu/leadership/

Dr. Wallace E. Boston	President and Chief Executive Officer; Member, Board of Trustees; Member, Board of Directors
Dr. Karan Powell	Executive Vice President, Provost
Harry T. Wilkins, CPA	Executive Vice President, Chief Financial Officer
Dr. Sharon van Wyk	Executive Vice President, Chief Operations Officer
Carol S. Gilbert	Executive Vice President, Marketing and Programs
Peter W. Gibbons	Senior Vice President, Chief Administration Officer
Dr. Gwen Hall	Senior Vice President, Academic Operations Officer

F. APUS 10-K FINANCIAL REPORT

UNITED STATES SECURITIES AND EXCHANGE COMMISSION

Washington, D.C. 20549

Form 10-K

[X] Annual Report Pursuant to Section 13 or 15(d) of the Securities Exchange Act of 1934

For the fiscal year ended December 31, 2012

or

[ ] Transition report pursuant to Section 13 or 15(d) of the Securities Exchange Act of 1934

For the transition period from _____ to _____

Commission File Number: 001-33810

American Public Education, Inc.

(Exact name of registrant as specified in its charter)

Delaware	**01-0724376**
(State or other jurisdiction of incorporation or organization)	*(I.R.S. Employer Identification No.)*

111 West Congress Street
Charles Town, West Virginia 25414
(Address, including zip code, of principal executive offices)

(304) 724-3700
(Registrant's telephone number, including area code)

Securities registered pursuant to Section 12(b) of the Act:

Title of each class	Name of each exchange on which registered
Common Stock, $.01 par Value	The NASDAQ Stock Market

Securities registered pursuant to section 12(g) of the Act:
None
(Title of class)

Indicate by check mark if the registrant is a well-known seasoned issuer, as defined in Rule 405 of the Securities Act. Yes ☐ No ☑

Indicate by check mark if the registrant is not required to file reports pursuant to Section 13 or Section 15(d) of the Act. Yes ☐ No ☑

Indicate by check mark whether the registrant (1) has filed all reports required to be filed by Section 13 or 15(d) of the Securities Exchange Act of 1934 during the preceding 12 months (or for such shorter period that the registrant was required to file such reports), and (2) has been subject to such filing requirements for the past 90 days. Yes ☑ No ☐

Indicate by check mark whether the registrant has submitted electronically and posted on its corporate Website, if any, every Interactive Data File required to be submitted and posted pursuant to Rule 405 of Regulation S-T (§232.405 of this chapter) during the preceding 12 months (or for such shorter period that the registrant was required to submit and post such files). Yes ☐ No ☐

Indicate by check mark if disclosure of delinquent filers pursuant to Item 405 of Regulation S-K (§ 229.405 of this chapter) is not contained herein, and will not be contained, to the best of registrant's knowledge, in definitive proxy or information statements incorporated by reference in Part III of this Form 10-K or any amendment to this Form 10-K. ☐

Indicate by check mark whether the registrant is a large accelerated filer, an accelerated filer, a non-accelerated filer, or a smaller reporting company. See the definitions of "large accelerated filer," "accelerated filer" and "smaller reporting company" in Rule 12b-2 of the Exchange Act.

Large accelerated filer ☑ Accelerated filer ☐ Non-accelerated filer ☐ *(Do not check if a smaller reporting company)* Smaller reporting company ☐

Indicate by check mark whether the registrant is a shell company (as defined in Rule 12b-2 of the Exchange Act). Yes ☐ No ☑

The total number of shares of common stock outstanding as of February 25, 2013, was 17,802,678.

The aggregate market value of the registrant's common stock held by nonaffiliates computed by reference to the price at which the common equity was last sold as of June 30, 2012, the last business day of the registrant's most recently completed second fiscal quarter, was approximately $536 million. For purposes of this calculation, shares of common stock held by stockholders whose ownership exceeds 10 percent of the common stock outstanding at June 30, 2012, the Registrant's chief executive officer, the Registrant's chief financial officer, and the Registrant's directors were excluded. Exclusion of such shares held by any person should not be construed to indicate that the person possesses the power, direct or indirect, to direct or cause the direction of the management or policies of the Registrant, or that the person is controlled by or under common control with the Registrant.

DOCUMENTS INCORPORATED BY REFERENCE

Certain portions of the registrant's Definitive Proxy Statement for its 2013 Annual Meeting of Stockholders (which is expected to be filed with the Commission within 120 days after the end of the registrant's 2012 fiscal year) are incorporated by reference into Part III of this Report.

AMERICAN PUBLIC EDUCATION, INC.

FORM 10-K
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SPECIAL NOTE REGARDING FORWARD-LOOKING STATEMENTS

This annual report, including the sections entitled “Risk Factors,” “Management’s Discussion and Analysis of Financial Condition and Results of Operations,” and “Business,” contains forward-looking statements. We may, in some cases, use words such as “project,” “believe,” “anticipate,” “plan,” “expect,” “estimate,” “intend,” “should,” “would,” “could,” “potentially,” “will,” or “may,” or other words that convey uncertainty of future events or outcomes to identify these forward-looking statements. Forward-looking statements in this annual report include statements about:

- our ability to comply with the extensive regulatory framework applicable to our industry, including Title IV of the Higher Education Act of 1965, as amended, and the regulations thereunder, as well as state law and regulations and accrediting agency requirements;
- the pace of growth of our enrollment;
- our conversion of prospective students to enrolled students and our retention of active students;
- our ability to update and expand the content of existing programs and the development of new programs in a cost-effective manner or on a timely basis;
- our maintenance and expansion of our relationships with the United States Armed Forces and various organizations and the development of new relationships;
- the competitive environment in which we operate;
- our cash needs and expectations regarding cash flow from operations;
- our ability to maintain and develop our technology infrastructure, and the ability of our proprietary systems to support a larger student body;
- our ability to manage and grow our business and execution of our business and growth strategies; and
- our financial performance generally.

Although we believe that the expectations reflected in the forward-looking statements are reasonable, we cannot guarantee future results, levels of activity, performance, or achievements. There are a number of important factors that could cause actual results to differ materially from the results anticipated by these forward-looking statements, which apply only as of the date of this annual report. These important factors include those that we discuss in Item 1A “Risk Factors,” Item 7 “Management’s Discussion and Analysis of Financial Condition and Results of Operations” and elsewhere. You should read these factors and the other cautionary statements made in this annual report as being applicable to all related forward-looking statements wherever they appear in this annual report. If one or more of these factors materialize, or if any underlying assumptions prove incorrect, our actual results, performance, or achievements may vary materially from any future results, performance, or achievements expressed or implied by these forward-looking statements. We undertake no obligation to publicly update any forward-looking statements after the date of this annual report, whether as a result of new information, future events, or otherwise, except as required by law.

PART I

ITEM 1. *BUSINESS*

Company Overview

American Public Education, Inc. is a provider of exclusively online postsecondary education with an emphasis on serving the needs of the military and public service communities. We operate through two universities: American Military University, or AMU, and American Public University, or APU. Together, AMU and APU constitute the American Public University System, or APUS. Our universities share a common faculty and curriculum, which includes 87 degree programs and 69 certificate programs in disciplines related to national security, military studies, intelligence, homeland security, criminal justice, technology, business administration, education, nursing, and liberal arts. We currently serve approximately 127,000 students living in all 50 states and the District of Columbia in the United States, as well as in various international locations. Our university system is regionally accredited.

From 2010 to 2012, our total revenue increased from $198.2 million to $313.5 million, which represents a compound annual growth rate of 26%. Our net registrations increased 18% and 32% in 2012 and 2011, respectively, over the prior periods. We believe our growth is attributable to: (i) high student satisfaction and referral rates; (ii) regional accreditation; (iii) increasing acceptance of distance learning within our targeted markets; and (iv) the variety and affordability of our programs. As our revenue base grows, we expect our growth rate percentages to continue to decline. However, we expect actual dollar revenue growth to increase. Net income improved to $42.3 million in 2012 from $29.9 million in 2010.

Approximately 57% of our students serve in the United States military on active duty. The remainder of our students are generally civilians, many with careers in public service, such as federal, national, and local law-enforcement personnel or other first responders, or they are civilians who are military-affiliated professionals, such as veterans, reservists, or National Guard members. Our programs are generally designed to prepare individuals for productive contributions to their professions and society, as well as to potentially advance their current professions or prepare for their next career. Our online method of instruction is well-suited to our students, many of whom serve in positions requiring extended and irregular schedules, are on-call for rapid response missions, participate in extended deployments and exercises, travel or relocate frequently, and have limited financial resources. Our satisfied students have been a significant source of referrals for us, which we believe has led to lower marketing costs among certain of our student populations.

As of December 31, 2012, we had approximately 430 full-time and over 1,570 adjunct faculty. Nearly all of our faculty members have advanced degrees and many of them have leadership experience in their fields. Our adjunct faculty also includes professors who teach at leading national and state universities. We believe quality faculty members are attracted to us because of the high percentage of military and public service professionals in our student body who can immediately apply lessons learned in our classroom to their daily work. In addition, our faculty members are attracted to the flexible nature of teaching online and the numerous support services we provide to them. Our faculty is organized into several departments under the leadership of a Provost who reports to our President and is under the supervision of a nine-member Board of Trustees.

We have invested significant capital and resources in developing proprietary information systems and processes to support what we refer to as Partnership At a Distance™, or PAD. PAD is the patented approach to how we interact with our students. At its center is a dynamic information system enabling us to recognize that every student is unique and to provide individualized support at appropriate times from pre-enrollment through and beyond graduation, including student advising, administrative support, and community networking. By avoiding a one-size-fits-all approach, the system provides the flexibility to maintain a highly-engaged partnership with our learners based on their preferences. PAD has allowed us to scale and improve the quality of our academic offerings and student support.

Our systems and processes also help us measure and manage the activities of our faculty, student support personnel, and prospective and active students, allowing us to continuously improve our academic quality, student support services, and marketing efficiency. We believe these proprietary systems and processes will support a much larger institution and provide us important competitive and cost advantages. However, we also believe that we need to continue to invest in our systems and new technologies in order to stay competitive and relevant to adult learners.

History

We were founded as American Military University in 1991 and began offering courses in January 1993. Our founder, a retired Marine officer, established American Military University as a distance learning graduate-level institution, specializing in a military studies curriculum for military officers seeking an advanced degree relevant to their profession. Following initial national accreditation by the Accrediting Commission of the Distance Education and Training Council, or DETC, in 1995, American Military University began offering undergraduate programs primarily directed to members of the armed forces in January 1996. American Military University gradually broadened its military studies curriculum over the next three years to include defense management, civil war studies, intelligence, and unconventional warfare, and later expanded into military-related disciplines, such as criminal justice, emergency management, national security, and homeland security. Over time, American Military University diversified its educational offerings into the liberal arts in response to demand by military students for post-military career preparation. With its expanded program offerings, American Military University began to attract the greater public service community, primarily police, fire, emergency management personnel, and national security professionals. In 2002, we reorganized the operations of American Military University into our current university system and began operating through two universities, AMU and APU. The purpose of the reorganization was, in part, to establish an institution brand, APU, that would appeal to non-military markets, including public service professionals such as teachers.

Our university system achieved regional accreditation in May 2006 with The Higher Learning Commission of the North Central Association of Colleges and Schools (Higher Learning Commission). In July 2011, The Higher Learning Commission reaffirmed accreditation of APUS for online courses and programs without any other stipulations on its affiliation status. Our next comprehensive evaluation is scheduled for the 2020-2021 academic year, with an interim progress report on development of university system-wide coordination and improvement of graduate studies due in July 2015. In 2012, we received approval from The Higher Learning Commission to offer a new degree program in Electrical Engineering.

Since the founding of American Military University, we have gradually transitioned from a military focus to a broader focus on the military, public services, and civilian communities. We expect the percentage of our students that are not eligible for tuition assistance programs of the Department of Defense, or DoD, to continue to increase, particularly as a result of our eligibility to participate in Title IV programs. Furthermore, because our students who use the DoD tuition assistance programs generally take fewer courses at one time than our other students, they represent a smaller percentage of our net enrollment than they do of our total student body. In 2012, we announced plans that may expand our focus to include international students through a new investment in, and relationship with, New Horizons Worldwide, Inc., a global independent I.T. training company.

Market Overview

Within the postsecondary education market, we believe that there is significant opportunity for growth in online programs. We believe that increasing requirements for workers to have job mobility and critical skills, combined with the growing acceptance of online learning from employers and the flexibility associated with online learning, should attract more students, both traditional and adult, to distance learning.

There are more than 2.2 million active and reserve military professionals in the United States Armed Forces. Historically, approximately 300,000 new service members are enlisted or commissioned to replace retiring and separating members each year. However, this number is likely to decrease if, as proposed, the military downsizes forces incrementally. We believe that the unpredictable and demanding work schedules of military personnel and their geographic distribution make online learning and asynchronous teaching particularly attractive to them. Military leaders and policies promote voluntary education programs as a means for service members to gain the knowledge and skills that will improve their military performance as well as prepare them for a career following their military service. Academic achievement can also result in increased rank and pay for service members. The United States Armed Forces recognize academic achievement through awarding promotion points for academic credits, specifying education level eligibility requirements for assignments, promotions, and service schools, and entering remarks on performance appraisals.

Active duty and reserve component military personnel are eligible for tuition assistance through the DoD's Uniform Tuition Assistance Program. DoD policy allows for payment of 100% of a military student's tuition costs, up to $250 per semester credit hour and a maximum benefit of $4,500 per fiscal year. Our undergraduate tuition per course is designed so that the tuition assistance paid by the service branches covers the cost of our courses for service members up to the annual maximum benefit. Eligible military students may also use their benefits under the Montgomery GI Bill or the Post-9/11 Veterans Educational Assistance Act of 2008, or the Post-9/11 GI Bill, as amended, to pay for tuition costs above the DoD limits through the GI Bills' Top-Up feature, which is administered by the U.S. Department of Veterans Affairs. Most military veterans are eligible to use their GI Bill entitlements to continue their education after retirement or separation. The DoD announced in October 2011 that, while it will maintain the current levels of tuition assistance in the near term, it plans to consider changes as part of a holistic review of the military compensation package. See "Regulation of Our Business— Nature of Federal, State and Private Financial Support for Postsecondary Education *"* below for more information on tuition assistance.

Over the last several years, a number of our competitors have expanded their outreach and marketing efforts to the active-duty and reserve component military and veteran population. We believe this is related to a growing desire among for-profit institutions to seek new sources of revenue outside of Title IV programs, which is driven by concerns with a compliance obligation under the Higher Education Opportunity Act, commonly referred to as the "90/10 Rule," which prohibits proprietary institutions from deriving from Title IV funds, on a cash accounting basis (except for certain institutional loans) for any fiscal year, more than 90% of its revenues (as computed for 90/10 Rule purposes). We believe that for-profit schools seek to attract military students in order to comply with the 90/10 Rule, as DoD tuition assistance and veterans education benefits currently do not count towards the 90% limit. See "Regulation of Our Business—Regulation of Title IV Financial Aid Programs—*The '90/10 Rule'"* below for more information on the 90/10 Rule, including recent proposals to count DoD tuition assistance and veterans education benefits toward the 90% limit.

Our results in any quarter may not indicate the results we may achieve in any subsequent quarter or full year. Our revenues and operating results normally fluctuate as a result of seasonal or other variations in our enrollments. Student population varies as a result of new enrollments, graduations, student attrition, the success of our marketing programs and other reasons that we cannot always anticipate. While our number of enrolled students has grown in each sequential quarter over the past three years, the number of enrolled students has been proportionally greatest in the fourth quarter of each respective year. We expect quarterly fluctuations in operating results to continue as a result of seasonal enrollment patterns.

We believe that civilian students, including those in national security, homeland security, and public safety professions, represent a large market for online education. As with their military counterparts, civilian working adult students have unique program requirements as well as unpredictable and demanding work schedules that often prevent them from attending traditional universities. In addition, we believe academic programs in fields such as nursing, education and liberal arts are also attractive programs to certain prospective students. We also believe that international students represent a large and growing market for quality online education, particularly at institutions with affordable tuition levels.

The growing acceptance of online education has led to an increasing number of traditional universities offering online programs. While this increase represents growing competition for our institution, we also believe that it represents the opportunity to partner with and/or provide education hosting and other student services to universities, other institutions of higher learning, and to corporations.

Competitive Strengths

We believe that we have the following competitive strengths:

Online Higher Education and a Diverse Array of Programs — We have designed our courses and programs specifically for online delivery, and we recruit and train faculty exclusively for online instruction. Because our students are located around the globe, we focus our instruction on asynchronous, interactive instruction that provides students the flexibility to study and interact during the hours of the day or days of the week that suit their terms and schedules. APUS offers 87 degree programs in fields ranging from homeland security, space studies, and emergency and disaster management to liberal arts and education.

Commitment to Academic Excellence — Our academic programs are overseen by our Board of Trustees, which counts as members two former college presidents, active accreditation peer evaluators, a former Commandant of the Marine Corps, and a former Department of the Army Inspector General. We are committed to continuously improving our academic programs and services, as evidenced by the level of attention and resources that we apply to instruction and educational support.

Affordable Tuition — Our combined tuition, fees, and books are less for undergraduate and graduate students than the average in-state cost at a public university. Tuition was established at a competitive rate whereby DoD tuition assistance programs fully cover the cost of undergraduate course tuition and over 75% of the cost of graduate course tuition. We have not increased our undergraduate tuition rate of $250 per credit hour since 2000.

Effective Student Support Systems and Data Driven Decision-Making — Through PAD, students may access our admission, orientation, course registrations, tuition payments, book requests, grades, transcripts, degree progress, and various other services online 24/7. We also have created management tools based on the data from PAD that help us to improve continuously our academic quality, student support services, and marketing efficiency.

Growth Strategies

We believe our growth in student enrollment and revenue has consistently been driven by high student satisfaction and referral rates, and by increasing acceptance of distance learning within our targeted markets. Between 2010 and 2011, we grew our revenue 31% from $198.2 million to $260.4 million. Our revenues increased by 20% to $313.5 million for the year ended December 31, 2012. As our revenue base grows, we expect our growth rate percentages to continue to decline. To expand our business, we plan to employ the following strategies:

Continue Serving the Military Market — We have focused on the needs of the military community since our founding. The combination of our online model, focused curriculum, and outreach to the military has enabled us to gain market share from more established schools, many of which are traditional brick and mortar schools that have served this market for longer periods.

Broaden Our Acceptance in the Public Service and Civilian Markets — We design our curriculum to be relevant to federal, state, and local law enforcement, first responders, and other public service professionals. We believe that the affordability, quality, and diversity of our academic program offerings, including our liberal arts degrees, are attractive options for civilian students.

Add New Degree Programs — Over the long term, we plan to expand our degree offerings to meet our students' needs and marketplace demands with a focus on new programs in fields exhibiting higher than average growth. In addition, we are currently preparing our institution academically and culturally to potentially offer doctoral programs within the next few years.

Pursue and Expand Strategic Partnerships — We believe that articulation agreements and partnerships with institutions of higher learning, corporations, professional associations, and other organizations are important to our enrollment growth and to expanding access to higher education.

Provide Education Hosting and Support Services — We have recently begun to offer hosting and support services to traditional universities and other institutions of higher learning to support online offerings. We believe the growth of online programs at traditional universities, combined with the attractiveness of our distance learning platform, represents an attractive business opportunity to provide such services to smaller universities as a low-cost, high-quality provider of online education.

Explore International Opportunities — We are developing partnerships and other initiatives aimed at expanding international access to our affordable online programs that will further increase the diversity of our student population, enhance the learning environment, and diversify our tuition funding sources. In addition, we plan to pursue other relationships, partnerships, and business opportunities that may expand our international reach, including the development of new international relationships, corporate training programs, and non-degree certifications.

To assist us in achieving elements of our growth strategy or to further develop our business capabilities, we will continue to consider and may pursue strategic investments and acquisitions. For example, on September 30, 2012, we made a $6.8 million or approximately 19.9% investment in preferred stock of NWHW Holdings, Inc., which in turn acquired New Horizons Worldwide, Inc., or New Horizons. In connection with this investment in NWHW Holdings, Inc., we also extended $6.0 million in credit to New Horizons in exchange for a subordinated note. New Horizons is a global IT training company operating over 300 locations around the world through franchise arrangements in 45 states and 70 countries. In connection with the investment, we are entitled to certain rights, including right to representation on the board of directors of NWHW Holdings. Future strategic investments or acquisitions could include investments in, partnerships or joint ventures with, or the acquisition of other schools, service providers or education technology related companies, among other types of entities.

Accreditation

American Public University System is accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools (www.ncahlc.org). The Higher Learning Commission accredits degree-granting institutions located in a 19-state region, including West Virginia, and is recognized by the U.S. Department of Education. The Higher Learning Commission initially granted us candidacy status in February 2004. We received accreditation from The Higher Learning Commission in May 2006. In July 2011, The Higher Learning Commission reaffirmed accreditation of APUS for online courses and programs without any other stipulations on its affiliation status. Our next comprehensive evaluation is scheduled for the 2020-2021 academic year, with an interim progress report on development of university system-wide coordination and improvement of graduate studies due in July 2015. We were also accredited by the Accrediting Commission of the Distance Education and Training Council, or DETC, until April 30, 2012, when we voluntarily withdrew our accreditation. We have always identified The Higher Learning Commission as our primary accreditor for Title IV purposes. Therefore, our withdrawal of DETC accreditation did not affect our Title IV participation.

In addition to our university-wide accreditation with the Higher Learning Commission, our Associate of Arts in Business Administration, Bachelor of Business Administration, Bachelor of Arts in Marketing, and Master of Business Administration programs have a specialized accreditation from the Accreditation Council for Business Schools and Programs and our Bachelor of Science in Nursing has specialized accreditation from the Commission on Collegiate Nursing Education. In addition, we have obtained professional recognition for our Emergency and Disaster Management program from the Foundation for Higher Education Accreditation, for our Management program from the Society of Human Resources, for our Sports and Health Sciences program from the American Sport Education Program, and for our Child and Family Development program from the National Council on Family Relations. Maintaining our specialized accreditations and professional recognitions and obtaining other specialized accreditations and professional recognitions will continue to become a more important part of our marketing and outreach efforts to prospective students.

Curriculum and Scheduling

We offer 156 degree and certificate programs. Academic terms begin on the first Monday of each month, with over 2,200 classes in over 1,000 unique courses in either eight- or sixteen-week formats. Semesters and academic years are established to manage requirements for participation in Title IV programs and to assist students who are utilizing Title IV programs in meeting eligibility requirements.

Programs	Number
Master of Arts	17
Master of Business Administration	1
Master of Education	3
Master of Public Administration	1
Master of Public Health	1
Master of Science	6
Bachelor of Arts	24
Bachelor of Business Administration	1
Bachelor of Science	12
Associate of Arts	13
Associate of Science	8
	87
Certificates	
Graduate	34
Undergraduate	35
TOTAL	156

At the graduate level, we offer degree programs in the following disciplines:

- Masters of Arts in:
  - Criminal Justice
  - Emergency Management and Disaster Management
  - History
  - Homeland Security
  - Humanities
  - Intelligence Studies
  - International Relations and Conflict Resolution
  - Legal Studies
  - Management
  - Military History
  - Military Studies
  - National Security Studies
  - Political Science

    - Psychology
    - Reverse Logistics Management
    - Security Management
    - Transportation Management and Logistics
- Master of Business Administration
- Master of Education in:
    - Administration and Supervision
    - Guidance Counseling
    - Teaching
- Master of Public Administration
- Master of Public Health
- Master of Science in:
    - Accounting
    - Environmental Policy and Management
    - Information Technology
    - Space Studies
    - Sports and Health Sciences
    - Sports Management

At the undergraduate level, we offer degree programs in the following disciplines:

- Bachelor of Arts in:
    - Child and Family Development
    - Criminal Justice
    - Emergency and Disaster Management
    - English
    - General Studies
    - History
    - Homeland Security
    - Hospitality Management
    - Intelligence Studies
    - International Relations
    - Management
    - Marketing
    - Middle Eastern Studies

- Military History

    - Military Management and Program Acquisition
    - Philosophy
    - Political Science
    - Psychology
    - Religion
    - Retail Management
    - Reverse Logistics Management
    - Security Management
    - Sociology
    - Transportation and Logistics Management
- Bachelor of Business Administration
- Bachelor of Science in:
    - Accounting
    - Criminal Justice
    - Environmental Studies
    - Fire Science Management
    - Information System Security
    - Information Technology
    - Information Technology Management
    - Legal Studies
    - Nursing
    - Public Health
    - Space Studies
    - Sports and Health Sciences
- Associate of Arts in:
    - Business Administration
    - Communication
    - Counter-Terrorism Studies
    - Criminal Justice
    - Early Childhood Care and Education
    - General Studies
    - History
    - Hospitality

- Management

    - Military History
    - Real Estate Studies
    - Retail Management
    - Weapons of Mass Destruction Preparedness
- Associate of Science in:
    - Accounting
    - Computer Applications
    - Database Application Development
    - Explosive Ordnance Disposal
    - Fire Science
    - Paralegal Studies
    - Public Health
    - Web Publishing

Our certificate programs generally consist of a minimum of 18 semester hours of required courses focusing on a particular component of the broader degree program. Students may earn discrete certificates or earn certificates in combination with work toward a degree program.

Lead Generation and Student Recruitment

We have traditionally focused on a relationship-based marketing strategy striving to build long term, mutually beneficial relationships with organizations and individuals in the military and public service communities. Beginning in late 2010, we began to expand our efforts to attract civilian students by creating greater awareness of our APU brand. We believe that people in the military and public service communities tend to be tightly knit affinity groups, which greatly facilitates personal referrals from influential members as well as from current students and alumni to prospective students. Using this approach has enabled us to achieve student acquisition costs that we believe are substantially less than the industry average. We have also supplemented our relationship-based marketing with multi-faceted interactive marketing campaigns (organic search, pay-per-click and banner advertising, and participation in online social communities, among other methods) to help build brand awareness and drive inquiries, and beginning in 2011 and through 2012, we began utilizing a greater percentage of traditional media advertising. Our experience is that the students that these new forms of marketing attract do not perform as well as the students that our relationship based strategy has historically attracted. As we continue to grow, we will need to continue to focus on and improve the utilization of marketing channels that will support our growth by attracting a greater proportion of students that we believe will be successful in the long-term.

The changes to our marketing approach related to our expansion in non-military markets are the primary drivers of the increases in our student acquisition costs that we have experienced. As we continue to grow in size and diversity, our student acquisition costs may continue to increase and we may have a harder time attracting students that perform well over the long term.

Admissions

Our universities welcome qualified individuals to apply for admission at any time through an online application process. The current qualifications for most of our undergraduate programs are a high school diploma or General Education Development certificate. Graduate applicants must hold a baccalaureate degree from an accredited U.S. institution or an equivalent foreign institution.

Prospective students apply directly online. Upon completing the online application and orientation, students are issued a student ID number and password and are provided information for submitting the necessary documentation to finalize their admission and apply for evaluation of credits that they would like to transfer. Students are also informed how to register for their initial course(s), arrange for tuition payment and navigate the online student environment. Prospective students who have questions during the admissions process may obtain assistance through our online resources and can contact the Admissions Department through our online resources or by telephone.

Tuition, Books and Fees

We believe that our ability to provide affordable programs is one of our competitive strengths. We have maintained our undergraduate tuition costs to be lower than public, in-state rates on average and in line with DoD tuition ceilings. Undergraduate tuition is $250 per semester credit hour, or $750 per three-credit course. Since 2000, we have not raised undergraduate tuition rates per semester credit hour. If we were to implement a tuition increase, or if the DoD were to lower the amount of tuition assistance per semester credit hour, military students eligible for the U.S. Department of Veterans Affairs' GI Bill may apply that entitlement to cover the difference through the Top-Up feature. A full 121-semester hour undergraduate degree may be earned for $30,250, plus applicable fees. Eligible undergraduate students receive their textbooks at no cost to them through our book grant program, which represents a potential average student

savings over the course of a degree of approximately $4,800 when compared to four-year colleges according to The College Board Study, Annual Trends in College Pricing report from 2012.

Many students transfer in a significant amount of prior credit earned, which also reduces the cost and time of earning their degrees.

Graduate tuition is currently $325 per semester hour, or $975 per three-semester credit hour course. For military students, the service branch pays $750 of the tuition costs per course, and students have the option of paying the remainder out of pocket or applying their GI Bill entitlements to cover the cost above $750. At these tuition rates, students may earn a graduate degree for less than $12,000 in tuition costs for most of our programs.

We do not charge an admission fee, nor do we charge fees for services such as registration, course drops, and similar events that trigger fees at many other institutions. In addition, as a fully-online institution of higher learning, there are no resident fees, such as for parking, food service, student union, and recreation. While we charge a fee for transfer credit evaluation for non-active duty military students and civilian students, unlike transfer credit fees at many institutions, the fee is a one-time, flat fee that does not increase as more credits are transferred. A technology fee of $50 per course was also implemented for course registrations beginning after September 1, 2012. However, APUS provides a grant to cover the fee for active duty military, national guard and reserve personnel, and for anyone using DoD tuition assistance benefits. The grant also covers the fee for students using veterans education benefits.

In addition to military and veterans benefits, we offer a variety of federal and non-federal aid programs to assist students with their education costs. Net course registrations by students using federal student aid programs under Title IV constituted 36.2% of our net registrations in 2012, and we expect that the ability to participate in these programs is important to our growth. The following aid sources are available from military, federal, state, agency, and local organizations to help students meet their education goals:

Military and Veterans Student Aid

- Training Funds
- Tuition Assistance
- Veterans Administration Benefits (Montgomery G.I. Bill or Post 9/11GI Bill)

Other Federal Student Aid, Including Title IV Programs

- Federal Pell Grant
- Federal Subsidized Stafford Loan
- Federal Unsubsidized Stafford Loan
- Federal PLUS Loan
- Federal Graduate PLUS Loan
- Teacher Education Assistance for College and Higher Education (TEACH) Grant

Non-Federal Student Aid

- Employer Voucher
- Private Loans
- Undergraduate Book Grant

See the discussion under “Regulation of Our Business” below for more information about military and veterans benefits and federal student aid, including the discussions of potential changes to these programs under “Regulation of Our Business—Nature of Federal, State and Private Financial Support for Postsecondary Education—*Tuition Assistance”* and “Regulation of Our Business—Regulation of Title IV Financial Aid Programs— *The ‘90/10 Rule’”*.

Enrollment and Student Body

Our active student body consists of approximately 127,000 students, most of whom hold full-time employment. Active students are defined as those who have completed a course in the past twelve months, or are currently enrolled or registered for an upcoming course. We disenroll students who fail to register for and complete at least one course in a calendar year, although they may later apply for re-admission and active status. Students on extended military deployments may apply for a program hold, which keeps them active until they return and are able to resume their studies.

Faculty

As of December 31, 2012, our faculty consists of approximately 2,000 members with relevant teaching and practitioner experience. Approximately 430 members were designated as full-time faculty, and more than 1,570 members were serving as adjunct faculty. A significant majority of our graduate faculty hold a doctorate in the relevant field, while virtually all undergraduate faculty have earned a graduate degree. Exceptions have been granted for a limited number of faculty that may not meet the degree standards, but evidence significant experience and achievement in the subject area that they teach.

We establish full-time and adjunct positions based on program and course enrollment. Many full-time faculty began their career with us as adjunct members. As enrollment increases, we expect to establish additional full-time positions as well as additional adjunct positions.

We attract faculty through referrals by current faculty members, advertisements in education and trade association journals, and our Internet presence. Program Managers and Department Chairs review applications and conduct interviews. We check references prior to offering positions to new faculty and, upon selection, we require each new faculty member to complete an orientation and training program that leads to their certification and assignment. Many of our faculty members have relevant experience at leading universities and within military and governmental institutions. We believe that the composition of our student body and course curriculum is particularly attractive to potential faculty members because of the opportunity to teach relevant material to students that are involved on a daily basis in implementing what is being taught. In turn, we believe that our well-regarded faculty, including many former and current practitioners in their fields, attracts new students with interest in these fields.

We believe that the quality of our faculty is critical to our success because our most frequent interaction with our students is through our faculty members. We regularly review the performance of our faculty by monitoring the amount of online contact that faculty have with students, reviewing student feedback, and evaluating the learning outcomes achieved by students, among other measures. If we determine that a faculty member is not performing at the level that we require, we work with the faculty member to improve performance, including through assigning the faculty member a mentor. If the faculty member's performance does not improve, we will no longer allow that faculty member to teach. We do not provide our faculty with tenure.

Partnership At a Distance

We have established proprietary information systems and processes to support what we refer to as Partnership At a Distance™, or PAD. PAD is the patented approach to how we interact with our students. At its center is a dynamic information system enabling us to recognize that every student is unique and to provide individualized support at appropriate times from pre-enrollment through and beyond graduation-including student advising, administrative support, or community networking. By avoiding a one-size-fits-all approach, the system provides us with the flexibility to maintain a highly-engaged partnership with our learners based on their preferences. PAD has allowed us to scale and improve the quality of our academic offerings and student support. We believe PAD enables us to cost-effectively manage and administer monthly starts that exceed 2,200 classes in over 1,000 unique courses and serve approximately 127,000 students taught by over 2,000 faculty members.

We obtained patent protection on PAD in February 2011. American Public University System is pursuing patent protection on several innovations that enhance support student's academic achievement and streamline university operations.

Other Technology Systems and Management

We believe that we have established a functional, secure and reliable technology system to help us fulfill our mission. We continue to invest in technology systems and enhancements to support this system and our growth. Our IT infrastructure consists of two data centers: one in Virginia, and one at a co-location facility in Texas. Our technology environment is managed internally. Student access is provided through redundant data carriers in both data centers.

In 2010, we chose the Sakai Collaboration and Learning Environment ("Sakai CLE"), an open-source Learning Management System, to replace Educator™, our prior Learning Management System as the foundational software for our online classroom. As of 2010, more than 350 educational institutions around the world were reportedly using Sakai CLE to support teaching, learning, research, and collaboration. We completed the implementation of Sakai CLE in the fall of 2011. Shortly after the completion of the migration, we experienced periods of unplanned downtime in our online classroom during periods of peak utilization. We believe that in mid-October 2011 we identified the cause of this downtime and took appropriate steps to mitigate the problem. Since these changes were made, the Sakai CLE has been stable and available to students and faculty with peak utilization in excess of those seen in October, 2011.

Competition

There are more than 4,000 U.S. colleges and universities serving traditional college-age students and adult students. Competition is highly fragmented and varies by geography, program offerings, delivery method, ownership, quality level, and selectivity of admissions. No one institution has a significant share of the total postsecondary market. Within our primary military market, there are more than 1,000 institutions that serve military students and receive tuition assistance funds. Our primary competitors for military students are other institutions offering online bachelor's and master's degrees and traditional colleges and universities located near military installations. We believe that for-profit schools may increasingly be seeking to attract military students for various reasons, including because these schools may see it as helpful in their efforts to comply with the 90/10 Rule, as currently DoD tuition assistance and veterans education benefits do not count towards the 90% limit. See "Regulation of Our Business-Regulation of Title IV Financial Aid Programs- *The '90/10 Rule'"* below for more information on the 90/10 Rule, including recent proposals to count DoD tuition assistance and veterans education benefits toward the 90% limit.

We compete with not-for-profit public and private two-year and four-year colleges as well as other for-profit schools, particularly those that offer online learning programs. Public and private colleges and universities, as well as other for-profit schools, offer programs similar to those that we offer. Public institutions receive substantial government subsidies, and public and private institutions have access to government and foundation grants, tax-deductible contributions, and other financial resources generally not available to for-profit schools. Accordingly, public and private institutions may have instructional and support resources that are superior to those in the for-profit sector. In addition, some of our competitors, including both traditional colleges and universities and other for-profit schools, have substantially greater name recognition and financial and other resources than we have, which may enable them to compete more effectively for potential students. . We are also continuing to see increasing differentiation between the way in which our competitors are delivering online offerings, which impacts the ability to attract students, facilitate access to education and provide convenience to learners. We believe that in the future many online students will be attracted to institutions in part because of the technology that the institutions offer and the way in which that technology facilitates access to education and learning.

In addition, we face new competition from various emerging non-traditional, credit-bearing and non-credit-bearing education programs provided by proprietary, not-for-profit and public providers, including massively open online courses (MOOCs) offered worldwide without charge by traditional educational institutions and other direct-to-consumer education services, as well as other offerings at low costs to students.

The primary competitive factors for institutions targeting working adult students include: specific degree program offerings; affordability, including tuition and fees and rates of increase; convenience and flexibility, including availability of online courses and the use of education related technology; reputation and academic quality; and marketing effectiveness.

Intellectual Property

We exercise rights associated with patents, copyrights, trademarks, service marks, domain names, agreements, and registrations to protect our intellectual property. Course syllabi are our property, may be used in current and future courses as needed to facilitate instruction, and may be modified to meet evolving course or curriculum requirements. Intellectual property of individual faculty members, such as weekly notes or lectures, remains the property of the faculty member, and is reserved specifically for use only by the faculty member who owns it, unless he/she grants permission for use by others.

We have secured rights to trademarks for various names and terms used in our business, including "American Public University System," "American Military University," "American Public University" "Ready When You Are.", "RESPECTED. AFFORDABLE. ONLINE." and the term "Partnership At a Distance." We believe these trademarks and brand names are important to how prospective students identify us and are central to a number of our marketing efforts. We also own rights to more than 200 Internet domain names pertaining to APUS, AMU, APU and other unique descriptors. The Patent and Trademark Office issued APUS a patent for our proprietary student information and service system, PAD, in February 2011. American Public University System is also pursuing patents on several innovations that we believe enhance and support student's academic achievement and streamline university operations.

Employees

As of December 31, 2012, we had approximately 2,000 members of faculty and a professional staff of approximately 950 non-faculty employees administering our academic, technology, service, and business operations. Most of our non-faculty employees work in either our headquarters in Charles Town, West Virginia, or in our administrative offices in Manassas, Virginia.

None of our employees are parties to any collective bargaining arrangement. We believe that we have good relationships with our employees.

EXECUTIVE OFFICERS OF AMERICAN PUBLIC EDUCATION, INC.

The table below shows information about our executive officers:

Name	Age	Position
Dr. Wallace E. Boston	58	President, Chief Executive Officer and Director
Harry T. Wilkins	56	Executive Vice President, Chief Financial Officer
Carol S. Gilbert	54	Executive Vice President, Marketing
Dr. Karan Powell	59	Executive Vice President, Provost
Dr. Sharon van Wyk	53	Executive Vice President, Chief Operations Officer
Peter W. Gibbons	60	Senior Vice President, Chief Administrative Officer

Wallace E. Boston, EdD joined us in September 2002 as Chief Financial Officer and, since June 2004, has served as President, Chief Executive Officer, and a member of our board of directors. From August 2001 to April 2002, Dr. Boston served as Chief Financial Officer of Sun Healthcare Group. From July 1998 to May 2001, Dr. Boston served as Chief Operating Officer and then President of NeighborCare Pharmacies. From February 1993 to May 1998, Dr. Boston served as Vice President of Finance and later, Senior Vice President of Acquisitions and Development of Manor Healthcare Corporation, now Manor Care, Inc. From November 1985 to December 1992, Dr. Boston served as Chief Financial Officer of Meridian Healthcare.

Harry T. Wilkins, CPA joined us in February 2007 as Executive Vice President and Chief Financial Officer. From December 2004 to February 2007, Mr. Wilkins served as a member of our board of directors, and from January 2005 to February 2007, he served on the Board of Trustees of American Public University System. Since 2002, Mr. Wilkins has also served as a founding partner of Grandizio, Wilkins, Little & Matthews, LLP, a Baltimore-based CPA firm that specializes in consulting for postsecondary education clients. From May 1992 to August 2001, Mr. Wilkins served as Chief Financial Officer of Strayer Education, Inc. From November 1984 to April 1992, Mr. Wilkins served as Director at Wooden & Benson, an accounting firm specializing in audits of education companies. From January 1979 to November 1984, Mr. Wilkins served as a senior consultant with Deloitte, Haskins and Sells, now Deloitte & Touche.

Carol S. Gilbert joined us in May 2004 as Vice President, Programs and Marketing, was promoted to Senior Vice President, Marketing in January 2005 and was promoted to Executive Vice President, Marketing in January 2009. From August 1998 to October 2003, Ms. Gilbert served as Brand Vice President at Marriott International where she led the strategic planning efforts for the SpringHill Suites' brand and directed business and marketing strategies for the Fairfield Inn brand, including the launch of the Fairfield Inn & Suites brand extension. From April 1996 to October 1997, Ms. Gilbert served as Vice President and Director of Choice Hotels International (formerly owned by Manor Care, Inc.). From February 1991 to April 1996, Ms. Gilbert served as Senior Director, Marketing Strategy of Manor HealthCare Corporation, now Manor Care, Inc.

Karan Powell, Ph.D. joined the Company in April 2004 as Interim Chancellor after serving on the Board of Trustees for two years. From October 2005 to December 2005, Dr. Powell served as the Dean of the School of Business, Management and Graduate studies. From January 2006 to July 2008, Dr. Powell served as Vice President and Academic Dean. In July 2008, Dr. Powell was promoted to Senior Vice President and served as Senior Vice President and Academic Dean until July 2011. Dr. Powell was promoted to Executive Vice President and Provost in August 2011. In 2010, Dr. Powell was invited to be a board member of Higher Education Resource Services (HERS). From 2011 to 2012, Dr. Powell served as Chair of the 40th Anniversary Committee, and in 2012, was appointed as Program Committee Chair. Between 1988 and 2007, Dr. Powell served at Georgetown University in various roles, including Director of Professional Development in the School of Continuing Education, Director of Organization Development Programs, and Director of IRS Executive Development Program. While at Georgetown University, Dr. Powell also served as an Executive Instructor at the School of Business.

Sharon van Wyk, Ph.D. joined the Company in August 2009 as Executive Vice President, Chief Operations Officer. From March 2006 to April 2008, Dr. van Wyk served as Vice President of Process Excellence, Infrastructure & Online Customer Support at Intuit Inc. From 2001 to 2006, Dr. van Wyk served as Vice President of Process Excellence and New Market Development for Genworth Financial. From 1996 to 2001, Dr. van Wyk served as Manager, Global Risk Management and Six Sigma for GE Capital. From 1988 to 1996, Dr. van Wyk served as Associate Partner, Change Management for Accenture Consulting. Dr. van Wyk was an adjunct professor for the Executive MBA program at the University of Connecticut Business School and possesses several process improvement certifications including Master Black Belt and Six Sigma Instructor.

Peter W. Gibbons joined us in October 2002 as Vice President, Student Services and became Senior Vice President, Chief Operating Officer in January 2005. In May 2007, Mr. Gibbons' title was changed to Senior Vice President, Chief Administrative Officer. From June 2000 to October 2002, Mr. Gibbons served as Vice President, Human Resources for Sitel Corporation. From May 1975 to June 2000, Mr. Gibbons served as a field artillery officer in the United States Army and during his 25 years of service before retiring, Mr. Gibbons commanded soldiers in combat, held senior staff positions at the Department of Army, and taught at the United States Military Academy for three years.

Available Information

Our Company's Internet address is www.americanpubliceducation.com. We make available, free of charge through our website, our annual reports on Form 10-K, Quarterly Reports on Form 10-Q, Current Reports on Form 8-K, and amendments to those reports filed pursuant to Section 13(a) or 15(d) of the Exchange Act, soon after they are electronically filed with the SEC. In addition to visiting our website, you may read and copy public reports we file with the SEC at the SEC's Public Reference Room at 100 F. Street, NE, Washington DC 20549, or at www.sec.gov . You may obtain information on the operation of the Public Reference Room by calling the SEC at 1-800-SEC-0330.

REGULATION OF OUR BUSINESS

We are subject to extensive regulation by (1) state regulatory bodies, (2) accrediting agencies recognized by the U.S. Secretary of Education, (3) the federal government through the U.S. Department of Education and under the Higher Education Act of 1965, as amended, or the Higher Education Act, the Department of Veterans Affairs, and the Department of Defense. The regulations, standards and policies of these agencies cover the vast majority of our operations, including our educational programs, facilities, instructional and administrative staff, administrative procedures, marketing, recruiting, financial operations and financial condition.

As an institution of higher education that grants degrees, diplomas and certificates, we are required to be authorized by appropriate state education authorities. In addition, in certain states as a condition of continued authorization to grant degrees and in order to participate in various federal programs, including tuition assistance programs of the United States Armed Forces, an institution must be accredited by an accrediting agency recognized by the Secretary of Education. Accreditation is a non-governmental process through which an institution submits to qualitative review by an organization of peer institutions, based on the standards of the accrediting agency and the stated aims and purposes of the institution. The Higher Education Act requires accrediting agencies recognized by the Secretary of Education to review and monitor many aspects of an institution's operations and to take appropriate action when the institution fails to comply with the accrediting agency's standards.

Our operations are also subject to regulation due to our participation in federal student financial aid programs under Title IV of the Higher Education Act, which we refer to in this annual report as Title IV programs. Title IV programs, which are administered by the Department of Education, include loans with below market interest rates that are made directly to students by the Department of Education. Title IV programs also include several grant programs for students with the greatest economic need as determined in accordance with the Higher Education Act and Department of Education regulations. To participate in Title IV programs, a school must receive and maintain authorization by the appropriate state education agencies, be accredited by an accrediting agency recognized by the Secretary of Education, and be certified as an eligible institution by the Department of Education.

State Education Licensure

We are currently authorized to offer our programs by the West Virginia Higher Education Policy Commission, the regulatory agency governing postsecondary education in the State of West Virginia, where we are headquartered. We are also authorized to operate as an out-of-state institution by the State Council of Higher Education for Virginia. We are authorized in Virginia because we have administrative offices there, which requires state authorization under Virginia laws.

At present, we enroll students from each of the 50 states, as well as the District of Columbia. We have sought and received confirmation that our operations do not require state licensure or authorization, or we have been notified that we are exempt from licensure or authorization requirements in 32 states. The university and its representatives are licensed or authorized to operate or to conduct activities in the remaining 18 states and the District of Columbia (Alabama, Arkansas, Florida, Georgia, Illinois, Kansas, Louisiana, Maryland, Minnesota, Montana, Nevada, New Mexico, Pennsylvania, Virginia, Washington, West Virginia, Wisconsin and Wyoming). In some cases, state licensure or authorization may impose limitations on certain activities and may impose particular requirements with respect to certain programs. To date, such state-specific limitations and requirements have not had a material effect on our operations.

New program initiatives, such as our teacher education programs, that include "on the ground" components (e.g., student teaching, professional internships, etc.) that may be described as instructional activities, will be viewed by some state regulatory agencies as constituting a physical presence for regulatory purposes. As those programs expand, there is a high probability that we will need to seek formal authorization to operate in some states where historically we were not required to do so. The extent of this expansion in regulatory requirements, and the associated costs, are not known at this time, but we anticipate they may be significant. Furthermore, there may be some states where it takes a significant amount of time to meet the applicable regulatory requirements with respect to a new program initiative, or where we are not able to do so at all.

The increasing popularity and use of the Internet and other online services for the delivery of education has led to the adoption of new laws and regulatory practices in the United States and foreign countries and to new interpretations of existing laws and regulations. For instance, in some states we are required to seek licensure or authorization because our recruiters meet with prospective students in the state. In other states, the state education agency requires licensure or authorization because, for example, we enroll students or employ faculty who reside in the state. We are currently subject to extensive regulations by the states in which we are authorized or licensed to operate. State laws typically establish standards for instruction, qualifications of faculty, administrative procedures, marketing, recruiting, financial operations and other operational matters. State laws and regulations may limit our ability to offer educational programs and to award degrees. Some states may also prescribe financial regulations that are different from those of the Department of Education, and may require the posting of surety bonds. If we fail to comply with state licensing requirements, we may lose our state licensure or authorizations. We believe that under current law the only state authorization or licensure necessary for us to participate in the tuition assistance programs of the United States Armed Forces is our authorization from the West Virginia Higher Education Policy Commission. We believe the same is true for the Title IV programs. As described elsewhere in this annual report, the Department of Education promulgated a regulation to require institutions that offer postsecondary education through distance education to students in a state in which the institution is not physically located or in which it is otherwise subject to the state's jurisdiction to meet the state's requirements for postsecondary distance education providers, but a federal court vacated that regulation. Failure to comply with the requirements of the West Virginia Higher Education Policy Commission could result in our losing authorization from the West Virginia Higher Education Policy Commission, eligibility to participate in Title IV programs, or our ability to offer certain programs, any of which may force us to cease operations. Failure to comply with authorization or licensure requirements in other states could restrict our ability to recruit or enroll students in those states.

On October 29, 2010, the Department of Education published final regulations that address certain institutional eligibility issues, including state authorization. The final regulations, which generally took effect July 1, 2011, specify new rules regarding the type of state approvals that are acceptable for an institution to demonstrate that it is authorized by the state where it is located to offer educational programs beyond the secondary level. In addition, in order for an institution to be legally authorized under the final regulations, the relevant state must have a process to review and take appropriate action on complaints concerning postsecondary institutions. If the Department of Education determines that an institution does not have the required state authorization to provide an educational program beyond secondary education in the state in which the institution is physically located, the institution will be ineligible to participate in the Title IV programs. The institution must be able to document to the Department of Education, upon request, the state's approval.

As described below in "Regulation of Title IV Financial Aid Programs – Distance Learning," the final regulations also established a new rule related to state authorization and distance education. Under the rule, if an institution offers postsecondary education through distance education to students in a state in which the institution is not physically located or in which it is otherwise subject to the state's jurisdiction as determined by the state, the institution must meet the state's requirements for postsecondary distance education providers. In July 2011, the U.S. District Court for the District of Columbia vacated the distance education state authorization rule. The Department of Education has appealed that ruling. See "Regulation of Title IV Financial Aid Programs – Distance Learning," below, for more information.

Certain states may be required to adopt new laws or regulations to comply with the new state authorization requirements in order to enable institutions in those states to continue to participate in Title IV programs. The new rules related to distance education may also lead some states to adopt new laws and regulatory practices affecting the delivery of distance education to students located in those states. For example, more states may require that online education institutions be licensed in their state despite having no physical location or other presence in that state or may increase requirements applicable to institutions already required to be licensed. In addition, changes in our business or changes in the nature or amount of our contact with or presence within a particular state could lead states that do not currently require us to be licensed or authorized to require such licensure or authorization in the future. In addition to the concerns expressed above, new laws, regulations or interpretations related to doing business over the Internet could increase our cost of doing business and affect our ability to recruit students in particular states, which could, in turn, negatively affect enrollments and revenues and have a material adverse effect on our business.

Accreditation

We received institutional accreditation in 2006 from The Higher Learning Commission of the North Central Association of Colleges and Schools, a regional accrediting agency recognized by the Secretary of Education. In December 2008, The Higher Learning Commission approved expansion of our mission to include liberal arts bachelors degrees. As part of the regularly scheduled evaluation process, we submitted a self-study in January 2011 and underwent an on-site reaccreditation visit in February 2011. In July 2011, the Higher Learning Commission reaffirmed our accreditation status. Our next comprehensive evaluation is scheduled for the 2020-2021 academic year, with an interim progress report on development of university system-wide coordination and improvement of graduate studies due in July 2015. We were also accredited by the Accrediting Commission of the Distance Education and Training Council, or DETC, until April 30, 2012, when we voluntarily withdrew our accreditation.

Accreditation is a non-governmental system for recognizing educational institutions and their programs for student performance, governance, integrity, educational quality, faculty, physical resources, administrative capability and resources, and financial stability. In the United States, this recognition comes primarily through private voluntary associations that accredit institutions or programs of higher education. To be recognized by the Secretary of Education, accrediting agencies must adopt specific standards and procedures for their review of educational institutions or programs. Accrediting agencies establish criteria for accreditation, conduct peer-review evaluations of institutions and programs, and publicly designate those institutions that meet their criteria. Accredited schools are subject to periodic review by accrediting agencies to determine whether such schools maintain the performance, integrity, and quality required for accreditation.

The Higher Learning Commission is the same accrediting agency that accredits such universities as The University of Chicago, Northwestern University, West Virginia University, and other degree-granting public and private colleges and universities in its region (including Arkansas, Arizona, Colorado, Iowa, Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, North Dakota, Nebraska, Ohio, Oklahoma, New Mexico, South Dakota, West Virginia, Wisconsin and Wyoming).

Accreditation by The Higher Learning Commission is an important attribute of our university. Colleges and universities depend, in part, on accreditation in evaluating transfers of credit and applications to graduate schools. Employers rely on the accredited status of institutions when evaluating a candidate's credentials, and students and corporate and government sponsors under tuition reimbursement programs look to accreditation for assurance that an institution maintains quality educational standards. Moreover, institutional accreditation by an accrediting agency recognized by the Secretary of Education is necessary for eligibility to participate in tuition assistance programs of the United States Armed Forces and Title IV programs.

In November and December 2009, the Department of Education's Office of the Inspector General, or OIG, issued reports criticizing three accrediting agencies, including The Higher Learning Commission, for failing to define both program length and credit hours. OIG explained that such failures could result in inflated credit hours, improper designation of full-time student status, and over-awarding of Title IV funds. OIG, in an unusual action, recommended that the Department of Education consider limiting, suspending, or terminating The Higher Learning Commission's recognition as an accrediting agency for purposes of determining institutional eligibility to participate in Title IV programs. In response, Department of Education staff conducted a special review of The Higher Learning Commission. According to a staff report submitted to the National Advisory Committee on Institutional Quality and Integrity, or NACIQI (the panel charged with advising the Department of Education on whether to recognize accrediting agencies for federal purposes, including Title IV purposes), as a result of the special review, the Department of Education required The Higher Learning Commission to develop a corrective action plan that, among other things, required modification of its substantive change policies and implementation of specific procedures to address changes in ownership. In August 2010, The Higher Learning Commission submitted its response to the Department of Education's special review.

In December 2010, NACIQI reviewed The Higher Learning Commission's status as a recognized accrediting agency based on the August 2010 response to the special review and a December 2008 interim report, the latter of which responded to a NACIQI review (unrelated to the OIG report) that occurred in 2007. NACIQI voted to continue The Higher Learning Commission's recognition as an accrediting agency but also ordered the agency to submit an additional compliance report in one year. At its December 2011 meeting, NACIQI characterized The Higher Learning Commission's report as "informal" and noted that no vote was to be taken on it.

As explained elsewhere in this annual report, on October 29, 2010, the Department of Education published final regulations that, in part, seek to address OIG's concerns regarding measurement of credit hours. In November 2011, The Higher Learning Commission revised its policies to address the Department of Education's new regulations regarding credit hours. If The Higher Learning Commission were to lose its ability to serve as an accrediting agency for Title IV programs, we may lose our ability to participate in Title IV programs. NACIQI is next scheduled to review the Higher Learning Commission for recognition purposes on June 6-7, 2013. The Higher Learning Commission received further scrutiny in March 2011 during a hearing of the Senate Health Education Labor and Pension, or HELP Committee, focused on accreditation of proprietary institutions.

We believe that regional accreditation has been important in our outreach to military personnel, who we believe are often counseled that regional accreditation is an important consideration when selecting a postsecondary institution. Similarly, obtaining regional accreditation has allowed us to reach additional service members by joining portions of the Servicemembers Opportunity Colleges degree network system, a Department of Defense, or DoD, program that promotes its member institutions to military professionals and that was previously closed to us.

In addition to institutional accreditation, certain specialized accrediting agencies accredit specific programs at our university. Accreditation of a program by a specialized accrediting agency signifies that the program meets the standards of that agency. We have the following specialized accreditations:

- Accreditation Council for Business Schools and Programs accredits our Associate of Arts in Business Administration, Bachelor of Business Administration, Bachelor of Arts in Marketing, Master of Business Administration

- Commission on Collegiate Nursing Education accredits our Bachelor of Science in Nursing.

In addition, we have obtained professional recognition for our Emergency and Disaster Management program from the Foundation for Higher Education Accreditation, for our Management program from the Society of Human Resources, for our Sports and Health Sciences program by the American Sport Education Program, and for our Child and Family Development program by the National Council on Family Relations.

If we fail to satisfy the standards of these specialized accrediting agencies, we could lose the specialized accreditation for the affected programs, which could result in materially reduced student enrollments in those programs and prevent our students from seeking and obtaining appropriate licensure in their fields.

Nature of Federal, State and Private Financial Support for Postsecondary Education

Our students finance their education through a combination of individual resources, tuition assistance programs of the United States Armed Forces administered by the Department of Defense, or DoD, education benefits administered by the Department of Veterans Affairs, private loans, corporate reimbursement programs, and Title IV programs. Participation in these programs adds to the regulation of our operations.

Tuition Assistance. Service members of the United States Armed Forces are eligible to receive tuition assistance from their branch of service through the Uniform Tuition Assistance Program of the DoD. Service members may use this tuition assistance to pursue postsecondary degrees at postsecondary institutions that are accredited by accrediting agencies that are recognized by the Secretary of Education. For our undergraduate programs we have established tuition rates per semester credit hour that can be 100% covered by DoD tuition assistance funds to undergraduate military students to attend our institution provided that the student does not exceed the annual limits per student. Each branch of the armed forces has established its own rules for DoD tuition assistance programs. Pursuant to these rules, in order for a service member to use his or her tuition assistance funds at American Public University System, or APUS, we need to maintain our state licensure and our regional accreditation and the service member must maintain satisfactory academic progress and must also progress in a timely manner toward completion of his or her degree, among other requirements.

To the extent that tuition assistance programs do not cover the full cost of tuition for service members, service members may also use their benefits under the Montgomery GI Bill or the Post-9/11 Veterans Educational Assistance Act of 2008, or the Post-9/11 GI Bill, as amended, through the GI Bills' Top-Up feature. The U.S. Department of Veterans Affairs, or VA, administers the GI Bills. Pursuant to federal law related to those programs, we are approved for education of veterans and members of the selective reserve and their dependents by the state approving agencies in Virginia and West Virginia. On April 16, 2012, the Department of Veterans Affairs began an on-site program review of our programs. The on-site review was concluded on April 20, 2012, and we have not yet received a formal report from the Department of Veterans Affairs.

If we lost our eligibility to receive tuition assistance from the United States Armed Forces, or if the amount of tuition assistance per service member is reduced, military service members would need to seek alternative funds. While they may be able to use their education benefits under the Montgomery GI Bill or Post-9/11 GI Bill in lieu of DoD tuition assistance funds, we believe that option would not be attractive to these students. As a result, the inability to participate in DoD tuition assistance programs, and any reduction in the funding for DoD tuition assistance programs, could have a material adverse effect on our operations.

In 2010, both the U.S. Congress and DoD increased their focus on DoD tuition assistance that is used for distance education and programs at proprietary institutions. In August 2010, DoD issued proposed regulations that would increase oversight of educational programs offered to active duty service members. Related to this effort, DOD drafted a Memorandum of Understanding, or MOU, to articulate the commitment that institutions providing education services must make in order to receive DOD tuition assistance program funds. On March 15, 2011, DoD circulated the MOU and requested that institutions execute it before January 1, 2012. The draft MOU met with substantial criticism, including from the American Council on Education and 52 U.S. Senators. Despite this, some institutions executed the MOU before the deadline, including us. In response to the criticisms received, DoD revised the regulations and the MOU. The final regulations and MOU, published December 7, 2012 and effective January 7, 2013, require all institutions to sign a MOU, by March 1, 2013. Institutions that have executed a MOU with DOD can retain their current MOU or choose to execute the new MOU. The MOU outlines certain commitments and agreements between the institution and DoD prior to accepting funds under the tuition assistance program.

For example, the MOU requires institutions to participate in the DoD Third Party Assessment to ensure compliance with the MOU and that service members are provided quality voluntary education opportunities that meet their needs. The Third Party Assessment of American Military University was conducted in June 2012 with a revised report submitted in October 2012. The report stated that based on the assessment team's findings, American Military University and American Public University System are in full compliance with the DoD voluntary Education Partnership MOU.

The MOU does not require institutions to become members of the Servicemembers Opportunity Colleges degree network system like us, but all institutions must disclose certain information (such as transfer credit policies) and provide certain resources for Service members (such as designating a person or office to serve as a point of contact for Service members inquiring about academic counseling, financial aid counseling, and student support services). In addition, as part of DoD's efforts to eliminate aggressive marketing aimed at service members, institutions that execute the MOU must not provide any commission, bonus, or other incentive payment based directly or indirectly on securing enrollments or Federal financial aid (including tuition assistance funds) to any persons or entities engaged in any student recruiting, admission activities, or making decisions regarding the award of student financial assistance.

We have executed the MOU originally circulated on March 15, 2011. The DoD may draft and circulate a revised MOU and require that institutions execute the agreement in order to receive DoD tuition assistance program funds. The requirement to enter into a MOU, and the related increased focus by the DoD on relationships and oversight of educational providers, could lead to changes in the nature of our relationships with military bases and educational service officers (including possibly needing to enter into separate installation MOUs and obtain permission to counsel students in person on the installation), which could be adverse in nature. Furthermore, installations may impose additional requirements. For example, at least one installation has banned educational providers from directly counseling potential students on the installation, and additional installations may determine to institute similar bans.

In September 2010, the U.S. House of Representatives Armed Services Committee's Subcommittee on Oversight and Investigations held a hearing entitled "A Question of Quality and Value: Department of Defense Oversight of Tuition Assistance Used for Distance Learning and For-Profit Colleges." Both DoD officials and Subcommittee members expressed concern about DoD's oversight of distance education programs, especially those offered by proprietary institutions. Similarly, in December 2010, the Senate Health Education Labor & Pensions Committee, or HELP Committee, released a report entitled "Benefitting Whom For-Profit Education Companies and the Growth of Military Educational Benefits," which raised questions about the growing share of DoD tuition assistance and Post-9/11 Veterans Educational Assistance Act of 2008 benefits received by proprietary institutions. In March 2011, the Government Accountability Office, or GAO, published a report entitled "DoD Education Benefits: Increased Oversight of Tuition Assistance Program is Needed," which offered several recommendations for improving accountability within the tuition assistance program. In September 2011, the Senate Subcommittee on Federal Financial Management, Government Information, Federal Services, and International Security held a hearing focused on the classification of military education benefits under the "90/10 Rule," which requires institutions receiving Title IV aid to derive at least 10 percent of their revenue from non-Title IV program sources. Some of the panelists suggested that the classification of military benefits as a non-Title IV program revenue source has led some for-profit institutions to recruit aggressively and sometimes illegally members of the military in order to ensure compliance with the 90/10 Rule. Senator Harkin, Chairman of the Senate Committee on Health, Education, Labor & Pensions spoke on the Senate floor on May 19, 2011 and hosted a press conference on September 22, 2011 to encourage reformation of the 90/10 Rule. See the discussion below under "Regulation of Title IV Financial Aid Programs—The "90/10 Rule" for further discussion of proposed changes to the manner in which the 90/10 Rule is calculated. At this time, we cannot predict the extent to which, or whether, the congressional hearings and report, or advocacy from other organizations or parts of the government, will affect DoD's current rulemaking or result in legislation or other regulations that would limit or condition the participation of proprietary institutions or distance education programs in DoD tuition assistance programs. In October 2011, the Marine Corps announced, and later rescinded, new tuition assistance rules that cut the maximum benefit for its service members from $4,500 per year to $875 per year and reduced the tuition assistance from $250 per credit hour to $175 per credit hour. Although undergraduate tuition assistance levels have been restored to their prior levels with retroactive benefits to affected service members, the Marine Corps has warned that the current levels of funding are not sustainable. The Marine Corps did reduce graduate level tuition assistance from $350 per credit hour to $250 per credit hour, which is consistent with the current tuition assistance payments from the other military services. We anticipate that the other services will also consider potential changes to the tuition assistance program.

In addition, in October 2011, DoD announced that while it will maintain the current levels of tuition assistance in the near term, it plans to consider changes as part of a holistic review of the military compensation package. We believe modifications to the tuition assistance program may include a reduced per undergraduate credit tuition benefit (currently $250), a decrease in the annual cap (currently $4,500), and/or a requirement that service members pay out-of-pocket for a portion of their tuition, among other possible changes.

If tuition assistance payments are reduced, we believe that most service members would be eligible and able to finance out-of-pocket tuition costs resulting from this shortfall using their "Top Up" benefits under the GI Bills, which allow service members to use a portion of their GI Bill benefits while still on active duty. However, we do not know whether in the long-term service members would be willing to use the Top-Up option, or whether the increased administrative process in using the Top-Up option or covering the shortfall through other funding sources would lead to service members deciding not to enroll or enrolling at a slower rate.

On April 18, 2012, Senators Kay Hagan and Tom Harkin introduced legislation, titled the Protecting Financial Aid for Students and Taxpayers Act, that would prohibit colleges and universities from using funds from Title IV programs, military tuition assistance, veterans education benefits programs, and other federal educational assistance funds to pay for marketing, advertising, and recruiting. On June 14, 2012, the Senate Appropriations Committee reported a 2013 fiscal year appropriations bill that included language from the Protecting Financial Aid for Students and Taxpayers Act bill. Both the appropriations bill and the Protecting Financial Aid for Students and Taxpayers Act bill expired when the 112th Congress ended on January 3, 2013. Were similar legislation introduced in the 113th Congress and became law, it would significantly affect our ability to identify and attract prospective students.

We are unable to estimate the effect of future expected changes to the tuition assistance programs or whether the services would impose other criteria in addition to the level of reimbursement that would impact enrollments from service members. We are also unable to estimate the response that our competitors would take to reduced tuition assistance payments or the willingness of service members to use the Top-Up option available under the veterans education benefits programs. In this regard, our competitors, particularly those with larger student populations or a smaller concentration of students from the military, may be better situated to lower the cost of tuition to service members.

If we are no longer able to receive tuition assistance payments or the tuition assistance program is reduced or eliminated, our enrollments and revenues could be significantly reduced, which would result in a material adverse effect on our results of operations and financial condition.

Title IV Programs. The federal government provides a substantial part of its support for postsecondary education through Title IV programs, in the form of grants and loans to students who can use those funds at any institution that has been certified by the Department of Education to participate in Title IV programs. Title IV program aid is primarily awarded on the basis of financial need, generally defined as the difference between the cost of attending the institution and the amount a student can reasonably contribute to that cost. All recipients of Title IV program funds must maintain satisfactory academic progress and must also progress in a timely manner toward completion of their program of study. In addition, each school must ensure that Title IV program funds are properly accounted for and disbursed in the correct amounts to eligible students.

We were first certified to participate in Title IV programs in September 2006. The Department of Education has approved us to participate in the following Title IV programs (described below): (1) the Federal Family Education Loan Program, or the FFEL Program, (2) William D. Ford Federal Direct Loan Program, or the Direct Loan Program, (3) the Federal Pell Grant program, (4) campus-based programs, and (5) Teacher Education Assistance for College and Higher Education Grant Program, or the TEACH Grant Program.

(1) *FFEL Program.* On March 30, 2010, President Obama signed the Healthcare and Education Affordability Reconciliation Act of 2010. The legislation, which is known for its overhaul of the healthcare system, eliminated the FFEL Program. Under the FFEL Program, banks and other lending institutions made loans to students and parents of dependent students. As of July 1, 2010, those lending institutions are no longer able to act as lenders of federal student loans, and no new loans could be originated through the FFEL Program. Instead, institutions were required to transition to the Direct Loan Program by July 1, 2010 in order to continue to participate in the major federal loan programs. This deadline did not affect American Public University System, or APUS, as we had ceased to participate actively in the Direct Loan Program as of December 31, 2009. The FFEL Program includes the Federal Stafford Loan Program, the Federal PLUS Program (which, beginning on July 1, 2006, provided for loans to graduate and professional students as well as parents of dependent undergraduate students), and the Federal Consolidation Loan Program. If a student defaults on a loan, payment is guaranteed by a federally recognized guaranty agency, which is then reimbursed by the Department of Education. Students who demonstrate financial need may qualify for a subsidized Stafford loan. With a subsidized Stafford loan, the federal government will pay the interest on the loan while the student is in school and during any approved periods of deferment, until the student's obligation to repay the loan begins. Unsubsidized Stafford loans are available to students who do not qualify for a subsidized Stafford loan or, in some cases, in addition to a subsidized Stafford loan.

(2) *Direct Loan Program.* Under the Direct Loan Program, the Department of Education makes loans directly to students rather than guaranteeing loans made by lending institutions. The Direct Loan Program includes the Direct Subsidized Loan, the Direct Unsubsidized Loan, the Direct PLUS Loan (including loans to graduate and professional students), and the Direct Consolidation Loan. The terms and conditions of the Direct Subsidized Loan, the Direct Unsubsidized Loan, the Direct PLUS Loan, and the Direct Consolidation Loan are generally comparable to those of the Federal Stafford Subsidized Loan, the Federal Stafford Unsubsidized Loan, the Federal PLUS Loan, and the Federal Consolidation Loan, respectively. As of June 1, 2009, APUS has originated all new loans for students and their parents through the Direct Loan Program. The Budget Control Act of 2011, signed into law on August 2, 2011, eliminated Direct Subsidized Loans for graduate and professional students, as of July 1, 2012. The terms and conditions of subsidized loans originated prior to July 1, 2012 are unaffected by the law.

(3) *Federal Grant Programs.* Grants under the Federal Pell Grant program are available to eligible students based on financial need and other factors. An institution that is certified for Pell Grant purposes is considered to be certified for the Academic Competitiveness Grant, or the ACG Grant, Program and National Science and Mathematics Access to Retain Talent Grant, or the SMART Grant, Program, if it has at least one academic program that is ACG Grant/SMART Grant-eligible. However, authorization for the ACG Grant Program and SMART Grant Program expired as of July 1, 2011.

(4) *Campus-Based Programs.* The "campus-based" Title IV programs include the Federal Supplemental Education Opportunity Grant program, the Federal Work-Study program and the Federal Perkins Loan program. We do not actively participate in any campus-based program.

(5) *Teacher Education Assistance for College and Higher Education (TEACH) Grant Program*. The TEACH Grant Program provides up to $4,000 a year in grant assistance to undergraduate, post-baccalaureate, and graduate students who agree to serve for at least four years as full-time "highly qualified" teachers in high-need fields in public or not-for-profit private elementary or secondary schools that serve students from low-income families.

In August 2011, President Obama signed the Budget Control Act of 2011, which provided for both an increase in the federal government's borrowing authority and reductions in spending. The Budget Control Act of 2011 eliminated the in-school interest exemption for graduate student loans beginning July 1, 2012. The cost of borrowing will increase for graduate students who defer payment of interest while enrolled, which could adversely impact our enrollments. Also, under the Budget Control Act of 2011, Congress must develop legislation to achieve further deficit reduction, and the outcome of this process is uncertain. Unless Congress takes further action, automatic, across-the-board reductions in federal spending (also known as "sequestration") will begin on March 1, 2013. The Budget Control Act of 2011 and the Statutory Pay-As-You-Go Act of 2010 each provide for the possibility of sequestration as a budgetary enforcement tool. On January 2, 2013, Congress enacted the American Taxpayer Relief Act of 2012, which delayed potential sequestration under the Budget Control Act of 2011 until March 1, 2013. If sequestration is triggered by either the Budget Control Act of 2011 or the Statutory Pay-As-You-Go Act of 2010, funding for Title IV programs would be affected. Pell Grants would be exempt from cuts through fiscal year 2013, but could be subject to sequestration in fiscal year 2014 and beyond. Most other federal student aid programs would be subject to across-the-board cuts to discretionary programs at a rate of approximately 8.2%. Origination fees for Stafford loans and PLUS loans would increase approximately 7.6%, to approximately 1.076% and 4.034% of the total loan, respectively. Cuts to the Department of Education's Federal Student Aid Administration budget could lead to delays in student eligibility determinations and delays in processing and origination of federal student loans. The House Committee on the Budget released a report in January 2013 stating that programs administered by the Department of Veterans Affairs will be exempt from sequestration, however, there are no such assurances with respect to the tuition assistance programs of the Department of Defense. Although the Pell Grant program and programs administered by the Department of Veterans Affairs currently are exempt from the sequestration process, other federal programs and services that could affect our business could be included. Any action by Congress that significantly reduces Title IV program funding, whether through across-the-board funding cuts or otherwise, or materially impacts our eligibility or our students eligibility to participate in Title IV programs would have a material adverse effect on our enrollment, financial condition, results of operations, and cash flows.

On September 17, 2012, the Department of Education updated waivers and modifications of provisions governing the Title IV programs for the benefit of individuals who are performing qualifying military service (or individuals who are affected by a disaster, war or other military operation or national emergency) under the authority of the Higher Education Relief Opportunities for Students Act of 2003, or HEROES Act. The Department of Education acted to bring provisions into compliance with statutes and regulations enacted and promulgated after these provisions were originally published.

Private Lenders. In certain circumstances, our students may access alternative loan programs. Alternative loans are intended to cover the difference between what the student receives from all financial aid sources and the full cost of the student's education. Students can apply to a number of different lenders for this funding at current market interest rates.

Since its creation in 2011, the Consumer Financial Protection Bureau, or CFPB, has taken steps to regulate student loans. In 2012, it issued two reports identifying concerns about the student loan market and published nearly 2,000 complaints from borrowers of private student loans. In December 2012, CFPB issued procedures describing how it will conduct examinations of financial institutions that make educational loans to determine their compliance with existing laws and regulations. The procedures are designed to assess whether a lender engages in accurate and non-discriminatory advertising and marketing, provides proper and clear disclosures, supplies accurate account information to borrowers, and has adequate channels to receive customer questions and complaints. In January 2013, CFPB encouraged institutions of higher education, students, and others to provide information by March 18, 2013 about the financial products and services currently offered to students, and comments on how current and future arrangements between institutions of higher education and financial institutions could be structured in order to promote positive financial decision-making among consumers.

Congress is considering bills that would affect private loans to students. On January 23, 2013, Senator Durbin introduced the Know Before You Owe Private Student Loan Act of 2013, which would require institutions to certify to a private loan lender a student's cost of attendance and estimated federal financial assistance before a loan may be issued to such student. The Act would also require institutions to counsel students about their loan options, including discussion of differences between federal loans and private loans. Private loan lenders would be required to provide students with quarterly account updates on the balance and interest accrued. On January 23, 2013, Senator Durbin also introduced the Fairness for Struggling Students Act of 2013, which would allow private student loans to be dischargeable in bankruptcy. We do not know what steps Congress may take in response to these actions and whether such actions (if any) will have an adverse effect on our business or results of operations.

Additional Sources of Financial Support. In addition to the programs stated above, eligible students may participate in several other financial aid programs or receive support from other governmental and private sources. For example, some of our students who are veterans use their benefits under the GI Bills to cover their tuition. Certain of our students are also eligible to receive funds from other education assistance programs administered by the Department of Veterans Affairs. Pursuant to federal law providing benefits for veterans and reservists, we are approved for education of veterans and members of the selective reserve and their dependents by the state approving agencies in Virginia and West Virginia. Finally, some of our students finance their own education or receive full or partial tuition reimbursement from their employers.

The Post-9/11 GI Bill expanded education benefits for veterans who have served on active duty since September 11, 2001, including reservists and members of the National Guard. As originally passed, the Post-9/11 GI Bill provided that eligible veterans could receive benefits for tuition purposes up to the cost of in-state tuition at the most expensive public institution of higher education in the state where the veteran was enrolled. In addition, veterans who were enrolled in classroom-based programs or “blended programs” (programs that combine classroom learning and distance learning) could receive monthly housing stipends, while veterans enrolled in wholly distance-based programs were not entitled to a monthly housing stipend. The provisions regarding education benefits for post-9/11 veterans took effect August 1, 2009. The Post-9/11 GI Bill also increased the amount of education benefits available to eligible veterans under pre-existing Montgomery GI Bill. The legislation also authorized expansion of service members’ ability to transfer veterans’ education benefits to family members.

On January 4, 2011, President Obama signed the Post-9/11 Veterans Educational Assistance Improvements Act of 2010, or Improvements Act, which amends the Post-9/11 GI Bill in several pertinent respects. The Improvements Act alters the way benefits related to tuition and fees are calculated. For nonpublic U.S. institutions, the Improvements Act bases the benefits related to tuition and fees on the net cost to the student (after accounting for state and federal aid, scholarships, institutional aid, fee waivers, and similar assistance) rather than the charges established by the institution, and it replaces the state-dependent benefit cap with a single national cap of $17,500. In addition, veterans pursuing a program of education solely through distance learning on a more than half-time basis are eligible to receive up to 50% of the national average of the basic housing allowance available to service members who are at military pay grade E-5 and have dependents. Most Improvements Act changes took effect on August 1 or October 1, 2011, though changes to rules regarding eligibility for benefits were effective immediately or retroactively to the effective date of the Post-9/11 GI Bill. The Improvements Act did not change the Post-9/11 GI Bill’s provision that allows veterans to receive up to $1,000 per academic year for books, supplies, equipment, and other education costs.

Regulation of Title IV Financial Aid Programs

To be eligible to participate in Title IV programs, an institution must comply with specific standards and procedures set forth in the Higher Education Act and the regulations issued thereunder by the Department of Education. An institution must, among other things, be licensed or authorized to offer its educational programs by the state within which it is physically located (in our case, West Virginia) and maintain institutional accreditation by a recognized accrediting agency. In May 2008, we were fully recertified to participate in Title IV programs after having completed an initial period of participation during which we were provisionally certified. In August 2008, we were deemed to have undergone a change in ownership and control requiring review by the Department of Education in order to reestablish our eligibility and continue participation in Title IV programs. In connection with this review, we submitted to the Department of Education a change in ownership application that included the submission of required documentation, including a letter from The Higher Learning Commission indicating that it had approved the change. On October 2, 2008, we received a letter from the Department of Education approving the change in ownership and control and granting us provisional certification until September 30, 2010. On July 2, 2010, we received a letter from the Department of Education notifying us that we are fully recertified to participate in Title IV programs through December 31, 2014, and that we are no longer provisionally certified. See “Eligibility and Certification Procedure” and “Regulatory Actions and Restrictions on Operations” below for more information.

The substantial amount of federal funds disbursed through Title IV programs, the large number of students and institutions participating in these programs and allegations of fraud and abuse by certain for-profit institutions have caused Congress to initiate a congressional investigation into for-profit institutions and to require the Department of Education to exercise considerable regulatory oversight over for-profit institutions of higher learning. Accrediting agencies and state education agencies also have responsibilities for overseeing compliance of institutions with Title IV program requirements. As a result, our institution is subject to extensive oversight and review. In 2011, extensive new and amended Department of Education regulations went into effect. The Department of Education has initiated a new rulemaking to address the federal student loan programs and teacher preparation programs, and Congress recently enacted legislation that may lead to new Department of Education regulations. The Department periodically revises its regulations and changes its interpretations of existing laws and regulations. For all these reasons, we cannot predict with certainty how the Title IV program requirements will be applied in all circumstances. See "Recent Congressional Action," "Recent Regulatory Changes," and "Pending Regulatory Changes" below for more information.

Significant factors relating to Title IV programs that could adversely affect us include the following:

Recent Congressional Action. As explained below, in recent years, Congress has enacted a number of substantial changes to Title IV programs, both in terms of the structure of the programs themselves and the requirements imposed upon institutions participating in those programs. Congress has also initiated an examination of the for-profit postsecondary education sector that could result in legislation or additional regulations that could materially affect our business. In addition, on an annual basis, Congress makes budgetary and appropriations decisions that could materially affect our business.

Congress reauthorizes the Higher Education Act approximately every five to six years. On August 14, 2008, the Higher Education Opportunity Act, or HEOA, the most recent reauthorization of the Higher Education Act, was enacted. HEOA provisions are effective upon enactment, unless otherwise specified in the law. Selected HEOA provisions are described in relevant parts of this annual report. HEOA includes numerous new and revised requirements for higher education institutions and thus increases substantially regulatory burdens imposed on such institutions under the Higher Education Act.

During 2009, the Department of Education developed regulations to implement HEOA changes to the Higher Education Act. The Department of Education published final regulations in October 2009. Those regulations took effect July 1, 2010. If our efforts to comply with HEOA's provisions are inconsistent with how the Department of Education interprets those provisions, we may be found to be in noncompliance with such provisions and the Department of Education could impose monetary penalties, place limitations on our operations, and/or condition or terminate our eligibility to receive Title IV program funds.

On March 30, 2010, President Obama signed the Healthcare and Education Affordability Reconciliation Act of 2010, or Reconciliation Act. The Reconciliation Act, which is widely known for its overhaul of the healthcare system, amended the Higher Education Act to eliminate the FFEL Program. As of July 1, 2010, private banks could no longer act as lenders of federal student loans, and no new Stafford, PLUS, or consolidation loans could be disbursed through the FFEL Program. Instead, institutions were required to transition to the Direct Loan Program by July 1, 2010 in order to continue to participate in the major federal loan programs. This deadline did not affect APUS, as we had ceased to participate actively in the Direct Loan Program as of December 31, 2009.

As discussed above, on August 2, 2011, President Obama signed The Budget Control Act of 2011, which among other things, eliminated Direct Subsidized Loans for graduate and professional students, as of July 1, 2012. The terms and conditions of subsidized loans originated prior to July 1, 2012 are unaffected by the law.

On December 23, 2011, President Obama signed the Consolidated Appropriations Act of 2012. The law includes a number of provisions that significantly affect Title IV programs. For example, it reduces the income threshold at which students are assigned "an automatic zero expected family contribution" for purposes of awarding financial aid for the 2012-2013 award year. Under the Act, students who do not have a high school diploma or a recognized equivalent (e.g., GED) or do not meet an applicable home school requirement and who first enroll in a program of study on or after July 1, 2012 will not be eligible to receive Title IV aid. The Act also set the maximum Pell Grant award for 2012-2013 at $5,500 and made several changes to the Federal Pell Grant program, including establishing that, beginning with the 2012-2013 award year, students may not receive a Pell Grant if they are not eligible for at least ten percent of the maximum Pell Grant award for the academic year and reducing the duration of a student's Pell Grant eligibility to 12 semesters from 18 semesters. The Act temporarily eliminates the interest subsidy provided for Direct Subsidized Loans during the six-month grace period immediately following termination of enrollment.

On January 10, 2013 President Obama signed the Improving Transparency of Education Opportunities for Veterans Act. This law is designed to help GI Bill beneficiaries choose the school that best meets their educational needs by mandating that these beneficiaries receive certain information about available educational resources. It requires the Department of Veterans Affairs to establish a comprehensive policy for providing information to veterans and members of the Armed Forces regarding higher education and training programs, including a centralized mechanism to publish feedback from students and state approving agencies about each institution's quality of instruction, recruiting practices, and placement of graduates. The law permits institutions to verify the feedback and address any issues that they might identify with such feedback before it is published.

We cannot predict with certainty whether or when Congress might act to amend further the Higher Education Act. For most programs subject to the Act, the Act provides funding authorization for programs until the end of fiscal 2014, and the General Education Provisions Act will automatically extend these authorizations to fiscal year 2015. We note, however, that the last time the Higher Education Act was renewed, Congress did not succeed in doing so until it was five years past its statutory renewal date. Given the significant budgetary and other issues facing the current Congress, as well as the political climate, there is no reason to believe that the Higher Education Act will be renewed during the 113 th Congress. The elimination of additional Title IV programs, material changes in the requirements for participation in such programs, or the substitution of materially different programs could increase our costs of compliance and could reduce the ability of certain students to finance their education at our institution. Beginning in June 2010, the Senate HELP Committee held a series of hearings related to for-profit postsecondary education institutions. Also in June, the House Education and Labor Committee held a hearing to examine accreditors' standards and procedures pertinent to higher education institutions' policies on credit hours and program length, including those of The Higher Learning Commission. During each of the hearings, some committee members raised concerns about the growing proportion of federal student financial aid going to for-profit schools. On August 4, 2010, the Senate HELP Committee held a hearing to examine the student recruitment experience at for-profit postsecondary education institutions, and on September 30, 2010, the Senate HELP Committee held a hearing on the federal investment in for-profit education and the resulting student outcomes. The Senate HELP Committee held additional hearings in 2011. On March 10, 2011, the Committee held a hearing to present a case study of another for-profit postsecondary education institution, its educational services, and the role of accreditor, state, and federal oversight. On June 7, 2011, the Senate HELP Committee held a hearing on financial outcomes of students at for-profit colleges. At a number of hearings, committee members have expressed concern about the amount of student loan debt taken on by students at for-profit institutions. On July 11, 2011, the HELP Committee hosted a roundtable discussion of policy solutions for improving for-profit postsecondary education.

On June 21, 2010, the chairmen of the House and Senate education committees, along with other members of Congress, asked the General Accountability Office, or GAO to review various aspects of the for profit education sector, including recruitment practices, educational quality, student outcomes, the sufficiency of integrity safeguards against waste, fraud and abuse in Title IV programs, and the degree to which for-profit schools' revenue is comprised of Title IV and other federal funding sources. On August 4, 2010, the GAO released a report based on a three-month undercover investigation of recruiting practices at for-profit schools. The report concluded that employees at a non-random sample of 15 for-profit schools (which did not include APUS) made deceptive statements to students about accreditation, graduation rates, job placement, program costs, or financial aid. On November 30, 2010, the GAO issued a revised version of that report that corrected or further explained a number of the instances of allegedly deceptive conduct. The GAO reported that the revisions were made because additional information came to light and explained that the revisions do not alter any of its findings or the overall message of the report. On October 31, 2011, the GAO released a second report following additional undercover investigation related to enrollment, cost, financial aid, course structure, substandard student performance, withdrawal, and exit counseling. The report concluded that while some of the 15 unidentified for-profit schools investigated appeared to follow existing policies, others did not. Although the report identified a number of deficiencies in specific instances, it made no recommendations. On December 7, 2011, the GAO released a report that attempted to compare the quality of education provided by for-profit, not-for-profit, and public institutions based upon multiple outcome measures including graduation rates, pass rates on licensing exams, employment outcomes, and student loan default rates. The report found that students at for-profit institutions had higher graduation rates for certificate programs, similar graduation rates for associate's degree programs, and lower graduation rates for bachelor's degree programs than students at not-for-profit and public institutions. It also found that a higher proportion of bachelor's degree recipients from for-profit institutions took out loans than did degree recipients from other institutions and that some evidence exists that students at for-profit institutions default on their student loans at higher rates. On nine of the 10 licensing exams reviewed, graduates of for-profit institutions had lower pass rates than students from not-for-profit and public institutions.

On August 5, 2010, we were among 30 for-profit schools to receive a letter from Senator Tom Harkin, Chairman of the HELP Committee, requesting documents as part of a review of matters related to for-profit postsecondary education institutions whose students receive federal student financial aid. The document request sought information on loan default rates; institutional spending; program costs; student outcomes, such as completion and placement rates; and recruiting practices, such as use of third-party lead generators. During a September 30, 2010 HELP Committee hearing, Senator Harkin released a report entitled "The Return on Federal Investment in For-Profit Education: Debt Without a Diploma." The report, which was based in part on the analysis of documents received from some of the for-profit schools without identifying any specific institutions, focused on for-profit schools' increasing profits, the growing proportion of federal funds flowing to for-profit schools, and the high debt levels amassed by some for-profit school students. On July 30, 2012, the HELP Committee issued a final report entitled "For Profit Higher Education: The Failure to Safeguard the Federal Investment and Ensure Student Success," which summarized the results of its investigations. While the report acknowledged that for-profit education institutions have a role to play in American society given insufficient capacity at not-for-profit and public education institutions, it made specific policy suggestions for future legislation that could affect proprietary institutions, including:

- tying access to federal aid to meeting minimum student outcome thresholds;
- prohibiting institutions from funding marketing, advertising and recruiting activities with federal financial aid dollars;
- improving cohort default rate tracking by expanding the default reporting rate period beyond three years;
- requiring that proprietary colleges receive at least 15 percent of revenues from sources other than federal funds; and
- using criteria beyond accreditation and state authorization for determining institutions' access to federal financial aid.

The report was not adopted by the full Committee, and the minority Members released their own report criticizing the majority's investigation in many aspects, including that it did not include a review of all institutions of higher education. Despite the fact that the full Committee did not adopt the report, Congress may consider the report as it begins the process of reauthorizing the Higher Education Act.

We incurred significant legal and other costs in responding to the congressional inquiry. We cannot predict the extent to which, or whether, Congress's examination could lead to new legislation or Department of Education regulations that would limit or condition participation of for-profit schools in Title IV programs.

In addition, on an annual basis, Congress reviews and determines appropriations for Title IV programs through the budget and appropriations process. A reduction in federal funding levels of such programs could reduce the ability of certain students to finance their education. These changes, in turn, could lead to lower enrollments, require us to increase our reliance upon alternative sources of student financial aid and impact our growth plans. The loss of or a significant reduction in Title IV program funds available to our students could reduce our enrollment and revenue and possibly have a material adverse effect on our business and plans for growth. In addition, the legislation and implementing regulations applicable to our operations have been subject to frequent revisions, many of which have increased the level of scrutiny to which for-profit postsecondary education institutions are subjected and have raised applicable standards. If we were not to continue to comply with legislation and implementing regulations applicable to our operations, such noncompliance might impair our ability to participate in Title IV programs, offer educational programs or continue to operate. Certain of the statutory and regulatory requirements applicable to us are described below.

Recent Regulatory Changes. In 2009-2010, the Department of Education conducted negotiated rulemaking to develop regulations to address matters related to the integrity of Title IV programs. Negotiated rulemaking is a process required by the Higher Education Act to allow affected constituencies to share with the Department of Education their views on regulatory issues before the Department issues proposed regulations. The negotiated rulemaking addressed, among other topics, institutional eligibility issues (such as state authorization for postsecondary education institutions), definitional issues (such as the definition of "gainful employment in a recognized occupation" and "credit hour" for certain eligibility and other purposes), student eligibility issues (including the validity of high school diplomas), and other Title IV provisions (such as incentive payments and misrepresentation). The negotiated rulemaking committee failed to reach consensus on the entire regulatory package that was the subject of negotiation. Accordingly, the Department of Education was not required to use any language that was developed during negotiations, including language on which the negotiators reached tentative agreement.

On June 18, 2010, the Department of Education issued a notice of proposed rulemaking, or NPRM, with respect to many of the issues subject to the negotiated rulemaking process, other than the metrics for determining compliance with the gainful employment requirement. On July 26, 2010, the Department of Education issued an NPRM regarding various elements of the gainful employment requirement, specifically the information that must be disclosed to prospective students, the information that must be reported to the Department of Education, and the metrics that will be used to determine compliance with the requirement. On October 29, 2010, the Department of Education issued final regulations for those proposed in the June 18 NPRM, as well as final regulations regarding gainful employment programs, including disclosure and reporting requirements for programs that must prepare for gainful employment and procedures under which an institution must apply for approval to offer an educational program that prepares students for gainful employment in a recognized occupation. The October 29 final regulations were effective July 1, 2011. On June 13, 2011, the Department of Education published final regulations on metrics for gainful employment programs effective July 1, 2012.

On January 21, 2011, the Association of Private Sector Colleges and Universities, or APSCU, filed a lawsuit in the U.S. District Court for the District of Columbia challenging the October 29, 2010 final regulations on program integrity related to the state authorization, incentive compensation, and misrepresentation requirements on the grounds that such regulations exceeded the Department of Education's statutory and constitutional authority. The District Court vacated the section of the regulations that requires an institution that offers postsecondary education through distance education to students in a state in which the institution is not physically located or in which it is otherwise subject to the state's jurisdiction to meet the state's requirements for postsecondary distance education providers. The District Court let stand the remainder of the state authorization regulation as well as the regulations related to incentive compensation and misrepresentation. On June 5, 2012, the U.S. Court of Appeals for the District of Columbia upheld the lower court's ruling vacating the state authorization of online programs requirement and vacated portions of the substantial misrepresentation regulation that it found to exceed the Higher Education Act's limits. On July 27, 2012, the Department of Education issued a Dear Colleague Letter cautioning education institutions to remain in compliance with all applicable state laws and regulations related to distance education. The Department of Education has not announced its next steps, but it may engage in the future in a negotiated rulemaking to address distance education and state authorization.

Gainful Employment. To be eligible for Title IV funding, certain academic programs, including all degree and non-degree programs at proprietary institutions of higher education (other than, in limited circumstances that apply to APUS, certain liberal arts programs), must prepare students for gainful employment in a recognized occupation. The disclosure and reporting requirements and metrics for compliance are described below.

(a) Disclosure: Beginning July 1, 2011, for the most recently completed award year, all institutions must disclose to prospective students, with respect to each of their gainful employment programs, occupations that the program prepares students to enter, total cost of the program, on-time graduation rate, job placement rate, if applicable, and the median loan debt of program completers. Institutions must update such information within a reasonable period of time after the information becomes available.

(b) Reporting: With respect to each gainful employment program, institutions must annually report to the Department of Education information regarding each enrolled student, including the amount of debt incurred under private loans and institutional finance plans, matriculation information, and end of year enrollment information. Information related to award year 2010-2011 (the most recently completed award year) as well as prior award years (2006-07 through 2009-2010) must have been reported by November 15, 2011. Institutions must report information for subsequent award years no earlier than September 30 of the calendar year in which the award year ends but no later than the date established by the Department of Education through notice in the Federal Register. If an institution is unable to supply all or some of the required information, it must provide an explanation to the Department of Education.

(c) Metrics: An academic program is considered to prepare students for gainful employment if it meets at least one of the following three metrics:

1. Annual loan repayment rate. This metric measures the rate at which the federal student loan debt incurred by the applicable cohort of borrowers to attend the program is being repaid. Generally, the annual loan repayment rate for an academic program is the percentage of federal student loans incurred to fund the costs of a program that are in satisfactory repayment three to four years after entering repayment. Rates are calculated on a federal fiscal year basis. The repayment rate must be at least 35%. Institutions have an opportunity to challenge the repayment rate data.

2. Discretionary income ratio. This metric compares (i) the annual repayment required on student loan debt attributable to tuition and fees by students who completed the program to (ii) their discretionary income. The median annual loan payment amount (calculated as described below) for the applicable cohort of students may not be higher than 30% of the greater of their average or median discretionary income. Discretionary income is the annual earnings of a program completer minus 150% of the U.S. Department of Health and Human Services, or HHS, poverty guideline for a single person in the continental United States. The debt-to-discretionary income ratio examines students in their third or fourth year after graduation, calculated on a federal fiscal year basis. The earnings used will generally be based on information received by the U.S. Department of Education from the Social Security Administration, subject under certain circumstances to the use of the 25th percentile of Bureau of Labor Statistics income data for specific "standard of occupational classification" codes for fiscal years 2012 through 2014.

3. Annual earnings ratio. This metric compares (i) the annual repayment required on student loan debt attributable to tuition and fees by students who completed the program to (ii) their actual annual earnings. The median annual loan payment amount for the applicable cohort of students may not be greater than 12% of the greater of their average or median annual earnings. The debt-to-actual earnings ratio examines students in their third or fourth year after graduation, calculated on a federal fiscal year basis. The earnings used will generally be based on information received by the U.S. Department of Education from the Social Security Administration, subject under certain circumstances to the use of the 25th percentile of Bureau of Labor Statistics income data for specific "standard of occupational classification" codes for fiscal years 2012 through 2014.

Starting in 2012, the Department of Education began to calculate the three metrics for each gainful employment program for each federal fiscal year, running from October 1 to September 30. An academic program that satisfied any one metric is considered to be preparing students for gainful employment. If an academic program fails all three metrics, the institution will have the opportunity to improve the performance of that program. After one failure, the institution must disclose to enrolled and prospective students the amount by which the program missed minimal acceptable performance and the program's plan for improvement. After two failures within three years, the institution must inform prospective and current students in the failing program that their debt may be unaffordable, that the program may lose eligibility, and what transfer options exist. After three failures within four years, the academic program loses eligibility to participate in Title IV programs for at least three years, although the program may be continued without federal student aid. These gainful employment standards are effective beginning July 1, 2012, and the Department of Education will begin calculating debt measures for fiscal year 2012 (October 1, 2011 to September 30, 2012). Institutions will be notified of failing programs based on that data. The earliest a program could lose eligibility under the gainful employment rule will be fiscal year 2015, based on its 2012, 2013 and 2014 performance under the above metrics. Eligibility losses in 2015 will be limited to the lowest five percent of all programs among all institutions. On June 21, 2012, the Department of Education released data to institutions showing the calculation of gainful employment metrics based on data reported for federal fiscal years 2007 and 2008. The Department of Education released this information to the public on June 26, 2012. The released rates were for informational purposes only and are available from the Department of Education's website.

In addition, final regulations issued October 29, 2010 require institutions to notify the Department of Education at least 90 days before the commencement of a new educational program that prepares students for gainful employment in recognized occupations if the program has a Classification of Instructional Programs, or CIP, code under the taxonomy of instructional program classifications and descriptions developed by the National Center for Education Statistics that is different from any other program offered by the institution, the program has the same CIP code as another program offered by the institution but leads to a different degree or certificate, or the institution's accrediting agency determines the program to be an additional program. This notification must include information on the market need for the program, any performed wage analysis, any external program review and approval, and a demonstration of accreditation. The institution may proceed to offer the program, unless the Department alerts the institution at least 30 days before the first day of class that approval is required because the Department has identified concerns about the institution's financial responsibility or capacity, the institution's process or decision to add the new program, or certain other issues. If the Department of Education denies approval, the institution may not provide Title IV aid to students enrolled in that program. If the Department of Education denies approval, the institution may respond to the Department's stated reasons for denial and request reconsideration. The final regulations were generally effective July 1, 2011. According to the Department, these notice and application procedures for new programs were intended to remain in place until the Department issued a new rule to implement performance-based standards for approving new programs using gainful employment measures. On September 27, 2011 the Department of Education issued an NPRM in which it proposed, among other changes, to define a smaller group of gainful employment programs for which an institution must obtain approval from the Department, including only programs that are the same as or substantially similar to programs performing poorly under the gainful employment metrics. The September 27 NPRM also included some additional procedural clarifications.

If our efforts to comply with the new and impending regulations are inconsistent with how the Department of Education interprets those regulations, either due to insufficient time to implement the necessary changes, uncertainty about the meaning of the rules, or otherwise, we may be found to be in noncompliance with such regulations and the Department of Education could impose monetary penalties, place limitations on our operations, and/or condition or terminate our eligibility to receive Title IV program funds. However, we cannot predict with certainty the effect the new and impending regulatory provisions will have on our business.

On July 20, 2011, APSCU filed a lawsuit in the U.S. District Court for the District of Columbia challenging the Department of Education's October 29, 2010 and June 13, 2011 final regulations on gainful employment. The lawsuit challenges the reporting and disclosure regulations, the metrics used to calculate gainful employment, and the new program approval regulations. APSCU alleges that the regulations represent overreaching by the Department of Education, conflict with congressional intent, and were developed through a flawed administrative process that violated the Administrative Procedure Act, the Higher Education Act, and the Constitution. On June 30, 2012, the U.S. District Court for the District of Columbia struck down the debt measures and certain related requirements; the court ruled one day before the debt measure regulations would have gone into effect. The court held that the Department of Education interpreted reasonably its statutory authority when it promulgated the gainful employment regulations but arbitrarily chose the debt repayment rate percentage. The court's ruling did not affect the gainful employment regulations related to certain disclosures to prospective students, such as on-time graduation rates and tuition and fees. The Department of Education required institutions to make such disclosures by July 1, 2011, and to update such disclosures for the 2011-2012 award year by January 31, 2013.

On July 6, 2012, the U.S. Department of Education issued an announcement acknowledging that the Court had vacated the debt measures that would have gone into effect on July 1, 2012. The announcement stated that institutions are not required to comply with related regulations addressing reporting requirements and adding new gainful employment programs. Pending a final ruling in this case, the Department of Education has advised schools to follow the rules on additional programs that immediately preceded the gainful employment rules. The version once again in effect provides that approval of new programs is not required if the additional program prepares students for gainful employment in the same or related occupation as an educational program that has previously been designated as eligible and is at least eight semester hours, twelve quarter hours, or 600 clock hours.

On July 30, 2012, Department of Education filed a motion with the U.S. District Court for the District of Columbia to alter or amend the judgment. The Department of Education argued in its motion that even though it would not be permitted to sanction education institutions for failure to meet the debt measure thresholds, (i) education institutions should disclose information to the Department of Education that will allow the Department of Education to calculate the debt measures and (ii) education institutions should include the results of the debt measure calculations in their disclosures to prospective students. On September 24, 2012, the U.S. District Court for the District of Columbia requested a supplemental briefing by the parties addressing, in brief, (i) the scope of the Department of Education's statutory authorization to maintain a database of information about student borrowers and (ii) the authority on which the Department of Education relied to argue that it could require education institutions to provide information to the Department of Education for purposes of calculating the debt measures and then require education institutions to disclose the results of those debt measure calculations. The parties filed supplemental briefs in November 2012, and the U.S. District Court for the District of Columbia is expected to render a decision in 2013. The Department of Education could impose regulations in the future that would penalize us (including making us ineligible to receive Title IV funds) if our students fail to achieve certain debt repayment, debt-to-income, or debt-to-discretionary income ratios.

Eligibility and Certification Procedures. Each institution must apply periodically to the Department of Education for continued certification to participate in Title IV programs. Such recertification generally is required every six years, but may be required earlier, including when an institution undergoes a change of control. An institution may come under the Department of Education's review when it expands its activities in certain ways, such as opening an additional location, adding a new program, or, in certain cases, when it modifies academic credentials that it offers. The Department of Education may place an institution on provisional certification status if it finds that the institution does not fully satisfy all of the eligibility and certification standards and in certain other circumstances, such as when an institution is certified for the first time or undergoes a change in ownership resulting in a change in control. During the period of provisional certification, the institution must comply with any additional conditions included in its program participation agreement. In addition, the Department of Education may more closely review an institution that is provisionally certified if it applies for approval to open a new location, add an educational program, acquire another school or make any other significant change. If the Department of Education determines that a provisionally certified institution is unable to meet its responsibilities under its program participation agreement, it may seek to revoke the institution's certification to participate in Title IV programs with fewer due process protections for the institution than if it were fully certified. Students attending provisionally certified institutions remain eligible to receive Title IV program funds.

Distance Learning. We offer all of our existing degree, diploma and certificate programs from our headquarters in Charles Town, West Virginia via internet-based telecommunications. Under HEOA, an accreditor that evaluates institutions offering distance education must require such institutions to have processes through which the institution establishes that a student who registers for a distance education program is the same student who participates in and receives credit for the program.

Under the final Department of Education regulations published on October 29, 2010, if an institution offers postsecondary education through distance education to students in a state in which the institution is not physically located or in which it is otherwise subject to state jurisdiction as determined by the state, the institution must meet any state requirements for it to offer legally postsecondary distance education in that state. The institution must be able to document state approval for distance education if requested by the Department of Education. In addition, states must have a process to review and take appropriate action on complaints concerning postsecondary institutions. These new rules were to become effective July 1, 2011, although the Department of Education indicated in an April 20, 2011 guidance letter that it would not initiate any action to establish repayment liabilities or limit student eligibility for distance education activities undertaken before July 1, 2014, provided the institution is making a good faith effort to identify and obtain necessary state authorization before that date.

On July 12, 2011, however, the U.S. District Court for the District of Columbia vacated the portion of the Department of Education's state authorization regulation that requires online education providers to obtain any required authorizations from all states in which their students reside, finding that the Department of Education had failed to provide sufficient notice and opportunity for comment on the requirement. On June 5, 2012, the U.S. Court of Appeals for the District of Columbia affirmed the district court's July 12, 2011 ruling. On July 27, 2012, the Department of Education issued a Dear Colleague Letter cautioning education institutions to remain in compliance with all applicable state laws and regulations related to distance education. The Department of Education has not announced its next steps, but it may engage in the future in a negotiated rulemaking to address distance education and state authorization. Should the federal distance education requirements published in October 2010 be enforced in the future, and if we fail to obtain required state authorization to provide postsecondary distance education in a specific state, we could lose our ability to award Title IV aid to students in that state.

Administrative Capability. Current Department of Education regulations specify extensive criteria by which an institution must establish that it has the requisite "administrative capability" to participate in Title IV programs. Failure to satisfy any of the standards may lead the Department of Education to find the institution ineligible to participate in Title IV programs or to place the institution on provisional certification as a condition of its participation. To meet the administrative capability standards, an institution must, among other things:

- comply with all applicable Title IV program regulations;
- have capable and sufficient personnel to administer Title IV programs;
- have acceptable methods of defining and measuring the satisfactory academic progress of its students;
- not have cohort default rates above specified levels;
- have various procedures in place for safeguarding federal funds;
- not be, and not have any principal or affiliate who is, debarred or suspended from federal contracting or engaging in activity that is cause for debarment or suspension;
- provide financial aid counseling to its students;
- refer to the Department of Education's Office of Inspector General any credible information indicating that any applicant, student, employee or agent of the institution has been engaged in any fraud or other illegal conduct involving Title IV programs;
- submit in a timely manner all reports and financial statements required by the regulations;
- report annually to the Secretary of Education on any reasonable reimbursements paid or provided by a private education lender or group of lenders to any employee who is employed in the institution's financial aid office or who otherwise has responsibilities with respect to education loans;
- develop and apply an adequate system to identify and resolve discrepant information with respect to a student's application for Title IV aid; and
- not otherwise appear to lack administrative capability.

The Department of Education's final regulations published on October 29, 2010 amend the Department's administrative capability standards in two respects. First, the final rules make a number of changes related to defining and measuring the satisfactory academic progress of students. Among other changes, the new rules require that an institution must evaluate satisfactory academic progress (1) at the end of each payment period if the length of the educational program is one academic year or less or (2) for all other educational programs, at the end of each payment period or at least annually to correspond to the end of a payment period. Second, the new regulations add an administrative capability standard related to the existing requirement that students must have a high school diploma or its recognized equivalent in order to be eligible for Title IV aid. Under the new administrative capability standard, institutions must develop and follow procedures for evaluating the validity of a student's high school diploma if the institution or the Secretary of Education has reason to believe that the student's diploma is not valid.

If an institution fails to satisfy any administrative capability criteria or any other Department of Education regulation, the Department of Education may:

- require the repayment of Title IV funds;
- transfer the institution from the "advance" system of payment of Title IV funds to cash monitoring status or to the "reimbursement" system of payment;
- place the institution on provisional certification status; or
- commence a proceeding to impose a fine or to limit, suspend, or terminate the participation of the institution in Title IV programs.

If we are found not to have satisfied the Department of Education's "administrative capability" requirements, we could lose, or be limited in our access to, Title IV program funding.

Third-Party Servicers. Department of Education regulations permit an institution to enter into a written contract with a third-party servicer for the administration of any aspect of the institution's participation in Title IV programs. The third-party servicer must, among other obligations, comply with Title IV requirements and be jointly and severally liable with the institution to the Secretary of Education for any violation by the servicer of any Title IV provision. An institution must report to the Department of Education new contracts with or any significant modifications to contracts with third-party servicers as well as other matters related to third-party servicers. If any third-party servicer that we engage does not comply with applicable statute and regulations including the Higher Education Act, we may be liable for its actions, and we could lose our eligibility to participate in Title IV programs. We recently determined to terminate our relationship with Global Financial Aid Services, Inc., which had assisted us with administration of our participation in Title IV programs since we began to participate in those programs in 2006, and to administer our participation in Title IV programs internally, using third party software.

Financial Responsibility. The Higher Education Act and Department of Education regulations establish extensive standards of financial responsibility that institutions such as us must satisfy in order to participate in Title IV programs. These standards generally require that an institution provide the resources necessary to comply with Title IV program requirements and meet all of its financial obligations, including required refunds and any repayments to the Department of Education for liabilities incurred in programs administered by the Department of Education.

The Department of Education evaluates institutions on an annual basis for compliance with specified financial responsibility standards. Generally, the standards require an institution to receive an unqualified opinion from its accountants on its audited financial statements, maintain sufficient cash reserves to satisfy refund requirements, meet all of its financial obligations, and remain current on its debt payments. The financial responsibility standards include a complex formula that uses line items from the institution's audited financial statements. The formula focuses on three financial ratios: (1) equity ratio (which measures the institution's capital resources, financial viability, and ability to borrow); (2) primary reserve ratio (which measures the institution's viability and liquidity); and (3) net income ratio (which measures the institution's profitability or ability to operate within its means). An institution's financial ratios must yield a composite score of at least 1.5 for the institution to be deemed financially responsible without the need for further federal oversight. The Department of Education may also apply such measures of financial responsibility to the operating company and ownership entities of an eligible institution. At the request of the Department of Education, we supply our consolidated financial statements to the Department of Education for purposes of calculating the composite score. We have applied the financial responsibility standards to our consolidated financial statements as of and for the year ended December 31, 2012, and calculated a composite score of 3.0 out of a maximum score of 3.0. We therefore believe that we meet the Department of Education's composite score standards. If the Department of Education were to determine that we did not meet the financial responsibility standards due to a failure to meet the composite score or other factors, we may be able to establish financial responsibility on an alternative basis by, among other things:

- posting a letter of credit in an amount equal to at least 50% of the total Title IV program funds received by us during our most recently completed fiscal year;

- posting a letter of credit in an amount equal to at least 10% of such prior year's Title IV program funds received by us, accepting provisional certification, complying with additional Department of Education monitoring requirements and agreeing to receive Title IV program funds under an arrangement other than the Department of Education's standard advance payment arrangement such as the "reimbursement" system of payment or cash monitoring; or

- complying with additional Department of Education monitoring requirements and agreeing to receive Title IV program funds under an arrangement other than the Department of Education's standard advance payment arrangement such as the "reimbursement" system of payment or cash monitoring.

Failure to meet the Department of Education's "financial responsibility" requirements, because we do not meet the Department of Education's minimum composite score to establish financial responsibility or are unable to establish financial responsibility on an alternative basis or fail to meet other financial responsibility requirements, would cause us to lose access to Title IV program funding.

Title IV Return of Funds. Under the Department of Education's return of funds regulations, when a student withdraws, an institution must return unearned funds to the Department of Education in a timely manner. An institution must first determine the amount of Title IV program funds that a student "earned." If the student withdraws during the first 60% of any period of enrollment or payment period, the amount of Title IV program funds that the student earned is equal to a pro rata portion of the funds for which the student would otherwise be eligible. If the student withdraws after the 60% threshold, then the student has earned 100% of the Title IV program funds. The Department of Education's final regulations published on October 29, 2010 establish several new rules for determining when a student is considered withdrawn. Those rules went into effect July 1, 2011, and the Department of Education provided interpretive guidance in a July 20, 2011 "Dear Colleague Letter." Under the final regulations, an institution generally must treat a student in a module (defined as a course or courses that do not span the entire length of the payment period or enrollment period) as withdrawn if the student does not complete all the instructional time that the student was scheduled to complete prior to withdrawing. We offer standard term-based modules and therefore must comply with the new rule. In addition, in certain circumstances, we use a student's last day of attendance at an academically-related activity as the student's withdrawal date for Title IV purposes. Under the final regulations, institutions that use the last day of attendance at an academically-related activity must determine the relevant date based on accurate institutional records (not a student's certificate of attendance). For online classes, "academic attendance" means engaging in an academically-related activity, such as participating in class through an online discussion or initiating contact with a faculty member to ask a question; simply logging into an online class does not constitute "academic attendance" for purposes of the return of funds requirements.

The institution must return to the appropriate Title IV programs, in a specified order, the lesser of (i) the unearned Title IV program funds or (ii) the institutional charges incurred by the student for the period multiplied by the percentage of unearned Title IV program funds. An institution must return the funds no later than 45 days after the date of the institution's determination that a student withdrew. If such payments are not timely made, an institution may be subject to adverse action, including being required to submit a letter of credit equal to 25% of the refunds the institution should have made in its most recently completed fiscal year. Under Department of Education regulations, late returns of Title IV program funds for 5% or more of students sampled in the institution's annual compliance audit constitutes material noncompliance.

The "90/10 Rule." A requirement of the Higher Education Act, commonly referred to as the "90/10 Rule," applies only to "proprietary institutions of higher education," which includes us. As discussed above, under the Higher Education Act, a proprietary institution is prohibited from deriving from Title IV funds, on a cash accounting basis (except for certain institutional loans) for any fiscal year, more than 90% of its revenues (as computed for 90/10 Rule purposes). Prior to the adoption of HEOA, an institution that violated the rule became ineligible to participate in Title IV programs as of the first day of the fiscal year following the fiscal year in which its Title IV revenue exceeded 90% of its revenues, and it was unable to apply to regain its eligibility until the next fiscal year.

HEOA changed the 90/10 Rule from an eligibility requirement to a compliance obligation that is part of an institution's program participation agreement with the Department of Education. Accordingly, HEOA generally lessens the severity of noncompliance with the 90/10 Rule, although repeated noncompliance will result in loss of eligibility to participate in Title IV programs. Under the terms of HEOA, a proprietary institution of higher education that violates the 90/10 Rule for any fiscal year will be placed on provisional status for two fiscal years. Proprietary institutions of higher education that violate the 90/10 Rule for two consecutive fiscal years will become ineligible to participate in Title IV programs for at least two fiscal years and will be required to demonstrate compliance with Title IV eligibility and certification requirements for at least two fiscal years prior to resuming Title IV program participation. HEOA requires the Secretary of Education to disclose on its website any proprietary institution of higher education that fails to meet the 90/10 requirement and to report annually to Congress the relevant ratios for each proprietary institution of higher education. HEOA generally codifies the formula for 90/10 Rule calculations as set forth in preceding Department of Education regulations, but also expands on the Department of Education's formula in certain respects, including by broadening the categories of funds that may be counted as non-Title IV revenue for 90/10 Rule purposes. HEOA's changes to the 90/10 Rule took effect upon enactment, which occurred on August 14, 2008.

The Department of Education issued final regulations implementing the 90/10 Rule and certain other HEOA provisions on October 29, 2009. The final regulations were effective July 1, 2010. The regulations generally track the HEOA provisions, but clarify the treatment of certain types of revenue. The regulations require institutions to report in their annual financial statement audits not only the percentage of revenues derived from Title IV funds during the fiscal year, but also the dollar amount of the numerator and denominator of the 90/10 calculation and specified categories of revenue. The regulations shorten from 90 to 45 days the time period within which institutions must notify the Secretary of Education after the end of a fiscal year in which the institution failed to meet the 90/10 requirement.

Using the formula in effect prior to enactment of HEOA, we derived approximately 19% of our cash-basis revenues from eligible programs in 2008 compared to 14% in 2007 and 1% in 2006. Using the HEOA formula, we derived approximately 19%, 26% and 42% of our cash-basis revenues from Title IV program funds in 2009, 2010and 2011, respectively. Our percentage of cash-based revenues from Title IV program funds has increased as our population of students using Title IV program funds has increased. The population of our students using these funds is growing at a faster rate than students who use other sources of revenues, and we will continue to monitor compliance with the 90/10 Rule.

In addition, certain members of Congress have stated that Congress should revise the 90/10 Rule to count DoD tuition assistance and veterans education benefits toward the 90% limit. For example, members of Congress raised this idea both in the September 2010 hearing before the House Armed Services Committee's Subcommittee on Oversight and Investigations reviewing DoD's oversight of distance education and for-profit institutions and in a December 2010 HELP Committee report examining the growing share of DoD tuition assistance and Post-9/11 GI Bill benefits flowing to for-profit institutions. Because we receive a substantial portion of our revenues from DoD tuition assistance and veterans educational benefits, such a change would significantly increase our risk of violating the 90/10 Rule. In January 2012, Senators Harkin and Durbin introduced a bill to modify the 90/10 Rule by reducing the threshold to 85% and counting the Title IV programs, the DoD tuition assistance program, and veterans education benefits programs as sources from which an institution may derive no more than 85% of its revenue. In February 2012, companion bills were introduced in the U.S. Senate and U.S. House of Representatives that would modify the 90/10 Rule to count DoD tuition assistance and veterans education benefits toward the 90% limit, along with Title IV programs. On May 29, 2012, attorneys general for 21 states called on Congress to enact this type of legislation. We cannot predict the likelihood that Congress will amend the 90/10 Rule to count DoD tuition assistance and veterans education benefits toward the 90% limit or to lower the ratio to 85/15. If the calculation for purposes of the 90/10 Rule is changed so that DoD tuition assistance and/or veterans education benefits are counted toward a 90% or 85% limit, our percentage of revenues that would count toward such limit would be significantly higher than our current 90/10 calculation. We are not required to include all federal funding in our 90/10 calculation and do not track sources of funds for this purpose. Accordingly, we cannot estimate with precision what our percentage would be if any of these proposed amendments to the 90/10 Rule are made by Congress.. However, based on our assessment of net course registrations, we currently estimate that approximately 87% of our funding is derived from federal sources.

Student Loan Defaults. Under the Higher Education Act, an educational institution may lose its eligibility to participate in some or all of the Title IV programs if defaults on the repayment of FFEL program or Direct Loan Program loans by its students exceed certain levels. For each federal fiscal year, a rate of student defaults (known as a "cohort default rate") is calculated for each institution with 30 or more borrowers entering repayment in a given federal fiscal year by determining the rate at which borrowers who become subject to their repayment obligation in that federal fiscal year default by the end of the next federal fiscal year. For such institutions, the Department of Education calculates a single cohort default rate for each federal fiscal year that includes in the cohort all current or former student borrowers at the institution who entered repayment on any FFEL program or Direct Loan Program loan during that year. Such rate is referred to as the "two-year cohort default rate."

If the Department of Education notifies an institution that its two-year cohort default rates for each of the three most recent federal fiscal years are 25% or greater, the institution's participation in the FFEL program, Direct Loan Program, and Pell program ends 30 days after the notification, unless the institution timely appeals that determination on specified grounds and according to specified procedures. In addition, an institution's participation in the FFEL program and Direct Loan Program ends 30 days after notification that its most recent two-year cohort default rate is greater than 40%, unless the institution timely appeals that determination on specified grounds and according to specified procedures. An institution whose participation ends under these provisions may not participate in the relevant programs for the remainder of the fiscal year in which the institution receives the notification, as well as for the next two fiscal years.

If an institution's two-year cohort default rate equals or exceeds 25% in any single year, the institution may be placed on provisional certification status. Provisional certification does not limit an institution's access to Title IV program funds; however, an institution with provisional status is subject to closer review by the Department of Education and may be subject to summary adverse action if it violates Title IV program requirements.

The three most recent federal fiscal years for which FFEL/Direct Loan cohort defaults rates have been officially calculated are federal fiscal years 2008, 2009, and 2010. Because we began only recently to enroll students who are participating in the federal student loan programs, we have no historical cohort default rate for federal fiscal year 2007. Our cohort default rate for federal fiscal years 2008, 2009 and 2010, respectively, is 5.2%, 4.0% and 6.0%. Relatively few students are expected to enter the repayment repayment phase in the near term, which could result in defaults by a few students having a relatively large impact on our cohort default rate.

HEOA extends by one year the period for measuring the cohort default rate for FFEL program and Direct Loan program loans. Beginning with cohort default rate calculations for federal fiscal year 2009, the cohort default rate will be calculated by determining the rate at which borrowers who become subject to their repayment obligation in the relevant federal fiscal year default by the end of the second following federal fiscal year. Such rate is referred to as the "three-year cohort default rate." The current method of calculating rates will remain in effect and will be used to determine any sanctions on institutions because of their cohort default rates, namely the two-year cohort default rate, until three consecutive years of official cohort default rates calculated under the new formula are available – i.e., in 2014.

The HEOA also increases the cohort default rate ceiling from 25% to 30%. The HEOA provides for the following sanctions based on cohort default rates calculated under the new HEOA methodology:

- An institution whose three-year cohort default rate is equal to or greater than 30% for each of the three most recent federal fiscal years for which data are available will be ineligible to participate in the FFEL Program, Direct Loan Program, and Federal Pell Grant Program.

- If an institution's three-year cohort default rate is 30% or more in a given fiscal year, the institution will be required to assemble a "default prevention task force" and submit to the Department of Education a default improvement plan.

- An institution whose three-year cohort default rate exceeds 30% for two consecutive years will be required to review, revise, and resubmit its default improvement plan, and the Department of Education may direct that such plan be amended to include actions, with measurable objectives, that it determines will promote loan repayment.

- The Department of Education may subject an institution to provisional certification if the institution's three-year cohort default rate is 30% or more for any two consecutive federal fiscal years. An institution whose three-year cohort default rate is 30% or more for any two consecutive federal fiscal years may file an appeal on specified grounds and according to specified procedures, and if the Secretary of Education determines that the institution has demonstrated grounds for relief, the Secretary may not subject the institution to provisional certification based solely on the institution's cohort default rate.

HEOA does not change the current provision that an institution generally loses eligibility to participate in the FFEL Program and the Direct Loan Program if its most recent cohort default rate is greater than 40%.

In October 2009, the Department of Education issued final regulations to implement the HEOA provisions on cohort default rates and other student loan matters. Those regulations became effective July 1, 2010. The final regulations provide that the Department of Education will issue two cohort default rates -- a rate calculated in accordance with pre-HEOA methodology (two-year rate) and a rate calculated in accordance with HEOA methodology (three-year rate) -- for fiscal years 2009 through 2011. The final regulations also indicate that the Department of Education will rely on the two-year rate and related thresholds to determine institutional eligibility until 2014, when the Department of Education issues official three-year rates for the federal fiscal year 2011 cohort.

In December 2009, the Department of Education sent to institutions unofficial, "trial" cohort default rates showing institutions' cohort default rates for federal fiscal years 2005, 2006, and 2007 as they would be calculated under the HEOA methodology. Three-year cohort default rates were generally expected to be higher than two-year cohort default rates, because of both the longer repayment history and current economic conditions. Our "trial" three-year cohort default rates are 0.0%, 0.0%, and 3.3% for federal fiscal years 2005, 2006, and 2007, respectively. In February 2011, the Department of Education published "trial" three-year cohort default rates for fiscal year 2008. Our "trial" cohort default rate for federal fiscal year 2008 was 11.4%. In April 2011, the Department of Education issued corrected "trial" cohort default rates for 2008. Our corrected rate was 11.0%. Our official three-year cohort default rate for 2009 is 7.2%.

Incentive Payment Rules. As part of an institution's program participation agreement with the Department of Education and in accordance with the Higher Education Act, an institution may not provide any commission, bonus or other incentive payment to any person or entity engaged in any student recruitment, admissions, or financial aid awarding activity based directly or indirectly on success in securing enrollments or financial aid. Failure to comply with the incentive payment rule could result in termination of participation in Title IV programs, limitation on participation in Title IV programs, or financial penalties.

In 2002, the Department of Education promulgated 12 "safe harbors" setting forth certain permissible activities and arrangements under the incentive payment regulation. The final regulations published on October 29, 2010 abolished the 12 safe harbors and modified the regulation to codify a stricter reading of the incentive payment provision. The final rule became effective July 1, 2011. In March 2011, the Department of Education issued guidance on the revised incentive payment regulation. Certain ambiguities in the final rule and the Department of Education's accompanying statements and March 2011 guidance create uncertainty as to how the revised rule will be interpreted and enforced by the Department of Education.

On June 5, 2012, the U.S. Court of Appeals for the District of Columbia Circuit held that the elimination of the safe harbor for compensation "based upon students successfully completing their educational programs, or one academic year of their educational programs" was arbitrary and capricious. The court remanded for the Department of Education to provide further explanation for the elimination. In addition, the court required the Department of Education to address comments on the regulations, raised during the comment period, that the compensation regulations may have an adverse effect on minority enrollment.

We believe that our current employee compensation and third-party contractual arrangements comply with the incentive payment provisions of the Higher Education Act and Department of Education regulations currently in effect However, in light of the uncertainties surrounding the revised rule and ambiguities in the Department of Education's related guidance, or otherwise, we can make no assurances that the Department would not find deficiencies in our current or future employee compensation plans contractual arrangements. Similarly, there can be no assurance that the Department of Education would not find deficiencies in our former and contractual arrangements. In addition, in recent years, other postsecondary educational institutions have been named as defendants to whistleblower lawsuits, known as "qui tam" cases, brought by current or former employees pursuant to the Federal False Claims Act, alleging that their institution's compensation practices did not comply with the incentive compensation rule. A qui tam case is a civil lawsuit brought by one or more individuals, referred to as a relator, on behalf of the federal government for an alleged submission to the government of a false claim for payment. The relator, often a current or former employee, is entitled to a share of the government's recovery in the case, including the possibility of treble damages. A qui tam action is always filed under seal and remains under seal until the government decides whether to intervene in the case. If the government intervenes, it takes over primary control of the litigation. If the government declines to intervene in the case, the relator may nonetheless elect to continue to pursue the litigation at his or her own expense on behalf of the government. Any such litigation could be costly and could divert management's time and attention away from the business, regardless of whether a claim has merit.

In October 2010, the GAO released a report entitled "Higher Education: Stronger Federal Oversight Needed to Enforce Ban on Incentive Payments to School Recruiters" finding that the Department of Education has inadequately enforced the current ban on incentive payments. In response, the Department has undertaken to increase its enforcement efforts by, among other approaches, strengthening procedures provided to auditors reviewing institutions for compliance with the incentive payments ban and updating its internal compliance guidance in light of the GAO findings and the revised incentive payment rule that took effect July 1, 2011.

Code of Conduct Related to Student Loans. As part of an institution's program participation agreement with the Department of Education, HEOA requires that institutions that participate in Title IV programs adopt a code of conduct pertinent to student loans. For financial aid office or other employees who have responsibility related to education loans, the code must forbid, with limited exceptions, gifts, consulting arrangements with lenders, and advisory board compensation other than reasonable expense reimbursement. The code also must ban revenue-sharing arrangements, "opportunity pools" that lenders offer in exchange for certain promises, and staffing assistance from lenders. The institution must post the code prominently on its website and ensure that its officers, employees, and agents who have financial aid responsibilities are informed annually of the code's provisions. In addition to the code of conduct requirements that apply to institutions, HEOA contains provisions that apply to private lenders, prohibiting such lenders from engaging in certain activities as they interact with institutions. Failure to comply with the code of conduct provision could result in termination of our participation in Title IV programs, limitations on participation in Title IV programs, or financial penalties.

Misrepresentation. The Higher Education Act and current regulations authorize the Department of Education to take action against an institution that participates in Title IV programs for any "substantial misrepresentation" made by that institution regarding the nature of its educational program, its financial charges, or the employability of its graduates. Effective July 1, 2011, the final regulations published on October 29, 2010 expand the definition of "substantial misrepresentation" to cover additional representatives of the institution and additional substantive areas and expands the parties to whom a substantial misrepresentation cannot be made. The regulations also augment the actions the Department of Education may take if it determines that an institution has engaged in substantial misrepresentation. Under the final regulations, the Department of Education may revoke an institution's program participation agreement, impose limitations on an institution's participation in Title IV programs, or initiate proceedings to impose a fine or to limit, suspend, or terminate the institution's participation in Title IV programs. On June 5, 2012, the U.S. Court of Appeals for the District of Columbia vacated portions of the substantial misrepresentation regulation that permitted the U.S. Department of Education to: (i) revoke an institution's program participation agreement or impose limitations on an institution's participation without affording procedural protections; (ii) proscribe misrepresentations with respect to subjects not covered by the Higher Education Act; and (iii) proscribe statements that are merely confusing. The court remanded the matters so that the Department of Education can revise the regulations. The Department of Education could promulgate regulations that expand its role in monitoring and enforcing prohibitions on misrepresentation.

Credit Hours. The Higher Education Act and current regulations use the term "credit hour" to define an eligible program and an academic year and to determine enrollment status and the amount of Title IV aid an institution may disburse during a payment period. Recently, both Congress and the Department of Education have increased their focus on institutions' policies for awarding credit hours. As discussed above, in June 2010, a House Education and Labor Committee hearing examined accrediting agencies' standards for assessing institutions' credit hour policies. The final regulations published on October 29, 2010 define the previously undefined term "credit hour" in terms of a certain amount of time in class and outside class, or an equivalent amount of work. The regulations also require accrediting agencies to review the reliability and accuracy of an institution's credit hour assignments. If an accreditor identifies systematic or significant noncompliance in one or more of an institution's programs, the accreditor must notify the Secretary of Education.

As of July 1, 2011, if the Department of Education determines that an institution is out of compliance with the credit hour definition, the Department could require the institution to repay the incorrectly awarded amounts of Title IV aid. In addition, if the Department determines that an institution has significantly overstated the amount of credit hours assigned to a program, the Department may fine the institution, or limit, suspend, or terminate its participation in the Title IV programs.

College Affordability and Transparency Lists. Under HEOA, the Department of Education has published on its website lists of the top 5% of institutions, in each of nine categories, with (1) the highest tuition and fees for the most recent academic year, (2) the highest "net price" for the most recent academic year, (3) the largest percentage increase in tuition and fees for the most recent three academic years, and (4) the largest percentage increase in net price for the most recent three academic years. An institution that is placed on a list for high percentage increases in either tuition and fees or in net price must submit a report to the Department of Education explaining the increases and the steps that it intends to take to reduce costs. The Department of Education will report annually to Congress on these institutions and will publish their reports on its web site. The Department of Education also posts lists of the top 10% of institutions in each of the nine categories with lowest tuition and fees or the lowest net price for the most recent academic year. Under HEOA, net price means average yearly price actually charged to first-time, full-time undergraduate students who receive student aid at a higher education institution after such aid is deducted. Currently, we are listed as the institution with the lowest tuition among private for-profit, four-year or above institutions. We are also listed as the institution with the eighth lowest net price among private for-profit, four-year or above institutions. We cannot predict with certainty the effect such lists will have on our operations.

Compliance Reviews. We are subject to announced and unannounced compliance reviews and audits by various external agencies, including the Department of Education, OIG, state licensing agencies, agencies that guarantee FFEL program loans, the Department of Veterans Affairs, and accrediting agencies. As part of the Department of Education's ongoing monitoring of institutions' administration of Title IV programs, the Higher Education Act and Department of Education regulations also require institutions to submit annually a compliance audit conducted by an independent certified public accountant in accordance with Government Auditing Standards and applicable audit standards of the Department of Education. In addition, to enable the Secretary of Education to make a determination of financial responsibility, institutions must annually submit audited financial statements prepared in accordance with Department of Education regulations. In August 2010, the Secretary of Education sent a letter to several members of the Senate HELP Committee responding to the findings of the GAO's undercover investigation. The Secretary explained that the Department of Education plans to strengthen its oversight of Title IV programs through, among other approaches, increasing the number of program reviews by 50%, from 200 conducted in 2010 up to 300 reviews in 2011.

On February 28, 2011 the U.S. Department of Education began an on-site program review of APUS' administration of the Title IV programs. In general, after the Department of Education conducts its site visit and reviews data supplied by the institution, the Department of Education sends the institution a program review report. The institution has the opportunity to respond to the findings in the program review report. The Department of Education then issues a final program review determination letter, which identifies any liabilities. The institution may appeal any monetary liabilities specified in the final program review determination letter. The site visit for our program review, which covered the 2009-2010 and 2010-2011 award years, took place from February 28, 2011 through March 4, 2011.

APUS received the program review report in April 2011. The report included three findings, two of which involve individual student specific errors. The third finding was that APUS' policies failed to treat certain students as having unofficially withdrawn from the institution and that the University consequently failed to calculate and return federal student financial aid that APUS was required to return to the Department of Education as the result of these unofficial withdrawals. The Department's position is that students who did not "earn an F grade" in a payment period should be treated as having unofficially withdrawn from the school, even if they had future course registrations in the next payment period. We disagree with this interpretation of Department of Education regulations, and APUS filed a response to the Department of Education in June 2011 and responded to follow-up requests from the Department of Education.

On May 14, 2012 the Department of Education issued a Final Program Review Determination, or FPRD. The FPRD (1) identified liabilities resulting from the program review report findings, (2) provided instructions for payment of the liabilities to the Department of Education, (3) notified APUS of its right to appeal, and (4) notified APUS that under Department of Education regulations, APUS was required to post an irrevocable letter of credit payable to the U.S. Secretary of Education due to the number of unpaid and late refunds identified as part of the program review. The liabilities and letter of credit requirements are based on the program review report's finding that APUS' policies improperly failed to treat certain students as having unofficially withdrawn from the institution and that APUS consequently failed to calculate and return federal student financial aid to the Department of Education as a result of these unofficial withdrawals. The FPRD stated that APUS' total monetary liability, including interest, was $1,040,851. Notwithstanding that the Company disagreed with the Department's position, after considering the time, effort, expense and other factors involved in a full appeal, the Company determined to pay the liability. After paying a portion of the liability, APUS timely appealed the remaining amount because it discovered discrepancies in the Department of Education's records as compared to its records for certain students at issue in the FPRD. By letter dated July 24, 2012, the Department of Education withdrew the FPRD without prejudice and indicated its intent to reissue a revised FPRD at a later date. APUS subsequently received a revised FPRD Letter dated August 8, 2012. The August 8 FPRD Letter was substantially similar to the May 14 FPRD Letter but it provided for a reduced liability amount. The total liability amount in the May 14 FPRD Letter was $1,040,851; the total liability amount in the August 8 FPRD Letter was $1,033,403. By the time of the August 8 FPRD Letter, APUS had already paid $909,095 based on the May 14 FPRD. In addition, the Company accrued $56,000 at June 30, 2012 for interest expense related to the FPRD. APUS determined that it would not appeal the August 8 FPRD Letter, and in a courtesy letter to Department of Education it undertook to pay the remaining amount due as specified in the FPRD. Because we cannot be assured that we will be able to collect the full amounts from the relevant former students, we have established a reserve against these receivables. We will continue to monitor the collection history and the reserve established. In response to the FPRD, we have also posted an irrevocable letter of credit in favor of the Department of Education in the amount of $163,284.

Privacy. The Family Educational Rights and Privacy Act of 1974, or FERPA, and the Department of Education's FERPA regulations require institutions to allow students to review and request changes to such student's education records maintained by the institution, notify students at least annually of this inspection right, and maintain records in each student's file listing requests for access to and disclosures of personally identifiable information and the interest of such party in the student's personally identifiable information. FERPA also limits the disclosure of a student's personally identifiable information by an institution without such student's prior written consent. If an institution fails to comply with FERPA or the Department of Education's FERPA regulations, the Department of Education may require corrective actions by the institution, withhold further payments under any applicable Title IV program or terminate an institution's eligibility to participate in Title IV programs. In addition, an institution participating in any Title IV program is obligated to safeguard customer information pursuant to applicable provisions of the Gramm-Leach-Bliley Act, or GLBA, and Federal Trade Commission, or FTC, regulations. GLBA and FTC regulations require an institution to develop and maintain a comprehensive information security program to protect personally identifiable financial information of students, parents or other individuals with whom an institution has a customer relationship. If an institution fails to comply with GLBA or FTC regulations, it may be required to take corrective actions, be subject to FTC monitoring and oversight, and be subject to fines or penalties imposed by the FTC.

Potential Effect of Regulatory Violations. If we fail to comply with the regulatory standards governing Title IV programs, the Department of Education could impose one or more sanctions, including transferring us to the reimbursement or cash monitoring system of payment, seeking to require repayment of certain Title IV program funds, requiring us to post a letter of credit in favor of the Department of Education as a condition for continued Title IV certification, taking emergency action against us, referring the matter for criminal prosecution or initiating proceedings to impose a fine or to limit, condition, suspend, or terminate our participation in Title IV programs. If such sanctions or proceedings were imposed against us and resulted in a substantial curtailment, or termination, of our participation in Title IV programs, our enrollments, revenues, and results of operations would be materially and adversely affected.

If we lost our eligibility to participate in Title IV programs, or if Congress reduced the amount of available federal student financial aid, we would seek to arrange or provide alternative sources of revenue or financial aid for students. Although we believe that one or more private organizations would be willing to provide financial assistance to students attending our universities, there is no assurance that this would be the case, and the interest rate and other terms of such financial aid might not be as favorable as those for Title IV program funds. We may be required to guarantee all or part of such alternative assistance or might incur other additional costs in connection with securing alternative sources of financial aid. Accordingly, the loss of our eligibility to participate in Title IV programs, or a reduction in the amount of available federal student financial aid, would be expected to have a material adverse effect on our growth plans and results of operations even if we could arrange or provide alternative sources of revenue or student financial aid.

In addition to the actions that may be brought against us as a result of our participation in Title IV, we also may be subject, from time to time, to complaints and lawsuits relating to regulatory compliance brought not only by our regulatory agencies, but also by other government agencies and third parties, such as present or former students or employees and other members of the public.

Regulatory Actions and Restrictions on Operations

Many actions that we may wish to take in connection with our operations are also subject to regulation from a variety of agencies.

Restrictions on Adding Educational Programs. State requirements and accrediting agency standards may, in certain instances, limit our ability to establish additional programs. Many states require approval before institutions can add new programs under specified conditions. The Higher Learning Commission and the West Virginia Higher Education Policy Commission generally require institutions to notify them in advance of implementing new programs, and upon notification, may undertake a review of the institution's licensure, authorization, or accreditation.

The Higher Education Act and Department of Education regulations require a proprietary institution of higher education to have been in existence for at least two years in order to be eligible to participate in Title IV programs. An institution subject to the two-year rule may not award Title IV funds to a student in a program that is not included in the institution's approval documents. During the institution's initial period of participation in Title IV programs, the Department of Education will not approve additional programs that would expand the scope of the institution's eligibility.

In addition, when an institution is certified for the first time, its certification is provisional until the Department of Education has reviewed a compliance audit that covers a complete fiscal year of Title IV program participation and has decided to certify fully the institution. In the first quarter of 2008, we timely filed a recertification application because our initial period of certification was scheduled to end on June 30, 2008. As part of that recertification process, the Department of Education fully certified us, and it no longer considers us to be in our initial period of certification. However, in August 2008, we were deemed to have undergone a change in ownership and control requiring review by the Department of Education in order to reestablish our eligibility and continue participation in Title IV programs. On October 2, 2008, the Department of Education approved our change in ownership application and granted us provisional certification for a two-year period ending September 30, 2010. During that period, our program participation agreement provided that, as a provisionally certified institution, we had to apply for and receive approval by the Secretary of Education for any substantial change. Under our program participation agreement, substantial changes included but were not limited to establishment of additional locations, an increase in the level of academic offering, and addition of any non-degree or short-term training program. The Department of Education advised us that an institution that is provisionally certified based on a change in ownership and control that resulted from a reduction of ownership interest is able to add new degree programs under the same conditions that apply to a fully certified institution. On July 2, 2010, we received a letter from the Department of Education notifying us that we are fully recertified to participate in Title IV programs through December 31, 2014, and that we are no longer provisionally certified.

Generally, under regulations in effect prior to July 1, 2011, if an institution that was not subject to the two-year rule or was not in its initial period of certification added an educational program after it had been designated as an eligible institution, the institution was required to apply to the Department of Education to have the additional program designated as eligible. However, a fully certified degree-granting institution was not obligated to obtain the Department of Education's approval of additional programs that led to an associate, bachelor's, professional, or graduate degree at the same degree level(s) previously approved by the Department of Education. Similarly, a fully certified institution was not required to obtain advance approval for new programs that both prepared students for gainful employment in the same or related recognized occupation as an educational program that had previously been designated as an eligible program at that institution and met certain minimum-length requirements. However, the Department of Education, as a condition of certification to participate in Title IV programs, could require prior approval of such programs or otherwise restrict the number of programs an institution may add. In the event that an institution that was required to obtain the Department of Education's express approval for the addition of a new program failed to do so, and erroneously determined that the new educational program was eligible for Title IV program funds, the institution could be liable for repayment of Title IV program funds received by the institution or students in connection with that program.

The final regulations published on October 29, 2010 establish a new process under which an institution must apply for approval to offer a program that, under the Higher Education Act, prepares students for "gainful employment in a recognized occupation" in order to be eligible for Title IV funds. Effective July 1, 2011, an institution must notify the Department of Education at least 90 days before the first day of classes when it intends to add a program that prepares students for gainful employment. On September 27, 2011, the Department of Education issued an NPRM proposing a streamlined approval process that targets only the worst-performing programs, specifically programs that are the same or substantially similar to previous programs that failed gainful employment metric(s). On June 30, 2012, the U.S. District Court for the District of Columbia struck down the gainful employment metrics and regulations related to notifying (and potentially obtaining approval from) ED for new programs. Pending a final ruling in this case, the Department of Education has advised schools to follow the rules on additional programs that immediately preceded the gainful employment rules. For more information about the gainful employment regulations, see above "Regulation of Title IV Financial Aid Programs – Gainful Employment." The Department of Education may still, as a condition of certification to participate in Title IV programs, require prior approval of programs or otherwise restrict the number of programs an institution may add.

Change in Ownership Resulting in a Change of Control. Many states and accrediting agencies require institutions of higher education to report or obtain approval of certain changes in ownership or other aspects of institutional status, but the types of and triggers for such reporting or approval vary among states and accrediting agencies. In addition, our accrediting agencies, The Higher Learning Commission, requires institutions that it accredits to inform it in advance of any substantive change, including a change that significantly alters the ownership or control of the institution. Examples of substantive changes requiring advance notice to The Higher Learning Commission include changes in the legal status, ownership, or form of control of the institution, such as the sale of a proprietary institution. Also, The Higher Learning Commission must approve a substantive change in advance in order to include the change in the institution's accreditation status. In addition, The Higher Learning Commission also requires an on-site evaluation within six months to confirm the appropriateness of the approval.

In June 2009 and February 2010, The Higher Learning Commission adopted and revised, respectively, new policies related to institutional control, structure, and organization. Part of The Higher Learning Commission's stated rationale for these changes was to better define the range of its oversight of transactions related to change of ownership at institutions. The new policies extend The Higher Learning Commission's oversight to transactions that change, or have the potential to change, the control of an institution or its fundamental structure and organization. Under the new policies, The Higher Learning Commission also now extends its oversight to defined changes that occur in a parent or controlling entity, and not necessarily in the institution itself. Actions by, or relating to, an accredited institution, including a significant acquisition of another institution, significant changes in board composition or organizational documents, and accumulations by one stockholder of greater than 25% of the capital stock, could open up an accredited institution to additional reviews by The Higher Learning Commission and possible change from an accredited status to candidate status, which enhances the risks associated with these types of actions. In particular, the change from accredited status to candidate status could adversely impact an institution's ability to participate in Title IV programs. For-profit institutions may also be less attractive acquisition candidates because of the enhanced scrutiny of change in control transactions, the explicit ability to move an institution from accredited status to candidate status, and because The Higher Learning Commission will now also be looking more closely at entities that own accredited institutions.

The Higher Education Act provides that an institution that undergoes a change in ownership resulting in a change in control loses its eligibility to participate in Title IV programs and must apply to the Department of Education in order to reestablish such eligibility. An institution is ineligible to receive Title IV program funds during the period prior to recertification. The Higher Education Act provides that the Department of Education may temporarily provisionally certify an institution seeking approval of a change in ownership and control based on preliminary review by the Department of Education of a materially complete application received by the Department of Education within 10 business days after the transaction. The Department of Education may continue such temporary, provisional certification on a month-to-month basis until it has rendered a final decision on the institution's application. If the Department of Education determines to approve the application after a change in ownership and control, it issues a provisional certification, which extends for a period expiring not later than the end of the third complete award year following the date of provisional certification. Department of Education regulations describe some transactions that constitute a change of control, including the transfer of a controlling interest in the voting stock of an institution or the institution's parent corporation. Department of Education regulations provide that a change of control of a publicly traded corporation occurs in one of two ways: (i) if there is an event that would obligate the corporation to file a Current Report on Form 8-K with the SEC disclosing a change of control or (ii) if the corporation has a stockholder that owns at least 25% of the total outstanding voting stock of the corporation and is the largest stockholder of the corporation, and that stockholder ceases to own at least 25% of such stock or ceases to be the largest stockholder. A significant purchase or disposition of our voting stock could be determined by the Department of Education to be a change in ownership and control under this standard.

When a change of ownership resulting in a change of control occurs, the Department of Education applies a different set of financial tests to determine the financial responsibility of the institution in conjunction with its review and approval of the change of ownership. The institution generally is required to submit a same-day audited balance sheet reflecting the financial condition of the institution immediately following the change in ownership. The institution's same-day balance sheet must demonstrate an acid test ratio of at least 1:1, which is calculated by adding cash and cash equivalents to current accounts receivable and dividing the sum by total current liabilities (and excluding all unsecured or uncollateralized related party receivables). The same-day balance sheet must demonstrate positive tangible net worth. When a publicly traded company undergoes a change in ownership and control due to a reduction in ownership interest, as occurred when in August 2008 funds affiliated with ABS Capital Partners distributed shares of our stock to its general and limited partners, the institution may submit its most recent quarterly financial statement as filed with the SEC, along with copies of all other SEC filings made after the close of the fiscal year for which a compliance audit has been submitted to the Department of Education, instead of the "same day" balance sheet. In addition, when a change in ownership and control occurs and there is a new owner, the institution must submit to the Department of Education audited financial statements of the institution's new owner's two most recently completed fiscal years that are prepared and audited in accordance with Department of Education requirements. The Department may determine whether the financial statements meet financial responsibility standards with respect to the composite score formula. If the institution does not satisfy these requirements, the Department of Education may condition its approval of the change of ownership on the institution's agreeing to letters of credit, provisional certification, and/or additional monitoring requirements, as described in the above section on Financial Responsibility. If the new owner does not have the required audited financial statements, the Department of Education may impose certain restrictions on the institution, including with respect to adding locations and programs.

In August 2008, funds affiliated with ABS Capital Partners reduced their beneficial ownership interest from approximately 26% to approximately 24% of our outstanding common stock, and we were deemed to have undergone a change in ownership and control requiring review by the Department of Education in order to reestablish our eligibility and continue participation in Title IV programs. As required under Department of Education regulations, we timely notified the Department of Education of our change in ownership and control. In connection with the Department of Education's review of the change, we submitted to the Department of Education a change in ownership application that included the submission of required documentation, including a letter from The Higher Learning Commission indicating that it had approved the change. On October 2, 2008, we received a letter from the Department of Education approving the change in ownership and control and granting us provisional certification until September 30, 2010. On July 2, 2010, we received a letter from the Department of Education notifying us that we are fully recertified to participate in Title IV programs through December 31, 2014.

Many states include the sale of a controlling interest of common stock in the definition of a change of control requiring approval. A change of control under the definitions of an agency that regulates us might require us to obtain approval of the change in ownership and control in order to maintain our regulatory approval. Under certain circumstances, the West Virginia Higher Education Policy Commission and the State Council of Higher Education for Virginia might require us to seek approval of changes in ownership and control in order to maintain our state authorization or licensure. With respect to the distribution by the funds affiliated with ABS Capital Partners, the State Council of Higher Education for Virginia did not consider the distribution to be a change in ownership under its regulations, and the West Virginia Higher Education Policy Commission approved the change.

Pursuant to federal law providing benefits for veterans and reservists, we are approved for education of veterans and members of the selective reserve and their dependents by the state approving agencies in West Virginia and Virginia. In certain circumstances, state approving agencies may require an institution to obtain approval for a change in ownership and control.

A change of control could occur as a result of future transactions in which we are involved. Some corporate reorganizations and some changes in the board of directors are examples of such transactions. Moreover, as a publicly traded company, the potential adverse effects of a change of control could influence future decisions by us and our stockholders regarding the sale, purchase, transfer, issuance, or redemption of our stock. In addition, the regulatory burdens and risks associated with a change of control also could discourage bids for your shares of common stock and could have an adverse effect on the market price of your shares.

Pending Regulatory Changes

Negotiated Rulemaking. On May 5, 2011, the Department of Education announced its intention to establish additional negotiated rulemaking committees to prepare proposed regulations under the Higher Education Act. Three public hearings were conducted in May 2011 at which interested parties suggested issues that should be considered for action by the negotiating committees. The Department of Education also conducted roundtable discussions to inform policy in the areas of teacher preparation, college completion, and the proposed "First in the World" competition. In spring 2012, the Department of Education convened two negotiated rulemaking committees -- one on teacher preparation and one on student loans – that each held a series of meetings to discuss proposed changes to applicable regulations. Negotiators reached consensus on proposed regulatory language on 25 student loan issues, which will result in two packages of proposed rules to be published for public comment before final promulgation. Proposed rules relating to various loan repayment issues, including a new income-based repayment plan for the Direct Loan program, were issued November 1, 2012. Although the rule was originally scheduled to become effective on July 1, 2013, the Department of Education announced the rule would go into effect on December 21, 2012. Also, the Department of Education issued a NPRM on July 17, 2012 addressing discharges of loans for borrowers who suffer from total and permanent disability, and the Department of Education promulgated final rules on November 1, 2012. Proposed rules relating to other loan issues are expected in 2013, to be effective in 2014. Negotiators failed to reach consensus on proposed regulations related to teacher preparation programs and the awarding of TEACH Grants. The committee disagreed about how, if at all, students' test scores should be used to judge the effectiveness of their teacher's preparation program. Such so-called "value added scores" were promoted by the Department of Education during the negotiations as one way to determine which institutions should be eligible to award TEACH Grants to students in their teacher preparation programs. As the negotiators failed to reach consensus, the Department of Education is now responsible for drafting proposed regulations, to be released at a future date. APUS offers a state-approved educator certification program in West Virginia and would therefore be subject to any regulations that may be promulgated.

On April 25, 2012, the Department of Education announced that it would be publishing a notice regarding its intent to establish a negotiated rulemaking committee to prepare proposed regulations for the Title IV programs. The announcement states that the Department of Education intends to develop proposed regulations designed to prevent fraud and otherwise ensure proper use of Title IV program funds, and to improve and streamline the campus-based Title IV programs. The announcement states that the Department of Education is considering regulatory changes related to the disbursement of Title IV program funds, particularly electronic funds transfers made directly to a student's bank account and available to the student via debit or another bank-provided card. The Department of Education held two public hearings in May 2012. Negotiations were expected to begin in 2012 but to date the Department of Education has not announced negotiated rulemaking teams or a negotiated rulemaking schedule.

Executive Order on Military and Veterans Benefits Programs. On April 27, 2012, President Obama issued an Executive Order, which we refer to as the EO, that directs the Departments of Defense, Veterans Affairs, and Education to establish "Principles of Excellence to strengthen oversight, enforcement, and accountability", which we refer to as the Principles, in connection with the Post-9/11 GI Bill and the Department of Defense tuition assistance program. The EO requires the Principles to apply to all education institutions that receive funding from military and veterans education benefits programs, and it does not distinguish among not-for-profit, public, and for-profit institutions. The Principles include, for example, disclosure obligations related to program costs, student aid eligibility, estimated loan debt, student outcomes, and education plans and a prohibition on "fraudulent and aggressive recruiting techniques" on and off military installations. The agencies must implement the Principles through various actions, and within 90 days after the date of the EO they must report to the President their progress, including in terms of revisions to regulations, guidance documents, memoranda of understanding, and other policies related to the Post-9/11 GI Bill and DoD tuition assistance. In addition, among other action, the Departments of Defense, Veterans Affairs, and Education are directed to develop a comprehensive strategy to establish service member and veteran student outcome measures that are comparable, to the maximum extent practicable, across military and veterans education benefit programs, and the Department of Education must collect from institutions and publish information on the amount of funding institutions receive from the Post-9/11 GI Bill and the Department of Defense tuition assistance program. The EO also contains requirements related to enforcement of and compliance related to the Principles, including, for example, development of complaint systems and establishment of procedures for program reviews. Because a significant portion of our students use funding from military and veterans benefits programs, any actions that these agencies take could have a significant impact on our business.

The Department of Veterans Affairs requested that each education institution state, by electronic mail sent by August 1, 2012, its intent to comply with the Principles. We notified the Department of Veterans Affairs that APUS intends to make a good faith effort to comply with the EO, subject to clarifying guidance and interpretation by the Departments of Defense, Veteran Affairs and Education and/or the Consumer Financial Protection Bureau. On July 13, 2012, the Department of Education issued guidance on each Principle's meaning. The EO requires the Secretaries of Defense and Veterans Affairs, in consultation with the Secretary of Education and the Director of the Consumer Financial Protection Bureau, to submit a plan to strengthen enforcement and compliance related to the Principles before the end of July 2012. Such plan has not been published. We do not know what further actions the Departments of Defense, Veterans Affairs, and Education will take to implement the Principles.

Consumer Financial Protection Bureau. On August 29, 2012, the Consumer Financial Protection Bureau, or CFPB, submitted a report to the Senate Committee on Banking, Housing, and Urban Affairs, the Senate HELP Committee, the House of Representatives Committee on Financial Services, and the House of Representatives Committee on Education and the Workforce entitled "Private Student Loans." The report contained specific suggestions for Congressional action to restructure the student lending experience, including possibly requiring institutions to certify that a student is not eligible for any further federal funds before a private loan may be issued to such student. On October 16, 2012, the Consumer Financial Protection Bureau's Ombudsman for private student loan matters issued a report containing recommendations for the Senate Committee on Banking, Housing, and Urban Affairs, the Senate HELP Committee, the House Committee on Financial Services, the House Committee on Education and the Workforce, the Secretary of the Treasury, the Director of the Consumer Financial Protection Bureau, and the Secretary of Education. The report addressed potential reforms to student loan servicing and expansion of loan modification and refinancing options. In addition, on October 18, 2012 the Consumer Financial Protection Bureau released a report entitled "The Next Front? Student Loan Servicing and the Cost to Our Men and Women in Uniform." The report details the challenges that some service members have encountered when utilizing private and federal student loans. We do not know what steps may be taken by Congress or federal agencies in response to this report, or the report of the majority staff of the HELP Committee, and whether such actions (if any) will have an adverse effect on our business or results of operations. Also, on January 31, 2013, CFPB encouraged institutions of higher education, students, and others to provide information to the CFPB by March 18, 2013 about the financial products and services currently offered to students, and comments on how current and future arrangements between institutions of higher education and financial institutions could be structured in order to promote positive financial decision-making among consumers.

ITEM 1A. *RISK FACTORS*

Investing in our common stock has a high degree of risk. Before making an investment in our common stock, you should carefully consider the following risks, as well as the other information contained in this annual report, including our consolidated financial statements and related notes and "Management's Discussion and Analysis of Financial Condition and Results of Operations." Any of the risk factors described below could significantly and adversely affect our business, prospects, financial condition, and results of operations. As a result, the trading price of our common stock could decline, and you may lose all or part of your investment.

Risks Related to Our Business

If we are unable to continue our recent revenue and earnings growth, our stock price may decline and we may not have adequate financial resources to execute our business plan.

Our revenue increased 33% from $149.0 million in 2009 to $198.2 million in 2010, 31% from $198.2 million in 2010 to $260.4 million in 2011, and 20% from $260.4 to $313.5 in 2012 primarily due to strong referrals from current students, new student marketing, and the variety and affordability of our program offerings. The same factors that led to the growth in revenues also contributed to our net income improving to $42.3 million in 2012 from $40.8 million in 2011. The rate of revenue growth from 2011 to 2012 was at a slower pace than the rate of growth from 2009 to 2011. As our revenue base has grown, our growth rate percentages have declined, and it may continue to decline. You should not rely on the results of any prior periods as an indication of our future operating performance. If we are unable to maintain adequate revenue and earnings growth, or if investors react negatively to the slowing of our growth rates, the value of our stock price may decline.

Our growth may place a strain on our resources that could adversely affect our systems, controls and operating efficiency.

The growth that we have experienced in the past, as well as any future growth that we experience, may place a significant strain on our resources and increase demands on our management information and reporting systems and financial management controls. We do not have experience scheduling courses and administering programs for more students than our current enrollment, and if growth negatively impacts our ability to do so, the learning experience for our students could be adversely affected, resulting in a higher rate of student attrition and fewer student referrals. We also have limited experience adding to our courses, programs and operations through acquisitions. Future growth will also require continued improvement of our internal controls and systems, particularly those related to complying with federal regulations under the Higher Education Act of 1965, or the Higher Education Act, as administered by the U.S. Department of Education, including as a result of our participation in federal student financial aid programs under Title IV of the Higher Education Act, which we refer to in this annual report as Title IV programs. We have described some of the most significant regulatory risks that apply to us, including those related to Title IV programs, under the heading "Risks Related to the Regulation of our Industry" below. If we are unable to manage our growth or successfully carry out and integrate acquisitions, we may also experience operating inefficiencies that could increase our costs and adversely affect our profitability and results of operations.

We have recently experienced, and may in the future experience to a greater degree, increases in our administrative and technology infrastructure expenses, our exposure to bad debt and unpredictability in enrollment.

Since gaining access to Title IV programs, a significant portion of our growth is attributable to students using Title IV programs. This has led to a change in the mix of students that we serve, which has resulted, and will continue to result, in a need to provide a greater level of services to our students. Our costs and expenses have increased due in part to increased general and administrative expenses related to this shift in student mix and primarily attributable to an increase in expenditures for financial aid processing fees, expenditures for technology required to support the increase in civilian students, and increased bad debt primarily associated with our civilian students. In order to support the number of students we now have and to plan for the future, we also expect that we will make significant investments in our technology infrastructure and financial aid processing capabilities, which from time to time, will result in an increased level of spending, not all of which can be capitalized.

The change in our student mix has also made it harder for us to make long range forecasts about student enrollments. We have had more difficulty forecasting the number of students who will enroll and have noticed a decrease in the predictability of the rate at which we convert leads into enrolled students, which we attribute, in part, to the growth in civilian students, and particularly the growth in civilian students from outside of public service communities.

If we are unable to manage changes in the composition of our student body and control the growth of related expenditures, we may experience operating inefficiencies that could increase our costs and adversely affect our profitability and results of operations.

The ability of military students to enroll in our courses can be impacted by factors that we do not anticipate, which can impact our registrations and make it more difficult for us to accurately forecast expected enrollment.

Beginning with registrations for the third quarter of 2010, we observed that for a period of time the growth of our net course registrations from active duty military students slowed more than we expected. We do not know all of the factors that caused this to occur. We believe that the changes we saw in net course registrations from active duty military students were in part due to increased operations activity and overseas deployments across all branches of the US military, particularly the level of activity in the United States Marine Corps. We believe that increased demands on many active duty military personnel, combined with limited internet access associated with some deployments, impacted the ability of certain active duty military students to pursue higher education in 2010. Due to the variability of military activity and other factors over which we have no control, the difficulty in predicting military enrollments that we encountered in 2010 could continue in the future or become more pronounced. In addition, over the next several years the number of active and reserve military professionals is likely to decrease if, as proposed, the military downsizes its forces incrementally. Any decline in the enrollments, or decline in the growth of enrollments, from active duty military students could have an adverse impact on our total net course registrations and revenues.

Tuition assistance programs offered to United States Armed Forces personnel constituted 38% of our adjusted net course registrations for 2012, and our revenues and number of students would decrease if we are no longer able to receive funds under these tuition assistance programs or tuition assistance is reduced or eliminated.

Service members of the United States Armed Forces are eligible to receive tuition assistance from their branch of the armed forces that they may use to pursue postsecondary degrees. Service members of the United States Armed Forces can use tuition assistance at postsecondary schools that are accredited by accrediting agencies recognized by the U.S. Secretary of Education and that sign a Memorandum of Understanding with the Department of Defense. We rely for a significant portion of our revenues on the tuition assistance programs offered to United States Armed Forces personnel. Our tuition is currently structured so that tuition assistance payments for service members fully cover the service member's per course tuition cost of our undergraduate courses and cover more than 75% of the per course tuition cost of our graduate courses. If we are no longer able to receive tuition assistance payments or the tuition assistance program is reduced or eliminated, our enrollments and revenues would be significantly reduced resulting in a material adverse effect on our results of operations and financial condition.

A recent congressional investigation of DoD tuition assistance programs used for distance education and proprietary institutions and a DoD rulemaking that increases oversight of educational programs offered to active service members could result in legislation that limits in whole or in part our participation in the tuition assistance program. In January 2012, Senators Harkin and Durbin introduced legislation that would modify the Higher Education Act's 90/10 Rule. Under the Higher Education Act, a proprietary institution is prohibited from deriving from Title IV funds, on a cash accounting basis (except for certain institutional loans) for any fiscal year, more than 90% of its revenues (as computed for 90/10 Rule purposes). An institution that derives more than 90% of its cash-basis revenue from Title IV programs for two consecutive fiscal years will be ineligible to participate in Title IV programs for at least two fiscal years. The proposed legislation would decrease the limit to 85% and would count DoD tuition assistance and veterans' education benefits toward that limit. In February 2012, companion bills were introduced in the U.S. Senate and U.S. House of Representatives that would modify the 90/10 Rule to count DoD tuition assistance and veterans' educations benefits toward the 90% limit, along with Title IV programs. Although these changes alone would not have caused American Public University System, or APUS, to be in violation of the rule based upon 2012 revenues, they would reduce the margin of compliance and make APUS more vulnerable to changes in its revenue sources. These changes would also likely reduce competition in the market for military students utilizing DoD tuition assistance and veterans' educations benefits, which may increase the percentage of our student body comprised by such students, increasing the possibility of our non-compliance with the 90/10 Rule, if modified by these proposed changes. See "Risks Related to the Regulation of our Industry" for additional information on these developments.

In October 2011, the Marine Corps announced, and later rescinded, new tuition assistance rules that cut the maximum benefit for its service members from $4,500 per year to $875 per year and reduced the tuition assistance from $250 per credit hour to $175 per credit hour. Although undergraduate tuition assistance levels have been restored to their prior levels with retroactive benefits to affected service members, the Marine Corps has warned that the current levels of funding are not sustainable. The Marine Corps did reduce graduate level tuition assistance from $350 per credit hour to $250 per credit hour, which is consistent with the current tuition assistance payments from the other military services. We anticipate that the other services will also consider potential changes to the tuition assistance program.

DoD is required to submit a report to the Senate and House Armed Services Committees on how to increase the efficiency of tuition assistance program funding, including the impact of changing the program to require service members to pay 25% of their expenses. The report was due June 20, 2012, but has not been published. In addition, in October 2011, DoD announced that while it will maintain the current levels of tuition assistance in the near term, it plans to consider changes as part of a holistic review of the military compensation package. We believe modifications to the tuition assistance program may include a reduced per credit tuition benefit (currently $250), a decrease in the annual cap (currently $4,500), and/or require that service members pay out-of-pocket for a portion of their tuition, among other possible changes.

If tuition assistance payments are reduced, we believe that most service members would be eligible and able to finance out-of-pocket tuition costs resulting from this shortfall using their "Top Up" benefits under the GI Bills, which allow service members to use a portion of their GI Bill benefits while still on active duty. However, we do not know whether in the long-term service members would be willing to use the Top-Up option, or whether the increased administrative process in using the Top-Up option or covering the shortfall through other funding sources would lead to service members deciding not to enroll or enrolling at a slower rate.

We are not able to estimate the effect of future expected changes to the tuition assistance programs or whether the services would impose other criteria in addition to the level of reimbursement that would impact enrollments from service members. We are also not able to estimate the response that our competitors would take to reduced tuition assistance payments or the willingness of service members to use their Top-Up option available to them under their veterans' benefits. In this regard, our competitors, particularly those with larger student populations or a smaller concentration of students from the military, may be better situated to lower the cost of tuition to service members.

If we are no longer able to receive tuition assistance payments or the tuition assistance program is reduced or eliminated, our enrollments and revenues could be significantly reduced, which would result in a material adverse effect on our results of operations and financial condition.

Implementation of Executive Orders by federal agencies may impose additional regulatory burdens upon us and negatively affect our business or results of operations.

On April 27, 2012, President Obama issued an Executive Order, which we refer to as the EO, that directs the Departments of Defense, Veterans Affairs, and Education to establish "Principles of Excellence to strengthen oversight, enforcement, and accountability", which we refer to as the Principles, in connection with the Post-9/11 GI Bill and the DoD tuition assistance program. The EO requires the Principles to apply to all education institutions that receive funding from military and veterans' education benefits programs, and it does not distinguish among not-for-profit, public, and for-profit institutions. The Principles include, for example, disclosure obligations related to program costs, student aid eligibility, estimated loan debt, student outcomes, and education plans, and a prohibition on "fraudulent and aggressive recruiting techniques" on and off military installations. The agencies must implement the Principles through various actions, and within 90 days after the date of the EO they must report to the President their progress, including in terms of revisions to regulations, guidance documents, memoranda of understanding, and other policies related to the Post-9/11 GI Bill and Department of Defense tuition assistance. In addition, among other action, the Departments of Defense, Veterans Affairs, and Education are directed to develop a comprehensive strategy to establish service member and veteran student outcome measures that are comparable, to the maximum extent practicable, across military and veterans education benefit programs, and the Department of Education must collect from institutions and publish information on the amount of funding institutions receive from the Post-9/11 GI Bill and the DoD tuition assistance program. The EO also contains requirements related to enforcement of and compliance related to the Principles, including, for example, development of complaint systems and establishment of procedures for program reviews. Because a significant portion of our students use funding from military and veterans benefits programs, any actions that these agencies take could have a significant impact on our business.

The Department of Veterans Affairs requested that each education institution state, by electronic mail sent by August 1, 2012, its intent to comply with the Principles. We notified the Department of Veterans Affairs that APUS intends to make a good faith effort to comply with EO, subject to clarifying guidance and interpretation by the Departments of Defense, Veteran Affairs, Education and/or the Consumer Financial Protection Bureau. On July 13, 2012, the Department of Education issued guidance on each Principle's meaning. The EO requires the Secretaries of Defense and Veterans Affairs, in consultation with the Secretary of Education and the Director of the Consumer Financial Protection Bureau, to submit a plan to strengthen enforcement and compliance related to the Principles before the end of July 2012. Such plan has not been published. We do not know what further actions the Departments of Defense, Veterans Affairs, and Education will take to implement the Principles.

Strong competition in the postsecondary education market, especially in the online education market, could decrease our market share and increase our cost of acquiring students.

Postsecondary education is highly fragmented and competitive. We compete with traditional public and private two-year and four-year colleges as well as other for-profit schools, particularly those that offer online learning programs. Public and private colleges and universities, as well as other for-profit schools, offer programs similar to those we offer. Public institutions receive substantial government subsidies, and public and private institutions have access to government and foundation grants, tax-deductible contributions and other financial resources generally not available to for-profit schools. Accordingly, public and private institutions may have access to resources that are superior to those in the for-profit sector. In addition, some of our competitors, including both traditional colleges and universities and other for-profit schools, have substantially greater name recognition and financial and other resources than we have, which may enable them to compete more effectively for potential students, particularly in the non-military sector of the market. In the military sector of the market, we believe that for-profit schools may increasingly be seeking to attract military students, including because these schools may see it as helpful in their efforts to comply with the 90/10 Rule, as currently DoD tuition assistance and veterans' education benefits do not count towards the 90% limit.

We expect to face increased competition as a result of new entrants to the online education market, including established colleges and universities that have not previously offered online education programs. We are also continuing to see increasing differentiation between the way in which our competitors are delivering online offerings, which impacts the ability to attract students, facilitate access to education and provide convenience to learners. We believe that in the future many online students will be attracted to institutions in part because of the technology that the institutions offer and the way in which that technology facilitates access to education and learning.

In addition, we face new competition from various emerging non-traditional, credit-bearing and non-credit-bearing education programs, provided by proprietary, not-for-profit and public providers, including massive open online courses offered worldwide without charge by traditional educational institutions and other direct-to-consumer education services, as well as other offerings at low costs to students. These emerging non-traditional programs could also lead to fundamental changes in the way in which higher education is delivered and recognized and the value that is placed on a traditional degree of the type we offer.

We may not be able to compete successfully against current or future competitors and may face competitive pressures that could adversely affect our business or results of operations. We may also face increased competition if our competitors pursue relationships with the military and governmental educational programs with which we already have relationships. These competitive factors could cause our enrollments, revenues and profitability to decrease significantly.

If we are unable to update and expand the content of existing programs and develop new programs and specializations on a timely basis and in a cost-effective manner, our future growth may be impaired.

The updates and expansions of our existing programs and the development of new programs and specializations may not be accepted by existing or prospective students or employers. If we cannot respond to changes in market requirements, our business may be adversely affected. Even if we are able to develop acceptable new programs, we may not be able to introduce these new programs as quickly as students require or as quickly as our competitors introduce competing programs. To offer a new academic program, we may be required to obtain appropriate federal, state and accrediting agency approvals, which may be conditioned or delayed in a manner that could significantly affect our growth plans. On June 30, 2012, the U.S. District Court for the District of Columbia vacated the regulations requiring the U.S. Department of Education to receive notice of (and possibly approve) any new program that prepares students for gainful employment, which for APUS includes most of its programs. However, pre-existing regulations require institutions to obtain Department of Education approval for new programs under certain circumstances, and it is unclear whether the Department of Education will repromulgate the vacated regulation in a form that can withstand challenge. See “Risks Related to the Regulation of our Industry” for additional information on program approval requirements. If we are unable to respond adequately to changes in market requirements due to financial constraints, regulatory limitations or other factors, our ability to attract and retain students could be impaired and our financial results could suffer.

Establishing new academic programs or modifying existing programs requires us to make investments in management, incur marketing expenses and reallocate other resources. We may have limited experience with the courses in new areas and may need to modify our systems and strategy or enter into arrangements with other institutions to provide new programs effectively and profitably. If we are unable to increase the number of students, or offer new programs in a cost-effective manner, or are otherwise unable to manage effectively the operations of newly established academic programs, our results of operations and financial condition could be adversely affected.

If we do not have adequate continued personal referrals and marketing and advertising programs that are effective in developing awareness among, attracting and retaining new students, our financial performance in the future would suffer.

Building awareness of AMU and APU and the programs we offer among potential students is critical to our ability to attract new students. In order to maintain and increase our revenues and profits, we must continue to attract new students in a cost-effective manner and these students must remain active in our programs. In addition, because we experience declines in our student population as a result of graduation, transfers to other academic institutions, military deployments and other reasons, in order to grow we need to first attract sufficient students to replace those that have left AMU or APU. Beginning in 2009 and continuing into 2012, we increased the amounts spent on marketing and advertising, and we anticipate this trend to continue, particularly as a result of our attempts to attract and retain students from non-military market sectors. We use marketing tools such as the Internet, exhibits at conferences, and print media advertising to promote our schools and programs, and we also began using more traditional media advertising beginning in 2011 and continuing through 2012. Additionally, we rely on the general reputation of AMU and APU and referrals from current students, alumni and educational service officers in the United States Armed Forces as a source of new students. Some of the factors that could prevent us from successfully advertising and marketing our programs and from successfully enrolling and retaining students in our programs include:

- the emergence of more successful competitors and tuition-free or other low-cost courses;
- factors related to our marketing, including the costs of Internet advertising and broad-based branding campaigns;
- limits on our ability to attract and retain effective employees because of the new incentive payment rule (see “Risks Related to the Regulation of our Industry”);
- performance problems with our online systems;
- failure to maintain accreditation;
- student dissatisfaction with our services and programs;
- failure to develop a message or image that resonates well within non-military sectors of the market;
- adverse publicity regarding us, our competitors or online or for-profit education generally;
- adverse developments in our relationship with military educational service officers;
- a decline in the acceptance of online education; and
- a decrease in the perceived or actual economic benefits that students derive from our programs.

On January 10, 2013, the President signed Improving Transparency of Education Opportunities for Veterans Act, which requires the Secretary of the Department of Veterans Affairs to develop a policy to improve outreach and transparency to service members and veterans by providing information about institutions of higher education, including a centralized mechanism to publish feedback from students and state approving agencies about each institution's quality of instruction, recruiting practices, and placement of graduates. Although the law permits us to verify the feedback and address any issues that we might identify with such feedback before it is published, it is unclear whether the feedback's substance or presentation will negatively affect our ability to attract and retain students. The Department of Veterans Affairs may promulgate regulations to implement the provisions. In addition, the Department of Education began publishing a “College Scorecard” on February 13, 2013, which allows students to compare institutions based on data such as potential earnings and average student-loan debt. It is unclear how students will use this tool, and whether it will negatively affect our ability to attract and retain students.

To continue to grow our enrollment, we expect to continue to increase the amounts that we spend on marketing and advertising as our historical approach to marketing and advertising may not be able to sustain meaningful growth rates. However, because we are smaller than most of our competitors and because our tuition is generally lower, we have fewer funds available to spend on marketing and advertising than they do. Furthermore, our success using marketing approaches that are relatively new to us has led to students that we believe do not perform as well as the students that our historical approach has attained. Accordingly, we may find it increasingly difficult to continue to compete and grow our enrollments.

If we are unable to continue to develop awareness of AMU and APU and the programs we offer, and to enroll and retain students in both military and non-military market sectors, our enrollments would suffer and our ability to increase revenues and maintain profitability would be significantly impaired.

We have limited experience in making investments in other entities, and any such investments may not result in strategic benefits for us or could expose us to other risks.

In 2012, we made an investment in NWHW Holdings, Inc., or NWHW Holdings, that is intended to result in certain strategic benefits to the Company. To assist us in achieving elements of our growth strategy or to further develop our business capabilities, from time to time we will consider and may pursue strategic investments and acquisitions. This could include, among other things, investments in, partnerships or joint ventures with, or the acquisition of other schools, service providers or education technology related companies, among other types of entities. Historically, however, we have not made debt or equity investments in other entities, and investing in another entity requires expertise in evaluating another entity's business and identifying strategic benefits of a potential investment in such entity, among other expertise. These types of investments involve significant challenges and risks including that the investment does not advance our business strategy, that it has an adverse effect on our results of operations, that we do not realize a satisfactory return on our investment, that we acquire unknown liabilities, or that management's attention is diverted from our core business. These events could harm our operating results or financial condition. Any investments in other entities may also subject us to the operating and financial risks of such entities, and we rely on the internal controls and financial reporting controls of such entities.

Investments in other entities in which we do not have sole control, such as our investment in NWHW Holdings, present additional risks. In a minority investment, we would not have the ability to control the policies, management or affairs of the entity in which we would be investing. The interests of persons who control these entities may differ from our interests, and they may cause such entities to take actions that are not in our best interest, and we may become involved in disputes with such persons. Our inability to control entities in which we may make investments could negatively affect our ability to realize the strategic benefits of a non-controlling investment.

System disruptions and security breaches to our online computer networks could negatively impact our ability to generate revenue and damage our reputation, limiting our ability to attract and retain students.

The performance and reliability of our technology infrastructure is critical to our reputation and ability to attract and retain students. Any system error or failure, or a sudden and significant increase in bandwidth usage, could result in the unavailability of our online classroom, damaging our ability to generate revenue. Our technology infrastructure could be vulnerable to interruption or malfunction due to events beyond our control, including natural disasters, terrorist activities and telecommunications failures.

Our systems, particularly those related to Partnership At a Distance ™, or PAD, have been predominantly developed in-house, with limited support from outside vendors. We are continuously working on upgrades to PAD, and our employees continue to devote substantial time to its development. To the extent that we face problems with the PAD system, we may not have the capacity to address the problems with our internal capability, and we may not be able to identify outside contractors with expertise relevant to our custom system. Any computer system error or failure, regardless of cause, could result in a substantial outage that materially disrupts our operations. Not all of our critical systems are protected by a validated formal disaster recovery plan and redundant disaster recovery infrastructure at a geographically remote data center. We are currently executing our plan to implement disaster recovery infrastructure for our remaining critical systems to allow timely recovery from catastrophic failure. For those systems not yet protected, a catastrophic failure or unavailability for any reason of our principal data center may require us to replicate the function of this data center at our existing remote data facility or elsewhere, and could result in the loss of data. An event such as this may require service restoration activities that could take up to several weeks to complete.

Any failure of our online classroom system could also prevent students from accessing their courses. Any interruption to our technology infrastructure could have a material adverse effect on our ability to attract and retain students and could require us to incur additional expenses to correct or mitigate the interruption.

Our computer networks may also be vulnerable to unauthorized access, computer hackers, computer viruses and other security problems. A user who circumvents security measures could misappropriate proprietary information, personal information about our students or cause interruptions or malfunctions in operations. As a result, we may be required to expend significant resources to protect against the threat of these security breaches or to alleviate problems caused by these breaches. We engage multiple security assessment providers on a periodic basis to review and assess our security. We utilize this information to audit ourselves to ensure that we are continually monitoring the security of our technology infrastructure. However, we cannot assure you that these security assessments and audits will protect our computer networks against the threat of security breaches. Any of these events could have a material adverse effect on our business, financial condition or results of operations. We maintain a limited amount of business disruption insurance that may cover certain types of disruptions. However, there can be no assurance that insurance proceeds, if available, would be adequate to compensate us for damages sustained due to these disruptions.

System disruptions to our online classroom and technology infrastructure could negatively impact our ability to generate revenue and damage our reputation, limiting our ability to attract and retain students.

Historically, our online classroom employed the Educator™ learning management system pursuant to a license from Ucompass.com, Inc. We determined that it was in our long-term best interest to transition to a new online classroom that allows us to integrate additional technologies and resources, and in 2010 we began the migration to the Sakai Collaboration and Learning Environment (CLE), an open-source Learning Management System, as the foundational software for our online classroom. Our online classroom is central to our operations, and the process of switching to Sakai CLE was complicated and time consuming, involving customization and integration with the rest of our technology infrastructure. The migration was completed in early September 2011. Shortly after the completion of the migration, we experienced periods of unplanned downtime in our online classroom during periods of peak utilization. We believe that in mid-October 2011 we identified the cause of this downtime and took appropriate steps to mitigate the problem. However, we cannot be certain that similar problems will not occur in the future.

While there are reportedly more than 350 educational institutions around the world using Sakai CLE to support teaching, learning, research and collaboration, we believe that of the institutions using Sakai CLE, very few, if any, have a larger number of concurrent users than we do. This means that there are a limited number of other institutions with whom we can compare best practices for use in similar circumstances to ours. Furthermore, to the extent that we face problems with the online classroom in the future, we may not have the ability to address the problems adequately with internal resources, particularly given our limited history using the software, and we may not be able to identify outside contractors with expertise relevant to our customized system.

The performance and reliability of our online classroom and technology infrastructure is critical to our reputation and ability to attract and retain students. Any system error or failure, or a sudden and significant increase in bandwidth usage, could result in the unavailability of our online classroom, preventing students from accessing their courses and damaging our ability to generate revenue. Any significant or ongoing interruption to our technology infrastructure could have a material adverse effect on our results of operations and could require us to incur additional expenses to correct or mitigate the interruption.

Any of the foregoing problems could result in an adverse impact on our operations, damage to our reputation and limits on our ability to attract and retain students.

The personal information that we collect may be vulnerable to breach, theft or loss that could adversely affect our reputation and operations .

Possession and use of personal information in our operations subjects us to risks and costs that could harm our business. We collect, use and retain large amounts of personal information regarding our students and their families, including social security numbers, tax return information, personal and family financial data and credit card numbers. Also, we collect and maintain personal information of our employees in the ordinary course of our business. Some of this personal information is held and managed by certain of our vendors. Although we use security and business controls to limit access and use of personal information, a third party may be able to circumvent those security and business controls, which could result in a breach of student or employee privacy. In addition, errors in the storage, use or transmission of personal information could result in a breach of student or employee privacy, and the increased availability and use of mobile data devices by our employees and students increases the risk of unintentional disclosure of personal information. Possession and use of personal information in our operations also subjects us to legislative and regulatory burdens that could require notification of data breaches and restrict our use of personal information. We cannot ensure that a breach, loss or theft of personal information will not occur. A breach, theft or loss of personal information regarding our students and their families or our employees that is held by us or our vendors could have a material adverse effect on our reputation and results of operations and result in liability under state and federal privacy statutes and legal actions by state attorneys, general and private litigants, and any of which could have a material adverse effect on our business, financial condition, results of operations and cash flows.

Future growth or increased technology demands will require continued investment of capital, time and resources to develop and update our technology and if we are unable to increase the capacity of our resources appropriately, our ability to handle growth, our ability to attract or retain students and our financial condition and results of operations could be adversely affected.

Our rate of growth and expectations for the future require us to increase the capacity and capabilities of our technology infrastructure. Increasing the capacity and capabilities of our technology infrastructure will require us to invest capital, time and resources, which we expect from time to time will lead to increased spending on technology infrastructure. There is no assurance that even with sufficient investment our systems will be scalable to accommodate future growth.

We may also need to invest capital, time and resources to update our technology in response to competitive pressures or changes in the marketplace, including the technological preferences of our students and prospective students. For example, students and prospective students seeking to access our online classroom and related administrative infrastructure through devices such as tablets and mobile telephones, rather than traditional desktop and laptop computers, may find our interface difficult to navigate or inoperable in whole or part. As a result, prospective students may be discouraged from enrolling in our courses, and current students may be discouraged from completing academic and administrative tasks without assistance.

Even with sufficient investment, our resources may become impaired or obsolete. . If we are unable to increase the capacity of our resources or update our resources appropriately, our ability to handle growth, our ability to attract or retain students, and our financial condition and results of operations could be adversely affected. Similarly, even if we are able to increase the capacity of our resources and update our resources appropriately, our financial condition and results of operations could be adversely affected by an increased level of spending.

The loss of any key member of our management team may impair our ability to operate effectively and may harm our business.

Our success depends largely upon the continued services of our executive officers and other key management and technical personnel. The loss of one or more members of our management team could harm our business. Except for the employment agreements we have with Dr. Boston, our President and Chief Executive Officer, Dr. Powell, our Executive Vice President and Provost, Dr. van Wyk, our Executive Vice President and Chief Operations Officer, and Mr. Wilkins, our Executive Vice President and Chief Financial Officer, we do not have employment agreements with any of our other executive officers or key personnel.

If we are unable to attract and retain management, faculty, administrators and skilled personnel, our business and growth prospects could be severely harmed.

To execute our growth strategy, we must attract and retain highly qualified management, faculty, administrators and skilled personnel. Competition for hiring these individuals is intense, especially with regard to faculty in specialized areas. Our growth places constant demands on us to find qualified individuals across all levels of our institution from our most senior managers down throughout the organization. If we fail to attract new management, faculty, administrators or skilled personnel or fail to retain and motivate our existing management, faculty, administrators and skilled personnel, our business and growth prospects could be severely harmed.

If we fail to maintain adequate systems and processes to detect and prevent fraudulent activity in student enrollment and financial aid, we may lose our ability to participate in Title IV programs or Department of Defense tuition assistance programs or have our participation in the Title IV programs conditioned or limited.

We have been the target of fraudulent activity by outside parties with respect to student enrollment and student financial aid programs, and as we continue to grow we may be susceptible to an increased risk of such activities. The potential for outside parties to perpetrate fraud in connection with the award and disbursement of Title IV program funds by APUS, including as a result of identity theft, may be heightened due to our nature as an online education provider and our relatively low tuition. We must maintain systems and processes to identify and prevent fraudulent applications for enrollment and financial aid. We cannot be certain that our systems and processes will continue to be adequate in the face of increasingly sophisticated fraud schemes or that we will be able to expand such systems and processes at a pace consistent with our growth.

Grants and loans to students under the federal government's Title IV programs are primarily awarded on the basis of financial need, generally defined as the difference between the cost of attending the institution and the amount a student can be expected to contribute to that cost. In order to account for living expenses and other costs that our students may reasonably incur in the context of pursuing a degree or certificate, the cost of attending APUS is an amount that exceeds the cost of our tuition. While some students elect to receive grants and loans that cover only the cost of tuition, others elect to receive amounts up to the full cost of attendance. When APUS receives Title IV funds from the federal government on a student's behalf, it credits those funds to the student's account. If a student has elected to receive funds in excess of the cost of tuition and fees, a Title IV credit balance occurs, and APUS must pay that credit balance to the student unless the student has authorized APUS to hold the credit balance or take other permissible action with respect to the credit balance. The availability of Title IV funds, including the Title IV credit balance payment, is an important part of enabling some students to pursue a degree or certificate. However, some individuals seek to take advantage of the availability of Title IV funds by enrolling for the purpose of obtaining such funds. On September 26, 2011, the Department of Education's Inspector General released a report about an increasing number of cases involving large, loosely affiliated groups of individuals, so-called "fraud rings", who conspire to defraud the Title IV programs through enrollment in distance education programs. These fraud rings are taking advantage of the availability of Title IV credit balance payments where the cost of attendance exceeds the cost of tuition and fees. We have been the target of fraudulent activity by individuals and groups with respect to student enrollment and the Title IV programs, and given our continued growth and status as an online education provider and our relatively low tuition, we believe that we will increasingly be subject to such activities. We must maintain systems and processes to identify and prevent fraudulent applications for enrollment and Title IV aid. We cannot be certain that our systems and processes will be adequate in the face of increasing and increasingly sophisticated fraud schemes or that we will be able to expand such systems and processes at a pace consistent with our growth.

In addition to those who enroll or attempt to enroll solely to obtain Title IV funds, some students who might not otherwise pursue a degree or certificate are attracted to enroll because of the availability of Title IV funds and economic hardships resulting from today's economic climate. We believe these students may be more likely than other students to cease pursuing a degree or certificate due to other factors, such as becoming employed or not having the level of commitment necessary to complete successfully the required coursework.

As a result of all of the above factors, the growth in our enrollments reflects some students who will not persist as students. We have also been the target of fraudulent activities by outside parties with respect to student enrollment and Title IV programs, and as we continue to grow, we may be susceptible to an increase of such activities. We are not able to estimate the number of students who fall into these enrollment categories, and we are not able to estimate the impact on our enrollments over time, or any additional impact that this could have on our exposure to bad debt or the number of our students who default on their Title IV student loans.

The Department of Education requires institutions that participate in Title IV programs to refer to the Office of the Inspector General of the Department of Education credible information about fraud or other illegal conduct involving Title IV programs, and in the past we have referred to the Office of the Inspector General information with respect to potential fraud by applicants. If the systems and processes that we have established to detect and prevent fraud are inadequate, or our cohort default rates exceed specified levels or we otherwise do not have procedures in place for safeguarding federal funds, the Department of Education may find that we do not satisfy its "administrative capability" requirements. This could result in our being limited in our access to, or our losing, Title IV program funding, which would limit our potential for growth outside the military sector and adversely affect our enrollment, revenues, and results of operations. In addition, our ability to participate in Title IV programs and the tuition assistance programs of the United States Armed Forces is conditioned on our maintaining accreditation by an accrediting agency that is recognized by the Secretary of Education. Any significant failure to detect adequately fraudulent activity related to student enrollment and financial aid could cause us to fail to meet our accrediting agencies' standards. Furthermore, under the Higher Education Opportunity Act, accrediting agencies that evaluate institutions that offer distance learning programs like ours must require such institutions to have processes through which the institution establishes that a student who registers for a distance education program is the same student who participates in and receives credit for the program. Failure to meet our accrediting agencies' standards could result in the loss of accreditation at the discretion of our accrediting agencies, which could result in a loss of our eligibility to participate in Title IV programs and the tuition assistance programs of the United States Armed Forces.

On April 25, 2012, the Department of Education announced that it would publish a notice regarding its intent to establish a negotiated rulemaking committee to prepare proposed regulations for the Title IV programs. The announcement states that the Department of Education intends to develop proposed regulations designed to prevent fraud and otherwise ensure proper use of Title IV program funds, and to improve and streamline the campus-based Title IV programs. The announcement states that the Department of Education is considering regulatory changes related to the disbursement of Title IV program funds, particularly electronic funds transfers made directly to a student's bank account and available to the student via debit or another bank-provided card. The Department of Education held two public hearings in May 2012. Negotiations were expected to begin in 2012 but to date the Department of Education has not announced negotiated rulemaking teams or a negotiated rulemaking schedule. New regulations could affect the manner in which we do business, increase our cost of doing business, or have a material adverse effect on our business, financial condition, results of operations and cash flows.

The protection of our operations through exclusive proprietary rights and intellectual property is limited, and we encounter disputes from time to time relating to our use of intellectual property of third parties, any of which could harm our operations and prospects.

In the ordinary course of our business, we develop intellectual property of many kinds that is or will be the subject of copyright, trademark, service mark, patent, trade secret, or other protections. This intellectual property includes but is not limited to course materials, business know-how, software and internal processes and procedures developed to respond to the requirements of operating and various education regulatory agencies. We rely on a combination of copyrights, trademarks, service marks, trade secrets, domain names, agreements, and registrations to protect our intellectual property. We rely on service mark and trademark protection in the United States and select foreign jurisdictions to protect our rights to various marks, including "AMERICAN MILITARY UNIVERSITY," "AMERICAN PUBLIC UNIVERSITY," "AMERICAN PUBLIC UNIVERSITY SYSTEM," "Ready when you are." "RESPECTED. AFFORDABLE. ONLINE." and "EDUCATING THOSE WHO SERVE," as well as distinctive logos and other marks associated with our services. We rely on agreements under which we obtain rights to use course content developed by faculty members and other third party content experts. We cannot assure you that the measures that we take will be adequate or that we have secured, or will be able to secure, appropriate protections for all of our proprietary rights in the United States or select foreign jurisdictions, or that third parties will not infringe upon or violate our proprietary rights. Despite our efforts to protect these rights, unauthorized third parties may attempt to duplicate or copy the proprietary aspects of our curricula, online resource material, other content, software and technology, and offer competing programs and/or services to ours.

In particular, third parties may attempt to develop competing programs or services or duplicate or copy aspects of our curriculum, online resource material, quality management, systems and other proprietary content. Any such attempt, if successful, could adversely affect our business. Protecting these types of intellectual property rights can be difficult, particularly as it relates to the development by our competitors of competing courses and programs. In July 2011, a complaint for a declaratory judgment was commenced against us seeking a judicial declaration that the plaintiff did not infringe certain of our trademark rights. While we believe that matter was favorably resolved because the third party ceased to use certain marks, we cannot be certain that other third parties will not infringe our trademark or other intellectual property rights in the future or that the rights we believe that we have to our significant trademarks and other intellectual property rights will be found to be enforceable.

We may encounter disputes from time to time over rights and obligations concerning intellectual property, and we may not prevail in these disputes. We believe that some third parties are becoming more aggressive in pursuing enforcement of their intellectual property portfolios, and these third parties or others may raise a claim against us alleging an infringement or violation of the intellectual property of that third party. In July 2006, we settled a dispute with another institution regarding the use of certain marks that allowed us to continue to use the marks at issue, but we may not be able to favorably resolve future disputes. Some third party intellectual property rights may be extremely broad, and it may not be possible for us to conduct our operations in such a way as to avoid those intellectual property rights. Any such intellectual property claim could subject us to costly litigation and impose a significant strain on our financial resources and management personnel regardless of whether such claim has merit. Our general liability and cyber liability insurance may not cover potential claims of this type adequately or at all, and we may be required to alter the content of our classes or pay monetary damages, which may be significant.

We may incur liability for the unauthorized duplication or distribution of class materials posted online for class discussions.

In some instances, our faculty members or our students may post various articles or other third party content on class discussion boards. We may incur liability for the unauthorized duplication or distribution of this material posted online for class discussions. Third parties may raise claims against us for the unauthorized duplication of this material. Any such claims could subject us to costly litigation and impose a significant strain on our financial resources and management personnel regardless of whether the claims have merit. Our faculty members or students could also post classified material on class discussion boards, which could expose us to civil and criminal liability and harm our reputation and relationships with members of the military and government. Our general liability insurance may not cover potential claims of this type adequately or at all, and we may be required to alter the content of our courses or pay monetary damages.

Because we are an exclusively online provider of education, we are entirely dependent on continued growth and acceptance of exclusively online education and, if the recognition by students and employers of the value of online education does not continue to grow, our ability to grow our business could be adversely impacted.

We believe that continued growth in online education will be largely dependent on additional students and employers recognizing the value of degrees from online institutions. If students and employers are not convinced that online schools are an acceptable alternative to traditional schools or that an online education provides value, or if growth in the market penetration of exclusively online education slows, growth in the industry and our business could be adversely affected. Because our business model is based on online education, if the acceptance of online education does not grow, our ability to continue to grow our business and our financial condition and results of operations could be materially adversely affected.

If we do not maintain continued strong relationships with various military bases and educational service officers, and if we are unable to expand our use of articulation agreements, our future growth may be impaired.

We have non-exclusive articulation agreements or memoranda of understanding with various educational institutions of the United States Armed Forces and other governmental education programs. Articulation agreements and memoranda of understanding are agreements pursuant to which we agree to award academic credits toward our degrees for learning in educational programs offered by others. Additionally, we rely on relationships with educational service offices on military bases and base education officers to distribute our information to interested service members. If our relationships with educational service offices or base education counselors deteriorate or end, our efforts to recruit students from that base will be impaired. If our articulation agreements and memoranda of understanding are eliminated, or if our relationships with educational service offices or base education counselors deteriorate, this could materially and adversely affect our revenues and results of operations.

In August 2010, DoD issued a proposed rule that would increase oversight of educational programs offered to active service members. The final rule, published December 7, 2012 and effective January 7, 2013, requires all institutions to sign a Memorandum of Understanding, or MOU, by March 1, 2013. The MOU outlines certain commitments and agreements between the institution and DoD prior to accepting funds under the tuition assistance program. We have entered into a MOU with DOD. However the requirement to enter into a MOU, and the related increased focus by the DoD on relationships and oversight of educational providers could lead to changes in the nature of our relationships with military bases and educational service officers (including possibly needing to enter into separate installation MOUs and obtain permission to counsel students in person on the installation), which could be adverse in nature. At least one installation has banned educational providers from directly counseling potential students on the installation. Additional installations may determine to institute similar bans, which could materially and adversely affect our revenues and results of operations.

The United States Armed Forces has in the past and may in the future approve programs and initiatives to provide additional educational opportunities to service members, and these programs and initiatives may not include participation by us. We cannot predict the impact of these announcements, programs, or initiatives on us, but given our dependence on students from the armed forces, our net course registrations, and results of operations could be materially adversely affected by such announcements, programs, and initiatives.

Government regulations relating to the Internet could increase our cost of doing business, affect our ability to grow or otherwise have a material adverse effect on our business.

The increasing popularity and use of the Internet and other online services have led and may lead to the adoption of new laws and regulatory practices in the United States or foreign countries and to new interpretations of existing laws and regulations. These new laws and interpretations may relate to issues such as online privacy, copyrights, trademarks, and service marks, sales taxes, fair business practices, and the requirement that online education institutions qualify to do business as foreign corporations or be licensed in one or more jurisdictions where they have no physical location or other presence. New laws, regulations, or interpretations related to doing business over the Internet could increase our costs and materially and adversely affect our enrollments, revenues, and results of operations.

Risks Related to the Regulation of Our Industry

If we fail to comply with the extensive regulatory requirements for our business, we could face penalties and significant restrictions on our operations, including loss of access to federal tuition assistance programs for members of the United States Armed Forces and federal loans and grants for our students.

We are subject to extensive regulation by (1) the federal government through the U.S. Department of Education and under the Higher Education Act, the Department of Defense and the Department of Veterans Affairs, (2) state regulatory bodies, and (3) accrediting agencies recognized by the U.S. Secretary of Education. The regulations, standards and policies of these agencies cover the vast majority of our operations, including our educational programs, facilities, instructional, and administrative staff, administrative procedures, marketing, recruiting, financial operations, and financial condition. These regulatory requirements can also affect our ability to add new or expand existing educational programs and to change our corporate structure and ownership.

Institutions of higher education that grant degrees, diplomas, or certificates must be authorized by an appropriate state education agency or agencies. In addition, in certain states as a condition of continued authorization to grant degrees and other credentials and in order to participate in various federal programs, including tuition assistance programs of the United States Armed Forces, a school must be accredited by an accrediting agency recognized by the Secretary of Education. Accreditation is a non-governmental process through which an institution submits to qualitative review by an organization of peer institutions, based on the standards of the accrediting agency and the stated aims and purposes of the institution. The Higher Education Act requires accrediting agencies recognized by the Department of Education to review and monitor many aspects of an institution's operations and to take appropriate action when the institution fails to comply with the accrediting agency's standards.

Our operations are also subject to regulation due to our participation in Title IV programs. Title IV programs, which are administered by the Department of Education, include loans made directly to students by the Department of Education. Title IV programs also include several grant programs for students with economic need as determined in accordance with the Higher Education Act and Department of Education regulations. To participate in Title IV programs, a school must receive and maintain authorization by the appropriate state education agencies, be accredited by an accrediting agency recognized by the Secretary of Education, and be certified as an eligible institution by the Department of Education. Our growth strategy is partly dependent on enrolling more students who are attracted to us because of our continued participation in these programs.

The regulations, standards, and policies of the Department of Education, state education agencies, and our accrediting agencies change frequently. Recent and pending changes in, or new interpretations of, applicable laws, regulations, standards, or policies, or our noncompliance with any applicable laws, regulations, standards, or policies, could have a material adverse effect on our accreditation, authorization to operate in various states, activities, receipt of funds under tuition assistance programs of the United States Armed Forces, our ability to participate in Title IV programs, or costs of doing business. Furthermore, findings of noncompliance with these laws, regulations, standards, and policies also could result in our being required to pay monetary damages, or being subjected to fines, penalties, injunctions, limitations on our operations, termination of our ability to grant degrees, revocation of our accreditation, restrictions on our access to Title IV program funds, or other censure that could have a material adverse effect on our business.

If we fail to maintain our institutional accreditation, we would lose our ability to participate in the tuition assistance programs of the United States Armed Forces and also to participate in Title IV programs.

APUS is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools, one of six regional accrediting agencies recognized by the Secretary of Education. Accreditation by an accrediting agency that is recognized by the Secretary of Education is required for participation in the tuition assistance programs of the United States Armed Forces. In 2012, we derived approximately 38% of our revenue from net course registrations from these tuition assistance programs. Accreditation by an accrediting agency that is recognized by the Secretary of Education for Title IV purposes is also required for an institution to become and remain eligible to participate in Title IV programs. APUS achieved regional accreditation from The Higher Learning Commission in 2006. We were also accredited by the Accrediting Commission of the Distance Education and Training Council, or DETC, until April 30, 2012, when we voluntarily withdrew our accreditation. We have always identified The Higher Learning Commission as our primary accreditor for Title IV purposes. Therefore, our withdrawal of DETC accreditation did not affect our Title IV participation.

The Higher Learning Commission may impose restrictions on our accreditation or may terminate our accreditation. To remain accredited APUS must continuously meet certain criteria and standards relating to, among other things, performance, governance, institutional integrity, educational quality, faculty, administrative capability, resources, and financial stability. Failure to meet any of these criteria or standards could result in the loss of accreditation at The Higher Learning Commission. Loss of accreditation would, among other things, render our students and us ineligible to participate in the tuition assistance programs of the United States Armed Forces or Title IV programs and have a material adverse effect on our enrollments, revenues, and results of operations.

Our student enrollments could decline if we fail to maintain any of our accreditations.

Accreditation by The Higher Learning Commission is an important attribute of our university system. Colleges and universities depend, in part, on accreditation in evaluating transfers of credit and applications to graduate schools. Employers rely on the accredited status of institutions when evaluating a candidate's credentials, and students and corporate and government sponsors under tuition reimbursement programs look to accreditation for assurance that an institution maintains quality educational standards. In addition, certain of our individual programs are accredited by specialized accrediting agencies. If we fail to satisfy the standards of any of those specialized accrediting agencies, we could lose the specialized accreditation for the affected programs, which could result in materially reduced student enrollments in those programs and have a material adverse effect on us.

Increased scrutiny of accrediting agencies by the Secretary of Education and the U.S. Congress may result in increased scrutiny of institutions, particularly proprietary institutions, by accrediting agencies, and if our institutional accrediting agency loses its ability to serve as an accrediting agency for Title IV program purposes, we may lose our ability to participate in Title IV programs.

In November and December 2009, the Department of Education's Office of the Inspector General, or OIG, issued reports criticizing three regional accreditors – Middle States Commission on Higher Education, the Southern Association of Colleges and Schools, and The Higher Learning Commission – for failing to define both program length and credit hours. OIG, in an unusual action, recommended that the Department of Education consider limiting, suspending, or terminating The Higher Learning Commission's recognition as an accreditor for purposes of determining institutional eligibility to participate in Title IV programs. In response, Department of Education staff conducted a special review of The Higher Learning Commission and required The Higher Learning Commission to accept a corrective action plan. The Higher Learning Commission received additional scrutiny in June 2010 during a House Education and Labor Committee hearing focused on OIG's findings with regard to credit hour policies.

In December 2010, the National Advisory Committee on Institutional Quality and Integrity, or NACIQI, the panel charged with advising the Department of Education on whether to recognize accrediting agencies for Title IV purposes, reviewed The Higher Learning Commission's status as a recognized accrediting agency. Based on The Higher Learning Commission's response to the Department's special review and a December 2008 interim report (which responded to a 2007 NACIQI review unrelated to the OIG findings), NACIQI voted to continue the Higher Learning Commission's recognition as an accrediting agency but also ordered the agency to submit an additional compliance report in one year. At its December 2011 meeting, NACIQI characterized The Higher Learning Commission's report as "informational" and noted that no vote was to be taken on it. We are currently unaware of what further action NACIQI might take with respect to The Higher Learning Commission and its compliance report. NACIQI is next scheduled to review The Higher Learning Commission for recognition purposes in spring 2013.

Scrutiny of accrediting agencies and their accreditation of proprietary institutions is likely to continue. For example, The Higher Learning Commission received further scrutiny in March 2011 during a Senate HELP Committee hearing focused on accreditation of proprietary institutions. If the Department of Education were to limit, suspend, or terminate The Higher Learning Commission's recognition, we would lose our ability to participate in the Title IV programs. Our students and our institution would be ineligible to participate in the Title IV programs, and such consequence would have a material adverse effect on enrollments, revenues, and results of operations. In addition, increased scrutiny of accrediting agencies by the Secretary of Education in connection with the Department of Education's recognition process may result in increased scrutiny of institutions by accrediting agencies.

Furthermore, because the for-profit education sector is growing at such a rapid pace, it is possible that accrediting bodies will respond to that growth by adopting additional criteria, standards, and policies that are intended to monitor, regulate, or limit the growth of for-profit institutions like us. For example, in June 2009 and February 2010, The Higher Learning Commission adopted new policies related to institutional control, structure, and organization. Part of The Higher Learning Commission's rationale for these changes was to better define the range of its oversight of transactions related to change of ownership at institutions. The new policies extend The Higher Learning Commission's oversight to transactions that change, or have the potential to change, the control of an institution or its fundamental structure and organization. Under the new policies, The Higher Learning Commission also now extends its oversight to defined changes that occur in a parent or controlling entity, and not necessarily in the institution itself. Actions by, or relating to, an accredited institution, including a significant acquisition of another institution, significant changes in board composition or organizational documents, and accumulations by one stockholder of greater than 25% of the capital stock, could open up an accredited institution to additional reviews by The Higher Learning Commission and possible change from an accredited status to candidate status, which enhances the risks of these types of actions. In particular, the change from accredited status to candidate status could adversely impact an institution's ability to participate in Title IV programs. For-profit institutions may also be less attractive acquisition candidates because The Higher Learning Commission has enhanced its scrutiny of change in control transactions, obtained the explicit ability to move an institution from accredited status to candidate status, and will be examining more closely entities that own accredited institutions. If The Higher Learning Commission determines that a change required its prior approval but an institution failed to obtain such approval, The Higher Learning Commission may consider withdrawing accreditation.

New and anticipated regulations published by the U.S. Department of Education could result in regulatory changes that may materially and adversely affect our business.

On October 29, 2010, the Department of Education published final regulations concerning certain institutional eligibility issues (such as state authorization for postsecondary education institutions), definitional issues (such as the definition of "credit hour" for certain eligibility and other purposes), student eligibility issues (including the validity of high school diplomas), and other Title IV provisions (such as gainful employment program reporting and disclosure, incentive payment and misrepresentation), as well as final regulations to establish a process under which an institution applies for approval to offer an educational program that prepares students for gainful employment in a recognized occupation. These final regulations were generally effective July 1, 2011. On June 13, 2011, the Department of Education published final regulations on metrics for gainful employment programs effective July 1, 2012. Collectively, the October 29 and June 13 regulations are referred to as the "program integrity" regulations. On June 30, 2012, the U.S. District Court for the District of Columbia struck down the metrics for gainful employment programs and certain related requirements, including the requirement that an institution obtain Department of Education approval for new gainful employment programs; the court ruled one day before the metrics would have gone into effect. The program integrity regulations are described above in "Regulation of Title IV Financial Aid Programs - Recent Regulatory Changes."

On May 5, 2011, the Department of Education announced its intention to establish additional negotiated rulemaking committees to prepare proposed regulations under the Higher Education Act. Three public hearings were conducted in May 2011 at which interested parties suggested issues that should be considered for action by the negotiating committees. The Department of Education also conducted roundtable discussions to inform policy in the areas of teacher preparation, college completion, and the proposed "First in the World" competition. In spring 2012, the Department of Education convened two negotiated rulemaking committees- one on teacher preparation and one on student loans- that each held a series of meetings to discuss proposed changes to applicable regulations. Negotiators reached consensus on proposed regulatory language on 25 student loan issues, which will result in two packages of proposed rules to be published for public comment before final promulgation. Proposed rules relating to various loan repayment issues, including a new income-based repayment plan for the Direct Loan program, were issued November 1, 2012. Although the rule was originally scheduled to become effective on July 1, 2013, the Department of Education announced the rule would go into effect on December 21, 2012. Also, the Department of Education issued a NPRM on July 17, 2012 addressing discharges of loans for borrowers who suffer from total and permanent disability, and the Department of Education promulgated final rules on November 1, 2012. Proposed rules relating to other loan-related topics are expected in 2013, to be effective in 2014.

Negotiators failed to reach consensus on proposed regulations related to teacher preparation programs and the awarding of TEACH Grants. The committee disagreed about how, if at all, students' test scores should be used to judge the effectiveness of their teachers preparation program. Such so-called “value added scores” were promoted by the Department of Education during the negotiations as one way to determine which institutions should be eligible to award TEACH Grants to students in their teacher preparation programs. As the negotiators failed to reach consensus, the Department of Education is now responsible for drafting proposed regulations, to be released at a future date.

If our efforts to comply with new and pending regulations are inconsistent with how the Department of Education interprets those provisions, due to uncertainty about the meaning of the rules or otherwise, we may be found to be in noncompliance with such provisions and the Department of Education could impose monetary penalties, place limitations on our operations, and/or condition or terminate our eligibility to receive Title IV program funds. We cannot predict with certainty the effect the new and pending regulatory provisions will have on our business.

A number of the risk factors below address potential substantive concerns and risks with respect to the new regulations. With respect to the final regulations generally, and each of the regulations discussed in the risk factors below specifically, we cannot predict how the final regulations will be interpreted. Compliance with any of these new rules or uncertainty that results from the rules being recently promulgated and the absence of past practice and limited guidance as to the implementation of these new rules could have an adverse impact on our enrollment, affect the manner in which we do business, increase our cost of doing business, and have a material adverse effect on our business, financial condition, results of operations and cash flows. Lack of clarity in the final rules or guidance by the Department of Education could result in uncertainties continuing for some period of time, and may require us to adopt overly-narrow practices until clarity is obtained, and as a result our business could be materially and adversely affected.

A failure to meet U.S. Department of Education standards regarding “gainful employment” may result in the loss of eligibility to participate in Title IV programs.

On June 13, 2011, the Department of Education published final regulations on gainful employment programs effective July 1, 2012. The regulations established metrics related to student loan repayment rates and debt-to-income ratios for gainful employment programs. If a program failed all three of the gainful employment metrics in a given year, the U.S. Department of Education would require the institution to disclose the amount by which the program under-performed the metrics and the institution’s plan for program improvement. Also, the regulations required an institution to establish a three-day waiting period for enrollment after the warning information is given. If a program failed to achieve the metrics twice within three years, the institution had to continue to provide the first year disclosures and, among other things, also disclose to current and prospective students that they should expect to have difficulty repaying their student loans; provide an explanation of the risks associated with enrolling or continuing in the program, including the potential consequences for, and options available to, the student if the program became ineligible for Title IV funds; and explain the resources available to research other educational options and compare program costs. Should a program fail three times within a four year period, the regulations permitted the Department of Education to terminate the program’s eligibility for federal student aid (i.e., students in the program would immediately lose eligibility to participate in Title IV programs), and the institution would not be able to reestablish the program’s eligibility for at least three years, though the program could continue to operate without Title IV funding. In addition, the regulations required institutions to notify the Department of Education at least 90 days before commencing a new educational program leading to gainful employment in a recognized occupation. The regulations required the Department of Education to approve a new program in certain circumstances.

On June 30, 2012, the U.S. District Court for the District of Columbia vacated these regulations. The court did not vacate the requirement that institutions provide information to prospective students on their website and in their promotional materials about their gainful employment programs, such as the occupations that the gainful employment program prepares the student to enter, on-time graduate rates for students in the program, cost, job placement rate, and median loan debt incurred by graduates of the program. The Department of Education required institutions to make such disclosures by July 1, 2011, and to update such disclosures for the 2011-2012 award year by January 31, 2013. These disclosure requirements, and the requirements for reporting to the Department and to our students information relating to programs, have increased our administrative burdens. The disclosure requirements could impact student enrollment and retention in ways that we cannot now predict. For example, if our disclosures compare unfavorably with those of other educational institutions, such disclosures could adversely impact student enrollment.

On July 30, 2012, the Department of Education filed a motion to alter or amend the court's June 30, 2012 judgment. The Department of Education argued in its motion that even though it would not be permitted to sanction education institutions for failure to meet the debt measure thresholds (i) education institutions should disclose information to the Department of Education that will allow the Department of Education to calculate the debt measures and (ii) education institutions should include the results of the debt measure calculations in their disclosures to prospective students. On September 24, 2012, the U.S. District Court for the District of Columbia requested a supplemental briefing by the parties addressing, in brief, (i) the scope of the Department of Education's statutory authorization to maintain a database of information about student borrowers and (ii) the authority on which the Department of Education relied to argue that it could require education institutions to provide information to the Department of Education for purposes of calculating the debt measures and then require education institutions to disclose the results of those debt measure calculations. The parties filed supplemental briefs in November 2012, and the U.S. District Court for the District of Columbia is expected to render a decision in 2013. If the regulations are reinstated on appeal or repromulgated by the Department of Education, it is not possible at this time to determine with any degree of certainty whether such future regulations will cause any of our programs to become ineligible to participate in the Title IV programs owing to factors beyond our control, such as changes in the actual or deemed income level of our graduates, changes in student borrowing levels, increases in interest rates, changes in the federal poverty income level relevant for calculating discretionary income, changes in the percentage of our former students who are current in repayment of their student loans, and other factors. In addition, even though deficiencies in the metrics may be correctible on a timely basis, if we are required to disclose such metrics to students it may adversely impact enrollment in certain programs and may adversely impact the reputation of our educational institutions.

Our failure to obtain Department of Education approval, where required, for new programs that prepare students for gainful employment in a recognized occupation could materially and adversely affect our business.

On October 29, 2010, the Department of Education issued final regulations to establish a new process under which an institution applies for approval to offer an educational program that prepares students for gainful employment in a recognized occupation. Under the final regulations, which became effective July 1, 2011, an institution must notify the Department of Education at least 90 days before the first day of class when it intends to add a program that prepares students for gainful employment in a recognized occupation. The institution seeking approval may proceed to offer the program, unless the Department of Education advises the institution at least 30 days before the first day of classes that the Department of Education must approve the program for Title IV purposes. If the Department of Education denies approval, the institution may not award Title IV funds in connection with the program. On June 30, 2012, U.S. District Court for the District of Columbia vacated the regulations requiring the U.S. Department of Education to receive notice of (and possibly approve) any new program that prepares students for gainful employment, which for APUS includes most of its programs. Pending a final ruling in this case, the Department of Education has advised institutions to follow the rules on additional programs that immediately preceded the gainful employment rules. The version once again in effect provides that approval of new programs is not required if the additional program prepares students for gainful employment in the same or related occupation as an educational program that has previously been designated as eligible and is at least eight semester hour, 12 quarter hours, or 600 clock hours. It is unclear whether the Department of Education will repromulgate the regulation in a form that can withstand challenge. See “Risks Related to the Regulation of our Industry” for additional information on these new program approval requirements. If the Department were to deny approval to one or more of our new programs, our business could be materially and adversely affected. Furthermore, compliance with any new procedures could cause delay in our ability to offer new programs and put our business at a competitive disadvantage. Compliance could also adversely affect our ability to timely offer programs of interest to our students and potential students and adversely affect our ability to increase our revenues. As a result, our business could be materially and adversely affected.

Our failure to comply with the Department of Education’s incentive payment rule could result in sanctions.

If we pay a bonus, commission, or other incentive payment in violation of applicable Department of Education rules, we could be subject to sanctions, which could have a material adverse effect on our business. In the final regulations published on October 29, 2010, the Department of Education abolished 12 safe harbors that described permissible arrangements under the regulation. The amended regulation was effective July 1, 2011. Abolition of the safe harbors and other aspects of the new regulation may create uncertainty about what constitutes impermissible incentive payments. The modified incentive payment rule and related uncertainty as to how it will be interpreted also may influence our approach, or limit our alternatives, with respect to employment policies and practices and consequently may affect negatively our ability to recruit and retain employees, and as a result our business could be materially and adversely affected.

In addition, the Government Accountability Office, or GAO, has issued a report critical of the Department of Education’s enforcement of the incentive payment rule, and the Department of Education has undertaken to increase its enforcement efforts. If the Department of Education determines that an institution violated the incentive payment rule, it may require the institution to modify its payment arrangements to the Department of Education’s satisfaction. The Department of Education may also fine the institution or initiate action to limit, suspend, or terminate the institution’s participation in the Title IV programs. The Department of Education may also seek to recover Title IV funds disbursed in connection with the prohibited incentive payments. In addition, third parties may file “qui tam” or “whistleblower” suits on behalf of the Department of Education alleging violation of the incentive payment provision. Such suits may prompt Department of Education investigations. Particularly in light of the uncertainty surrounding the new incentive payment rule, the existence of, the costs of responding to, and the outcome of, qui tam or whistleblower suits or Department of Education investigations could have a material adverse effect on our reputation causing our enrollments to decline and could cause us to incur costs that are material to our business, among other things. As a result, our business could be materially and adversely affected

Our failure to comply with the Department of Education's substantial misrepresentation rules could result in sanctions.

The Department of Education may take action against an institution in the event of substantial misrepresentation by the institution concerning the nature of its educational programs, its financial charges or the employability of its graduates. In the final regulations published on October 29, 2010, the Department of Education has expanded the activities that constitute a substantial misrepresentation, effective July 1, 2011. Under the final regulation, an institution engages in substantial misrepresentation when the institution itself, one of its representatives, or an organization or person with which the institution has an agreement to provide educational programs, marketing, advertising, or admissions services, makes a substantial misrepresentation directly or indirectly to a student, prospective student or any member of the public, or to an accrediting agency, a state agency, or to the Secretary of Education. The final regulations define misrepresentation as any false, erroneous or misleading statement, and they define a misleading statement as any statement that has the likelihood or tendency to deceive or confuse. The final regulations define substantial misrepresentation as any misrepresentation on which the person to whom it was made could reasonably be expected to rely, or has reasonably relied, to the person's detriment. If the Department of Education determines that an institution has engaged in substantial misrepresentation, the Department of Education may revoke an institution's program participation agreement, impose limitations on an institution's participation in the Title IV programs, deny participation applications made on behalf of the institution, or initiate a proceeding against the institution to fine the institution or to limit, suspend or termination the institution's participation in the Title IV programs. On June 5, 2012, the U.S. Court of Appeals for the District of Columbia vacated portions of the substantial misrepresentation regulation that permitted the U.S. Department of Education to: (i) revoke an institution's program participation agreement or impose limitations on an institution's participation without affording procedural protections; (ii) proscribe misrepresentations with respect to subjects not covered by the Higher Education Act; and (iii) proscribe statements that are merely confusing. The court remanded the matters so that the Department of Education can revise the regulations. The Department of Education could promulgate regulations that expand its role in monitoring and enforcing prohibitions on misrepresentation. This could lead to an increase in administrative actions and litigation claiming substantial misrepresentation, which at a minimum would increase legal costs associated with defending such actions. As a result, our business could be materially and adversely affected.

Failure to comply with the Department of Education's credit hour requirements could result in sanctions.

In the final regulations published on October 29, 2010, the Department of Education has defined "credit" hour for Title IV purposes. The credit hour is used for Title IV purposes to define an eligible program and an academic year and to determine enrollment status and the amount of Title IV aid that an institution may disburse in a payment period. The final regulations define credit hour as an institutionally established equivalency that reasonably approximates certain specified time in class and out of class or an equivalent amount of work for other academic activities. The final regulations also require institutional accreditors to review an institution's policies, procedures, and administration of policies and procedures for assignment of credit hours. An accreditor must take appropriate actions to address an institution's credit hour deficiencies and to notify the Department of Education if it finds systemic noncompliance or significant noncompliance in one or more programs. The Department of Education has indicated that if it finds an institution to be out of compliance with the credit hour definition for Title IV purposes, it may require the institution to repay the amount of Title IV awarded under the incorrect assignment of credit hours and, if it finds significant overstatement of credit hours, it may fine the institution or limit, suspend, or terminate its participation in Title IV programs, as a result of which our business could be materially and adversely affected.

Failure to comply with the Department of Education's state authorization rules could result in our students being ineligible for Title IV programs.

To be eligible for Title IV programs, an institution must be legally authorized to provide postsecondary education in the state in which it is physically located. In the final regulations published on October 29, 2010, the Department of Education specified the type of state approvals that are acceptable for an institution to demonstrate that it is legally authorized by the state in which it is located. The regulations also provide that states must have mechanisms to take appropriate action against institutions and to respond to complaints.

Currently, APUS is headquartered in the State of West Virginia and is authorized by the West Virginia Higher Education Policy Commission. APUS has a physical presence in the Commonwealth of Virginia based on administrative offices in that state, and it is authorized by the State Council of Higher Education for Virginia. We believe that the only state licensure or authorization that is currently necessary for APUS to participate in the tuition assistance programs for the United States Armed Forces and in Title IV programs is our authorization from the West Virginia Higher Education Policy Commission. It is possible that West Virginia and other states could, as a result of the limited amount of time for states to evaluate and implement the Department of Education's final state authorization rule or otherwise, adopt standards that are detrimental to institutions such as ours. As a result, our business could be materially and adversely affected. If we acquire additional locations, we will need to seek authorization from the states where they are physically located.

If APUS does not maintain its authorization in West Virginia, our operations would be curtailed, and we may not grant degrees.

APUS is headquartered in the State of West Virginia and is authorized by the West Virginia Higher Education Policy Commission to grants degrees, diplomas and certificates. The West Virginia Higher Education Policy Commission may also take disciplinary action or revoke authorization if an institution's bond is cancelled, if the institution fails to take corrective action to bring it into compliance with West Virginia Higher Education Policy Commission policies, or if the owner is convicted for a felony or crime involving institution administration of Title IV programs.

Under current West Virginia law, if we were to lose our accreditation by The Higher Learning Commission, the West Virginia Higher Education Policy Commission may suspend, withdraw, or revoke our authorization. In addition, in order to maintain our eligibility for accreditation by The Higher Learning Commission, we must remain headquartered and have a substantial presence in one of the states in its region, which includes West Virginia. Thus, if we were to lose our authorization from the West Virginia Higher Education Policy Commission, we would be unable to provide educational services in West Virginia, we would lose our eligibility for Title IV programs, and we would lose our regional accreditation.

Our failure to comply with regulations of various states could have a material adverse effect on our enrollments, revenues, and results of operations.

Various states impose regulatory requirements on educational institutions operating within their boundaries. Several states assert jurisdiction over online educational institutions that have no physical location or other presence in the state but offer educational services to students who reside in the state or advertise to or recruit prospective students in the state. State regulatory requirements for online education are inconsistent among states and not well developed in many jurisdictions. As such, these requirements change frequently and, in some instances, are not clear or are left to the discretion of state regulators.

In final regulations published on October 29, 2010, the Department of Education stated that if an institution offers postsecondary education through distance education to students in a state in which the institution is not physically located, the institution must meet state requirements for it to be legally offering postsecondary distance education in that state. That rule was effective on July 1, 2011, although in an April 2011 guidance letter the Department of Education indicated that it would not initiate any action to establish repayment liabilities or limit student eligibility for distance education activities undertaken before July 1, 2014, provided the institution was making a good faith effort to identify and obtain necessary state authorization before that date. On July 12, 2011, the U.S. District Court for the District of Columbia vacated the portion of the Department of Education's state authorization regulation that requires online education providers to obtain any required authorizations from all states in which their students reside, finding that the Department of Education had failed to provide sufficient notice and opportunity for comment on the requirement.

On June 5, 2012, the U.S. Court of Appeals for the District of Columbia affirmed the district court's July 12, 2011 ruling. On July 27, 2012, the Department of Education issued a Dear Colleague Letter cautioning education institutions to remain in compliance with all applicable state laws and regulations related to distance education. The level of regulatory oversight varies substantially from state to state. In some U.S. states, institutions are subject to licensure by the state education agency and also by a separate state agency or agencies, depending on the programs offered. Some states have sought to assert jurisdiction over online educational institutions that offer educational services to residents in the state or that advertise or recruit in the state, notwithstanding the lack of a physical location in the state. State laws may establish standards for instruction, qualifications of faculty, location and nature of facilities, financial policies and responsibility and other operational matters. State laws and regulations may limit our ability to obtain authorization to operate in certain states or to award degrees or diplomas or offer new degree programs. Furthermore, certain states prescribe standards of financial responsibility that are different from those prescribed by the U.S. Department of Education.

The Department of Education's distance-education state authorization requirement could lead some states to adopt new laws and regulatory practices affecting the delivery of distance education to students located in those states. In the event we are found not to be in compliance with a state's new or existing requirements for offering distance education within that state, the state could seek to restrict one or more of our business activities within its boundaries, we may not be able to recruit students from that state, and may have to cease providing service to students in that state. In addition, the Department of Education has not announced its next steps, but it may engage in the future in a negotiated rulemaking to address distance education and state authorization. Should the federal distance education requirements published in October 2010 be enforced in the future, and if we fail to obtain required state authorization to provide postsecondary distance education in a specific state, we could lose our ability to award Title IV aid to students in that state.

The requirements of some states' regulations could make it more difficult for us to successfully pursue particular program initiatives.

Some states have regulations that apply to certain types of programs. For example, a number of states require that we obtain additional authorizations for our students to pursue sponsored internships or participate in practicums in the states, even where we have no other physical presence in the state. These types of provisions may make it more difficult for us to offer certain programs or degrees in those states. Program initiatives, such as our teacher education programs, that include "on the ground" components (e.g., student teaching, professional internships, etc.) that may be described as instructional activities, will be viewed by some state regulatory agencies as constituting a physical presence for regulatory purposes. As we expand some of our existing programs and pursue new programs, there is a high probability that we will need to seek formal authorization to operate in some states where historically we were not required to do so. The extent of this expansion in regulatory requirements, and the associated costs, are not known at this time, but we anticipate they may be significant. Furthermore, there may be some states where it takes a significant amount of time to meet the applicable regulatory requirements with respect to a new program initiative, or where we are not able to do so at all. The inability to efficiently or successfully expand existing programs and pursue new program initiatives would harm our ability to grow our business and meet our business objectives and could lead to higher regulatory costs and expose us to adverse actions by state regulators.

Our experience with the Title IV programs is limited, because we only began to participate in the programs in 2006, and our failure to comply with the complex regulations associated with Title IV programs would have a significant adverse effect on our operations and prospects for growth.

We first became certified to participate in Title IV programs for classes beginning in November 2006. We expect a significant portion of our growth in enrollments and revenues to come from students who are utilizing funds from Title IV programs. However, compliance with the requirements of the Higher Education Act and Title IV programs is highly complex and imposes significant additional regulatory requirements on our operations, which require additional staff, contractual arrangements, systems and regulatory costs. We have limited demonstrated history of compliance with these additional regulatory requirements, and as discussed in the risk factor immediately below, in 2012 the Department of Education found that we failed to properly calculate and return federal financial aid in accordance with applicable Title IV policies, resulting in APUS having a $1,040,851 liability to the Department. If we fail to comply with any of the regulatory requirements under Title IV programs, the Department of Education could, among other things, impose monetary penalties, place limitations on our operations, and/or condition or terminate our eligibility to receive Title IV program funds, which would limit our potential for growth outside the military sector and adversely affect our enrollment, revenues, and results of operations.

Government and regulatory agencies and third parties may conduct compliance reviews, bring claims, or initiate litigation against us, any of which could disrupt our operations and adversely affect our performance.

Because we operate in a highly regulated industry, we are subject to compliance reviews and claims of noncompliance and lawsuits by government agencies, regulatory agencies, and third parties, including claims brought by third parties on behalf of the federal government. For example, the Department of Education regularly conducts program reviews of educational institutions that are participating in the Title IV programs and the Office of Inspector General of the Department of Education regularly conducts audits and investigations of such institutions. In August 2010, the Secretary of Education announced in a letter to several members of Congress that, in part in response to recent allegations against proprietary institutions of deceptive trade practices and noncompliance with Department of Education regulations, the Department planned to strengthen its oversight of Title IV programs through, among other approaches, increasing the number of program reviews by 50%, from 200 conducted in 2010 up to 300 reviews in 2011. If the results of compliance reviews or other proceedings are unfavorable to us, or if we are unable to defend successfully against lawsuits or claims, we may be required to pay monetary damages or be subject to fines, limitations, loss of Title IV funding, injunctions, or other penalties, including the requirement to make refunds. Even if we adequately address issues raised by an agency review or successfully defend a lawsuit or claim, we may have to divert significant financial and management resources from our ongoing business operations to address issues raised by those reviews or to defend against those lawsuits or claims. Claims and lawsuits brought against us may damage our reputation, even if such claims and lawsuits are without merit.

On February 28, 2011 the U.S. Department of Education began an on-site program review of APUS' administration of the Title IV programs. On May 14, 2012 the Department of Education issued a Final Program Review Determination, or FPRD. The FPRD (1) identified liabilities resulting from the program review report findings, (2) provided instructions for payment of the liabilities to the Department of Education, (3) notified APUS of its right to appeal, and (4) notified APUS that under Department of Education regulations, APUS is required to post an irrevocable letter of credit payable to the U.S. Secretary of Education due to the number of unpaid and late refunds identified as part of the program review. The liabilities and letter of credit requirements are based on the program review report's finding that APUS' policies improperly failed to treat certain students as having unofficially withdrawn from the institution and that APUS consequently failed to calculate and return federal student financial aid to the Department of Education as a result of these unofficial withdrawals. The FPRD stated that APUS' total monetary liability, including interest, is $1,040,851. Notwithstanding that the Company disagrees with the Department's position, after considering the time, effort, expense and other factors involved in a full appeal, the Company determined to pay the liability. Because we cannot be assured that we will be able to collect the full amounts from the relevant former students, we have established a partial reserve against these receivables. We will continue to monitor the collection history and the reserve established. In response to the FPRD, we have also posted an irrevocable letter of credit in favor of the Department of Education in the amount of $163,284.

Certain of our students are eligible to receive funds from education assistance programs administered by the Department of Veterans Affairs, including under the GI Bills. Pursuant to federal law related to those programs, we are approved for education of veterans and members of the selective reserve and their dependents by the state approving agencies in Virginia and West Virginia. On April 16, 2012, the Department of Veterans Affairs began an on-site program review of our programs. The on-site review was concluded on April 20, 2012, and we have not yet received a formal report from the Department of Veterans Affairs.

We must periodically seek recertification to participate in Title IV programs, and may, in certain circumstances, be subject to review by the Department of Education prior to seeking recertification, and our future success may be adversely affected if we are unable to successfully maintain certification or obtain recertification.

An institution generally must seek recertification from the Department of Education at least every six years and possibly more frequently depending on various factors, such as whether it is provisionally certified. The Department of Education may also review an institution's continued eligibility and certification to participate in Title IV programs, or scope of eligibility and certification, in the event the institution undergoes a change in ownership resulting in a change of control or expands its activities in certain ways, such as the addition of certain types of new programs, or, in certain cases, changes to the academic credentials that it offers. In certain circumstances, the Department of Education must provisionally certify an institution, such as when it is an initial participant in Title IV programs or has undergone a change in ownership and control. In 2006, we applied to participate in Title IV programs for the first time and were provisionally certified for a period through June 30, 2007. We timely submitted our application for recertification, and the Department of Education granted us provisional certification through June 30, 2008. In May 2008, we were fully recertified to participate in Title IV programs. In August 2008, we were deemed to have undergone a change in ownership and control requiring review by the Department of Education in order to reestablish our eligibility and continue participation in Title IV programs. As required under Department of Education regulations, we timely notified the Department of Education of our change in ownership and control. In connection with the Department of Education's review of the change, we submitted to the Department of Education a change in ownership application that included the submission of required documentation, including a letter from The Higher Learning Commission indicating that it had approved the change. On October 2, 2008, we received a letter from the Department of Education approving the change in ownership and control and granting us provisional certification until September 30, 2010.

A provisionally certified institution must apply for and receive Department of Education approval of substantial changes and must comply with any additional conditions included in its program participation agreement. If the Department of Education determines that a provisionally certified institution is unable to meet its responsibilities under its program participation agreement, it may seek to revoke the institution's certification to participate in Title IV programs with fewer due process protections for the institution than if it were fully certified. The Department of Education may withdraw the institution's certification if it determines that the institution is not fulfilling material requirements for continued participation in Title IV programs.

In 2010, we applied for recertification and, on July 2, 2010, we received a letter from the Department of Education notifying us that we are fully recertified to participate in Title IV programs through December 31, 2014. If the Department of Education were to withdraw or not renew our certification to participate in Title IV programs, our students would no longer be able to receive Title IV program funds, which would have a material adverse effect on our enrollments, revenues, and results of operations. In addition, regulatory restraints related to the addition of new programs could impair our ability to attract and retain students and could negatively affect our financial results.

The U.S. Congress has been examining the for-profit postsecondary education sector, which could result in legislation or additional Department of Education rulemaking that may limit or condition Title IV program participation of proprietary schools in a manner that may materially and adversely affect our business.

In recent years, the U.S. Congress has increased its focus on for-profit education institutions, including a review of their participation in the Title IV programs. Beginning in June 2010, the HELP Committee held hearings to examine the proprietary education sector. On August 5, 2010, we received a letter from Senator Tom Harkin, Chairman of the HELP Committee, requesting documents as part of a review of matters related to for-profit postsecondary education institutions whose students receive federal student financial aid. We understand that the request was one of approximately thirty requests made to for-profit colleges in connection with the HELP Committee's review of matters related to for-profit colleges participating in Title IV programs. In June 2010, the Education and Labor Committee of the U.S. House of Representatives held a hearing to examine accreditors' standards and procedures pertinent to higher education institutions' policies on credit hours and program length. During the hearing, some committee members voiced concerns about the growing proportion of federal student financial aid going to proprietary institutions. On June 21, the chairmen of each of the Senate and House education committees, together with other members of Congress, requested the GAO to conduct a review and prepare a report with recommendations regarding various aspects of the proprietary education sector, including recruitment practices, educational quality, student outcomes, the sufficiency of integrity safeguards against waste, fraud and abuse in Title IV programs, and the degree to which proprietary institutions' revenue is comprised of Title IV and other federal funding sources. On August 4, the GAO released a report based on a three-month undercover investigation of recruiting practices at proprietary institutions, which concluded that employees at a non-random sample of 15 proprietary institutions (which did not include APUS) made deceptive statements to students about accreditation, graduation rates, job placement, program costs, or financial aid. On November 30, 2010, the GAO issued a revised version of that report that corrected or further explained a number of the instances of allegedly deceptive conduct. We incurred significant legal and other costs to respond to the congressional inquiry, and could incur significant legal and other cost to respond to any future inquiries.

On August 4, 2010, the Senate HELP Committee held a hearing to examine the student recruitment experience at for-profit postsecondary education institutions, and on September 30, 2010, the Senate HELP Committee held a hearing in regard to the federal investment in for-profit education and the resulting student outcomes. The Senate HELP Committee held additional hearings in 2011. On March 10, 2011, the Committee held a hearing to present a case study of another for-profit postsecondary education institution, its educational services, and the role of accreditor, state, and federal oversight. A hearing about financial outcomes of students at for-profit colleges was held by the Senate HELP Committee on June 7, 2011. At a number of hearings, committee members have expressed concern about the amount of student loan debt taken on by students at for-profit institutions. Following those hearings, on July 21, 2011, the Committee hosted a roundtable discussion of policy solutions for improving for-profit postsecondary education. On July 30, 2012, the HELP Committee issued a final report entitled "For Profit Higher Education: The Failure to Safeguard the Federal Investment and Ensure Student Success," which summarized the results of its investigations. While the report acknowledged that for-profit education institutions have a role to play in American society given insufficient capacity at not-for-profit and public education institutions, it made specific policy suggestions for future legislation that could affect proprietary institutions, including:

- tying access to federal aid to meeting minimum student outcome thresholds;
- prohibiting institutions from funding marketing, advertising and recruiting activities with federal financial aid dollars;
- improving cohort default rate tracking by expanding the default reporting rate period beyond 3 years;
- requiring that proprietary colleges receive at least 15 percent of revenues from sources other than federal funds; and
- using criteria beyond accreditation and state authorization for determining institutions' access to federal financial aid.

The report was not adopted by the full Committee, and the minority Members released their own report criticizing the majority's investigation in many aspects, including that it did not include a review of all institutions of higher education. Despite the fact that the full committee did not adopt the report, Congress may consider the report as it begins the process of reauthorizing the Higher Education Act.

On September 21, 2012, a group of senators wrote a letter to the Federal Trade Commission urging it to evaluate the marketing practices utilized by many proprietary institutions through the use of third-party lead generators. In addition, legislation was introduced in the Senate in April 2012, which would prevent institutions from using Title IV funds for marketing activities.

On October 31, 2011, the GAO released a second report following additional undercover investigation related to enrollment, cost, financial aid, course structure, substandard student performance, withdrawal, and exit counseling. The report concluded that while some of the 15 unidentified for-profit schools investigated appeared to follow existing policies, others did not. Although the report identified a number of deficiencies in specific instances, it made no recommendations. On December 7, 2011, the GAO released a report that attempted to compare the quality of education provided by for-profit, not-for-profit, and public schools based upon multiple outcome measures including graduation rates, pass rates on licensing exams, employment outcomes, and student loan default rates. The report found that for-profit school students had higher graduation rates for certificate programs, similar graduation rates for associate's degree programs, and lower graduation rates for bachelor's degree programs than students at not-for-profit and public schools. It also found that a higher proportion of bachelor's degree recipients from for-profit schools took out loans than did degree recipients from other schools and that there is some evidence that students at for-profits schools default on their student loans at higher rates. On nine of the 10 licensing exams reviewed, graduates of for-profit schools had lower pass rates than students from not-for-profit and public schools.

The Consumer Financial Protection Bureau, or CFPB, submitted two reports to Congress in 2012 with specific recommendations for restructuring the student borrowing experience, including requiring institutions to certify that a student is not eligible for any further federal funds before a private loan may be issued to such student. In addition, on January 31, 2013, CFPB encouraged institutions of higher education, students, and others to provide information to the CFPB by March 18, 2013 about the financial products and services currently offered to students, and comments on how current and future arrangements between institutions of higher education and financial institutions could be structured in order to promote positive financial decision-making among consumers. On January 23, 2013, Senator Durbin introduced the Know Before You Owe Private Student Loan Act of 2013, which would require institutions to certify to a private loan lender a student's cost of attendance and estimated federal financial assistance before a loan may be issued to such student. The Act would also require institutions to counsel students about their loan options, including discussion of differences between federal loans and private loans. Private loan lenders would be required to provide students with quarterly account updates on the balance and interest accrued. On January 23, 2013, Senator Durbin also introduced the Fairness for Struggling Students Act of 2013, which would allow private student loans to be dischargeable in bankruptcy. We do not know what steps Congress may take in response to these actions and whether such actions (if any) will have an adverse effect on our business or results of operations.

In addition, other Congressional hearings and reviews addressing various aspects of the education sector may occur, which may affect our business. The confluence of the increasing scrutiny in Congress of the proprietary education sector and the unprecedented federal budget deficits increases the likelihood of legislation that will adversely impact our business. We cannot predict the extent to which, or whether, these hearings and reviews will result in legislation, further rulemaking affecting our participation in Title IV programs, or more vigorous enforcement of Title IV requirements. Legislation, for example, could be focused on measures of student outcomes that do not take into account that as an institution that has historically had an open enrollment policy, we will naturally have a lower graduation rate than institutions that have selective admission policies. To the extent that any laws or regulations are adopted that limit or condition Title IV program participation or the amount of federal student financial aid for which our students are eligible, our business could be materially and adversely affected.

Congressional examination of Department of Defense oversight of tuition assistance used for distance education and proprietary institutions and pending rulemaking by the Department of Defense could result in legislative or regulatory changes that may materially and adversely affect our business.

In recent years, the U.S. Congress has increased its focus on DoD tuition assistance that is used for distance education and programs at proprietary institutions. In September 2010, the Subcommittee on Oversight and Investigations of the U.S. House of Representative's Armed Services Committee held a hearing titled "A Question of Quality and Value: Department of Defense Oversight of Tuition Assistance Used for Distance Learning and For-Profit Colleges." Witnesses and Subcommittee members expressed concern about DoD's oversight of distance education programs, especially those offered by proprietary institutions. In August 2010, DoD issued a proposed regulation that would increase oversight of educational programs offered to active duty service members. The final rule, published December 7, 2012 and effective January 7, 2013, requires all institutions to sign a Memorandum of Understanding, or MOU, by March 1, 2013. The MOU outlines certain commitments and agreements between the institution and DoD prior to accepting funds under the tuition assistance program. We have entered into a standard MOU with DoD.

In addition, in December 2010, the Senate HELP Committee released a report entitled "Benefitting Whom? For-Profit Education Companies and the Growth of Military Educational Benefits," which raised questions about the growing share of DoD tuition assistance received by proprietary institutions. In March 2011, the GAO published a report entitled "DoD Education Benefits: Increased Oversight of Tuition Assistance Program is Needed," which offered several recommendations for improving accountability within the tuition assistance program. In September 2011, the Senate Subcommittee on Federal Financial Management, Government Information, Federal Services, and International Security held a hearing focused on the classification of military education benefits under the "90/10 Rule," which requires proprietary institutions to derive at least 10 percent of their revenue from non-Title IV sources. Some of the panelists suggested that the classification of military benefits as non-Title IV revenue for purposes of the 90/10 Rule has led some for-profit institutions to recruit aggressively and sometimes illegally members of the military in order to ensure compliance with the 90/10 Rule. Senator Harkin, Chairman of the Senate Committee on Health, Education, Labor & Pensions spoke on the Senate floor on May 19, 2011 and hosted a press conference on September 22, 2011 encouraging reformation of the 90/10 Rule. Senator Harkin has accused for-profit institutions of engaging in deceptive marketing and aggressive recruiting in order to enroll veteran and active duty military members. He has also criticized for-profit institutions on the basis of their program withdrawal rates and demanded more accountability for the use of federal funds. In addition, the President's EO, issued April 27, 2012, establishing Principles to strengthen oversight, in part, of the DoD tuition assistance program requires federal agencies to implement the Principles through various actions. Congress may also decide to take action in response to the Principles.

We cannot predict the extent to which, or whether, congressional hearings result in legislation or further rulemaking affecting our participation in DoD's tuition assistance program or the Title IV programs. Members of Congress have stated, both in committee hearings and in the HELP Committee report, that Congress should revise the 90/10 Rule to count DoD tuition assistance and veterans educational benefits toward the 90% limit. In January 2012, Senators Harkin and Durbin introduced a bill to modify the 90/10 Rule by reducing the threshold to 85% and counting the Title IV programs, the DoD tuition assistance program, and veterans education benefits programs as sources from which an institution may derive no more than 85% of its revenue. In February 2012, companion bills were introduced in the U.S. Senate and U.S. House of Representatives that would modify the 90/10 Rule to count DoD tuition assistance and veterans education benefits toward the 90% limit, along with Title IV programs. On May 29, 2012, attorneys general for 21 states called on Congress to enact this type of legislation. We cannot predict the likelihood that Congress will amend the 90/10 Rule to count DoD tuition assistance and veterans education benefits toward the 90% limit or to lower the ratio to 85/15, nor can we predict the likelihood that Congress or President Obama will not take some other action to limit tuition assistance and veterans education benefits to proprietary institutions. To the extent that any laws or regulations are adopted that limit or condition the participation of proprietary schools or distance education programs in DoD tuition assistance programs or in Title IV programs with respect to DoD tuition assistance programs, or that limit or condition the amount of tuition assistance for which proprietary schools or distance education programs are eligible, our business could be materially and adversely affected.

Our regulatory environment and our reputation may be negatively influenced by the actions of other for-profit institutions.

We are one of a number of for-profit institutions serving the postsecondary education market. In recent years, regulatory investigations and civil litigation have been commenced against several companies that own for-profit educational institutions. These investigations and lawsuits have alleged, among other things, deceptive trade practices and noncompliance with Department of Education regulations. These allegations have attracted adverse media coverage and have been the subject of federal and state legislative hearings. Broader allegations against the overall for-profit school sector may negatively affect public perceptions of for-profit educational institutions, including APUS. In addition, in recent years reports on student lending practices of various lending institutions and schools, including for-profit schools, and investigations by a number of state attorneys general, Congress and governmental agencies have led to adverse media coverage of postsecondary education. Adverse media coverage regarding other companies in the for-profit school sector or regarding us directly could damage our reputation, could result in lower enrollments, revenues and operating profit, and could have a negative impact on our stock price. Such allegations could also result in increased scrutiny and regulation by the Department of Education, Congress, accrediting bodies, state legislatures, or other governmental authorities with respect to all for-profit institutions, including us.

Sequestration could reduce demand by reducing the availability of Title IV funds and increasing processing time and could have similar effects on tuition assistance funds.

Congressional actions that reduce Title IV program funding (whether through across-the-board funding reductions, sequestration or otherwise) or materially affect the eligibility of APUS or its students to participate in Title IV programs would have a material adverse effect on our enrollment, financial condition, results of operations and cash flows. On December 23, 2011, President Obama signed into law the Consolidated Appropriations Act of 2012, which made several alterations to federal student aid programs authorized under Title IV. Also, under the Budget Control Act of 2011, Congress must develop legislation to achieve further deficit reduction, and the outcome of this process is uncertain. The Budget Control Act of 2011 and the Statutory Pay-As-You-Go Act of 2010 each provide for the possibility of automatic across-the-board reductions in federal spending (also known as “sequestration”) as a budgetary enforcement tool. On January 2, 2013, President Obama signed legislation to avoid the so-called “fiscal cliff.” However, unless Congress takes further action, sequestration will begin on March 1, 2013. The House Committee on the Budget released a report in January 2013 stating that programs administered by the Department of Veterans Affairs will be exempt from sequestration. If sequestration is triggered by either the Budget Control Act of 2011 or the Statutory Pay-As-You-Go Act of 2010, funding for Title IV programs would be affected. Pell Grants would be exempt from cuts through fiscal year 2013, but could be subject to sequestration in fiscal year2014 and beyond. Most other federal student aid programs would be subject to across-the-board cuts to discretionary programs at a rate of approximately 8.2%. Origination fees for Stafford loans and PLUS loans would increase approximately 7.6%, to approximately 1.076% and 4.034% of the total loan, respectively. Cuts to the Department of Education's Federal Student Aid Administration budget could lead to delays in student eligibility determinations and delays in processing and origination of federal student loans. A reduction in the maximum annual Pell Grant amount or changes in eligibility could increase student borrowing and make it more difficult for us to comply with other regulatory requirements, such as the cohort default rate regulations. In addition, the Department of Education's Federal Student Aid administration budget would be reduced by sequestration, which could delay student eligibility determinations and processing of federal student loans. Furthermore, in the event of sequestration, the amounts available under the tuitions assistance programs of the Department of Defense could also be significantly curtailed or even eliminated, and the time for the various services to process requests for tuition assistance could be lengthened. These events could make it more difficult for students to obtain funding for an APUS education, either in a timely manner or at all, and would have an adverse effect on our results of operations.

Congress may change the law or reduce funding for Title IV programs, which could reduce our student population, revenues and profit margin.

On April 18, 2012, Senators Kay Hagan and Tom Harkin introduced new legislation that would prohibit colleges and universities from using funds from Title IV programs, military tuition assistance, veterans education benefits programs, and other federal educational assistance funds to pay for marketing, advertising, and recruiting. If a similar bill were introduced in the 113 th Congress and enacted, it would significantly affect our ability to identify and attract prospective students.

The Higher Education Act comes up for reauthorization by Congress approximately every five to six years. When Congress does not act on complete reauthorization, there are typically amendments and extensions of authorization. On August 2, 2011, President Obama signed The Budget Control Act of 2011, which eliminated Direct Subsidized Loans for graduate and professional students, as of July 1, 2012. The cost of borrowing will increase for graduate students who defer payment of interest while enrolled, which could adversely impact our enrollments. In addition, there is no assurance that Congress will not in the future enact changes that decrease Title IV program funds available to students, including students who attend our institution. Any action by Congress that significantly reduces funding for Title IV programs or the ability of our school or students to participate in these programs would require us to arrange for other sources of financial aid and would materially decrease our enrollment. Such a decrease in enrollment would have a material adverse effect on our revenues and results of operations. Congressional action may also require us to modify our practices in ways that could result in increased administrative and regulatory costs and decreased profit margin. We are not in a position to predict with certainty whether any legislation will be passed by Congress or signed into law in the future. The reallocation of funding among Title IV programs, material changes in the requirements for participation in such programs, or the substitution of materially different Title IV programs could reduce the ability of certain students to finance their education at our institution and adversely affect our revenues and results of operations.

Investigations by state attorneys general, Congress, and governmental agencies regarding relationships between loan providers and educational institutions and their financial aid officers may result in increased regulatory burdens and costs.

In recent years, the student lending practices of postsecondary educational institutions, financial aid officers, and student loan providers have been subjected to several investigations by state attorneys general, Congress, and governmental agencies. These investigations concern, among other things, possible deceptive practices in the marketing of private student loans and loans provided by lenders pursuant to Title IV programs. The Higher Education Opportunity Act, or HEOA, contains new requirements pertinent to relationships between lenders and institutions. In particular, HEOA requires institutions to have a code of conduct, with certain specified provisions, pertinent to interactions with lenders of student loans, prohibits certain activities by lenders and guaranty agencies with respect to institutions, and establishes substantive and disclosure requirements for lists of recommended or suggested lenders of federal and private student loans. In addition, HEOA imposes substantive and disclosure obligations on institutions that make available a list of recommended lenders for potential borrowers.

On August 29, 2012, the Consumer Financial Protection Bureau submitted a report to the Senate Committee on Banking, Housing, and Urban Affairs, the Senate HELP Committee, the House of Representatives Committee on Financial Services, and the House of Representatives Committee on Education and the Workforce entitled “Private Student Loans.” The report contained specific suggestions for Congressional action to restructure the student lending experience, including possibly requiring institutions to certify that a student is not eligible for any further federal funds before a private loan may be issued to such student. On October 16, 2012, the Consumer Financial Protection Bureau's Ombudsman for private student loan matters issued a report containing recommendations for the Senate Committee on Banking, Housing, and Urban Affairs, the Senate HELP Committee, the House Committee on Financial Services, the House Committee on Education and the Workforce, the Secretary of the Treasury, the Director of the Consumer Financial Protection Bureau, and the Secretary of Education. The report addressed potential reforms to student loan servicing and expansion of loan modification and refinancing options. In addition, on October 18, 2012, the Consumer Financial Protection Bureau released a report entitled “The Next Front? Student Loan Servicing and the Cost to Our Men and Women in Uniform.” The report details the challenges that some service members have encountered when utilizing private and federal student loans. In January 2013, CFPB encouraged institutions of higher education, students, and others to provide information by March 18, 2013 about the financial products and services currently offered to students, and comments on how current and future arrangements between institutions of higher education and financial institutions could be structured in order to promote positive financial decision-making among consumers. We do not know what steps Congress or federal agencies may take in response to these reports and whether such actions (if any) will have an adverse effect on our business or results of operations.

In addition, state legislators have also passed or may be considering legislation related to relationships between lenders and institutions. We can neither know nor predict with certainty the effects of such developments. Governmental action may impose increased administrative and regulatory costs and decreased profit margins.

We are subject to sanctions that could be material to our results and damage our reputation if we fail to calculate correctly and return timely Title IV program funds for students who withdraw before completing their educational program.

A school participating in Title IV programs must calculate correctly the amount of unearned Title IV program funds that have been disbursed to students who withdraw from their educational programs before completion and must return those unearned funds in a timely manner, generally within 45 days after the date the school determines that the student has withdrawn. Because we began to participate in Title IV programs in 2006 and the final regulations published on October 29, 2010 include new rules applicable to return of Title IV calculations, we have limited experience complying with these provisions. Furthermore, as discussed above, in 2012 the Department of Education found, in a conclusion with which the Company disagrees, that we failed to do so properly with respect to $1,040,851 of Title IV funds. Under Department of Education regulations, late returns of Title IV program funds for 5% or more of students sampled in connection with the institution’s annual compliance audit constitutes material noncompliance. If unearned funds are not properly calculated and timely returned, we may have to repay Title IV funds, post a letter of credit in favor of the Department of Education or otherwise be sanctioned by the Department of Education, which could increase our cost of regulatory compliance and adversely affect our results of operations.

A failure to demonstrate "financial responsibility" may result in the loss of eligibility by APUS to participate in Title IV programs or require the posting of a letter of credit in order to maintain eligibility to participate in Title IV programs.

To participate in Title IV programs, an eligible institution must satisfy specific measures of financial responsibility prescribed by the Department of Education, or post a letter of credit in favor of the Department of Education and possibly accept other conditions, such as provisional certification, additional reporting requirements, or regulatory oversight, on its participation in Title IV programs. The Department of Education may also apply such measures of financial responsibility to the operating company and ownership entities of an eligible institution and, if such measures are not satisfied by the operating company or ownership entities, require the institution to post a letter of credit in favor of the Department of Education and possibly accept other conditions on its participation in Title IV programs. Any obligation to post a letter of credit could increase our costs of regulatory compliance. If we were unable to secure a letter of credit, we would lose our eligibility to participate in Title IV programs. In addition to the obligation to post a letter of credit under certain circumstances, an institution that is determined by the Department of Education not to be financially responsible may be transferred from the "advance" system of payment of Title IV funds, which allows the institution to obtain Title IV program funds from the Department of Education prior to making disbursements to students, to cash monitoring status or to the "reimbursement" system of payment, which requires the institution to make Title IV disbursements to students and seek reimbursement from the Department of Education. A change in our system of payment could increase our costs of regulatory compliance. If we fail to demonstrate financial responsibility and thus lose our eligibility to participate in Title IV programs, our students would lose access to Title IV program funds for use in our institution, which would limit our potential for growth outside the military community and adversely affect our enrollment, revenues and results of operations.

A failure to demonstrate "administrative capability" may result in the loss of APUS' eligibility to participate in Title IV programs.

Department of Education regulations specify extensive criteria an institution must satisfy to establish that it has the requisite "administrative capability" to participate in Title IV programs. See "Regulation of our Business" in this annual report for more information on the Department of Education's regulations on administrative capability.

If an institution fails to satisfy any of these criteria or comply with any other Department of Education regulations, the Department of Education may require the repayment of Title IV funds, transfer the institution from the "advance" system of payment of Title IV funds to cash monitoring status or to the "reimbursement" system of payment, place the institution on provisional certification status, or commence a proceeding to impose a fine or to limit, suspend or terminate the participation of the institution in Title IV programs. If we are found not to have satisfied the Department of Education's "administrative capability" requirements, we could be limited in our access to, or lose, Title IV program funding, which would limit our potential for growth outside the military sector and adversely affect our enrollment, revenues, and results of operations.

We have limited experience internally administering our participation in Title IV programs and failure to comply with applicable regulations could cause us to lose our eligibility to participate in Title IV programs.

We recently determined to terminate our relationship with Global Financial Aid Services, Inc., or Global, which had assisted us with administration of our participation in Title IV programs since we began to participate in those programs in 2006, and to administer our participation in Title IV programs internally. To effect this transition, we will require cooperation and on-going assistance from Global during a period of transition. To the extent Global declines to cooperate with us, or responds to our requests for assistance in a less than timely fashion, we may not be able to effect this transition in a timely and cost-efficient manner. Furthermore, we may not realize the expected efficiencies from this transition, and given our lack of experience administering Title IV programs on our own, we may not be able to effectively do so. If our ability to comply with the requirements of Title IV programs is effected because of disputes or delays in connection with the transition process or because of problems administering Title IV programs on our own, we could be subject to the sanctions discussed in the risk factors above and it could limit our enrollments, revenues, and results of operation.

We may lose eligibility to participate in Title IV programs if our student loan default rates are too high, and if we lose that eligibility our future growth could be impaired.

An educational institution may lose its eligibility to participate in some or all Title IV programs if, for three consecutive federal fiscal years, 25% or more of its students who were required to begin repaying their student loans in the relevant federal fiscal year default on their payment by the end of the next federal fiscal year. In addition, an institution may lose its eligibility to participate in some or all Title IV programs if its default rate exceeds 40% in the most recent federal fiscal year for which default rates have been calculated by the Department of Education. HEOA modifies the Higher Education Act's default rate provisions. Because we began only recently to enroll students who are participating in the federal student loan programs, we have no historical cohort default rate for federal fiscal year 2007 or earlier. Our cohort default rate for federal fiscal years 2008, 2009, and 2010 are 5.2%, 4.0% and 6.0%, respectively.

Beginning with default rate calculations for federal fiscal year 2009, the cohort default rate will be calculated by determining the rate at which borrowers who become subject to their repayment obligation in the relevant federal fiscal year default by the end of the second following federal fiscal year. (the "three-year cohort default rate"). In September 2012, the Department of Education began publishing the official three-year cohort default rates. The Department of Education will publish the three-year cohort default rates in addition to the current method of calculating rates (described in the paragraph above) until the phase-in of the three-year measurement period is complete. As of September 2014, only the three-year cohort default rates will be applied for purposes of measuring compliance, beginning with the three-year cohort default rate for the 2011 cohort. An institution will lose its eligibility to participate in certain Title IV programs 30 days after it receives notice from the Department of Education that its most recent cohort default rate for fiscal year 2011 or later is greater than 40%. In addition, an institution may lose its eligibility to participate in certain Title IV programs 30 days after it receives notice from the Department of Education that its three most recent cohort default rates are each 30% or greater. Our official three-year cohort default rate for 2009 is 7.2%.

If our student loan default rates approach the limits detailed above, we may be required to increase our efforts and resources dedicated to improving these default rates. In addition, because there is a lag between the funding of a student loan and a default thereunder, many of the borrowers who are in default or at risk of default are former students with whom we may have only limited contact. Accordingly, there can be no assurance that we would be able to effectively improve our default rates or improve them in a timely manner to meet the requirements for continued participation in Title IV funding if we experience a substantial increase in our student loan default rates. If APUS loses its eligibility to participate in Title IV programs because of high student loan default rates, our students would no longer be eligible to use Title IV program funds in our institution, which would significantly reduce our enrollments and revenues and have a material adverse effect on our results of operations.

If we undergo a change in ownership and control, the Department of Education will place us on provisional certification, and the terms of that provisional certification could limit our potential for growth outside the military sector and adversely affect our enrollment, revenues, and results of operations.

Department of Education regulations provide that a change of control of a publicly traded corporation occurs if: (1) there is an event that would obligate the corporation to file a Current Report on Form 8-K with the SEC disclosing a change of control or (ii) the corporation has a stockholder that owns at least 25% of the total outstanding voting stock of the corporation and is the largest stockholder of the corporation, and that stockholder ceases to own at least 25% of such stock or ceases to be the largest stockholder. A significant purchase or disposition of our voting stock could be determined by the Department of Education to be a change in ownership and control under this standard. Under the Higher Education Act, an institution that undergoes a change in ownership resulting in a change in control loses its eligibility to participate in Title IV programs and must apply to the Department of Education in order to reestablish such eligibility.

During our period of provisional certification, we had to comply with any additional conditions included in our program participation agreement, which included, among other things, limitations on our operations. Our program participation agreement provided that, as a provisionally certified institution, we had to apply for and receive approval by the Secretary for any substantial change, including but not limited to establishment of additional locations, an increase in the level of academic offering, and addition of any non-degree or short-term training program. The Department of Education also had authority to review us more closely during our provisional certification. On July 2, 2010, we received a letter from the Department of Education notifying us that we are fully recertified to participate in Title IV programs through December 31, 2014.

Future transactions could constitute a change in ownership or control under Department of Education regulations and could cause the Department to place us on provisional certification as require by the law when an institution undergoes a change in ownership and control. The conditions to provisional certification or closer review by the Department of Education could impact, among other things, our ability to add educational programs, acquire other schools, or make other significant changes. In addition, if the Department of Education were to determine that we were unable to meet our responsibilities while we were provisionally certified, the Department could seek to revoke our certification to participate in Title IV programs with fewer due process protections than if we were fully certified. Limitations on our operations could, and the loss of our certification to participate in Title IV programs would, adversely affect our ability to grow our presence outside the military sector in addition to having adverse effects on our enrollment, revenues, and results of operations.

If regulators do not approve or delay their approval of transactions involving a change of control of our company, our ability to operate could be impaired.

If we or APUS experience a change of control under the standards of applicable state education agencies, the Department of Education,The Higher Learning Commission, or other regulators, we must notify or seek the approval of each relevant regulatory agency. Transactions or events that constitute a change of control include significant acquisitions or dispositions of an institution's common stock and significant changes in the composition of an institution's board of directors. Some of these transactions or events may be beyond our control. Our failure to obtain, or a delay in receiving, approval of any change of control from the West Virginia Higher Education Policy Commission, the State Council of Higher Education for Virginia, the Department of Education or The Higher Learning Commission could have a material adverse effect on our business and financial condition. Our failure to obtain, or a delay in receiving, approval of any change of control from other states in which we are currently licensed or authorized could require us to suspend our activities in that state or otherwise impair our operations. The potential adverse effects of a change of control could influence future decisions by us and our stockholders regarding the sale, purchase, transfer, issuance, or redemption of our stock. In addition, the regulatory burdens and risks associated with a change of control also could have an adverse effect on the market price of your shares.

Our business could be harmed if we experience a disruption in our ability to receive federal funding.

We collected the substantial majority of our fiscal year 2012 total consolidated net revenue from federal government funding sources, such as Title IV financial aid program funds, including from federal student loans under the Federal Direct Loan Program, DoD tuition benefits and veterans education benefits. Any processing disruptions by the U.S. Department of Education, DoD or the Department of Veterans Affairs may impact our students' ability to obtain student loans or tuition benefits, respectively, on a timely basis. If we experience a disruption in our ability to process student loans through the Direct Loan Program or to process tuition benefits for military students through DoD because of administrative challenges on our part or the inability of the Department of Education, DoD or Department of Veterans Affairs to process the volume of direct loans, military tuition benefits or veterans benefits, respectively, on a timely basis, our business, financial condition, results of operations and cash flows could be adversely and materially affected.

Risks Related to Owning our Common Stock

The price of our common stock may be volatile, and as a result returns on an investment in our common stock may be volatile.

We completed our initial public offering in November 2007. For a significant portion of the time since our initial public offering, we have had relatively limited public float, and trading in our common stock has also been limited and, at times, volatile. An active trading market for our common stock may not be sustained, and the trading price of our common stock may fluctuate substantially.

The price of the common stock may fluctuate as a result of:

- price and volume fluctuations in the overall stock market from time to time;
- significant volatility in the market price and trading volume of comparable companies;
- actual or anticipated changes in our earnings, enrollments or net course registrations, or fluctuations in our operating results or in the expectations of securities analysts;
- the actual, anticipated or perceived impact of changes in government policies, laws and regulations, or similar changes made by accrediting bodies;
- the depth and liquidity of the market for our common stock;
- general economic conditions and trends;
- catastrophic events;
- sales of large blocks of our stock; or
- recruitment or departure of key personnel.

In the past, following periods of volatility in the market price of a company’s securities, securities class action litigation has often been brought against that company. Because of the potential volatility of our stock price, we may become the target of securities litigation in the future. Securities litigation could result in substantial costs and divert management’s attention and resources from our business.

Seasonal and other fluctuations in our results of operations could adversely affect the trading price of our common stock.

Our results in any quarter may not indicate the results we may achieve in any subsequent quarter or for the full year. Our revenues and operating results normally fluctuate as a result of seasonal or other variations in our enrollments. Student population varies as a result of new enrollments, graduations, student attrition, the success of our marketing programs and other reasons that we cannot always anticipate. While our number of enrolled students has grown in each sequential quarter over the past three years, the number of enrolled students has been proportionally greatest in the fourth quarter of each respective year. A significant portion of our general and administrative expenses do not vary proportionately with fluctuations in revenues. We expect quarterly fluctuations in operating results to continue as a result of seasonal enrollment patterns. Such patterns may change, however, as a result of new program introductions and increased enrollments of students, or as a result of other factors we cannot anticipate. These fluctuations may result in volatility in our results of operations and/or have an adverse effect on the market price of our common stock.

If securities analysts do not publish research or reports about our business or if they downgrade their evaluations of our stock, the price of our stock could decline.

The trading market for our common stock depends in part on the research and reports that industry or financial analysts publish about us or our business. If one or more of the analysts covering us downgrade their estimates or evaluations of our stock, the price of our stock could decline. If one or more of these analysts cease coverage of our company, we could lose visibility in the market for our stock, which in turn could cause our stock price to decline.

Provisions in our organizational documents and in the Delaware General Corporation Law may prevent takeover attempts that could be beneficial to our stockholders.

Provisions in our charter and bylaws and in the Delaware General Corporation Law may make it difficult and expensive for a third party to pursue a takeover attempt we oppose even if a change in control of our company would be beneficial to the interests of our stockholders. These provisions include:

- the ability of our board of directors to issue up to 10,000,000 shares of preferred stock in one or more series and to fix the powers, preferences and rights of each series without stockholder approval, which may discourage unsolicited acquisition proposals or make it more difficult for a third party to gain control of our company;
- a requirement that stockholders provide advance notice of their intention to nominate a director or to propose any other business at an annual meeting of stockholders;
- a prohibition against stockholder action by means of written consent unless otherwise approved by our board of directors in advance; and
- the application of Section 203 of the Delaware General Corporation Law, which generally prohibits us from engaging in mergers and other business combinations with stockholders that beneficially own 15% or more of our voting stock, or with their affiliates, unless our directors or stockholders approve the business combination in the prescribed manner.

ITEM 1B. *UNRESOLVED STAFF COMMENTS*

None.

ITEM 2. *PROPERTIES*

We operate facilities in Charles Town, West Virginia and in Manassas, Virginia, which are within a one hour drive of each other and located within the Washington, DC metropolitan area. The corporate headquarters, academic, technology, finance, admissions, and admissions offices are located in Charles Town, occupying 14 downtown facilities totaling approximately 311,000 square feet. These properties include approximately 95,000 square feet that is currently unoccupied and either under construction or reserved for future expansion. The student services, graduations and marketing operations are located in Manassas in facilities totaling approximately 64,000 square feet. All facilities in Manassas are leased. In Charles Town, we have a combination of leased and owned properties, representing approximately 5% and 95% of total square footage, respectively. Lease terms vary by facility, with termination dates ranging from 2012 to 2015. Each lease has extension provisions ranging from one to seven years. There were five leased properties that terminated in 2012. Staff from these buildings moved into the new 105,000 square foot Finance Center. We have also acquired two and a half acres in Charles Town for future development to support the growth of our student service operations.

ITEM 3. *LEGAL PROCEEDINGS*

From time to time, we have been and may be involved in various legal proceedings. We currently have no material legal proceedings pending.

ITEM 4. *MINE SAFETY DISCLOSURES*

None.

PART II

ITEM 5. *MARKET FOR REGISTRANT'S COMMON EQUITY, RELATED STOCKHOLDER MATTERS AND ISSUER PURCHASES OF EQUITY SECURITIES*

Market Information

Our common stock began trading on the NASDAQ Global Market on November 9, 2007 under the symbol "APEI." Prior to November 9, 2007, there was no public market for our common stock. The following table sets forth, for the period indicated, the high and low sales price of the Company's common stock as reported on the NASDAQ Global Market.

Year Ended December 31, 2011	Low	High
First Quarter 2011	$ 33.43	$ 43.85
Second Quarter 2011	$ 40.00	$ 47.53
Third Quarter 2011	$ 33.38	$ 49.29
Fourth Quarter 2011	$ 27.20	$ 45.23
Year Ended December 31, 2012		
First Quarter 2012	$ 36.87	$ 46.96
Second Quarter 2012	$ 26.85	$ 39.90
Third Quarter 2012	$ 24.88	$ 39.16
Fourth Quarter 2012	$ 29.94	$ 38.81

Holders

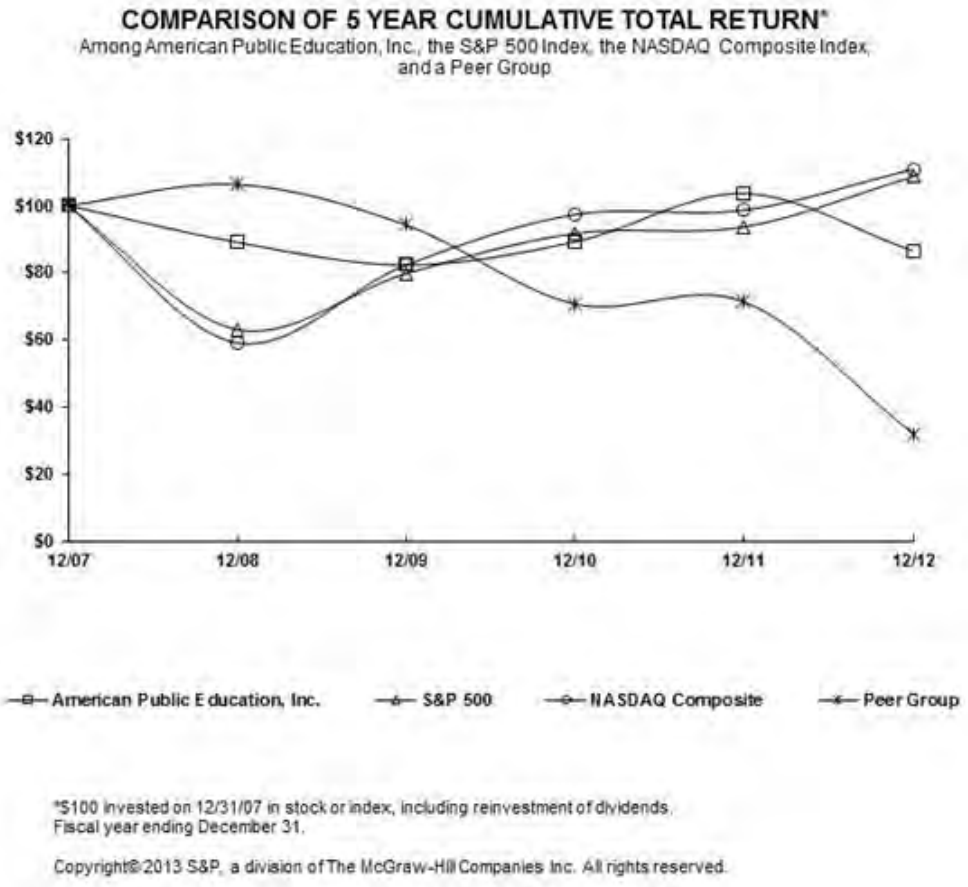
As of February 25, 2013, there were approximately 471 holders of record of our common stock.

Dividends

We do not anticipate declaring or paying any cash dividends on our common stock in the foreseeable future. The payment of any dividends in the future will be at the discretion of our board of directors and will depend upon our financial condition, results of operations, earnings, capital requirements, contractual restrictions, outstanding indebtedness, and other factors deemed relevant by our board.

Performance Graph

The graph below compares American Public Education, Inc.'s cumulative 5-year total return of holders of American Public Education, Inc.'s common stock with the cumulative total returns of the S&P 500 index, the NASDAQ Composite index and a customized peer group of eleven companies that includes: Apollo Group Inc., Bridgepoint Education Inc., Capella Education Company, Career Education Corp., Corinthian Colleges Inc., DeVry Inc., Education Management Corp., Grand Canyon Inc., ITT Educational Services Inc., National American University Holdings Inc., and Strayer Education Inc.. The graph tracks the performance of a $100 investment in our common stock, in each index and in the peer groups (with the reinvestment of all dividends) from 12/31/2007 to 12/31/2012.



Recent Sales of Unregistered Securities

None.

Purchases of Equity Securities by the Issuer and Affiliated Purchasers

On May 14, 2012, the Company's Board of Directors authorized a program to repurchase up to $20 million of shares of the Company's common stock. Subject to market conditions, applicable legal requirements and other factors, the repurchases may be made in open market transactions or privately negotiated transactions. The authorization does not obligate the Company to acquire any shares, and purchases may be commenced or suspended at any time based on market conditions and other factors that the Company deems appropriate.

	Total Number of Shares Purchased	Average Price Paid per Share	Total Number of Shares Purchased as Part of Publicly Announced Plans or Programs	Maximum Number of Shares that May Yet Be Purchased Under the Plans or Programs (1)	Maximum Approximate Dollar Value of Shares that May Yet Be Purchased Under the Plans or Programs (2)
October 1, 2012 to October 31, 2012	—	$ —	—	—	$ 10,724,643
November 1, 2012 to November 30, 2012	83,855	$ 32.58	83,855	—	7,992,647
December 1, 2012 to December 31, 2012	—	$ —	—	—	7,992,647
Total	83,855	$ 31.21	83,855	—	$ 7,992,647

(1) On December 9, 2011, the Company's Board of Directors approved a stock repurchase program for its common stock, under which the Company may annually purchase up to the cumulative number of shares issued or deemed issued under the Company's equity incentive and stock purchase plans. Repurchases may be made from time to time in the open market at prevailing market prices or in privately negotiated transactions from time to time based on business and market conditions. The stock repurchase program may be suspended or discontinued at any time, and will be funded using the Company's available cash. The Company had completed its repurchases for calendar year 2012 prior to the fourth quarter of 2012 and at that time there was no additional authority to purchase shares. However, this number will be increased in 2013 when additional shares are issued or deemed issued under the Company's equity incentive and stock purchase plans.

(2) On May 14, 2012, the Company's Board of Directors authorized a program to repurchase up to $20 million of shares of the Company's common stock. Subject to market conditions, applicable legal requirements and other factors, the repurchases may be made in open market transactions or privately negotiated transactions. The authorization does not obligate the Company to acquire any shares, and purchases may be commenced or suspended at any time based on market conditions and other factors that the Company deems appropriate.

ITEM 6. *SELECTED FINANCIAL DATA*

The following table sets forth our selected consolidated financial and operating data as of the dates and for the periods indicated. You should read this data together with “Item 7 — Management’s Discussion and Analysis of Financial Condition and Results of Operations” and our consolidated financial statements and related notes, included elsewhere in this annual report on Form 10-K. The selected consolidated statement of operations data for each of the years in the three-year period ended December 31, 2012, and the selected consolidated balance sheet data as of December 31, 2012 and 2011, have been derived from our audited consolidated financial statements, which are included elsewhere in this annual report on Form 10-K. The selected consolidated statements of operations data for the years ended December 31, 2008 and 2009, and selected consolidated balance sheet data as of December 31, 2010, 2009, and 2008, have been derived from our audited consolidated financial statements not included in this annual report on Form 10-K. Historical results are not necessarily indicative of the results of operations to be expected for future periods.

	Year Ended December 31,				
	2008	2009	2010	2011	2012
	(In thousands, except per share and net registration data)				
Statement of Operations Data:					
Revenues	$ 107,147	$ 148,998	$ 198,174	$ 260,377	$ 313,516
Costs and expenses:					
Instructional costs and services	43,561	58,383	75,309	95,216	110,192
Selling and promotional	12,361	20,479	34,296	44,713	59,761
General and administrative	21,302	25,039	32,045	48,350	63,615
Depreciation and amortization	4,235	5,231	6,502	9,239	11,146
Total costs and expenses	81,459	109,132	148,152	197,518	244,714
Income from continuing operations before interest income and income taxes	25,688	39,866	50,022	62,859	68,802
Interest income, net	706	94	111	109	135
Income from continuing operations before income taxes	26,394	39,960	50,133	62,968	68,937
Income tax expense	10,207	16,017	20,265	22,211	26,528
Investment income, net of taxes	—	—	—	—	(86)
Net income attributable to common stockholders	$ 16,187	$ 23,943	$ 29,868	$ 40,757	$ 42,323
Net income attributable to common stockholders per common share:					
Basic	$ 0.91	$ 1.32	$ 1.63	$ 2.28	$ 2.38
Diluted	$ 0.89	$ 1.27	$ 1.59	$ 2.23	$ 2.35
Weighted average number of shares outstanding:					
Basic	17,840	18,167	18,281	17,877	17,772
Diluted	18,222	18,906	18,837	18,295	18,041
Other Data:					
Net cash provided by operating activities	$ 29,757	$ 36,756	$ 47,078	$ 70,438	$ 52,838
Capital expenditures	$ 10,009	$ 10,758	$ 22,454	$ 24,925	$ 35,014
Stock-based compensation	$ 1,674	$ 2,223	$ 2,805	$ 3,189	$ 3,818
Adjusted net/Net course registrations (1)	140,758	198,392	259,389	341,669	402,205

	As of December 31,				
	2008	2009	2010	2011	2012
	(In thousands)				
Consolidated Balance Sheet Data:					
Cash and cash equivalents	$ 47,714	$ 74,866	$ 81,352	$ 119,006	$ 114,901
Working capital(2)	$ 36,357	$ 59,419	$ 60,417	$ 82,034	$ 86,004
Total assets	$ 78,813	$ 115,753	$ 141,839	$ 198,891	$ 237,603
Stockholders' equity	$ 53,475	$ 82,018	$ 97,300	$ 133,833	$ 171,153

	As of December 31,				
	2008	2009	2010	2011	2012
	(In thousands)				
Net income attributable to common stockholders	$ 16,187	$ 23,943	$ 29,868	$ 40,757	$ 42,323
Interest (income), net	(706)	(94)	(111)	(109)	(135)
Income tax expense	10,207	16,017	20,265	22,211	26,528
Investment loss, net of taxes	—	—	—	—	86
Depreciation and amortization	4,235	5,231	6,502	9,239	11,146
EBITDA from continuing operations	$ 29,923	$ 45,097	$ 56,524	$ 72,098	$ 79,948

(1) In 2012, net course registrations represent the total number of course registrations for students that have attended a portion of a course. For the years ended December 31, 2008, 2009, 2010 and 2011, one-credit lab courses were combined with their related three-credit courses.

(2) Working capital is calculated by subtracting total current liabilities from total current assets.

ITEM 7. *MANAGEMENT'S DISCUSSION AND ANALYSIS OF FINANCIAL CONDITION AND RESULTS OF OPERATIONS*

You should read the following discussion together with the financial statements and the related notes included elsewhere in the annual report. This discussion contains forward-looking statements that are based on management's current expectations, estimates and projections about our business and operations, and involves risks and uncertainties. Our actual results may differ materially from those currently anticipated and expressed in such forward-looking statements as a result of a number of factors, including those we discuss under "Risk Factors," "Special Note Regarding Forward-Looking Statements," and elsewhere in this annual report.

Overview

American Public Education, Inc. is a provider of online postsecondary education with an emphasis on the needs of the military and public service communities. We operate through two universities, American Military University, or AMU, and American Public University, or APU, which together constitute the American Public University System, or APUS.

We were founded as American Military University, Inc. in 1991 and began offering graduate courses in January 1993. Following accreditation by the Accrediting Commission of the Distance Education and Training Council, or DETC, a national accrediting agency, in 1995, American Military University began offering undergraduate programs primarily directed to members of the armed forces. Over time, American Military University diversified its educational offerings in response to demand by military students for post-military career preparation. With its expanded program offerings, American Military University extended its outreach to the greater public service community, primarily police, fire, emergency management personnel and national security professionals. In 2002, we reorganized into a holding company structure, with American Public Education, Inc. serving as the holding company of APUS, which operates our two universities, AMU and APU. Our university system achieved accreditation in May 2006 with The Higher Learning Commission of the North Central Association of Colleges and Schools, a regional accrediting agency, and became eligible for federal student aid programs under Title IV for classes beginning in November 2006.

Our course enrollments, or net course registrations, representing the aggregate number of classes in which students remain enrolled after the date by which they may drop the course without cost and combining one-credit lab courses with their related three-credit course for the years ended December 31, 2010 and 2011, increased at a compound annual growth rate (CAGR) of 25% from 2010 to 2012. Over that same time, total revenue increased at a CAGR of 26%, from $198.2 million in 2010 to $313.5 million in 2012. We believe achieving regional accreditation in May 2006, gaining access to Title IV programs beginning with classes that started in November 2006, and the variety and affordability of our programs have been some of the factors driving growth. Net course registrations increased by 18% in 2012 over 2011, our revenue increased from $260.4 million to $313.5 million, or by 20%, over the same time period, while operating margins decreased to 21.9% from 24.1% over the same time period. Net course registrations increased by 32% in 2011 over 2010, our revenue increased from $198.2 million to $260.4 million, or by 31%, over the same time period and operating margins decreased to 24.1% from 25.2% over the same time period. While we have experienced substantial growth in recent periods, you should not rely on the results of any prior periods as an indication of our future growth in adjusted net course registrations or revenue as we do not expect that our historical growth rates are sustainable. Similarly, you should not rely on our operating margins in any prior periods as an indication of our future operating margins.

Since gaining access to Title IV programs, a significant portion of our growth is attributable to students using Title IV programs. In addition to the positive impact this has had on our growth in net registrations and revenues, this has had other effects on our business and results of operations, including a change to the mix of students we serve. This has resulted, and will continue to result, in a need to provide a greater level of services to our students. Our costs and expenses as a percentage of revenue have increased due in part to increased general and administrative expenses related to this shift in student mix and primarily attributable to an increase in expenditures for financial aid processing fees, expenditures for technology required to support the increase in civilian students, and increased bad debt primarily associated with our civilian students. In order to support the number of students we now have and to plan for the future, we also expect that we will make significant investments in our technology infrastructure and financial aid processing capabilities, which from time to time, including in 2013, will result in an increased level of spending, not all of which can be capitalized.

The change to our student mix is also correlated to limitations we have encountered on our ability to make long range forecasts with respect to student enrollments. We have had more difficulty forecasting the number of students who will enroll, we have noticed a decrease in the predictability of the rate at which we convert leads into enrolled students, and we have had more difficulty attracting students that will perform well over the long term, all of which we attribute in part to the growth of civilian students, particularly the growth of civilian students from outside of public service communities.

In addition to the above factors related to Title IV programs and civilian students, in 2011 we observed that some students enroll or attempt to enroll solely to obtain Title IV funds, and some students who might not otherwise pursue a degree or certificate are attracted to enroll because of the availability of Title IV funds and economic hardships resulting from today's economic climate. We believe these students may be more likely than other students to cease pursuing a degree or certificate due to other factors, such as becoming employed or not having the level of commitment necessary to complete successfully the required coursework. As a result, the growth in our enrollments in 2011 reflected some students who will not persist as students. We have also been the target of fraudulent activities by outside parties with respect to student enrollment and Title IV programs, and as we continue to grow we may be susceptible to an increased risk of such activities. We are not able to estimate the number of students who fall into these enrollment categories, and our ability to estimate the impact on our enrollments over time is limited, as is our ability to estimate any additional impact that this could have on our exposure to bad debt or the number of our students who default on their Title IV student loans.

Each of The Budget Control Act of 2011 and the Statutory Pay-As-You-Go Act of 2010 provide for the possibility of automatic across-the-board reductions in federal spending (also known as "sequestration") as a budgetary enforcement tool. The House Committee on the Budget released a report in January 2013 stating that programs administered by the Department of Veterans Affairs will be exempt from sequestration. However, if sequestration is triggered, funding for Title IV programs would be affected. Pell Grants would be exempt from cuts through fiscal year 2013, but could be subject to sequestration in fiscal year 2014 and beyond. Most other federal student aid programs would be subject to across-the-board cuts to discretionary programs at a rate of approximately 8.2%. Origination fees for Stafford loans and PLUS loans would increase approximately 7.6%, to approximately 1.076% and 4.034% of the total loan, respectively. Cuts to the Department of Education's Federal Student Aid Administration budget could lead to delays in student eligibility determinations and delays in processing and origination of federal student loans. A reduction in the maximum annual Pell Grant amount or changes in eligibility could increase student borrowing and make it more difficult for us to comply with other regulatory requirements, such as the cohort default rate regulations. In addition, the Department of Education's Federal Student Aid administration budget would be reduced by sequestration, which could delay student eligibility determinations and processing of federal student loans. As a result of sequestration the amounts available under the tuition assistance programs of the Department of Defense could also be significantly curtailed or even eliminated, and the time for the various services to process requests for tuition assistance could be lengthened. These events could make it more difficult for students to obtain funding for an APUS education, either in a timely manner or at all, and would have an adverse effect on our results of operations.

Our key financial results metrics:

Revenues

In reviewing our revenues we consider the following components: net course registrations; tuition we charge; tuition net of scholarships; and other fees.

Net course registrations. For financial reporting and analysis purposes, we measure our student body in terms of aggregate course enrollments, or net course registrations. Net course registrations represent the aggregate number of classes in which students remain enrolled after the date by which they may drop the course without cost and combining one-credit lab courses with their related three-credit courses. Because we recognize revenues over the length of a course, net course registrations in a financial reporting period do not correlate directly with revenues for that period because revenues recognized from courses are not necessarily recognized in the financial reporting period in which the course registrations occur. For example, revenues in a quarter reflect a portion of the revenue from courses that began in a prior quarter and continued into the quarter, all revenue from courses that began and ended in the quarter, and a portion of the revenue from courses that began but did not end in the quarter.

We believe our curriculum is directly relevant to federal, state and local law enforcement and other first responders, but historically this market was limited to us because, outside the federal government, only a few agencies or departments have the tuition reimbursement plans critical to fund continuing adult education. In recent years, in part because our students can access Title IV programs, we have been increasing our focus on these markets. Title IV programs require participating students to take more courses per semester than students participating in Department of Defense, or DoD, tuition assistance programs. As a result, we expect that our increased focus on markets that utilize Title IV programs may cause the average number of courses per student per semester to increase.

Tuition. Providing affordable programs is an important element of our strategy for growth. Since 2000, we have not raised undergraduate tuition and have only increased graduate tuition by modest amounts in 2007, 2010 and 2011. We set our undergraduate tuition costs within the DoD ceilings. Using the DoD tuition ceiling as a benchmark keeps our tuition in line with four-year public university, in-state rates for undergraduates.

Net tuition. Tuition revenues vary from period to period based on the aggregate number of students attending classes and the number of classes they are attending during the period. Tuition revenue is adjusted to reflect amounts for students who withdraw from a course in the month the withdrawal occurs. We also provide scholarships to certain students to assist them financially and to promote their registration. The cost of these scholarships is netted against tuition revenue in the period incurred for purposes of establishing net tuition revenue and typically represents less than 1% of revenues.

Other fees. Other fees include charges for transcript credit evaluation, which includes assistance in securing official transcripts on behalf of the student in addition to evaluating transcripts for transfer credit. Students also are charged withdrawal, graduation, late registration, transcript request and comprehensive examination fees, when applicable. In accordance with Emerging Issues Tasks Force Issue No. 02-16, *Accounting by a Customer (Including a Reseller) for Certain Consideration Received from a Vendor* (Financial Accounting Standards Board Accounting Standards Codification (FASB ASC) Topic 605), other fees also includes book purchase commissions we receive for graduate student book purchases and ancillary supply purchases students make directly from our preferred book vendor. A technology fee of $50 per course was also implemented for course registrations beginning after September 1, 2012. The technology fee is earned over the length of the course. However, APUS provides a grant to cover the fee for active duty military, national guard and reserve personnel, and for anyone using DoD tuition assistance benefits. The grant also covers the fee for students using veterans education benefits.

Costs and Expenses

We categorize our costs and expenses as (i) instructional costs and services, (ii) selling and promotional, (iii) general and administrative, and (iv) depreciation and amortization.

Instructional costs and services. Instructional costs and services are expenses directly attributable to the educational services we provide our students. This expense category includes salaries and benefits for full-time faculty, administrators and academic advisors, and costs associated with adjunct faculty. Instructional pay for adjunct faculty is primarily dependent on the number of students taught. Instructional costs and services expenses also include costs for educational supplies such as books, costs associated with academic records and graduation, and other university services such as evaluating transcripts.

Substantially all undergraduate students receive their textbooks through our book grant program. Over the course of a complete bachelor's degree program, this represents a potential average student savings of approximately $4,500 when compared to four-year public colleges according to The College Board Study, Annual Survey of Colleges report from 2009. In connection with our book grant program, we have been working to reduce the overall cost of books per course. Graduate students may order and pay for their books through the contracted vendor from which we purchase the undergraduate book grant program books or they can purchase books from a vendor of their choice.

Selling and promotional. Selling and promotional expenses include salaries and benefits of personnel engaged in recruitment and promotion, as well as costs associated with advertising and the production of marketing materials related to new enrollments and current students. Our selling and promotional expenses are generally affected by the cost of advertising media, the efficiency of our selling efforts, salaries and benefits for our selling and admissions personnel, and the number of advertising initiatives for new and existing academic programs. The availability of Title IV program funds to our students have increased our marketability in non-military markets, but the more competitive nature of these markets has caused our student acquisition costs to increase. As we continue to grow in size and continue to focus on students using Title IV funds outside of public service communities, this trend may continue and our student acquisition costs may continue to increase due to our marketing the APU brand and our efforts to realize a greater number of civilian student net registrations.

General and administrative. General and administrative expenses include salaries and benefits of employees engaged in corporate management, finance, information technology, human resources, facilities, compliance and other corporate functions. In addition, the cost of renting and maintaining our facilities, technology expenses, and costs for professional services are included in general and administrative costs. General and administrative expenses also include bad debt expense.

Depreciation and amortization. We incur depreciation and amortization expenses for costs related to the capitalization of property, equipment, software and program development on a straight-line basis over the estimated useful lives of the assets.

Interest Income, Net

Interest income, net consists primarily of interest income earned on cash and cash equivalents, net of any interest expense.

Critical Accounting Policies and Use of Estimates

The discussion of our financial condition and results of operations is based upon our financial statements, which have been prepared in accordance with accounting principles generally accepted in the United States, or GAAP. During the preparation of these financial statements, we are required to make estimates and assumptions that affect the reported amounts of assets, liabilities, revenues, costs and expenses and related disclosures. On an ongoing basis, we evaluate our estimates and assumptions, including those related to revenue recognition, accounts receivable and allowance for doubtful accounts, valuation of long-lived assets, contingencies, income taxes and stock-based compensation expense. We base our estimates on historical experience and on various other assumptions that we believe are reasonable under the circumstances. The results of our analysis form the basis for making assumptions about the carrying values of assets and liabilities that are not readily apparent from other sources. Actual results may differ from these estimates under different assumptions or conditions, and the impact of such differences may be material to our consolidated financial statements.

A summary of our critical accounting policies follows:

Revenue recognition. We record all tuition as deferred revenue when students begin a class. At the beginning of each class, revenue is recognized on a pro rata basis over the period of the class, which is either eight or sixteen weeks. This results in our balance sheet including future revenues that have not yet been earned as deferred revenue for classes that are in progress. Students who request to be placed on program hold are required to complete or withdraw from the courses prior to being placed on hold. Other revenue includes charges for transcript credit evaluation, which includes assistance in securing official transcripts on behalf of the student in addition to evaluating transcripts for transfer credit. Students also are charged withdrawal, graduation, late registration, transcript request and comprehensive examination fees, when applicable. In accordance with FASB ASC Topic 605-50, *Accounting by a Customer (Including a Reseller) for Certain Consideration Received from a Vendor*, other fees also includes book purchase commissions we receive for graduate student book purchases and ancillary supply purchases students make directly from our preferred book vendor. Tuition revenues vary from period to period based on the number of net course registrations. Students may remit tuition payments through the online registration process at any time or they may elect various payment options, including payments by sponsors, alternative loans, financial aid, or the DoD tuition assistance program that remits payments directly to us. These other payment options can delay the receipt of payment up until the class starts or longer, resulting in the recording of a receivable from the student and deferred revenue at the beginning of each session.

The Company refunds 100% of tuition for courses that are dropped by students before the conclusion of the first seven days of a course. Because courses begin the first Monday of every month and penalty free drops occur by the second Monday of every month, the Company does not recognize revenue for dropped courses. After a course begins and if a student does not drop their course, the following refund policy is used:

8-Week Course-- Tuition Refund Schedule

Withdrawal Request	**Date Tuition Refund Percentage**
Before or During Week 1	100%
During Week 2	75%
During Weeks 3 and 4	50%
During Weeks 5 through 8	No Refund

16-Week Course-- Tuition Refund Schedule

Withdrawal Request	**Date Tuition Refund Percentage**
Before or During Week 1	100%
During Week 2	100%
During Weeks 3 and 4	75%
During Weeks 5 through 8	50%
During Weeks 9 through 16	No Refund

Accounts receivable. Course registrations are recorded as deferred revenue and accounts receivable at the time students begin a course. Students may remit tuition payments through the online registration process at any time or they may elect various payment options, which can delay the receipt of payment up until the class starts or longer. These other payment options include payments by sponsors, alternative loans, financial aid, or a tuition assistance program that remits payments directly to us. When a student remits payment after a class has begun, accounts receivable is reduced. If payment is made prior to the start of class, the payment is recorded as a student deposit and the student is provided access to the classroom when classes start. If one of the various other payment options are confirmed as secured, the student is provided access to the classroom. If no receipt is confirmed or payment option secured, the student will be dropped from the class. Therefore, billed amounts represent invoices that have been prepared and sent to students or their sponsor, lender, financial aid, or tuition assistance program according to the billing terms agreed upon in advance. The DoD tuition assistance program is billed on a course-by-course basis when a student starts class, whereas federal financial aid programs are billed based on the classes included in a student's semester. Billed accounts receivable are considered past due if the invoice has been outstanding more than 30 days. The provision for doubtful accounts is based on management's evaluation of the status of existing accounts receivable. Recoveries of receivables previously written off are recorded when received. We do not charge interest on our past due accounts receivable.

Property and equipment. Property and equipment are carried at cost less accumulated depreciation. Depreciation and amortization are calculated on a straight-line basis over the estimated useful lives of the assets. Our Partnership At a Distance, or PAD, is a customized student information and services system, that manages admissions, online orientation, course registrations, tuition payments, grade reporting, progress toward degrees, and various other functions. Costs associated with the project have been capitalized in accordance with FASB ASC Topic 350, *Accounting for the Costs of Computer Software Developed or Obtained for Internal Use*, and classified as property and equipment. These costs are amortized over the estimated useful life of five years. The Company capitalizes the costs for program development. Costs are transferred to property and equipment upon completion of each program and amortized over an estimated life not to exceed three years.

Investment. On September 30, 2012, we made a $6.8 million or approximately 19.9% investment in preferred stock of NWHW Holdings, Inc., which in turn acquired New Horizons Worldwide, Inc., or New Horizons. New Horizons is a global IT training company operating over 300 locations around the world through franchise arrangements in 45 states and 70 countries. In connection with the investment, we are is entitled to certain rights, including right to representation on the board of directors of NWHW Holdings. We recorded the investment under the equity method and will recognize our share of earnings or losses in the investee in the periods for which they are reported with a corresponding adjustment in the carrying amount of the investment.

Note Receivable. In connection with the Company's minority investment in NWHW Holdings, Inc., the Company extended $6.0 million in credit to New Horizons in exchange for a subordinated note. The note matures on September 28, 2018 with monthly interest payments of 5.0% per annum during the first five years of the note and interest payments of 6.0% per annum in the sixth year. We evaluate the loan receivable by analyzing the borrower's creditworthiness, cash flows and financial status, and the condition and estimated value of the collateral. We consider a loan to be impaired when, based upon current information and events, we believe it is probable that we will be unable to collect all amounts due according to the contractual terms of the loan agreement.

Income taxes. Deferred taxes are determined using the liability method, whereby deferred tax assets are recognized for deductible temporary differences and deferred tax liabilities are recognized for taxable temporary differences. Temporary differences are the differences between the reported amounts of assets and liabilities and their tax bases. As those differences reverse, they will enter into the determination of future taxable income. Deferred tax assets are reduced by a valuation allowance when, in the opinion of management, it is more likely than not that some portion or all of the deferred tax assets will not be realized. Deferred tax assets and liabilities are adjusted for the effects of changes in tax laws and rates on the date of enactment.

Stock-based compensation. Prior to 2012, we used a mix of stock options and restricted stock, but in 2012 we did not issue stock options. We apply FASB ASC Topic 718, *Share-Based Payment*, which requires the measurement and recognition of compensation expense for stock-based payment awards made to employees and directors, including employee stock options.

We have selected the Black-Scholes option pricing model to estimate the fair value of the stock option awards on the date of grant. Our determination of the fair value of these stock option awards was affected by the estimated fair value of our common stock on the date of grant, as well as assumptions regarding a number of highly complex and subjective variables. Prior to 2012, we calculated the expected term of stock option awards using the “simplified method” as defined by Security and Exchange Commission (SEC) Staff Accounting Bulletins No. 107 and 110 because we lacked historical data and were unable to make reasonable expectations regarding the future. We also estimate forfeitures of share-based awards at the time of grant and revise such estimates in subsequent periods if actual forfeitures differ from original projections. We make assumptions with respect to expected stock price volatility based on the average historical volatility of peers with similar attributes. In addition, we determine the risk free interest rate by selecting the U.S. Treasury five-year constant maturity, quoted on an investment basis in effect at the time of grant for that business day. Estimates of fair value are subjective and are not intended to predict actual future events, and subsequent events are not indicative of the reasonableness of the original estimates of fair value made under FASB Topic 718.

Recent Accounting Pronouncements

There have been no applicable announcements since our last filing.

Results of Operations

The following table sets forth statements of operations data as a percentage of revenues for each of the periods indicated:

	2010	2011	2012
Revenues	100.0%	100.0%	100.0%
Costs and expenses:			
Instructional costs and services	38.0%	36.6%	35.2%
Selling and promotional	17.3%	17.2%	19.1%
General and administrative	16.2%	18.6%	20.3%
Depreciation and amortization	3.3%	3.5%	3.5%
Total costs and expenses	74.8%	75.9%	78.1%
Income from operations before interest income and income taxes	25.2%	24.1%	21.9%
Interest income, net	0.1%	—	0.1%
Income from operations before income taxes	25.3%	24.1%	22.0%
Income tax expense	10.2%	8.5%	8.5%
Investment income, net of taxes	—	—	—
Net income	15.1%	15.6%	13.5%

Year Ended December 31, 2012 Compared to Year Ended December 31, 2011

Revenues

Revenues for the year ended December 31, 2012 were $313.5 million, an increase of 20% from $260.4 million for the year ended December 31, 2011. Net course registrations increased 18% to 402,205 in 2012 from 341,669 in 2011. The increase in net course registrations was primarily attributable to increased marketing efforts to civilian students interested in the affordability and diversity of our academic programs, and to some degree to an increase in students who enrolled solely to obtain Title IV funds and an increase in students who might not otherwise pursue a degree or certificate but are attracted to enroll because of the availability of Title IV funds.

Costs and Expenses

Costs and expenses were $244.7 million for the year ended December 31, 2012, an increase of $47.2million, or 24%, compared to $197.5 million for prior year ended December 31, 2011. This increase was due to the specific factors discussed below. Costs and expenses as a percentage of revenues increased to 78.1% in 2012 from 75.9% in 2011. Similarly, our income before interest income and income taxes, or our operating margin, decreased to 21.9% from 24.1% over that same period. This increase in costs and expenses as a percentage of revenues and decrease in operating margins resulted from the factors described below. Overall, our costs and expenses as a percentage of revenue increased due to increased general and administrative expenses primarily attributable to an increase in expenditures for financial aid processing fees, expenditures for technology required to support the increase in civilian students and regulatory changes, and increased bad debt primarily associated with our civilian students.

Instructional costs and services. Instructional costs and services expenses for the year ended December 31, 2012 were $110.2 million, representing an increase of 16% from $95.2 million for the year ended December 31, 2011. This increase was directly related to an increase in the number of classes offered due to the increase in net course registrations. Instructional costs and services expense as a percentage of revenues decreased to 35.2% in 2012 from 36.6% in 2011. This decrease was primarily due the number of full-time academic support staff increasing at a slower rate than revenue.

Selling and promotional. Selling and promotional expenses for the year ended December 31, 2012 were $59.8 million, representing an increase of 34% from $44.7 million for the year ended December 31, 2011. This increase was primarily due to an increase in internet advertising and introduction of radio and television advertising campaigns targeting our APU brand. Selling and promotional expenses as a percentage of revenues increased to 19.1% in 2012 from 17.2% in 2011 due to increased marketing of the APU brand.

General and administrative. General and administrative expenses for the year ended December 31, 2012 were $63.6 million, representing an increase of 31% from $48.4 million for the year ended December 31, 2011. The increase in expenditures was due to increased financial aid processing fees and expenditures for technology required to support the increase in civilian students, regulatory changes and bad debt expense. General and administrative expenses as a percentage of revenues increased to 20.3% in 2012 from 18.6% in 2011. This increase was primarily due to cost associated with our increased civilian population, regulatory changes, and bad debt expense increasing from $6.7 million in 2011 to $13.6 million in 2012, or from 2.6% of revenue in 2011 to 4.3% of revenue in 2012. This increase is due to civilian students that utilize federal financial aid and that do not complete their academic period, resulting in a return of federal student aid and a resulting unpaid balance due directly from the student, which in turn can result in bad debt.

Depreciation and amortization. Depreciation and amortization expenses were $11.1 million for the year ended December 31, 2012, compared with $9.2 million for the year ended December 31, 2011. This represents an increase of 21%. This increase resulted from greater capital expenditures and higher depreciation and amortization on a larger fixed asset base.

Stock-based compensation. Stock-based compensation included in instructional costs and services, selling and promotional and general and administrative expense for the year ended December 31, 2012 was $3.8 million in the aggregate, representing an increase of 20% from $3.2 million for the year ended December 31, 2011. The increase in stock-based compensation expense is primarily attributable to an increase in new restricted stock grants.

The table below reflects our stock-based compensation expense recognized in the consolidated statements of income for the years ended December 31, 2011 and 2012 (in thousands):

	Year Ended December 31,	
	2011	2012
Instructional costs and services	$ 893	$ 896
Selling and promotional	324	378
General and administrative	1,972	2,544
Total stock-based compensation expense	$ 3,189	$ 3,818

Income Tax Expense

We recognized tax expense from continuing operations for the year ended December 31, 2012 and 2011 of $26.5 million and $22.2 million, respectively, or effective tax rates of 38.5% and 35.3%, respectively. The effective tax rate in 2011 was impacted by state tax and research and development tax credit studies that were completed during the third quarter of 2011. The state tax study was undertaken to refine our allocation of income to various states. The research and development tax credit study was completed to claim the credit for our increased software development activities qualifying under the tax law. In addition, we claimed energy tax credits in connection with solar panel and charging stations for our facility in Charles Town.

Net Income

Net income was $42.3 million for the year ended December 31, 2012, compared to net income of $40.8 million for the year ended December 31, 2011, an increase of 4% or $1.5 million. This increase was related to the factors discussed above.

Year Ended December 31, 2011 Compared to Year Ended December 31, 2010

Revenues

Revenues for the year ended December 31, 2011 were $260.4 million, an increase of 31% from $198.2 million for the year ended December 31, 2010. Adjusted net course registrations increased 32% to 341,669 in 2011 from 259,389 in 2010. The increase in adjusted net course registrations was primarily attributable to increased marketing efforts to civilian students interested in the affordability and diversity of our academic programs, and to some degree to an increase in students who enrolled solely to obtain Title IV funds and an increase in students who might not otherwise pursue a degree or certificate but are attracted to enroll because of the availability of Title IV funds.

Costs and Expenses

Costs and expenses were $197.5 million for the year ended December 31, 2011, an increase of $49.3 million, or 33%, compared to $148.2 million for prior year ended December 31, 2010. This increase was due to the specific factors discussed below. Costs and expenses as a percentage of revenues increased to 75.9% in 2011 from 74.8% in 2010. Similarly, our income before interest income and income taxes, or our operating margin, decreased to 24.1% from 25.2% over that same period. This increase in costs and expenses as a percentage of revenues and decrease in operating margins resulted from the factors described below. Overall, our costs and expenses as a percentage of revenue increased due to increased general and administrative expenses primarily attributable to an increase in expenditures for financial aid processing fees, expenditures for technology required to support the increase in civilian students and regulatory changes, and increased bad debt primarily associated with our civilian students.

Instructional costs and services. Instructional costs and services expenses for the year ended December 31, 2011 were $95.2 million, representing an increase of 26% from $75.3 million for the year ended December 31, 2010. This increase was directly related to an increase in the number of classes offered due to the increase in net course registrations. Instructional costs and services expense as a percentage of revenues decreased to 36.6% in 2011 from 38.0% in 2010. This decrease was primarily due the number of full-time academic support staff increasing at a slower rate than revenue.

Selling and promotional. Selling and promotional expenses for the year ended December 31, 2011 were $44.7 million, representing an increase of 30% from $34.3 million for the year ended December 31, 2010. This increase was primarily due to an increase in internet advertising and introduction of radio and television advertising campaigns targeting our APU brand. Selling and promotional expenses as a percentage of revenues decreased to 17.2% in 2011 from 17.3% in 2010 due to a favorable response to our marketing the APU brand resulting in a greater number of net registrations from civilian students.

General and administrative. General and administrative expenses for the year ended December 31, 2011 were $48.4 million, representing an increase of 51% from $32.1 million for the year ended December 31, 2010. The increase in expenditures was due to increased financial aid processing fees and expenditures for technology required to support the increase in civilian students, regulatory changes and bad debt expense. General and administrative expenses as a percentage of revenues increased to 18.6% in 2011 from 16.2% in 2010. This increase was primarily due to cost associated with our increased civilian population, regulatory changes, and bad debt expense increasing from $2.1 million in 2010 to $6.7 million in 2011, or from 1.1% of revenue in 2010 to 2.6% of revenue in 2011. This increase is due to civilian students that utilize federal financial aid and that do not complete their academic period, resulting in a return of federal student aid and a resulting unpaid balance due directly from the student, which in turn can result in bad debt.

Depreciation and amortization. Depreciation and amortization expenses were $9.2 million for the year ended December 31, 2011, compared with $6.5 million for the year ended December 21, 2010. This represents an increase of 42%. This increase resulted from greater capital expenditures and higher depreciation and amortization on a larger fixed asset base.

Stock-based compensation. Stock-based compensation included in instructional costs and services, selling and promotional and general and administrative expense for the year ended December 31, 2011 was $3.2 million in the aggregate, representing an increase of 14% from $2.8 million for the year ended December 21, 2010. The increase in stock-based compensation expense is primarily attributable to an increase in new stock options and restricted stock grants.

The table below reflects our stock-based compensation expense recognized in the consolidated statements of income for the years ended December 31, 2010 and 2011 (in thousands):

	Year Ended December 31,	
	2010	2011
Instructional costs and services	$ 717	$ 893
Selling and promotional	224	324
General and administrative	1,864	1,972
Total stock-based compensation expense	$ 2,805	$ 3,189

Income Tax Expense

We recognized tax expense from continuing operations for the year ended December 31, 2011 and 2010 of $22.2 million and $20.3 million, respectively, or effective tax rates of 35.3% and 40.4%, respectively. The reduction in the effective tax rate in 2011 is primarily due to the state tax and research and development tax credit studies that were completed during the third quarter of 2011. The state tax study was undertaken to refine our allocation of income to various states. The research and development tax credit study was completed to claim the credit for our increased software development activities qualifying under the tax law. In addition, we claimed energy tax credits in connection with solar panel and charging stations for the facility in Charles Town.

Net Income

Net income was $40.8 million for the year ended December 31, 2011, compared to net income of $29.9 million for the year ended December 31, 2010, an increase of 36% or $10.9 million. This increase was related to the factors discussed above.

Quarterly Results

The following table presents our unaudited quarterly results of operations for each of our eight last quarters ended December 31, 2012. You should read the following table in conjunction with the consolidated financial statements and related notes contained elsewhere in this annual report. We have prepared the unaudited information on the same basis as our audited consolidated financial statements. Results of operations for any quarter are not necessarily indicative of results for any future quarters or for a full year.

	Quarter Ended							
	March 31, 2011	June 30, 2011	September 30, 2011	December 31, 2011	March 31, 2012	June 30, 2012	September 30, 2012	December 31, 2012
	(Dollars in thousands) (Unaudited)							
Statement of Operations Data:								
Revenues	$ 58,664	$ 60,795	$ 65,251	$ 75,667	$ 75,822	$ 74,572	$ 77,122	$ 86,000
Costs and expenses:								
Instructional costs and services	22,105	23,011	23,948	26,152	27,853	26,249	26,436	29,654
Selling and promotional	10,884	9,721	11,705	12,403	14,371	14,475	14,430	16,485
General and administrative	10,511	10,910	12,160	14,769	16,072	16,141	15,978	15,424
Depreciation and amortization	2,093	2,242	2,404	2,500	2,656	2,715	2,760	3,015
Total costs and expenses	45,593	45,884	50,217	55,824	60,952	59,580	59,604	64,578
Income before taxes	13,071	14,911	15,034	19,843	14,870	14,992	17,518	21,422
Interest income, net	27	25	35	22	21	(34)	30	118
Income before income taxes	13,098	14,936	15,069	19,865	14,891	14,958	17,548	21,540
Income tax expense (benefit)	5,241	5,960	4,130	6,880	5,808	5,717	6,724	8,279
Investment, net of taxes	$ —	$ —	$ —	$ —	$ —	$ —	$ —	$ (86)
Net income	$ 7,857	$ 8,976	$ 10,939	$ 12,985	$ 9,083	$ 9,241	$ 10,824	$ 13,175
Other Data:								
Stock-based compensation	$ 862	$ 746	$ 812	$ 769	$ 1,014	$ 917	$ 940	$ 947
Net cash provided by operating activities	$ 19,875	$ 5,799	$ 21,826	$ 22,938	$ 14,849	$ 7,849	$ 11,798	$ 18,342
Capital expenditures	$ 3,597	$ 3,199	$ 6,978	$ 11,151	$ 6,577	$ 12,371	$ 9,562	$ 6,504
Net course registrations	81,094	77,857	87,331	95,387	100,992	92,890	103,047	105,276

Liquidity and Capital Resources

We financed our operating activities and capital expenditures during the years ended December 31, 2012 and 2011 primarily through cash provided by operating activities. Cash and cash equivalents were $114.9 million and $119.0 million at December 31, 2012 and 2011, respectively.

We derive a significant portion of our revenues from tuition assistance programs of the DoD. Generally, these funds are received within 60 days of the start of the classes to which they relate. A growing source of revenue is derived from our participation in Title IV programs, for which disbursements are governed by federal regulations, and we have typically received disbursements under this program within 30 days of the start of the applicable class.

These factors, together with the number of classes starting each month, affect our operational cash flow. Our costs and expenses have increased with the increase in student enrollment and the increase in the percentage of civilian students, and we expect to fund these expenses through cash from operations.

Based on our current level of operations and anticipated growth, we believe that our cash flow from operations and other sources of liquidity, including cash and cash equivalents, will provide adequate funds for ongoing operations and planned capital expenditures for the foreseeable future.

Operating Activities

Net cash provided by operating activities was $52.8 million, $70.4 million and $47.1 million for the years ended December 31, 2012, 2011, and 2010, respectively.

The decrease in cash flow from operations was due to an increase in accounts receivable, a difference in the timing of tuition payments received in advance from students, timing differences related to the payment of accounts payable and accrued expenses, and timing differences related to payment of book vendors.

Investing Activities

Net cash used in investing activities was $48.0 million, $25.2 million and $23.0 million for the years ended December 31, 2012, 2011, and 2010 respectively. Cash used in investing activities is primarily for capital expenditures, the majority of which have been related to buildings to support expansion, software development related to PAD, and computers and equipment to support increased staff as well as our investment in NWHW Holdings. We expect that we will continue to incur expenses for investing activities in strategic opportunities, or to enhance our business capabilities, such as our investment in NWHW Holdings. Furthermore, capital expenditures could be higher in the future as a result of the acquisition of existing structures or potential new construction projects that arise as a result of our ongoing evaluation of our space needs and opportunities for physical growth.

The Company will continue to explore opportunities to invest in other opportunities in the education industry, which could include purchasing other education related companies or investing in companies developing new technologies.

Financing Activities

Net cash used in financing activities was $8.9 million for the year ended December 31, 2012 compared with net cash used in financing activities of $7.6 million and $17.6 million for the year ended December 31, 2011 and 2010, respectively. The increase in cash used in financing activities was primarily related to an increase in share repurchases under our share repurchase program from $9.7 million in 2011 to $15.9 million in 2012.

Contractual Commitments

We have various contractual obligations consisting of operating leases. The following table sets forth our future contractual obligations as of December 31, 2012.

		Payments Due by Period		
	Total	Less than 1 Year	1-3 Years	3-5 Years
Operating lease obligations	2,238	1,081	1,157	—
Total contractual obligations	$ 2,238	$ 1,081	$ 1,157	$ —

Off-Balance Sheet Arrangements

We do not have off-balance sheet financing arrangements, including any relationships with unconsolidated entities or financial partnerships, such as entities often referred to as structured finance or special purpose entities.

Impact of Inflation

We believe that inflation has not had a material impact on our results of operations for the years ended December 31, 2010, 2011 or 2012. There can be no assurance that future inflation will not have an adverse impact on our operating results and financial condition. We do not generally increase our undergraduate tuition rates; however, our costs do continually increase with inflation.

ITEM 7A. *QUANTITATIVE AND QUALITATIVE DISCLOSURES ABOUT MARKET RISK*

We are subject to the impact of interest rate changes and may be subject to changes in the market values of future investments. We invest our excess cash in bank overnight deposits. We have no material derivative financial instruments or derivative commodity instruments as of December 31, 2012.

Market Risk

We have no material derivative financial instruments or derivative commodity instruments. We maintain our cash and cash equivalents in bank deposit accounts, which at times may exceed federally insured limits. We have not experienced any losses in such accounts. We believe we are not exposed to any significant credit risk on cash and cash equivalents. Due to the short-term duration of our investment portfolio and the low risk profile of our investments, an immediate 100 basis point change in interest rates would not have a material effect on the fair market value of our portfolio.

Interest Rate Risk

We are subject to risk from adverse changes in interest rates, primarily relating to our investing of excess funds in cash equivalents bearing variable interest rates, which are tied to various market indices. Our future investment income will vary due to changes in interest rates. At December 31, 2012, a 10% increase or decrease in interest rates would not have a material impact on our future earnings, fair values, or cash flows related to investments in cash equivalents.

ITEM 8. ***FINANCIAL STATEMENTS AND SUPPLEMENTARY DATA***

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Report of Independent Registered Public Accounting Firm

To the Board of Directors and Stockholders

American Public Education, Inc.

We have audited the accompanying consolidated balance sheets of American Public Education, Inc. and Subsidiary as of December 31, 2012 and 2011, and the related consolidated statements of income, stockholders' equity, and cash flows for each of the three years in the period ended December 31, 2012. Our audits also included the financial statement schedule of American Public Education, Inc. and Subsidiary listed in Item 15(a). These financial statements and financial statement schedule are the responsibility of the Company's management. Our responsibility is to express an opinion on these financial statements and schedule based on our audits.

We conducted our audits in accordance with the standards of the Public Company Accounting Oversight Board (United States). Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of American Public Education, Inc. and Subsidiary as of December 31, 2012 and 2011, and the results of their operations and their cash flows for each of the three years in the period ended December 31, 2012, in conformity with U.S. generally accepted accounting principles. Also, in our opinion, the related financial statement schedule, when considered in relation to the basic consolidated financial statements taken as a whole, presents fairly in all material respects the information set forth therein.

We have also audited, in accordance with the standards of the Public Company Accounting Oversight Board (United States), American Public Education, Inc. and Subsidiary's internal control over financial reporting as of December 31, 2012, based on criteria established in *Internal Control–Integrated Framework* issued by the Committee of Sponsoring Organizations of the Treadway Commission, and our report dated February 28, 2013 expressed and unqualified opinion on the effectiveness of American Public Education, Inc. and Subsidiary's internal control over financial reporting.

/s/ McGladrey, LLP

Vienna, Virginia

February 28, 2013

Consolidated Balance Sheets

	As of December 31,	
	2011	2012
	(In thousands, except per share amounts)	
Assets		
Current assets:		
Cash and cash equivalents	$ 119,006	$ 114,901
Accounts receivable, net of allowance of $4,996 in 2011 and $11,106 in 2012	9,499	10,428
Prepaid expenses	4,961	4,290
Income tax receivable	1,603	4,953
Deferred income taxes	3,653	6,502
Total current assets	138,722	141,074
Property and equipment, net	58,759	82,840
Note receivable	—	6,000
Investment	—	6,664
Other assets	1,410	1,025
Total assets	$ 198,891	$ 237,603
Liabilities and Stockholders' Equity		
Current liabilities:		
Accounts payable	$ 16,318	$ 17,251
Accrued liabilities	14,486	12,042
Deferred revenue and student deposits	25,884	25,777
Total current liabilities	56,688	55,070
Deferred income taxes	8,370	11,380
Total liabilities	65,058	66,450
Commitments and contingencies (Note 3 and 7)		
Stockholders' equity:		
Preferred Stock, $.01 par value; Authorized shares - 10,000; no shares issued or outstanding	—	—
Common Stock, $.01 par value; authorized shares - 100,000; 17,844 issued and outstanding in 2011; 17,752 issued and outstanding in 2012	178	178
Additional paid-in capital	147,053	157,449
Retained earnings (accumulated deficit)	(13,398)	13,526
Total stockholders' equity	133,833	171,153
Total liabilities and stockholders' equity	$ 198,891	$ 237,603

The accompanying notes are an integral part of these consolidated statements.

Consolidated Statements of Income

	Year Ended December 31,		
	2010	2011	2012
	(In thousands, except per share amounts)		
Revenues	$ 198,174	$ 260,377	$ 313,516
Costs and expenses:			
Instructional costs and services	75,309	95,216	110,192
Selling and promotional	34,296	44,713	59,761
General and administrative	32,045	48,350	63,615
Depreciation and amortization	6,502	9,239	11,146
Total costs and expenses	148,152	197,518	244,714
Income before interest income and income taxes	50,022	62,859	68,802
Interest income, net	111	109	135
Income from operations before income taxes	50,133	62,968	68,937
Income tax expense	20,265	22,211	26,528
Investment loss, net of tax	$ —	$ —	(86)
Net income	$ 29,868	$ 40,757	$ 42,323
Net income attributable to common stockholders per common share:			
Basic	$ 1.63	$ 2.28	$ 2.38
Diluted	$ 1.59	$ 2.23	$ 2.35
Weighted average number of shares outstanding:			
Basic	18,281	17,877	17,772
Diluted	18,837	18,295	18,041

The accompanying notes are an integral part of these consolidated statements.

Consolidated Statement of Stockholders' Equity

(In thousands, except shares)

	Preferred Stock		Common Stock		Repurchased Stock		Additional Paid-In Capital	Retained Earnings (Accumulated Deficit)	Total Stockholders' Equity
	Shares	Amount	Shares	Amount	Shares	Amount			
Balance as of December 31, 2009	—	$ —	18,275,655	$ 183	—	$ —	$ 136,380	$ (54,545)	$ 82,018
Stock issued for cash	—	—	322,134	3	—	—	1,118	—	1,121
Stock issued for director compensation	—	—	4,424	—	—	—	174	—	174
Repurchased shares of common and restricted stock from stockholders			(9,625)	—	(682,046)	(19,966)	(274)		(20,240)
Stock-based compensation	—	—	—	—	—	—	2,805	—	2,805
Repurchased and retired shares of common stock	—	—	—	—	—	—	—	—	—
Excess tax benefit from stock based compensation	—	—	—	—	—	—	1,554	—	1,554
Net income	—	—	—	—	—	—	—	29,868	29,868
Balance as of December 31, 2010	—	—	18,592,588	186	(682,046)	(19,966)	141,757	(24,677)	97,300
Stock issued for cash	—	—	155,472	1	—	—	909	—	910
Stock issued for director compensation	—	—	3,540	—	—	—	139	—	139
Repurchased shares of common and restricted stock from stockholders	—	—	(6,050)	—	(219,208)	(9,521)	(224)	—	(9,745)
Stock-based compensation	—	—	—	—	—	—	3,189	—	3,189
Repurchased and retired shares of common stock			(901,254)	(9)	901,254	29,487	—	(29,478)	—
Excess tax benefit from stock based compensation	—	—	—	—	—	—	1,283	—	1,283
Net income	—	—	—	—	—	—	—	40,757	40,757
Balance as of December 31, 2011	—	—	17,844,296	178	—	—	147,053	(13,398)	133,833
Stock issued for cash	—	—	408,739	5	—	—	4,053	—	4,058
Stock issued for director compensation	—	—	3,098	—	—	—	116	—	116
Repurchased shares of common and restricted stock from stockholders	—	—	(10,697)	—	(493,491)	(15,399)	(457)	—	(15,856)
Stock-based compensation	—	—	—	—	—	—	3,818	—	3,818
Repurchased and retired shares of common stock	—	—	(493,491)	(5)	493,491	15,399	—	(15,399)	(5)
Excess tax benefit from stock based compensation	—	—	—	—	—	—	2,866	—	2,866
Net income	—	—	—	—	—	—	—	42,323	42,323
Balance as of December 31, 2012	—	$ —	17,751,945	$ 178	—	$ —	$157,449	$ 13,526	$ 171,153

The accompanying notes are an integral part of these consolidated statements.

Consolidated Statements of Cash Flows

	Year Ended December 31,		
	2010	2011	2012
		(In thousands)	
Operating activities			
Net income	$ 29,868	$ 40,757	$ 42,323
Adjustments to reconcile net income to net cash provided by operating activities			
Increase in allowance for doubtful accounts	154	3,946	6,110
Depreciation and amortization	6,502	9,239	11,146
Stock-based compensation	2,805	3,189	3,818
Loss on disposal	129	44	91
Investment loss	—	—	86
Stock issued for director compensation	174	139	116
Deferred income taxes	1,811	(867)	161
Changes in operating assets and liabilities:			
Accounts receivable	(1,759)	(3,176)	(7,039)
Prepaid expenses and other assets	(1,312)	(1,112)	1,080
Income tax receivable	83	(823)	(3,350)
Accounts payable	2,666	6,896	933
Accrued liabilities	1,346	5,137	(2,444)
Deferred revenue and student deposits	4,611	7,069	(107)
Net cash provided by operating activities	47,078	70,438	52,924
Investing activities			
Capital expenditures	(22,454)	(24,925)	(35,014)
Investment	—	—	(6,750)
Note receivable	—	—	(6,000)
Capitalized program development costs and other assets	(573)	(307)	(328)
Net cash used in investing activities	(23,027)	(25,232)	(48,092)
Financing activities			
Cash paid for repurchase of common/restricted stock	(20,240)	(9,745)	(15,861)
Cash received from issuance of common stock , net of issuance costs	1,121	910	4,058
Excess tax benefit from stock based compensation	1,554	1,283	2,866
Net cash used in financing activities	(17,565)	(7,552)	(8,937)
Net increase (decrease) in cash and cash equivalents	6,486	37,654	(4,105)
Cash and cash equivalents at beginning of period	74,866	81,352	119,006
Cash and cash equivalents at end of period	$ 81,352	$ 119,006	$ 114,901
Supplemental disclosures of cash flow information			
Income taxes paid	$ 16,819	$ 22,619	$ 26,851

The accompanying notes are an integral part of these consolidated statements.

Notes to Consolidated Financial Statements

Note 1. Nature of Business and Significant Accounting Policies

Nature of business. American Public Education, Inc. ("APEI") together with its subsidiary (the "Company") is a provider of exclusively online postsecondary education directed primarily at the needs of the military and public service communities that operates in one reportable segment. APEI has one subsidiary, American Public University System, Inc. (the "APUS"), a West Virginia corporation, which is a regionally accredited post-secondary online university that includes American Military University and American Public University.

APUS achieved regional accreditation in May 2006 with The Higher Learning Commission of the North Central Association of Colleges and Schools and became eligible for participation in federal student aid programs under Title IV of the Higher Education Act of 1965, which the Company refers to as Title IV programs, for classes beginning in November 2006.

A summary of the Company's significant accounting policies follows:

Basis of accounting. The accompanying financial statements are presented in accordance with the accrual basis of accounting, whereby revenue is recognized when earned and expenses are recognized when incurred.

Principles of consolidation. The accompanying consolidated financial statements include accounts of APEI and its wholly-owned subsidiary. All material inter-company transactions and balances have been eliminated in consolidation.

Cash and cash equivalents. The Company considers all highly liquid investments with original maturities of ninety days or less when purchased to be cash equivalents.

Accounts receivable. Course registrations are recorded as deferred revenue and accounts receivable at the time students begin a class. Students may remit tuition payments through the online registration process at any time or they may elect various payment options, which can delay the receipt of payment up until the class starts or longer. These other payment options include payments by sponsors, alternative loans, financial aid, or a tuition assistance program that remits payments directly to the Company. When a student remits payment after a class has begun, accounts receivable is reduced. If payment is made prior to the start of class, the payment is recorded as a student deposit, and the student is provided access to the classroom when classes start. If one of the various other payment options are confirmed as secured, the student is provided access to the classroom. If no receipt is confirmed or payment option secured, the student will be dropped from the class. Therefore, billed amounts represent invoices that have been prepared and sent to students or their sponsor, lender, financial aid, or tuition assistance program according to the billing terms agreed upon in advance. The Department of Defense, or DoD, tuition assistance program is billed by branch of service on a course-by-course basis when a student starts class, whereas federal financial aid programs are billed based on the classes included in a student's semester. Billed accounts receivable are considered past due if the invoice has been outstanding more than 30 days. The allowance for doubtful accounts is based on management's evaluation of the status of existing accounts receivable. Recoveries of receivables previously written off are recorded when received. We do not charge interest on our past due accounts receivable.

Property and equipment. Property and equipment is carried at cost less accumulated depreciation. Depreciation and amortization are calculated on a straight-line basis over the estimated useful lives of the assets. Partnership At a Distance, or PAD, is a customized student information and services system that manages admissions, online orientation, course registrations, tuition payments, grade reporting, progress toward degrees, and various other functions. Costs associated with the project have been capitalized in accordance with Financial Accounting Standards Board Accounting Standards Codification (FASB ASC) Topic 350, *Accounting for the Costs of Computer Software Developed or Obtained for Internal Use* , and classified as property and equipment. These costs are amortized over the estimated useful life of five years. The Company capitalizes the costs for program development. Costs are transferred to property and equipment upon completion of each program and amortized over an estimated life not to exceed three years.

Investment. On September 30, 2012, the Company made a $6.8 million or approximately 19.9% investment in preferred stock of NWHW Holdings, Inc., which in turn acquired New Horizons Worldwide, Inc.("New Horizons"). New Horizons is a global IT training company operating over 300 locations around the world through franchise arrangements in 45 states and 70 countries. In connection with the investment, APEI is entitled to certain rights, including right to representation on the Board of Directors of NWHW Holdings. The Company recorded the investment under the equity method and will recognize its share of earnings or losses in the investee in the periods for which they are reported with a corresponding adjustment in the carrying amount of the investment.

Note Receivable. In connection with the Company's minority investment in NWHW Holdings, Inc., the Company extended $6.0 million in credit to New Horizons in exchange for a subordinated note. The note matures on September 28, 2018 with monthly interest payments of 5.0% per annum during the first five years of the note and interest payments of 6.0% per annum in the sixth year. The Company evaluates the loan receivable by analyzing the borrower's creditworthiness, cash flows and financial status, and the condition and estimated value of the collateral. The Company considers a loan to be impaired when, based upon current information and events, it believes it is probable that the Company will be unable to collect all amounts due according to the contractual terms of the loan agreement.

Valuation of long-lived assets. The Company accounts for the valuation of long-lived assets under FASB ASC Topic 360, *Accounting for the Impairment or Disposal of Long-Lived Assets.* FASB ASC Topic 360 requires that long-lived assets and certain identifiable intangible assets be reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount of an asset may not be recoverable. Recoverability of the long-lived asset is measured by a comparison of the carrying amount of the asset to future undiscounted net cash flows expected to be generated by the asset. If such assets are considered to be impaired, the impairment to be recognized is measured by the amount by which the carrying amount of the assets exceeds the estimated fair value of the assets. Assets to be disposed of are reportable at the lower of the carrying amount or fair value, less costs to sell.

Revenue recognition. The Company records all tuition as deferred revenue when students begin a class. At the beginning of each class, revenue is recognized on a pro rata basis over the period of the class, which is either eight or sixteen weeks. This results in the Company's balance sheet including future revenues that have not yet been earned as deferred revenue for classes that are in progress. Students who request to be placed on program hold are required to complete or withdraw from the courses prior to being placed on hold. Other revenue includes charges for transcript credit evaluation, which includes assistance in securing official transcripts on behalf of the student in addition to evaluating transcripts for transfer credit. Students also are charged withdrawal, graduation, late registration, transcript request and comprehensive examination fees, when applicable. In accordance with FASB ASC Topic 605-50, *Accounting by a Customer (Including a Reseller) for Certain Consideration Received from a Vendor* , other fees also include book purchase commissions we receive for graduate student book purchases and ancillary supply purchases students make directly from our preferred book vendor. Tuition revenues vary from period to period based on the number of net course registrations. Students may remit tuition payments through the online registration process at any time or they may elect various payment options, including payments by sponsors, alternative loans, financial aid, or the DoD tuition assistance program that remits payments directly to the Company. These other payment options can delay the receipt of payment up until the class starts or longer, resulting in the recording of a receivable from the student and deferred revenue at the beginning of each session. Tuition revenue for sessions in progress that has not been yet earned by the Company is presented as deferred revenue in the accompanying balance sheet.

The Company refunds 100% of tuition for courses that are dropped by students before the conclusion of the first seven days of a course. Because courses begin the first Monday of every month and penalty free drops occur by the second Monday of every month, the Company does not recognize revenue for dropped courses. After a course begins and if a student does not drop their course, the following refund policy is used:

8-Week Course- Tuition Refund Schedule

Withdrawal Request	**Date Tuition Refund Percentage**
Before or During Week 1	100%
During Week 2	75%
During Weeks 3 and 4	50%
During Weeks 5 through 8	No Refund

16-Week Course- Tuition Refund Schedule

Withdrawal Request	**Date Tuition Refund Percentage**
Before or During Week 1	100%
During Week 2	100%
During Weeks 3 and 4	75%
During Weeks 5 through 8	50%
During Weeks 9 through 16	No Refund

Deferred revenue and student deposits at December 31, 2011 and 2012 consisted of the following:

	As of December 31,	
	2011	2012
	(In thousands)	
Deferred revenue	$ 13,753	$ 15,093
Student deposits	12,131	10,684
Total deferred revenue and student deposits	$ 25,884	$ 25,777

The Company provides scholarships to certain students to assist them financially and promote their registration. Scholarship assistance of $1,044,000, $2,155,000 and $2,832,000 was provided for the years ended December 31, 2010, 2011 and 2012, respectively, and are included as a reduction to revenue in the accompanying statements of income.

Advertising costs. Advertising costs are expensed as incurred. Advertising expenses for the years ended December 31, 2010, 2011 and 2012 were $22,046,000, $29,306,000 and $41,929,000 respectively, and are included in selling and promotion costs in the accompanying statements of income.

Income taxes. Deferred taxes are determined using the liability method, whereby, deferred tax assets are recognized for deductible temporary differences and deferred tax liabilities are recognized for taxable temporary differences. Temporary differences are the differences between the reported amounts of assets and liabilities and their tax bases. As those differences reverse, they will enter into the determination of future taxable income. Deferred tax assets are reduced by a valuation allowance when, in the opinion of management, it is more likely than not that some portion or all of the deferred tax assets will not be realized. Deferred tax assets and liabilities are adjusted for the effects of changes in tax laws and rates on the date of enactment.

There were no material uncertain tax positions as of December 31, 2011 and 2012. Interest and penalties associated with uncertain income tax positions would be classified as income tax expense. The Company has not recorded any material interest or penalties during any of the years presented.

Stock-based compensation. The Company applies FASB ASC Topic 718, *Share-Based Payment*, which requires companies to expense share-based compensation based on fair value.

The following amounts of stock-based compensation have been included in the operating expense line-items indicated:

	Year Ended December 31,		
	2010	2011	2012
		(in thousands)	
Instructional costs and services	$ 717	$ 893	$ 896
Selling and promotional	224	324	378
General and administrative	1,864	1,972	2,544
Total stock-based compensation expense	$ 2,805	$ 3,189	$ 3,818

Income per common share. Basic net income per common share is based on the weighted average number of shares of common stock outstanding during the period. Diluted net income per common share also increases the shares used in the per share calculation by the dilutive effects of options, warrants, and restricted stock.

There were no outstanding options to purchase common shares that were excluded in the computation of diluted net income per common share for the years ended December 31, 2011 and 2010 and 265,965 anti-dilutive stock options excluded from the calculation for the year ended December 31, 2012.

Fair value of financial instruments. The methods and significant assumptions used to estimate the fair values of financial instruments are as follows: the carrying amounts of cash and cash equivalents, tuition receivable, accounts payable, and accrued liabilities approximate fair value because of the short maturity of these instruments.

Financial risk. The Company maintains its cash and cash equivalents in bank deposit accounts, which at times may exceed Federally insured limits. The Company has not experienced any losses in such accounts. The Company believes it is not exposed to any significant credit risk on cash and cash equivalents.

Estimates. The preparation of financial statements requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Note 2. Property and Equipment

Property and equipment at December 31, 2011 and 2012 consisted of the following:

	Useful Life	2011	2012
		(in thousands)	
Land	—	$ 4,705	$ 6,863
Building and building improvements	27.5 - 39 years	28,428	44,512
Leasehold improvements	up to 7 years	2,183	2,125
Office equipment	5 years	1,561	2,306
Computer equipment	3 years	12,648	16,098
Furniture and fixtures	7 years	4,842	6,778
Vehicles	5 years	107	107
Software development	5 years	30,169	39,577
Program development	3 years	2,590	2,918
		87,233	121,284
Accumulated depreciation and amortization		28,474	38,444
		$ 58,759	$ 82,840

During the years ended December 31, 2010, 2011 and 2012, the Company recorded $6,352,000, $9,089,000 and $10,996,000 respectively, in depreciation expense. In addition, the Company recorded $150,000 in amortization expense during the years ended December 31, 2010, 2011 and 2012, respectively, related to other assets.

Note 3. Operating Leases

The Company leases office space in Virginia and West Virginia under operating leases that expire through March 2015. Rent expense related to these operating leases amounted to $1,467,000, $1,634,000 and $1,656,000 for the years ended December 31, 2010, 2011 and 2012, respectively. The minimum rental commitment under the operating leases is due as follows:

Years Ending December 31,	
	(in thousands)
2013	$ 1,081
2014	924
2015	233
2016	—
2017	—
	$ 2,238

Note 4. Income Taxes

The components of the income tax expense for the years ended December 31, 2009, 2010 and 2011 were as follows:

	2010	2011	2012
		(in thousands)	
Current income tax expense:			
Federal	$ 14,962	$ 20,790	$ 22,937
State	3,492	2,288	3,430
	18,454	23,078	26,367
Deferred tax expense:			
Federal	1,622	(290)	150
State	189	(577)	11
	1,811	(867)	161
	$ 20,265	$ 22,211	$ 26,528

The tax effects of principal temporary differences are as follows:

	2011	2012
	(in thousands)	
Deferred tax assets:		
Property and equipment	$ 1,410	$ 2,925
Stock option compensation expense	1,778	1,765
Allowance for doubtful accounts	1,907	4,211
Accrued vacation and severance	384	485
Restricted stock	519	863
Investment	—	41
	5,998	10,290
Deferred tax liabilities:		
Income tax deductible capitalized software development costs	(9,779)	(14,346)
Prepaid expenses	(936)	(822)
	(10,715)	(15,168)
	$ (4,717)	$ (4,878)

The deferred tax amounts above have been classified on the accompanying balance sheets as of December 31, 2011 and 2012, as follows:

	2011	2012
	(in thousands)	
Current assets	$ 3,653	$ 6,502
Non-current liabilities	$ (8,370)	$ (11,380)

Income tax expense differs from the amount of tax determined by applying the United States Federal income tax rates to pretax income and loss due to permanent tax differences, research and development tax credits related to capitalized software development costs, energy tax credits and the application of state apportionment laws, as follows:

	2010		2011		2012	
	Amount	%	Amount	%	Amount	%
			(in thousands)			
Tax expense at statutory rate	$ 17,546	35.00	$ 22,039	35.00	$ 24,135	35.00
State taxes, net	2,392	4.77	1,112	1.77	2,241	3.25
Permanent differences	141	0.28	96	0.15	154	0.22
Other	186	0.37	(1,036)	(1.65)	(2)	—
	$ 20,265	40.42	$ 22,211	35.27	$ 26,528	38.47

Permanent differences in the table above are mainly attributable to nondeductible meals and entertainment expenses and non-deductible employer contributions to the Employee Stock Purchase Plan ("ESPP").

Other primarily consists of research and development and energy tax credits. In 2011, the Company recorded research and development credits of $499,000 and energy credits of $664,000. The Company undertakes research and development activities in connection with its learning programs. The energy credits are in connection with solar panel and charging stations for its facility in Charles Town. In 2011, the state effective tax rate decreased based on a review of the application of state apportionment factor laws to its revenue producing activities.

The Company is subject to U.S. federal income taxes as well as income tax of multiple state jurisdictions. For federal and state tax purposes, tax years 2009-2012 remain open to examination.

Note 5. Other Employee Benefits

The Company has established a tax deferred 401(k) retirement plan that provides retirement benefits to all of its eligible employees. The participants may elect to contribute up to 60% of their gross annual earnings not to exceed ERISA and IRS limits. The plan provides for Company discretionary profit sharing contributions at matching percentages. Employees immediately vest 100% in all salary reduction contributions and employer contributions. On June 20, 2008, the Company filed a Form S-8 to register 100,000 shares of common stock that may be purchased in the open market and subsequently issued pursuant to the retirement plan. The Company made discretionary contributions to the plan of $1,528,000, $2,015,000 and $2,447,000 for the years ended December 31, 2010, 2011 and 2012, respectively.

In November 2007, the Company adopted the American Public Education, Inc. Employee Stock Purchase Plan. The ESPP was implemented effective July 1, 2008, with quarterly enrollment periods. Participants may only enter the plan and establish their withholdings at the start of an enrollment period. They may withdraw from the plan and end payroll deductions any time up to five days before the purchase date and funds will be returned to them. Under the ESPP, eligible employees may purchase shares of the Company's common stock, subject to certain limitations, at 85% of its fair market value on the last day of the quarterly period. The total value of contributions per participant may not exceed $21,000 annually (or the value of the common stock cannot exceed $25,000). The aggregate number of shares of common stock that may be made available for purchase by participating employees under the ESPP is 100,000 shares. Shares purchased in the open market for employees for the years ended December 31, 2011 and 2012 were as follows:

Purchase Date	Shares	Common Stock Fair Value	Purchase Price	Compensation Expense
March 31, 2011	4,158	$ 40.45	$ 34.38	$ 25,239
June 30, 2011	3,739	$ 44.51	$ 37.83	$ 24,977
September 30, 2011	5,655	$ 34.00	$ 28.90	$ 28,841
December 31, 2011	4,113	$ 43.28	$ 36.79	$ 26,693
Total/Weighted Average	17,665	$ 39.90	$ 33.92	$ 105,750
March 31, 2012	4,749	$ 38.00	$ 32.30	$ 27,069
June 30, 2012	6,214	$ 32.00	$ 27.20	$ 29,827
September 30, 2012	4,517	$ 36.43	$ 30.97	$ 24,663
December 31, 2012	5,093	$ 36.12	$ 30.70	$ 27,604
Total/Weighted Average	20,573	$ 35.38	$ 30.07	$ 109,163

Note 6. Stockholders' Equity

Stock Incentive Plans

On March 15, 2011, the Board of Directors adopted the American Public Education, Inc. 2011 Omnibus Incentive Plan (the "2011 Incentive Plan"), and APEI's stockholders approved the 2011 Incentive Plan on May 6, 2011, at which time the 2011 Incentive Plan became effective. Upon effectiveness of the 2011 Incentive Plan, APEI ceased making awards under the 2007 Omnibus Incentive Plan. The 2011 Incentive Plan allows APEI to grant up to 2,000,000 shares plus any shares of common stock that are subject to outstanding awards under the 2002 Stock Plan or the 2007 Incentive Plan that terminate due to expiration, forfeiture, cancellation or otherwise without the issuance of such shares. As of December 31, 2012, there were 730,758 shares subject to outstanding awards under the 2002 Stock Plan and the 2007 Incentive Plan and 96,721 shares subject to outstanding awards under the 2011 Incentive Plan. Awards under the 2011 Incentive Plan may include the following award types: stock options, which may be either incentive stock options or non-qualified stock options; stock appreciation rights; restricted stock; restricted stock units; dividend equivalent rights; performance shares; performance units; cash-based awards; other stock-based awards, including unrestricted shares; or any combination of the foregoing. Prior to 2012, the Company used a mix of stock options and restricted stock, but in 2012 did not issue any stock options.

For the years ended December 31, 2010, 2011 and 2012, the Company recognized $2,805,000, $3,189,000 and $3,818,000 in stock-based compensation expense as required under FASB ASC Topic 718 and a total income tax benefit of $1,063,000, $1,254,000 and $1,512,000. respectively.

Stock-based compensation expense related to restricted stock grants is expensed over the vesting period using the straight-line method for Company employees and the graded-vesting method for members of the Board of Directors and is measured using APEI's stock price on the date of grant. The fair value of each option award is estimated at the date of grant using a Black-Scholes option-pricing model that uses the assumptions noted in the following table. Prior to 2012, we calculated the expected term of stock option awards using the "simplified method" in accordance with Staff Accounting Bulletins No. 107 and 110 because we lacked historical data and were unable to make reasonable expectations regarding the future. We also estimate forfeitures of share-based awards at the time of grant and revise such estimates in subsequent periods if actual forfeitures differ from original projections. We make assumptions with respect to expected stock price volatility based on the average historical volatility of peers with similar attributes. In addition, we determine the risk free interest rate by selecting the U.S. Treasury five-year constant maturity, quoted on an investment basis in effect at the time of grant for that business day. Estimates of fair value are subjective and are not intended to predict actual future events, and subsequent events are not indicative of the reasonableness of the original estimates of fair value made under FASB ASC Topic 718.

The following table sets forth the assumptions used in calculating the fair value at the date of grant of each option award granted:

	2010	2011	2012
Expected volatility	26.46%	39.04%	—%
Expected dividends	—	—	—
Expected term, in years	4.5	4.5	—
Risk-free interest rate	2.65%	2.01%	—%
Weighted-average fair value of options granted during the year	$9.42	$13.22	$—

A summary of the status of the Company's Stock Incentive Plan as of December 31, 2012 and the changes during the periods then ended is as follows:

	Number of Options	Weighted Average Exercise Price	Weighted Average Contracual Life (years)	Aggregate Intrinsic Value (in thousands)
Outstanding, December 31, 2011	1,067,511	$ 21.22		
Options granted	—	$ —		
Awards exercised	(369,918)	$ 10.97		
Options forfeited	(6,511)	$ 34.03		
Outstanding, December 31, 2012	691,082	$ 21.22	3.86	$ 6,926
Exercisable, December 31, 2012	513,201	$ 23.10	3.57	$ 6,849

The following table summarizes information regarding stock option exercises:

	2010	2011	2012
		(In thousands)	
Proceeds from stock options exercised	$ 1,121	$ 910	$ 4,058
Intrinsic value of stock options exercised	$ 9,841	$ 4,574	$ 9,580
Tax benefit from exercises	$ 2,048	$ 1,786	$ 3,459

As of December 31, 2012 there was $3,841,000 of total unrecognized compensation cost, representing $753,000 of unrecognized compensation cost associated with share-based compensation arrangements, and $3,088,000 of unrecognized compensation cost associated with non-vested restricted stock. That total remaining cost is expected to be recognized over a weighted average period of .66 and 1.54 years, respectively.

There were 265,965 outstanding options to purchase common shares that were excluded in the computation of diluted net income per common share for the year ended December 31, 2012 and no outstanding options to purchase common shares that were excluded in the computation of diluted net income per common share for years ended December 31, 2011 and, 2010, respectively.

Restricted Stock

The table below sets forth the restricted stock activity for the year ended December 31, 2012:

	Number of Shares	Weighted Average Grant Price and Fair Value
Non vested, December 31, 2011	79,075	$ 37.44
Shares granted	97,240	40.09
Vested shares	(38,821)	37.80
Shares forfeited	(1,097)	38.87
Non vested, December 31, 2012	136,397	$ 39.21

There were no shares of restricted stock excluded in the computation of diluted net income per common share for the year ended December 31, 2012. The Company recognized an income tax benefit of $948,000, $605,000 and $538,000 from vested shares for the year ended December 31, 2012, 2011 and 2010, respectively.

Employees are provided the option to forfeit to the Company shares equivalent to the minimum statutory tax withholding required to be paid when the restricted stock vests. During the year ended December 31, 2010, 2011 and 2012 the Company accepted for forfeiture 9,625 shares for $274,000 and 6,050 shares for $224,000 and 10,697 shares for $456,000, respectively, under this arrangement.

Repurchase

During the year ended December 31, 2012, the Company repurchased 493,491 shares of the Company's common stock, par value $0.01 per share. The chart below provides further detail as to the Company's repurchases during the period.

	Total Number of Shares Purchased	Average Price Paid per Share	Total Number of Shares Purchased as Part of Publicly Announced Plans or Programs	Maximum Number of Shares that May Yet Be Purchased Under the Plans or Programs (1)(3)	Maximum Approximate Dollar Value of Shares that May Yet Be Purchased Under the Plans or Programs (2)(3)
January 1, 2012 – January 31, 2012	—	$ —	—	87,033	—
February 1, 2012 – February 29, 2012	—	$ —	—	87,033	—
March 1, 2012 – March 31, 2012	87,033	$ 39.02	87,033	—	—
April 1, 2012 – April 30, 2012	—	$ —	87,033	—	$ —
May 14, 2012	—	$ —	87,033	—	$ 20,000,000
May 1, 2012 – May 31, 2012	40,000	$ 28.70	127,033	—	18,851,824
June 1, 2012 – June 30, 2012	113,426	$ 29.42	240,459	—	15,515,168
July 1, 2012 - July 31, 2012	73,410	$ 28.69	313,869	—	13,409,230
August 1, 2012 - August 31, 2012	82,467	$ 27.23	396,336	—	11,163,298
September 1, 2012 - September 30, 2012	13,300	$ 32.98	409,636	—	10,724,643
October 1, 2012 to October 31, 2012	—	$ —	409,636	—	10,724,643
November 1, 2012 to November 30, 2012	83,855	$ 32.58	493,491	—	7,992,647
December 1, 2012 to December 31, 2012	—	$ —	493,491	—	7,992,647
Total	493,491	$ 31.21	493,491	—	$ 7,992,647

During the year ended December 31, 2011, the Company repurchased 219,208 shares of the Company's common stock, par value $0.01 per share. The chart below provides further detail as to the Company's repurchases during the period.

	Total Number of Shares Purchased	Average Price Paid per Share	Total Number of Shares Purchased as Part of Publicly Announced Plans or Programs	Maximum Number (or Approximate Dollar Value) of Shares that May Yet Be Purchased Under the Plans or Programs
January 1, 2011 – January 31, 2011	—	—	—	219,208
February 1, 2011 – February 28, 2011	—	$ —	—	219,208
March 1, 2011 – March 31, 2011	32,000	$ 41.21	32,000	187,208
April 1, 2011 - April 30, 2011	40,000	$ 41.56	40,000	147,208
May 1, 2011 to May 31, 2011	42,000	$ 43.51	42,000	105,208
June 1, 2011 to June 30, 2011	44,000	$ 42.53	44,000	61,208
July 1, 2011 to July 31, 2011	40,000	$ 47.19	40,000	21,208
August 1, 2011 to August 31, 2011	21,208	$ 45.00	21,208	—
September 1, 2011 to September 30, 2011	—	—	—	—
October 1, 2011 to October 31, 2011	—	—	—	—
November 1, 2011 to November 30, 2011	—	—	—	—
December 1, 2011 to December 31, 2011	—	—	—	—
Total	219,208	$ 43.43	219,208	—

During the years ended December 31, 2012 and 2011, the Company retired 493,491 and 901,254 shares of common stock that had been previously repurchased and held in our treasury, respectively.

Note 7. Contingencies

From time to time the Company may be involved in litigation in the normal course of its business. Management does not expect that the resolution of these matters would have a material adverse effect on the Company's business, operations, financial condition or cash flows.

Note 8. Concentration

Approximately 50%, 41% and 38% of the Company's 2010, 2011 and 2012 revenues, respectively, were derived from students who receive tuition assistance from tuition assistance programs sponsored by the United States Department of Defense. Approximately 8%, 9% and 13% of the Company's 2010, 2011 and 2012 revenues, respectively, were derived from students who were eligible for veterans benefits. A reduction in military tuition assistance or veterans benefits could have a significant impact on the Company's operations. In October of 2006, APUS was approved for participation in Title IV programs, allowing the Company to participate in federal student aid programs. Approximately, 24%, 37% and 36% of the Company's 2010, 2011 and 2012 revenues respectively, were derived from students who received federal student aid.

Note 9. Segment Information

The Company is organized and operates as one operating segment. In accordance with FASB ASC Topic 280, *Segment Reporting*, the chief operating decision-maker has been identified as the Chief Executive Officer. The Chief Executive Officer reviews operating results to make decisions about allocating resources and assessing performance for the entire company. Because the Company operates in one segment and provides one group of similar services, all financial segment and product line information required by FASB ASC Topic 280 can be found in the consolidated financial statements.

Note 10. Subsequent Events

We have reviewed our business activities and have no additional subsequent events to report.

Note 11. Quarterly Financial Summary (unaudited)

The following unaudited consolidated interim financial information presented should be read in conjunction with other information included in the Company's consolidated financial statements. The following unaudited consolidated financial information reflects all adjustments necessary for the fair presentation of the results of interim periods. The following tables set forth selected unaudited quarterly financial information for each of the Company's last eight quarters:

	First	Second	Third	Fourth
	(in thousands, except per share data)			
2012				
Revenues	$ 75,822	$ 74,572	$ 77,122	$ 86,000
Income before income taxes	14,891	14,958	17,548	21,540
Net income	9,083	9,241	10,824	13,175
Net income per common share:				
Basic	$ 0.51	$ 0.52	$ 0.61	$ 0.73
Diluted	$ 0.50	$ 0.51	$ 0.60	$ 0.74
2011				
Revenues	$ 58,664	$ 60,795	$ 65,251	$ 75,667
Income before income taxes	13,098	14,936	15,069	19,865
Net income	7,857	8,976	10,939	12,985
Net income per common share:				
Basic	$ 0.44	$ 0.50	$ 0.61	$ 0.73
Diluted	$ 0.43	$ 0.49	$ 0.60	$ 0.71

ITEM 9. *CHANGES IN AND DISAGREEMENTS WITH ACCOUNTANTS ON ACCOUNTING AND FINANCIAL DISCLOSURE*

None.

ITEM 9A. CONTROLS AND PROCEDURES

Evaluation of Disclosure Controls and Procedures

We have carried out an evaluation, under the supervision and the participation of our management, including our principal executive officer and principal financial officer, of the effectiveness of the design and operation of our disclosure controls and procedures (as defined in Rules 13a-15(e) and 15d-15(e) under the Securities Exchange Act of 1934, as amended, or the Securities Exchange Act), as of December 31, 2011. Based upon that evaluation, our principal executive officer and principal financial officer concluded that, as of the end of that period, our disclosure controls and procedures are effective in providing reasonable assurance that (a) the information required to be disclosed by us in the reports that we file or submit under the Securities Exchange Act is recorded, processed, summarized, and reported within the time periods specified in the Security and Exchange Commission's rules and forms, and (b) such information is accumulated and communicated to our management, including our principal executive officer and principal financial officer, as appropriate to allow timely decisions regarding required disclosure.

Changes in Internal Control Over Financial Reporting.

There were no changes in the Company's internal controls over financial reporting during the fourth quarter of 2012 that have materially affected or are reasonably likely to materially affect the Company's internal control over financial reporting.

MANAGEMENT'S ANNUAL REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING

Our management is responsible for establishing and maintaining adequate internal control over financial reporting for the Company. Internal control over financial reporting is defined in Rule 13a-15(f) or 15d-15(f) promulgated under the Securities Exchange Act of 1934 as a process designed by, or under the supervision of, the Company's principal executive and principal financial officers and effected by the Company's board of directors, management and other personnel, to provide reasonable assurance regarding the reliability of financial reporting and the preparation of financial statements for external purposes in accordance with generally accepted accounting principles and includes those policies and procedures that:

- pertain to the maintenance of records that in reasonable detail accurately and fairly reflect the transactions and dispositions of the assets of the company;
- provide reasonable assurance that transactions are recorded as necessary to permit preparation of financial statements in accordance with generally accepted accounting principles, and that receipts and expenditures of the company are being made only in accordance with authorizations of management and directors of the company; and
- provide reasonable assurance regarding prevention or timely detection of unauthorized acquisition, use or disposition of the company's assets that could have a material effect on the financial statements.

Because of its inherent limitations, internal control over financial reporting may not prevent or detect misstatements. Projections of any evaluation of effectiveness to future periods are subject to the risk that controls may become inadequate because of changes in conditions, or that the degree of compliance with the policies or procedures may deteriorate.

Under the supervision and with the participation of our Chief Executive Officer and Chief Financial Officer, our management assessed the effectiveness of our internal control over financial reporting as of December 31, 2012 and 2011. In making this assessment, our management used the criteria set forth by the Committee of Sponsoring Organizations of the Treadway Commission (COSO) in *Internal Control — Integrated Framework*.

Based on its assessment, management concluded that, as of December 31, 2012, our internal control over financial reporting is effective based on those criteria.

Our independent auditors, McGladrey, LLP, have issued an audit report on our internal control over financial reporting. This report appears below.

REPORT OF INDEPENDENT REGISTERED PUBLIC ACCOUNTING FIRM

To the Board of Directors and Shareholders

American Public Education, Inc.

We have audited American Public Education, Inc. and Subsidiary's internal control over financial reporting as of December 31, 2012, based on criteria established in *Internal Control — Integrated Framework* issued by the Committee of Sponsoring Organizations of the Treadway Commission. American Public Education, Inc. and Subsidiary's management is responsible for maintaining effective internal control over financial reporting and for its assessment of the effectiveness of internal control over financial reporting included in the accompanying *Management's Annual Report on Internal Control over Financial Reporting*. Our responsibility is to express an opinion on the Company's internal control over financial reporting based on our audit.

We conducted our audit in accordance with the standards of the Public Company Accounting Oversight Board (United States). Those standards require that we plan and perform the audit to obtain reasonable assurance about whether effective internal control over financial reporting was maintained in all material respects. Our audit included obtaining an understanding of internal control over financial reporting, assessing the risk that a material weakness exists, and testing and evaluating the design and operating effectiveness of internal control based on the assessed risk. Our audit also included performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion.

A company's internal control over financial reporting is a process designed to provide reasonable assurance regarding the reliability of financial reporting and the preparation of financial statements for external purposes in accordance with generally accepted accounting principles. A company's internal control over financial reporting includes those policies and procedures that (a) pertain to the maintenance of records that, in reasonable detail, accurately and fairly reflect the transactions and dispositions of the assets of the company; (b) provide reasonable assurance that transactions are recorded as necessary to permit preparation of financial statements in accordance with generally accepted accounting principles, and that receipts and expenditures of the company are being made only in accordance with authorizations of management and directors of the company; and (c) provide reasonable assurance regarding prevention or timely detection of unauthorized acquisition, use, or disposition of the company's assets that could have a material effect on the financial statements.

Because of its inherent limitations, internal control over financial reporting may not prevent or detect misstatements. Also, projections of any evaluation of effectiveness to future periods are subject to the risk that controls may become inadequate because of changes in conditions, or that the degree of compliance with the policies or procedures may deteriorate.

In our opinion, American Public Education, Inc. and Subsidiary maintained, in all material respects, effective internal control over financial reporting as of December 31, 2012, based on criteria established in *Internal Control — Integrated Framework* issued by the Committee of Sponsoring Organizations of the Treadway Commission.

We have also audited, in accordance with the standards of the Public Company Accounting Oversight Board (United States), the consolidated balance sheets of American Public Education, Inc. and Subsidiary as of December 31, 2012 and 2011, and the related consolidated statements of income, shareholders' equity, and cash flows for each of the three years in the period ended December 31, 2012, and our report dated February 28, 2013 expressed an unqualified opinion.

/s/ McGladrey, LLP

Vienna, VA

February 28, 2013

ITEM 9B. *OTHER INFORMATION*

None.

PART III

ITEM 10. *DIRECTORS, EXECUTIVE OFFICERS, AND CORPORATE GOVERNANCE*

Executive Officers

Pursuant to General Instruction G(3) of Form 10-K, information regarding our executive officers is set forth in Part I of this annual report under the caption Item 1. "Executive Officers of American Public Education, Inc."

Code of Ethics

As part of our system of corporate governance, our board of directors has adopted a Code of Business Conduct and Ethics that is applicable to all of our employees, and also contains provisions only applicable to our Chief Executive Officer and senior financial officers. Our Code of Business Conduct and Ethics is available on the Corporate Governance page of our website at http://www.americanpubliceducation.com. We intend to satisfy any disclosure requirement under Item 5.05 of Form 8-K regarding an amendment to, or waiver from, a provision of the Code of Business Conduct and Ethics that applies to our chief executive officer or senior financial officers, by posting such information on our website at the address above.

Additional Information

The additional information regarding directors, executive officers and corporate governance required by this Item is hereby incorporated by reference from the information contained under the captions "Corporate Governance Standards and Director Independence," "Board Committees and Their Functions," "Director Nominations and Communication with Directors," "Proposal No. 1 — Election of Directors" and "Section 16(a) Beneficial Ownership Reporting and Compliance" in the Company's Proxy Statement, which will be filed with the SEC no later than 120 days following December 31, 2012 with respect to our 2013 Annual Meeting of Stockholders.

ITEM 11. *EXECUTIVE COMPENSATION*

The information required by this Item is hereby incorporated by reference from the information contained under the captions "Director Compensation" and "Executive Compensation" in the Company's Proxy Statement, which will be filed with the SEC no later than 120 days following December 31, 2012 with respect to our 2013 Annual Meeting of Stockholders.

On February 28, 2012, the Board of Directors of the Company approved and adopted the APUS Non-Qualified Plan, pursuant to which the Company will credit to eligible participants an amount equal to the difference between (1) the matching contribution that such participant would have received for the calendar year under the Company 's 401(k) Plan had the limitation under Code Section 401(a)(17) not applied and (2) the matching contribution that such participant actually received under the Company 's 401(k) Plan, as well as any additional discretionary amounts that the Company may contribute for the benefit of such participant.

ITEM 12. *SECURITY OWNERSHIP OF CERTAIN BENEFICIAL OWNERS AND MANAGEMENT AND RELATED STOCKHOLDER MATTERS*

The information required by this Item is hereby incorporated by reference from the information contained under the captions "Beneficial Ownership of Common Stock" and "Equity Compensation Plan Information" in the Company's Proxy Statement, which will be filed with the SEC no later than 120 days following December 31, 2012 with respect to our 2013 Annual Meeting of Stockholders.

ITEM 13. *CERTAIN RELATIONSHIPS AND RELATED PARTY TRANSACTIONS, AND DIRECTOR*

The information required by this Item is hereby incorporated by reference from the information contained under the captions "Certain Relationships and Related Persons Transactions" and "Board Independence" in the Company's Proxy Statement, which will be filed with the SEC no later than 120 days following December 31, 2012 with respect to our 2012 Annual Meeting of Stockholders.

ITEM 14. *PRINCIPAL ACCOUNTANT FEES AND SERVICES*

The information required by this Item is hereby incorporated by reference from the information contained under the captions "Principal Accountant Fees and Services" and "Audit Committee's Pre-Approval Policies and Procedures" in the Company's Proxy Statement, which will be filed with the SEC no later than 120 days following December 31, 2012 with respect to our 2013 Annual Meeting of Stockholders.

PART IV

ITEM 15. *EXHIBITS AND FINANCIAL STATEMENT SCHEDULE*

(a) List of documents filed as part of this annual report on Form 10-K:

(1) The required financial statements are included in Item 8 of Part II of this annual report on Form 10-K.

(2) The required financial statement schedules are included in Item 8 of Part II of this annual report on Form 10-K.

(3) A complete listing of exhibits is included in the Index to Exhibits.

(b) A complete listing of exhibits is included in the Index to Exhibits.

(c) Schedule II: Valuation and Qualifying Accounts.

Other schedules are omitted because they are not required.

AMERICAN PUBLIC EDUCATION, INC.

Schedule II

Valuation and Qualifying Accounts

	Balance at beginning of period	Additions/ (reductions)	Write-offs	Balance at end of period
Year ended December 31, 2012:				
Allowance for receivables	$ 4,996	$ 13,610	$ (7,500)	$ 11,106
Year ended December 31, 2011:				
Allowance for receivables	$ 1,050	$ 6,735	$ (2,789)	$ 4,996
Year ended December 31, 2010:				
Allowance for receivables	$ 896	$ 2,128	$ (1,974)	$ 1,050

SIGNATURES

Pursuant to the requirements of Section 13 or 15(d) of the Securities Exchange Act of 1934, the registrant has duly caused this report to be signed on its behalf by the undersigned, thereunto duly authorized.

AMERICAN PUBLIC EDUCATION, INC.

Dated: February 28, 2013

By: /s/ Dr. Wallace E. Boston
Name: Dr. Wallace E. Boston
Title: President and Chief Executive Officer

Pursuant to the requirement of the Securities Exchange Act of 1934, this Report has been signed below by the following persons on behalf of the registrant and in the capacities and on the date indicated.

Name	Date	Title
/s/ Dr. Wallace E. Boston Dr. Wallace E. Boston	February 28, 2013	President, Chief Executive Officer and Director (Principal Executive Officer)
/s/ Harry T. Wilkins Harry T. Wilkins	February 28, 2013	Executive Vice President and Chief Financial Officer (Principal Financial Officer and Principal Accounting Officer)
/s/ J. Christopher Everett J. Christopher Everett	February 28, 2013	Chairman of the Board of Directors
/s/ F. David Fowler F. David Fowler	February 28, 2013	Director
/s/ Jean C. Halle Jean C. Halle	February 28, 2013	Director
/s/ Timothy J. Landon Timothy J. Landon	February 28, 2013	Director
/s/ Barbara G. Fast Barbara G. Fast	February 28, 2013	Director
/s/ Timothy T. Weglicki Timothy T. Weglicki	February 28, 2013	Director
/s/ Eric C. Andersen Eric C. Andersen	February 28, 2013	Director

INDEX TO EXHIBITS

Exhibit No.	Exhibit Description
3.1	Fifth Amended Restated Certificate of Incorporation of the Company (1)
3.2	Second Amended and Restated Bylaws of the Company (1)
4.1	Form of certificate representing the Common Stock, $0.01 par value per share, of the Company
10.1+	American Public Education, Inc. 2002 Stock Incentive Plan (2)
10.2+	American Public Education, Inc. 2007 Omnibus Incentive Plan (2)
10.3+	Form of Indemnification Agreement with directors and executive officers (2)
10.4+	Amended and Restated Employment Agreement between the Company and Wallace E. Boston, Jr. dated October 10, 2007 (2)
10.4A+	Amendment dated December 31, 2008, to the Amended and Restated Employment Agreement between the Company and Wallace E. Boston, Jr. dated October 10, 2007 (3)
10.5+	Amended and Restated Employment Agreement between the Company and Harry T. Wilkins dated October 10, 2007
10.5A+	Amendment dated December 31, 2008, to the Amended and Restated Employment Agreement between the Company and Harry T. Wilkins dated October 10, 2007 (3)
10.6+	Separation Agreement dated October 25, 2012 between American Public University System, Inc. and Dale Young (filed herewith)
10.6A+	Consulting Agreement dated January 1, 2013 between American Public University System, Inc. and Dale Young (filed herewith)
10.7+	American Public Education, Inc. Employee Stock Purchase Plan (2)
10.8+	Employment Agreement between the Company and Sharon van Wyk (4)
10.9+	Employment Agreement between the Company and Karan Powell
10.10+	American Public Education, Inc. 2011 Omnibus Incentive Plan (5)
10.11+	APUS Non-Qualified Plan (filed herewith)
21.1	List of Subsidiaries (filed herewith)
23.1	Consent of McGladrey, LLP (filed herewith)
31.1	Certification of Chief Executive officer pursuant to Rule 13a-14(a) under the Securities Exchange Act of 1934 as adopted pursuant to Section 302 of the Sarbanes-Oxley Act of 2002 (filed herewith)
31.2	Certification of Chief Financial Officer pursuant to Rule 13a-14(a) under the Securities Exchange Act of 1934 as adopted pursuant to Section 302 of the Sarbanes-Oxley Act of 2002 (filed herewith)
32.1	Certification of Chief Executive Officer pursuant to 18 U.S.C. Section 1350 as adopted pursuant to Section 906 of the Sarbanes-Oxley Act of 2002 (filed herewith)
32.2	Certification of Chief Financial Officer pursuant to 18 U.S.C. Section 1350 as adopted pursuant to Section 906 of the Sarbanes-Oxley Act of 2002 (filed herewith)

EX-101.INS	XBRL Instance Document
EX-101.SCH	XBRL Taxonomy Extension Schema Document
EX-101.CAL	XBRL Taxonomy Extension Calculation Linkbase Document
EX-101.DEF	XBRL Taxonomy Extension Definition Linkbase Document
EX-101.LAB	XBRL Taxonomy Extension Label Linkbase Document
EX-101.PRE	XBRL Taxonomy Extension Presentation Linkbase Document

Unless otherwise noted, all exhibits are incorporated by reference to the Registrant's Form S-1 Registration Statement (No. 333-145185), as amended.

+ Management contract or compensatory plan or arrangement.

(1) Incorporated by reference to exhibit filed with Registrant's Current Report on Form 8-K (File No. 01-33810), filed with the Commission on November 14, 2007.

(2) Incorporated by reference to exhibit filed with Registrant's Registration Statement on Form S-1 (File No. 333-)145185.

(3) Incorporated by reference to exhibit filed with Registrant's Annual Report on Form 10-K for the year ended December 31, 2008 (File No. 01-33810), filed with the Commission on March 10, 2009.

(4) Incorporated by reference to exhibit filed with Registrant's Quarterly Report on Form 10-Q for the quarterly period ended September 30, 2009 (File No. 01-33810), filed with the Commission on November 5, 2009.

(5) Incorporated by reference to Exhibit A of the Registrant's 2011 Annual Proxy Statement on Schedule 14A (File No. 01-33810), filed with the Commission on March 22, 2011.

Exhibit 10.6

SEPARATION AGREEMENT AND GENERAL RELEASE

This Separation Agreement and General Release (the "Agreement") is being entered into between American Public University System (the "University") and Dale Young, the undersigned. For and in consideration of the mutual promises contained herein, and for other good and sufficient consideration, receipt of which is hereby acknowledged, the University and I (sometimes hereafter referred to as the "Parties") agree as follows:

1. Separation and Payment.

(a) I performed my regular duties with the University through October 26, 2012 and will be paid my base salary through Friday, January 4, 2013 (the "Separation Date"), on which date my employment with the University ended. The Parties agree that my separation shall be treated as a resignation. After October 26, 2012, I will not be obligated to perform any day-to-day services other than those identified in Section 6: Transition Assistance. There will be no restrictions on my consulting to other organizations following October 26, 2012 through June 30, 2013.

(b) I shall be paid at my current base salary rate through January 4, 2013. I shall be paid my 4 th Quarter, 2012 additional compensation in the 1St Quarter of 2013. I am not eligible for and shall not receive any other 2012 year end compensation.

(c) As consideration for my entering into this Agreement, the University agrees to enter into a separate consulting agreement, to be mutually agreed upon by the Parties, whereby I will be engaged to provide certain consulting services, and which, among other terms and conditions, shall (i) have a term from January 1, 2013 through June 30, 2013, and (ii) provide for payment of a monthly retainer fee of $28,000.00 per month for the six months ending June 30, 2013. The first payment (January) will be advanced and paid in December 2012.

(d) As of the Separation Date, I shall not be eligible and am not eligible to participate in the University vacation, sick, Flexible Spending Account (FSA), retirement, life insurance and disability insurance benefits plans. My health, dental and vision insurance coverage (if applicable) will continue through the last day of the separation month, except to any extent provided by applicable law.

(e) Once all of the payments referred to in this paragraph 1 of this Agreement have been made, I shall have been paid all compensation due and owing to me under this Agreement and under any contract I have or may have had with the University or from any other source of entitlement, including all wages, salary, commissions, bonuses, incentive payments, profit-sharing payments, leave, severance pay or other benefits. I further acknowledge and agree that the payments referred to in this paragraph 1, in addition to compensating me fully for time worked and services rendered through the end of my employment, include consideration for my promises contained in this Agreement, and that such consideration is above and beyond any wages, salary, or other sums to which I am entitled from the University under the terms of my employment or under any other contract or law.

2. General Release. On behalf of myself and my agents, heirs, executors, administrators, successors and assigns, I hereby release and forever discharge the University, and any and all of the affiliates, officers, directors, employees, agents, counsel, and successors and assigns of the University, from any and all complaints, claims, demands, damages, lawsuits, actions, and causes of action, whether known, unknown or unforeseen, arising out of or in connection with any event, transaction or matter occurring or existing prior to or at the time of my execution of the Agreement, which I have or may have against any of them for any reason whatsoever in law or in equity, under federal, state, local, or other law, whether the same be upon statutory claim, contract, tort or other basis. including without limitation any and all claims arising from or relating to my employment or the termination of my employment and any and all claims relating to any employment agreement, any employment statute or regulation, or any employment discrimination law, including without limitation Title VII of the Civil Rights Act of 1964, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1866, the Equal Pay Act of 1963, and the Age Discrimination in Employment Act, all as amended, all state and local laws, regulations and ordinances prohibiting discrimination in employment, and other laws and regulations relating to employment, including but not limited to the Family and Medical Leave Act, the Fair Labor Standards Act, and the Employee Retirement Income Security Act of 1974, all as amended. I agree, without limiting the generality of the above release, not to file any claim or lawsuit seeking damages and asserting any claims that are lawfully released in this paragraph. 1 further hereby irrevocably and unconditionally waive any and all rights to recover any relief and damages concerning the claims that are lawfully released in this paragraph. I represent and warrant that I have not previously filed or joined in any such claims against the University or any of its affiliates, and that I have not given or sold any portion of any claims released herein to anyone else, and that I will indemnify and hold harmless the persons and entities released herein from all liabilities, claims, demands, costs, expenses and/or attorneys' fees incurred as a result of any such assignment or transfer. **I HEREBY ACKNOWLEDGE AND AGREE THAT THIS RELEASE IS A GENERAL RELEASE AND THAT BY SIGNINGTHIS AGREEMENT, I AM SIGNING AND AGREEING TO THIS RELEASE.**

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3. No Admission. The Parties agree that nothing contained in this Agreement shall constitute or be treated as an admission of liability or wrongdoing by either of them.

4. Proprietary and/or Confidential Information. I agree that any sensitive, proprietary or confidential information or data relating to the University or any of its affiliates, including without limitation trade secrets, customer lists, customer contacts, customer relationships, the University's financial data, long range or short range plans, and other data and information of a competition-sensitive nature, or any confidential or proprietary information of others licensed to the University, that I acquired while an employee of the University shall not be disclosed or used for my own purposes or in a manner detrimental to the University's interests.

5. Noninterference with Business. For a period of one (1) year following the signed agreement date, I agree that I (either alone or in association with others) shall not solicit, facilitate, assist or induce any employee, independent contractor, vendor, supplier or customer of the University or its affiliates to terminate, breach or leave an employment, contractual or other relationship with the University or any of its affiliates.

6. Return of Information and Property. I agree to return to the University all property and supplies belonging to the University and the originals and all copies of all files, materials, or documents relating to the University's business. The property must be returned no later than January 4, 2013, to Tracy Woods at 661 S. George St. Charles Town, WV 25414.

7. Transition Assistance. I agree to reasonably cooperate with and provide information to the University to assist in the transition process through January 4, 2013. Additionally, I agree to help with any transition issues or offer historical Information Technology perspectives during the tenure of my consulting agreement with APUS.

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8. **Non-Disclosure of This Agreement**. I agree that from and after the date and time of my receipt of this Agreement, I will not, directly or indirectly, provide to any person or entity any information that concerns or relates to the negotiation of or circumstances leading to the execution of this Agreement or to the terms and conditions hereof, except (i) to the extent that such disclosure is specifically required by law or legal process or as authorized in writing by the University; (ii) to my attorneys as may be necessary to secure advice concerning this Agreement; (iii) to my tax advisors as may be necessary for the preparation of tax returns or other reports required by law; or (iv) to members of my immediate family. I agree that prior to disclosing such information under parts (ii), (iii) or (iv) of this paragraph, I will inform the recipients that they are bound by the limitations of this paragraph, and subsequent disclosure of such information by any such recipients shall be deemed to be a disclosure by me in breach of this Agreement. The Parties mutually agree that they will not make any disparaging statements regarding the University, its affiliates, its business, or its employees, agents, officers or directors and the University, its affiliates, and its employees, agents, officers and directors will not make any disparaging remarks about me (Mr. Young).

9. **References.** I agree to direct all prospective employers/clients and others seeking references regarding my employment to Pete Gibbons, SVP/CAO. The references will identify the position held and term of employment and any reference provided will not be negative.

10. Breach or Violation. I agree that in the event of any violation of the provisions of this Agreement, in addition to any damages allowed by law, the University shall be entitled to injunctive relief.

11. Modification; Severability. The Parties agree that if a Court of competent jurisdiction finds that any term of this Agreement is for any reason excessively broad in scope, duration, or otherwise, such term shall be construed or modified in a manner to enable it to be enforced to the maximum extent possible. Further, the covenants in this Agreement shall be deemed to be a series of separate covenants and agreements. If, in any judicial proceeding, a Court of competent jurisdiction shall refuse to enforce any of the separate covenants deemed included herein, then at the option of the University, wholly unenforceable covenants shall be deemed eliminated from the Agreement for the purpose of such proceeding to the extent necessary to permit the remaining separate covenants to be enforced in such proceeding.

12. Certain Representations. The Parties represent and acknowledge that in executing this Agreement such party does not rely and has not relied upon any representation or statement made by the other party or the other party's agents, representatives or attorneys with regard to the subject matter, basis or effect of this Agreement or otherwise.

13. Entire Agreement. This Agreement contains the entire agreement between the Parties relating to the subject matter of this Agreement, and may not be altered or amended except by an instrument in writing signed by both Parties hereto.

14. Assignment. This Agreement and the rights and obligations of the Parties hereunder may not be assigned by either party without the prior written consent of the other party.

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15. Binding Agreement. This Agreement shall be binding upon and inure to the benefit of the Parties and their respective representatives, successors and permitted assigns.

16. Waiver. Neither the waiver by either party of a breach of or default under any of the provisions of the Agreement, nor the failure of such party, on one or more occasions, to enforce any of the provisions of the Agreement or to exercise any right or privilege hereunder shall thereafter be construed as a waiver of any subsequent breach or default of a similar nature, or as a waiver of any provisions, rights or privileges hereunder.

17. Further Assurances. The Parties agree to take or cause to be taken such further actions as may be necessary or as may be reasonably requested in order to fully effectuate the purposes, terms, and conditions of this Agreement .

18. Governing Law. This Agreement shall be governed by, and construed in accordance with, the laws of West Virginia (excluding the choice of law rules thereof). The language of all parts of this Agreement shall in all cases be construed as a whole, according to its fair meaning, and not strictly for or against either party. The parties consent to the exclusive jurisdiction of the courts of the State of Maryland to resolve any disputes regarding or arising from this Agreement, or the transaction between the parties.

19. Acknowledgment. With respect to the general release in Paragraph 2, I agree and understand that I am specifically releasing all claims under the Age Discrimination in Employment Act (29 U.S.C. § 621 et seq.), as amended. I acknowledge that I have read and understand the foregoing Agreement and execute it voluntarily and without coercion. I further acknowledge that I have had full opportunity to consult with an attorney prior to executing this Agreement, and that I have been advised in writing herein to do so. If you need assistance in attaining an attorney, you can contact the West Virginia Bar Association at 304.558.2456. In addition, I have been given twenty-one (21) days to consider, execute, and deliver this Agreement to the University, unless I voluntarily choose to execute this Agreement before the end of the 21-day period. I understand that I have seven (7) days following my execution of this Agreement to revoke it in writing, and that this Agreement is not effective or enforceable until after this seven-day period. For such revocation to be effective, notice must be received by the University no later than the end of the seventh calendar day after the date by which I signed this Agreement. I expressly agree that, in the event I revoke this Agreement, the Agreement shall be null and void and have no legal or binding effect whatsoever, and I shall not be entitled to any of the payments described in Paragraph 1 (c) or other commitments made by the University in this Agreement. If I do not revoke this Agreement, I understand and agree that it will become fully enforceable immediately after the seven-day revocation period has expired. The parties recognize that I may elect to sign this Agreement prior to the expiration of the 21-day consideration period specified herein, and I agree that if I elect to do so, such election is knowing and voluntary and comes after full opportunity to consult with an attorney.

IN WITNESS HEREOF, THE PARTIES HAVE AFFIXED THEIR SIGNATURES BELOW:

Dale Young

/s/ Dale Young
By: Dale Young

Date: October 25, 2012

American Public University System

/s/ Peter Gibbons
By: Peter Gibbons, SVP, CAO

Exhibit 10.6A

CONSULTING AGREEMENT

THIS CONSULTING AGREEMENT (the "Agreement") is made and entered into as of the 1st day of January, 2013 (the "Effective Date"), by and between American Public University System, Inc., a West Virginia corporation (the "Company") having an address of 111 West Congress Street, Charles Town, West Virginia 25414, and Decent LLC (the "Consultant") having an address of .

WHEREAS, the Consultant is an organization with expertise in information technology, computer-based information systems, learning management systems and the provision of online higher education services; and

WHEREAS, the Company desires to obtain the benefits of the Consultant's expertise and knowledge as a consultant and the Consultant desires to provide consulting services to the Company on the terms provided herein.

NOW, THEREFORE, in consideration of the foregoing and of the mutual promises and agreements set forth herein, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

Section 1. Services to be Provided by the Consultant

The Consultant agrees to provide business consulting services on a nonexclusive basis to the Company, and in this capacity, to provide the Company with consulting services related to information technology, computer-based information systems, learning management systems (including Sakai), the provision of online higher education services, and other matters relevant to the Company's business as determined by the Company from time to time (collectively, the "Services"). The Consultant agrees to provide the Services during the Term as requested by the Company in its discretion. Consultations, meetings and/or work shall be held at such times and locations as may be agreed upon between the parties, but normally the Consultant will perform the Services at the offices of the Company in Charles Town, West Virginia. In addition, the Consultant will make himself available and perform the Services on the telephone, via the internet, and at such other places as designated by the Company as necessary in its discretion. The Consultant shall report to the Chief Operations Officer of the Company.

Section 2. Compensation; Indemnity

2.01 Fees and Expenses. In consideration of the Consultant's performance of the Services and the covenants and agreements contained herein, the Company agrees to pay the Consultant $28,000 per month during the Term, payable on the last day of each month during the Term with the exception that the January 2013 payment will be made before December 31, 2012. During the Term, the Company will also reimburse Consultant for all reasonable and customary expenses incurred by the Consultant in performing the Services for the Company in accordance with this Agreement, including expenses of travel and living expenses while away from home on business at the request of and in the service of the Company; provided that, such expenses are incurred, approved and accounted for in accordance with the policies and procedures established by the Company. Travel expenses to Charles Town and Manassas are part of the monthly fee and will not be expensed.

2.02 Indemnification by Company. The Company agrees to indemnify and hold harmless the Consultant (and each partner or employee thereof) from and against any losses, claims, damages or liabilities arising from third party claims or actions related to his performance of the Services in accordance with this Agreement; provided, however, that the Company shall not be liable in any such case to the extent that any loss, claim, damage or liability arises out of or is based upon (i) the gross negligence or willful misconduct of the Consultant or his employees or agents, or (ii) the Consultant's breach of this Agreement.

Promptly after receipt by the Consultant of notice of the commencement of any action, it shall, if a claim in respect thereof is to be made against the Company under this indemnification provision, notify the Company in writing of the commencement thereof. Upon the Company having notice of the pendency of any such action, the Company shall be entitled in its discretion to participate therein and/or to assume the defense thereof.

2.03 Indemnification by Consultant. The Consultant agrees to indemnify and hold harmless the Company (and its affiliates, officers, directors, employees and agents) from and against any losses, claims, damages or liabilities arising from third party claims or actions arising out of or based upon the gross negligence or willful misconduct of the Consultant or his employees or agents.

Promptly after receipt by the Company of notice of the commencement of any action, it shall, if a claim in respect thereof is to be made against the Consultant under this indemnification provision, notify the Consultant in writing of the commencement thereof. Upon the Consultant having notice of the pendency of any such action, the Consultant shall be entitled in its discretion to participate therein and/or to assume the defense thereof.

Section 3. Relationship of Parties; Compliance

3.01 Independent Contractor. The Consultant is an independent contractor and is not an agent or employee of, and the Consultant has no authority to bind or obligate the Company by contract or otherwise. The Consultant will perform the Services under the general direction of the Company, but the Consultant will determine, in the Consultant's sole discretion, the manner and means by which the Services are accomplished, subject to the requirement that the Consultant shall at all times comply with applicable law. The Company has no right or authority to control the manner or means by which the Services are accomplished.

3.02 Employment Taxes and Benefits. The Consultant will report as self-employment income all compensation received by the Consultant pursuant to this Agreement. The Consultant will indemnify the Company and hold it harmless from and against all claims, damages, losses and expenses, including reasonable fees and expenses of attorneys and other professionals, relating to any obligation imposed by law on the Company to pay any withholding taxes, social security, unemployment or disability insurance, or similar items in connection with compensation received by the Consultant pursuant to this Agreement. The Consultant will not be entitled to receive any vacation or illness payments, or to participate in any plans, arrangements, or distributions by the Company pertaining to any bonus, profit sharing or similar benefits for the Company's employees.

3.03 Compliance with Law; Benefit of Company. The Consultant will at all times conduct its business in a manner consistent with all applicable state, federal and local laws, rules and regulations. The Consultant will at all times conduct itself and its business in an ethical manner, and in a manner that reflects positively upon the Company. At all times, the Services shall be performed for the benefit of the Company. The Consultant represents that it has complied with all state, federal or local laws regarding business permits, certificates, licenses, and all other requirements necessary, if any, to perform the services described herein. The Consultant will at all times remain solely and exclusively responsible for the conduct of its business.

3.04 Student Records. To the extent that the Consultant receives or has access to student-related records and personally identifiable information contained in such records (collectively, "Student Records"), the Consultant agrees to maintain such Student Records in accordance with the requirements of the Family Educational Rights and Privacy Act, 20 USC 1232g, and its implementing regulations, 34 CFR pt. 99, as each may be amended from time to time and other applicable laws pertinent to Student Records. Without limiting the foregoing, the Consultant agrees that (a) it is subject to the requirements of 34 CFR § 99.33(a) governing the use and redisclosure of Student Records; (b) it shall not maintain, use, disclose, or allow access to Student Records except as permitted by this Agreement or as otherwise authorized by the Company; and (c) to the extent that the Company discloses Student Records to the Consultant under this Agreement, the Consultant shall use the information only for the purposes for which disclosure is made.

Section 4. Confidential Information; Work Product

4.01 Confidentiality. The Consultant agrees that any information received by the Consultant during any furtherance of the Consultant's obligations or performance of Services in accordance with this Agreement that concerns the personal, business, financial or other affairs of the Company will be treated by the Consultant in full confidence and will not be revealed to any other persons, firms or organizations without the prior written approval of the Company.

4.02 Work Product. The Consultant and the Company agree that, as between them, the Company shall own all intellectual property rights in the results of the Services to the maximum extent permitted by law. Accordingly, the Company shall own all discoveries, designs, developments, improvements, technology, inventions (whether or not protectable under patent laws), software, works of authorship, information fixed in any tangible medium of expression (whether or not protectable under copyright laws), trade secrets, know-how, ideas (whether or not protectable under trade secret laws), mask works, trademarks, service marks, trade names and trade dress that the Consultant, solely or jointly with others, conceives, develops or reduces to practice in the performance of the Services under this Agreement (collectively "Work Product"), and, to the fullest extent permissible, such Work Product shall be a work for hire. The Consultant shall promptly disclose and describe to the Company all Work Product. The Consultant hereby does and will assign to the Company all of the Consultant's right, title and interest in and to any and all Work Product and all associated records. To the extent any of the rights, title and interest in and to Work Product cannot be assigned by the Consultant to the Company, the Consultant hereby grants to the Company an exclusive, perpetual, royalty-free, transferable, irrevocable, worldwide license (with rights to sublicense through multiple tiers of sublicensees) to practice, use and exploit such non-assignable rights, title and interest. To the extent any of the rights, title and interest in and to Work Product can neither be assigned nor licensed by the Consultant to the Company, the Consultant hereby irrevocably waives and agrees never to assert such non-assignable and non-licensable rights, title and interest against the Company or any of the Company's successors in interest. Except in the performance of this Agreement for the benefit of the Company or as otherwise agreed by the Company in writing, the Consultant shall not use Work Product or disclose Work Product to any third party.

Section 5. Term. The term of this Agreement shall be the six (6) month period from the Effective Date to June 30, 2013 (the "Term"), unless terminated earlier pursuant to Section 6 herein. The Agreement shall not be renewed or extended beyond the Term without a written amendment signed by both parties. Notwithstanding any termination or expiration of this Agreement, the Consultant, in consideration of payments received hereunder, shall remain bound by the provisions of this Agreement which specifically relate to periods, activities or obligations upon or subsequent to the termination or expiration of this Agreement.

Section 6. Expiration

6.01 Expiration. This Agreement shall expire at the end of the Term.

Section 7. Effect of Expiration or Termination

7.01 Survival of Obligations. Upon the expiration or termination of this Agreement for any reason, each party will be released from all obligations to the other arising after the date of expiration or termination, except that expiration or termination of this Agreement will not relieve either party of its obligations under Sections 2.02, 2.03, 3.02, 3.03, 4, 7, 8 and 9, nor will expiration or termination relieve the Consultant or the Company from any liability arising from any breach of this Agreement.

7.02 Return of Confidential Information. Upon the expiration or termination of this Agreement for any reason, the Consultant will promptly notify the Company of all Confidential Information in the Consultant's possession and, at the expense of the Company and in accordance with the Company's instructions, will promptly deliver to the Company, or destroy at the Company's request, all such Confidential Information.

Section 8. Limitation of Liability

IN NO EVENT SHALL EITHER PARTY BE LIABLE FOR ANY SPECIAL, INCIDENTAL, INDIRECT OR CONSEQUENTIAL DAMAGES OF ANY KIND IN CONNECTION WITH THIS AGREEMENT, EVEN IF SUCH PARTY HAS BEEN INFORMED IN ADVANCE OF THE POSSIBILITY OF SUCH DAMAGES.

Section 9. General

9.01 Assignment. The Consultant may not assign this Agreement or any of the Consultant's rights or delegate the Consultant's duties under this Agreement either in whole or in part, whether by operation of law or otherwise, without the prior written consent of the Company. Any attempted assignment or delegation without such consent will be void and of no force and effect,

9.02 Governing Law; Severability. This Agreement shall be governed in all respects by the laws of the United States of America and by the laws of the State of West Virginia, as such laws are applied to agreements entered into and to be performed entirely within West Virginia between West Virginia residents without regard to any conflicts of law provisions. The parties consent to the exclusive jurisdiction of the courts of the State of Maryland to resolve any disputes regarding or arising from this Agreement, or the transaction between the parties. If any provision of this Agreement is for any reason found to be unenforceable, the remainder of this Agreement will continue in full force and effect.

9.03 Remedies. The Consultant's obligations under this Agreement are of a unique character that gives them particular value. The Consultant's breach of any of such obligations may result in irreparable and continuing damage to the Company for which money damages would be insufficient; and therefore, the Company shall be entitled to seek equitable relief, including injunction and specific performance, as a remedy for any such breach. Such equitable remedies shall be in addition to any other remedies available to the Company at law or in equity.

9.03 Notices. Any notices under this Agreement will be sent by certified or registered mail, return receipt requested, or by a nationally recognized overnight courier to the address set forth above or such other address as the party specifies in writing. Such notice will be effective upon its mailing.

9.04 Counterparts. This Agreement may be executed in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same document.

9.05 Complete Understanding; Modification. This Agreement constitutes the complete and exclusive understanding and agreement of the parties and supersedes all prior understandings and agreements, whether written or oral, with respect to the subject matter hereof. Any waiver, modification or amendment of any provision of this Agreement will be effective only if in writing and signed by the parties hereto.

IN WITNESS WHEREOF, the parties have signed this Agreement as of the Effective Date.

COMPANY	CONSULTANT
By: /s/ Peter W. Gibbons	By: /s/ W. Dale Young
Printed Name: Peter W. Gibbons	Printed Name: W. Dale Young
Title: SVP, CAO	Title:

Exhibit 10.11

APUS NON-QUALIFIED PLAN

American Public University System ("APUS") hereby adopts the APUS Non-Qualified Plan effective February 1, 2013 (the “Effective Date”).

ARTICLE I
DEFINITIONS

For purposes of the Plan, the following words and phrases shall have the meanings set forth below, unless their context clearly requires a different meaning:

"**Account**" means the bookkeeping account maintained by the Company on behalf of each Participant pursuant to this Plan. The sum of each Participant's Sub-Accounts, in the aggregate, shall constitute his Account. The Account and each and every Sub-Account shall be a bookkeeping entry only and shall be used solely as a device to measure and determine the amounts, if any, to be paid to a Participant or his Beneficiary under the Plan.

"**Affiliated Group**" means (i) the Company, and (ii) all entities with whom the Company would be considered a single employer under Sections 414(b) and 414(c) of the Code, provided that in applying Section 1563(a)(1), (2), and (3) for purposes of determining a controlled group of corporations under Section 414(b) of the Code, the language "more than 50 percent" is used instead of "at least 80 percent" each place it appears in Section 1563(a)(1), (2), and (3), and in applying Treasury Regulation Section 1.414(c)-2 for purposes of determining trades or businesses (whether or not incorporated) that are under common control for purposes of Section 414(c), "more than 50 percent" is used instead of "at least 80 percent" each place it appears in that regulation. Such term shall be interpreted in a manner consistent with the definition of "service recipient" contained in Section 409A of the Code.

"**Beneficiary**" or "**Beneficiaries**" means the person or persons, including one or more trusts, designated by a Participant in accordance with the Plan to receive payment of the remaining balance of the Participant's Account in the event of the death of the Participant prior to the Participant's receipt of the entire vested amount credited to his Account.

"**Beneficiary Designation Form**" means the form established from time to time by the Company (in a paper or electronic format) that a Participant completes, signs and returns to the Company to designate one or more Beneficiaries.

"**Board**" means the Board of Directors of the Company.

"**Change in Control**" means the occurrence of a "change in the ownership," a "change in the effective control" or a "change in the ownership of a substantial portion of the assets" of the Company within the meaning of Section 409A of the Code.

"**Code**" means the Internal Revenue Code of 1986, as amended.

"**Commencement Date**" has the meaning given to such term in Section 2.3.

"**Company**" means American Public University System and its successors, including, without limitation, the surviving corporation resulting from any merger or consolidation of American Public University System with any other corporation, limited liability company, joint venture, partnership or other entity or entities.

"**Company Contribution**" means the amounts credited to a Participant's Account pursuant to Sections 3.1 and 3.2.

"**Eligible Employee**" has the meaning given to such term in Section 2.1.

"**ERISA**" means the Employee Retirement Income Security Act of 1974, as amended.

"Matching Contribution" means the amounts credited to a Participant's Account pursuant to Section 3.1.

"Nonelective Contribution" means the amounts credited to a Participant's Account pursuant to Section 3.2.

"**Participant**" means any Eligible Employee who (i) received a credit to his Account pursuant to Section 3.1 or 3.2 hereof, and (ii) in conjunction with his Beneficiary, has not received a complete payment of the vested amount credited to his Account.

"**Plan**" means this deferred compensation plan, which shall be known as the APUS Non-Qualified Plan.

"**Separation from Service**" means a termination of employment or service with the Affiliated Group in such a manner as to constitute a "separation from service" as defined under Section 409A of the Code. For this purpose, the employment relationship is treated as continuing intact while a Participant is on military leave, sick leave, or other bona fide leave of absence if the period of such leave does not exceed six (6) months, or if longer, so long as the individual retains a right to reemployment with the Affiliated Group under an applicable statute or by contract. For purposes of this definition, a leave of absence constitutes a bona fide leave of absence only if there is a reasonable expectation that the Participant will return to perform services for the Affiliated Group. If the period of leave exceeds six (6) months and the Participant does not retain a right to reemployment under an applicable statute or by contract, the employment relationship is deemed to terminate on the first date immediately following such six-month period. Notwithstanding the foregoing, where a leave of absence is due to any medically determinable physical or mental impairment that can be expected to result in death or can be expected to last for a continuous period of not less than six (6) months, where such impairment causes the Participant to be unable to perform the duties of his or her position of employment or any substantially similar position of employment, a 29-month period of absence may be substituted for such six-month period. Upon a sale or other disposition of the assets of the Company or any member of the Affiliated Group to an unrelated purchaser, the Company reserves the right, to the extent permitted by Section 409A of the Code, to determine whether Participants providing services to the purchaser after and in connection with the purchase transaction have experienced a Separation from Service.

"**Specified Employee**" means, as of any date, a "specified employee", as defined in Section 409A of the Code (as determined under the Company's policy for determining specified employees on the relevant date), of the Company or any entity which would be considered to be a single employer with the Company under Section 414(b) or Section 414(c) of the Code.

"**Sub-Account**" means each bookkeeping Sub-Account maintained by the Company on behalf of each Participant pursuant to Section 2.4.

"**Unforeseeable Emergency**" means an "unforeseeable emergency" as defined under Section 409A of the Code.

ARTICLE II
ELIGIBILITY; SUB-ACCOUNTS

2.1. Selection by Company. Participation in the Plan is limited to those employees of the Affiliated Group who are (i) expressly selected by the Company (or its designee), in its sole discretion, to participate in the Plan, and (ii) a member of a "select group of management or highly compensated employees," within the meaning of Sections 201, 301 and 401 of ERISA (the "Eligible Employees"). In lieu of expressly selecting Eligible Employees for Plan participation, the Company may establish eligibility criteria providing for participation of all Eligible Employees who satisfy such criteria. The Company may at any time, in its sole discretion, change the eligibility criteria for Eligible Employees, or determine that one or more Participants will cease to be an Eligible Employee.

2.2. Enrollment Requirements. As a condition to participation, each selected Eligible Employee shall complete, execute and return to the Company such forms as may be required by the Company, including but not limited to an Investment Election Form and Beneficiary Designation Form, no later than the date or dates specified by the Company. In addition, the Company may establish from time to time such other enrollment requirements as it determines in its sole discretion are necessary.

2.3. Commencement Date. Each Eligible Employee shall commence participation on the date designated by the Company (the "Commencement Date"). A Participant shall have no right to receive credits of Company Contributions under the Plan prior to his Company Contribution Commencement Date.

2.4. Sub-Accounts.

(a) Establishment. The Company shall establish and maintain separate Sub-Accounts for each Participant, as applicable, for each year in which the Company makes one or more Company Contributions on behalf of a Participant. Amounts credited to each Sub-Account shall commence to be paid following the Participant's Separation from Service or death, as provided in Article V.

(b) Adjustments.

(i) A Participant's Sub-Accounts shall be credited with Company Contributions, if any, in accordance with Article III hereof. Company Contributions shall be treated as if they were set aside in a Sub-Account on the date specified by the Company in its sole discretion.

(ii) A Participant's Sub-Accounts shall be credited with gains, losses and earnings as provided in Article IV hereof and shall be debited for any payments made to the Participant as provided in Article V hereof.

2.5. Termination of Company Contributions. An individual's right to receive credits of Company Contributions shall cease on the date provided by the Company in its sole discretion.

ARTICLE III
COMPANY CONTRIBUTIONS

3.1. Matching Contributions. Each calendar year, the Company shall credit to any Eligible Employee's Matching Contributions Sub-Account a Matching Contribution equal to the difference between (1) the matching contribution that such Participant would have received for the calendar year under the APUS 401(k) Plan had the limitation under Code Section 401(a)(17) not applied to such Plan and the (2) the matching contribution that such Participant received under the APUS 401(k) Plan for such calendar year.

3.2. Nonelective Contributions. For each calendar year, the Company, in its sole discretion, may make one or more Nonelective Contributions to an Eligible Employee's Account. The amount so credited to an Eligible Employee may be smaller or larger than an amount credited to any other Eligible Employee, and the amount credited to any Employee for a year may be zero even though one or more Eligible Employees receives a Nonelective Contribution for that year.

3.3. Vesting. Each Participant shall at all times have a fully vested and non-forfeitable interest in his Matching Contributions. Each Participant's Nonelective Contributions Sub-Account shall be subject to such vesting schedule as may be determined by the Company from time to time. The vesting schedule need not be the same for each Participant. Generally, a Nonelective Contribution may be (i) fully vested immediately or, (ii) fully vested on the date following three (3) calendar years after such Nonelective Contribution is deposited into trust. Notwithstanding the above, any Nonelective Contribution Sub-Account that is subject to a vesting schedule shall become fully vested upon the Participant's death, Separation from Service upon attaining age 65 or a Change in Control.

ARTICLE IV
CREDITING OF GAINS, LOSSES AND EARNINGS TO ACCOUNTS

4.1. Crediting of Gains, Losses and Earnings. To the extent provided by the Company in its sole discretion, each Participant's Account will be credited with gains, losses and earnings based on investment directions made by the Participant in accordance with investment deferral crediting options and procedures established from time to time by the Company. The Company specifically retains the right in its sole discretion to change the investment deferral crediting options and procedures from time to time.

4.2. Limitation of Rights with Respect to Investments. By electing to defer any amount under the Plan (or by receiving or accepting any benefit under the Plan), each Participant acknowledges and agrees that the Affiliated Group is not and shall not be required to make any investment in connection with the Plan, nor is it required to follow the Participant's investment directions in any actual investment it may make or acquire in connection with the Plan or in determining the amount of any actual or contingent liability or obligation of the Company or any other member of the Affiliated Group thereunder or relating thereto. Any amounts credited to a Participant's Account with respect to which a Participant does not provide investment direction shall be credited with gains, losses and earnings as if such amounts were invested in an investment option to be selected by the Company in its sole discretion.

ARTICLE V
PAYMENTS

5.1. Date and Form of Payment of Account. Except as otherwise provided in this Article V, the vested amounts credited to a Participant's Account shall commence to be paid on the 17th day of the month following the month of the Participant's Separation from Service. The amounts credited to the Account shall be paid in the form of a single lump sum payment.

5.2. Mandatory Six-Month Delay. Except as otherwise provided in Sections 5.5(a), 5.5(b) and 5.5(c), in no event may payments from an Account commence prior to the first business day of the seventh month following the Participant's Separation from Service (or if earlier, upon the Participant's death). This provision shall only apply to a payment made under the Plan if the stock of the Company or the stock of a member of the Affiliated Group is traded on an established securities market.

5.3. Death of Participant.

(a) Each Participant shall file a Beneficiary Designation Form with the Company at the time the Participant files an Investment Election Form (or such other date as specified by the Company on the Beneficiary Designation Form). A Participant's Beneficiary Designation Form may be changed at any time prior to his death by the execution and delivery of a new Beneficiary Designation Form. The Beneficiary Designation Form on file with the Company that bears the latest date at the time of the Participant's death shall govern. If a Participant fails to properly designate a Beneficiary in accordance with this Section 5.3(a), then his Beneficiary shall be his estate.

(b) In the event of the Participant's death, the amount of the Participant's vested Sub-Accounts shall be paid to the Beneficiary or Beneficiaries designated on a Beneficiary Designation Form in a single lump sum within 90 days of the Participant's death.

5.4. Withdrawal Due to Unforeseeable Emergency. A Participant shall have the right to request, on a form provided by the Company, an accelerated payment of all or a portion of his Account in a lump sum if he experiences an Unforeseeable Emergency. The Company shall have the sole discretion to determine, in accordance with the standards under Section 409A of the Code, whether to grant such a request and the amount to be paid pursuant to such request.

(a) Determination of Unforeseeable Emergency. Whether a Participant is faced with an unforeseeable emergency permitting a payment under this Section 5.4 is to be determined based on the relevant facts and circumstances of each case, but, in any case, a payment on account of an Unforeseeable Emergency may not be made to the extent that such emergency is or may be relieved through reimbursement or compensation from insurance or otherwise, by liquidation of the Participant's assets, to the extent the liquidation of such assets would not cause severe financial hardship, or by cessation of deferrals under the Plan. Payments because of an Unforeseeable Emergency must be limited to the amount reasonably necessary to satisfy the emergency need (which may include amounts necessary to pay any Federal, state, local, or foreign income taxes or penalties reasonably anticipated to result from the payment).

(b) Payment of Account. Payment shall be made within thirty (30) days following the determination by the Company that a withdrawal will be permitted under this Section 5.4, or such later date as may be required under Section 5.2 hereof.

5.5. Discretionary Acceleration of Payments. To the extent permitted by Section 409A of the Code, the Company may, in its sole discretion, accelerate the time or schedule of a payment under the Plan as provided in this Section. The provisions of this Section are intended to comply with the exception to accelerated payments under Treasury Regulation Section 1.409A-3(j) and shall be interpreted and administered accordingly.

(a) Domestic Relations Orders. The Company may, in its sole discretion, accelerate the time or schedule of a payment under the Plan to an individual other than the Participant as may be necessary to fulfill a domestic relations order (as defined in Section 414(p)(1)(B) of the Code).

(b) Conflicts of Interest. The Company may, in its sole discretion, provide for the acceleration of the time or schedule of a payment under the Plan to the extent necessary for any Federal officer or employee in the executive branch to comply with an ethics agreement with the Federal government. Additionally, the Company may, in its sole discretion, provide for the acceleration of the time or schedule of a payment under the Plan to the extent reasonably necessary to avoid the violation of an applicable Federal, state, local, or foreign ethics law or conflicts of interest law (including where such payment is reasonably necessary to permit the Participant to participate in activities in the normal course of his or her position in which the Participant would otherwise not be able to participate under an applicable rule).

(c) Employment Taxes. The Company may, in its sole discretion, provide for the acceleration of the time or schedule of a payment under the Plan to pay the Federal Insurance Contributions Act (FICA) tax imposed under Sections 3101, 3121(a), and 3121(v)(2) of the Code, or the Railroad Retirement Act (RRTA) tax imposed under Sections 3201, 3211, 3231(e)(1), and 3231(e)(8) of the Code, where applicable, on compensation deferred under the Plan (the FICA or RRTA amount). Additionally, the Company may, in its sole discretion, provide for the acceleration of the time or schedule of a payment, to pay the income tax at source on wages imposed under Section 3401 of the Code or the corresponding withholding provisions of applicable state, local, or foreign tax laws as a result of the payment of the FICA or RRTA amount, and to pay the additional income tax at source on wages attributable to the pyramiding Section 3401 of the Code wages and taxes. However, the total payment under this acceleration provision must not exceed the aggregate of the FICA or RRTA amount, and the income tax withholding related to such FICA or RRTA amount.

(d) Limited Cash-Outs. Subject to Section 5.2 hereof, the Company may, in its sole discretion, require a mandatory lump sum payment of amounts deferred under the Plan that do not exceed the applicable dollar amount under Section 402(g)(1)(B) of the Code, provided that the payment results in the termination and liquidation of the entirety of the Participant's interest under the Plan, including all agreements, methods, programs, or other arrangements with respect to which deferrals of compensation are treated as having been deferred under a single nonqualified deferred compensation plan under Section 409A of the Code.

(e) Payment Upon Income Inclusion Under Section 409A . Subject to Section 5.2 hereof, the Company may, in its sole discretion, provide for the acceleration of the time or schedule of a payment under the Plan at any time the Plan fails to meet the requirements of Section 409A of the Code. The payment may not exceed the amount required to be included in income as a result of the failure to comply with the requirements of Section 409A of the Code.

(f) Certain Payments to Avoid a Nonallocation Year under Section 409(p). Subject to Section 5.2 hereof, the Company may, in its sole discretion, provide for the acceleration of the time or schedule of a payment under the Plan to prevent the occurrence of a nonallocation year (within the meaning of Section 409(p)(3) of the Code) in the plan year of an employee stock ownership plan next following the plan year in which such payment is made, provided that the amount paid may not exceed 125 percent of the minimum amount of payment necessary to avoid the occurrence of a nonallocation year.

(g) Payment of State, Local, or Foreign Taxes. Subject to Section 5.2 hereof, the Company may, in its sole discretion, provide for the acceleration of the time or schedule of a payment under the Plan to reflect payment of state, local, or foreign tax obligations arising from participation in the Plan that apply to an amount deferred under the Plan before the amount is paid or made available to the participant (the state, local, or foreign tax amount). Such payment may not exceed the amount of such taxes due as a result of participation in the Plan. The payment may be made in the form of withholding pursuant to provisions of applicable state, local, or foreign law or by payment directly to the participant. Additionally, the Company may, in its sole discretion, provide for the acceleration of the time or schedule of a payment under the Plan to pay the income tax at source on wages imposed under Section 3401 of the Code as a result of such payment and to pay the additional income tax at source on wages imposed under Section 3401 of the Code attributable to such additional wages and taxes. However, the total payment under this acceleration provision must not exceed the aggregate of the state, local, and foreign tax amount, and the income tax withholding related to such state, local, and foreign tax amount.

(h) Certain Offsets. Subject to Section 5.2 hereof, the Company may, in its sole discretion, provide for the acceleration of the time or schedule of a payment under the Plan as satisfaction of a debt of the Participant to the Company (or any entity which would be considered to be a single employer with the Company under Section 414(b) or Section 414(c) of the Code), where such debt is incurred in the ordinary course of the service relationship between the Company (or any entity which would be considered to be a single employer with the Company under Section 414(b) or Section 414(c) of the Code) and the Participant, the entire amount of reduction in any of the taxable years of the Company (or any entity which would be considered to be a single employer with the Company under Section 414(b) or Section 414(c) of the Code) does not exceed $5,000, and the reduction is made at the same time and in the same amount as the debt otherwise would have been due and collected from the Participant.

(i) Bona Fide Disputes as to a Right to a Payment. Subject to Section 5.2 hereof, the Company may, in its sole discretion, provide for the acceleration of the time or schedule of a payment under the Plan where such payments occur as part of a settlement between the Participant and the Company (or any entity which would be considered to be a single employer with the Company under Section 414(b) or Section 414(c) of the Code) of an arm's length, bona fide dispute as to the Participant's right to the deferred amount.

(j) Plan Terminations and Liquidations. Subject to Section 5.2 hereof, the Company may, in its sole discretion, provide for the acceleration of the time or schedule of a payment under the Plan as provided in Section 7.2 hereof.

(k) Other Events and Conditions. Subject to Section 5.2 hereof, a payment may be accelerated upon such other events and conditions as the Internal Revenue Service may prescribe in generally applicable guidance published in the Internal Revenue Bulletin.

Except as otherwise specifically provided in this Plan, including but not limited to this Section 5.5 and Section 7.2 hereof, the Company may not accelerate the time or schedule of any payment or amount scheduled to be paid under the Plan within the meaning of Section 409A of the Code.

5.6. Delay of Payments. To the extent permitted under Section 409A of the Code, the Company may, in its sole discretion, delay payment under any of the following circumstances, provided that the Company treats all payments to similarly situated Participants on a reasonably consistent basis:

(a) Federal Securities Laws or Other Applicable Law. A Payment may be delayed where the Company reasonably anticipates that the making of the payment will violate federal securities laws or other applicable law; provided that the delayed payment is made at the earliest date at which the Company reasonably anticipates that the making of the payment will not cause such violation. For purposes of the preceding sentence, the making of a payment that would cause inclusion in gross income or the application of any penalty provision or other provision of the Code is not treated as a violation of applicable law.

(b) Other Events and Conditions. A payment may be delayed upon such other events and conditions as the Internal Revenue Service may prescribe in generally applicable guidance published in the Internal Revenue Bulletin.

5.7. Actual Date of Payment. To the extent permitted by Section 409A of the Code, the Company may delay payment in the event that it is not administratively possible to make payment on the date (or within the periods) specified in this Article V, or the making of the payment would jeopardize the ability of the Company (or any entity which would be considered to be a single employer with the Company under Section 414(b) or Section 414(c) of the Code) to continue as a going concern. Notwithstanding the foregoing, payment must be made no later than the latest possible date permitted under Section 409A of the Code.

5.8. Discharge of Obligations. The payment to a Participant or his Beneficiary of his Account in a single lump sum pursuant to this Article V shall discharge all obligations of the Affiliated Group to such Participant or Beneficiary under the Plan with respect to that Account.

ARTICLE VI
ADMINISTRATION

6.1. General. The Company (or its designee) shall be responsible for the general administration of the Plan and for carrying out the provisions hereof. In general, the Company shall have the full power, discretion and authority to carry out the provisions of the Plan; in particular, the Company shall have full discretion to (a) interpret all provisions of the Plan, (b) resolve all questions relating to eligibility for participation in the Plan and the amount in the Account of any Participant and all questions pertaining to claims for benefits and procedures for claim review, (c) resolve all other questions arising under the Plan, including any factual questions and questions of construction, (d) determine all claims for benefits, and (e) take such further action as the Company shall deem advisable in the administration of the Plan. The actions taken and the decisions made by the Company hereunder shall be final, conclusive, and binding on all persons, including the Company, its shareholders, the other members of the Affiliated Group, employees, Participants, and their estates and Beneficiaries.

6.2. Compliance with Section 409A of the Code .

(a) It is intended that the Plan comply with the provisions of Section 409A of the Code, so as to prevent the inclusion in gross income of any amounts deferred hereunder in a taxable year that is prior to the taxable year or years in which such amounts would otherwise actually be paid or made available to Participants or Beneficiaries. This Plan shall be construed, administered, and governed in a manner that effects such intent, and the Company shall not take any action that would be inconsistent with such intent.

(b) Although the Company shall use its best efforts to avoid the imposition of taxation, interest and penalties under Section 409A of the Code, the tax treatment of deferrals under this Plan is not warranted or guaranteed. Neither the Company (nor its designee), the other members of the Affiliated Group, their respective directors, officers, employees and advisors or, the Board shall be held liable for any taxes, interest, penalties or other monetary amounts owed by any Participant, Beneficiary or other taxpayer as a result of the Plan.

(c) Any reference in this Plan to Section 409A of the Code will also include any proposed, temporary or final regulations, or any other guidance, promulgated with respect to such Section 409A by the U.S. Department of Treasury or the Internal Revenue Service. For purposes of the Plan, the phrase "permitted by Section 409A of the Code," or words or phrases of similar import, shall mean that the event or circumstance shall only be permitted to the extent it would not cause an amount deferred or payable under the Plan to be includible in the gross income of a Participant or Beneficiary under Section 409A(a)(1) of the Code.

6.3. Claims Procedure. In accordance with the provisions of Section 503 of ERISA, this Plan provides the following procedure, to be construed be in accordance with regulations issued by the Secretary of Labor, 29 C.F.R. 2560.503-1, as the Plan's claims procedure. Any Participant or Beneficiary (a "Claimant") who believes that he is entitled to a benefit under the Plan which he has not received because the Company has denied the benefit in whole or in part, may file with the Company a written claim specifying the basis of his complaint and the facts upon which he relies in making such claim. Such claim must be signed by the Claimant or his authorized representative and shall be deemed filed when received by the Company. The claim shall be reviewed by a single member of the Company. Unless such claim is allowed in total, the Company shall respond in writing to the Claimant advising him of the total or partial denial of his claim. Such notice shall include:

The specific reason or reasons for the denial of the claim;

Specific reference to the provisions of the Plan upon which the denial of the claim was based;

A description of any additional material or information necessary for the Claimant to perfect the claim and an explanation of why such material or information is necessary;

A notice that Claimants have the opportunity to submit written comments, documents, records or other information relating to the claim;

A notice that the Claimant shall be provided, upon request and free of charge, reasonable access to, and copies of, all documents, records, and other information relevant to the claim for benefits; and

An explanation of the review procedure and that an appeal must be pursued no later than sixty (60) days following receipt of notice of an adverse benefit determination.

Within sixty (60) days after the receipt of a notice of an adverse benefits determination, the Claimant can appeal such denial by filing with the Company a written request for the review of the claim. The Company shall conduct a full and fair review of the claim and mail to the Claimant not later than sixty (60) days after receipt of the appeal a written decision on the matter based upon the facts and pertinent provisions of the Plan. The decision of the Company on appeal shall include:

The specific reason or reasons for the denial of the claim;

Specific reference to the provisions of the Plan upon which the denial of the claim was based;

A notice that the Claimant shall be provided, upon request and free of charge, reasonable access to, and copies of, all documents, records, and other information relevant to the claim for benefits; and

A statement of the Claimant's right to bring an action under ERISA § 502(a), if the adverse benefit determination is sustained on appeal.

No lawsuit by a Claimant may be filed prior to exhausting the Plan's administrate appeal process. Any lawsuit must be filed no later than the earlier of one year after the Claimant's claim for benefit was denied or the date the cause of action first arose.

ARTICLE VII
AMENDMENT AND TERMINATION

7.1. Amendment. The Company reserves the right to amend, terminate or freeze the Plan, in whole or in part, at any time by action of the Board. Moreover, the Company may amend the Plan at any time in its sole discretion to ensure that the Plan complies with the requirements of Section 409A of the Code or other applicable law; provided, however, that such amendments, in the aggregate, may not materially increase the benefit costs of the Plan to the Company. In no event shall any such action by the Board or Company adversely affect any Participant or Beneficiary who has an Account, or result in any change in the timing or manner of payment of the amount of any Account (except as otherwise permitted under the Plan), without the consent of the Participant or Beneficiary, unless the Board or the Company, as the case may be, determines in good faith that such action is necessary to ensure compliance with Section 409A of the Code. To the extent permitted by Section 409A of the Code, the Company may, in its sole discretion, modify the rules applicable to Payment Elections to the extent necessary to satisfy the requirements of the Uniformed Service Employment and Reemployment Rights Act of 1994, as amended, 38 U.S.C. 4301-4334.

7.2. Payments Upon Termination of Plan. In the event that the Plan is terminated, the amounts allocated to a Participant's Sub-Accounts shall be paid to the Participant or his Beneficiary on the dates on which the Participant or his Beneficiary would otherwise receive payments hereunder without regard to the termination of the Plan. Notwithstanding the preceding sentence, and subject to Section 6.2 hereof:

(a) Liquidation; Bankruptcy. The Board shall have the authority, in its sole discretion, to terminate the Plan and pay each Participant's entire Account to the Participant or, if applicable, his Beneficiary within twelve (12) months of a corporate dissolution taxed under Section 331 of the Code or with the approval of a bankruptcy court pursuant to 11 U.S.C. 503(b)(1)(A), provided that the amounts are included in the Participant's gross income in the latest of the following years (or, if earlier, the taxable year in which the amount is actually or constructively received): (i) the calendar year in which the Plan termination and liquidation occurs; (ii) the first calendar year in which the amount is no longer subject to a substantial risk of forfeiture as defined under Section 409A of the Code; or (iii) the first calendar year in which the payment is administratively practicable.

(b) Change in Control. The Board shall have the authority, in its sole discretion, to terminate the Plan and pay each Participant's entire Account to the Participant or, if applicable, his Beneficiary pursuant to an irrevocable action taken by the Board within the 30 days preceding or the 12 months following a Change in Control, provided that this paragraph will only apply if all agreements, methods, programs, and other arrangements sponsored by the Company (or any entity which would be considered to be a single employer with the Company under Section 414(b) or Section 414(c) of the Code) immediately after the time of the Change in Control event with respect to which deferrals of compensation are treated as having been deferred under a single plan under Section 409A of the Code are terminated and paid with respect to each Participant that experienced the Change in Control event, so that under the terms of the termination and payment all such Participants are required to receive all amounts of compensation deferred under the terminated agreements, methods, programs, and other arrangements within 12 months of the date the Company (or any entity which would be considered to be a single employer with the Company under Section 414(b) or Section 414(c) of the Code) irrevocably takes all necessary action to terminate and liquidate the agreements, methods, programs, and other arrangements.

(c) Discretionary Terminations. The Board shall have the authority, in its sole discretion, to terminate the Plan and pay each Participant's entire Account to the Participant or, if applicable, his Beneficiary, provided that: (i) the termination and liquidation does not occur proximate to a downturn in the financial health of the Company (or any entity which would be considered to be a single employer with the Company under Section 414(b) or Section 414(c) of the Code); (ii) The Company (or any entity which would be considered to be a single employer with the Company under Section 414(b) or Section 414(c) of the Code) terminates and liquidates all agreements, methods, programs, and other arrangements sponsored by the Company (or any entity which would be considered to be a single employer with the Company under Section 414(b) or Section 414(c) of the Code) that would be aggregated with any terminated and liquidated agreements, methods, programs, and other arrangements under Section 409A of the Code if the same Participant had deferrals of compensation under all of the agreements, methods, programs, and other arrangements that are terminated and liquidated; (iii) no payments in liquidation of the Plan are made within 12 months of the date the Board takes all necessary action to irrevocably terminate and liquidate the Plan other than payments that would be payable under the terms of the Plan if the action to terminate and liquidate the Plan had not occurred; (iv) all payments are made within 24 months of the date the Board takes all necessary action to irrevocably terminate and liquidate the Plan; and (v) the Company (or any entity which would be considered to be a single employer with the Company under Section 414(b) or Section 414(c) of the Code) does not adopt a new plan that would be aggregated with any terminated and liquidated plan under Section 409A of the Code if the same Participant participated in both plans, at any time within three years following the date the Board takes all necessary action to irrevocably terminate and liquidate the Plan.

(d) Other Events. The Board shall have the authority, in its sole discretion, to terminate the Plan and pay each Participant's entire Account to the Participant or, if applicable, his Beneficiary upon such other events and conditions as the Internal Revenue Service may prescribe in generally applicable guidance published in the Internal Revenue Bulletin.

ARTICLE VIII
MISCELLANEOUS

8.1. Non-alienation of Deferred Compensation. Except as permitted by the Plan, no right or interest under the Plan of any Participant or Beneficiary shall, without the written consent of the Company, be (i) assignable or transferable in any manner, (ii) subject to alienation, anticipation, sale, pledge, encumbrance, attachment, garnishment or other legal process or (iii) in any manner liable for or subject to the debts or liabilities of the Participant or Beneficiary. Notwithstanding the foregoing, to the extent permitted by Section 409A of the Code and subject to Section 5.5(a) hereof, the Company shall honor a judgment, order or decree from a state domestic relations court which requires the payment of part or all of a Participant's or Beneficiary's interest under this Plan to an "alternate payee" as defined in Section 414(p) of the Code.

8.2. Participation by Employees of Affiliated Group Members . Any member of the Affiliated Group may, by action of its board of directors or equivalent governing body and with the consent of the Company's Board of Directors, adopt the Plan; provided that the Company's Board of Directors may waive the requirement that such board of directors or equivalent governing body effect such adoption. By its adoption of or participation in the Plan, the adopting member of the Affiliated Group shall be deemed to appoint the Company its exclusive agent to exercise on its behalf all of the power and authority conferred by the Plan upon the Company and accept the delegation to the Company of all the power and authority conferred upon it by the Plan. The authority of the Company to act as such agent shall continue until the Plan is terminated as to the participating affiliate. An Eligible Employee who is employed by a member of the Affiliated Group and who elects to participate in the Plan shall participate on the same basis as an Eligible Employee of the Company. The Account of a Participant employed by a participating member of the Affiliated Group shall be paid in accordance with the Plan solely by such member to the extent attributable to contributions related to his employment with such participating member, unless the Board otherwise determines that the Company shall be the obligor.

8.3. Interest of Participant.

(a) The obligation of the Company and any other participating member of the Affiliated Group under the Plan to make payment of amounts reflected in an Account merely constitutes the unsecured promise of the Company (or, if applicable, the participating members of the Affiliated Group) to make payments from their general assets and no Participant or Beneficiary shall have any interest in, or a lien or prior claim upon, any property of the Affiliated Group. Nothing in the Plan shall be construed as guaranteeing future employment to Eligible Employees. It is the intention of the Affiliated Group that the Plan be unfunded for tax purposes and for purposes of Title I of ERISA. The Company may create a trust to hold funds to be used in payment of its and the Affiliated Group's obligations under the Plan, and may fund such trust; provided, however, that any funds contained therein shall remain liable for the claims of the general creditors of the Company and the other participating members of the Affiliated Group.

(b) In the event that, in the sole discretion of the Company, the Company and/or the other members of the Affiliated Group purchases an insurance policy or policies insuring the life of any Participant (or any other property) to allow the Company and/or the other members of the Affiliated Group to recover the cost of providing the benefits, in whole or in part, hereunder, neither the Participants nor their Beneficiaries or other distributees shall have nor acquire any rights whatsoever therein or in the proceeds therefrom. The Company and/or the other members of the Affiliated Group shall be the sole owner and beneficiary of any such policy or policies and, as such, shall possess and may exercise all incidents of ownership therein. A Participant's participation in the underwriting or other steps necessary to acquire such policy or policies may be required by the Company and, if required, shall not be a suggestion of any beneficial interest in such policy or policies to such Participant or any other person.

8.4. Claims of Other Persons. The provisions of the Plan shall in no event be construed as giving any other person, firm or corporation any legal or equitable right as against the Affiliated Group or the officers, employees or directors of the Affiliated Group, except any such rights as are specifically provided for in the Plan or are hereafter created in accordance with the terms and provisions of the Plan.

8.5. Severability. The invalidity and unenforceability of any particular provision of the Plan shall not affect any other provision hereof, and the Plan shall be construed in all respects as if such invalid or unenforceable provision were omitted.

8.6. Governing Law. Except to the extent preempted by federal law, the provisions of the Plan shall be governed and construed in accordance with the laws of the State of Delaware.

8.7. Relationship to Other Plans. The Plan is intended to serve the purposes of and to be consistent with any incentive compensation plan approved by the Company for purposes of the Plan.

8.8. Successors. The Company shall require any successor (whether direct or indirect, by purchase, merger, consolidation, reorganization or otherwise) to all or substantially all of the business and/or assets of the Company expressly to assume this Plan. This Plan shall be binding upon and inure to the benefit of the Company and any successor of or to the Company, including without limitation any persons acquiring directly or indirectly all or substantially all of the business and/or assets of the Company whether by sale, merger, consolidation, reorganization or otherwise (and such successor shall thereafter be deemed the "Company" for the purposes of this Plan), and the heirs, beneficiaries, executors and administrators of each Participant.

8.9. Withholding of Taxes. Subject to Section 5.6 hereof, to the extent required by the law in effect at the time payments are made, the Affiliated Group may withhold or cause to be withheld from any amounts deferred or payable under the Plan all federal, state, local and other taxes as shall be legally required. The Affiliated Group shall have the right in its sole discretion to (i) require a Participant to pay or provide for payment of the amount of any taxes that the Affiliated Group may be required to withhold with respect to amounts that the Company credits to a Participant's Account or (ii) deduct from any amount of salary, bonus, incentive compensation or other payment otherwise payable in cash to the Participant the amount of any taxes that the Company may be required to withhold with respect to amounts that the Company credits to a Participant's Account.

8.10. Electronic or Other Media. Notwithstanding any other provision of the Plan to the contrary, including any provision that requires the use of a written instrument, the Company may establish procedures for the use of electronic or other media in communications and transactions between the Plan or the Company and Participants and Beneficiaries. Electronic or other media may include, but are not limited to, e-mail, the Internet, intranet systems and automated telephonic response systems.

8.11. Headings; Interpretation. Headings in this Plan are inserted for convenience of reference only and are not to be considered in the construction of the provisions hereof. Unless the context clearly requires otherwise, the masculine pronoun wherever used herein shall be construed to include the feminine pronoun.

8.12. Participants Deemed to Accept Plan. By accepting any benefit under the Plan, each Participant and each person claiming under or through any such Participant shall be conclusively deemed to have indicated his acceptance and ratification of, and consent to, all of the terms and conditions of the Plan and any action taken under the Plan by the Board, the Company or the Company or the other members of the Affiliated Group, in any case in accordance with the terms and conditions of the Plan.

IN WITNESS WHEREOF, American Public University System has caused this instrument to be executed by its duly authorized officer on this 28th day of February, 2013.

AMERICAN PUBLIC UNIVERSITY SYSTEM

/s/ Michael E. White

By: Michael E. White, VP Tax & Budgeting

Exhibit 23.1

Consent of Independent Registered Public Accounting Firm

We consent to the incorporation by reference in Registration Statements (333-174105, 333-151789, and 333-150454) on Form S-8 and (333-174104) of Form S-3 of American Public Education, Inc. of our reports dated February 28, 2013, relating to our audits of the consolidated financial statements and the financial statement schedule and internal control over financial reporting, which appear in this Annual Report on Form 10-K of American Public Education, Inc. and Subsidiary for the year ended December 31, 2012.

/s/ McGladrey, LLP

Vienna, Virginia

February 28, 2013

EXHIBIT 31.1

CERTIFICATION OF CHIEF EXECUTIVE OFFICER PURSUANT TO RULE 13a-14(a)/15d-14(a)

I, Wallace E. Boston, certify that:

1. I have reviewed this annual report on Form 10-K of American Public Education, Inc.;

2. Based on my knowledge, this report does not contain any untrue statement of a material fact or omit to state a material fact necessary to make the statements made, in light of the circumstances under which such statements were made, not misleading with respect to the period covered by this report;

3. Based on my knowledge, the financial statements, and other financial information included in this report, fairly present in all material respects the financial condition, results of operations and cash flows of the registrant as of, and for, the periods presented in this report;

4. The registrant's other certifying officer and I are responsible for establishing and maintaining disclosure controls and procedures (as defined in Exchange Act Rules 13a-15(e) and 15d-15(e)) and internal control over financial reporting (as defined in Exchange Act Rules 13a-15(f) and 15d-15(f)) for the registrant and have:

   a) Designed such disclosure controls and procedures, or caused such disclosure controls and procedures to be designed under our supervision, to ensure that material information relating to the registrant, including its consolidated subsidiaries, is made known to us by others within those entities, particularly during the period in which this report is being prepared;

   b) Designed such internal control over financial reporting, or caused such internal control over financial reporting to be designed under our supervision, to provide reasonable assurance regarding the reliability of financial reporting and the preparation of financial statements for external purposes in accordance with generally accepted accounting principles;

   c) Evaluated the effectiveness of the registrant's disclosure controls and procedures and presented in this report our conclusions about the effectiveness of the disclosure controls and procedures, as of the end of the period covered by this report based on such evaluation; and

   d) Disclosed in this report any change in the registrant's internal control over financial reporting that occurred during the registrant's most recent fiscal quarter (the registrant's fourth fiscal quarter in the case of an annual report) that has materially affected, or is reasonably likely to materially affect, the registrant's internal control over financial reporting; and

5. The registrant's other certifying officer and I have disclosed, based on our most recent evaluation of internal control over financial reporting, to the registrant's auditors and the audit committee of the registrant's board of directors (or persons performing the equivalent functions):

   a) All significant deficiencies and material weaknesses in the design or operation of internal control over financial reporting which are reasonably likely to adversely affect the registrant's ability to record, process, summarize and report financial information; and

   b) Any fraud, whether or not material, that involves management or other employees who have a significant role in the registrant's internal control over financial reporting.

Date: February 28, 2013

By: /s/ Dr. Wallace E. Boston
Name: Dr. Wallace E. Boston
Title: President and Chief Executive Officer

EXHIBIT 31.2

CERTIFICATION OF CHIEF FINANCIAL OFFICER PURSUANT TO RULE 13a-14(a)/15d-14(a)

I, Harry T. Wilkins, certify that:

1. I have reviewed this annual report on Form 10-K of American Public Education, Inc.;

2. Based on my knowledge, this report does not contain any untrue statement of a material fact or omit to state a material fact necessary to make the statements made, in light of the circumstances under which such statements were made, not misleading with respect to the period covered by this report;

3. Based on my knowledge, the financial statements, and other financial information included in this report, fairly present in all material respects the financial condition, results of operations and cash flows of the registrant as of, and for, the periods presented in this report;

4. The registrant's other certifying officer and I are responsible for establishing and maintaining disclosure controls and procedures (as defined in Exchange Act Rules 13a-15(e) and 15d-15(e)) and internal control over financial reporting (as defined in Exchange Act Rules 13a-15(f) and 15d-15(f)) for the registrant and have:

   a) Designed such disclosure controls and procedures, or caused such disclosure controls and procedures to be designed under our supervision, to ensure that material information relating to the registrant, including its consolidated subsidiaries, is made known to us by others within those entities, particularly during the period in which this report is being prepared;

   b) Designed such internal control over financial reporting, or caused such internal control over financial reporting to be designed under our supervision, to provide reasonable assurance regarding the reliability of financial reporting and the preparation of financial statements for external purposes in accordance with generally accepted accounting principles;

   c) Evaluated the effectiveness of the registrant's disclosure controls and procedures and presented in this report our conclusions about the effectiveness of the disclosure controls and procedures, as of the end of the period covered by this report based on such evaluation; and

   d) Disclosed in this report any change in the registrant's internal control over financial reporting that occurred during the registrant's most recent fiscal quarter (the registrant's fourth fiscal quarter in the case of an annual report) that has materially affected, or is reasonably likely to materially affect, the registrant's internal control over financial reporting; and

5. The registrant's other certifying officer and I have disclosed, based on our most recent evaluation of internal control over financial reporting, to the registrant's auditors and the audit committee of the registrant's board of directors (or persons performing the equivalent functions):

   a) All significant deficiencies and material weaknesses in the design or operation of internal control over financial reporting which are reasonably likely to adversely affect the registrant's ability to record, process, summarize and report financial information; and

   b) Any fraud, whether or not material, that involves management or other employees who have a significant role in the registrant's internal control over financial reporting.

Date: February 28, 2013

By: /s/ Harry T. Wilkins
Name: Harry T. Wilkins
Title: Executive Vice President and Chief Financial Officer

EXHIBIT 32.1

CERTIFICATION OF CHIEF EXECUTIVE OFFICER PURSUANT TO 18 U.S.C. SECTION 1350, AS ADOPTED

PURSUANT TO SECTION 906 OF THE SARBANES-OXLEY ACT OF 2002

The undersigned, the Chief Executive Officer of American Public Education, Inc. ("the Company"), hereby certifies that, to his knowledge, on the date hereof:

(a) The annual report on Form 10-K of the Company for the period ended December 31, 2011 filed on the date hereof with the Securities and Exchange Commission ("the Report") fully complies with the requirements of Section 13(a) or 15(d) of the Securities Exchange Act of 1934; and

(b) Information contained in the Report fairly presents, in all material respects, the financial condition and results of operations of the Company.

Date: February 28, 2013

By: /s/ Dr. Wallace E. Boston
Name: Dr. Wallace E. Boston
Title: President and Chief Executive Officer

A signed original of this written statement required by Section 906, or other document authenticating, acknowledging, or otherwise adopting the signature that appears in typed form within the electronic version of this written statement required by Section 906, has been provided to American Public Education, Inc. and will be retained by the Company and furnished to the Securities and Exchange Commission or its staff upon request.

EXHIBIT 32.2

CERTIFICATION OF CHIEF FINANCIAL OFFICER PURSUANT TO 18 U.S.C. SECTION 1350, AS ADOPTED

PURSUANT TO SECTION 906 OF THE SARBANES-OXLEY ACT OF 2002

The undersigned, the Chief Financial Officer of American Public Education, Inc. ("the Company"), hereby certifies that, to his knowledge, on the date hereof:

(a) The annual report on Form 10-K of the Company for the period ended December 31, 2011 filed on the date hereof with the Securities and Exchange Commission ("the Report") fully complies with the requirements of Section 13(a) or 15(d) of the Securities Exchange Act of 1934; and

(b) Information contained in the Report fairly presents, in all material respects, the financial condition and results of operations of the Company.

Date: February 28, 2013

By: /s/ Harry T. Wilkins
Name: Harry T. Wilkins
Title: Executive Vice President and Chief Financial Officer

A signed original of this written statement required by Section 906, or other document authenticating, acknowledging, or otherwise adopting the signature that appears in typed form within the electronic version of this written statement required by Section 906, has been provided to American Public Education, Inc. and will be retained by the Company and furnished to the Securities and Exchange Commission or its staff upon request.

G. ACCREDITATION DOCUMENTS

Institutional Accreditation
http://www.apus.edu/accreditation-licensure/

Documents Enclosed:

- The Higher Learning Commission of the North Central Association (HLC) – Statement of Affiliation Status

Specialized Accreditation
In addition to institutional accreditation, APUS has obtained programmatic accreditation through appropriate governing organizations for specific academic programs. These specialized accreditations require a significant amount of self-study and presentation of evidence to satisfy the demanding requirements of each accrediting organization, and collectively demonstrate that APUS is focused on academic excellence and providing the best possible educational experience for its students. As a result, APUS has enhanced the curriculum for certain programs by implementing standards from an external accrediting organization for specific disciplines or fields of study.

Program	Accreditation/Certification Authority
Business School, Associate of Arts in Business Administration, Bachelor of Business Administration, Bachelor of Arts in Marketing, Master of Business Administration	Accreditation Council for Business Schools and Programs (ACBSP) http://www.acbsp.org
BS in Nursing (RN to BSN) Commission on Collegiate Nursing Education (CCNE)	BS in Nursing (RN to BSN) Commission on Collegiate Nursing Education (CCNE) http://www.aacn.nche.edu/ccne-accreditation

Program	Professional Recognition/Affiliation
Emergency and Disaster Management	Foundation For Higher Education Accreditation (FFHEA) http://www.ffhea.org/
Management	Society of Human Resource Management (SHRM) http://www.shrm.org
Sports and Health Sciences	American Sport Education Program (ASEP) http://www.asep.com/
Child and Family Development	National Council on Family Relations (NCFR) http://www.ncfr.org
School of Education, M.Ed. Teaching, M.Ed. Administration and Supervision, M.Ed. Guidance and Counseling	WV state approved educator certification programs (WVDOE) http://wvde.state.wv.us/

Higher Learning Commission
A commission of the North Central Association

230 South LaSalle Street, Suite 7-500 | Chicago, IL 60604-1411
312-263-0456 | 800-621-7440 | Fax: 312-263-7462 | ncahlc.org

June24, 2011

President Wallace E. Boston
American Public University System
111 West Congress Street
Charles Town, WV 25414

Dear President Boston:

This letter is formal notification of the action taken concerning American Public University System by The Higher Learning Commission. At its meeting on June 20, 2011, the Institutional Actions Council (IAC) voted to continue the accreditation of American Public University System and to approve the expansion of distance education to 20% or more of total degree programs, and adopt any new items affecting the Statement of Affiliation Status. The SAS is a summary of your organization's ongoing relationship with the Commission.

I have enclosed your institution's Statement of Affiliation Status (SAS) and Organizational Profile (OP). The OP is generated from data you provided in your most recent Annual Institutional Data Update. If the current Commission action included changes to the demographic, location, or distance education information you reported in your Annual Institutional Data Update, we have made the changes on the Organizational Profile. No other organizational information was changed.

The attached Statement of Affiliation Status and Organizational Profile will be posted to the Commission Web site on Friday, July 8. If you have questions about these documents, please contact Mary B. Breslin B.V.M., your staff liaison before Thursday, July 7. Information about notifying the public of this action is found in Chapter 8.3-3 and 8.3-4 of the *Handbook of Accreditation*, Third Edition.

Please be aware of Commission policy on planned or proposed organizational changes that require Commission action before their initiation. You will find the Commission's change policy at ncahlc.org/information-for-institutions/institutional-change.html. If you have questions about how planned institutional changes might affect your relationship with the Commission, please write or call Mary B. Breslin B.V.M..

On behalf of the Board of Trustees, I thank you and your associates for your cooperation.

Sincerely,

Sylvia Manning

Sylvia Manning
President

Enclosures: Statement of Affiliation Status
Organizational Profile

cc: Evaluation Team Members
Board Chair

Higher Learning Commission
A commission of the North Central Association

230 South LaSalle Street, Suite 7-500 | Chicago, IL 60604-1411
312-263-0456 | 800-621-7440 | Fax: 312-263-7462 | ncahlc.org

STATEMENT OF AFFILIATION STATUS

AMERICAN PUBLIC UNIVERSITY SYSTEM
111 West Congress Street
Charles Town, WV 25414

Affiliation Status: Candidate: 2004
Accreditation: (2006- .)

PEAQ PARTICIPANT

Nature of Organization

Legal Status:	Private FP
Degrees Awarded:	A, B, M

Conditions of Affiliation:

Stipulations on Affiliation Status:	No on-ground credit courses or programs are to be offered without prior Commission approval. No prior approval required for offering liberal arts bachelors degrees.
Approval of New Additional Locations:	Prior Commission approval required.
Approval of Distance and Correspondence Courses and Programs:	New Commission policy on institutional change became effective July 1, 2010. Some aspects of the change processes affecting distance delivered courses and programs are still being finalized. This entry will be updated in early 2011 to reflect current policy. In the meantime, see the Commission's Web site for information on seeking approval of distance education courses and programs.
Reports Required:	Progress Report: 07/01/2015; A report on development of University-wide coordination and improvement of graduate studies.
Other Visits Scheduled:	None.

Summary of Commission Review

Year of Last Comprehensive Evaluation:	2010 - 2011
Year for Next Comprehensive Evaluation:	2020 - 2021
Date of Last Action:	06/20/2011

Academy Participation:
Participating in the Academy for Assessment of Student Learning. Successful participation in the Academy for Assessment of Student Learning replaces a progress report on assessment of student academic achievement due 2/1/

ACBSP
GLOBAL BUSINESS ACCREDITATION

ACCREDITATION COUNCIL FOR BUSINESS SCHOOLS AND PROGRAMS

Bringing Together Those Dedicated To Teaching Excellence

May 4, 2011

Mr. Wallace Boston
Chief Executive Officer
American Public University System
111 W. Congress Street
Charles Town, West Virginia 25414

Dear Mr. Boston:

Congratulations! The Board of Commissioners of the Baccalaureate/Graduate Degree Commission met on April 17-19, 2011, removed deferral, and granted initial accreditation to American Public University System with three notes for your business programs.

Notes should be viewed as opportunities for improvement that would move your program to a higher level of excellence. It would be extremely rare that a school receive accreditation without notes given ACBSP's Core Value of Continuous Improvement and Organizational Learning, that "Business schools and programs should pursue regular cycles of planning, execution and evaluation of every process and system. Ongoing improvement of these processes and systems leads to ever higher quality and student/stakeholder satisfaction." The notes placed on your programs are:

Note on Overview Item 3.c.: Provide evidence to ensure that the general public is clearly informed that the Management programs are not accredited. The School of Business programs are under the ACBSP umbrella and Management programs are not. Provide evidence regarding how the differentiation is made between these two sets of programs and explicitly indicate which programs are not ACBSP accredited in your advertising, catalogs, transcripts, and websites.

Note on Standard 3, Criterion 3.a: The institution may benefit from segmentation and analysis of student data for the purposes of improving educational programs. Segmentation can be easily accomplished through the use of Tableau as is done with other program review data at APUS. Please report your progress of the data segmentation results in your Quality Assurance Reports.

Note on Standard 4, Criteria 4.3 and 4.4: Assessment plans have been significantly improved recently, but may benefit from continued development of comparative information both externally and internally. In addition, the use of learning outcomes assessment results to improve student learning outcomes is important. Please report your progress on these criteria in your Quality Assurance Reports.

11520 West 119th Street • Overland Park, Kansas 66213 USA
(913) 339-9356 Phone • (913) 339-6226 Fax • info@acbsp.org • www.acbsp.org

You are encouraged to work with Commissioner, Dr. Karen Shumway on the removal of the notes. Dr. Shumway may be contacted by phone at; 325-942-2383 x226 or through her e-mail address at; Karen.shumway@angelo.edu.

ACBSP will inform the public of decisions on accreditation status made by the Boards of Commissioners by posting the accreditation decisions on the ACBSP Gateway. The decisions on accreditation status can be accessed from the Accreditation Decisions link, and will appear as the following:

> **American Public University System**
> Initial Accreditation with improvement opportunities in the following standards:
> Overview
> Standard #3 Student and Stakeholder Focus
> Standard #4 Measurement and Analysis of Student Learning and Performance

If you have any comments concerning this notification please let me know.

Your first Quality Assurance Report will be due on 2/28/2013, and every two years after that. Your ten-year reaffirmation will be due in 2021.

ACBSP encourages you to publicly announce that your business programs are accredited. Next week, we will be sending you, via e-mail, a sample ACBSP Press Release and ACBSP Logo files for publicizing your accreditation. As you prepare these materials, the following is your official ACBSP statement:

American Public University System is accredited by the Accreditation Council for Business Schools and Programs to offer the following business degrees:

Marketing – BA
Bachelor of Business Administration – BBA
Master of Business Administration – MBA

Please take this opportunity to review the institution name as it will appear on your Certificate of Accreditation. If this is not correct, please notify Diana Hallerud via email at dianahallerud@acbsp.org and provide the correction by May 16, 2011.

Name of institution as it will appear on the certificate:
American Public University System
Charles Town, West Virginia

Please mark your calendar to join us in Indianapolis, Indiana, where we will honor you and all other schools receiving initial or reaffirmation of accreditation during the 2010-2011 membership year. You are encouraged to attend along with your Chief Academic Officer and Dean or Head of the Business School or Program. Many institutions invite many of the faculty to this prestigious celebration. Your institution will also be announced during the Baccalaureate/Graduate Degree Institution meeting held on Saturday, June 25, 2011 at 3:45 pm. There is a breakfast on Sunday morning June 26, 2011, at 7:45 a.m. for those institutions that are receiving accreditation.

The purpose of the breakfast is to more personally congratulate the institutional representatives and to outline the procedures that will be followed at the accreditation banquet. At least one institutional representative should attend the breakfast.

In addition to the breakfast, a professional photographer will be available on Sunday, June 26, 2011 to photograph all institutional representatives along with the ACBSP Director of Accreditation, Executive Liaison to the Board of Commissioners, and the Chair of the Baccalaureate/Graduate Degree Board of Commissioners. **Baccalaureate/Graduate Degree Institutions beginning with A – L will be photographed from 5:50 to 6:10 p.m.**, followed by Baccalaureate/Graduate Degree Institutions beginning with M – Z from 6:10 to 6:30 p.m. Appropriate dress for the photo session and banquet is business professional.

The 2011 conference will be June 24-27 in Indianapolis and our host hotel will be the new JW Marriott. A conference brochure is enclosed. Updated information is always available by going to ACBSP Gateway, www.acbsp.org. During the 2011 conference we will be asking you to "rediscover" ACBSP. Three Pre-Conference Workshops will be offered on June 23rd and 24th. Chuck Wall will conduct a Pre-Conference Workshop on Thursday, June 23, 1:00 p.m. – 4:30 p.m. The workshop will look at how his **"Random Acts of Kindness"** movement can be applied to the delivery of business education. On Friday, June 24, from 8:00 a.m. until 11:30 a.m., two Pre-Conference Workshops will be held concurrently – one focusing on **Building a Rubric** and one focusing on **Finance Trading Labs**.

Online registration is now available at http://www.cvent.com/events/acbsp-2011-annual-conference/event-summary-6625593c78b14de78a8a1713aec8d2d1.aspx.

Congratulations on maintaining such a high quality business program.

Sincerely,

Steve Parscale
Director of Accreditation

Enclosures

c: Mr. Chad Patrizi, Dean, School of Business
Dr. Frank McCluskey, Provost
Dr. Karan Powell, Sr. Vice President Academics/Academic Dean
Dr. Karen Shumway, Baccalaureate/Graduate Degree Commissioner

ACCREDITATION COUNCIL FOR BUSINESS SCHOOLS AND PROGRAMS

Bringing Together Those Dedicated to Teaching Excellence

May 16, 2012

Dr. Wallace Boston
President and Chief Executive Officer
American Public University System
111 W. Congress Street
Charles Town, West Virginia 25414

Dear President Boston:

The Associate Degree and Baccalaureate/Graduate Degree Board of Commissioners met on April 25-28, 2012 and reviewed your request for adding programs. After review, the board voted to add the A.A. in Business Administration and A.S. in Accounting Administration programs to your current accreditation.

Your next quality assurance report will be due 2/15/2013 and your reaffirmation is scheduled for 2021.

We hope to see you at the 2012 Annual Conference which is being held in Baltimore, Maryland from June 15-18th. Additional information is available on our website at www.acbsp.org.

ACBSP is looking forward to our continued relationship with American Public University System. Thank you for providing quality business programs for your students. We are happy to have you as one of our valued members.

Sincerely,

Steve Parscale
Director of Accreditation

c: Dr. Chad Patrizi, Dean, School of Business
Dr. Karen Powell, Senior Vice President and Academic Dean
Dr. Frank McCluskey, Provost and Executive Vice President

11520 West 119th Street• Overland Park, Kansas 66213
913-339-9356 • Fax 913-339-6226 • info@acbsp.org • www.acbsp.org

CERTIFICATE of ACCREDITATION

in accordance with its accreditation standards and procedures, the

Commission on Collegiate Nursing Education

has accredited the

Baccalaureate Degree Program in Nursing

at

American Public University System

Director of the Commission on Collegiate Nursing Education

April 23, 2012

Effective Date of Accreditation

The Commission on Collegiate Nursing Education is listed by the U.S. Secretary of Education as a nationally recognized accrediting agency.

This certificate is valid for the duration of the period of accreditation.

Commission on Collegiate Nursing Education
One Dupont Circle, NW, Suite 530 ■ Washington, DC 20036

H. RECORDS RETENTION

Documents Enclosed:

- Memorandum of Agreement – Shepherd University

Student records are digitally maintained. Student records include source documents validating transfer credit awarded and grades for each course attempted at APUS. The official transcript identifies transfer credit applied toward the degree and grades and quality points for each course attempted at APUS.

APUS employs a multi-tiered security strategy to protect the accuracy, availability, and privacy of student information. This strategy addresses the following domains:

Physical Security: All APUS facilities employ physical access controls to both the materials and the facilities themselves. All facilities are secured with electronic access keys which are controlled on a per-user basis. Production computer facilities also employ biometric identity verification. CCTV cameras protect facilities and storage areas. Paper files (where they exist) are secured with additional locks and access controls. End-user computers are encrypted so that the data will not be retrievable should a machine be lost or stolen.

Logical Access: All applications and electronic records are subject to logical access controls. Access to applications is granted to employees only when the employee has a valid business need to access these applications in the performance of his or her job. Administrative access to all servers and application is strictly controlled and monitored. Access reviews are performed on a quarterly basis, and an audit of the IT controls operation is performed by an independent third-party as part of yearly Sarbanes-Oxley 404 compliance testing.

Network Security: The APUS network employs a multi-zoned architecture, with firewalls segregating network segments. Production servers are monitored for changes and reviewed on a weekly basis. Network vulnerability assessments are performed monthly by an independent security assessor. All production servers and in-house applications are under strict configuration management and control, as are the configuration of all network devices. Network Access Control devices are deployed at APUS user faculties.

Offsite-storage: As an online university, APUS stores records in an electronic format, and incoming paper documentation (such as educational transcripts) is imaged for storage and retrieval. Offsite backups are made of all production servers, and APUS maintains a disaster recovery site in an adjacent state which is kept warm via synchronization with production servers. Daily network backups are made of all end-user machines.

Memorandum of Agreement – Shepherd University, WV: In the event APUS ceases to engage in higher education services, and agreement is in place (see attached document).

MEMORANDUM OF AGREEMENT

American Public University System
And
Shepherd University

THIS AGREEMENT, entered into between American Public University System, a West Virginia corporation, and Shepherd University, an agency of the State of West Virginia.

Whereas, American Public University System (hereafter "APUS") is a West Virginia corporation, headquartered in Charles Town, West Virginia, whose principal business enterprises consist of providing accredited higher education opportunities in a distance - education format; and

Whereas, Shepherd University (hereafter "Shepherd") is an agency of the State of West Virginia, statutorily created to provide baccalaureate and graduate education at its campus in Shepherdstown, West Virginia and in the surrounding service area; and

Whereas APUS and Shepherd mutually recognize that they each provide needed services to distinct and largely separate markets of prospect students of higher education and complement one another in enriching educational opportunities in the Eastern Panhandle of West Virginia and in the mid-Atlantic region; and

Whereas, APUS intends to provide some distance education services in jurisdictions which require that a secondary custodian of education records be pre-designated.

It is therefore **AGREED** between APUS and Shepherd as follows:

1. In the event that APUS is dissolved as a corporate body or otherwise ceases to engage in the provision of higher education services, Shepherd agrees to accept into its custody the final education record transcript of each APUS student.
2. Each such final transcript deposited with Shepherd shall reflect the final educational progress in a transcript, certified by APUS prior to transmission, whose format shall conform with the standards of the American Association of Collegiate Registrars and Admissions Officers. Shepherd shall be entitled to reject any record that is not certified by an officer of APUS.
3. If feasible, APUS shall transmit such records in a digital ".pdf" format. If it becomes necessary for APUS to transmit some or all records in paper format, Shepherd shall be permitted to create digital images of the transcripts and to thereafter dispose of the original paper records.
4. Shepherd shall thereafter retain the digital records of the transcripts of APUS students, in perpetuity, consistent with the manner in which Shepherd retains the records of its own students.

5. In maintaining the records, Shepherd shall adhere to all applicable laws relating to education records, including but not limited to the privacy rights of the former APUS students and their rights to access their education records.
6. Shepherd shall provide certified copies of the records to, or on behalf of, the former APUS students consistent with Shepherd's policies for the provision of certified transcripts to its own students, as those policies may change from time to time, including the assessment of transcript fees.
7. APUS shall not be required to remit any fee to Shepherd in consideration of this Agreement. Shepherd enters into this Agreement for the benefit of the public and in the interest of advancing educational opportunities to the public. However, if the provisions of the Agreement are implemented and if APUS or a successor corporation thereafter resumes, on either a for-profit or not-for-profit basis, the provision of higher education services and seeks the return of the APUS student education records, Shepherd shall be entitled to receive reasonable compensation at that time for all of its administrative services on behalf of APUS and its students in consideration of the return of the records.

AGREED TO, this 4th day of October, 2008.

AMERICAN PUBLIC UNIVERSITY SYSTEM
By

Provost

Shepherd University

By

President

I. STATE LICENSURE

http://www.apus.edu/accreditation-licensure/licensure.htm

Documents Enclosed:

- West Virginia Higher Education Policy Commission – Authorization
- State Council of Higher Education for Virginia (SCHEV) – Certificate to Operate

The American Public University System is authorized to operate as an institution of higher education by the West Virginia Higher Education Policy Commission (HEPC). APUS is also permitted to operate as an out-of-state institution in the Commonwealth of Virginia by the State Council of Higher Education for Virginia (SCHEV). These are the states in which the University System maintains a physical presence and conducts its academic and service operations. Additionally, the American Public University System is engaged in a continuous process to certify that it is recognized as an accredited institution of higher learning by all 50 states and the District of Columbia. In this regard, the University is committed to ensuring that its academic programs, business practices, and operational activities remain in compliance with applicable regulations specific to each jurisdiction.

David K. Hendrickson
Chair

Brian Noland
Chancellor

West Virginia Higher Education Policy Commission
1018 Kanawha Boulevard East, Suite 700
Charleston, WV 25301
(304) 558-0261
www.hepc.wvnet.edu

June 16, 2011

Dr. Wallace E. Boston, Jr.
President and CEO
American Public University System
111 West Congress Street
Charles Town, WV 25414

Dear President Boston:

Pursuant to W.Va. Code §18B-4-7, Title 133, Series 20, *Authorization of Degree Granting Institutions,* the West Virginia Higher Education Policy Commission (Commission) has statutory responsibility for the approval of any institution, association or organization external to or within the state which desires to offer programs or credit-bearing academic courses of higher learning in the State of West Virginia. Authorization is required of an entity wishing to offer any course or degree program above the associate degree level. Authorization is required for all post-secondary providers including: non-profit private institutions, proprietary institutions, out-of-state public institutions, degree-granting entities that offer degrees at the baccalaureate level or above, and entities that use the term "academy," "college," "institution," "university," or similar title.

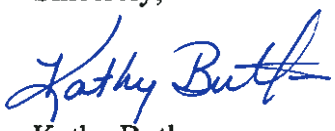
Series 20, *Authorization of Degree Granting Institutions*, details the specific requirements for authorization for any institution to operate and to offer postsecondary education programs and courses, including programs leading to a degree or certificate, within West Virginia. The specific requirements for full authorization in place at the time of American Public University System's (APUS) authorization to offer programs or academic courses in West Virginia included demonstrated fulfillment of the following criteria: familiarity with accreditation and state authorization policies and procedures; statement of mission; institutional organization; degrees and academic programs; admission policies; financial resources; and accreditation. A supplemental document outlined the standards for demonstration of those criteria, which were found in Section 10.4.1.3 of the Series 20 procedural rule, effective date August 20, 2002 ("2002 Rules").

This letter acknowledges that APUS met all provisions of the 2002 Rules, and it confirms, as

reflected in the attached letter dated July 13, 2006, that under the 2002 Rules APUS achieved full authorization to operate and to offer postsecondary education programs and courses, including programs leading to a degree or certificate, within the State of West Virginia. Although Commission rules regarding authorization that were issued after APUS achieved authorization do not apply to APUS, APUS remains fully authorized under the 2002 Rules to operate and to offer postsecondary education programs and courses, including programs leading to a degree or certificate, within the State of West Virginia. APUS's full authorization from the Commission remains in effect, subject to the Commission's authority to terminate state authorization under W.Va. Code §18B-4-7, Series 20, and any changes in West Virginia law regarding such authorization.

Please contact my office if we can be of any assistance.

Sincerely,



Kathy Butler
Vice Chancellor of State Colleges
Senior Director of Academic Affairs

Attachment: Letter from B. Noland to W. Boston (July 13, 2006)

WEST VIRGINIA
HIGHER
EDUCATION
POLICY
COMMISSION

MICHAEL GARRISON
CHAIR

BRIAN NOLAND
CHANCELLOR

July 13, 2006

Dr. Wallace E. Boston, Jr.
President and CEO
American Public University System
111 West Congress Street
Charles Town, WV 25414

Dear President Boston:

Thank you for your letter of June 9, 2006 on the achievement of regional accreditation for the American Public University System. This is a noteworthy accomplishment as well as a requirement of Series 20, *Authorization of Degree Granting Institutions*. Under the provisions of this rule, American Public University is granted Category II status which signifies an institution has achieved regional accreditation while operating in West Virginia. This status represents the final step in achieving full authorization to operate in the state. I offer my congratulations and look forward to continuing association with American Public University System.

Please contact my office if we can be of any assistance.

Sincerely,

Brian Noland
Chancellor

c: Bruce Flack

1018 Kanawha Boulevard, East, Suite 700 • Charleston, WV 25301
(P) 304.558.0699 • (F) 304.558.5719 • http://www.hepc.wvnet.edu/

Commonwealth of Virginia

CERTIFICATE TO OPERATE AN INSTITUTION OF POSTSECONDARY EDUCATION

In accordance with the provisions of Title 23, Chapter 21.1, of the Code of Virginia, and applicable regulations of the State Council of Higher Education, this Certificate to Operate is issued to the institution listed below to offer degrees, courses for degree credit, or programs of study leading to a degree, certificate or diploma in the Commonwealth of Virginia.

Name and Location of Institution:

American Public University System
10110 Battleview Parkway, Suite 200
Manassas, VA 20109

Ownership:

American Public University, Inc.
111 West Congress Street
Charles Town, WV 25414

Issue Date:

July 16, 2012

Expiration Date:

August 31, 2013

Institution Code:

31070

Surety Exemption:

Yes

This certificate is valid through the date shown above unless revoked or suspended for cause. In witness whereof: the State Council of Higher Education has caused this certificate to be issued.
This certificate is not transferable or assignable.

Peter Blake

Peter Blake, Director
State Council of Higher Education for Virginia (SCHEV)

J. IOWA STATE APPROVAL LETTERS

- Iowa Department of Education – Approval Letters
- Iowa Board of Nursing – Proof of contact email - Approval Not Required

Fields of Opportunities

STATE OF IOWA

TERRY BRANSTAD, GOVERNOR
KIM REYNOLDS, LT. GOVERNOR

DEPARTMENT OF EDUCATION
JASON E. GLASS, DIRECTOR

September 25, 2012

Missy Thompson
Licensure Manager
American Public University System
111 West Congress Street
Charles Town, WV 25414

Dear Ms Thompson:

On July 26, 2012, the Iowa State Board of Education approved American Public University System to enroll Iowa residents into its online practitioner preparation programs: Principal and School Guidance Counselor. Approval allows American Public University System to offer these programs under its registration with the Iowa College Student Aid Commission.

New federal Department of Education regulations (34 CFR § 600.9) require an institution that offers online courses and programs, including educator preparation programs, to be registered with each state in which students of the programs reside, if the state requires that the institution be registered in that state.

American Public University System has met the following requirements for approval in Iowa:

1. That the institution seeks to offer programs in Iowa via distance education only; the institution has no bricks-and-mortar presence in Iowa.
2. That a candidate graduating from the institution obtains initial educator licensure/ certification from the state in which the candidate completed his/her preparation.
3. That the candidates graduating from the institution receive prominent written disclosure from the institution in all published and web-based materials that describe the educator preparation program(s).
4. That the institution's educator preparation programs are regionally accredited.
5. That the institution is approved/accredited to offer the same educator preparation program(s) it wishes to offer in Iowa by an entity with authority over educator preparation programs in the state in which the institution maintains its primary physical presence.

Sincerely,

W. David Tilly
Deputy Director

cc: Dr. Lawrence R Bice, Practitioner Preparation Administrative Consultant

Grimes State Office Building - 400 E 14th St - Des Moines IA 50319-0146
PHONE (515) 281-5294 FAX (515) 242-5988
www.educateiowa.gov

Fields of Opportunities

STATE OF IOWA

TERRY BRANSTAD, GOVERNOR
KIM REYNOLDS, LT. GOVERNOR

DEPARTMENT OF EDUCATION
JASON E. GLASS, DIRECTOR

February 8, 2013

Missy Thompson
Licensure Manager
American Public University System
111 West Congress Street
Charles Town, WV 25414

Dear Ms Thompson:

On January 31, 2013, the Iowa State Board of Education approved American Public University System to enroll Iowa residents into its online practitioner preparation programs including: M.Ed. Secondary Social Studies; M.Ed. Elementary Education and Post-Baccalaureate Teacher Preparation Certification. Approval allows American Public University System to offer these programs under its registration with the Iowa College Student Aid Commission.

New federal Department of Education regulations (34 CFR § 600.9) require an institution that offers online courses and programs, including educator preparation programs, to be registered with each state in which students of the programs reside, if the state requires that the institution be registered in that state.

American Public University System has met the following requirements for approval in Iowa:

1. That the institution seeks to offer programs in Iowa via distance education only; the institution has no bricks-and-mortar presence in Iowa.
2. That a candidate graduating from the institution obtains initial educator licensure/certification from the state in which the candidate completed his/her preparation.
3. That the candidates graduating from the institution receive prominent written disclosure from the institution in all published and web-based materials that describe the educator preparation program(s).
4. That the institution's educator preparation programs are regionally accredited.
5. That the institution is approved/accredited to offer the same educator preparation program(s) it wishes to offer in Iowa by an entity with authority over educator preparation programs in the state in which the institution maintains its primary physical presence.

Sincerely,

W. David Tilly
Deputy Director

cc: Dr. Lawrence R Bice, Administrative Consultant, Practitioner Preparation
Carolyn Small, Iowa College Student Aid Commission

From: Thompson, Missy
To: Nilsen, Carla
Subject: FW: American Public University System
Date: Friday, March 01, 2013 2:43:13 PM

From: Weinberg, Kathy [BON] [mailto:Kathy.Weinberg@iowa.gov]
Sent: Thursday, May 10, 2012 3:43 PM
To: Thompson, Missy
Cc: Small, Carolyn [ICSAC]
Subject: RE: American Public University System

I am not sure if I have responded to you, the Iowa Board of Nursing does not currently approve out-of-state nursing programs, but during the June board meeting the board will be approving criteria for these programs. I will be happy to reply to you concerning this criteria after June11th. Thank you

Kathleen R. Weinberg, RN, MSN
Associate Director Practice/Education
Office: 515-281-4828
Fax: 515-281-4825
Kathy.Weinberg@iowa.gov
Iowa Board of Nursing
400 SW 8th St., Suite B
Des Moines, IA 50309
Website: nursing.iowa.gov

The mission of the board is to protect the public health, safety and welfare by ensuring that nursing is practiced by at least minimally competent licensed individuals who practice within their authorized scope of practice.

This e-mail and any files transmitted with it are confidential and are intended solely for the use of the individual(s) to whom it is addressed by the sender. If you are NOT the intended recipient, or the person responsible for delivering the e-mail to the intended recipient, be advised that you have received this e-mail in error, and that any use, dissemination, forwarding, printing, or copying of the contents of this e-mail is strictly prohibited.

From: Thompson, Missy [mailto:MThompson@APUS.EDU]
Sent: Monday, May 07, 2012 3:18 PM
To: Weinberg, Kathy [BON]
Cc: Small, Carolyn [ICSAC]; Keavney, Elaine; Thompson, Missy
Subject: American Public University System

Good afternoon Ms. Weinberg,

My name is Missy Thompson, I am working with Carolyn Small at the Iowa College Student Aid Commission to get our programs approved in Iowa. Ms. Small has indicated that I need to contact

you to get confirmation that APUS is not required to seek licensure through the Iowa Board of Nursing. I have attached a letter from our Director of Nursing which explains our program.

If you have any questions or need anything additional, please feel free to contact me.

Thank you,

Missy Thompson | Licensure Manager

American Public University System
American Military University | American Public University
111 West Congress Street, Charles Town, WV 25414
Internal Extension 1918
T 304-724-0918 | F 304-724-0939 | mthompson@apus.edu | www.apus.edu

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From:	Thompson, Missy
To:	Nilsen, Carla
Subject:	FW: American Public University System
Date:	Monday, February 25, 2013 10:01:08 AM
Attachments:	Criteria for Out of State Nursing Programs.doc

From: Weinberg, Kathy [BON] [mailto:Kathy.Weinberg@iowa.gov]
Sent: Friday, June 08, 2012 11:53 AM
To: Thompson, Missy
Subject: RE: American Public University System

At the June Iowa Board of Nursing meeting the board did vote to approve the *Criteria for Out-of – State Nursing Programs.* I have attached the criteria and it is the nursing program's responsibility to follow this criteria. Thank you

Kathleen R. Weinberg, RN, MSN
Associate Director Practice/Education
Office: 515-281-4828
Fax: 515-281-4825
Kathy.Weinberg@iowa.gov
Iowa Board of Nursing
400 SW 8th St., Suite B
Des Moines, IA 50309
Website: nursing.iowa.gov

The mission of the board is to protect the public health, safety and welfare by ensuring that nursing is practiced by at least minimally competent licensed individuals who practice within their authorized scope of practice.

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From: Thompson, Missy [mailto:MThompson@APUS.EDU]
Sent: Monday, May 07, 2012 3:18 PM
To: Weinberg, Kathy [BON]
Cc: Small, Carolyn [ICSAC]; Keavney, Elaine; Thompson, Missy
Subject: American Public University System

Good afternoon Ms. Weinberg,

My name is Missy Thompson, I am working with Carolyn Small at the Iowa College Student Aid Commission to get our programs approved in Iowa. Ms. Small has indicated that I need to contact you to get confirmation that APUS is not required to seek licensure through the Iowa Board of

Nursing. I have attached a letter from our Director of Nursing which explains our program.

If you have any questions or need anything additional, please feel free to contact me.

Thank you,

Missy Thompson | Licensure Manager

American Public University System
American Military University | American Public University
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K. IOWA OPERATIONS & FACULTY QUALIFICATIONS

Documents Enclosed:

- Certificate of Authority – Iowa

American Public University System operates out of our headquarters in Charles Town, WV and has administrative offices in Manassas, VA. APUS has no plans to have physical facilities in Iowa.

Who is the typical APUS student?

Our students are active, working adults, often balancing family, school, and career. They range from a former state highway patrol officer now completing his degree to become a criminal investigator to a soccer mom studying alongside her husband—to show her kids the importance of education and make learning a "family affair." We are proud to have a diverse community of learners ranging from those early in their careers to those who are mid-career professionals and are looking to build upon their current skills. Many hold key positions at organizations that include Fortune 500 companies, public and private associations, and numerous state and federal agencies.

APUS Faculty Qualifications
Faculty listing, qualifications and bios can be found:
Online: http://www.apu.apus.edu/academic/faculty-members
Undergraduate and Graduate Catalog: Page 26

The University System seeks to attract and retain a distinguished faculty of internationally recognized experts and scholars in their fields. It is policy that all graduate faculty members possess a doctoral degree from a regionally accredited university. Exceptions are granted in a limited number of cases for individuals who demonstrate exceptional scholarship, creative activity, or accumulated extraordinary professional experience but who may not possess the terminal degree, particularly in academic disciplines in which terminal degrees are not common. In such cases, a waiver to teach must be composed by the PD or School Dean and approved and signed by the Academic Dean and placed in the faculty file.

Undergraduate faculty members must hold either a master's degree with a minimum of 18 semester hours in the discipline taught or a master's degree with a major in the teaching discipline from a regionally accredited university. They will preferably have demonstrable expertise, by virtue of experience or prior academic training, or both, in a field related to the one in which they will teach.

All APUS employees, including faculty members, are subject to criminal background checks. APUS full-time faculty indicate in their signed offer letters that they are not fulltime employees (faculty, administrator, staff, etc.) of any other college, university, or institution of higher education. Full-time faculty are required to complete a statement that acknowledges other full-time employment outside of APUS and recognizes that the employer is fully aware and supports the additional work of the faculty member. Active duty military must submit this written approval to APUS to be filed. These rules do not apply to adjunct faculty of APUS, nor do they limit or restrict APUS faculty from being adjunct faculty at another institution. APUS graduates who wish to teach for APUS must demonstrate 2 to 5 years of instructional or work experience after completing their degree before they can be considered for a faculty position.

Faulty Numbers
APUS currently has over 2000 F/T and P/T faculty members. Any faculty member may have an Iowa state resident within their class room. APUS student to faculty ratio as of August 2012 is 22:1.

Faculty rank is determined by the standards defined in the Criteria and Qualifications section shown below. All rank advancements are subject to approval by the Provost and Academic Operations Officer. Advancements to a new rank are based upon the published criteria and the recommendation of their Program Director and School Dean within the published criteria. Exceptions to the published criteria will not be made. Adjunct or part-time faculty are classified as adjunct faculty. Rank is not applicable to them. Faculty are responsible for providing transcripts as proof for the following:

Faculty Involvement
Faculty involvement in committees is expected from full-time faculty. Committees are chaired by the Provost, a School Dean, or the designee of the Provost or Provost Council. Committees that exist include but are not limited to the following:

- School of Arts and Humanities, General Education, and School of Education; Dr. Linda Moynihan, Chair
- School of Public Service and Health and School of Security and Global Studies; Constance St. Germain-Driscoll, Esq., Chair
- School of Business, School of Management, and School of Science and Technology; Dr. Chad Patrizi, Chair

The purpose of these committees is to review proposals for additions/deletions of courses, concentrations, and programs and to evaluate and discuss the academic and professional merit of these proposed changes. The three Curriculum Committees (CURCOMs) are established by school to encourage cross-school/cross-discipline discussions.

Included in each CURCOM is the Chair, the Deans from each School, the Directors from each school, and each School's nominated faculty members (one to three members per school), who will serve on each Committee for a 2-year commitment. Each Committee meets a minimum of three times per year to submit proposals, review, and discuss them within this forum.
Decisions of these meetings are proposed as recommendations to the Leadership Curriculum Council which is a function of the Provost Council.

The Provost and Academic Operations Officer are *ad hoc* members of each Committee. Their presence is not required at the meetings, but they are invited to all meetings. Other non-voting members who are invited to each school meeting (though not required to attend) include the Dean of Assessment, Dean of Course Materials and the Online Library, Dean of Program Development, Dean of the Center for Teaching and Learning, VP of Faculty Management, Registrar, AVP of Transfer Credit, Student Services, members of the Marketing team, and other individuals from the University as determined by Director, proposal, and program needs.

The Leadership Curriculum Council occurs as an action of the Provost Council, a separate group from the three Curriculum Committees. In addition to members of the Provost Council the VP for Institutional Accreditation and a VP from Marketing are nonvoting members of this Council.

This Council is the final university academic decision-making body on Curriculum proposals reviewed and recommended by the three smaller CURCOMs. This Council is the deciding academic body within APUS regarding curriculum changes or modifications, including:

- Course, concentration, and program inactivation
- Development and implementation of new courses or concentrations
- New program determination and approval
- Program suspension
- Changes to general education curriculum
- Changes to number of hours of a program
- Changes to credit hours of courses
- Changes in policy regarding curriculum development and implementation

All proposals for changes in general education and proposals for new programs come directly to this Council. Decisions by the council surpass any Joint Curriculum Committee's decisions. All Joint Curriculum Committee recommendations are reviewed by this Council and decisions are approved or denied. The Council meets quarterly and/or after each Joint CURCOM and approves or disapproves the discussed proposals.

Decisions of the Council for new programs and suspension of currently existing programs are submitted by the Provost to the President and Executive Team of the University and upon their approval to the Academic Affairs Committee of the Board of Trustees, who is the final University decision-making body regarding these substantive changes.

Current faculty residing in Iowa:

Last Name	First Name	Fulltime/ Part-time	Faculty Rank	School	Zip Code
Corriere	Kay	Fulltime	Instructor	Management	50021
Myers	Christopher	Fulltime	Associate Professor	Arts and Humanities	50613
Owens	Rosalie	Fulltime	Associate Professor	Arts and Humanities	50168
Owens	Robert	Fulltime	Program Director, Associate Professor	Arts and Humanities	50168
Cliber	James	Part-time	Instructor	Science and Technology	41101
Duhn	Samantha	Part-time	Instructor	Business	51366
Haake	Shawn	Part-time	Instructor	Arts and Humanities	50501
Henninger	William	Part-time	Instructor	Education	50701
Huseman	Christopher	Part-time	Instructor	Business	50595
Miron	Colleen	Part-time	Instructor	Arts and Humanities	52003
O'Bryan	Anne	Part-time	Instructor	Arts and Humanities	50014
Seeger	Linda	Part-time	Instructor	Science and Technology	51351
Strauss Berta	Dawn	Part-time	Instructor	Science and Technology	52722
Thompson	Jason	Part-time	Instructor	Arts and Humanities	50112
Verdegan	Rhonda	Part-time	Instructor	Management	52748
Woten	Rick	Part-time	Instructor	Arts and Humanities	50311

Program Evaluation

The administration has engaged in a continuous process to ensure that the learning outcomes align with the University System's mission, programs, and courses. Learning outcomes are approved by the Curriculum Committee and are regularly reviewed in the triennial program review process to ensure that they are aligned at the course, program, and institutional levels. As part of this process, Program Directors and faculty complete curricular maps of their programs. The format and design of the curricular mapping processes have evolved based on feedback from stakeholders on the usefulness of the tools for their programs, and benchmarking from other institutions.

Program Directors and faculty use a curricular map template where they indicate: 1) the relationship between core courses and each learning outcome; 2) the related course objective that is explicitly stated in the syllabus; and 3) the classroom activity (e.g., papers, projects, tests, etc.) that supports each objective. This enhanced process better enables faculty to define student expectations, measure learning outcomes, and to directly link outcomes to assessments.
Academic programs are reviewed triennially to ensure that programs remain current and relevant. Faculty and staff are involved in program review activities through APUS's system-wide, interdepartmental program review of academic programs, which brings together key stakeholders and members of the institution. An external reviewer is contracted for all undergraduate and graduate program reviews.

Additionally, APUS has formed Industry Advisory Councils (IAC) to provide a forum for industry leaders to address issues that affect the knowledge, skills, and abilities of students in specific disciplines. These groups consist of 8-12 industry members who meet and collaborate to:

- Advise APUS on ways to improve the quality, range, and relevancy of the curriculum.
- Identify career employment opportunities in the profession for graduates.
- Review curriculum and provide recommendations for enhancement.
- Evaluate the needs of the industry and recommend curriculum adjustments, if appropriate.
- Identify future trends, issues, and challenges in the industry.

The following programs have organized Industry Advisory Councils. Note that additional IAC's are in development as programs are developed and/or approved.

School of Business
• Business
• Marketing
• Accounting

School of Science and Technology
• Information Technology
• Space Studies
• Environmental Studies
• Engineering

School of Security and Global Studies
• Intelligence and National Security

School of Education
• Educational Personnel Preparation Advisory Council (EPPAC) - Teaching
• EPPAC - Counseling
• EPPAC - Administration and Supervision

School of Public Safety and Health
• Security Management & Criminal Justice
• Emergency & Disaster Management
• Public Health
• Fire Science
• Homeland Security
• Legal Studies
• Nursing Education

School of Management
• Sports and Health Sciences & Sports Management
• Management
• Transportation and Logistics Management Program
• Reverse Logistics Management
• Retail Management
• Hospitality Management

L. COMPLIANCE POLICIES

261.9(1)“e”

Alcohol and Drug Abuse Prevention

APUS is committed to achieving an alcohol and drug-free workplace. 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. Accordingly, APUS has the right and obligation to maintain a safe, healthy and productive working and learning environment and to protect APUS property, operations, and reputation.

Students, faculty and staff must comply with the federal, state, and local laws concerning alcohol and illegal drug usage, whether on University property or otherwise. Violations will be reported to the appropriate law enforcement officials.
Individual(s) will be subject to University disciplinary action, up to and including expulsion or separation, pursuant to the University's policies and procedures.
Our Administration reserves the right to impose one or more disciplinary actions, including successful completion of a substance abuse program as a condition to continue enrollment or employment, at the cost of the individual.

Resources

Because our virtual campus does not enable us to provide onsite counseling or treatment, we provide the following information as a resource for those who need assistance with avoiding or recovering from alcohol or drug abuse.

We encourage any student, staff or faculty member who needs information related to alcohol or drug abuse to use directory information, online searches, the telephone book, or referrals from friends and/or professionals.

At a national level there are also organizations dedicated to providing information and suggestions:

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: www.samhsa.gov
Specific Address for Treatment Programs: findtreatment.samhsa.gov
1-800-729-6686

The National Clearinghouse for Alcohol and Drug Information – Part of US Department of Health and Human Services & SAMSHA’s Clearinghouse http://www.health.org/
1-(800) 729-6686
About.com Substance Abuse - Explore the complicated disease of addiction. Information on basic questions concerning drugs and addiction.

National Institute on Drug Abuse General Link/Address: www.nida.nih.gov
Specific Link/Address on Club Drugs: www.clubdrugs.org
1-310-443-1124

261.9(1)“f”

Policy Against Harassment, Discrimination, and Retaliation

American Public University System (the University) is committed to providing an environment that is free of all forms of unlawful harassment and discrimination. In keeping with this commitment, we maintain a strict policy prohibiting all forms of unlawful harassment and discrimination in interactions that take place in the University environment, whether physical or virtual.

Harassment is unwelcome and disrespectful conduct and communication. Discrimination is any treatment – including harassment – on the basis of a protected characteristic. The University does not engage in and will not tolerate harassment or discrimination based on sex, race, color, religion, national origin, age, marital status, veteran status, handicap, disability, or any other characteristics protected by applicable federal, state or local law.

If you experience, observe, or become aware of behavior that you believe to be harassing or discriminatory in nature, or that is inappropriate or offensive, you are strongly encouraged to report the behavior immediately to the appropriate authority.

To report harassment or discrimination, contact Frank Turner, APUS Student Conduct Officer at fturner@apus.edu. You should provide a description of the issue (including factual details about the people involved, names of any witnesses, and dates of incidents of objectionable behavior) and any steps that have been taken to resolve the issue informally. You may also choose to report harassment or discrimination on the basis of sex to the Office for Civil Rights of the U.S. Department of Education.

Persons reporting incidents of harassment, discrimination, or retaliation may be concerned about the confidentiality of information they are sharing. The right to confidentiality, both of the complainant and the accused, will be respected to the extent possible insofar as it does not interfere with the University’s legal obligations or ability to investigate or to take corrective action when it is found that misconduct has occurred.

It is our policy to promptly and equitably investigate any report of harassment, discrimination or retaliation. Appropriate action will be taken against any individual who violates this policy. Harassment or discrimination by any student to another student or a University faculty or staff member will result in disciplinary action up to and including expulsion. Harassment or discrimination by a University faculty or staff member to another employee or student will result in disciplinary action up to and including termination. In addition, any individual who engages in conduct prohibited by this policy may be personally liable in legal action brought against him or her.

You will be protected from retaliation for making a report or participating in an investigation under this policy. All complaints of retaliation should be reported in accordance with the procedure outlined above. Any person who retaliates against any individual filing a claim of harassment or

discrimination will be considered to have violated this policy; retaliation will result in corrective action up to and including separation or expulsion.

Cyber-Harassment Policy

The University is committed to providing a safe, positive learning environment for students, faculty and administrators. The University believes that preventing cyberstalking and cyber-harassment is critical to creating and maintaining a safe and secure culture, which supports academic achievement. Cyber-harassment can create an atmosphere of fear and intimidation, which may lead to more serious violence. Cyberstalking and cyber-harassment are prohibited at the University.

Cyberstalking is threatening behavior or unwanted advances directed at another using the Internet and other forms of online and computer communications.

Cyber-harassment differs from cyberstalking in that it generally does not involve a credible threat. Cyber harassment is the willful and repeated use of cell phones, computers, and other electronic communication devices to harass and threaten one or more students, faculty or staff members, which occurs in the school setting or through the use of technology with an effect of doing any of the following:

Substantial interference with a student's education;
Creation of a threatening environment;
Substantial disruption of the orderly operation of the university.

Examples of cyber-harassment:

Using the Internet, cell phone, email or any other form of electronic communication to intimidate someone; Online fighting/trash talking; Offensive harassing messages; Sending unsolicited text messages to another user; Publicly disclosing someone's personal information; Breaking into an account and sending damaging messages; Taking pictures of someone and posting the pictures without their consent; Creating a fictitious online account using legitimate personal information and then placing damaging or harassing information in the account.

Cyberstalking and cyber-harassment are prohibited, whether in the classroom, online, through the use of social networking sites, email or any other form of electronic communication. The use of the University email server to send harassing messages to individuals outside of the university is also prohibited. Any harassment not listed above is covered by this policy if the incident results in the disruption of the university's learning environment.

Cyberstalking and cyber-harassment are criminal offenses. Cyberstalking and cyber-harassment based on protected characteristics may also implicate federal, state, and local non-discrimination laws. The University reserves the right to report an incident to the appropriate law enforcement agencies, and it will participate in any investigation by law enforcement of an alleged cyberstalking or cyber-harassment offense. In addition, the University will apply its policies and procedures regarding adverse actions as it deems appropriate. Those policies and procedures are described in the Student Handbook. For example, those policies and procedures provide that students who are perceived to be

a possible danger to other students or to themselves may be involuntarily withdrawn from the University. To initiate this process, a University member must contact Frank Turner, APUS Student Conduct Officer at fturner@apus.edu. If a person is convicted of cyber stalking or cyber-harassment, the person may face serious criminal sanctions, and the University may take adverse action against the student in accordance with its policies and procedures.

261.9(1)"g"

- Military student withdraw from courses as regularly defined, and then that student goes thru his/her ESO to get a military withdrawal from them, which waives any TA obligation
- Active Duty Military, National Guard or U.S. Military Reservist are not subject to the technology fee
- Military students can request a 180 day special course extension, thru the form on our student portal, or by contacting registrar@apus.edu if they have no web access. Requires copy of deployment papers.
- See additional withdrawal information in Student Handbook: Pages 41-43

M. ONLINE LIBRARY

The APUS distance education model is designed to offer maximum flexibility and to support a quality education experience for its students using an Internet-based, easily accessible online electronic classroom and student-friendly administrative policies and procedures. Faculty and staff establish a Partnership at a Distance™ with each student, helping him/her to identify his/her educational goals and tailor educational programs to meet his/her needs. Additionally, faculty and staff make it easy to complete administrative requirements such as course registration, payment, maintenance of personal records, and submission of previously earned credit for evaluation.

Inside the classroom, students interact one-on-one with the professor and engage in discussions with fellow students to complete assignments, take examinations, submit essays and research papers, and exchange information. Students are required to log into their classrooms at some point during the first week and to submit the first discussion board posting assignment. Other than this academic activity in the first week, there is no requirement for students to log into their classrooms at specific times, which makes it easy for students across the globe to participate when they are able to do so. The overall learning experience, coupled with cleverly designed support systems that are constantly improved based on feedback from students, makes APUS an exciting academic choice for both working adults and other interested learners.

In recent years, APUS instructors have endeavored to include more audio and video material in their classrooms to accommodate a variety of learning styles. When using such tools, care is taken to provide the content in text format in consideration of possible learning disabilities or technological limitations of students who may be studying in remote locations, particularly deployed service members who may also face internet restrictions on shared computers.

The APUS Online Library, Course Materials Center (CMC), and the Instructional Design (ID) team collaborate with each School to support the resource needs of students in associate, bachelor's, and master's degree programs. Course developers work closely with the CMC to develop a depth and breadth of course materials for APUS students. The Library and CMC have agreements with a variety of textbook publishers and producers of course materials for student access to current texts, journals, topical articles, web-based learning resources, and video materials. The subject-librarian researches and develops course guides that provide students with their research in which each guide includes links to key library subject resources, including article databases, journals and books, subject-specific databases, and open web content. The course developer and instructional designer evaluate course objectives and desired learning outcomes, then build a course that creates an effective learning environment through the meaningful and effective application of those learning resources and materials.

Effective practices in online learning dictate the need for intelligently structured content along with engagement through meaningful interaction. With a design approach based in the Community of Inquiry Framework, the APUS community develops instructional materials in accordance with effective practices, with the goal of setting exemplary standards in instructional design in support of online teaching and learning.

In support of establishing cognitive presence in the presentation of learning materials, course content is thoroughly reviewed, along with course objectives, before an instructional flow and course structure are put in place. The course content is then structured to support scaffolded learning, with an underlying instructional flow designed to move the learner from the initial learning stages of knowledge and comprehension toward the critical learning stages of application, analysis, synthesis,

and evaluation. Course content consists of targeted educational materials, along with contextual references and, where appropriate, practical applications.

Designed into the initial stages of the courses, learners are given the opportunity to review critical course documents, and encouraged to explore the course contents and supplementary course materials. The course structures facilitate exploration and self-directed learning through prominent course welcome messages along with information on how to get started in the course, and consistent guided modular progressions. This sets up a reliable navigation path and minimizes the frustrations many online students face when trying to find their through online course content.

Resources for Student Success

The AMU/APU Online Library provides an award-winning reflection of a new era in information services, as well as friendly human faces for University's students and faculty members. The best of tradition now combines with the newest forms of education on the Information Highway. Available to students and faculty 24/7, the Library contains millions of pages of books and scholarly articles licensed from the Deep Web. These are joined by our expert-selected "trusted" selections from the free, or Open Web, as well as an array of specialized research tools and tutorial assistance. Moreover, the site is designed for the cutting-edge of Information Literacy--a budding range of skills required for scholarly success and advanced employ of the Web. Such assets are built by arguably the finest group of subject- and Web-specialist librarians in Online Education.

Research Resources

- Article/Scholarly Journal Databases: The strength of the Library is an accumulation of multi-year runs of 39,500+ scholarly journals. Such specialized literature sits at the heart of university research, and its use is a vital part of your learning curve as a college student/scholar.
- Books: The Library has assembled a growing collection of primarily electronic books. Currently numbering over 132,000, these holdings are focused on the University's educational programs. They include a small collection of land-based holdings with concentration on the School's specializations in Intelligence, Military History, and Military Studies.
- Departmental Study Portals/Course Guides: Librarians work with faculty to create innovative Study Portals. These are designed to help launch scholarly and advanced research in our Deep Web holdings and the Open Web. Moreover, the Portals open to hundreds of electronic pathfinders that are tailored to specific courses.
- InterLibrary Loan (ILL): If unable able to find needed research materials, Librarians will hunt and request those.

TEXTBOOKS/COURSE MATERIALS: The Online Library works in tandem with Bookstore operations in what is a nationally leading model for Course Materials and an evolving switch to fully electronic classes. This transition is in keeping with other online universities, but carefully orchestrated over several years and with allowances for overseas military students and those with bandwidth problems. It reflects APUS commitment and struggle to continue to maintain low tuition costs and grant free course materials for its undergraduates--even in the face of extreme textbooks inflation.

TUTORIAL CENTER/STUDY HELP: Students are also provided a portal to an array of self-help tools, career center, and tutorials--including access to individual tutors. The Tutorial Center provides Style Manual pages along with examples of syllabuses, other student papers and masters' theses--as well as links to the campus radio station, Web 2.0, Second Life, and other advanced applications.

N. AFFIDAVIT FROM CEO/PRESIDENT

American Public University System
American Military University | American Public University

Dr. Wallace E. Boston
President and CEO

111 West Congress Street
Charles Town, WV 25414
Tel 304-724-3704
Fax 304-724-3801
wboston@apus.edu
www.apus.edu

February 28, 2013

Re: Teach-Out Commitment

The American Public University System, located at 111 West Congress Street, Charles Town, WV 25414, is committed to ensuring that all students who enroll in the university's academic programs will receive all of the coursework and associated program elements that were included in their original academic program plan, regardless of any subsequent change in the university's accredited status or other circumstances.

In the event that American Public University System finds it necessary to discontinue its operations, it will do so in full compliance with Iowa regulations as those regulations relate to such eventualities.

Dr. Wallace E. Boston	President and CEO
Name	**Title**
	February 28, 2013
Signature	**Date**

O. ORGANIZATIONAL CHART

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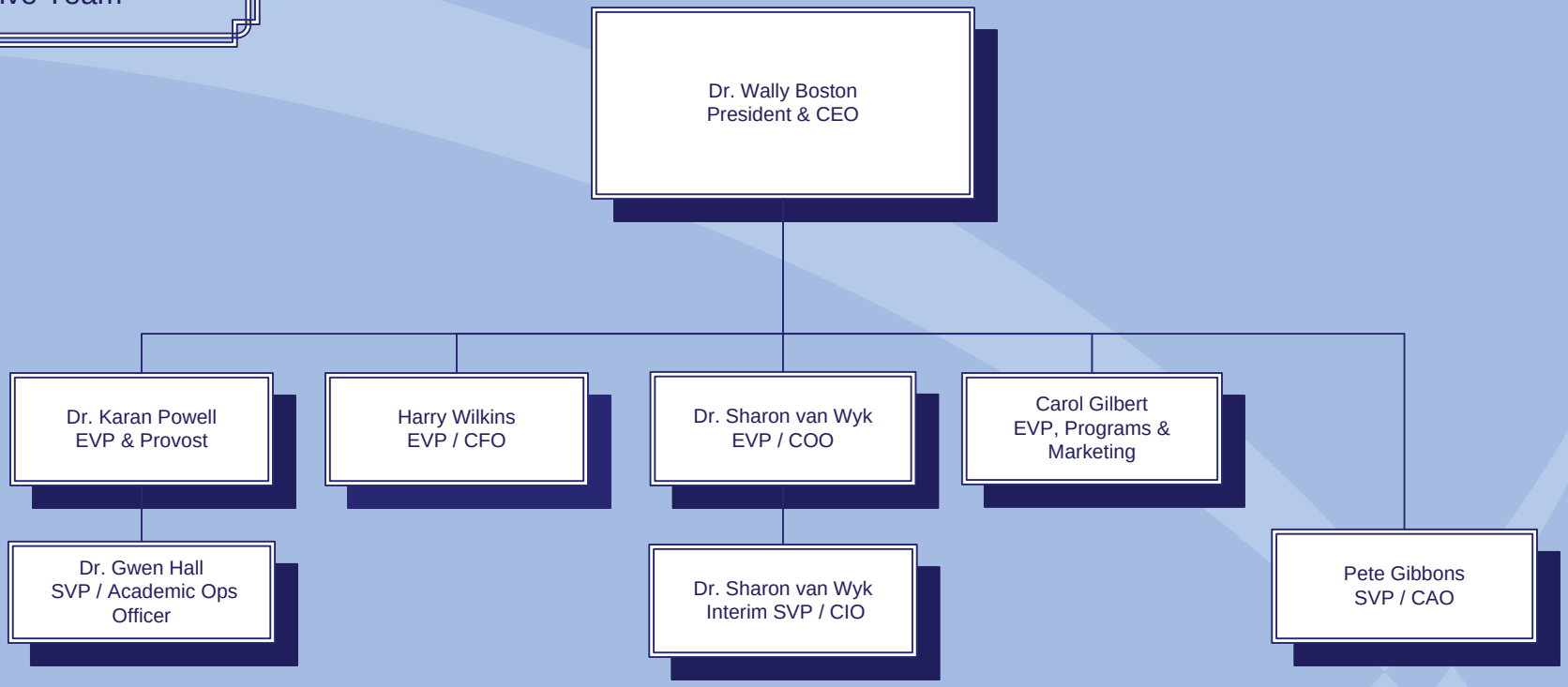
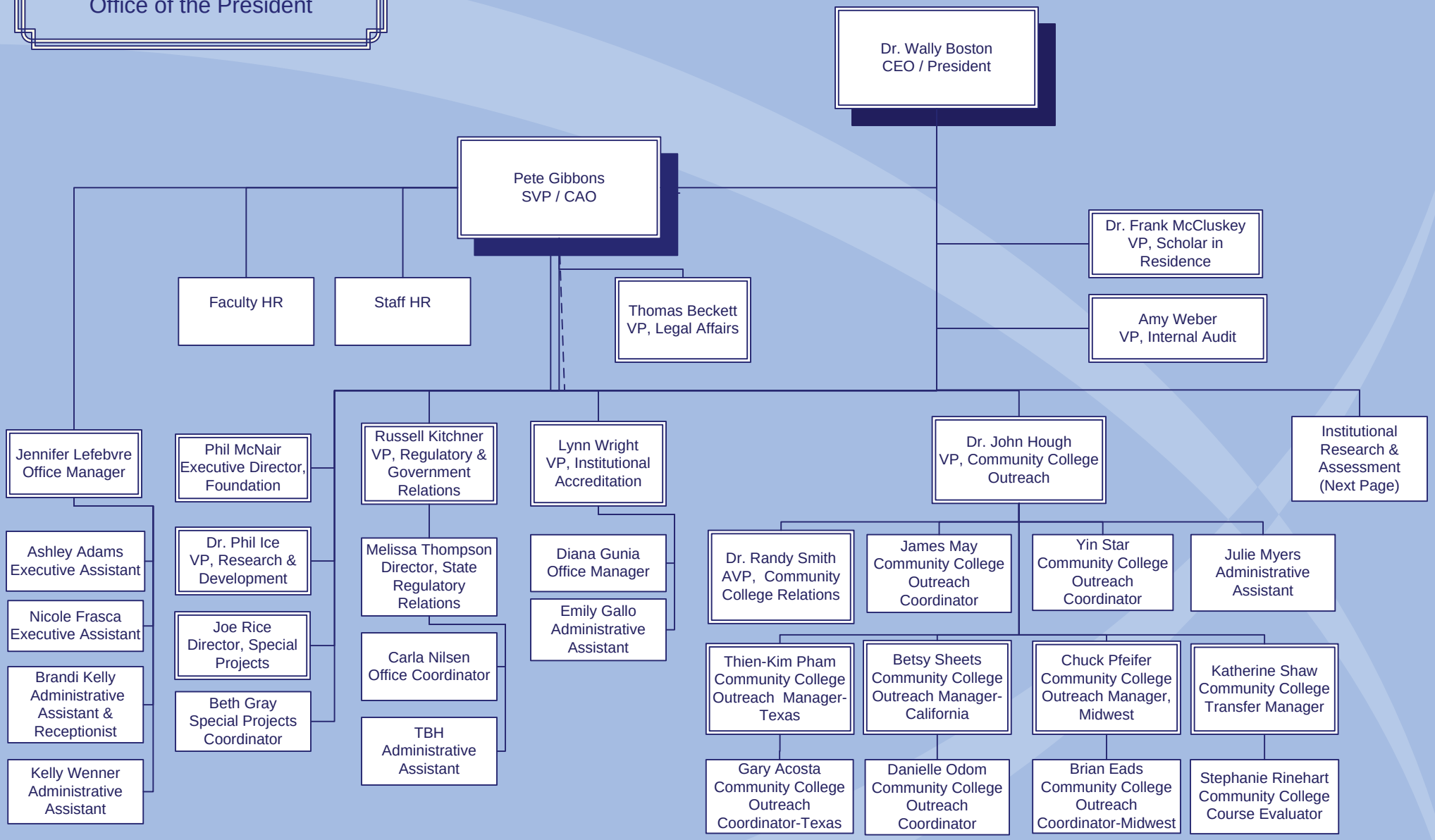
Updated: 2-25-2013

Please contact HR@ with your questions, comments or changes.

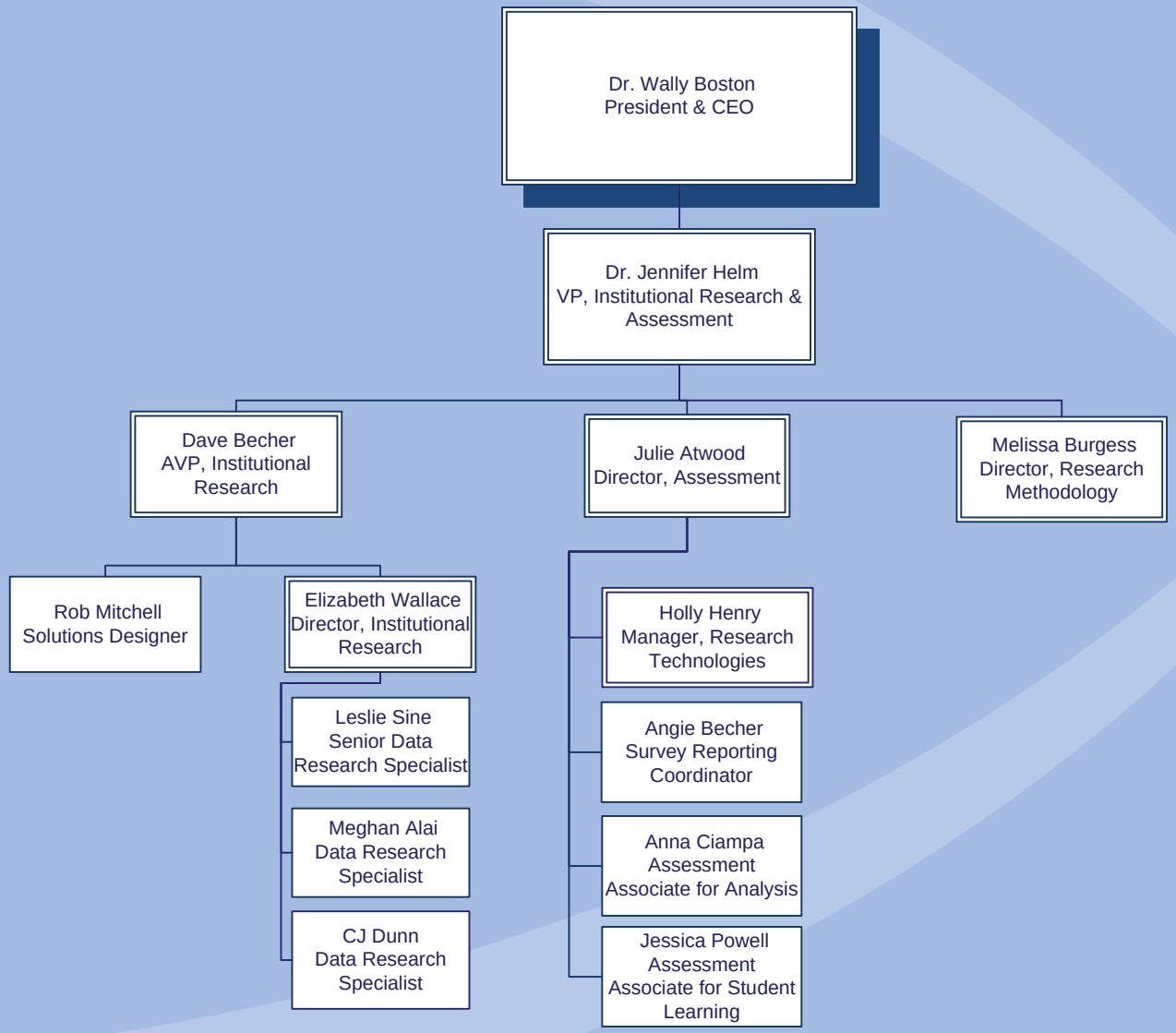
Executive Team



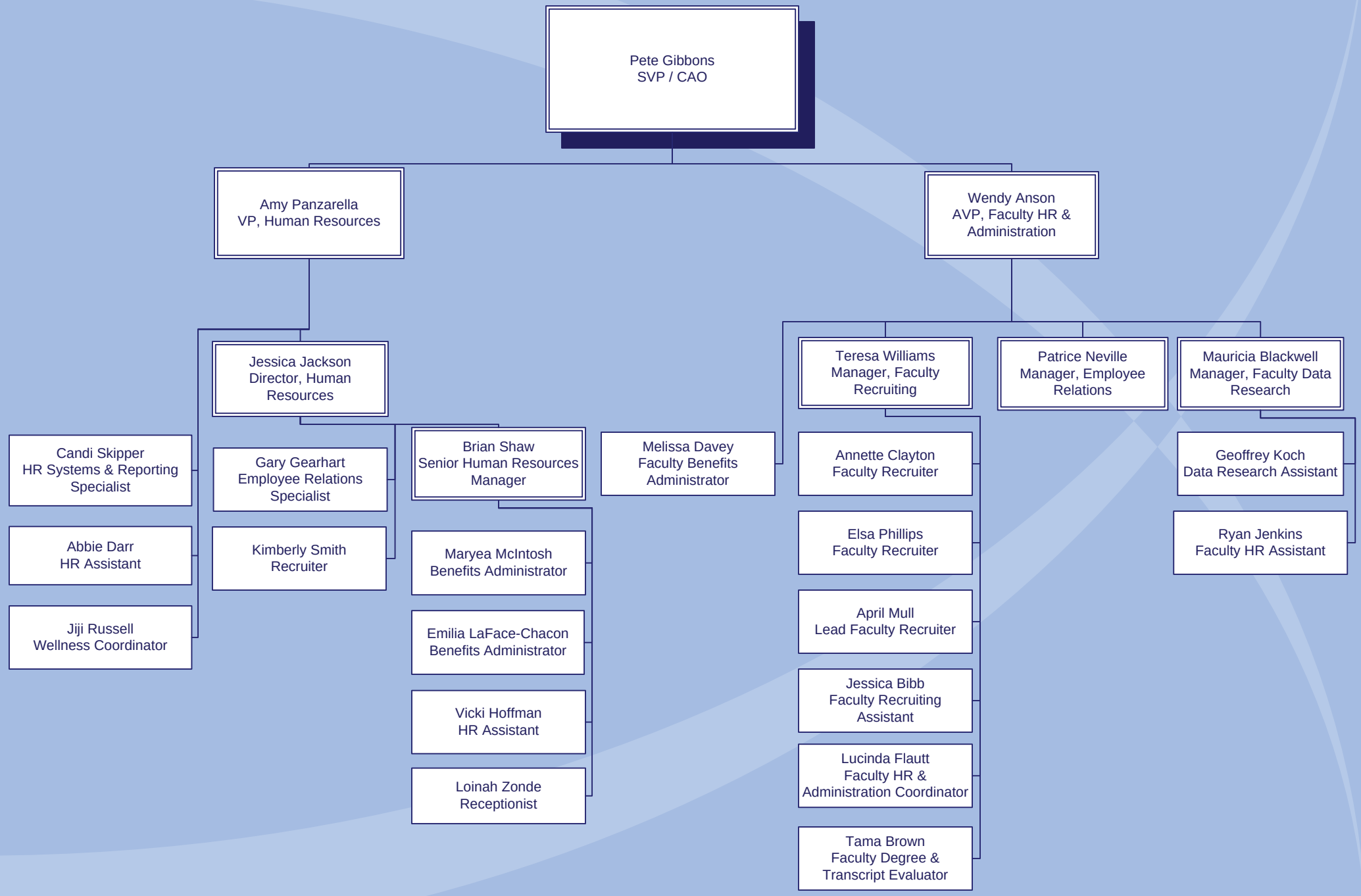
Office of the President



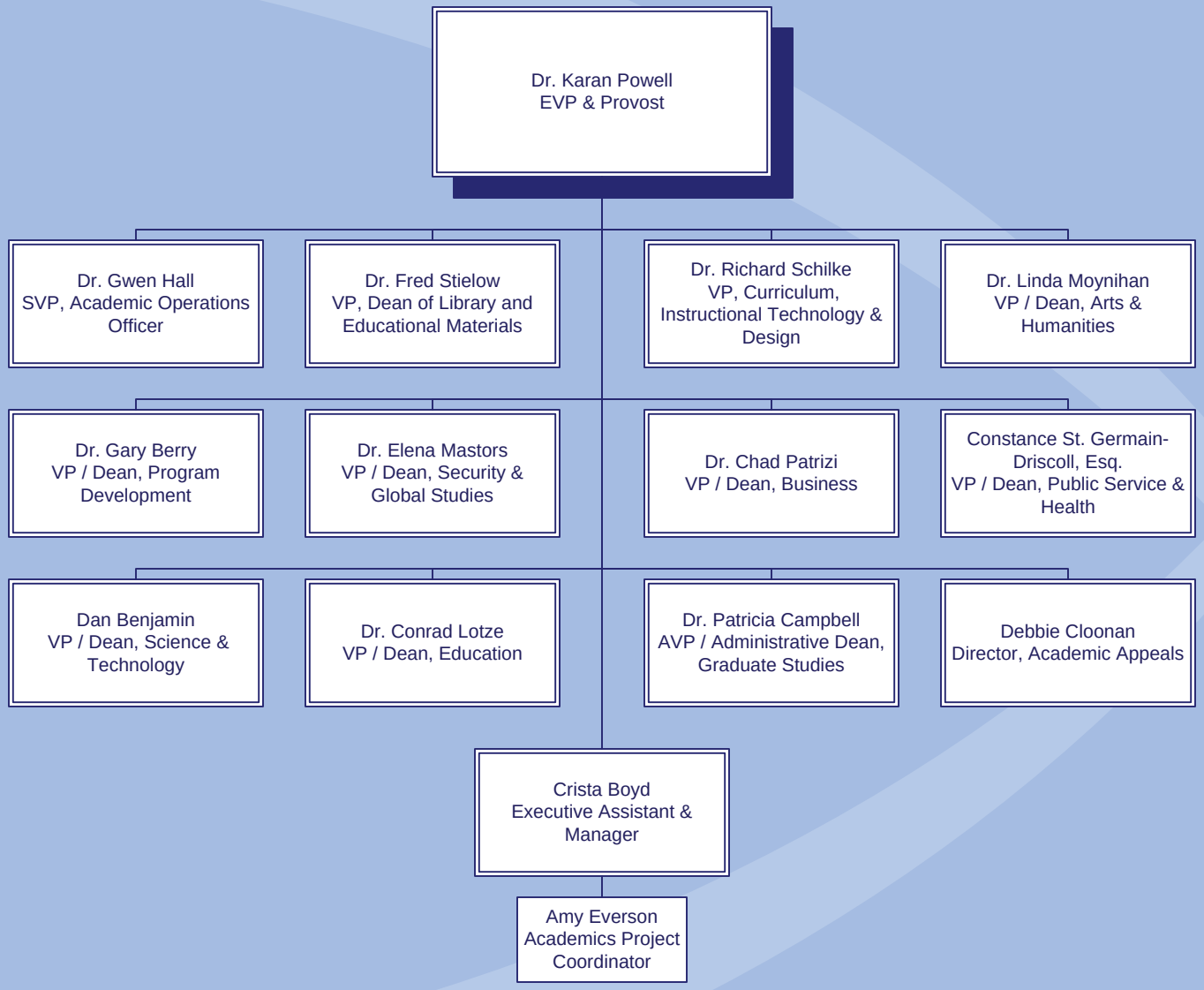
Office of the President / Institutional Research & Assessment



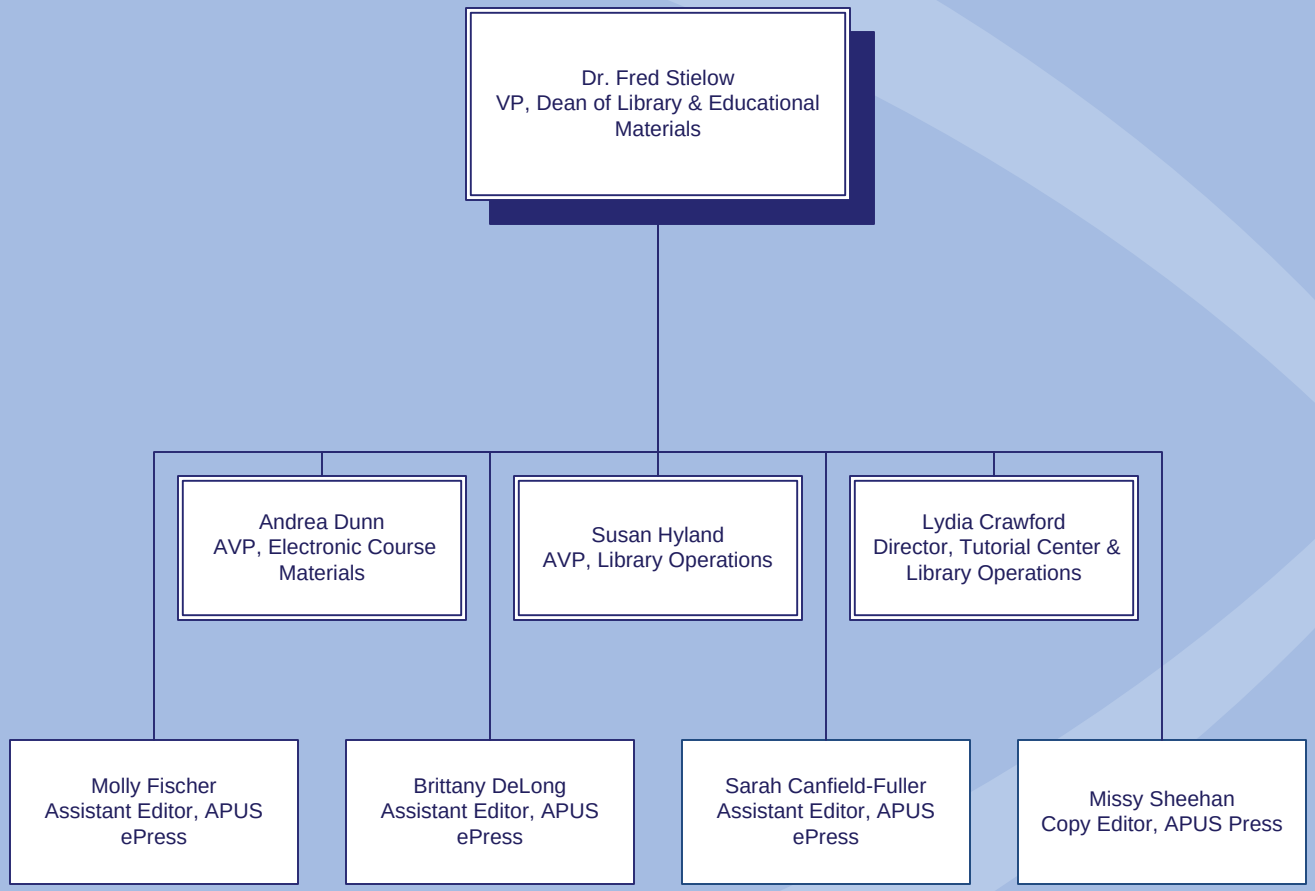
Human Resources



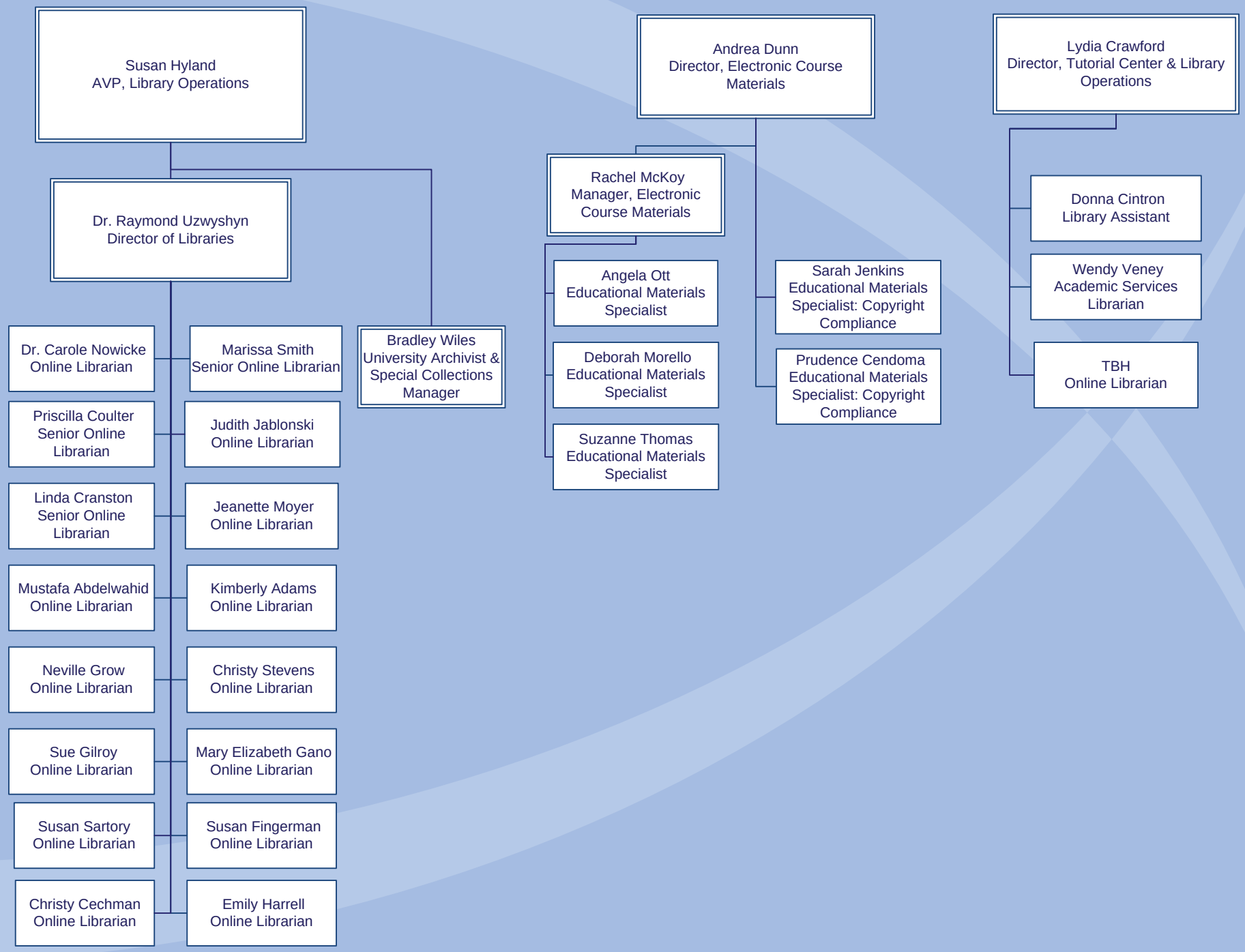
Academics Divsion



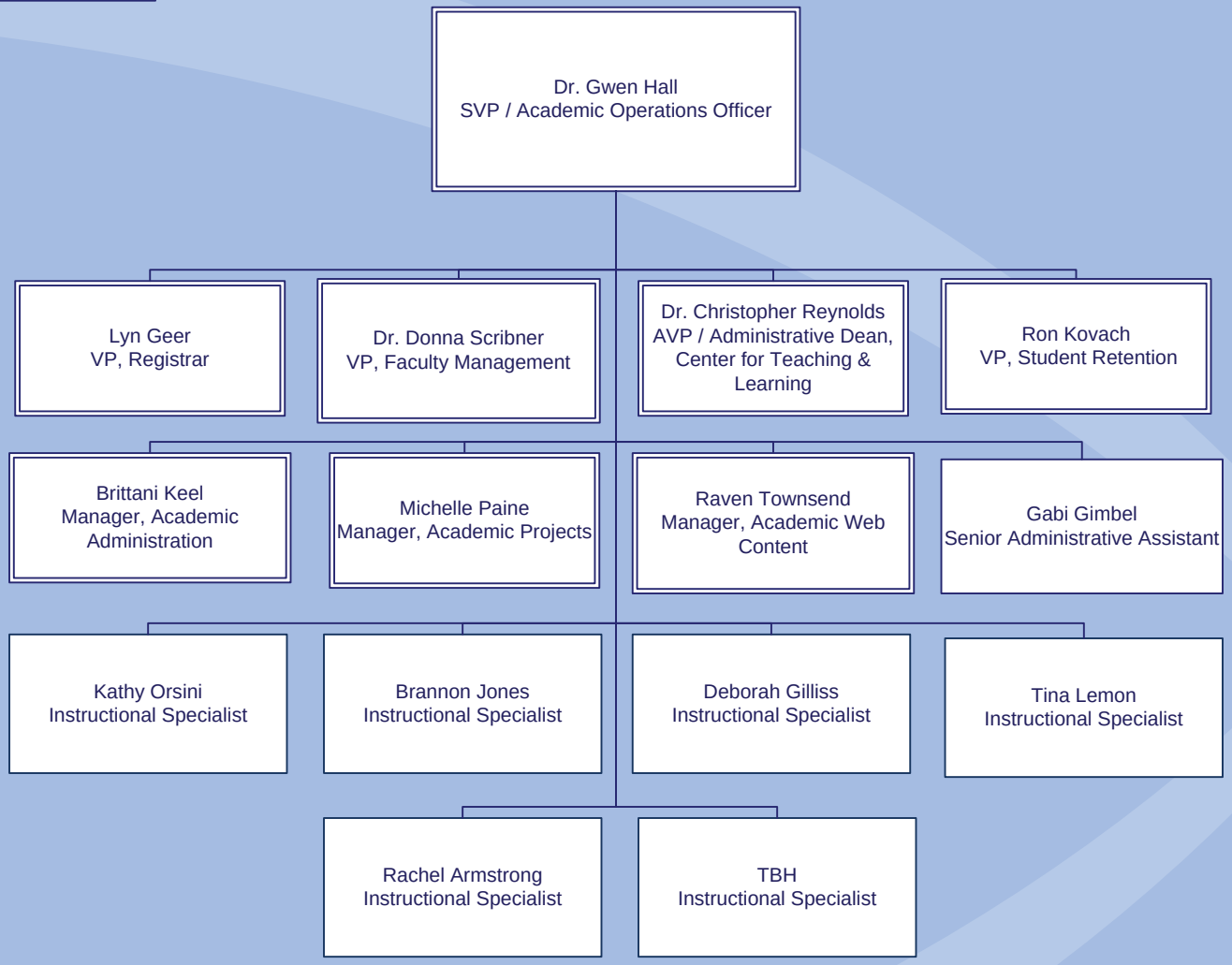
Academics-Library Services



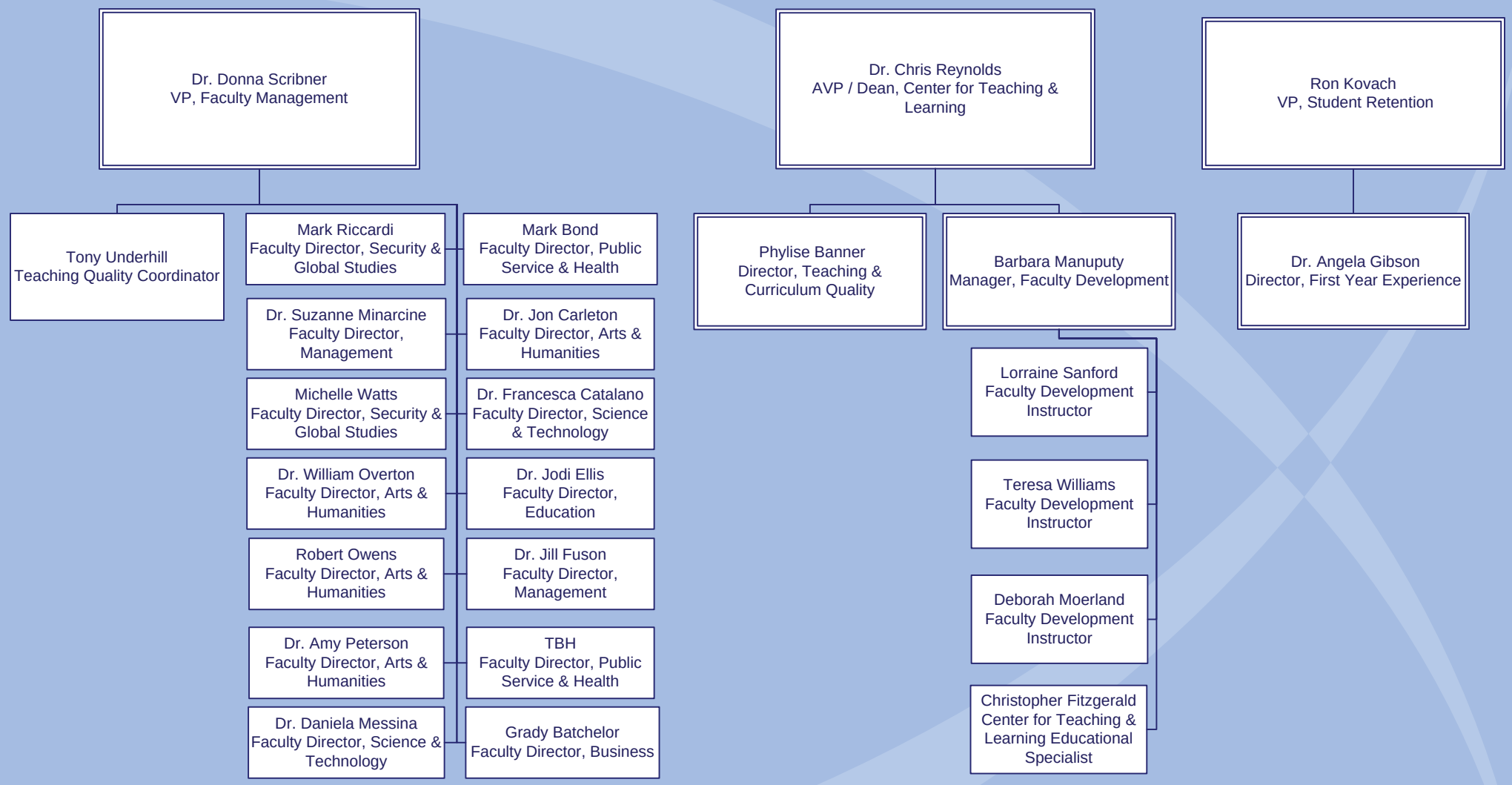
Academics / Library & Course Materials



Academics – Part I



Academics – Part II



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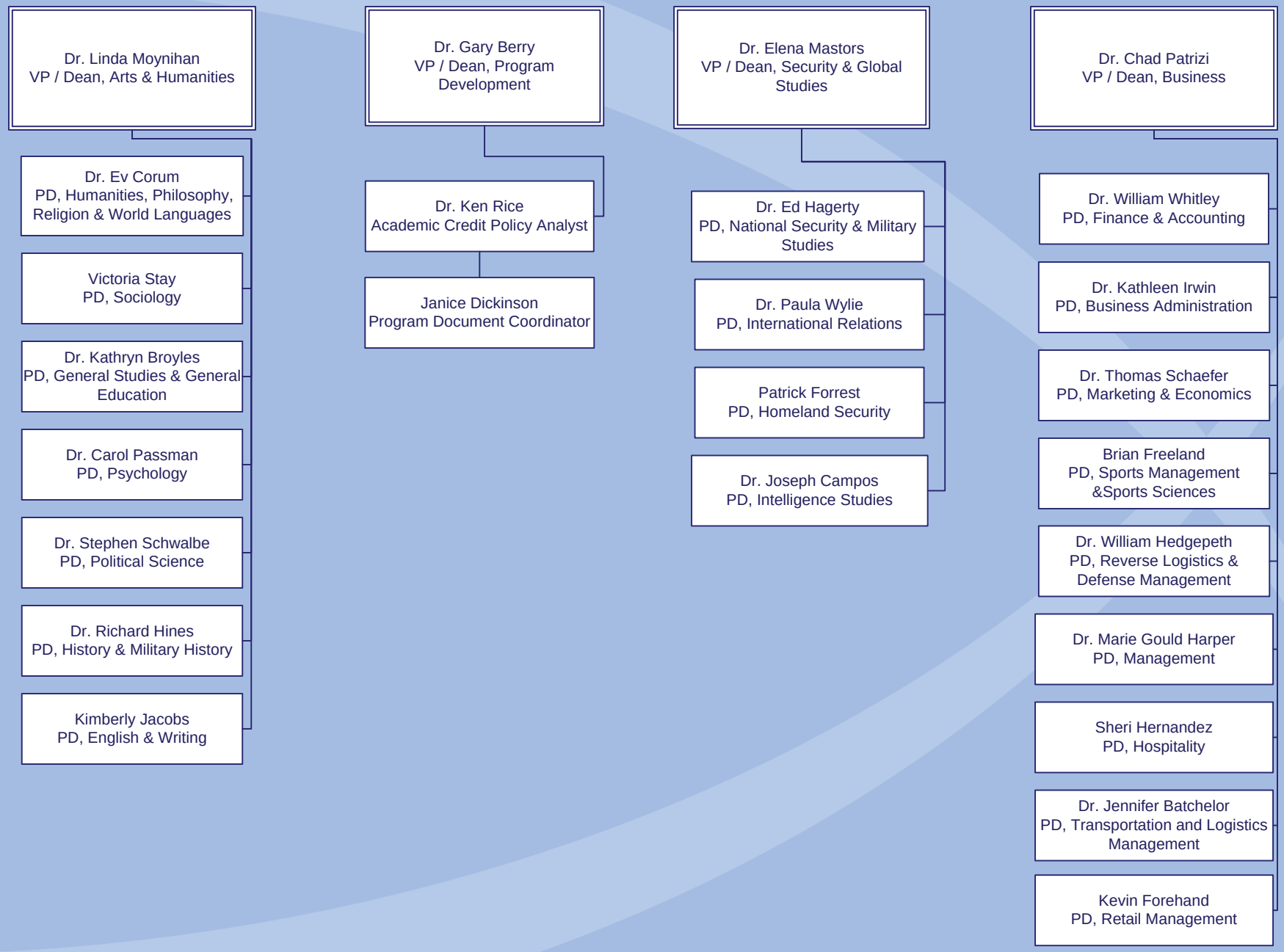


PD – Program Director

Academics – Part IV

Constance St. Germain-Driscoll, Esq.
VP / Dean, Public Service & Health

- TBH
  PD, Public Health
- Elaine Keavney
  PD, Nursing
- Vincent Giordano
  PD, Criminal Justice
- Dr. Kristen Obst
  PD, Security Management & Public Administration
- Dr. Terri Wilkin
  PD, Legal Studies and Emergency & Disaster Management/Fire Science/EOD

Dan Benjamin
VP / Dean, Science & Technology

- Bill Owen
  PD, Math
- Dr. Carol Pollio
  PD, Environmental Sciences
- Irena Kageorgis
  PD, IT Management
- Dr. Novadean Watson-Stone
  PD, Graduate IT
- Dr. Daniel Welsch
  PD, Science
- Dr. Brian Anderson
  PD, Space Studies

Dr. Conrad Lotze
VP / Dean, Education

- Dr. Tammy Woody
  Director, Education Internships & Cerifications
- Diana Jackson – Charlino
  Certification & Licensure Coordinator
- Lisa Leta
  Coordinator of Field Placement
- Dr. Amy Burkman
  PD, Educational Leadership
- Dr. Nancy Heath
  PD, Child & Family Development
- Dr. Kimberlee Ratliff
  PD, School Counseling
- Dr. Kathleen Tate
  PD, Teaching

PD – Program Director

Academic Administration

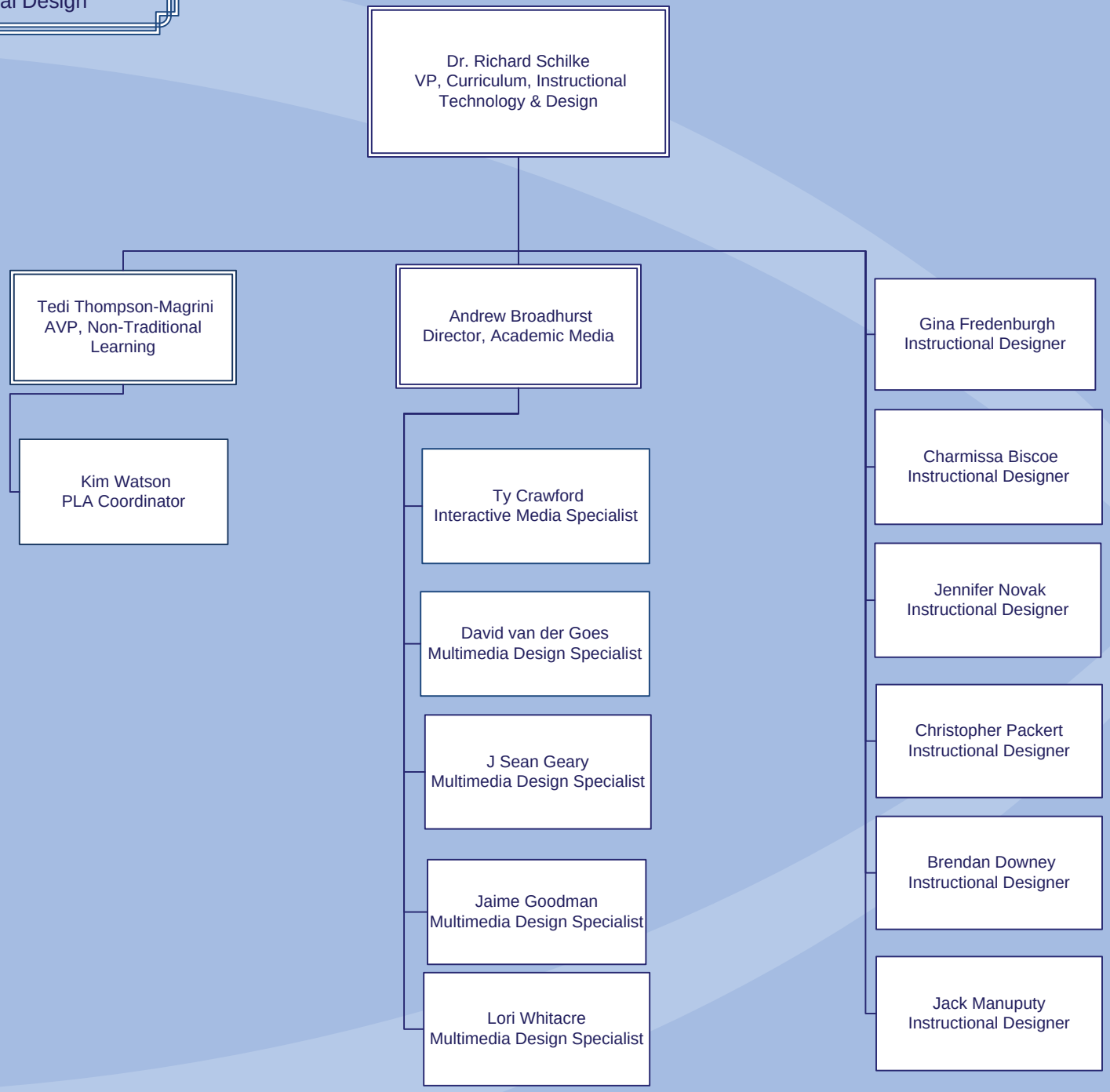
Michelle Paine
Manager, Academic Projects

- Ashly Dorsey
  Administrative Assistant & Receptionist
- Albert Marrone, Jr.
  Receptionist

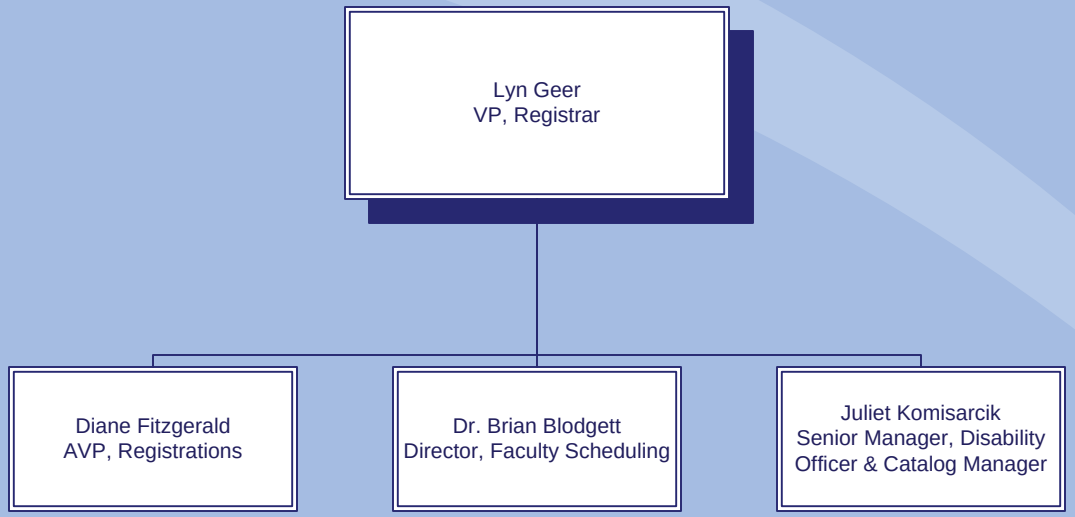
Brittani Keel
Manager, Academic Administration

- Traci Klotz
  Administrative Assistant, School of Management
- Leah Queen
  Administrative Assistant, School of Public Service & Health
- Mary Pyle
  Administrative Assistant & Receptionist
- Kirsten Avey
  Administrative Assistant, CTL
- Teresa Woodruff
  Administrative Assistant, Academic Appeals
- Linda Balsavage
  Administrative Assistant, School of Education
- Kimberly Gillespie
  Administrative Assistant, School of Science & Technology
- Cathy Shinham
  Administrative Assistant, School of Security & Global Studies
- Veronica Naranjo
  Administrative Assistant, School of Business
- Susan Long
  Administrative Assistant, Certification & Field Experience
- Tari Janssen
  Administrative Assistant, Faculty Management
- Deborah Lancaster
  Administrative Assistant, School of Arts & Humanities
- Stacey Bachman
  Administrative Assistant, Faculty Management

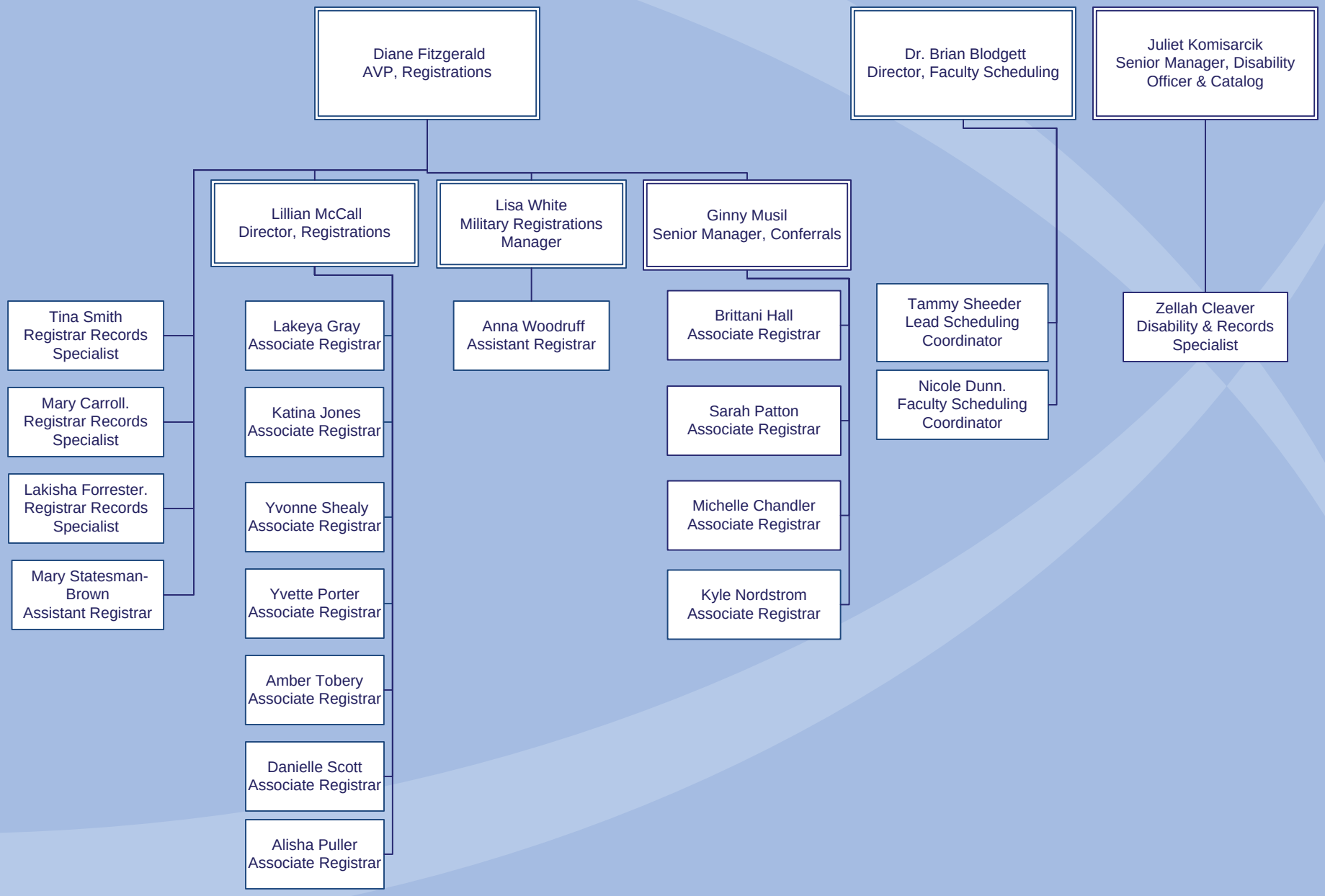
Academics / Instructional Design



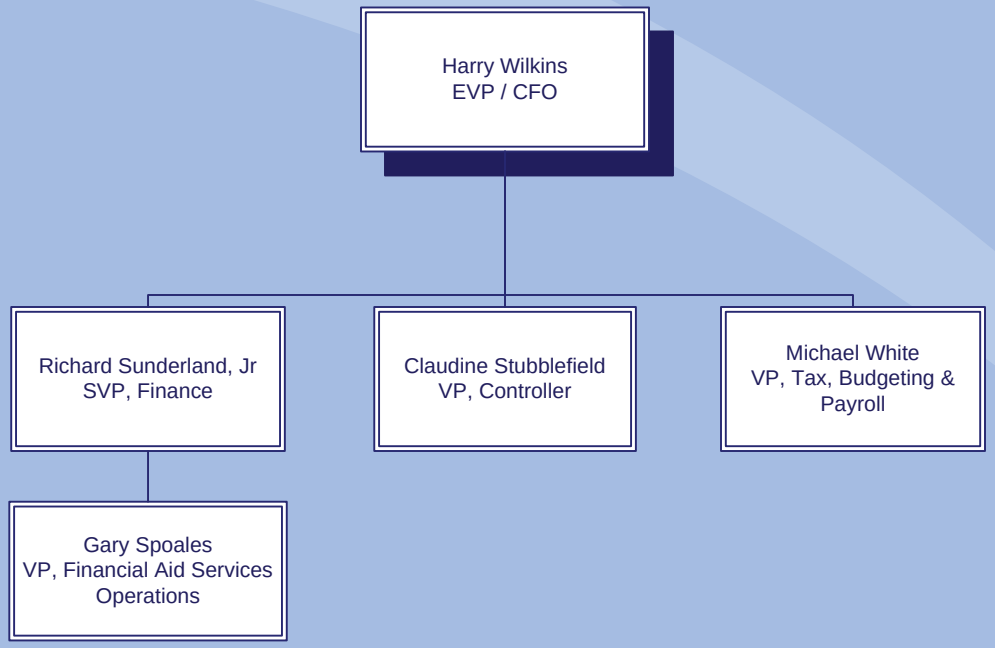
Academics - Registrar



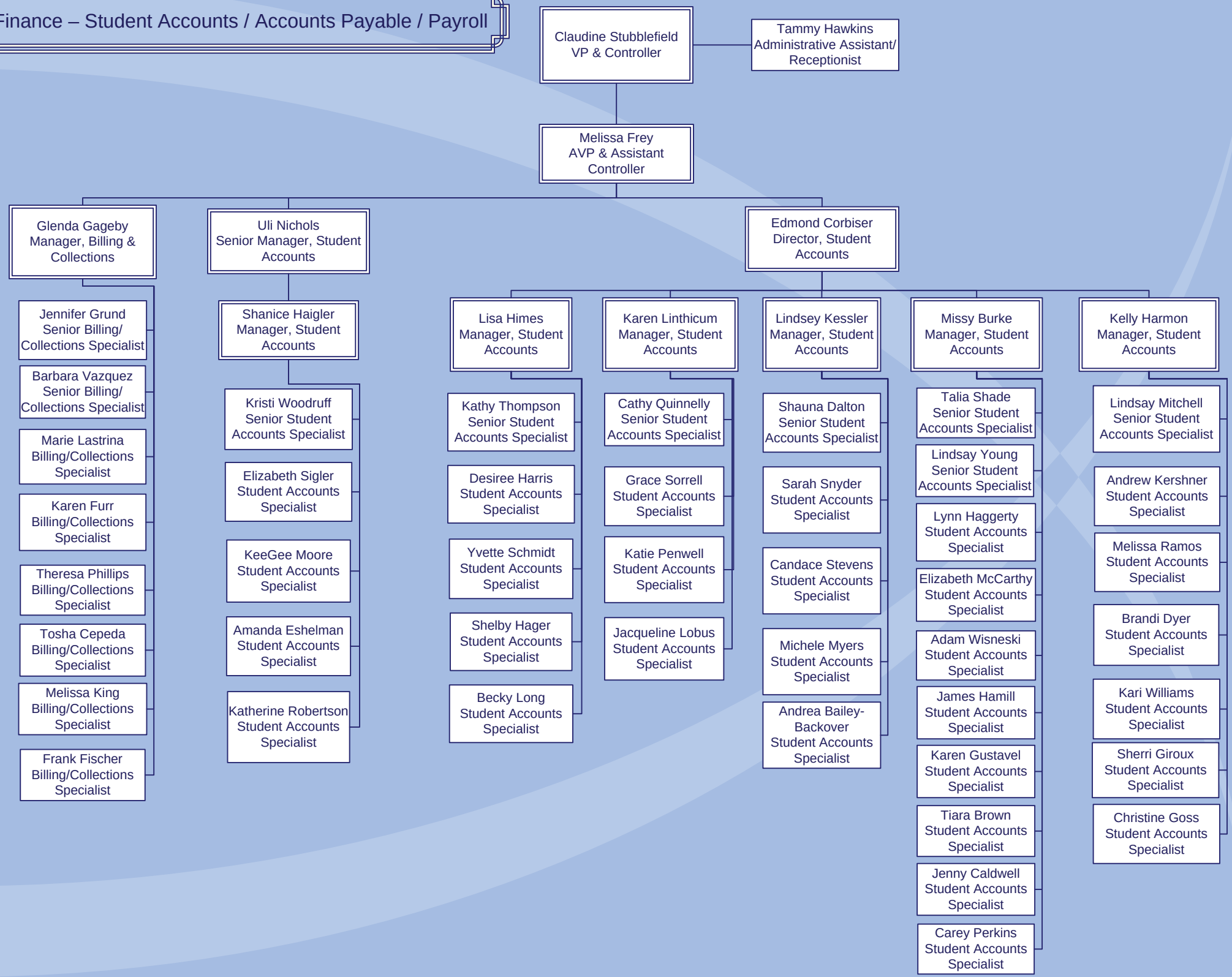
Academics – Registrar Part II



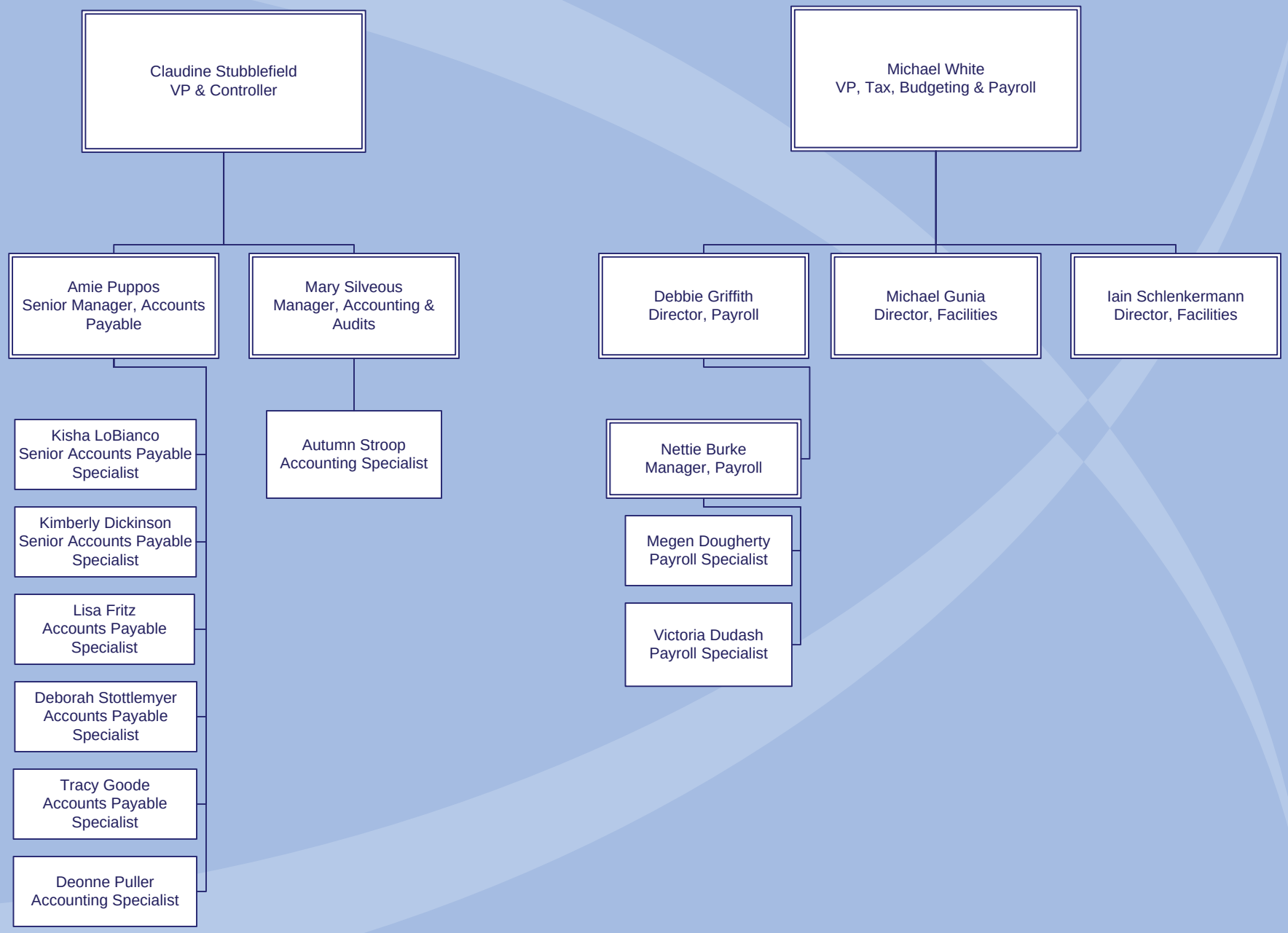
Finance Division



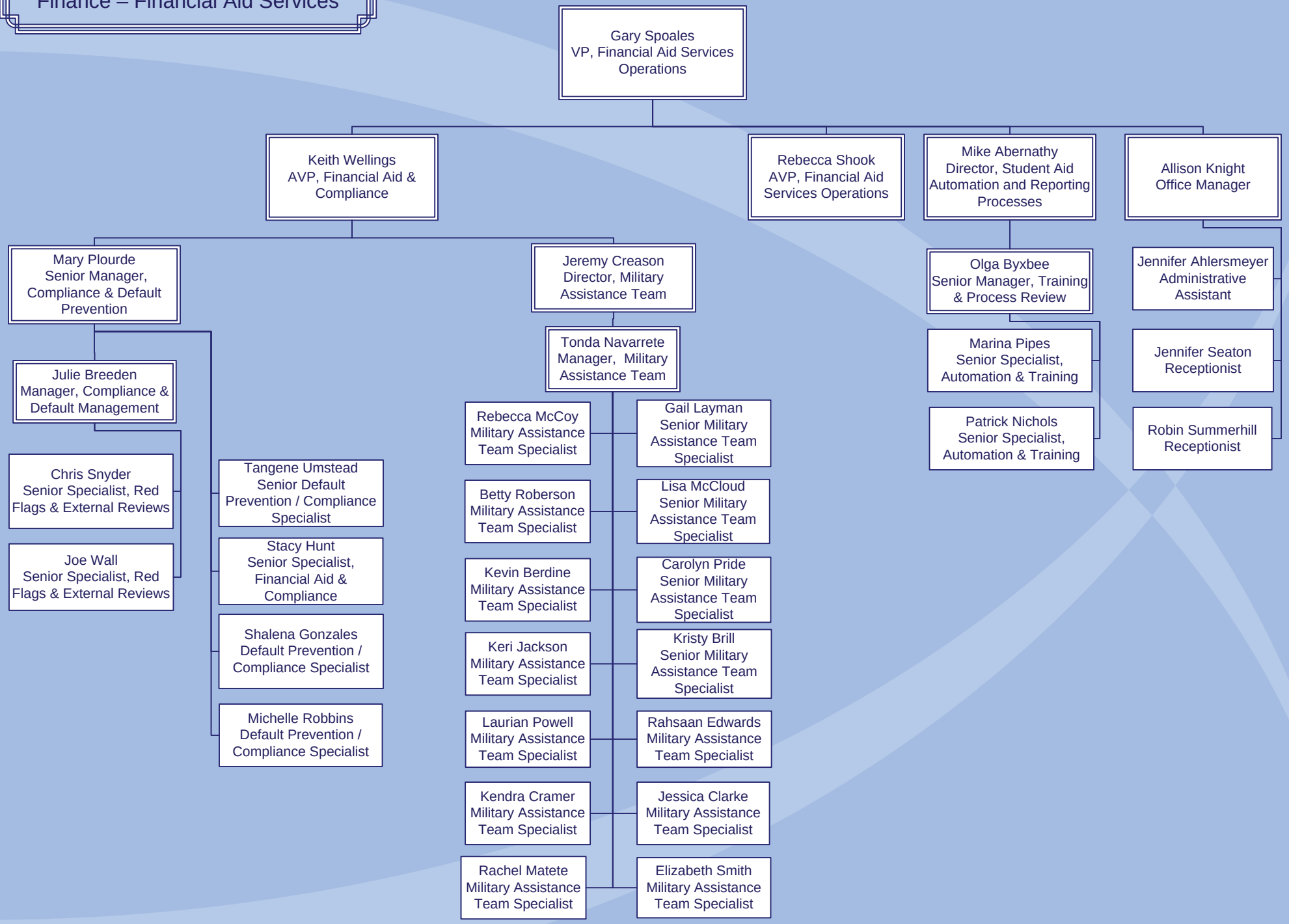
Finance – Student Accounts / Accounts Payable / Payroll



Finance – Accounts Payable / Payroll



Finance – Financial Aid Services



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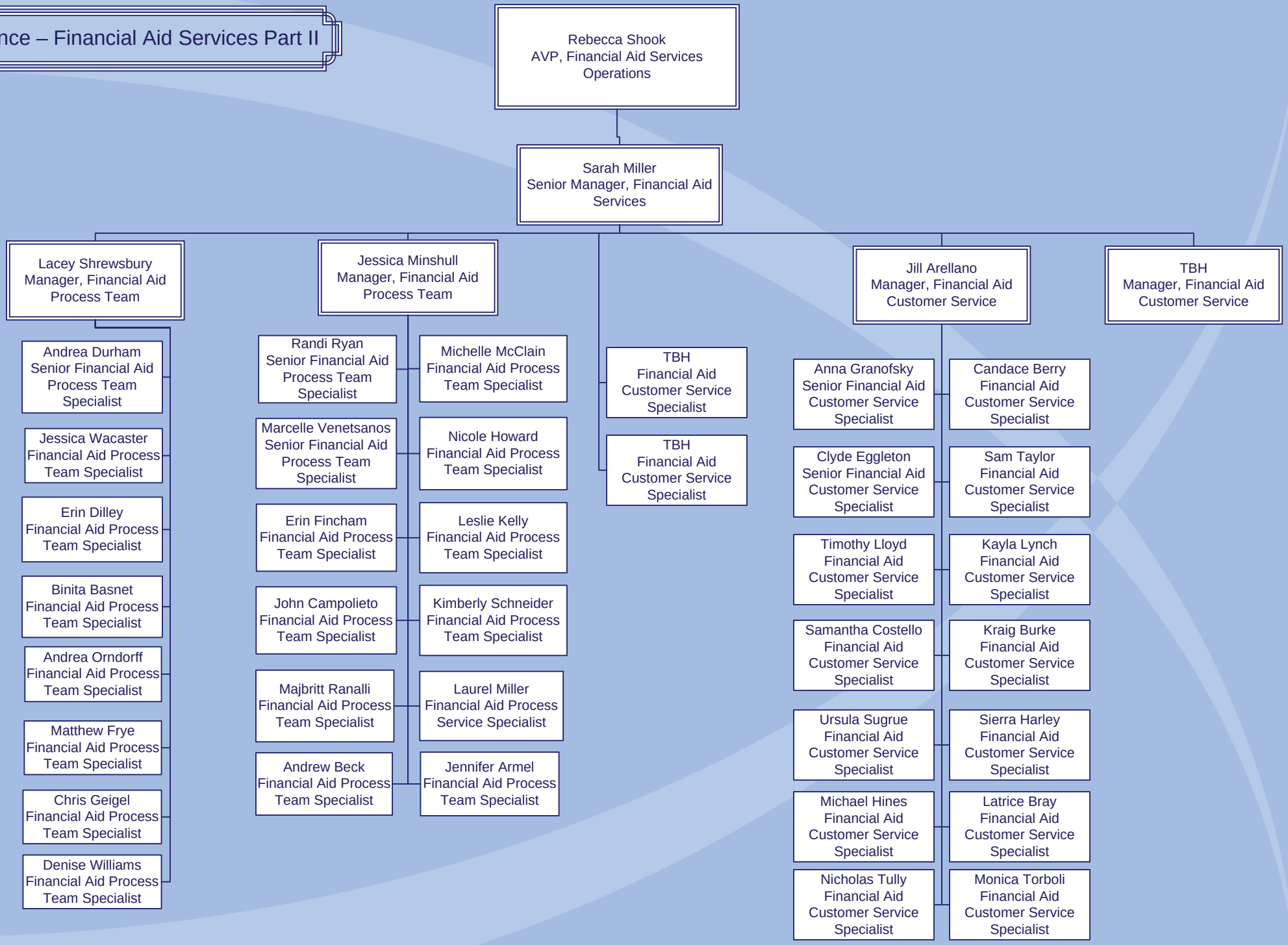
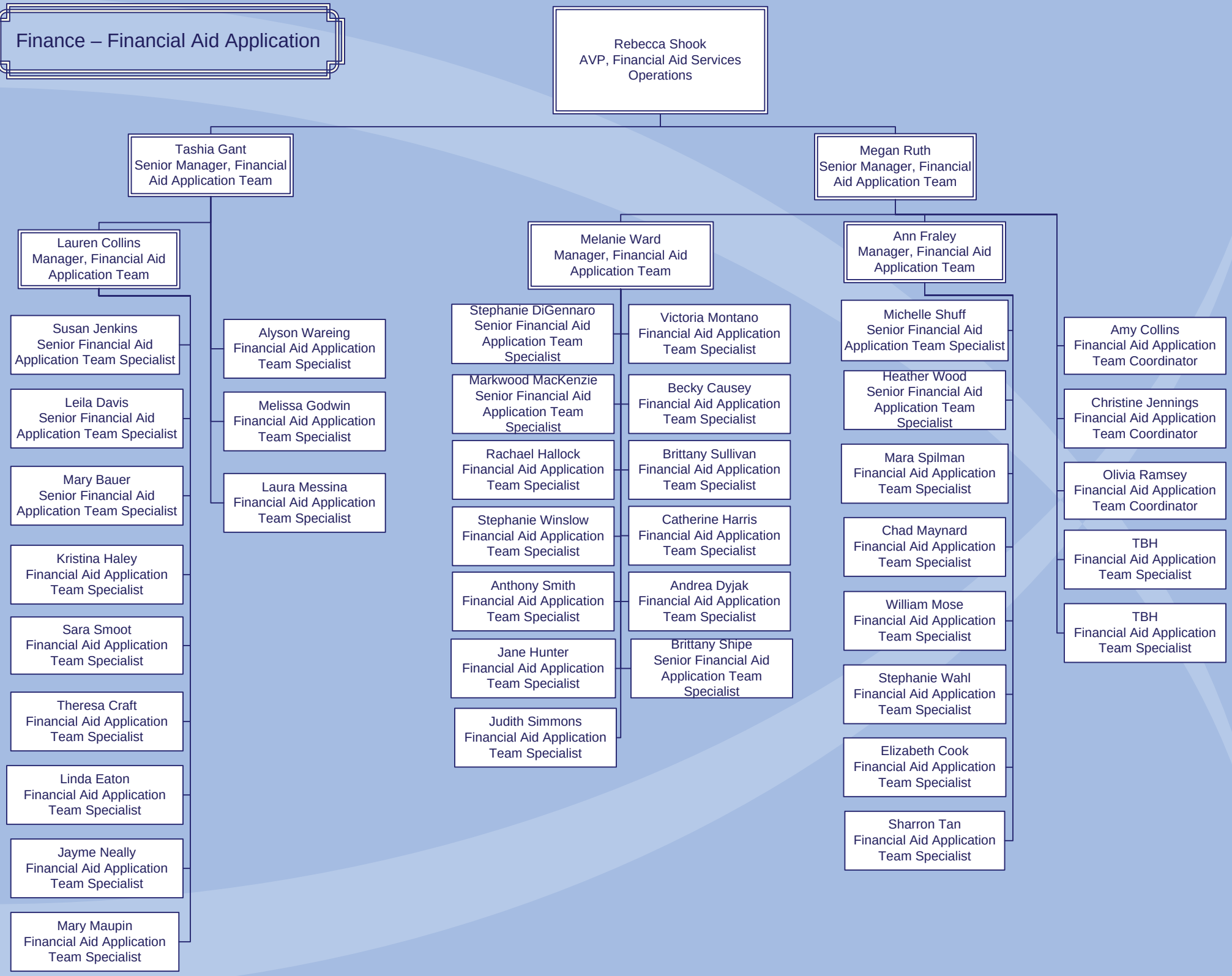


Finance – Financial Aid Application



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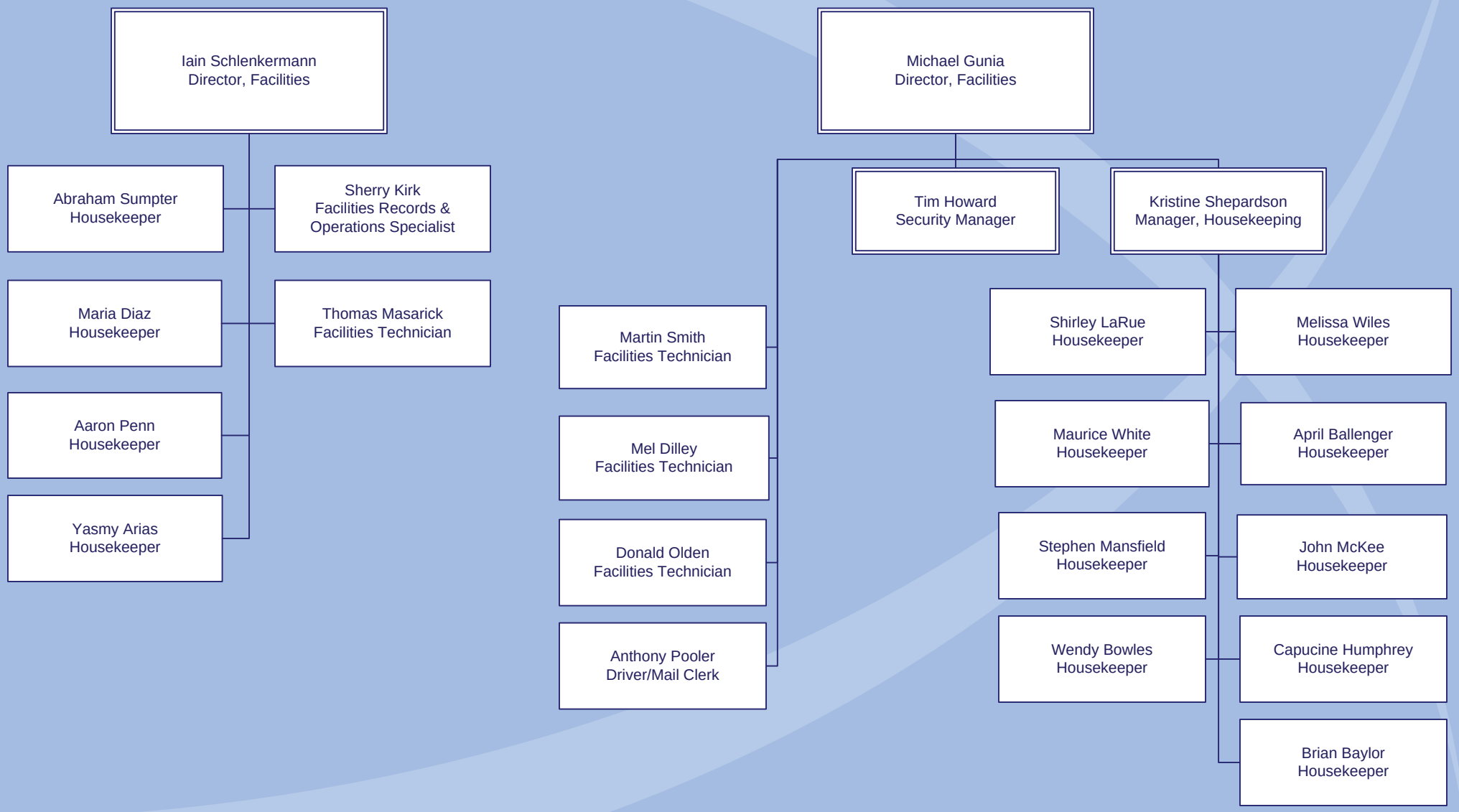
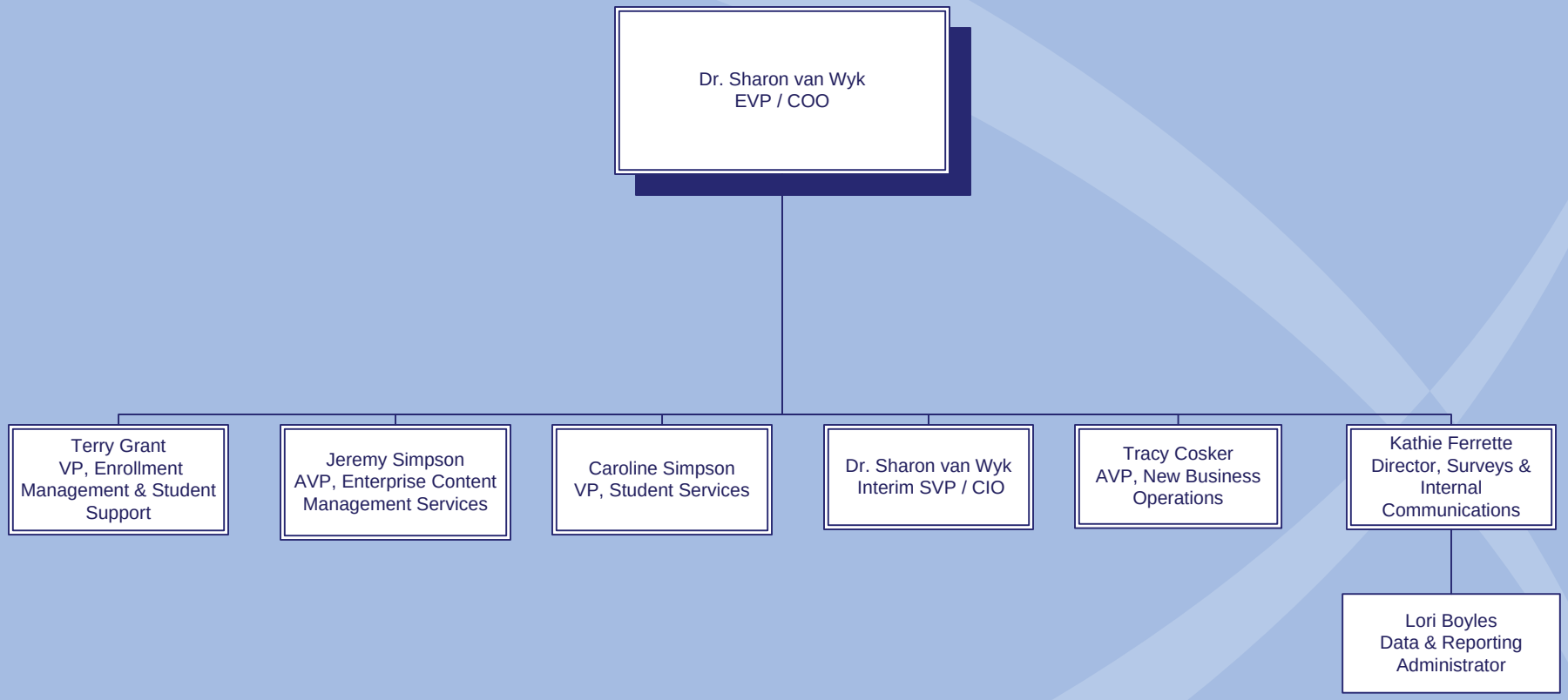
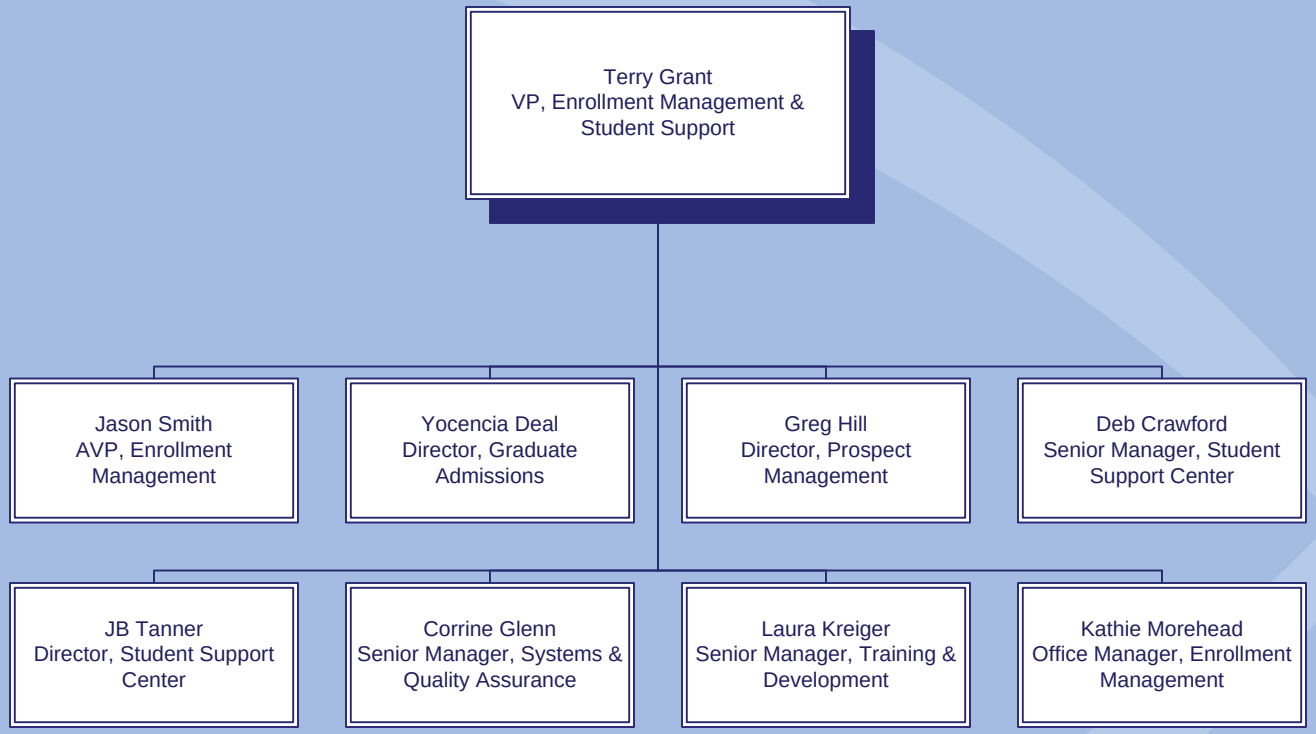


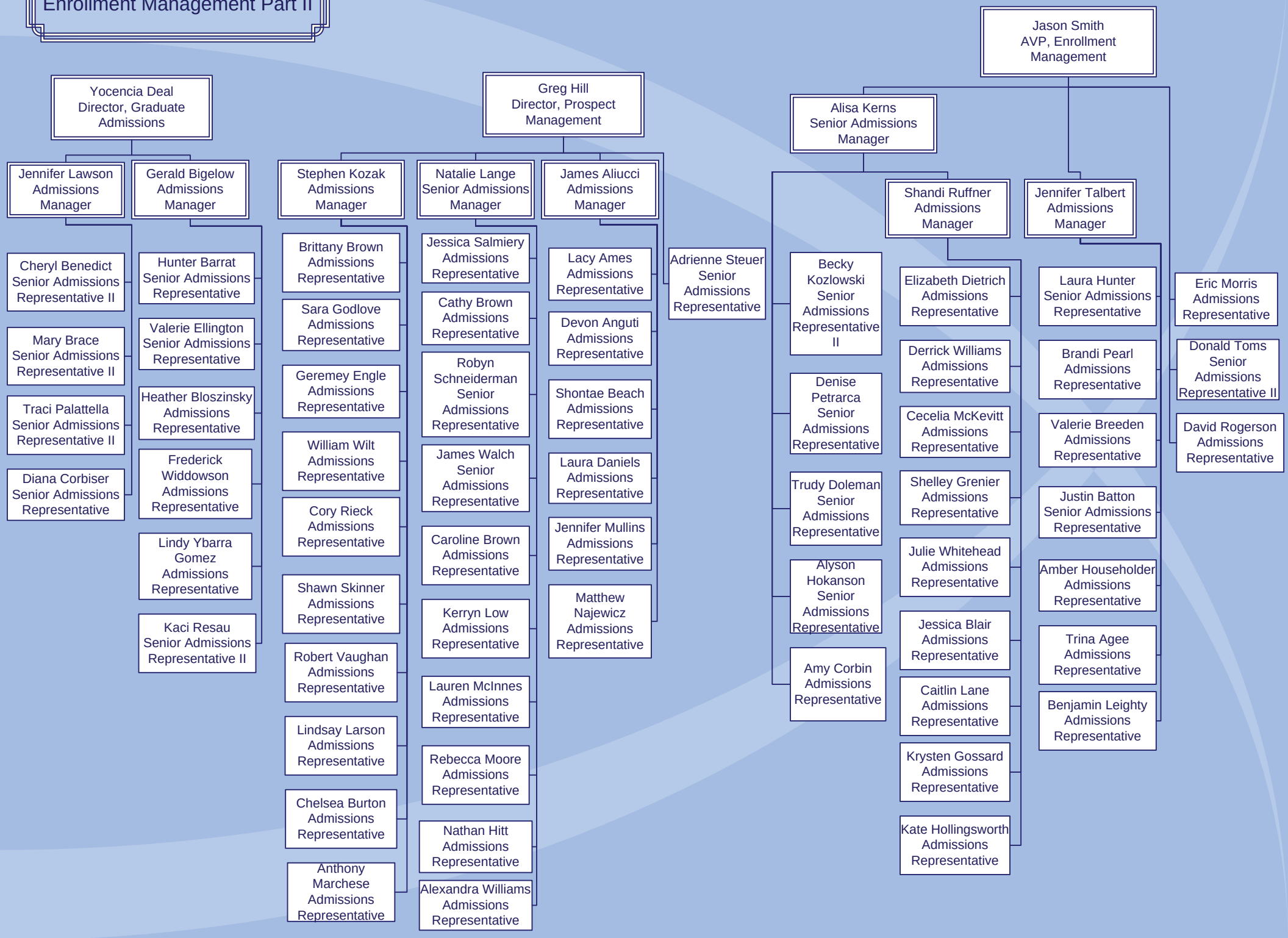
Operations


Dr. Sharon van Wyk
EVP / COO
Terry Grant
VP, Enrollment Management & Student Support
Jeremy Simpson
AVP, Enterprise Content Management Services
Caroline Simpson
VP, Student Services
Dr. Sharon van Wyk
Interim SVP / CIO
Tracy Cosker
AVP, New Business Operations
Kathie Ferrette
Director, Surveys & Internal Communications
Lori Boyles
Data & Reporting Administrator

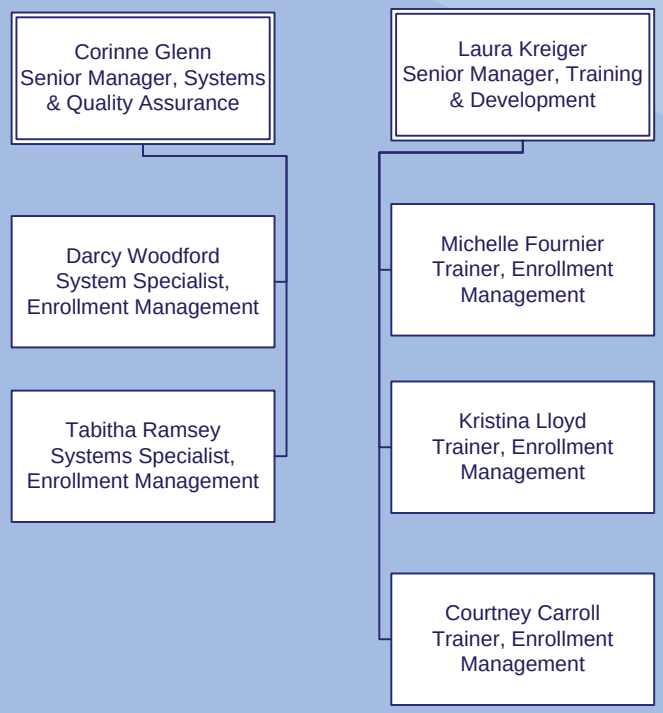
Enrollment Management



Enrollment Management Part II



Training

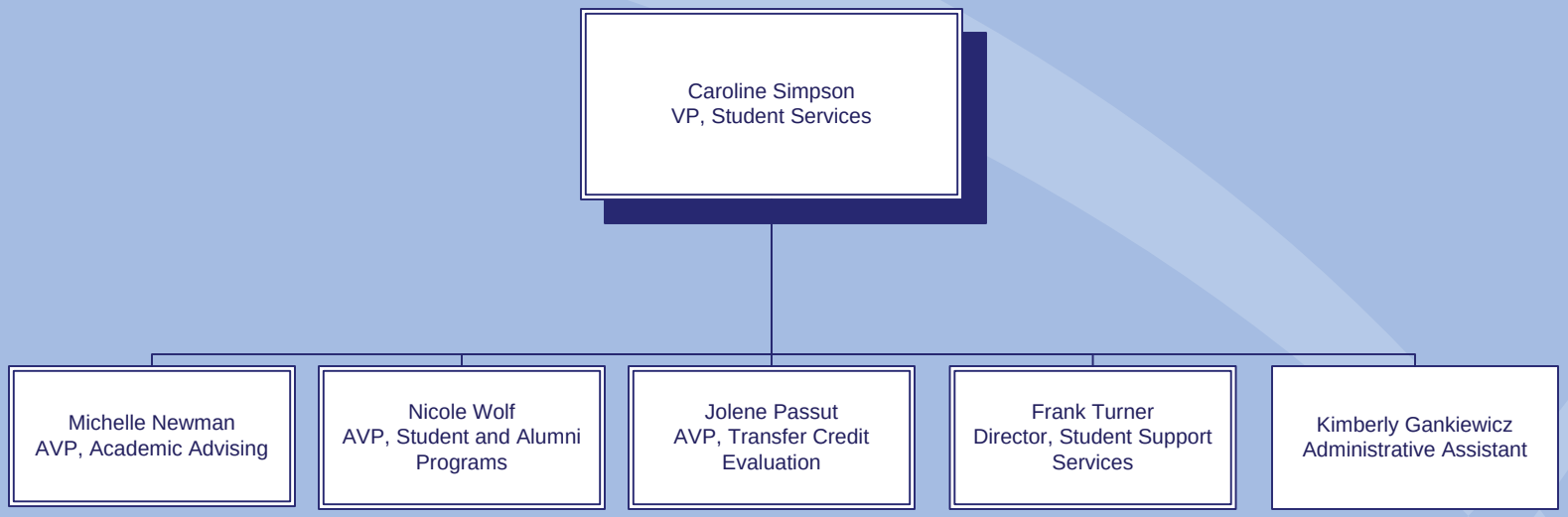

Corinne Glenn
Senior Manager, Systems & Quality Assurance
Darcy Woodford
System Specialist, Enrollment Management
Tabitha Ramsey
Systems Specialist, Enrollment Management
Laura Kreiger
Senior Manager, Training & Development
Michelle Fournier
Trainer, Enrollment Management
Kristina Lloyd
Trainer, Enrollment Management
Courtney Carroll
Trainer, Enrollment Management

Student Support

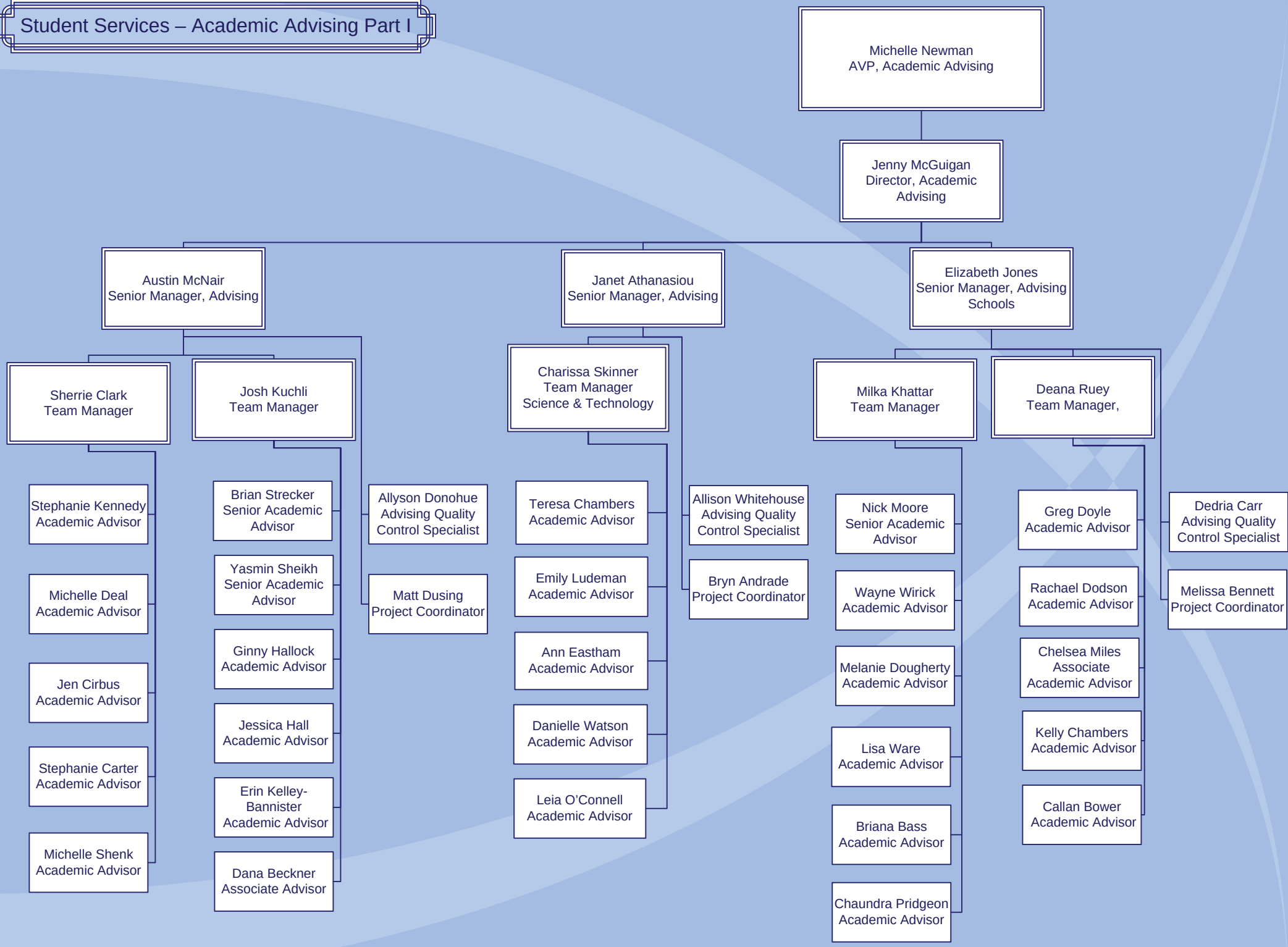
- Deb Crawford, Senior Manager, Student Support Center
  - Kathy Nations, Manager, Student Support Center
    - Cheryl Crampton, Admissions Coordinator
    - Trista See, Admissions Coordinator
    - Kim Colbert, Student Support Representative
    - Henry Rideoutt, Student Support Coordinator
    - Georgia Vernon, Admissions Coordinator
  - Matt Lewis, Manager, Student Support Center
    - Aubray Gray, Senior Student Support Representative
    - Lucas Chlebnikow, Student Support Representative
    - Rebekah Jones, Student Support Representative
    - Allyson Mason, Student Support Representative
    - Mark Orsini, Student Support Representative
    - Derek Pflieger, Student Support Representative
    - Kiona Thomas, Student Support Representative
    - Hannah Casagrande, Student Support Representative
    - Jessica Gustafson, Student Support Representative
    - Ellen Robertson, Student Support Representative
    - Nicole Ritchey, Student Support Representative
  - Derrick Brown, Senior Student Support Representative
  - Andrew Darling, Student Support Representative
  - Casey Johnson, Senior Student Support Representative
  - Lindsay Ryan, Senior Student Support Representative
  - Mary Kidwell, Student Support Representative
  - Jennifer Mullan, Student Support Representative
  - Nancy Reynolds, Senior Student Support Representative
  - Sandy Yost, Student Support Representative

- JB Tanner, Director, Student Support Center
  - Matthew Kline, Manager, Student Support Center
    - Jonathan Jenkins, Senior Student Support Representative
    - Michael Valcour, Senior Student Support Representative
    - Michael Acker, Student Support Representative
    - Patty Allison, Student Support Representative
    - Jonathan Berens, Student Support Representative
    - Jennifer Coulter, Student Support Representative
    - Ana Finney, Student Support Representative
    - Henry Fletcher, Student Support Representative
    - Haley Hathaway, Student Support Representative
    - Justin Nicewarner, Student Support Representative
    - Kimberly Slaughter, Student Support Representative
    - Christopher Stokes, Student Support Representative
  - Enid Leipold, Manager, Student Support Center
    - Megan Terris, Student Support Representative
    - Tammy Bradley, Student Support Representative
    - Jason Cox, Student Support Representative
    - Hannah Lloyd, Student Support Representative
    - Mary Alice Ross, Student Support Representative
    - Christopher Simpson, Student Support Representative
    - Holly Corbett, Student Support Representative
    - Ronald Poulton, Student Support Representative
    - Cameron Quillon, Student Support Representative
    - Daniel Ramsey, Student Support Representative
    - Jessica Shillingburg, Senior Student Support Representative
    - Joseph Light-Nelson, Student Support Representative
  - Megan Corbiser, Senior Student Support Representative
  - Britney Marshall, Student Support Representative
  - Roshelle Cathcart, Student Support Representative
  - Holly Legg, Student Support Representative
  - Yolanda Smith, Student Support Representative
  - Jourdan Sirbaugh, Student Support Representative
  - Kristie Edwards, Student Support Representative

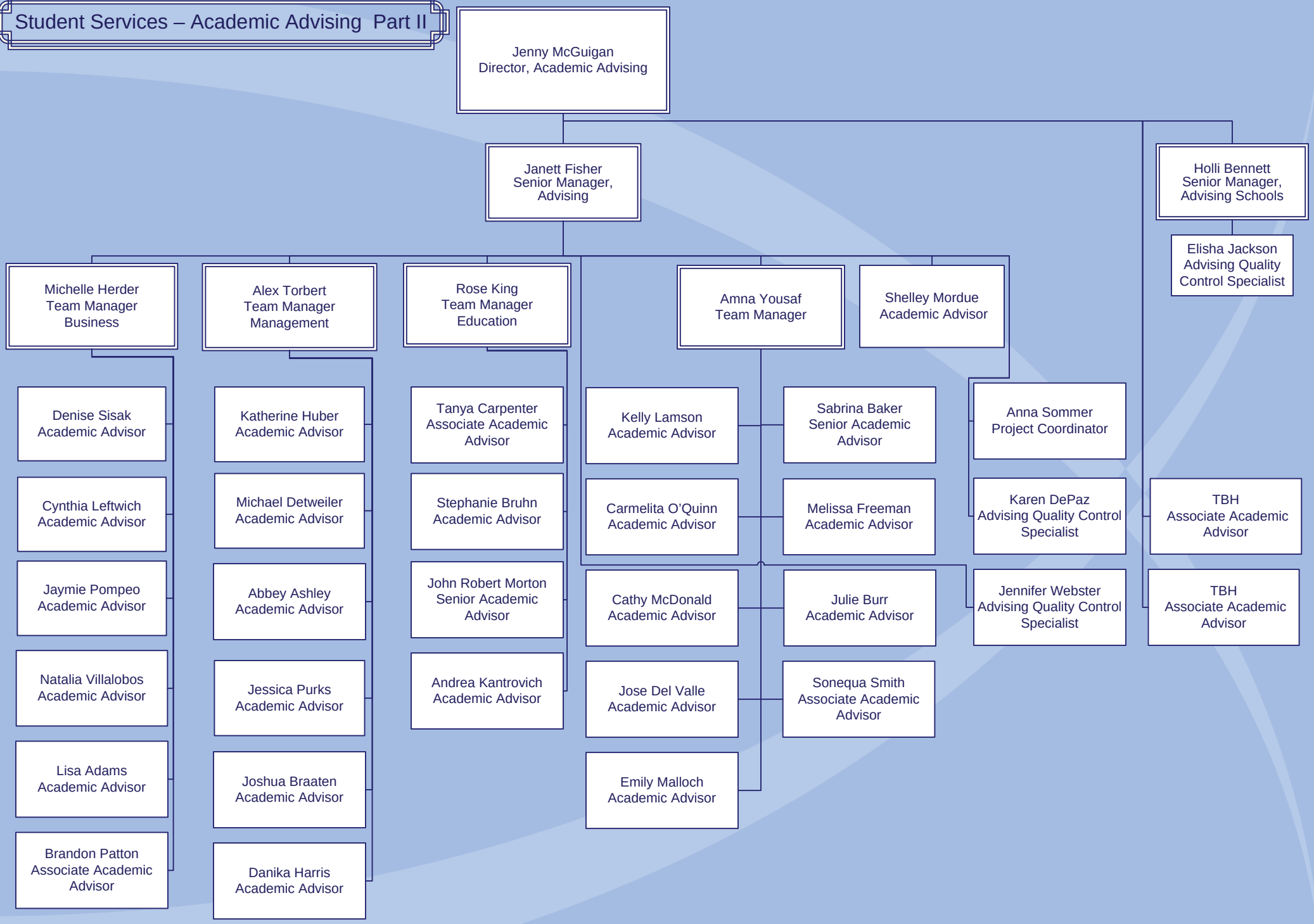
Student Services Division



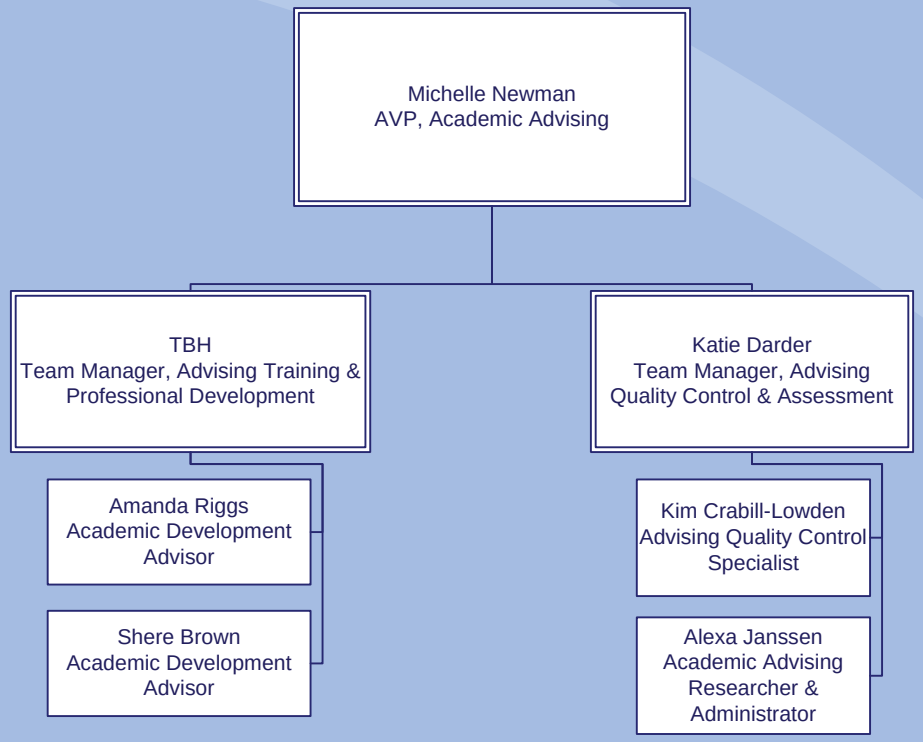
Student Services – Academic Advising Part I



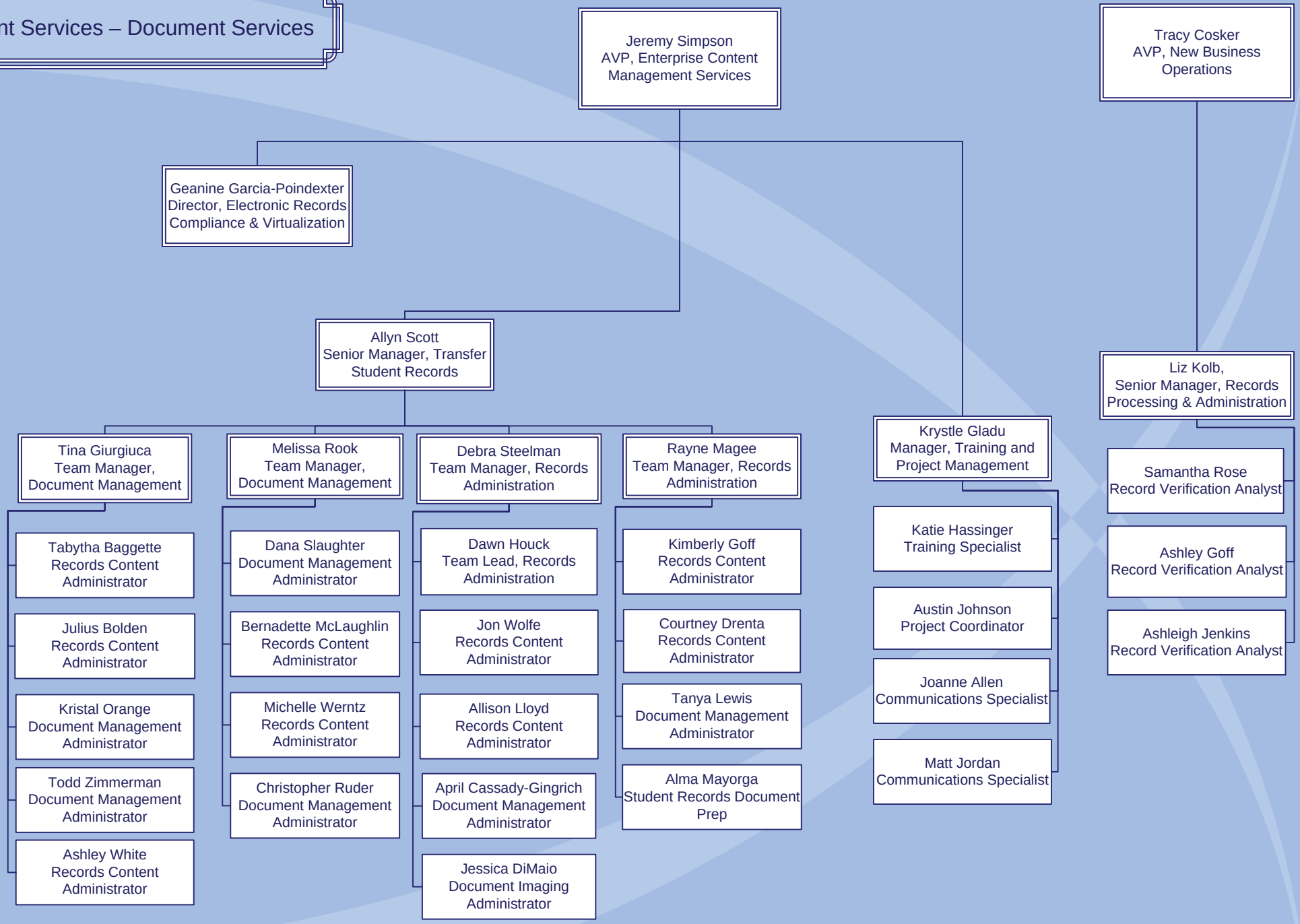
Student Services – Academic Advising Part II



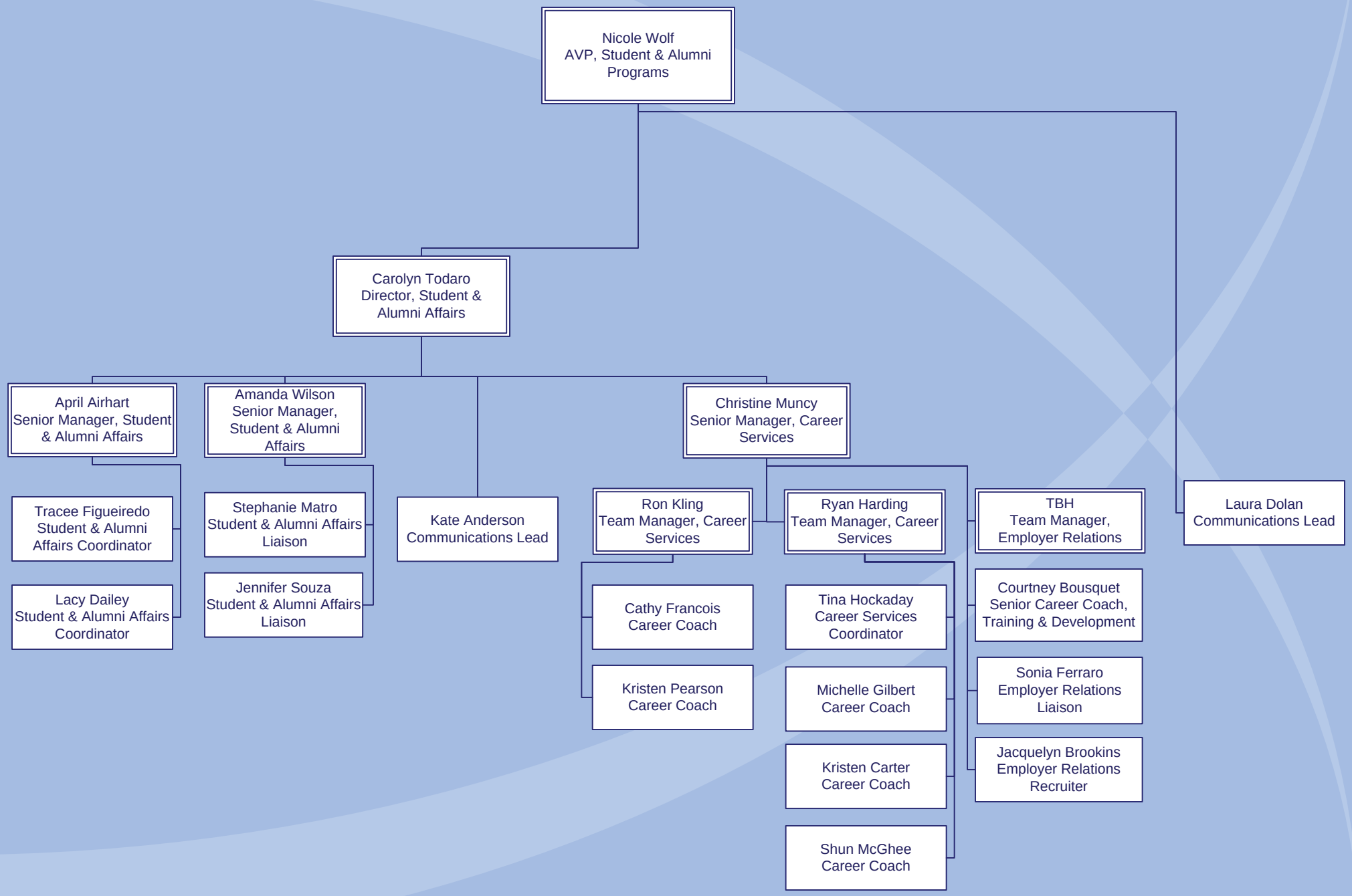
Student Services – Advising Development & Services



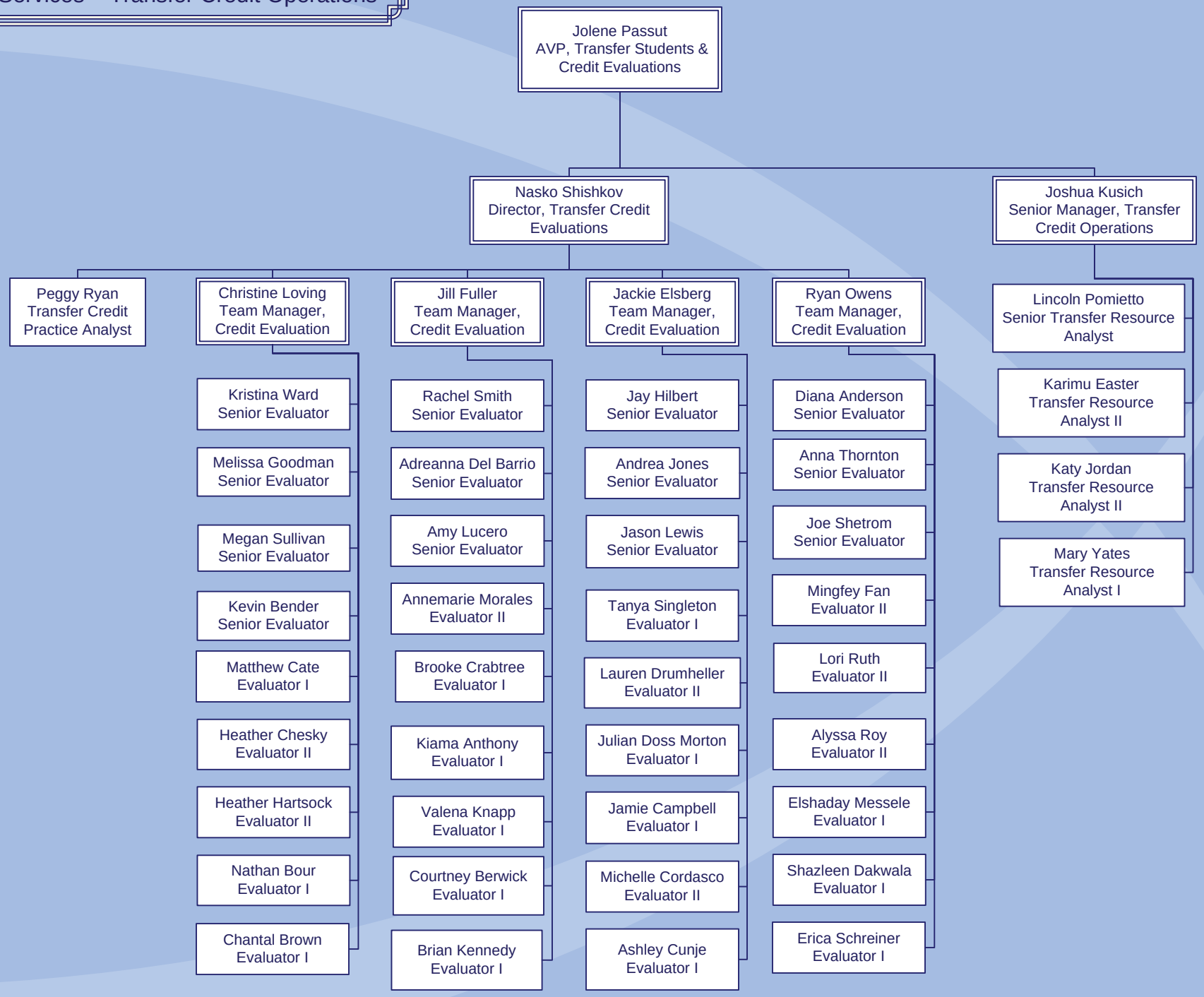
Student Services – Document Services



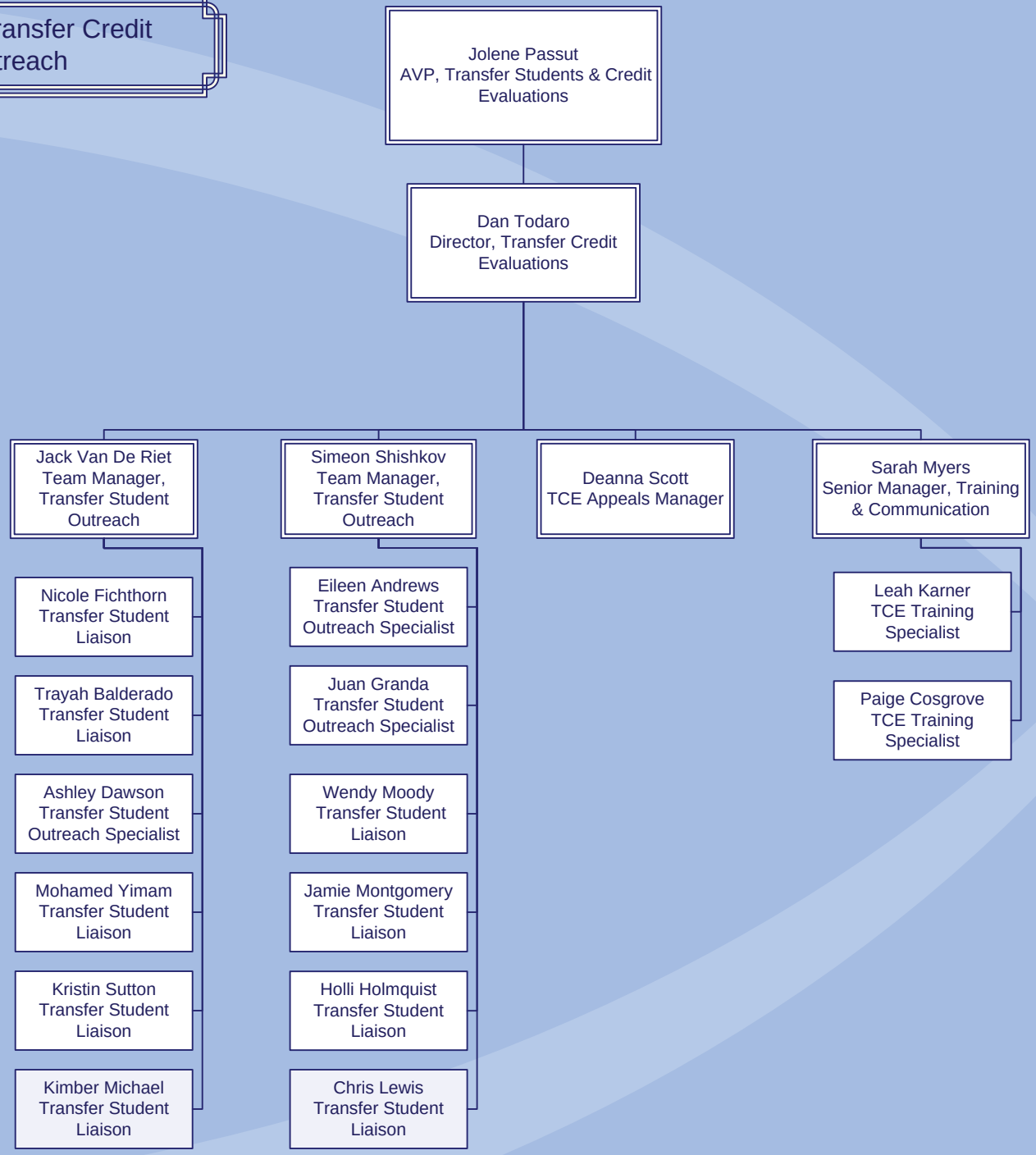
Student Services – Student & Alumni Affairs



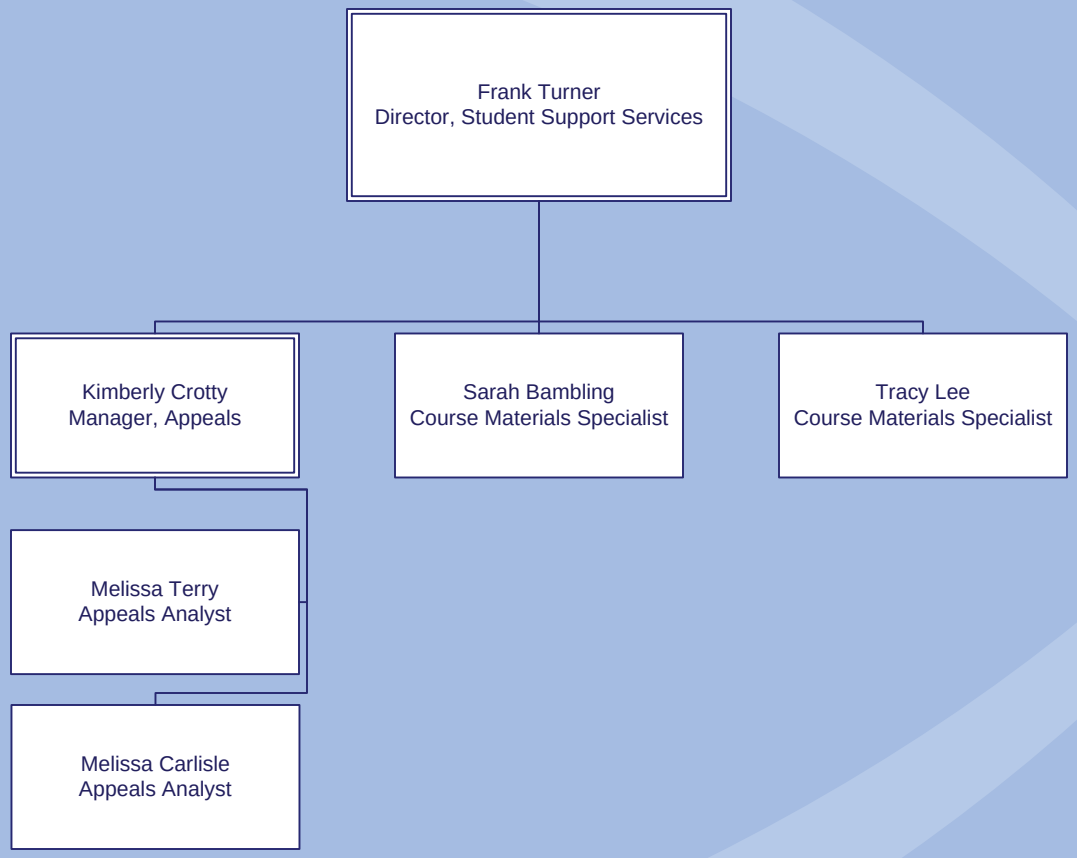
Student Services – Transfer Credit Operations



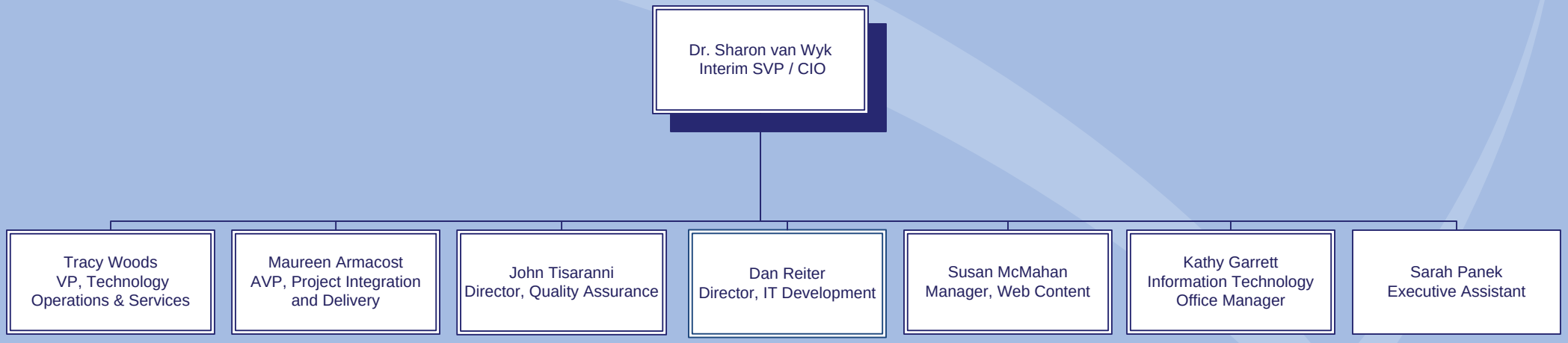
Student Services – Transfer Credit Training & Outreach



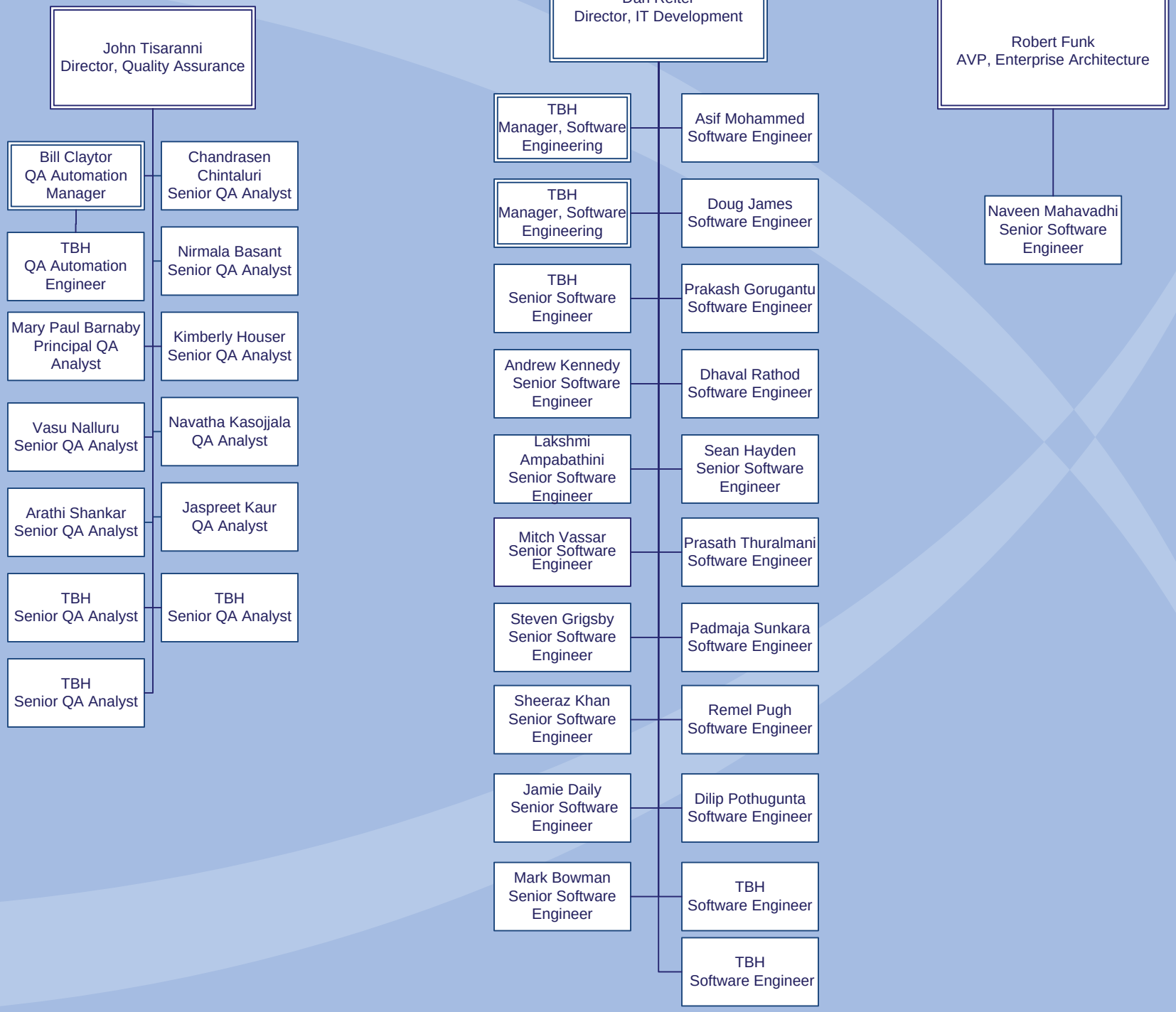
Student Services – Course Materials & Appeals



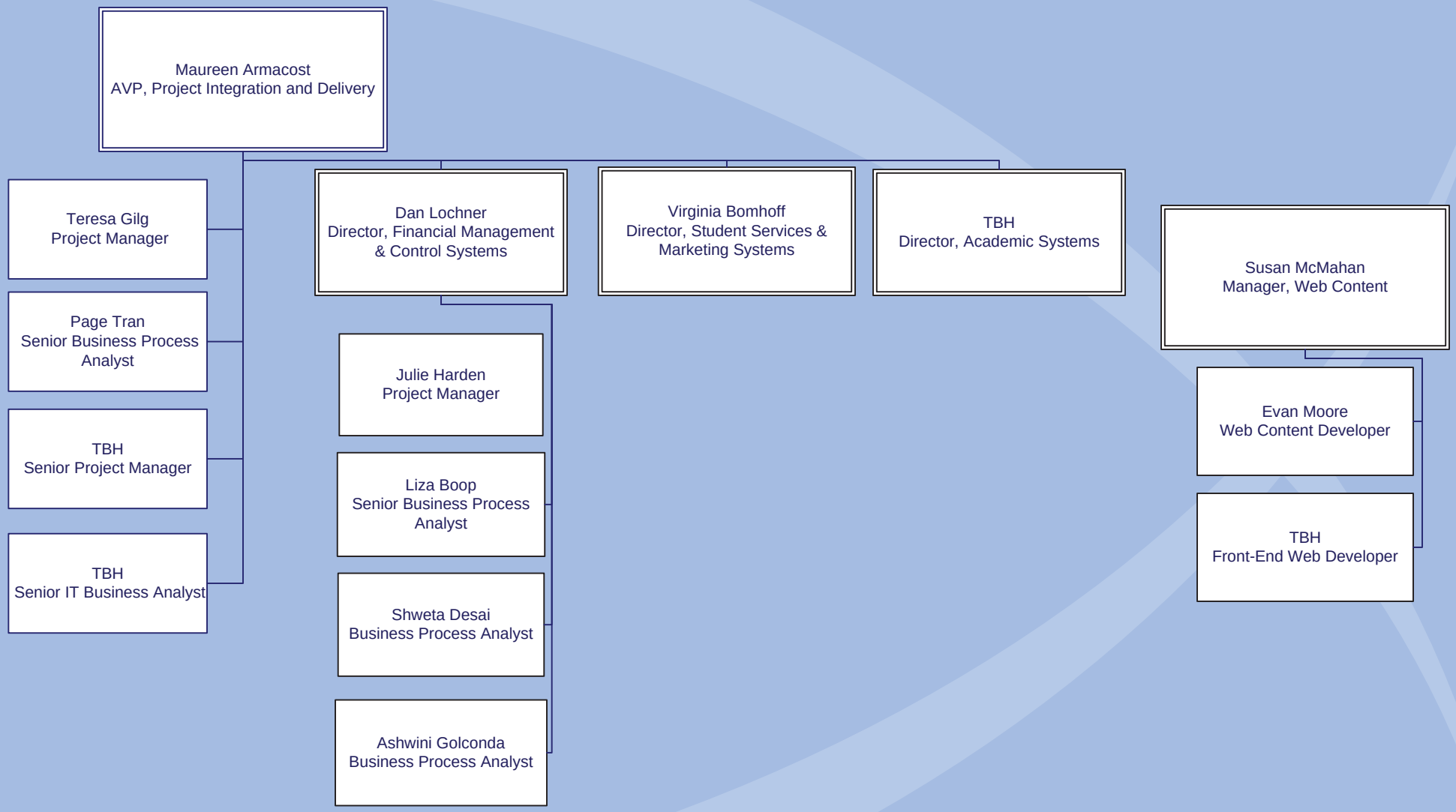
Information Technology Division



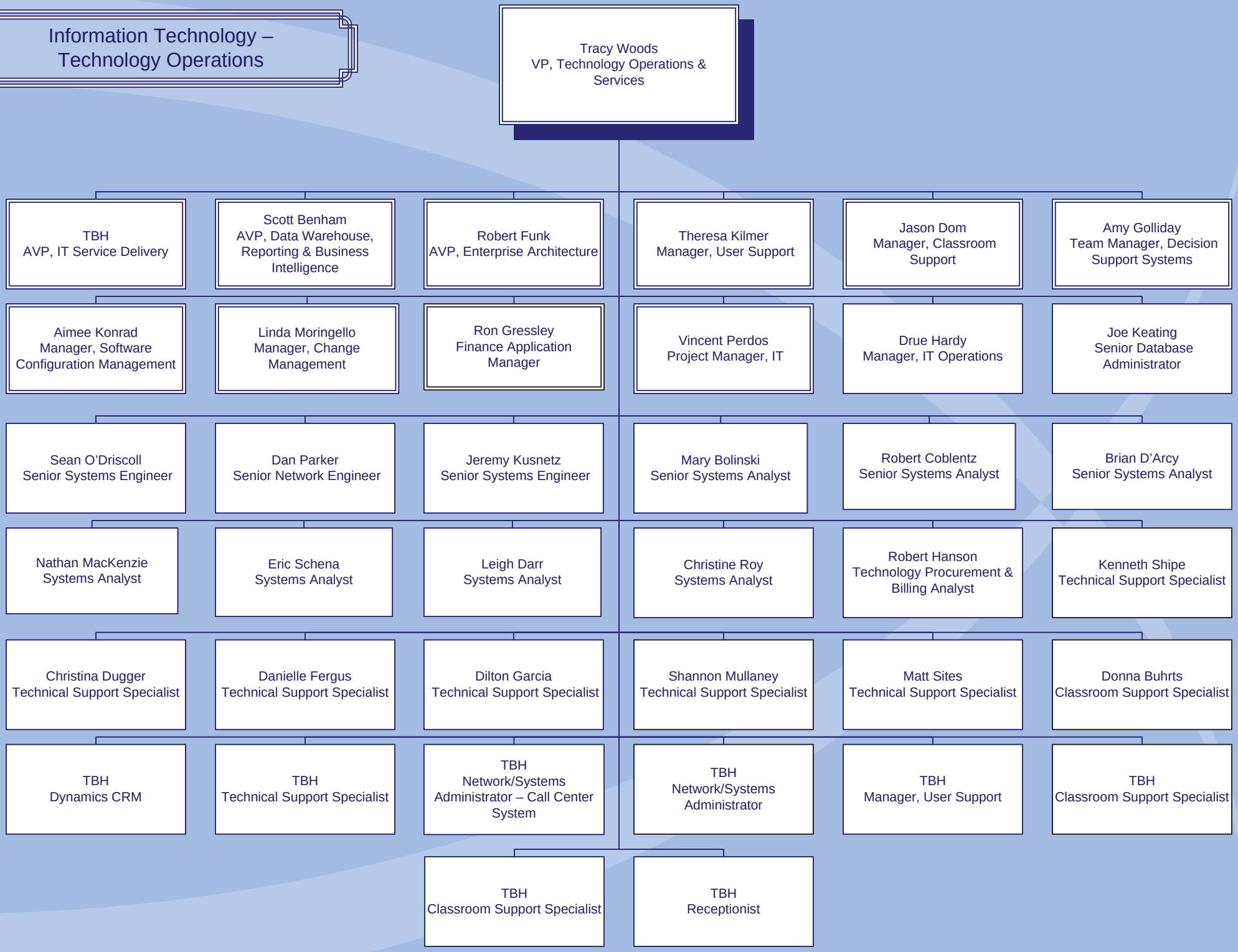
Information Technology - Development



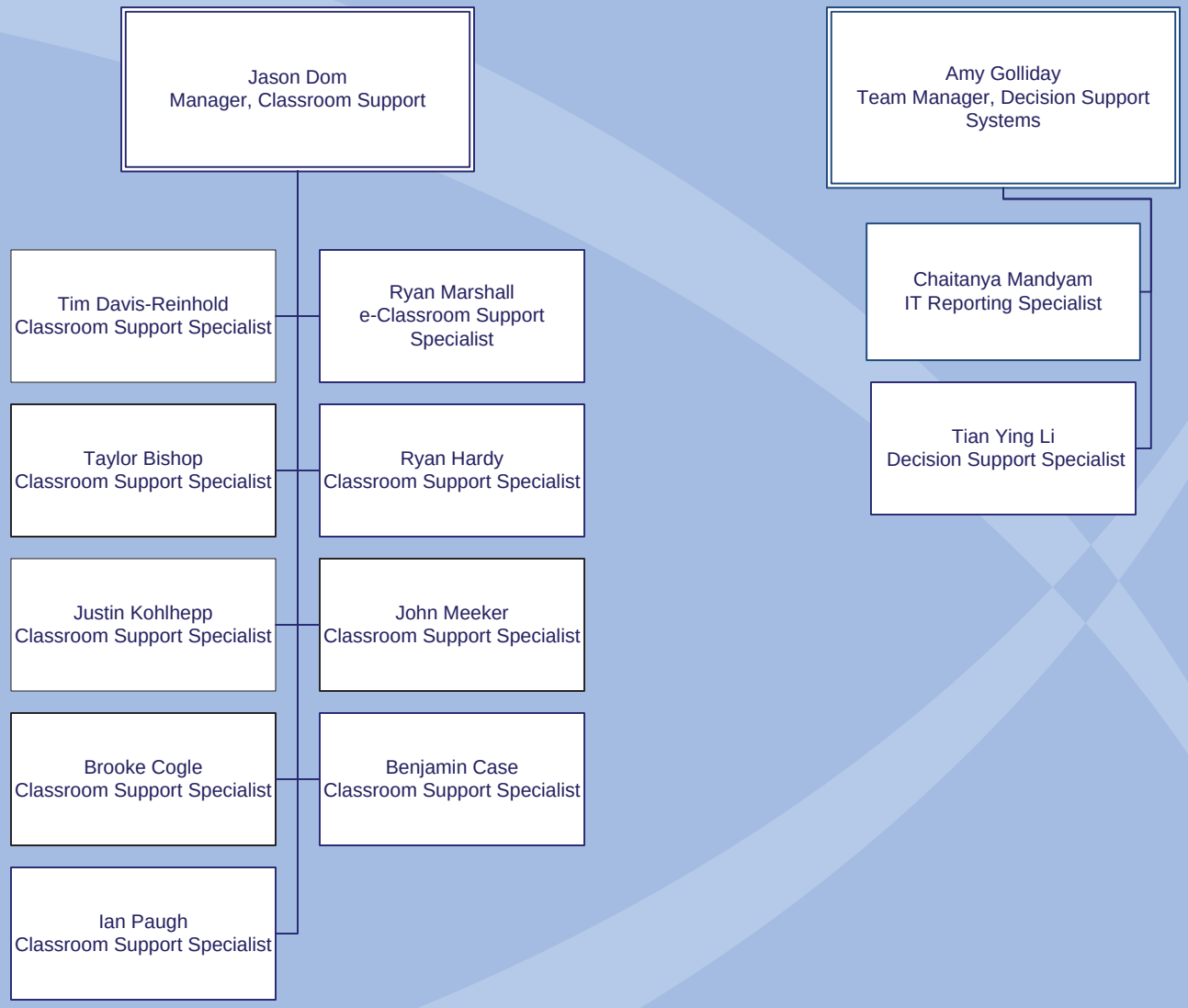
Information Technology – Web Content & Financial Management



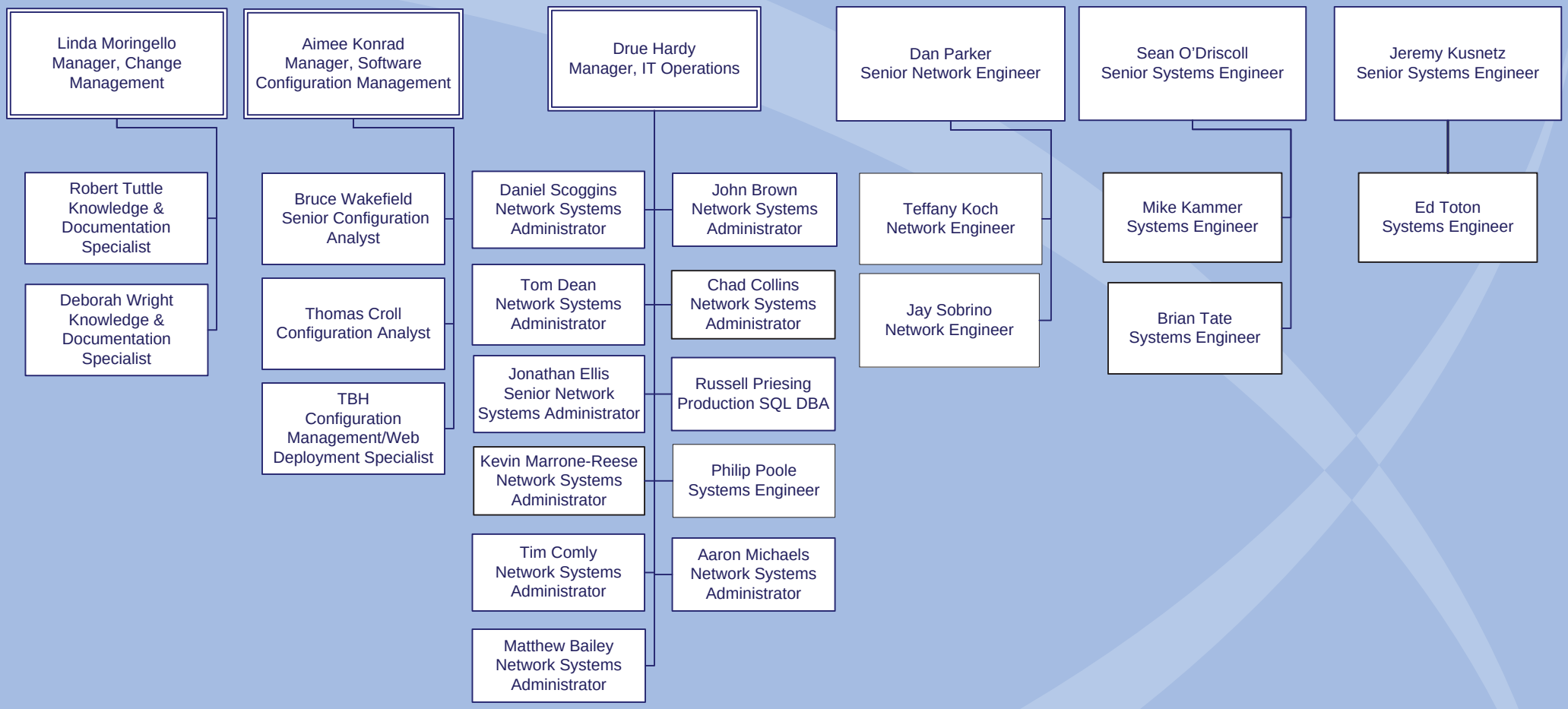
Information Technology – Technology Operations



Information Technology – User Support



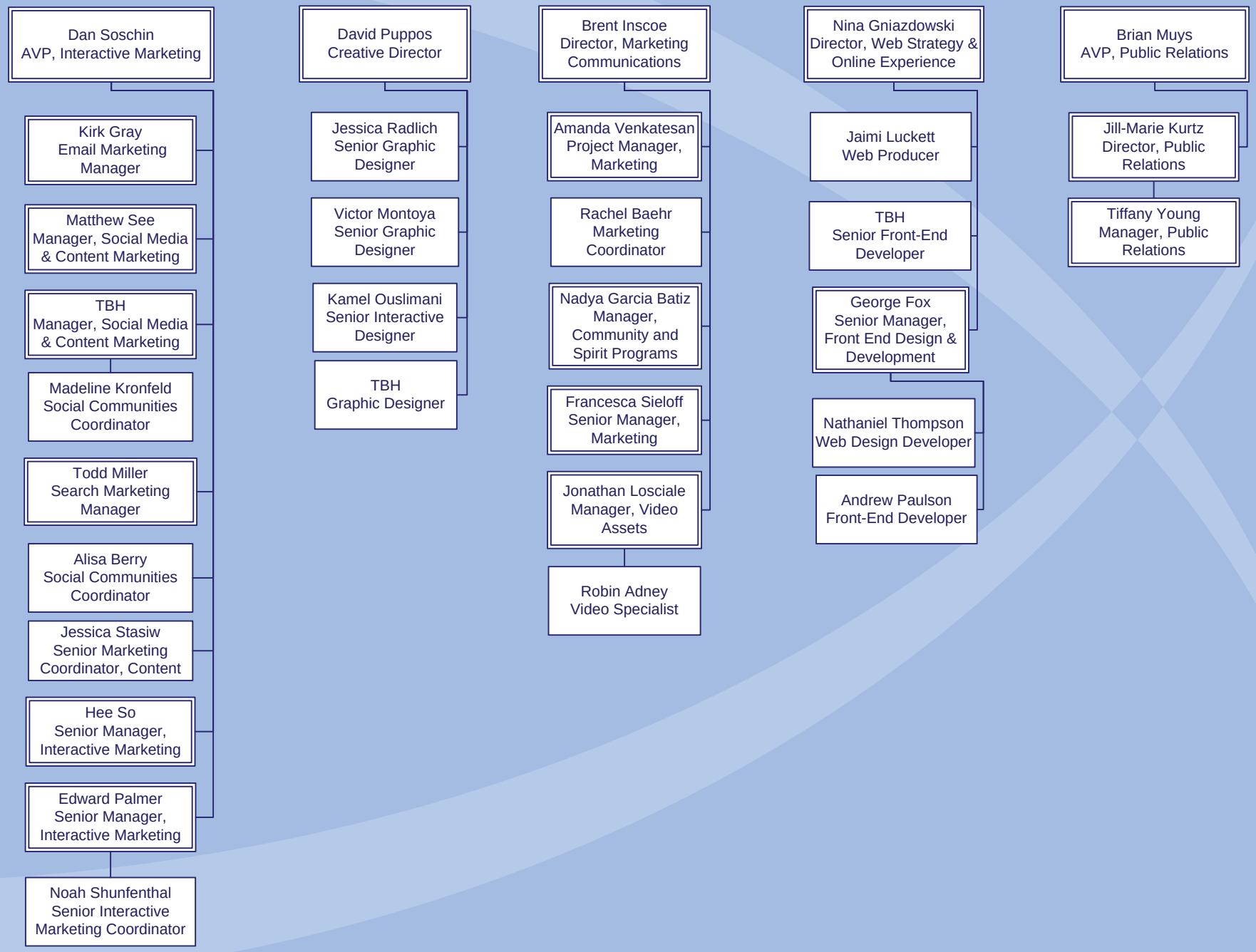
Information Technology – Systems Administration



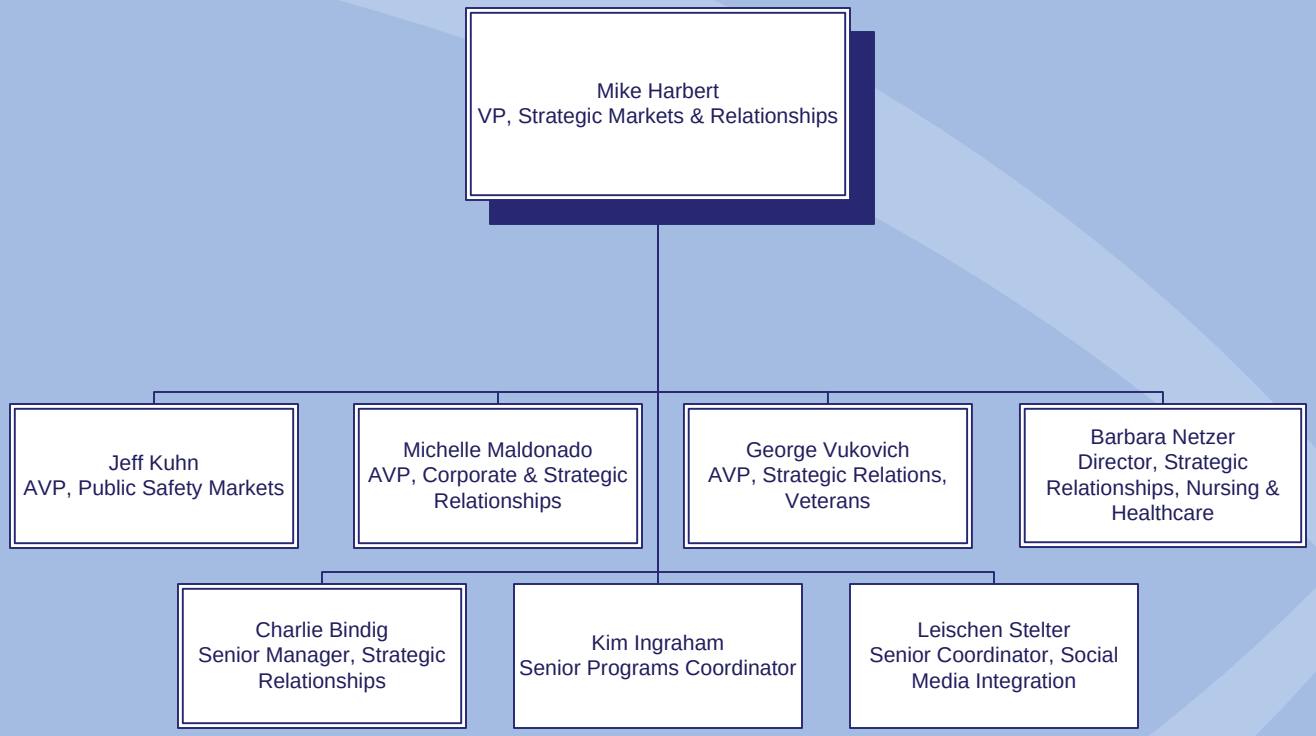
Programs & Marketing Division

Marketing –
Marketing Administration

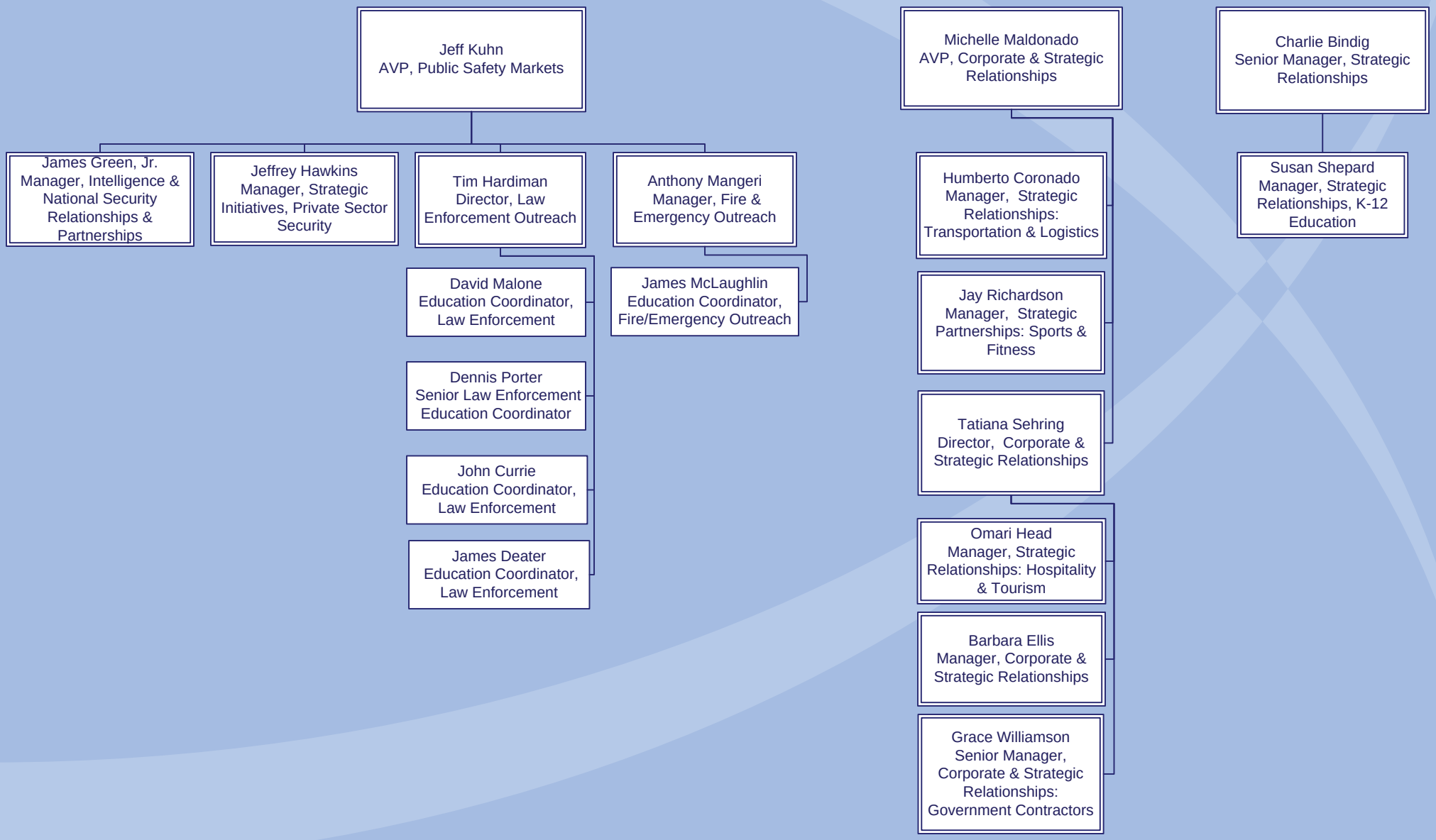
Marketing – Marketing Administration Part II



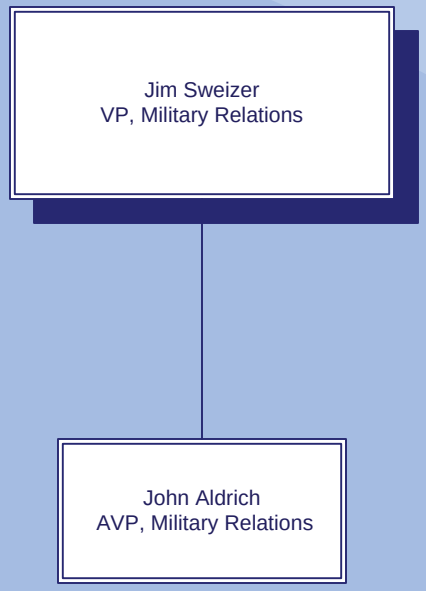
Marketing – Strategic Markets



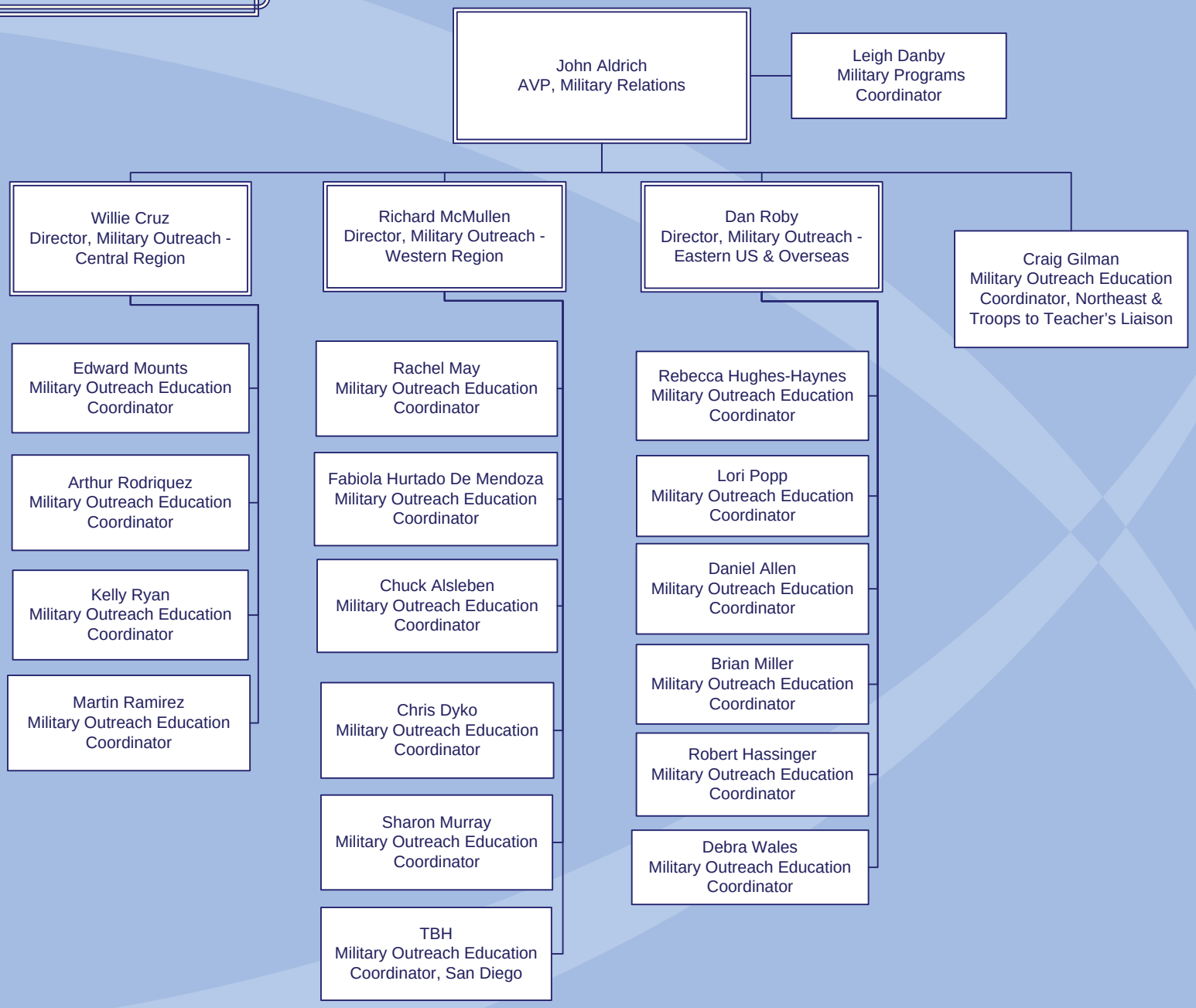
Marketing – Programs & Civilian Outreach



Marketing-Military Programs



Marketing – Military Outreach



P. STUDENT COMPLAINTS PROCESS

http://catalog.apus.edu/2012/graduate/general-information/general-grievance-procedure.htm
Student Handbook: Page 61
Undergraduate and Graduate Catalog: Page 16

University General Grievance Procedure

This information can be found in the student handbook under the Student Rights and Responsibilities section.

American Public University System (the University) is dedicated to open communication and the exchange of ideas and/or concerns. Recognizing that, at times, a student may wish to voice a concern, the University has this procedure for addressing students' general complaints.

- If a student has a complaint or concern regarding the University, the student should first communicate the complaint or concern directly and informally with the appropriate department or faculty member. If the complaint or concern is not resolved within the department, the student should continue with the process described below. A student who believes informal resolution is not appropriate due to the sensitive nature of the complaint (for example, sexual harassment or sexual violence) may initiate the appropriate process described below without communicating directly to the department or faculty member involved. Complaints should be filed as soon as possible. For academic issues (classroom issues, grades, faculty concerns): Student emails academics@apus.edu, outlining the complaint or concern and what steps have been taken toward resolution. Academic issues can be complex and require multiple steps to be taken before they can be resolved. The time it takes to resolve individual complaints may vary, but students can expect an initial response, outlining next steps and timelines within 3-5 business days.

- For non-academic issues (service complaints, refunds, etc.): Student emails studentservices@apus.edu, outlining the complaint and concern and what steps have been taken toward resolution. The time it takes to resolve individual complaints may vary, but students can expect an initial response, outlining next steps and timelines within 3-5 business days.

- Complaints regarding disability accommodations should go to DSA@apus.edu. The time it takes to resolve individual complaints may vary, but students can expect an initial response, outlining next steps and timelines within 3-5 business days.

- For complaints regarding discrimination or harassment (including sexual harassment and sexual violence), please refer to the Policy against Harassment, Discrimination, and Retaliation outlined in the University's Student Handbook.

- Certain other issues, known as adverse actions, cannot be addressed through the general complaint procedure. These issues include: being placed on academic probation, dismissal, sanctions, and expulsions. Students wishing to challenge an adverse action or request an exception to university policy are required to file a formal appeal. Detailed information about the appeals process can be found in the Student Handbook at http://www.apus.edu/student-handbook/rights-responsibilities/#Adverse_Actions.

- If a student is unsure about the appropriate contact for a particular concern, the student may always email studentservices@apus.edu to share the concern and the concern will be routed to the appropriate University representative.

To complete a thorough investigation, the University may interview, consult, or request information from the student making the complaint or any other individuals believed to have relevant information, including faculty, staff and other students. At the conclusion of the investigation, the University will report its findings and any proposed resolution to the student.
The findings of the University under this grievance procedure are final and are not subject to appeal. If, however, your grievance was handled under another applicable policy and procedure and that policy and procedure includes an appeal process, then you may submit an appeal under that policy and procedure.
The University will consider fairly all complaints and comments and not engage in retaliatory action against any student who has submitted such information. Any person who retaliates against any individual filing a complaint or concern will be considered to have violated this policy and will be subject to disciplinary action.

Third Party General Grievance Procedure
The University is also required to provide its students or prospective students with contact information for filing complaints with its accreditor(s) and with its State approval or licensing entity and any other relevant State official or agency that would appropriately handle a student's complaint.

State of West Virginia: The West Virginia Higher Education Policy Commission attempts to provide an avenue for informal resolution of matters concerning institutions; however, the Commission cannot require an institution to take any specific action and cannot provide legal advice to students or prospective students. When contacted, Commission staff will refer the complainant to the specific institution for clarification and response. If, after exhausting internal grievance procedures, the institution has not responded to the student's satisfaction, the student can contact the West Virginia Office of the Attorney General, Consumer Protection Division. Instructions for filing a complaint with the West Virginia Office of the Attorney General, Consumer Protection Division can be found at http://www.wvago.gov/takeaction.cfm.

Students also are provided with information for filing complaints with other state agencies in the event that they wish to contact an agency in their state of residence. Contact information for agencies handling student complaints in all other states and the District of Columbia can be accessed through the following link: State Agencies – Higher Education Grievances and Complaints.

Higher Learning Commission: The Commission has established a clear distinction between individual grievances and complaints that appear to involve broad institutional practices. Where a complaint raises issues regarding the institution's ongoing ability to meet the Criteria of Accreditation, the Commission forwards the complaint to the institution and requests a formal response. Instructions for filing a complaint with the Higher Learning Commission of the North Central Association of Colleges and Schools can be found at http://www.ncahlc.org/Information-for-the-Public/complaints.html.

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Your Student Handbook Resource

Welcome to American Public University System (APUS), home of American Public University (APU) and American Military University (AMU)! The Student Handbook is the official repository of all APUS policies and should be used as your main resource for admission policies, registration policies, extension and course grading policies, and all other policies that may impact you as a student of APUS.

APUS policies and procedures apply to all students attending any APUS member institution which includes the following: American Public University (APU) AND American Military University (AMU).

APUS reserves the right to change policies, procedures, and programs as necessary. Minor policy and procedural changes will be posted directly to the Student Handbook. When major changes occur, bulletins will be posted inside your campus and may be included in the student and department newsletters.

The following information is covered in this section of the APUS Student Handbook:

- The Scope of the Student Handbook
- Changes to the Student Handbook

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The Scope of the Student Handbook

APUS policies and procedures apply to all students attending any APUS member institution which includes the following: American Public University (APU) AND American Military University (AMU).

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Changes to the Student Handbook

APUS reserves the right to change policies, procedures, and programs. Minor policy and procedural changes will be posted directly to the Student Handbook. When major changes occur, bulletins will be posted inside the campus and Student Lounge. Additionally, items will be noted in the APUS Monthly Newsletters. Questions, suggestions, corrections, or additions regarding the information in this handbook should be sent to studentservices@apus.edu, along with the requester's full name and student ID where applicable.

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Message from the Provost

On behalf of our faculty, staff, and administration, welcome to American Military University (AMU) and American Public University (APU) - recognized universities within the American Public University System (APUS). Congratulations on your decision to pursue a college education, whether for the first time or as an opportunity to advance and build upon the foundations of a college education already begun. This decision is an important one for your life and your career and one that demands dedication and time on your part. Please pursue the most demanding academic program possible and use this time to grow personally, intellectually, and professionally. Faculty, staff, and administration are here to support you throughout your education and time with us.

APUS offers a wide variety of programs that cut across many disciplines. Options for pursuing your education either as a degree seeker, in pursuit of a certificate, and/or as an individual taking courses for credit also exist. Carefully select courses that will create the maximum number of options for you upon program completion. Your academic degree is a credential that you will have your entire life!

APUS faculty members are known for their consistent commitment to providing you a rich learning experience focused on teaching excellence, curriculum quality, scholarly practice, and service. Faculty members bring to the classroom not only their rich and current discipline knowledge and scholarship but also extensive experience in their field of practice. Your success is what faculty, staff and administration aim to accomplish!

You can also take steps to ensure your academic success. Please use the university resources available to you in the pursuit of your education. These include engaging in our robust and challenging curriculum, using our online library and resource center, visiting the Center for Teaching and Learning, reaching out to your academic advisor and other supportive student services available to you, researching and using our provided online tutoring services, and engaging in our social learning communities. Your active participation and

engagement in learning provides a solid foundation for obtaining a well-rounded education. Finally, please use this Student Handbook as your guide to the policies and procedures of APUS. Browse the pages and acquaint yourself with the contents. Seek guidance from your academic advisor. Ask questions. Please be active in every aspect of your education. We stand ready to help you realize your goals.

Dr. Karan Powell
Provost and Executive Vice President

Accreditation Information

American Public University System is an accredited, licensed, proprietary distance learning higher education organization.

American Public University System (APUS) is regionally accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools.

The most current information on our Accreditation can be found on our Accreditation page.

APUS also has obtained special accreditation for many of its programs offered. You may find a full listing of all specialized program accreditations at the following location at the bottom of our Accreditation page.

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Getting Admitted to APUS

As an equal opportunity educational system, APUS bases admission to our programs of study solely on the required documentation outlined in this section.

The following information is covered in this section of the APUS Student Handbook:

- Programs Offered
- Programs with Specific Admission Requirements
- General Admission Policies
- General Admission Documentation Requirements
- Admission of International Students
- Admission of Concurrent High School Students
- Admission of any Student Under 17
- Admission of Students with IEP Diplomas
- Admission of Home-Schooled Applicants
- Admission of Students from Non-Recognized High Schools
- APUS Undergraduate Placement Tests

Programs Offered

Associate Degree Programs
Our Associate degree programs are open to students who possess a standard high school diploma or its recognized equivalent. It is designed for students who seek a two-year degree as either their final degree in higher education or the foundation for further study at the Bachelor's level. If you think that you will eventually seek a Bachelor's degree, it is often better to enroll in a Bachelor's degree program instead of an Associate degree program, unless there is a reason you need to earn an academic credential sooner. If you know that you have more hours of transfer credit than are listed as electives hours in your selected Associate degree program, you should enroll in a Bachelor's degree program to maximize your transfer credit award.

Bachelor's Degree Programs
Our Bachelor's degree programs are open to students who possess a standard high school diploma or its equivalent. It is designed for students who seek the four-year degree commonly recognized as the standard credential of higher education in the United States and most industrialized nations.

Undergraduate Certificate
Our undergraduate certificate programs are open to students who possess a high school diploma or its equivalent. Through the completion of courses, ranging from five courses to nine courses, the certificate program provides a focus of study on a particular topic or set of issues. Its focus and breadth are more concentrated than a bachelor's degree and is typically taken by the student who already possesses an associate degree or bachelor's degree and seeks specific knowledge in a subject area. It is also a good choice if you want to try out the subject prior to committing to a degree program.

Master's Degree Programs
Our Master's degree programs are open only to students who have already successfully completed a bachelor's degree program from an institution whose accreditation is recognized by CHEA. Completion of the master's degree program includes a minimum of 12 courses with a final comprehensive examination, capstone course, thesis seminar, or practicum as the last requirement.

Graduate Certificate
Our graduate certificate programs are open only to students who have already successfully completed a bachelor's degree program from an institution whose accreditation is recognized by CHEA. It is a focused program of study of 6 or more courses on a particular topic or set of issues. The certificate program appeals to students who already possess a master's degree and seek specific knowledge in a subject area. It is also a good choice if you want to try out the subject prior to committing to a degree program.

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Programs with Specific Admission Requirements

The following programs have specific admission requirements. When you enroll in one of these programs, you will not be able to register for a course until after your admissions advisor has cleared you for admission to the program.

- Associate of Science in Accounting
- Bachelor of Science in Nursing
- Masters of Science in Accounting

- Masters in Psychology
- M.ED Teaching (all concentrations)
- M.ED Educational Leadership
- M.ED School Counseling
- M.ED Teaching Concentration in Elementary Education
- M.ED Teaching Concentration in Secondary Education
- Masters in Information Technology
- Graduate Certificate in Cybercrime
- Graduate Certificate in Digital Forensics
- Graduate Certificate in IT Project Management
- Graduate Certificate in Information Assurance
- Graduate Certificate in Information Systems Security
- Graduate Certificate in Object Oriented Application Development
- Post Baccalaureate Teacher Preparation Certification Program
- K-12 Online Learning Endorsement

For more information on the specific admission requirements for these programs, please contact your Admissions Advisor at info@apus.edu.

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General Admission Policies

To protect its character and standards and in furtherance of its mission, APUS reserves the right to deny or revoke admission to any applicant or student for the following reasons:

- APUS determines that an applicant's or a student's application or admission forms, documents or materials contain or appear to contain false, fraudulent or incomplete statements or the applicant or student otherwise communicates information to APUS that APUS determines constitutes a misrepresentation, fraud, or potential fraud with respect to any matter.
- APUS determines that unresolved discrepancies exist with respect to the applicant's or student's application or admission materials or information.
- APUS determines that the applicant does not meet applicable admissions requirements for a program.
- APUS determines that denial or revocation of admission is otherwise in the best interests of APUS or the student.

Undergraduate Admission with No Prior College

You must have earned a high school diploma or its equivalent in order to enroll in an undergraduate program at APUS. We maintain the right to require you to provide supporting documentation if requested.

- It is determined that you hold the equivalent of a high school diploma if the Board of Education in your state of residence would recognize your secondary school credential. APUS will not accept your high school diploma if it is not recognized by your state's Board of Education. If you are unsure if your high school diploma would be accepted, please contact your state's Board of Education.
- Equivalents such as GED certificates or home schooling as defined by state law in your state of residence are accepted.
- Based on the rules above, you must be able to certify on your admission application that you have received a high school diploma.

Your admission may be revoked if it is discovered that you do not have an equivalent of a high school diploma that is recognized by the Board of Education in your state of residence or if you have submitted false information on your application.

If this happens, any current registrations will be dropped, your admission status will be denied, and any financial aid award cancelled.

ARMY STUDENTS: If you are an active, reserve or national guard army student, you will also be required by the Army to create a Go Army Ed account. You will also be required to submit a Transfer Credit Application and your AARTs to us, even if you have never taken any prior college courses. The fee for the transfer credit application is waived for U.S. military.

Undergraduate Admission with Prior College

You must have earned a high school diploma or its equivalent in order to enroll in an undergraduate program at APUS. If you are enrolling in one of our undergraduate degrees, and have also taken some college courses at an accredited university without yet earning a Bachelor degree, you will be considered a transfer student and will be required to submit a Transfer Credit (TCE) Application. If you are enrolling in an undergraduate certificate program, you will not be required to submit the TCE Application, but may do so if you believe you have college credit that could apply towards your certificate program here.

Graduate Admission

You must have already earned a Bachelor degree or higher. The degree must have been conferred by an institution whose accreditation is recognized by CHEA. Please go to http://www.chea.org/search/default.asp if you want to verify if your college's accreditation will be accepted.

Documentation Verification
American Public University System (APUS) may verify information that you submit, including information provided in the application for admission. APUS may request additional documentation for purposes of verifying information submitted to it or for other purposes, and you will be required to respond within a deadline to these requests to avoid being denied admission. If APUS determines that information that you have submitted is inaccurate or false or if APUS is unable to verify the accuracy of information that you have submitted, you may be denied admission, denied registration in additional courses, and/or expelled from APUS, as applicable.

If you are denied admissions or expelled due to inability to verify information on your original student application, you will be unable to register for courses and you will be withdrawn from all courses in which you are currently registered. If you have been awarded financial aid, including Pell Grants and Stafford loans, your financial aid may be adjusted based on the percentage of the semester you completed. Please refer to the Federal Student Aid section of our website for more information on the Return of Federal Financial Aid Funds process.

For more information regarding general admission requirements, please contact us at info@apus.edu.

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General Admission Documentation Requirements

Determining Required Documents: Please locate your Academic Goal and highest level of education achieved in the table below and note the official documents required to complete your student record.

How to Track Your Documents: The Document Log can be viewed by clicking **My Academic Records** from the left-hand navigation bar under the **Records Menu** in your online campus.

Your online **Document Log** in your student portal will list the required documentation needed to complete general admission to APUS. Some document requirements may not appear until your initial admission application has been reviewed. Also, any additional documents that you indicated on your TCE Application will not be listed until after your TCE application has been submitted.

- If you see a status of **Student Action Needed** by a document, that means that we need you to take some action first in order for this document to be received.
- You will see a received date next to the name of a document once it has been received.
- You will receive an auto-email to your student email address on record whenever a document is posted as received to this list.
- Due to the volume of documents received each day, we are not able to honor requests to call a student when a document arrives.
- If you listed an accredited college or university on your admission application, we cannot remove it from being listed in your Document Log until we receive official confirmation from the school in question verifying that you never attended.

Transcript Release Authorization Form

If you submit a TCE Application, you will also need to send in your signed Transcript Release Authorization (TRA) Forms. The TRA forms allow the TCE Records Department to contact most previous colleges in the United States to obtain transcripts on your behalf, provided the college accepts third-party transcript requests. If the outside institution does not allow third-party requests, we will contact you with information on how to request the transcript yourself.

DOCUMENT MAILING ADDRESS:

Please have any transcripts or other documents for your admission record sent to:

American Public University System
ATTN: Student Records
10110 Battleview Parkway, Suite 114
Manassas, VA 20109

Admission Document Policies:

- **15-Week Deadline**: If you do not submit all required documentation within 15 weeks of starting your initial course, you will be blocked from further registration. However, you will NOT be dropped from any current registrations solely for missing your 15-week deadline.
- **Paper Transcript Rules**: All official college transcripts for admission and TCE must be sent to APUS from the issuing institution and be received in sealed envelopes. No faxed transcripts or transcripts with envelopes that have been opened by the student will be accepted, even for temporary purposes. Paper transcripts must be printed on official tamper-proof paper and be received in our office inside their original sealed envelopes to be considered official.
- **Electronic Transcript Rules**: Electronic transcripts are considered official if they are delivered by the original granting institution through a secured website.
- **Degree Completion Letters**: Letters showing degree completion and/or transcripts with no degree conferral are not acceptable for admission. If we have an official letter from your previous institution that you have completed a bachelor degree, but it is not conferred yet, you may still register up to the 15-week deadline. Your admission status though will not be updated until after your degree from your previous institution is officially conferred. If the conferral will take more than 15 weeks, we will allow you

to continue to manually register through the Registrar's office as long as we have the official letter of degree completion. However, you will not be eligible for graduation or transcript release from us until your official transcript showing your degree conferral has been received.

- **Admission Status**: You will not have **COMPLETE** admission status on your record until all documents listed in your document log have been received.
- **Document Ownership**: Once you submit a document for admission or for transfer credit, it is considered a permanent part of you student record and the property of American Public University System. We will not be able to return any admission documents to you.

Academic Goal - Program Level or Course Type	Required Documents to Complete Your Student Record
Entry into an Associate or Bachelor's Program with no previous college coursework completed	Self-certification in admission application of high school diploma or equivalent as listed in General Admission Policies
Entry into an Associate or Bachelor's Program with previous college coursework completed but not yet earned a Bachelor's degree (Transfer Students)	1. High school completion self-certification (see above) 2. TCE application 3. Transfer Student Fee (non-refundable) 4. Signed TRAs to acquire official transcripts from the accredited undergraduate institutions where previous coursework was taken 5. All documents listed in the Document Log
Entry into a Bachelor's Program with a Bachelor's Degree completed	Official transcript showing Bachelor's degree (BA/BS), or higher, conferred from an institution accredited by an accrediting body recognized by CHEA
Entry into an Undergraduate Certificate Program	Self-certification in admission application of high school diploma or equivalent as listed in General Admission Policies
Entry into an Undergraduate Non-Degree-Seeking Program	Self-certification in admission application of high school diploma or equivalent as listed in General Admission Policies
Entry into an Undergraduate Audit Course	None - but students should only audit an undergraduate level course if they have completed the equivalent of a high school education.
Entry into a Master's Program	Official transcript showing Bachelor's degree (BA/BS), or higher, conferred from an institution accredited by an accrediting body recognized by CHEA. Students who already have a Master's Degree from an accredited institution should submit the official transcript of that degree instead of the BA/BS
Entry into a Graduate Certificate Program	Official transcript showing Bachelor's degree (BA/BS), or higher, conferred from an

	institution accredited by an accrediting body recognized by the U.S. Department of Education. Students who already have a Master's Degree from an accredited institution should submit the official transcript of that degree instead of the BA/BS.
Entry into a Graduate Non-Degree-Seeking Program	Official transcript showing Bachelor's degree (BA/BS), or higher, conferred from an institution accredited by an accrediting body recognized by the CHEA. Students who already have a Master's Degree from an accredited institution should submit the official transcript of that degree instead of the BA/BS.
Entry into a Graduate Audit Course	None - but student should only audit a graduate level course if s/he has been previously successful in college level courses

If you have any questions regarding what admission documents you will need to submit, please contact us at info@apus.edu.

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Admission of International Students

An international student at APUS is defined as any student who does not hold U.S. citizenship.

English Proficiency Requirement
English is the official language of the American Public University System. To ensure that students have the opportunity to succeed in our courses, students who are not U.S. citizens must provide verification of English proficiency in order to enroll for academic credit in any of our courses.

As of September 15, 2012, APUS requires the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) Academic Version for the purpose of meeting the English language requirement. International students will be blocked from registration, or dropped from any initial registration, if it is determined that the TOEFL or equivalent is required to complete the admissions record.

Exemptions

- **U.S. Military:** Students who are active, reserved or retired U.S. military are exempt from this testing requirement.
- **Previous U.S. Degrees:** Students who have already earned an Associate or higher from an accredited

U.S. institution are exempt from this testing requirement.

- **Citizenship:** Students who are citizens of certain countries, where English is the **only** official language, may be exempt from this testing requirement. Please contact your admissions representative or check out http://www.amu.apus.edu/admissions/general-information/international-students/english-proficiency.htm to verify if you would be covered by this exemption.
- **APUS Partnership Programs:** Students enrolling through an international partner program with APUS in which the partnership agreement included a written guarantee that English Proficiency would be screened on the partner side prior to allowing application to APUS are exempt from this testing requirement.
- **Readmissions:** Any international students who are currently disenrolled but requesting readmission to APUS will be required to fulfill this admission requirement unless they already successfully completed an APUS course in the past with a grade of C or higher.

TOEFL and IELTS Results

To have an official TOEFL Score Report mailed directly to our university, the APUS code number *5315* must be supplied to ETS. Students may also send their own scanned copy of their TOEFL or IELTS results to international@apus.edu or fax to 304-724-3788. All test results must be less than 2 years old.

Minimum Test Scores Accepted

	Undergraduate Minimum	***Graduate Minimum***
TOEFL Paper Based Test	520 with TWE of 4.0	550 with TWE of 4.5
TOEFL Internet Based Test	Reading 21 Writing 23	Reading 24 Writing 27
IELTS Academic Test	Reading 6.0 Writing 6.0	Reading 6.5 Writing 6.5

Check the TOEFL and IELTS websites for more information.

Students may also arrange to instead use their ACT Verbal, SAT Verbal, GCE, IGSCE, or GSCE results by contacting us at international@apus.edu.

Physical Residence in the U.S. While Taking Courses

If you are not a U.S. citizen, and are enrolling at APUS for academic credit, you will need to provide your alien registration number or Visa number to verify that you are authorized to currently reside in the U.S.

We may ask for a photocopy of your Alien Registration Card or VISA for your student record.

In order for us to accept these documents, they must meet the following standards:

- Your card or VISA must not have expired.
- Your VISA must be H1 or F1 VISA.
- Your Date of Birth must match exactly with your student record.
- Your name in your student record must match the government-issued card or VISA exactly, including any middle initials or name hyphenation.

We must have this information in your student record before the 15 week deadline for receipt of all admission documents. If you were a student at APUS previously and are now returning, we will need to ask you for this information if it is not already on record before we can process your readmission.

Non-U.S. Transcripts

If you have post-secondary transcripts from outside the U.S., you will need to have these evaluated by an accepted educational agency to determine their U.S. equivalency. Various international educational firms can interpret the educational backgrounds of people who have studied outside the United States and are in need of statements of U.S. equivalencies (See the list below under "Accepted Credential Evaluation Service Organizations."). These evaluators issue two main types of reports:

- **Degree-only verification:** Verifies the type of degree earned and whether or not the non-U.S. institution is equivalent to an accredited U.S. institution.
- **Course-by-course evaluation:** Verifies whether or not the non-U.S. institution is equivalent to an accredited U.S. institution and includes a separate report that provides U.S. semester credit, grade equivalent, and level equivalent (graduate or undergraduate) for each course. The report is used for Transfer Credit Evaluations (TCE).

Accepted Credential Evaluation Service Organizations:
APUS will accept official evaluation reports from the foreign education evaluation agencies listed below. You will be responsible for contacting the agency directly for procedure and fee information:

- Office of International Education Services, Credentials Analysis Service at the American Association of Collegiate Registrars and Admissions Officers.
- Commission on Graduates of Foreign Nursing Schools (CGFNS) – APUS accepts only the academic report which includes the earned credential equivalency and a course-by-course report.
- A current member of the National Association of Credential Evaluation Services National Association of Credential Evaluation Services (NACES).*
- A current member of theAssociation of International Credential Evaluators, Inc. (AICE).*

* Because membership may change throughout the year, applicants with non-U.S. transcripts requiring evaluation should visit the NACES or AICE web sites to see the most current information.

The evaluating agency should mail the official report to this address:

American Public University System
Attn: Student Records
10110 Battleview Parkway, Suite 114
Manassas, VA 20109

Undergraduate Admissions with No Previous College

You must have earned a high school diploma or its international equivalent in order to enroll in an undergraduate program at APUS. We maintain the right to require you to provide supporting documentation if requested. However, initially no academic documentation will be required except for any English Proficiency reports or verification of residency authorization if currently residing in the U.S.

Undergraduate Admissions with Previous College Credit

If you have previously completed college level courses, and are enrolling in an Associate or Bachelor degree, you are required to submit a Transfer Credit Evaluation (TCE) Application as part of your admission process.

If you have not earned the equivalent of a Bachelor degree yet, you must request the educational agency interpreting your non-U.S. college-level transcript to send a **course-by-course evaluation** report directly to the university.

Exception for Canadian Institutions: If you have applied for a transfer credit evaluation and are requesting transfer credit for coursework taken at a Canadian Institution, you are not required to get an International course-by-course evaluation of the Canadian transcript if it meets the following criteria, although you will still need to have an official transcript sent to us:

- Transcript is in English.
- Transcript is from a school that is a member of the Association of Canadian Colleges and Universities, OR if accreditation is shown on the transcript from the Ministry of Education of the province, OR if the school has been given degree-granting rights by an act of the Canadian legislature OR if listed as a school already recognized in CHEA database.

Graduate Admissions

If you are enrolling at APUS in a graduate-level program and your Bachelor or higher degree is from a non-U.S. institution, you must request the educational agency interpreting your non-U.S. college-level transcript to send an official **degree-only verification** report directly to us. The report must verify that you earned the equivalent of a bachelor's degree from a nationally- or regionally-accredited institution in the United States.

If you have also completed graduate-level course work at a non-U.S. institution and wish to have this credit reviewed for potential transfer credit, you will also need to submit a TCE Application at APUS and have the educational agency complete a **course-by-course** evaluation with the report sent directly to us. This is not required and is only if you want to try to transfer credit to APUS.

Exceptions:

- **CANADIAN INSTITUTIONS**: You do not need to have your transcript evaluated by an educational agency for degree only verification for admission into one of our graduate programs if your degree was from a Canadian institution that meets one of these conditions:
  - if the school is a member of the Association of Canadian Colleges and Universities.
  - if accreditation is shown on the transcript from the Ministry of Education of the province.
  - if the school has been given degree-granting rights by an act of the Canadian legislature.
- **SWEDISH DEFENSE COLLEGE**: Our university accepts official documentation for students completing programs from the Swedish Defense College as the equivalent of a bachelor’s degree without requiring an educational agency evaluation.

If you have more questions about international document requirements, please e-mail us at international@apus.edu.

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Admission of Concurrent High School Students

Students who are still in high school are able to concurrently register in our 100 and 200 level courses. If you are a high school student who meets all eligibility requirements for concurrent enrollment, you will not be able to enroll in a degree-seeking program yet, but you can be admitted as an undergraduate non-degree seeking student.

After earning your high school diploma, the courses you take now may be used to transfer into another college, or you may use them towards a degree program at APUS.

Concurrent Enrollment Process:

You must complete the standard application for admission as an Undergraduate Non-Degree-Seeking student.*

You will also need to supply the following documents:

- A high school transcript or official letter from the principal or guidance counselor verifying junior or senior standing and high school GPA of 3.0 or better or its equivalent.
- Enrollment Waiver Form signed by your parent or legal guardian.

If you have any more questions regarding enrolling while still in high school, or need a copy of the Enrollment Waiver Form, please contact us at info@apus.edu.

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Admission of any Student Under 17

If you are under the age of 17 and wish to register for courses at APUS, you must submit an Enrollment Waiver Form signed by your parent or legal guardian regardless of whether or not you are a concurrent high school or grade school student or have already graduated from high school.

If you have any more questions regarding enrolling, or need a copy of the Enrollment Waiver Form, please contact us at info@apus.edu.

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Admission of Students with IEP Diplomas

APUS does not accept an IEP diploma as the equivalent of high school diploma. Also, as of federal guidelines in 2012, students with IEP diplomas are only eligible for Federal Student Aid (FSA) if they already had been awarded FSA funds for college tuition in the past.

If you have an IEP diploma, you may choose one of the following options to gain admission to one of our degree programs, but you will likely not be eligible to use Federal Student Aid of any kind to cover your tuition costs.

- You may seek admission as a concurrent high school student, which means you must enroll in non-degree-seeking status. Once you have completed 12 semester hours at APU with a GPA of 2.0 or

above, you may apply to change to enroll in a degree program.
- You may seek admissions to a degree at APU after successfully completing 12 semester hours or more at a community college with a GPA of 2.0 or above.

If you have any questions regarding your options with an IEP diploma, please contact us at info@apus.edu.

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Admission of Home-Schooled Applicants

If you were home schooled for your high school diploma, you must self-certify on your admission application that you have completed secondary school through home schooling as defined by state law in your state of residence at the time.

Our institution maintains the right to require the student to provide supporting documentation.

If you have any questions about being admitted as a home schooled student, please contact us at info@apus.edu.

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Admission of Students from Non-Recognized High Schools

If it is found that you received your diploma from a high school that is not recognized by the Board of Education in your state, you will be dropped from any current course registrations and your admission will be denied. Any federal financial aid that you have been awarded at this point will be cancelled.

If you want to check if your high school diploma will be accepted, please check with your state Board of Education to verify that they recognize diplomas issued by your high school.

If you have any questions regarding your high school diploma, please contact us at Finaid@apus.edu.

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APUS Undergraduate Placement Tests

Effective September 2011, placement tests will be initiated for all degree-seeking undergraduate students, regardless of curriculum or prior experience. Placement tests will be administered as a graded assignment in COLL100 - Foundations of Online Learning, with the objective to help you understand your preparation level for English and Math as you begin your degree program.

Upon completion of the tests, you will receive your scores and your recommended courses for enrollment. You may also view your scores and associated course recommendations under the “Records Menu” of your online campus.

You are strongly encouraged to register for the recommended course(s) in order to have a successful academic experience.

English Course Recommendations:

Students scoring 30-40 points should enroll in ENGL101 - Proficiency in Writing.

Students scoring 0-29 points should enroll in ENGL100 - The Processes & Principles of Composition.

Math Course Recommendations:

Students scoring 30+ points should enroll in MATH111 - College Trigonometry.

Students scoring 17-29 points should enroll in MATH110 - College Algebra, or MATH125 - Math for Liberal Arts.

Students scoring 11-16 points should enroll in MATH101 - Introduction to College Algebra.

Students scoring 0-10 points should enroll in MATH100 - Pre-Algebra.

If you have any questions regarding the placement tests or your course planning, please contact your Academic Advisor at counseling@apus.edu. Your Academic Advisor will also be happy to assist with course registration, recommend course progression, and discuss course load.

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Disability Accommodations

This institution complies with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding students with disabilities. In compliance with federal and state regulations, reasonable accommodations are provided to qualified students with disabilities.

A request for accommodation is deemed reasonable if the request:

- is based on documentation that meets APUS' published guidelines.
- does not compromise essential requirements of a course or program.
- does not impose a financial or administrative burden upon APUS beyond that which is deemed reasonable and customary.

The essential requirements of an academic course or program need not be modified to accommodate an individual with a disability.

Students whose accommodation requests are denied will not be discriminated or retaliated against if they appeal the decision.

Disability Accommodation Process

It is the student's responsibility to identify him/herself to the university as having a disability and to submit any required documentation prior to engaging in any activity for which accommodation is being requested. For

example, a request to retake a test or course due to a disability will not be considered for a test or course that a student has already taken. Since the documentation and review process may take some time, currently diagnosed students should submit any requests for a disability accommodation as soon as they are admitted to a program and prior to registering for courses.

- ***No accommodations may be made prior to the notification of disability and the submission of documentation.***
- ***Students must identify themselves to the DSA Officer and provide the required documentation as outlined in the Documentation Requirements below at least 30 days in advance of the start of the accommodation being requested.***
- ***It is the student's responsibility to ensure that documentation meeting the published requirements is submitted 30 days prior to the start of accommodations.***

STEPS TO REQUESTING DISABILITY ACCOMMODATION:

1. Student submits a written statement to the Disability Services Accommodation office outlining his or her disability. Statements can be emailed to DSA@apus.edu.
2. Student submits documentation on the disability and accommodation request that meets the Documentation Guidelines below.
3. The DSA Officer will review the documentation with the Disability Support Services Committee.
4. The DSA Officer will notify the student in writing to the student's email address on record of the decision within 15 days of receipt of all required documentation. If further documentation is required, the DSA Officer will notify the student by email of what further information is needed.
5. It is the student's responsibility to request an accommodation from an instructor and to supply the instructor with a copy of his/her official DSA award letter at least 10 days prior to the accommodation being needed. (If the request for accommodation is for a course extension, the accommodation request letter should be submitted at the time the extension request form is submitted.)
6. Only information regarding the approved accommodation will be shared with the faculty member; no medical history will be released.

Appeal Process

Students whose disability accommodation requests are denied or adjusted may submit an appeal in writing to the University Provost. The appeal must be within 15 days of the accommodation being denied and should be emailed to academics@apus.edu.

Documentation Requirements

Documentation to request accommodations based on a disability must be provided by the student and at the student's expense. Documentation must follow the guidelines listed below:

AGE OF DOCUMENTATION

- For Learning Disability Accommodations, should be no older than 3 years if student is under 21 years of age. Older documentation will be accepted for students who are over 21 as long as the clinical testing was completed since the student reached the age of 18.
- For Mental Disability Accommodations, documentation should be clinical documentation created since the student reached the age of 18.
- For Physical Disability Accommodations, if the physical disability is a permanent condition, documentation of any age may be considered. For a physical disability that is based on a temporary condition, such as weakness caused by chemotherapy or other short-term treatments, clinical documentation should be less than one year old.

NECESSARY INFORMATION ON DOCUMENTATION:

- Should include the professional credentials of the evaluator including what training and experience the

evaluator has with the diagnosis and treatment of adults. The evaluator should be a licensed professional in the appropriate field and qualified to diagnose adults.
- Should include a specific medical diagnosis of the physical, mental, or learning disability.
- For learning disabilities, should include the names of the diagnostic tests used, evaluation dates, test scores, and interpretation of test results.
- Should describe how the student is limited in functionality in a major life activity.
- Should include specific accommodation recommendations that are tied to the diagnosis and how the accommodations will affect the specific functional limitations of the student.

WAYS TO SEND YOUR DOCUMENTATION

- Fax to 304-724-0909
- Scan and email to DSA@apus.edu
- Mail to : APUS
  ATTN: Disability Accommodations
  10110 Battleview Parkway Suite 114
  Manassas, VA 20109

Disability Services Accommodation Officer Contact Information

Students should contact the Disability Accommodations Officer at DSA@apus.edu for any information regarding disability accommodations.

Julie Komisarcik
Disability Officer and Assistant Registrar
111 West Congress Street
Charles Town, WV 25414
(703) 334-3905
DSA@apus.edu

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How to Transfer in Courses

Our university system is student-focused and committed to awarding as much transfer credit as possible to our students.

For detailed information on Transfer Credit Evaluation (TCE), please visit the Transfer Credit Center for AMU and APU.

Important Notes About TCE for Graduating Students:

- Students nearing graduation and relying on transfer credit to complete their programs are required to request a TCE *before* they apply for graduation.
- Initial TCEs must be completed *prior* to applying for graduation.
- All requests for TCE Updates and official documents needed for the evaluation must be received **at least 60 days prior to the students intended conferral date.**
- For additional information on the graduation process, please review the Graduation section of this handbook.

How to Pay for Courses

APUS tuition and fees are subject to change, as approved by the Board of Trustees. Notification of any changes will be posted in a timely fashion.

The following information is covered in this section of the APUS Student Handbook:

- APUS Student Fees
- APUS Tuition
- APUS Tuition Refund Schedule
- Methods of Payment Available
- Consequences of Unpaid Balances
- Definition of Full-Time Status for VA Benefits
- Definition of Full Time Status for FSA Benefits
- Definition of Satisfactory Academic Progress for Financial Aid (SAP)
- Code of Conduct - Student Loans

APUS Student Fees as of September 2012

Admission Fee	$ 0
Drop Fee (before Week 2)	$ 0
Graduate Comprehensive Exam	$250
Graduation Completion Fee: Degree (Associate, Bachelor's, Master's)	$100
Completion Fee: Certificate	$ 25
Registration Fee	$ 0
Registration Late Fee (non-refundable)	$ 50
Technology Fee - Active Duty Military, National Guard, or U.S. Military Reservist***	$ 0
Technology Fee - All other***	$ 50
Transfer Credit Evaluation (non-refundable)	$ 50
Transcript (each): Unofficial Electronic Transcript Official Electronic Transcript Official Paper Transcript	 $ 5 $ 10 $ 20
Average Course Material Costs	$125 - $175

***Per course.

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APUS Tuition as of April 5, 2010

8- and 16-Week Sessions *(3 semester hours)*	

Academic Credit – Undergraduate ($250 per credit hour)	$750
Academic Credit – Graduate ($325 per credit hour)	$975
Auditing a Course-any number of credit hours	$300
8- and 16-Week Sessions *(4 semester hours)*	
Academic Credit – Undergraduate ($250 per credit hour)	$1,000
Academic Credit – Graduate ($325 per credit hour)	N/A
Audit	$400

For more information on audit or other course type, please refer to the Registration section.

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APUS Tuition Refund Schedule

Tuition Refunds - Course Start or During Week One

You will receive a 100% refund of tuition if you drop the course before or during *week* 1 of the course**.**

- Refunds through week one DO include your technology fees charged per course.
- Refunds through week one DO NOT include late registration fees.

Refunds after Week One

Refunds for academic credit courses are based on the weekly schedule of your course session.

You should use the tables below to find your potential refund amount based on the session length of your course and in which week of the course session you submitted your online withdrawal request form.

Students should allow 30 days for the processing of tuition refunds. Depending on the original payment method, refunds may not be issued if there is a past due balance on the account. In some cases, credits may instead be applied to the open balance.

- **Audit Students**: There are no refunds for students withdrawing from Audit courses after week one.
- **Involuntary Withdrawals**: Students receive the standard refund based on the date of the withdrawal if they are involuntarily withdrawn from courses due to lack of academic progress, or suspension due to student conduct issues, including plagiarism.

16-Week Course - Tuition Refund Schedule

Withdrawal Request Date	Tuition Refund Percentage
Before or During Week 1	100%
During Week 2	100%
During Weeks 3 and 4	75%
During Weeks 5 through 8	50%
During Weeks 9 through 16	No Refund

8-Week Course - Tuition Refund Schedule

Withdrawal Request Date	Tuition Refund Percentage
Before or During Week 1	100%
During Week 2	75%
During Weeks 3 and 4	50%
During Weeks 5 through 8	No Refund

2-Week Course - Tuition Refund Schedule

Withdrawal Request Date	Tuition Refund Percentage
Before or During Week 1	100%
During Week 2	No Refund

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Methods of Payment Available

As a student, you are ultimately responsible for all tuition and fees incurred, regardless of any anticipated third-party payments (e.g., tuition assistance, loans, etc.). The following information is covered in this section of the APUS Student Handbook:

A number of payment methods are available for covering your tuition costs. Please follow any link below to find out more about each payment method.

- Automatic Debit Plan
- Credit Card
- Department of Defense Training Funds
- Employer Voucher
- Federal Government Employee Tuition Reimbursement
- Federal Student Aid
- Federal Grants
- Military Tuition Assistance
- Outside Scholarships
- State Grant Programs
- VA Benefits
- Vocational Rehabilitation Funding

As a student, you are ultimately responsible for all tuition and fees incurred, regardless of any anticipated third-party payments (e.g., tuition assistance, loans, etc.).

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Consequences of Unpaid Balances

If for any reason a payment is not received and a balance exists on your student account, you will be placed on Financial Hold. This status includes third-party payments, such as TA, FSA, or Scholarships that have not been received as expected.

If your financial status is on Financial Hold, you will be blocked from the following while the balance is remaining:

- Registration for another course.
- Having your APUS transcript released.
- Having your diploma or certificate issued.

Students should contact the Student Accounts Office at stuaccounts@apus.edu as soon as possible to resolve any outstanding balances on their accounts.

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Definition of Full-Time Status for VA Benefits

Your enrollment status for VA Benefits is based on your course load. The chart below applies to VA benefit requirements for full-, three quarter-, or half-time benefit levels.

Graduate: 8-Week Courses	Semester Course Load	Student Status
	6+ semester hours	Full-time
	3 semester hours	Three-quarter time
Graduate: 16-Week Courses	9+ semester hours	Full-time
	6 semester hours	Three-quarter time
	3 semester hours	Half-time
Undergraduate: 8-Week Courses	6+ semester hours	Full-time
	3 semester hours	Half-time
Undergraduate: 16-Week Courses	12+ semester hours	Full-time
	9 semester hours	Three-quarter time
	6 semester hours	Half-time
	3 semester hours	Less than Half-time

Please note: The above chart does not apply to Federal Student Aid (FSA). If you are applying for Federal Student Aid, there is a different enrollment status standard for determining aid eligibility. Please see the chart below for FSA status definitions.

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Definition of Full-Time Status for FSA Benefits

Graduate: Per Semester	Semester Course Load	Student Status
	6+ Semester Hours	Full Time
	4 ½ Semester Hours	Three-Quarter Time
	3 Semester Hours	Half Time

	NA	Less than Half Time
Undergraduate: Per Semester	**Semester Course Load**	**Student Status**
	12+ semester Hours	Full Time
	9 semester Hours	Three-Quarter Time
	6 semester Hours	Half Time
	3 semester Hours	Less than Half Time

To be eligible for FSA, you must have an enrollment status of**:**

- Undergraduate students need a minimum of 3 credit hours per semester for Pell grants; 6 credit hours per semester for Teach Grants; and 6 credit hours per semester for loans.
- Graduate students need at least 3 credits per semester for loans.

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Definition of Satisfactory Academic Progress for Financial Aid (SAP)

Students must maintain Satisfactory Academic Progress (SAP) to receive Federal Student Aid.

- According to Federal Regulations, students who fail to make satisfactory progress towards their degree or certificate will lose their ability to receive Federal Student Aid.
- This regulation applies to all students, including those that have not previously received financial aid.
- Students who lose their aid may appeal the loss provided there are mitigating circumstances that inhibited their academic progress.
- If mitigating circumstances do not exist, you may take classes at your own expense to demonstrate improvement for a future appeal.
- To otherwise restore eligibility, students must achieve the GPA and hours target as defined in the policy.

Our university system evaluates SAP at the beginning of each semester, defined as a 16-week period of academic study, and prior to the student receiving FSA for the first time at our university.

- APUS may grant administrative waivers or probationary terms (i.e., grades are not posted before the start of the next term in consecutive terms).
- The requirements of each criterion must be met and are described in detail below: There are three criteria used to measure Satisfactory Academic Progress:
    - Cumulative grade point average (qualitative)
    - Credit hour completion (quantitative)
    - Program deadline

Cumulative Grade Point Average (CGPA):

- Cumulative GPA is the qualitative measure of SAP, meaning that it looks at the quality of the grades that each student earns in their courses.
- Cumulative GPA for financial aid eligibility is calculated after 6 undergraduate credits or 6 graduate credits are completed at APUS.
- Evaluation thereafter occurs in the segments listed in the table below. Only credits completed at APUS with a final grade of A through F are included in the Cumulative GPA calculation.
- To meet SAP requirements, students must maintain a Cumulative GPA that meets or exceeds our minimum as shown in the chart below.
- Students who fail to meet CGPA requirements also fail to meet SAP requirements and will be denied

Federal Student Aid (Information on Loss of FSA Eligibility is located under Policies and Procedures for Award of FSA.).

SAP Criteria Based on Cumulative GPA and Credits Completed

	Total Credits Completed (including transferred credits*)	**Minimum CGPA Required** for Financial Aid
Undergraduate Students	**6-12**	**1.00**
	13-24	**1.25**
	25-36	**1.50**
	37-96	**1.75**
	97+	**2.00**
Graduate Students	**6-9**	**2.00**
	10-18	**2.50**
	19-27	**2.75**
	28+	**3.00**

*Credits transferred in from another college or university via an official Transfer Credit Evaluation are factored into the calculation of how many credits a student has completed in determining the minimum Cumulative GPA threshold from the chart.

Credit Hour Completion:

- Credit hour completion is the quantitative measure of SAP, meaning that you must complete a certain percentage of your courses to maintain eligibility for Federal Student Aid.
- Each academic program within our university system has a defined number of credit hours required for completion.
- A student must complete his/her program within 150% of the published credits.
  - For example, if your program requirements are 120 credits, you must satisfy all requirements of your program without having to attempt more than 180 credits.
  - For example, if your program requirements are 18 credits, you must satisfy all requirements of your program without having to attempt more than 27 credits.

- Courses with a final undergraduate grade of A through D- or a final graduate grade of A through C will be counted towards credits completed.
- Final grades that fall below the minimums (D- for undergraduates and C for graduates) are not counted as credits completed but will be used to determine credits attempted.
- Students who withdraw from a course are considered as having attempted the course.
- Students who drop a course are not considered as having attempted the course.
- Courses with grades of incomplete (“I”) will not be counted as attempted until a final grade is earned by the student or the Registrar or instructor converts the “I” grade to an “F.”
- Remedial courses do not count towards attempted credits.
- Any course in which the student remains beyond Week One will count towards attempted courses regardless of the grade received.
- Repeated courses will count as attempted courses.
- To maintain SAP, students must achieve a minimum percentage of credits earned versus credits attempted.

SAP Criteria Based on Credits Attempted versus Credits Completed

	Credits Attempted	**Credits Completed %**
Undergraduate Students	**6-12**	**50%**
	13-24	**60%**

	25-36	**65%**
	37+	**67%**
Graduate Students	**6-9**	**50%**
	10-18	**60%**
	19+	**67%**

- Credits transferred from another college or university are included in determining the credits completed percentage for the quantitative measure - completed hours divided by attempted hours. Likewise, the total of APUS and transfer credits that a student has from another college or university will be added to determine where they fall on the chart above.

Program Deadline:

Program deadline start dates are determined when the student completes Week One of their initial course(s). Students must complete their program within the timeframe allowed as follows:

Associate Degree: 7 years from start date
Bachelor's Degree: 10 years from start date
Master's Degree: 7 years from start date
Certificate Program: 3 years from start date

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Code of Conduct for Student Loans at American Public University/American Military University

American Public University System subscribes to the code of conduct set forth in the Higher Education Opportunity Act of 2008. As APUS currently participates in both Private and Direct Loans, the APUS Financial Aid Office has not and will not participate in revenue sharing with Lenders, Guarantors or Servicers of these loans. Staff is banned from receiving gifts from any of the above agencies other than those considered of minimal value by the federal regulations.

The Financial Aid/Financial Services Offices will in no way influence the choice of lender for private loans. APUS has posted Private lender information based on past student choice and availability by local regional and national options; no specific lender is recommended over any others. The information is posted to assist in student research only. Processing is not affected by the student's choice of lender by APUS, but service levels may vary based on individual lenders operating models.

Caveat: APUS does not have and will not have any contractual agreement with any lender to provide private loans to our students. APUS may make available information on lenders who participate in these programs and the rates and benefits that apply to each. APUS and APUS employees will not encourage the use of any particular lender for private or alternative loans. APUS will supply the student seeking a private loan with the required Truth In Lending information. APUS employees requested to serve on advisory boards for lenders, guarantors, servicers, or state agencies will not accept any compensation for service other than direct expenses such as travel, lodging, and food related to such service.

All APUS Financial Aid/Financial Services employees are required to sign that they have read and understand the Code of Conduct. Knowingly violating this Code of Conduct may result in termination of employment.

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How to Register for Courses

All APUS students register for courses online. The following topics are covered in this section:

- Registering from your Academic Plan
- Registering Without an Academic Plan
- Registering as an Army Student (Active, Reserves and National Guard)
- Registering as a Federal Student Aid Student
- Course Lengths
- Academic Credit vs. Audit
- Prerequisite Courses
- Developmental and Refresher Courses
- Minimum Number of Courses Required per Year
- Maximum Number of Courses Permitted
- Late Registrations
- Independent Study Courses
- Undergraduate Petition for Graduate-Level Course

Registering from your Academic Plan

If you have enrolled in a degree or certificate program, you can register directly from your program requirements displayed on **My Academic Plan** by clicking on any course. Registering this way will help prevent you from registering in a course that will not fulfill a requirement in your program.

As you complete courses or have transfer credit posted, you'll see that progress on your Academic Plan. For questions regarding your online academic plan, please contact counseling@apus.edu.

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Registering Without an Academic Plan

If you are a non-degree seeking student, or have been advised to register for a course that is not listed on your academic plan, you can register by clicking on the **COURSES** tab and then clicking on **COURSE DESCRIPTIONS** to find the specific course you want. Please contact info@apus.edu if you need help finding a specific course.

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Registering as an Army Student (Active, Reserves, and National Guard)

If you are an Army student (Active, Reserves, or National Guard), you will also need to set up an education account for yourself in Go Army Ed (GAE), if you don't have one already.

Once you have an account in Go Army Ed, you will be using your account to register for your TA for each course registration at AMU. You may access Go Army Ed at http://www.goarmyed.com/.

Your name as it is entered in Go Army Ed must match the name you entered for yourself for your AMU student record, or the Army will reject your TA request during registration. If your names in the two systems are not an exact match, please contact us at goarmyed@apus.edu for this to be corrected. We will update your AMU student record to match however it is entered in Go Army Ed.

If you need help navigating the Go Army Ed system to set up your initial account, please contact info@apus.edu.

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Registering as a Federal Student Aid Student

If you plan to use Federal Student Aid, or will be seeking deferments for previous loans while enrolled at APUS, you will be asked to select an academic semester before you start your courses. The federal government requires students using federal student aid to be reported in standard, non-overlapping course semesters. This means that there will be times when a scheduled course will not be available to you for registration, because it overlaps your chosen academic semesters.

If you have any questions regarding academic semesters, please contact info@apus.edu .

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Course Lengths

Most of our courses are only offered in 8 week sessions. However, undergraduate math courses are typically offered in 16 week sessions, and other courses may sometimes have 16 week offerings as well.

Please contact info@apus.edu if you have any questions about what session lengths are offered for your selected course.

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Academic Credit vs. Audit

During registration, you have the option to select to take courses for academic credit or to only audit a course.

Academic Credit: A course must be taken for academic credit if you want to apply it towards an APUS program or to transfer it to another university.

Audit: If you take a course as AUDIT, it can not be applied towards a degree program and can not be transferred to another university.You do not receive any course credit, nor any grades for audited courses other than X, and audited courses do not have any impact on your GPA.

Please contact info@apus.edu if you have any questions regarding auditing a course.

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Prerequisite Courses
A prerequisite course is a course that must be successfully completed prior to being allowed to start on the next course.

You can see whether your selected course has a course prerequisite by looking at the course description page, either during the registration selection, or from the **COURSES** page.

When you are registering for a course, the registration help in the system will automatically let you know if you are required to fulfill a prerequisite course first. You may fulfill the prerequisite course either by successfully passing it at APUS or by transferring in credit to fulfill the requirement. This credit could be transferred in from either another university or from a test considered an equivalent, such as a CLEP test.

Fulfilling Prerequisites for Non-Degree Seeking Students and Non-Transfer Students

If you are a non-degree seeking student at APUS, or a non-transfer student who does have previous college credit, you may still have your prerequisite 'waived' as long as you have fulfilled the course previously (college credit or testing, such as CLEP).

If you wish to request a waiver for a prerequisite you fulfilled somewhere else, you should either fax a copy of your transcript or test results to your Academic Advisor or scan and email to counseling@apus.edu along with a Student ID and request that it be reviewed for a specific prerequisite course.

Please contact counseling@apus.edu if you have any questions about prerequisite courses.

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Developmental and Refresher Courses
APUS offers a few courses to help you brush up on your academic skills.

Developmental Courses. Courses with numbers which begin with "0" are developmental courses. These courses are for undergraduate students only. You earn academic credit for successful completion of developmental courses, but the credit does not fulfill any credit towards your program, and the grade is not included in the calculation of your GPA.

- ENGL099 - Principles of Composition

If you are experiencing difficulty with the successful completion of courses in your program due to your writing skills, you may be required by any of the faculty listed below to take ENGL099.

- Your COLL100 instructor;
- Any two instructors of your subsequent courses;
- The instructor of a subsequent course and their Department Chair.

Refresher Courses. Refresher courses use standard 100-699 course numbers. They do earn academic credit, and the credit may be counted towards elective hours in your program. The grades for these courses are counted in your GPA. Undergraduate may not use them to fulfill any General Education requirement though.

For Undergraduate Students

- MATH100 - Pre-Algebra
- MATH101 - Introduction to College Algebra

For Graduate Students

- ENGL600 - Effective Writing

If the Office of Graduate Studies receives a recommendation for you from two or more professors to take a writing refresher course, or if you initially failing a comprehensive exam, capstone or thesis course due to writing skills, you will be required to successfully pass ENGL600 prior to continuing in your program.

Please contact counseling@apus.edu if you have any questions about taking a developmental or refresher course.

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Minimum Number of Courses Required per Year
In order to remain enrolled as a student at APUS, you must register and complete at least one course in each 12-month period.

- If you do not complete at least one course every 12 months, you will be considered as having left the university, and you will be disenrolled.
- Courses that you drop during the first week do not meet this requirement.
- Other activities with the university other than course completion do not prevent you from being disenrolled.
- If you are disenrolled from the university and wish to return later, you would be applying under the new program requirements in place at the time you reapply. This can cause loss of credit.

If you know you will need to take a break from your studies, you should submit the online **Program Hold Request Form** at no charge, so that your place in your program is reserved for you.

If you have any questions regarding the annual requirement, please contact info@apus.edu.

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Maximum Number of Courses Permitted

Undergraduate Students
You may register for up to 15 credit hours at the same time per semester, which is a 16 week period, although only 12 hours is needed to be considered a full time student. If the course start and end dates overlap another course, they are considered to be at the same time.

Course Overload Requests:

If you wish to take more than 15 semester credit hours at the same time, you must obtain permission from the

Registrar's office to carry a credit hour "overload."

- You must be at least a Sophomore (defined as having already completed 30 or more semester hours).
- You must have a GPA of 3.0 or above.
- You can not have any current courses on extension.

Generally no course overload greater than 19 hours that overlap will be approved.

Graduate Students
You may register for up to 12 credit hours at the same time per semester, which is a 16 week period, although only 9 hours is needed to be considered a full time student. If the course start and end dates overlap another course, they are considered to be at the same time.

Course Overload Requests:

If you wish to take more than 12 semester credit hours at the same time, you must obtain permission from the Registrar's office to carry a credit hour "overload."

- You must have already completed at least 9 graduate credit hours at APUS.
- You must have a GPA of 3.5 or above.
- You can not have any current courses on extension.

Generally no course overload greater than 15 hours that overlap will be approved.

If you have any questions regarding taking course overloads, please contact registrar@apus.edu.

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Late Registrations
You can find the registration deadlines posted inside the student campus. If you miss the registration deadline, it is better to register for future courses still open for registration to avoid late registration fees and to give you a better opportunity for academic success.

Non-Refundable $50 Fee per Course

Students wanting to late register must meet the conditions below and will be charged a $50 late fee per course registration. Classes can be selected for late registration using the normal online registration flow by selecting from the ‘closed’ course sections which will show a clock icon next to the course selection.

Deadlines:

- Online Late Registration will be open until 5 p.m. Eastern Time Wednesday of the first week of the course.

Restrictions:

- Undergraduate students with international addresses, APO/DPO/FPO addresses, or PO boxes are not eligible for Late Registration.
- First-time students receiving federal funds to pay for their classes must be cleared by the Financial Aid Department to register during Late Registration.

Policy Notes

- Refunds will not be granted for the late registration fee, even if you decide to drop/withdraw from the course.
- If your books arrive late due to your late student registration, you will not be able to get a refund based on late book receipt.
- If you are trying to late register for a Comp Exam or Capstone course that is not showing an available session, please contact graduations@apus.edu.

If you have any questions regarding late registration, please contact info@apus.edu.

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Independent Study Courses

If you are currently enrolled as a Bachelor's or Master's program student, you may be eligible to register for Independent Study.

Independent Study is designed for students wishing to undertake a research project or to explore a specific area of interest outside the traditional classroom environment while under the mentorship of an APUS professor.

To be eligible for Independent Study, you must:

- Be enrolled in a Bachelor's or Master's degree program.
- Have completed a minimum of 24 credit hours of your current degree program.
- Have chosen and contacted a professor and gained approval for the independent study topic.

Once these conditions are met, you must contact your Academic Advisor. Your Academic Advisor will arrange with the Registrar Scheduling department to have your course section scheduled and will then work with the Registrar's office to get you registered in that course.

If you have any questions about Independent Study Courses, please contact counseling@apus.edu.

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Undergraduate Petition for Graduate-Level Course

You may petition to take a graduate level course while enrolled in a Bachelor's program if you meet the eligibility requirements below.

Eligibility requirements:

- You must have completed COLL100 or have an approved waiver.
- You must be currently enrolled in a Bachelor's program.
- You must have successfully completed 24 or more undergraduate hours. This may include transferred credit hours; however, at least 6 credit hours must have been earned at an APUS Institution.
- You must have a GPA of 3.5 or higher.

Restrictions:

- Only ONE graduate level course petition may be granted during a bachelor's degree program.
- The graduate course selected must be appropriate for inclusion in your undergraduate degree program.
- The Department Chair over that course must approve your registration and will determine whether the selected course will apply as an elective or as required coursework for the undergraduate degree.
- Credit from this course may only apply once towards a degree, so it can not be used towards a subsequent graduate degree if you continue at APUS.

Submitting a Petition:

- If you wish to petition to take a graduate level course, you should email your request to Registrar@apus.edu.
- Once your request is received, the Registrar will verify your eligibility and will notify you if denied.
- If your registration is approved, the Registrar's office will register you in the course and will email the appropriate academic advising team.
- Your Academic Advisor will contact you to review the updates necessary to your academic plan.
- The course will fulfill one of your elective requirements. A Dean's or Program Director's approval would be needed to use the course towards a program requirement other than an elective.

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Course Materials

- New! Recommended Graduate Bookstore effective February 4, 2013
- Undergraduate Course Materials Grant
- Electronic Course Materials and eBooks
- Books, CDs, and Course Materials shipped by MBS Direct
- MBS Textbook Buyback
- Course Material ISBN and Purchasing Information
- Necessary Computer Software
- Copyright Infringement

Questions or concerns about course materials should be sent to **books@apus.edu.**

Recommended Graduate Bookstore effective February 4, 2013

APUS is pleased to announce a new partnership that will provide a superior student experience for the acquisition and consumption of digital and print course materials. Graduate students will visit an APUS-branded online bookstore powered by ED MAP (much like they do today via the MBS bookstore) and choose their textbooks based on the desired format (new and used print, rental and eTextbook) and price point.

Ordering from the APUS Graduate Student Bookstore (powered by ED MAP) is easy:
Students can use the ED MAP website 24/7 to search for the right courses, get help with purchases, obtain tracking on shipments, obtain assistance with eTextbooks, and purchase course materials. Students can also call toll free 800-274-9104 (or internationally 1-740-753-3439) and follow these easy steps:

1. Call toll-free 800-274-9104 (or internationally 1-740-753-3439) during these hours (Eastern Time) Monday – Friday, 9 am - 8:30 pm.
2. Inform the Customer Service Representative at ED MAP that you are a graduate/audit student at either American Military University or American Public University, under the American Public University System. ED MAP fills orders by course number(s) so students do not have to request individual books.
3. Provide payment: ED MAP does not accept third-party vouchers for course materials payments. Course materials must be purchased with a personal credit card.
4. Give ED MAP the address where your materials are to be shipped - and you're done! In-stock orders

placed by 2:00 p.m. ET will be shipped same business day.

Undergraduate Course Materials Grant
Course materials are provided at no cost to undergraduate students earning academic credit through the APUS Course Materials Grant. No action is required by the undergraduate student for participation in the APUS Undergraduate Course Materials Grant program. It is an automatic action upon enrollment in each course. Detailed shipping and delivery information is located under Books, CDs, and Course Materials shipped by MBS.

Electronic Course Materials and eBooks
APUS is transitioning to the electronic medium and other technologies as they become available in the publishing and academic arenas. If a course uses electronic materials, they will be accessible from inside the classroom. Using online materials allows APUS to maintain the current registration costs for our students by eliminating shipping time and reducing material and delivery costs. Currently, electronic resources are used in over half of the undergraduate courses.

At the discretion of the University, overseas and shipboard students may be provided a hard copy book as well as the eBook format because of limited internet access time. Students with U.S. and Canadian addresses (including Alaska and Hawaii) typically have stable internet access and will be given access to eBooks. Students who desire a hard copy book in lieu of the eBook may purchase or rent it from the book vendor of their choice (see the Course Material ISBN and Purchasing Information section).

Books, CDs, and Course Materials shipped by MBS Direct

APUS Book Source – MBS Direct
MBS Direct provides course materials for APUS courses. Online books, or eBooks, and other online course materials are provided inside the classroom.

- Ordering Course Materials
- Shipping and Delivery
- Returning Course Materials
- MBS Textbook Buyback
- Graduate Reprints and Student Reading Packages (SRPs)

Ordering Course Materials

Undergraduate Students
The APUS Undergraduate Course Materials Grant provides course materials for undergraduate students earning academic credit. Course materials orders are sent to MBS daily once the student's registration fees (TA, FSA, check, etc.) have been received.

NOTE: It is extremely important that the student pay attention to when they receive their payment processing confirmation email from the APUS Finance office. The payment receipt is the key to the course materials ordering and shipment.

> **Non-military undergraduate students:** Once course registration is complete and tuition is paid, MBS is notified the next business day via a nightly automatic order. Course materials are shipped according to the shipment policy outlined in this section of the Handbook under Shipping and Delivery.

Students using Federal Student Aid (FSA): Once course registration is complete and APUS has received the student's FSA Award letter, MBS is notified the next business day via the nightly automatic order. Course materials are shipped according to the shipment policy outlined in this section of the handbook under Shipping and Delivery. For information on FSA, visit our Financial Aid website.

Undergraduate students using military TA (Tuition Assistance): Undergraduate students using military TA should forward their completed TA forms to APUS as soon as possible after the registration period opens. Upon receiving a completed TA form, our Finance Office will process the form as payment for the course(s) and notify the student via email. Course materials are shipped according to the shipment policy outlined in this section of the handbook under Shipping and Delivery.

Course Re-Registration: Course materials are NOT sent if a student has previously received course materials for the same course and then dropped or failed it. When a student re-registers for a previously dropped or failed course, books@apus.edu must be notified for assistance regarding their course materials. Students should not enter the text "DO NOT SEND BOOKS" in the shipping address block to prevent more books being sent for the re-registered course(s). This inaccurate text creates shipping problems.

Course materials used in multiple courses: A small number of course materials are used in multiple courses. Reviewing the course description prior to registration will assist students in determining which course materials should be retained rather than returning to MBS. Students can also contact books@apus.edu for assistance in determining if they have course materials that are used in more than one course.

Graduate Students and Undergraduate Audit Students
Graduate students and undergraduate audit students are responsible for acquiring their own course materials. Please refer to Course Material ISBN and Purchasing Information.

Shipping and Delivery

- Shipping Address
- Shipping
- Delivery
- Course Material Reshipments
- Restrictions on Shipments

Shipping Address

It is VERY important that the student mailing address is kept current at all times. We may not have the ability to send course materials on short notice or react to students notifying books@apus.edu that their course materials were mailed to an incorrect address. Students must provide a physical street address, P.O. Box, or military mailing address for proper delivery of course materials. If a correct address is not provided, the course materials will be returned to MBS and there may NOT be time for a reshipment before the course begins.

NOTE for military addresses: Students whose course materials are mailed to military installations should check to determine if the installation uses a central receiving point for course materials. If so, the student must make arrangements to obtain their course materials from that location. The university considers course materials

delivered to the central receiving point to be properly delivered. Please refer to Delivery below.

Students must email books@apus.edu **anytime their address changes to allow the university to ensure that MBS has the correct address on record.**

Please note:

- If an additional order is placed because the student fails to maintain a correct shipping address on record and does not contact books@apus.edu when his/her shipping address changes, **the student will be financially responsible for the cost of the additional order including shipping costs.**
- ***Address changes cannot be accepted after the order has been placed and shipped.***
  - Once the package is in the USPS mail system, it is not possible to make an address change. The student will be financially responsible for the reshipment of the course materials to the new location or if the original shipment is delivered to the student's incorrect address.
  - If books shipped by UPS require an address change after the student receives the MBS shipment notification email, the student will be required to pay the UPS reroute fee.

If a student's shipping address is different from their permanent address, they must enter a shipping address on the Application for Admissions for course materials to be sent to the proper location. If a shipping address is not provided, the course materials will be sent to the student's permanent address on file. The address lines are limited to 35 characters (including spaces) per line for USPS shipping, as per USPS policy.

Students may update their address at any time by logging in to the campus, locating **"My Personal Information"** on the left, clicking **"Change Contact Information,"** then locating **"Address Information"** and clicking **"Edit."** Students whose address does not fit the APUS format MUST email books@apus.edu for assistance.

Shipping

Effective as of the February 2010 session, all course materials will be shipped according to the schedule below:

Destination	Order Time	Carrier	Tracking	Est. Delivery Time
Canada & International Addresses	30 days prior to course start date	USPS Global Express	No	**2-4 Weeks**
APO & FPO	30 days prior to course start date	USPS Priority	No	**2-4 Weeks**
Alaska, Hawaii, & Puerto Rico Street Addresses	14 days prior to course start date	UPS 2nd day air	Yes	**2 days**
Alaska, Hawaii, & Puerto Rico PO Box	14 days prior to course start date	USPS Priority	No	**2-8 days**
Guam and other U.S. Territories with Street Address or PO Box	14 days prior to course start date	USPS Priority	No	**10 -14 days**
Continental U.S. with Street Address	14 days prior to course start date	UPS - Ground	Yes	**3-5 business days**
Continental U.S. with PO Box	14 days prior to course start date	USPS	No	**7 days**
Continental U.S. with Street Address	Wed before course start date through Tue of the 1st week	UPS 2nd Day Air	Yes	**2 Business Days**
Continental U.S. with Street Address	Wed-Fri of the 1st week of the course	UPS Next Day Air	Yes	**Next Business Day**

No books are shipped after the end of the first week of the course.

MBS will send an order confirmation notice to the student's university email address within 24 hours of receipt of the student's order. MBS will send a shipment notification email when the course materials have been given to USPS or UPS. Packages sent via USPS are not able to be tracked. If students do not receive their course materials by Wednesday of the first week of the course, they MUST contact books@apus.edu for assistance.

Shipping addresses cannot be changed once the student receives the shipment notification email from MBS. It is essential that the student email books@apus.edu when changing their shipping address after registering for a course. Changing the address in the student's contact information does not satisfy this requirement.

Students who drop courses up to 15 days before the course start date will have their course materials orders canceled. Students who drop courses after their course materials have been shipped will have 30 days from the course start date to return their course materials to MBS for APUS return credit.

APO/FPO and international students whose TA/FSA or other registration fees have not been received at APUS at least 15 days before the course start date, cannot expect to receive their course materials by the course start date.

It is extremely important that students pay attention to when they receive their payment processing confirmation email from the APUS Finance office. The payment receipt is the key to the course materials ordering and shipment.

All APUS students are encouraged to familiarize themselves with the following shipment guidelines:

- Students who do not receive this email from MBS within 2 business days of payment processing should email Books@apus.edu so that the shipment status can be determined.
- Many military installations and ISPs block the MBS email as spam as part of their security program.
- Students should set their computers to accept emails from MBS and APUS to prevent email delivery problems.

Shipments to APO/FPO and International Addresses
Students with APO/FPO and international shipping addresses should register for courses and submit TA documents as early as possible before the course start date to ensure that their course materials are shipped beginning 30 days before the course start date. Shipments to APO/FPO addresses cannot be expedited beyond USPS Priority Mail status. We are not able to track USPS shipments.

Course materials for new students will not be ordered until their registration payment has been received by the APUS Finance Department.

U.S. Embassy Students
Students using the address of Department of State, Dulles, VA for their book shipments must contact books@apus.edu for individual guidance and assistance for their book shipments. Failure to do so may cause a significant delay in the receipt of your books.

Delivery
Course materials will be delivered to the address listed in the student's record at the time of registration unless the student emails books@apus.edu advising that the address has changed.

Students whose course materials have not arrived by the first Friday of class MUST drop the course and re-register for a future semester within six months. The online drop form must be submitted by 11:59 p.m. Eastern Time on the first Sunday of the course. The Drop/Withdrawal form can be found in the Other Forms section of the student's record. If a student is unsuccessful in dropping the course electronically, the student should contact the Registrar at registrar@apus.edu or 877-755-2787, ext 3600. During or after Week Two, there are financial and academic penalties associated with withdrawing from a course. These penalties are detailed in the Drop/Withdrawal Policy section of this handbook.

The APUS Course Materials Department is not aware that the course materials are not received unless advised by the student. Students should check their course materials packages when they arrive to ensure the correct course materials are included and that all of the course materials are in a usable condition. Waiting until later in the course before an assignment is due may not allow for shipment of missing or unusable course materials.

During the beginning of Week One, students who have not received their course materials should contact books@apus.edu for guidance on their book delivery. Students should review their course syllabus to determine if their course uses an electronic format instead of a hard copy. If the course uses an electronic format, a hard copy will not be provided unless the student is stationed overseas.
Students whose course materials are mailed to military installations should review the Shipping Address section under NOTE for military addresses.
APUS will not consider appeals based on late course materials arrival as it is the student's responsibility to drop the course during the first week if the course materials have not arrived as indicated above.

Course Material Reshipments
Any duplicate course materials shipments sent because of an incorrect, incomplete, or out of date student mailing address will be covered financially by the student including the total cost of the course materials and shipping. It is the student's responsibility to replace lost or stolen course materials, course materials left in storage, or course materials damaged after receipt. The student must contact books@apus.edu and advise us of their need to replace course materials. Instructions on how to replace the course materials will be provided. Replacement costs are not APUS's responsibility, but we will assist the student in obtaining replacement course materials.

International Shipments
Course materials shipments to international addresses are sent via USPS Global Express. A tracking number is provided in the MBS shipment confirmation that is sent to the student's personal email address. Once the package leaves the U.S., the tracking information is not reliable.

International students may encounter delays receiving their course materials due to local customs requirements or delivery surcharges. It is the student's responsibility to pay these charges and complete any local requirements for having their course materials released from customs or the local delivery service.

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Restrictions on Shipments
Outstanding balances on any student account may prevent course materials from being ordered and/or shipped until the issue is resolved. APUS students should contact the Finance Office at payments@apus.edu to resolve outstanding balances. Information about payments and student accounts is located in the "Tuition and Fees" section of this handbook.

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Returning Course Materials

Shipped in Error

Students who wish to return course materials to MBS due to an error in shipment should contact books@apus.edu. Any exchanges, substitutions, credits, or refunds will be coordinated by APUS in accordance with the MBS published policies. Depending on notification time, it may not be possible to provide replacement course materials before the course start date.

Students Dropping or Withdrawing from a Course

Undergraduate students who drop or withdraw from a course and do not re-register for the same course within 6 months are required to return all course material issued through the APUS Course Materials Grant. Students must return the course material to MBS at their expense.

If the course materials are returned within 30 days of the shipment, APUS receives return credit for the course materials from MBS. If the course materials are returned after 30 days, the student is required to reimburse APUS the buyback amount the student received for the course materials. If reimbursement is not made, the student will not be able to obtain transcripts or complete graduation until the course materials payment is made.

Students who return course materials to APUS instead of directly to MBS may not receive return credit and may be charged for them during the graduation audit.

Sending course materials to MBS

Soft cover books with the APUS logo on the cover and looseleaf books with holes in the left margin are one-time use course materials and are not intended to be returned to MBS. If these books are returned to MBS, MBS will email the student that there will be a return cost if the student desires to have the books returned. If the student does not want the books, MBS will discard them.

Specific information must be included with any course materials being returned to MBS. If no information is included, the course materials are processed as an “unknown return” and no credit can be given. The return processing may take up to two weeks. Once the course materials have been processed, MBS will email an acknowledgment to the student.

The following information must be included inside any package of course materials returned to MBS:

Student's Full Name
Student ID Number
Name of APUS Institution: AMU or APU
Level of Study: Undergraduate
Course Number
Copy of the Original Invoice

*If the original invoice is not available, the above information will assist MBS in determining who should receive the return credit.

All course materials returns must be sent to the address below:

MBS Direct/Returns

2711 West Ash
Columbia, MO 65203

Failure to return course materials within the 30-day timeframe or failure to re-register for the course within the next 6 months will result in the following:

1. The cost of the course materials will be added to the student's account.
2. A financial hold will be placed on the student's account.
3. The student will not be able to order an official transcript until the financial hold is released.
4. The student will not be able to graduate until the financial hold is released.

Graduate Students and Undergraduate Audit Students
Graduate and undergraduate students who drop or withdraw from a course or do not wish to keep the course materials after course completion should visit MBS online to determine if their course materials have a buyback value. Graduate and auditing students are not obligated to return course materials to MBS upon dropping or completing courses.

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Graduate Reprints or Student Reading Packages (SRPs):
If a reprint or Student Reading Package (SRP) is listed as one of the required texts for a course, MBS is the only source that can provide them.

Student Reading Package (SRP)
The SRP is a compilation of journal articles, monographs, book chapters, etc. assembled by the professor to augment course materials. The package may also serve as the distance education equivalent of "books on reserve" at the library of a residential institution.

Production clearance for the SRP is obtained from the respective copyright holders. Due to copyright restrictions, these publications are available only through MBS. Reproduction or further distribution of SRP contents is not authorized. The price of each SRP is determined by the copyright fees and printing costs associated with its contents. Questions concerning SRPs should be directed to APUS at booklist@apus.edu.

Graduate Reprints
Some graduate courses require course materials that are no longer published and are not available from the publisher or other distributor. APUS and MBS secure permission from the copyright holder to "reprint" all or part of the text. The reprints are produced by MBS and priced according to the copyright fees and printing costs. Questions concerning reprints should be directed to APUS at booklist@apus.edu.

MBS will not buyback Student Reading Packages or Graduate Reprints.

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MBS Textbook Buyback Program
The MBS Buyback option is only for students wishing to return textbooks who have purchased them from MBS with their own funds OR received books at no cost through APUS AND completed their course. If a student received books through APUS, did not complete the course, then returns books under the Buyback program and receives a refund check from MBS, s/he will be required to reimburse APUS the amount of the

buyback check. This reimbursement will be validated during the graduation audit.

MBS may purchase selected course materials from the students at resale value (excluding reprints, Student Reprint Packages, and Special Cover Editions). MBS will not make a Buyback offer if they do not have a need for the course materials to support other schools or students.

MBS will issue a check to the student for the specified buyback value after they receive the course materials. Students who do not receive a buyback notice or wish to return course materials early should visit MBS online and click on *Sell Your Books* for detailed information.

Course Material ISBN and Purchasing Information
In accordance with the current HEOA requirements, APUS provides the ISBN and retail price of our texts along with information on various purchasing options and buyback programs. The ISBN and price information are provided in the course descriptions of our Schedule of Classes section of the public sites: AMU and APU.

MBS Direct is currently the resource that stocks course materials for APUS courses. Undergraduate students taking classes for academic credit receive their course materials from MBS via the APUS Book Grant. Graduate and audit students are responsible for obtaining their course materials. They may purchase from MBS Direct or from any other vendor or source in the format (electronic or hard copy) they prefer (see Purchasing Information). They are not obligated to return course materials to MBS upon dropping or completing courses. Graduate and audit students who purchase course materials from MBS and wish to return them should refer to the MBS Textbook Buyback Program section.

Although course materials can be purchased from any source, MBS offers a convenient means of obtaining required course materials. APUS cautions students about obtaining course materials from overseas sources because of the risk of delivery time and quality of the materials. Purchase decisions should not be based on the purchase price alone. Information about MBS shipping is located in the Shipping and Delivery section.

Course Materials Validation: Graduate students should contact booklist@apus.edu to ensure they are purchasing the correct course materials. Materials may not be finalized until 30 days before the course start date. If the student purchases incorrect course materials without contacting booklist@apus.edu they will not be reimbursed by APUS. Also, when using the MBS website for ordering course materials, students must ensure that the course materials ordered match the course start date. Different sessions may have different course materials listed. Purchasing the incorrect course materials because of this will not be grounds for reimbursement from APUS.

Ordering from MBS is easy:
Students can use the MBS web site to purchase course materials or call toll free 800-325-3252 (or internationally 1-573-441-9179) and follow these easy steps:

1. Call toll-free 800-325-3252 (or internationally 1-573-411-9179) during these hours (Central Time)

    Monday - Thursday: 7 a.m.- 10 p.m.
    Friday: 7 a.m.- 6 p.m.
    Saturday: 8 a.m.- 5 p.m.
    Sunday: 12 p.m.- 4 p.m.

2. Inform the Customer Service Representative at MBS that you are a graduate/audit student at either American

Military University or American Public University, under the American Public University System. MBS fills orders by course number(s) so students do not have to request individual books.
3. Provide payment: MBS does not accept third-party vouchers for course materials payments. Course materials must be purchased with a personal credit card.
4. Give MBS the address where your materials are to be shipped - and you're done! The course materials will be shipped within 24 hours of the order, depending on the time of day the order is placed.

Purchasing Information
In addition to MBS, various purchasing options are listed below. For courses using e-books, students who prefer a hardcopy text can purchase one from the bookseller of their choice.

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E-book Sites

Publisher Sites

- Bedford, Freeman, and Worth Publishing
- Cengage Learning (formerly Thomson Learning)
- McGraw-Hill
- Pearson
- Wiley: WileyPlus and E-book options are noted on their site under the book description

Various Publishers:

- CourseSmart
- Ebooks.com

New and Used Textbook Rental and Purchase Sites
Graduate students can also rent textbooks rather than purchasing them. Go to Chegg.com to find possible rental options for required reading materials.
Search engines such as BookHQ may be used to find new and used textbook prices. The following vendors provide new and used texts.
NOTE: Please exercise good judgment when purchasing from private booksellers by checking their peer ratings and finding their return and shipping information before placing your order.

- AbeBooks
- Alibris
- Amazon.com
- Barnes & Noble
- Chegg.com (textbook rentals)
- eCampus
- Half.com
- MBS Direct - Ordering Information - and 'Guaranteed Buyback'
- Textbooks.com
- ValoreBooks

Necessary Computer Software
Prior to enrolling in any APUS course, students must have any software or hardware that is required to operate a computer for APUS courses. Necessary computer software and hardware is not considered course material.

Students who need additional software and hardware can visit the Online Library and locate the Information Technology portal to find links to discount software sites as well as Open Source software sites to help them make informed decisions regarding their software needs. This site also provides a chart listing the software requirements for each IT course.

Copyright Infringement
Students who use University resources (such as servers or networks) to illegally distribute copyrighted material face punishments up to and including dismissal.

The unauthorized distribution of copyrighted material is against federal law. Unauthorized distribution is that which lies outside any rights you have procured from the copyright owner or that falls outside the established doctrine of Fair Use. It includes any copyrighted works (such as text, movies, music, etc.). Failure to comply with copyright law subjects the student to potential civil and criminal prosecution by the copyright holders or their designates.

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How to get an Extension for Your Course

The following information is included in this section:

- Deciding if a 30-day Course Extension is Right for You
- How to Request an Extension
- Are You Eligible for an Extension?
- Extension Policies
- Appealing a Denied Extension
- Submitting Your Work During an Extension
- Extensions for Military Deployment and Other Special Circumstances

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Deciding if a 30-day Course Extension is Right for You

If circumstances prevent you from completing all required coursework before the end of the course, you should consider all options before deciding to request an extension in a course.

Although extending a course is preferable to withdrawing, there are consequences associated with an extension.

Consequences of Taking a Course Extension

- **Registration:** If you have 2 or more courses on extension, you will be blocked from further registration until your extensions are completed.
- **Graduation:** Extending a course may impact your planned graduation date — all courses, including course extensions, must **officially** end prior to your planned degree conferral date.
- **Financial Aid:** If extending your course overlaps an academic semester, and/or blocks you from further registration, this could have an impact on your financial aid.
- **Withdrawing:** If you extend a course, you may no longer have the option to withdraw from that course once your extension has actually started.

- **Final Grades:** APUS does not allow Incomplete grades to remain on record permanently, so any extensions that are still not completed by 30 days after the course end date will revert to a failed grade.

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How to Request an Extension

- You must submit extension requests using the **online form** from the left navigation bar in your student portal. If you don't currently have access to the Internet and need to request an extension, please contact Registrar@apus.edu or call the university's toll-free number and ask for help submitting the online form.
- You'll need to submit a separate form for each course.
- You must request an extension **BEFORE** the course or your current extension ends.
- You can't request a course extension until the start of the second week of the course.
- Decisions are emailed to your email address on record, so you must remember to verify on the extension form that your email address is current before you submit the form.
- If you haven't heard back from your instructor after 72 hours, check the information regarding your course in your student portal, as extension dates will show up there, or contact studentservices@apus.edu to check on the status of the request for you.

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Are You Eligible for an Extension?

- Except in extreme circumstances, you must have successfully completed at least 50% of the already assigned course work.
- You must currently have an overall passing grade in the course.
- You can only request a second extension if you have completed a substantive amount of course work as determined by your instructor.

If you do not meet the eligibility requirements above, but have an extreme circumstance such as deployment during the course to an area without internet access, serious medical issue, or other similar situation, you should read the section below on Extensions for Military Deployment and Other Special Circumstances.

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Extension Policies

- An instructor is not required to approve a request for an extension, so you shouldn't count on always being able to get an extension.
- Your instructor has 72 hours to make a decision regarding an extension request.
- If your instructor fails to respond to your correctly-submitted request within 72 hours, the Registrar may go ahead and process the request as long as you meet the eligibility requirements.
- Courses may be extended in two 30-day intervals for a maximum of 60 days.
- Extensions are always granted based on the original course end date, so the longest extension would be 60 days from the original course end date and not from the date your extension was approved.
- The deadline for submitting all work for an extension is **11:59:59 pm Eastern Time** of the date posted, so if the date is 02/24/2009, you have until 11:59:59 pm Eastern Time of the 24th to complete all course requirements.
- Regardless of when a student on extension finishes his/her course work, the instructor has until 7 days after the approved extension ends to submit a final grade.

- If you don't complete the course requirements by the end of your extension, you will receive a grade for the course based on the work you completed, including a failing grade if appropriate, based on the grade and percentage of coursework you submitted in relation to the overall requirements of the course.

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Appealing a Denied Extension

If you are turned down for an extension and believe you meet the eligibility requirements outlined above, you have the option to appeal the denial in writing through the Academics Department by emailing academics@apus.edu.

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Submitting Your Work During an Extension

You must contact your instructor and establish a completion plan for coursework during the extension to create a clear understanding with your instructor regarding expectations and due dates.

You'll need to notify your instructor at his or her mycampus email each time you upload any assignment in the classroom to ensure that it is graded.

If you have missed any quizzes or exams, you will need to notify your instructor when you are ready to take one of these during your extension, so that he or she will open this assignment up for you.

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Extensions for Military Deployment and Other Special Circumstances

If you currently have orders for military deployment where you will have limited access to the internet, or have a medical event that requires hospitalization or other incapacity, you can request the longer 180-day Special Circumstance Extension.

No extensions are ever given for more than 180 days.

Due to federal regulations, you are not eligible for a 180-day extension if you are using federal student aid.

The potential consequences and the extension policies of taking a 180-day course extension are the same as for standard extensions, so please make sure you have read the section on extensions above.

How to Request a Special Circumstance Extension

- To request a **Special Circumstance Extension**, go to the FORMS menu on the campus portal and select *Course Extension (Special) Request Form*. If you don't currently have access to the Internet and need to request an extension, please contact Registrar@apus.edu or call the university's toll-free number and ask for help submitting the online form.

- You'll need to submit a separate form for each course.
- You must request an extension **BEFORE** your course ends.
- You can't request a course extension until the start of the second week of the course.
- Correspondence is emailed to your email address on record, so you must remember to verify on the extension form that your email address is current before you submit the form.
- Once you submit the online form, you will be asked to send the Registrar's office a copy of official documentation which outlines your special circumstance (deployment orders, hospitalization record etc.).
- Once we verify that the documentation confirms that your special circumstance matches the timing of the course, your instructor will be asked to review your request.
- If you haven't heard back from the instructor within 72 hours after we have received your documentation, check the information regarding your course in your student portal, as extension dates will show up there, or contact studentservices@apus.edu to check on the status of the request for you.

Eligibility for Special Circumstance Extensions

- You must have missed, or be in danger of missing, at least 25% of an 8- or 16-week course.
- You must have honored your commitment to complete any previous extensions given.
- You must have been attending the course and completing the assignments up to now.
- Your special circumstance must involve a military commitment, critical illness, the results of a natural disaster, or some other exceptional situation.
- If you are using federal student aid, a special circumstance extension could impact your financial aid award as you might be overlapping an academic semester. Please contact our FSA Help Desk at Finaid@apus.edu if you want to check on this first.

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How to Drop Your Course

The following information is included in this section:

- Deciding Whether to Drop or Withdraw from Your Course
- How to Drop or Withdraw from Your Course
- How to Drop or Withdraw from Your Course - Army Students
- How to Drop or Withdraw from Your Course - Audit Students
- Returning Your Books/Course Materials
- Appealing to Withdraw during Last Week/Extension

Deciding Whether to Drop or Withdraw from Your Course

If you change your mind about taking a course, or if circumstances prevent you from completing a course in which you are registered, you may consider requesting a course drop or withdrawal. If you are having difficulty finishing a course due to unexpected time constraints, you also have the option of extending the course rather than withdrawing.

If you are an undergraduate student waiting for hard copy textbooks through the APUS book grant, you should always drop the course prior to the end of week one if you have not received your books by then. You won't be able to appeal for a tuition refund later based on late arrival of your books.

Important Definitions

- **Course Drop:** Any drop of the course prior to the end of the first week of class using the online form provided.
- **Course Withdrawal:** Any drop of the course after the end of week one using the online form provided.
- **End of Week One:** 11:59:59 pm Eastern Time of the first Sunday of the course.
- **Drop or Withdrawal Date:** This is the date you submitted the online "Drop/Withdrawal from Course" form, the date you contacted the Registrar's office with your official request by email or voicemail, or, for Army students, the date you dropped your registration in Go Army Ed.
- **SAP (Satisfactory Academic Progress):** One measure used to determine eligibility for both federal student aid and for graduation. Withdrawals impact SAP, as they count against your maximum cap of 150% of courses attempted vs. courses successfully passed.

Consequences of a Course Drop

- **Grades:** You will see a "DP" for the course when viewing grades inside the Records Menu area of the campus under My Academic Plan or My Academic Records under Grade Reports.
- **GPA (Grade Point Average):** Your GPA is not impacted.
- **Transcript:** If you have a transcript sent out, it will NOT show any record of the dropped course.
- **Refunds:** There is no fee for dropping a course, and you will receive a full refund of any tuition charge, although not of late registration fees.
- **SAP:** Classes you drop do not count as "attempted" in calculations used to determine eligibility for Federal Student Aid or for graduation eligibility.
- **Federal Student Aid:** There will be impact to your federal student aid award if your course drop takes you below full-time or part-time status.
- **Course Access:** You will no longer have access to a course once you drop it.

Consequences of a Withdrawal

- **Grades:** You will see a "W" for the course when viewing grades inside the Records Menu area of the campus under My Academic Plan or My Academic Records under Grade Reports.
- **GPA:** Your GPA is not impacted.
- **Transcript:** If you have a transcript sent out, it will show this course with a "W" grade.
- **Refunds:** You will only receive a refund of the course based on the refund schedule, listed in the How to Pay for Courses section.
- **Military TA (Tuition Assistance):** If you use Military TA, you should contact your ESO or ACES Counselor for a military withdrawal approval first, as you may be responsible for paying the military back for any tuition not refunded.
- **SAP:** Withdrawn courses **do** count as "attempted" in calculations used to determine eligibility for Federal Student Aid or for graduation eligibility.
- **Federal Student Aid:** There will be impact to your federal student aid award if your course withdrawal takes you below full-time or part-time status.
- **Course Access:** You will no longer have access to a course once you withdraw from it.

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How to Drop or Withdraw from Your Course

- Use the online "Course Drop/Withdrawal Form" found on the left navigation bar of your student campus.
- If you don't currently have access to the Internet and need to drop or withdraw from a course, please contact Registrar@apus.edu or call the university's toll free number and ask to be transferred to the Registrar's office. In an emergency, including technical difficulties, we will honor the drop or withdrawal date as the date we received your voicemail or email in the Registrar's office.
- Informing a university staff member who is not part of the Registrar's office is not considered an official drop or withdrawal request.
- You'll need to submit a separate form for each course.

You won't be able to submit a withdrawal request if the last week of your course has already started, or if you are already on an approved extension of your course. See Appealing to Withdraw during Last Week/Extension.

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How to Drop or Withdraw from Your Course - Army Students

If you are enrolled as an active, reserve, National Guard, or Civilian Army student and using TA for this course, the Army requires you to drop/withdraw from your course inside your Go Army Ed account. All drops and withdrawals **must** be processed through Go Army Ed for them to be recognized by the Army and the school.

- Do not use the online course drop/withdrawal form in your AMU campus.
- Log into your Go Army Ed account, and follow the instructions there to cancel your registration.
- We will receive confirmation the next day, and it will be processed automatically on your AMU record with the date you cancelled the course in Go Army Ed as our reported drop/withdrawal date.
- Once you cancel your course registration in Go Army Ed, we usually cannot get you back into the course, as your TA approval was cancelled. If you cannot wait until the next course start to get back in the course, you will need to pay the tuition fee by credit card or other self-payment.
- Although the Go Army Ed system will allow you to cancel your course registration after the last week of the course has started, AMU will reject this upon receipt, and you will receive a failing grade if you do not complete the course. If the last week of the course has already started, contact us first at GOARMYED@apus.edu before you try to withdraw in Go Army Ed.
- If you have an extenuating circumstance outside your control, such as **sudden** deployment, during the final week, see Appealing to Withdraw during Last Week/Extension.

Please be sure you have also already read Deciding Whether to Drop or Withdraw from Your Course.

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How to Drop or Withdraw from Your Course - Audit Students

Audit students will not receive any tuition refund for any course withdrawals. If you are registered for a course as an audit student and withdraw after week one, you will receive an X for the course and will not receive any tuition refund.

- Use the online "Course Drop/Withdrawal Form" found on the left navigation bar of your student campus.
- If you don't currently have access to the Internet and need to drop or withdraw from a course, please contact Registrar@apus.edu or call the university's toll free number and ask to be transferred to the Registrar's office. In an emergency, including technical difficulties, we will honor the drop or withdrawal date as the date we received your voicemail or email in the Registrar's office.
- Informing a university staff member who is not part of the Registrar's office is not considered an official drop or withdrawal request.
- You'll need to submit a separate form for each course.

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Returning Your Books/Course Materials

If you are an undergraduate student who has received hard copy textbooks or other course materials under the APUS book grant, you will need to decide what to do with your books if you decide to drop or withdraw from a

course.

You have two options:

If you intend to re-register for the dropped course within the next 6 months, you have the option of keeping your books/course materials:

- If you choose to keep the course materials, you are responsible for making sure you still have them ready for the next time you register for the course.
- If you lose the course materials before you register for the course again and you ask for them to be resent, you will be charged the cost of the materials for that course, including shipping.

If you are not re-registering for the dropped course, or you want to go ahead and return the books/course materials, you MUST return them to MBS within 30 days of dropping or withdrawing from the course. If the materials are not returned:

- You will be charged the cost of the books/course materials.
- You will have a financial hold placed on your account, blocking further registrations.
- You will not be able to order any official transcripts.
- You will not be eligible for graduation.

Please refer to Course Materials for more information on returning books/course materials.

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Appealing to Withdraw during Last Week/Extension

If you have special, unforeseen circumstances which require you to withdraw from the course after the last week has started, you will need to appeal for a Special Circumstance Withdrawal.

Special Circumstance Withdrawal Policy

- You are normally only allowed ONE instance of a Special Circumstance Withdrawal. One instance may involve more than one course if your courses were in session at the time of your special circumstance.
- If you are approved for a special circumstance withdrawal, a grade of W will be posted for the course, and any refund would be based on the tuition schedule in the How to Pay for Courses section.
- If you paid for your course with military TA and your appeal is approved, you should contact your Education Service Officer (ESO). Your ESO or ACES Counselor must be informed of the withdrawal and is solely able to determine if you are eligible for a waiver of indebtedness for tuition assistance. You will be responsible for the non-refunded tuition amount if the military does not agree to waive the debt.

Eligibility

If you're appealing to withdraw during the last week of your class, or after your extension started, a new circumstance must have begun within the last two weeks of the course or after your extension request was submitted.

Some examples are:

- Death or major illness in the family.

- Personal major illness, hospitalization, or physical injury which prevents you from working on a computer.
- Unexpected deployment or TDY.
- Other documentable major life event out of your control.
- Major weather event in your area, such as a hurricane, flooding, or blizzard, which knocked out power for a significant period.
- Lack of, or extremely restricted, access to the Internet at a scheduled deployment that took place after an extension was requested.

The Appeal Process

- Please send your written appeal to the Appeals Department at appeals@apus.edu.
- Appeals may not be submitted over the phone.
- You will receive a Special Circumstance Withdrawal Petition Form from us by email. The form will be sent to the email address on the student's record.
- You will need to submit the form with supporting documentation within 5 days.
- All appeals to late withdraw from a course will be decided within 3 business days of receiving the documentation.
- The decision for your appeal will be sent to the primary email address you have on record.

Official documentation must be provided that supports that you meet the eligibility requirements as outlined above.

Documentation may be sent in the following ways:

Scan and email documentation to appeals@apus.edu

Fax documentation to 304-724-0911

Mail documentation to:

American Public University System
ATTN: Student Appeals Department
10110 Battleview Parkway, Suite 114
Manassas, VA 20109

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Your Course Grades and APUS Transcripts

The following information is included in this section:

- Final Grades
- Incomplete Grades (Extensions)
- Appealing a Final Grade
- Failing Grades - Repeating Courses
- Failing a Graduate Comprehensive Exam or Capstone Course
- APUS Grading System (Chart)
- Ordering and the Release of APUS Transcripts

Final Grades

Professors post final grades during the 7 days after the end date of the course or the end date of the course extension. For each assignment during the course, your professor has 5 days for grading.

If you turn in coursework early, your professor is still not required to post the final grade until 7 days after the extension end date.

If you need a grade report quickly for a military ESO or employer, you can print out an official Grade Report at any time from your student campus under **MY ACADEMIC RECORDS.**

If you start an extension in a course and then do not submit all of the outstanding course work by the end of the extension, you will be awarded a final grade based on the coursework you submitted, including 0% scores earned for any work that was not completed.

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Incomplete Grades (Extensions)

An Incomplete grade of “I” is posted to your course as soon as your extension is approved. An "I" is not a final grade, and no “I” grade may stay on a student record permanently. Your professor will change the "I" to a final grade after your extension ends.

Your professor is not obligated to grade the course as soon as you submit your work but has until 7 days after the officially-approved course extension ends.

Please note:

- If you do not complete work on extension, a final grade of "F" will be posted by your professor.
- If your course still shows an “I” grade 30 days after the course end date, the Registrar's office will convert the "I" to a final grade of "F."
- If you have 2 or more current "I" grades on record, you will be prevented from registering for any more courses until you have resolved these open extensions.
- Your Federal Student Aid eligibility may be impacted if you have courses with "I" grades.

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Appealing a Final Grade

If you believe that a final grade does not accurately reflect your coursework in a course, you must first contact your course instructor for possible resolution.

Only your final grade in a course or project may be appealed. A grade appeal should be limited to specific charges of unfair action towards you and may not involve a challenge of your instructor’s grading standard. You have the right to expect thoughtful and clearly defined approaches to course grading, but you must recognize that varied standards and individual approaches to grading are valid. A grade appeal considers whether a grade was determined in a fair and appropriate manner; it does not attempt to grade or re-grade your individual assignments

or projects.

In your appeal, you will need to substantiate your claim that your final grade represents unfair treatment compared to the standard applied to other students. In the absence of compelling reasons, such as clerical error, prejudice, or capriciousness, the grade assigned by your instructor is to be considered final. In a grade appeal, only arbitrariness, prejudice, and/or error will be considered as legitimate grounds for an appeal.

If you still wish to appeal your final grade, you may appeal your instructor's decision by requesting that the Academic Appeals department open an official Grade Appeal. Your appeal must be submitted in writing to academics@apus.edu and should include the written correspondence between you and your instructor regarding your initial request for a review of your grade. The Academic Appeals department will notify you of all decisions delivered regarding your grade appeal.

- **No grade appeals will be considered for individual assignments.**
- **No grade appeals will be considered for courses whose official course end date was more than 12 months ago, regardless of the end date of any extensions.**
- **No grade appeals will be considered that are not submitted in writing, either by email or letter.**

GRADE APPEAL PROCESS WALKTHROUGH

1. Review your final grade with your instructor.
2. Send a written grade appeal to academics@apus.edu class="MsoHyperlink".
3. The appropriate Program Director in your School will review the appeal and send a decision to the Academic Appeals department within 30 days.
4. Second Level of Appeal: You must resend your appeal to the Academic Appeals department at academics@apus.edu and ask that your appeal be reviewed by your School Dean.
5. Your School Dean will review the appeal and send a decision to the Academic Appeals department within 30 days.
6. Final Level of Appeal: You must resend your appeal to the Academic Appeals department at academics@apus.edu and ask that your appeal be reviewed by the Provost's Office.
7. The Provost's Office will review the appeal and send a decision to the Academic Appeals department within 30 days.
8. The decision of the Provost is considered final.

Questions regarding grade appeals may be directed to academics@apus.edu with the decision.

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Failing Grades - Repeating Courses

You can only retake a course if you received a failing grade "F" and if the exact same course is still offered at APUS.

You are not able to retake a course in which you received an A-D grade in order to raise your GPA or if APUS no longer offers that same course.

RETAKING A FAILED COURSE

The retake policy does not apply to courses that you took in programs that you have already completed. For

example, if you failed a course in your Associates program, and have already had that degree conferred, you cannot have the original failing grade forgiven in your GPA by retaking it now in your Bachelor's program.

Prior to August 2008:

- If the course start date for your retaken course was **prior to August 1, 2008**, the retake does not impact the original failing grade. Both failing grades will be displayed on the transcript and both will be incorporated into the GPA.

On or After August 2008:

- If the course start for your retaken course was on or after August 1, 2008, the retake removes the impact of the original failing grade on your GPA. The original failing grade will now show as an "R" on your transcript. However, you will still see your original failing grade on your personal online academic plan and on your individual online grade reports.

IMPORTANT TO KNOW

- Original failing grades of retaken courses will still be used to calculate SAP (Satisfactory Academic Progress) for financial aid and for graduation eligibility.
- The Army (GAE) does not follow AMU's course retake policy when it is calculating your overall GAE GPA for TA eligibility. The Army's GPA is independent of a GPA with a soldier's home college. It is calculated by averaging the grades for each completed course in the soldier's Army Education records.
- **UNDERGRADUATE ONLY:** If you previously took a split science lecture/lab course combination, and failed one of the component courses, you will not be able to retake this science combination. You will need to take a different Science course selection to fulfill your GEN ED requirement. If the specific course you failed is a required course in your program, please contact your Academic Advisor to help you with this process.

Undergraduate Non-Degree Seeking Students (Courses for Transfer)

If you are enrolled as a non-degree-seeking student and receive a grade of C- or below on a course that you intend to transfer to another institution, you may retake the course to meet the other institution's transfer policies. The duplicative credit for this course, however, cannot be applied toward a future APUS degree or certificate program.

Questions regarding retaking courses may be directed to counseling@apus.edu*.*

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Failing A Graduate Comprehensive Exam or Capstone Course

Consequences of Failing Your First Attempt at Your Comprehensive Exams

If you receive a FAIL grade for your first attempt at your graduate comprehensive exam, you will be automatically blocked from registration until the reason for the failure is documented by the Registrar's office.

Since you have failed the examination the first time, you will not be eligible to earn a grade of "Pass with Distinction" on the second examination, and you will not be eligible for honors at graduation, regardless if you pass the examination on your second attempt. The highest grade possible for your second attempt of your comprehensive exam is a "Pass."

Also, each of your comprehensive exam attempts will be a separate registration with a separate grade posted on your student transcript.

YOUR POTENTIAL OPTIONS:

At this point, you have the option of forgoing conferral of your degree and accepting an official letter of degree completion instead. Otherwise, you will have the options as outlined below depending upon the reason for your failing grade:

- If you failed because you didn't take the exam on time, you will be allowed to manually register through the Registrar's office for another attempt with a different faculty member or may be offered a 30-day extension to complete the course.
- If you failed due to substandard work, you will be allowed to manually register through the Registrar's office for another attempt with a different faculty member or may be given the option of taking the discipline's capstone course instead.
- If you failed due to any findings of **plagiarism**, you will need to appeal to academics@apus.edu for another chance to take the comprehensive exam. If the Academic Operations Officer (AOO) allows you to retake the comprehensive exam course, it will be with a separate faculty member and will need to be taken onsite with an approved APUS staff member physically proctoring the exam. Onsite may be in either the Manassas office, the Charles Town office, or at the office of an Education Coordinator for the student's region on an APUS laptop computer disconnected from the internet. If the AOO denies your appeal, you may make a final appeal through academics@apus.edu for review by the Provost. All decisions of the Provost will be considered final.
- If you failed because you did not adhere to the conventions of standard English grammar and/or formal academic writing expected at the graduate level, you may be required to complete ENGL600 prior to being allowed to register again for either another comprehensive exam attempt with a different faculty member or for the discipline's capstone course.

Consequences of Failing Your Second Attempt at Your Comprehensive Exam

If you have failed the comprehensive exam twice, you are no longer eligible for degree conferral and will be supplied instead with an official letter of degree completion.

You do have the right to appeal for another attempt through the Academic Appeals department. All appeals must be in writing, must include a summary of the factors involved in your previous failed attempts, and must be sent to academics@apus.edu.

The Academic Appeals department will research and escalate your appeal to the Academic Operations Officer who will provide a decision through the Academic Appeals department within 15 days.

Your appeal for a third attempt may be denied, or you may be given one of the options listed above (including a proctored on-site retake, registration in the discipline's capstone course, or a requirement for the successful completion of ENGL600) before you're allowed to register again for the comp exam course with a different faculty member.

If the AOO denies your appeal, you may make a final appeal through academics@apus.edu for review by the Provost. All decisions of the Provost will be considered final.

Consequences of a Failing Your First Attempt at Your Capstone Course

If you receive a failing grade for your first attempt at your graduate capstone course, you will be automatically blocked from registration until the reason for the failure is documented by the Registrar's office.

Since you have failed the capstone course the first time, you will not be eligible for honors at graduation regardless of your final GPA after a second successful attempt.

YOUR POTENTIAL OPTIONS:

At this point, you have the option of forgoing conferral of your degree and accepting an official letter of degree completion instead. Otherwise, you will have the options as outlined below depending upon the reason for your failing grade:

- If you failed because you didn't complete your course on time, you will be allowed to manually register through the Registrar's office for another attempt with a different faculty member or may be offered a 30-day extension to complete the course.
- If you failed due to substandard work, you will be allowed to manually register through the Registrar's office for another course attempt with a different faculty member.
- If you failed due to any findings of **plagiarism**, you will need to appeal to academics@apus.edu for another chance to take the capstone course. If the AOO allows you to retake the course, it will be with a different faculty member. If the AOO denies your appeal, you may make a final appeal through academics@apus.edu for review by the Provost. All decisions of the Provost will be considered final.
- If you failed because you did not adhere to the conventions of standard English grammar and/or formal academic writing expected at the graduate level, you may be required to complete ENGL600 prior to being allowed to register again for the course with a different faculty member.

Consequences of Failing Your Second Attempt of your Capstone Course

If you have failed your capstone course, or a combination of a comprehensive exam and a capstone course attempt, you are no longer eligible for degree conferral and will be supplied instead with an official letter of degree completion.

You do have the right to appeal for another attempt through the Academic Appeals department. All appeals must be in writing, must include a summary of the factors involved in your previous failed attempts, and must be sent to academics@apus.edu.

The Academic Appeals department will research and escalate your appeal to the Academic Operations Officer who will provide a decision through the Academic Appeals department within 15 days.

Your appeal for a third attempt may be denied, or you may be given the option of another registration in the capstone course, or a requirement for the successful completion of ENGL600 before you're allowed to register again for your capstone course with a different faculty member.

If the AOO denies your appeal, you may make a final appeal through academics@apus.edu for review by the Provost. All decisions of the Provost will be considered final.

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APUS Grading System (Chart)

Graduate Courses: Any grade below "C" has been considered failing starting with any courses that began on or after **April 1, 2007**.

WP/WF grade designators are no longer used as of October 5, 2007.

Grade	Quality Points/ Grading Percent	Description
A	4.0/ 100 - 94	All: Very high quality, clearly above average work
A-	3.67/ 93 - 90	
B+	3.33/ 89 - 87	
B	3.0/ 86 - 84	Undergrad: Above average | Graduate: Expected performance level
B-	2.67/ 83 - 80	
C+	2.33/ 79 - 77	
C	2.0/ 76 - 73	
C-	1.67/ 72 - 70	Undergrad: Below Average | Graduate: Failing
D+	1.33/ 69 - 67	Undergrad: Unsatisfactory | Graduate: Failing
D	1.0/ 66 - 64	Undergrad: Unsatisfactory | Graduate: Failing
D-	.67/ 63 - 60	Undergrad: Unsatisfactory | Graduate: Failing
F	0.0/ 59 - 0	Undergrad: Failing | Graduate: Failing
P	NONE	Undergrad: Pass | Graduate: Pass
PD	NONE	Graduate Comprehensive Exam Only: Pass with Distinction
FAIL	NONE	Graduate Comprehensive Exam Only: Failed the Exam
I	NONE	All: Incomplete
DP	NONE	Dropped
W	NONE	All: Withdrawn
WP	NONE	All: Withdrawn Passing
WF	NONE	All: Withdrawn Failing
X	NONE	Audit grade: No Academic Credit awarded
TC	NONE	Transfer Credit
PLA	NONE	Credit from review of Prior Learning Experience
R	NONE	Course No Longer Counted in GPA as it was Retaken

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Ordering and the Release of APUS Transcripts

You may order APUS transcripts from us through the online student portal, and we offer the option of either electronic or paper transcripts. If you are logged into the student portal, you'll find the "**APUS Transcript Orders**" option under the "FORMS MENU" on the left navigation bar. If you have forgotten your student ID or password, please call our Student Support Services at 877-755-2787.

We offer the options of electronic transcripts, paper transcripts, or a free download of your academic progress report. Fees for our transcript orders may be found in an earlier section in our fee schedule.

The electronic transcript is the cheapest and fastest way to get a transcript to a third party quickly. You will need to know the email address of your intended recipient in order to use this option. For military students, Community College of the Air Force (CCAF) DOES accept our electronic transcripts now!

If you are utilizing a government or military computer that has blocked access to this website, you may request a transcript via U.S. Mail. Please send a written request to:

APUS - Registrations Office
111 W Congress Street
Charles Town, WV 25414

Please include the following information in your written request:

First and Last Name, Student ID, Date of Birth, Last 4 digits of your SS#, the cost of the paper transcript, and your signature on the written request.

You must have attended an APUS course in order to be eligible for a release of a transcript. This means you have either completed a course for a final grade, passed an APUS offered competency exam, or withdrawn from an APUS course after the first week.

You will not be able to order an official APUS transcript if:

- You have not submitted all of your required admission documents yet. Your record status will still show in your portal as INCOMPLETE.
- You have a balance due on your student account.
- You have never attended an APUS course or passed an APUS competency exam.

Students on Incomplete Admission status and/or students who have a balance due may still order an unofficial transcript for their own personal use.

TRANSFER CREDIT: will appear on the transcript as a listing of the total credit hours accepted from each source and may often not appear on the transcript if you have not graduated and are no longer actively enrolled in an APUS program.

DEGREE CONFERRALS: will appear on your transcript only AFTER the actual conferral date of your degree. We can not post conferrals prior to the official conferral date.

TRANSCRIPT DISPLAY: APUS transcripts do NOT include any of the following information:

- Dropped courses (DP grades)
- Academic Probation
- Academic Suspension
- Notation of any Disciplinary Action
- Failed grades for courses retaken after August 2008*

*These course grades will appear as “R” on your transcript but will continue to show as “F” on your personal academic plan and individual grade reports in your student portal.

Exceptions to APUS Transcript Release Policy

Teachers Summer Workshop
One official transcript will be issued at no charge upon request if you are a student who has completed a course that falls under "Teachers' Summer Workshop," (for example, HIST680 – Special Topics) without requiring your admission record to be complete as long as these courses were taken under non-degree-seeking status.

Graduation
When you have a degree conferred by APUS, you will be issued two free copies of your official transcript as part of the graduation process.

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Academic Dishonesty

University Policy: The University System supports and promotes academic honesty and personal integrity. Any form of academic dishonesty has no place in higher education. The University System does not tolerate dishonest efforts by its students. Students who are guilty of academic dishonesty can expect to be penalized. Any student who knowingly assists another student in dishonest behavior is equally responsible. An additional violation of the standards of academic honesty within a course may result in dismissal from the University System.

Plagiarism

The most frequently observed form of academic dishonesty is plagiarism. Plagiarism is the adoption or incorporation of another's ideas without proper attribution of the source. It is more simply defined as taking the writings of another person or people and representing them to be one's own. It is your obligation to read, understand, and comply with the University System's plagiarism policy.

If you do not understand this policy, you need to ask your professor for assistance *before* a plagiarism problem arises.

To avoid plagiarism, you must credit the sources used when writing as essay, research paper, or other assignment in accordance with the appropriate style manual or format required in your course. Specific approaches to appropriate citation are found in writing style guides, such as Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations, 6th Edition* or *The Publication Manual of the American Psychological Association, 5th Edition*. Style guides are available in the Online Library, in the Tutorial Center.

Types of Actions that are defined as plagiarism:

- Using a direct quote from a source and not using quotation marks, in-text citation, and reference.
- Paraphrasing a source and not using in-text citation and reference.
- Submitting papers, assignments, exams, or forums that were completed by another student.
- Sharing your assignments, exams, or forums with other students.
- Purchasing (or copying) papers, assignments, or exams from any website that sells them. This also applies if only partially used in student submission.
- Citing a source with fake bibliographical information.
- Writing a paper for another student.
- Submitting a paper, assignment, or exam that you used in previous class and received credit for (even if the topics are the same) without requesting and receiving in writing prior permission from your new instructor. This also applies to "revising" papers, assignments, or exams that were previously submitted.

- Copying an image, audio, video, spreadsheet, PowerPoint presentation, etc., without proper citation and reference.
- Working in a group effort without prior written faculty consent.
- Consulting source materials or other students without prior written faculty consent.
- Receiving or giving outside help without prior written faculty consent.
- Altering any information on forms or emails after the original has been submitted.

For information on the consequences of being found plagiarizing, please see the Adverse Actions and Appeals Process of the Student Handbook.

Turnitin.com

You should submit all of your writing assignments through an APUS online Library resource called Turnitin.com. Turnitin.com will analyze your paper and report instances of potential plagiarism for you to edit before submitting it for a grade. In some cases, your professors may require you to use Turnitin.com. Typically, your course professor will establish a Turnitin.com access code for your class. If the code has not been established and you wish to use Turnitin.com, you may ask your professor to establish a code.

Examples of Plagiarism

An example of plagiarism is provided below:

The original source:

"Knowledge Management (KM) is the management of ensuring the organizational knowledge needs are met while utilizing the organization's existing assets. Knowledge supports decisions about the organization's products and services as well as its processes and procedures use in production. When knowledge is not managed, the organization is put at risk for losing internal sources that contain knowledge."

Below is a plagiarized version of the above (because it rearranges words and does not give a source.):

Knowledge Management (KM) ensures that the managers of organizations meet the needs as well as utilize organizations existing assets. Knowledge decisions support the organization's products and services in addition to it processes and procedures used in production. If knowledge is not managed, organizations are at risk for losing various sources of information containing knowledge.

An appropriate paraphrased version is given below (The concept is portrayed in an accurate manner and the author gets credit for it.):

Everhart (2003) notes that Knowledge Management (KM) encourages managers to meet organizational needs while using the organizations current assets. Additionally, knowledge can help an organization make decisions regarding its products and services, processes and procedures. If organizations mismanage their knowledge networks, the organization can lose valuable resources. (p.4)

The exact words of another author must be put in quotation marks and credit must be given to that author. Paraphrasing is permitted, but students must cite the author just as if exact quotes were used. If a student paraphrases and does not cite the author, it is considered plagiarism.

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APUS Consumer Information

An academic community is based on personal integrity and respect for others. APUS follows the letter and spirit of applicable federal and state laws pertaining to the administration of an institution of higher education (e.g., laws governing student records, equal opportunity, etc.) and adheres to the guidelines published by appropriate professional groups with respect to admissions procedures, required credentials of faculty, and business ethics. The following information is included in this section:

- Student and Faculty Honor Code and Honor Pledge
- Equal Educational Opportunity Policy
- Campus Security
- Solicitation
- Alcohol and Drug Abuse Prevention
- University General Grievance Procedure
- Harassment, Discrimination, and Retaliation Policy
- Adverse Actions
- Appeals Process
- Family Educational Rights and Privacy Act (FERPA)
- Review of Records
- Critique Faculty and/or Course Material
- Voter Registration
- Classified/Sensitive Material

AMU and APU Student and Faculty Honor Code

Accept responsibility for my actions at all times.

Practice and promote academic integrity at all times.

Uphold unconditionally the University's policy of Academic integrity and accept the consequences of Academic dishonesty.

Show consideration for and respect the dignity of all persons.

Honor Pledge

As a member of the American Public University System learning community, I understand and will abide by the University's policy of academic integrity, as described in the Student Handbook and the University catalog. Furthermore, I agree to the provisions of the APUS Honor Code, and I will not engage in, condone, or assist others in any act of dishonesty or plagiarism. I understand that I will be subject to appropriate disciplinary and/or academic sanctions if I commit any violations of the University's academic integrity policies. Finally, I understand that any violation is subject to and may include immediate suspension or expulsion.

Equal Educational Opportunity Policy

This institution provides equal educational opportunity to persons of every race or ethnic heritage, and without regard to gender, religious beliefs, sexual orientation, age, handicap, or disability.

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Campus Security

We are committed to a safe and secure campus facility for all students, employees, faculty, staff and visitors both within our online education system and the physical buildings. All of our campuses and classrooms are located on the world-wide web. We have ten office locations in Charles Town, WV. Those addresses are: 120 S. George Street, 106 W. Washington Street, 108 W. Congress Street, 118 W. Congress Street, 119 E. Washington Street, 215 W. Washington Street, 303 W. Washington Street, 661 South George Street, 203 S. George Street and our corporate office at 111 West Congress Street. We also have administrative buildings at 10110 Battleview Parkway, Suites 114 and 200 in Manassas, VA.
In accordance with the Crime Awareness and Campus Security Act of 1990, and as amended, please read below for the statistical information on campus crime.

Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act

In accordance with the Crime Awareness and Campus Security Act of 1990, and as amended, American Public University System (APUS) and its subsidiaries American Military University (AMU) and American Public University (APU) provide the following statistical information to make current and future students, faculty, and employees aware of any campus crime. These statistics are meant to inform students, employees, and applicants about the existence of campus crime.

APUS Crime Statistics

REPORT OF CRIMINAL OFFENSES	2007	2006	2005
1. Criminal Homicide	0	0	0
a. Murder and Non-Negligent Manslaughter	0	0	0
b. Negligent Manslaughter	0	0	0
2. Sex Offenses	0	0	0
a. Forcible Sex Offenses (includes Rape)	0	0	0
b. Non-Forcible Sex Offenses	0	0	0
3. Robbery	0	0	0
4. Aggravated Assault	0	0	0
5. Burglary	0	0	0
6. Motor Vehicle Theft	0	0	0
7. Arson	0	1	0
8. Any of the above crimes and other crimes that involved the following:	0	0	0
a. Bodily Injury	0	0	0
b. Evidence of Prejudice	0	0	0

on the basis of race, gender, religion, sexual orientation, ethnicity, or disability	0	0	0
9. Arrests for Violations of the following:	0	0	0
a. Violations of Drug Laws	0	0	0
b. Violations of Liquor Laws (excluding DUI)	0	0	0
c. Violations of Weapons Laws	0	0	0
10. Referrals for Campus Disciplinary Action for:	0	0	0
a. Liquor violations	0	0	0
b. Drug violations	0	0	0
c. Weapons violations	0	0	0

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Solicitation

The following activities are prohibited at all times:

- Solicitation from students towards APUS staff or faculty
- Solicitation by students in the classroom, on the web, or by contacting other students, faculty, or staff via any means of communication.

APUS's policy prohibits any and all types of solicitation in working areas during working time. Violation of this policy may result in immediate disciplinary action.
The only exceptions to this policy are "flyers" for activities or charitable causes sponsored by APUS, which may be distributed without prior approval.

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Alcohol and Drug Abuse Prevention

APUS is committed to achieving an alcohol and drug-free workplace. 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. Accordingly, APUS has the right and obligation to maintain a safe, healthy and productive working and learning environment and to protect APUS property, operations, and reputation.

- Students, faculty and staff must comply with the federal, state, and local laws concerning alcohol and illegal drug usage, whether on University property or otherwise. Violations will be reported to the appropriate law enforcement officials.
- Individual(s) will be subject to University disciplinary action, up to and including expulsion or separation, pursuant to the University's policies and procedures.
- Our Administration reserves the right to impose one or more disciplinary actions, including successful completion of a substance abuse program as a condition to continue enrollment or employment, at the cost of the individual.

Resources

Because our virtual campus does not enable us to provide onsite counseling or treatment, we provide the following information as a resource for those who need assistance with avoiding or recovering from alcohol or drug abuse.

We encourage any student, staff or faculty member who needs information related to alcohol or drug abuse to use directory information, online searches, the telephone book, or referrals from friends and/or professionals.

At a national level there are also organizations dedicated to providing information and suggestions:

- **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: www.samhsa.gov
  Specific Address for Treatment Programs: findtreatment.samhsa.gov
  1-800-729-6686
- **The National Clearinghouse for Alcohol and Drug Information** – Part of US Department of Health and Human Services & SAMSHA's Clearinghouse http://www.health.org/
  1-(800) 729-6686
- About.com Substance Abuse - Explore the complicated disease of addiction. Information on basic questions concerning drugs and addiction.
  National Institute on Drug Abuse General Link/Address: www.nida.nih.gov
  Specific Link/Address on Club Drugs: www.clubdrugs.org
  1-310-443-1124

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University General Grievance Procedure

American Public University System (the University) is dedicated to open communication and the exchange of ideas and/or concerns. Recognizing that, at times, a student may wish to voice a concern, the University has this procedure for addressing students' general complaints.

- If a student has a complaint or concern regarding the University, the student should first communicate the complaint or concern directly and informally with the appropriate department or faculty member. If the complaint or concern is not resolved within the department, the student should continue with the process described below. A student who believes informal resolution is not appropriate due to the sensitive nature of the complaint (for example, sexual harassment or sexual violence) may initiate the appropriate process described below without communicating directly to the department or faculty member involved. Complaints should be filed as soon as possible. For academic issues (classroom issues, grades, faculty concerns): Student emails academics@apus.edu, outlining the complaint or concern and what steps have been taken toward resolution. Academic issues can be complex and require multiple steps to be taken before they can be resolved. The time it takes to resolve individual complaints may vary, but students can expect an initial response, outlining next steps and timelines within 3-5 business days.
- For non-academic issues (service complaints, refunds, etc.): Student emails studentservices@apus.edu, outlining the complaint and concern and what steps have been taken toward resolution. The time it takes to resolve individual complaints may vary, but students can expect an initial response, outlining next steps and timelines within 3-5 business days.
- Complaints regarding disability accommodations should go to DSA@apus.edu. The time it takes to resolve individual complaints may vary, but students can expect an initial response, outlining next steps and timelines within 3-5 business days.
- For complaints regarding discrimination or harassment (including sexual harassment and sexual violence), please refer to the Policy against Harassment, Discrimination, and Retaliation outlined in the University's Student Handbook.
- Certain other issues, known as adverse actions, cannot be addressed through the general complaint procedure. These issues include: being placed on academic probation, dismissal, sanctions, and expulsions. Students wishing to challenge an adverse action or request an exception to university policy are required to file a formal appeal. Detailed information about the appeals process can be found in the Student Handbook at http://www.apus.edu/student-handbook/rights-responsibilities/#Adverse_Actions.
- If a student is unsure about the appropriate contact for a particular concern, the student may always email studentservices@apus.edu to share the concern and the concern will be routed to the appropriate

University representative.

To complete a thorough investigation, the University may interview, consult, or request information from the student making the complaint or any other individuals believed to have relevant information, including faculty, staff and other students. At the conclusion of the investigation, the University will report its findings and any proposed resolution to the student.

The findings of the University under this grievance procedure are final and are not subject to appeal. If, however, your grievance was handled under another applicable policy and procedure and that policy and procedure includes an appeal process, then you may submit an appeal under that policy and procedure.

The University will consider fairly all complaints and comments and not engage in retaliatory action against any student who has submitted such information. Any person who retaliates against any individual filing a complaint or concern will be considered to have violated this policy and will be subject to disciplinary action.

Third Party General Grievance Procedure

The University is also required to provide its students or prospective students with contact information for filing complaints with its accreditor(s) and with its State approval or licensing entity and any other relevant State official or agency that would appropriately handle a student's complaint.

State of West Virginia: The West Virginia Higher Education Policy Commission attempts to provide an avenue for informal resolution of matters concerning institutions; however, the Commission cannot require an institution to take any specific action and cannot provide legal advice to students or prospective students. When contacted, Commission staff will refer the complainant to the specific institution for clarification and response. If, after exhausting internal grievance procedures, the institution has not responded to the student's satisfaction, the student can contact the West Virginia Office of the Attorney General, Consumer Protection Division. Instructions for filing a complaint with the West Virginia Office of the Attorney General, Consumer Protection Division can be found at http://www.wvago.gov/publications.cfm .

Students also are provided with information for filing complaints with other state agencies in the event that they wish to contact an agency in their state of residence. Contact information for agencies handling student complaints in all other states and the District of Columbia can be accessed through the following link: State Agencies – Higher Education Grievances and Complaints.

Higher Learning Commission: The Commission has established a clear distinction between individual grievances and complaints that appear to involve broad institutional practices. Where a complaint raises issues regarding the institution's ongoing ability to meet the Criteria of Accreditation, the Commission forwards the complaint to the institution and requests a formal response. Instructions for filing a complaint with the Higher Learning Commission of the North Central Association of Colleges and Schools can be found at http://www.ncahlc.org/Information-for-the-Public/complaints.html.

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Policy Against Harassment, Discrimination, and Retaliation

American Public University System (the University) is committed to providing an environment that is free of all forms of unlawful harassment and discrimination. In keeping with this commitment, we maintain a strict policy

prohibiting all forms of unlawful harassment and discrimination in interactions that take place in the University environment, whether physical or virtual.

Harassment is unwelcome and disrespectful conduct and communication. Discrimination is any treatment – including harassment – on the basis of a protected characteristic. The University does not engage in and will not tolerate harassment or discrimination based on sex, race, color, religion, national origin, age, marital status, veteran status, handicap, disability, or any other characteristics protected by applicable federal, state or local law.

If you experience, observe, or become aware of behavior that you believe to be harassing or discriminatory in nature, or that is inappropriate or offensive, you are strongly encouraged to report the behavior immediately to the appropriate authority.

To report harassment or discrimination, contact Frank Turner, APUS Student Conduct Officer at fturner@apus.edu. You should provide a description of the issue (including factual details about the people involved, names of any witnesses, and dates of incidents of objectionable behavior) and any steps that have been taken to resolve the issue informally. You may also choose to report harassment or discrimination on the basis of sex to the Office for Civil Rights of the U.S. Department of Education.

Persons reporting incidents of harassment, discrimination, or retaliation may be concerned about the confidentiality of information they are sharing. The right to confidentiality, both of the complainant and the accused, will be respected to the extent possible insofar as it does not interfere with the University's legal obligations or ability to investigate or to take corrective action when it is found that misconduct has occurred.

It is our policy to promptly and equitably investigate any report of harassment, discrimination or retaliation. Appropriate action will be taken against any individual who violates this policy. Harassment or discrimination by any student to another student or a University faculty or staff member will result in disciplinary action up to and including expulsion. Harassment or discrimination by a University faculty or staff member to another employee or student will result in disciplinary action up to and including termination. In addition, any individual who engages in conduct prohibited by this policy may be personally liable in legal action brought against him or her.

You will be protected from retaliation for making a report or participating in an investigation under this policy. All complaints of retaliation should be reported in accordance with the procedure outlined above. Any person who retaliates against any individual filing a claim of harassment or discrimination will be considered to have violated this policy; retaliation will result in corrective action up to and including separation or expulsion.

Cyber-Harassment Policy

The University is committed to providing a safe, positive learning environment for students, faculty and administrators. The University believes that preventing cyberstalking and cyber-harassment is critical to creating and maintaining a safe and secure culture, which supports academic achievement. Cyber-harassment can create an atmosphere of fear and intimidation, which may lead to more serious violence. Cyberstalking and cyber-harassment are prohibited at the University.

Cyberstalking is threatening behavior or unwanted advances directed at another using the Internet and other forms of online and computer communications.

Cyber-harassment differs from cyberstalking in that it generally does not involve a credible threat. Cyber harassment is the willful and repeated use of cell phones, computers, and other electronic communication devices

to harass and threaten one or more students, faculty or staff members, which occurs in the school setting or through the use of technology with an effect of doing any of the following:

- Substantial interference with a student's education;
- Creation of a threatening environment;
- Substantial disruption of the orderly operation of the university.

Examples of cyber-harassment:

- Using the Internet, cell phone, email or any other form of electronic communication to intimidate someone;
- Online fighting/trash talking;
- Offensive harassing messages;
- Sending unsolicited text messages to another user;
- Publicly disclosing someone's personal information;
- Breaking into an account and sending damaging messages;
- Taking pictures of someone and posting the pictures without their consent;
- Creating a fictitious online account using legitimate personal information and then placing damaging or harassing information in the account.

Cyberstalking and cyber-harassment are prohibited, whether in the classroom, online, through the use of social networking sites, email or any other form of electronic communication. The use of the University email server to send harassing messages to individuals outside of the university is also prohibited. Any harassment not listed above is covered by this policy if the incident results in the disruption of the university's learning environment.

Cyberstalking and cyber-harassment are criminal offenses. Cyberstalking and cyber-harassment based on protected characteristics may also implicate federal, state, and local non-discrimination laws. The University reserves the right to report an incident to the appropriate law enforcement agencies, and it will participate in any investigation by law enforcement of an alleged cyberstalking or cyber-harassment offense. In addition, the University will apply its policies and procedures regarding adverse actions as it deems appropriate. Those policies and procedures are described in the Student Handbook. For example, those policies and procedures provide that students who are perceived to be a possible danger to other students or to themselves may be involuntarily withdrawn from the University. To initiate this process, a University member must contact Frank Turner, APUS Student Conduct Officer at fturner@apus.edu. If a person is convicted of cyber stalking or cyber-harassment, the person may face serious criminal sanctions, and the University may take adverse action against the student in accordance with its policies and procedures.

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Adverse Actions

APUS students are expected to demonstrate the highest degree of personal and intellectual honesty at all times and to conform to all published rules and regulations in the most current version of this Student Handbook. Failure to follow APUS rules and regulations may result in initiation of adverse action (action that imposes a sanction against the student and becomes part of his/her official record).

The following is a list of Adverse Actions:

- Academic Probation
- Academic Dismissal
- Plagiarism Notation
- Expulsion
- University Warning

- University Sanctions
- Involuntary University Withdrawal
- Legal Action

Please note: Academic warning, voluntary disenrollment, or disenrollment for inactivity are not considered adverse actions.

Prior written notification from an appropriate APUS official will precede any initiation of the following adverse actions:

- Academic Dismissal or Expulsion
- Plagiarism Notation

Notifications will include avenues of redress available within the administrative structure.

Academic Warning
EFFECTIVE November 1, 2010: Students whose cumulative grade point average (CGPA) falls below the minimum required by APUS within their first 12 semester hours at the undergraduate level or 9 semester hours at the graduate level will receive a notice of Academic Warning by the Academic Advising Department. The intent of Academic Warning Period is to provide students with an early alert so that they may acquire skills and/or resources to raise their cumulative GPA to minimum levels before they become candidates for Academic Probation.

Academic Probation

- For undergraduate students, Academic Probation begins after attempting 15 semester hours with a cumulative GPA below 2.0
- For graduate students, Academic Probation begins after attempting 12 semester hours with a cumulative GPA below 3.0

Students whose cumulative grade point average (CGPA) falls below the minimum required by APUS will be notified by the Registrar's office that they have been placed on Academic Probation. The intent of Academic Probation is to provide students the opportunity to raise their cumulative GPA to minimum levels so they may continue to pursue their academic goals.

Potential consequences of Academic Probation

- **Financial Aid:** Eligibility for financial aid is a separate issue from Academic Probation. Students who are receiving Federal Student Aid or other financial assistance should review the financial aid eligibility polices to ensure they understand the grade point average and other requirements for eligibility.
- **Degree Conferral:** Both graduate and undergraduate students have GPA requirements associated with graduating from their program of study. Please see the Grading System area of this handbook under GPA Requirements for Degree Conferral for detailed information.

Continuation and Removal from Academic Probation: As long as students show acceptable improvement in their CGPA during their initial probationary period, they will be allowed additional periods of probation. If they raise their CGPA to the minimum standard or higher, they will be removed from Academic Probation. If, during any probationary period, students fail to meet the minimum CGPA requirements for that period, they will be subject to dismissal from APUS.

Academic Dismissal

Students who fail to meet the requirements of their academic probation status may be academically dismissed from the university. Students on probation will be reviewed for potential dismissal within 9 hours completed after being placed on probation for graduate students and within 12 hours completed after being placed on probation for undergraduate students. If the student has not raised his/her GPA since being placed on probation, the student will be dismissed from the university.

All appeals of an academic dismissal must be submitted in writing to the Appeals Department. The written appeal may be emailed to appeals@apus.edu, faxed to 304-724-0911, or mailed to the Appeals Department (see Contact Information).

Expulsion

A student may be expelled for repeated offenses or for a one-time flagrant violation of University policy such as cheating on an examination or falsifying application records.

One offense is defined as one instance of unacceptable behavior and will result in appropriate counseling.

Two instances will count as multiple offenses when counseling has occurred independently for each incident. Such offenses may include but are not exclusive to the following:

- The use of obscenities in the classroom, student lounge, or in any contact with university staff.
- The use of any racial, gender, political or ethnic attacks in the classroom, student lounge, or in contact with university staff.
- Harassment of fellow students, faculty, or staff either through personal attacks or repeated attempts to get a response prior to the published acceptable response time or after an appeal has been formally rejected by the university.
- Any yelling or other personally threatening behavior with faculty or staff.
- Intentional disruption of, or interference with, University academic or administrative activities.
- Continued disruption of classroom learning.
- Any act of cheating in a course or aiding another student in cheating.
- Knowingly publishing or circulating damaging or false information (slander or libel).
- Any deliberate attack on or vandalism of University website or networks.
- Unauthorized access to another student record or classroom.
- Submission of any falsified APUS student information to any third party, including diplomas, transcripts, and registration information.
- Submission of fraudulent information on a student or loan application.
- Submission of any fraudulent information including information provided in the application.
- Failure to supply upon request appropriate or sufficient documentation to verify information submitted to APUS as part of the application process or otherwise.
- Failure to return material loaned by APUS staff or faculty.

Students who exhibit any such behavior as listed above will be sent a formal notice of University Warning from the Registrar's office. A repeated offense or a single offense which is deemed of a serious enough nature by an executive committee may be grounds for expulsion from the university.

A student may also be expelled if APUS determines that information that the student submitted is inaccurate or false or if APUS is unable to verify the accuracy of information that the student submitted after the student is provided opportunities to supply requested documentation.

Plagiarism - Process and Appeals

Types of Actions that are defined as Plagiarism:

- Using a direct quote from a source and not using quotation marks, in-text citation, and reference.

- Paraphrasing a source and not using in-text citation and reference.
- Submitting papers, assignments, exams, or forums that were completed by another student.
- Sharing your assignments, exams, or forums with other students.
- Purchasing (or copying) papers, assignments, or exams from any website that sells them. This also applies if only partially used in student submission.
- Citing a source with fake bibliographical information.
- Writing a paper for another student.
- Submitting a paper, assignment, or exam that you used in a previous class and received credit for (even if the topics are the same) without requesting and receiving in writing prior permission from your new instructor. This also applies to "revising" papers, assignments, or exams that were previously submitted.
- Copying an image, audio, video, spreadsheet, PowerPoint presentation, etc., without proper citation and reference.
- Working in a group effort without prior written faculty consent.
- Consulting source materials or other students without prior written faculty consent.
- Receiving or giving outside help without prior written faculty consent.
- Altering any information on forms or emails after the original has been submitted.

Current Course: If a student in a current course is suspected of plagiarism by his/her instructor, the instructor will forward their finding, including the documentation, to plagiarism@apus.edu. Once the Registrar's office receives the notification, including all supporting documentation, they will notify the student of the issue at their primary email address on record. This may involve changing a grade already assigned to a previously submitted assignment. Students with questions regarding the incident will be referred to their instructor or Program Director.

Previous Courses: If a student's work in a course for which a final grade is already posted raises suspicions of plagiarism, the instructor or other academic staff member will forward their findings, including the documentation, to the appropriate Program Director. The Program Director will make a decision on the findings and notify both the instructor and the Registrar's office at plagiarism@apus.edu. Once the Registrar's office receives the notification, including all supporting documentation, they will notify the student of the issue at their primary email address on record and allow the student 30 days to contest the finding. Students with questions regarding the incident will be referred to their Program Director.

Initial and Final Appeal Levels for Individual Incidents of Plagiarism: Students who wish to contest the charges of plagiarism may appeal to have their record reviewed within the appeal deadline, which is 72 hours for an incident in a current course and 30 days for an incident reported from a previously completed course. Any appeals will need to be in writing and must be sent to plagiarism@apus.edu. The Registrar's office will make note of the appeal and forward this for review to the Academic Appeals department, and the Academic Operations Officer will have 21 days to review the appeal. If that appeal is reviewed and denied, the student has one final appeal available if made in writing to the Provost within 30 days of the previous decision notification. The Provost Office will have 30 days to review the appeal, and the decision of the Provost will be considered final by the university.

Consequences of Plagiarism: Repeated violations may result in dismissal from the university depending upon the circumstances of the incidents. Multiple incidents may also impact a student's eligibility for certain honors lists, and may show up in information shared during student sanctioned background investigations. Once the student has 3 or more incidents on record, or one or more especially flagrant violations, a letter of University Warning will be issued to the student to his/her primary email address on record and to his/her mycampus email address.

If another incident is reported, the student will be placed on suspension and notified of pending expulsion from the university or of a one year suspension. During these 30 days, the student will have been withdrawn from any current courses, and the student's academic record will remain on academic suspension with no further registrations permitted.

The student has the right to appeal this adverse action, which must be done within 30 days and submitted in writing to academics@apus.edu. If the student does not submit an appeal in writing within 30 days, the pending action will be finalized in the student record.

If the student appeals the pending adverse action, an academic committee will be formed. This academic committee has 30 days to submit a decision, during which time the student may be given one opportunity to speak with the committee.

If the decision is to expel the student, the student will have 15 days from the date of expulsion to submit a final appeal. All appeals must be in writing and submitted by either email to academics@apus.edu, faxed to 304-724-0911, or mailed to the Academic Appeals department (See Contact Information.).

During these 15 days, the student will have been withdrawn from any current courses, and the student's academic record will remain on academic suspension with no further registrations permitted. If the student appeals within the 15 days, the appeal will be decided by an executive committee led by the University Provost, with any decision being considered final. If the student does not appeal within the 15 days, or a submitted appeal is denied, the student's expulsion will stand in the student record.

If a student is found to have plagiarized on the Comprehensive Exam, a grade of FAIL is given for this exam. The student then has two options:

- To accept the grade and not receive their degree. A letter of academic completion may be provided, but a degree will not be conferred.
- To retake the exam at an APUS site (Charles Town, WV or Manassas, VA with a Program Manager or Marketing Site Representative) on an APUS laptop computer disconnected from the internet. New questions will be offered and this exam will be graded by a professor other than that from the first exam attempt. The student must pass this second exam to have his/her degree conferred.

Please review the Writing Standards and Grading sections of this handbook for complete information.

Copyright Protection

Refer to the Course Material section of the Student Handbook for details on copyright protection.

University Warning

If a student exhibits any unacceptable behavior like, but not exclusive of, those listed above, the student will be sent by email a letter of University Warning to the student email address on record. The letter will cite the incidence of behavior that was deemed unacceptable and the potential consequences if the behavior continues. This letter will be placed in the permanent student record and within the GoarmyEd advising section if student is a GAE student.

University Sanctions

If a student exhibits any unacceptable behavior like, but not exclusive of, those listed above that is considered serious enough to merit more than a warning, the student will be placed on academic suspension and will be sent by email a letter of University Sanctions to the student email address on record. The letter will cite the incidence of behavior that was deemed unacceptable and the length of any academic suspension or actions the student must take to have his/her suspension removed. This letter will be placed in the permanent student file and the student will be ineligible for inclusion on any Dean's List or any honor societies throughout the completion of the student's program.

Involuntary University Withdrawal

Students who are perceived to be a possible danger to other students or to themselves may be involuntarily withdrawn from the university. To initiate this process, a university member must contact an Officer of the President's Office who will review the case and determine if the situation merits involuntary withdrawal from the university.

Involuntary Withdrawal may be warranted:

- When there is strong and convincing evidence that the student's continued presence at the University is potentially dangerous to himself or to the health and safety of the University community
- When the student's conduct adversely affects the University and/or the pursuit of its mission and objectives.

Students who are withdrawn for this reason may return to the university once they can submit documentation to show that they are under professional care and have been cleared to return to a classroom setting.

Legal Action
Only a duly authorized agent officially appointed by the President of APUS shall have the right, if deemed necessary, to initiate legal proceedings against a student for violation of public law in any University sponsored site in which University property and/or vested interests are involved.

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Appeals Process

During Student Appeal of Pending Academic Dismissal
Notification of pending academic dismissal due to failure of academic probation will be presented to APUS students in writing from the Registrar's Office by certified letter to the student's mailing address. Any notified student may appeal the decision based on mitigating circumstances (situations that have had a negative effect on the student's ability to successfully meet academic standards). Students have the right to submit a written petition to the Registrar's within 30 calendar days of receiving written notification of the pending dismissal, during which time the student's record will be placed on Suspension to prevent further registrations. The student will be allowed to continue in any current courses during this appeal period.

Such an appeal should contain a straightforward narrative of the facts as known or perceived by the student, to include supporting documentation that goes to establishing facts, or to providing a basis for mitigation. The appeals should be emailed to appeals@apus.edu, faxed to 304.724.0911, or mailed to the Appeals Office (see contact information). If the student has not appealed the decision within 30 days, the student will be academically dismissed from the university.

University Decision
The University Appeals department is responsible for accepting and tracking all forwarded appeals of academic dismissals. Students must submit appeals in writing, and each student appealing his academic dismissal will have his appeal reviewed by a team comprised of an Appeals staff member, a manager of Special Services Advising, and the Registrar's office, as well as the appropriate academic Dean in cases where the student's situation is outside the normal appeal parameters.

Students will be notified by email of the university's decision within 15 days of receipt of the appeal. If the student's appeal is rejected, he does have a final option to appeal in writing to the Office of the Provost.

All decisions made by the Provost's Office are final. However, students who are withdrawn from the university due to failure of academic probation and whose appeals are rejected may submit a new appeal after one calendar year from the date of the original academic dismissal.

Readmission after Appeal: Students whose academic dismissal appeal is granted will be readmitted on Academic Probation. They may even be readmitted on a conditional status of suspension to restrict their registrations to maximize the student's ability to show successful academic progress. They will comply with the Academic Probation policies previously described, until they raise their GPA to meet minimum stands, or fail to meet the minimum GPA requirements during a probationary period, at which time they will be permanently dismissed.
If the student's appeal took place more than one year after the original dismissal from the university, the student will be required to be readmitted under the catalog and program requirements current at the time the student is readmitted.

Student Appeal of University Warnings
Students who receive a letter of University Warning may challenge the circumstances of the incident through the Appeals Department. All appeals must be in writing and submitted by either email to appeals@apus.edu, faxed to 304.724.0911, or mailed to the Appeals department (See contact info).

An Officer of the President's office will form an appeal committee comprised of at least three appropriate university executives to consider each challenge. Students will be notified by email of the committee's decision within 30 days of receipt of appeal. All committee decisions for each challenge of a university warning are final. If the committee finds in favor of the student, the record of the university warning will be expunged from the student record.

Student Appeal of Expulsion
Students who are expelled from the university, whether due to repeated offenses or to one-time flagrant violations of the university code of conduct, will be placed on suspended status and given 15 days to appeal through the Appeals Department prior to the finalization of the expulsion. Students may be withdrawn from any current courses as soon as the suspension is placed on the student record with any refund of tuition being based on the normal refund schedule on the date of the withdrawal.

All appeals must be in writing and submitted by either email to appeals@apus.edu, faxed to 304-724-0911, or mailed to the Appeals department (See contact info).

An Officer of the President's office will form an appeal committee comprised of at least three appropriate university officials to consider each appeal of an expulsion. Students will be notified by email of the committee's decision within 30 days of receipt of appeal. All decisions for each appeal of an expulsion are final.

Student Appeal of Involuntary University Withdrawal
Students who are involuntarily withdrawn from the university due to personal safety concerns may appeal through the Appeals Department. All appeals must be in writing and submitted by either email to appeals@apus.edu, faxed to 304.724.0911, or mailed to the Appeals department (See contact info).

An Officer of the President's office will form an appeal committee comprised of at least three appropriate university executives to consider each appeal of an expulsion or university sanction. Students will be notified by email of the committee's decision within 15 days of receipt of appeal. All decisions for each appeal of an expulsion are final.

CONTACT INFORMATION

Registrations Department (for appeals of pending academic dismissal)
EMAIL: registrar@apus.edu
FAX: 304.724.3790
Mail: APUS
ATTN: Registrations
215 West Washington St.
Charles Town, WV 25414

Appeals Department (for appeals of expulsions, involuntary university withdrawals and university sanctions)
EMAIL: appeals@apus.edu
FAX: 304.724.0911
Mail: APUS
ATTN: Appeals
10110 Battleview Pkwy.
Suite 114
Manassas, VA 20109

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Family Educational Rights and Privacy Act (FERPA) Notification to Students

The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, requires that schools establish and publish a written institutional policy covering student privacy rights. The law provides that the institution will maintain the confidentiality of all education records for its students. At American Public University System (APUS), an applicant is considered a student as soon as orientation is completed.

Student rights under FERPA at APUS include:

1. The right to inspect and review his/her own education record within 45 days of the day the University receives an access request. A student should submit a written request to the registrar identifying the education record the student wishes to inspect. The Registrar will arrange for access and notify the student of the time, format, and place where the records may be inspected. For more information on reviewing records, go to Review of Records.
2. The right to request an amendment to the education record that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the University to amend a record should submit a written request to the Registrar clearly identifying the part of the record the student wants amended, and specifying the reason for the request.
   If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing. The final decision to amend the record resides with the University.
3. The right to require written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent (you may review FERPA Exceptions for Disclosure below). A student who wishes to grant access to a third party may complete a FERPA Release Authorization Form. Please e-mail FERPA@apus.edu to request the form. The form will only be released to the student not the third party.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

   Family Policy Compliance Office

U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

FERPA Exception for Disclosure Without Consent

The University discloses education record information without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibilities for the University.

APUS defines the following as school officials:

- Personnel within APUS
- A person or company the University has contracted as its agent to provide a service instead of using University employees or officials (such as legal counsel, auditors, third-party contractors, or collection agents)
- A person serving on the Board of Trustees

A school official is deemed to have a legitimate educational interest if the information requested is necessary for that official (a) to perform appropriate tasks that are specified in his/her position description or by a contract agreement; (b) to perform a task related to a student's education; (c) to perform a task related to the discipline of a student; (d) to provide a service or benefit to the student or student's family, such as health care, counseling, job placement or financial aid; (e) to address a student-initiated complaint or appeal; or (f) otherwise to fulfill his or her professional duties for APUS.

This includes but is not limited to those who are:

- Complying with government, accrediting body, or DOD reporting requirements;
- Researching a student-initiated appeal or complaint;
- Currently teaching a student involved in a misconduct disciplinary review;
- Currently teaching a student who has been identified as having knowingly or unknowingly shared submitted academic work with other APUS students;
- Following internally-published Standards of Procedures for processing student records and/or requests within specific departments;
- Delivering direct counseling in a role of APUS Chaplain;
- Using the information to fulfill his or her professional responsibilities for the University.

FERPA also allows schools to disclose education record information, without consent, to the following parties or under the following conditions:

- Persons or organizations providing student financial aid
- Accrediting agencies carrying out their accreditation function
- Persons in compliance with a judicial order
- Persons in an emergency in order to protect the health or safety of the student or other persons.
- Parents of dependent children as defined in the Internal Revenue Code of 1954 (Documentation will be required as proof)

Officials from:

- other institutions in which the student seeks to enroll
- organizations conducting studies for educational and governmental agencies
- U.S. Government agencies as listed in Public Law 93-380

APUS Directory Information

Although most information contained in a student's educational record is confidential, some of that information is not considered under FERPA to be harmful or an invasion of privacy if disclosed and is referred to as directory information. APUS considers the following to be directory information for the purposes of FERPA and may be released without student consent:

- Name
- Student Identification (ID) number
- Major field of study
- Dates of attendance
- Level (undergraduate or graduate)
- Class standing/Classification (Freshman, Sophomore, Junior, or Senior)
- Registration Status (Full-time, Part-time, or Not Currently Enrolled)
- Degrees, honors (including Dean's and President's Lists), and awards received
- City/State/Country of residence
- Photographic or videotaped image
- Projected Conferral Date (if available)

Directory Information Block (DIB)

FERPA also gives a student the right to block public display and release of directory information. Students who request for APUS to apply such block should be aware of the following:

- APUS will not acknowledge the existence of any student with an active DIB.
- A DIB will prevent the student from being listed as having attended APUS and it will prevent APUS from acknowledging that a student is currently enrolled at the University. The only exceptions involve the U.S. government, U.S. law enforcement, or APUS officials with legitimate educational interest including the need to maintain School operation.
- A DIB will keep a student from being listed in any APUS University publications, including the APUS Commencement Book.
- A DIB at the time of graduation prevents the student from being listed among APUS alumni.

Directory Information Block and Authorized Access

Students who request a DIB should also be aware that this request does not restrict administrative access to their information when there is a legitimate educational interest. For example, a DIB will not keep advisors from seeing the students' information or prevent the students from being shown in their online class tools as long as use of such tools is restricted to members of the class.

Student Responsibilities

The student is responsible for maintaining current contact information such as email address(es) and phone number(s) in the student account because the email address or phone number along with the student ID are used as primary means of identification for communication purposes.

The student is responsible for safeguarding email account login information and student password. APUS shall not be responsible for the misuse of password by any person.

The student is responsible for revoking the DIB. The student must email FERPA@apus.edu to revoke the block.

How to Request a Directory Information Block

Students who do not wish to allow disclosure of directory information should email their requests to FERPA@apus.edu. Once processed, a DIB will be placed in the account. Once set, the DIB will remain in place until the student authorizes its removal. The email requesting to revoke the DIB must be received by the Office of Student Records at FERPA@apus.edu.

Deceased Student Records Policy

The records of deceased students may only be released by the Registrar's office. Records will only be released to the student's immediate family or estate executor and will be released in the following order of succession. (As an exception, and in the case of a sudden death, accident, or disaster, the university will decide what academic and personal information is appropriate to provide to authorities as part of any official investigation.)

- the spouse at the time of death
- a parent
- the executor of the estate
- the eldest surviving child
- the eldest surviving sibling
- any surviving descendant

The petitioner must provide as much of the following student information as possible with a records request:

- name of deceased (and maiden name, if applicable)
- last four digits of Social Security number or student ID of deceased
- the dates that the deceased student attended
- death certificate (a photocopy is acceptable)

The petitioner must provide the following personal information with a records request:

- petitioner's name
- petitioner's address
- evidence that s/he is qualified to receive the records, based on the above criteria or, in the absence of evidence, a statement certifying the same.
- petitioner's phone number
- petitioner's signature
- date of request

The request should be addressed to the Registrar at FERPA@apus.edu or call us at 703-396-6893.

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Review of Records

The Registrar's Office has been designated to coordinate the inspection and review procedures for all student education records, including admissions, personal, academic, and financial files as well as academic, cooperative education, and placement records. Education records do not include records of instructional, administrative, and educational personnel, which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute.

The law provides each student with the following rights:

- To inspect and review information contained in his/her education records
- To challenge the contents of her/his education records
- To have a hearing if the outcome of the challenge is unsatisfactory
- To submit explanatory statements for inclusion in the student's files if the decisions of the hearing panels are found unacceptable.

APUS students may not inspect and review the following as outlined by the Privacy Act:

- Confidential letters and recommendations associated with admissions, employment or job placement
- Education records containing information about more than one student, in which case access is permitted only to the part that pertains to the student inquiring.

Requesting a Record Review

APUS students who wish to review their education records must make a written request to the Director of Student Records at FERPA@apus.edu listing the item or items of interest. Only records covered by the Privacy Act will be made available to the student, generally within 45 days of receipt of the request. The student may have copies made of her/his records with certain exceptions (e.g., a copy of the academic record for which a financial "hold" exists or a transcript of an original or source document that exists elsewhere). Any copies will be made at the student's expense at prevailing, reasonable rates.

Formal Request for Amendment

Students who believe that their education records contain information that is inaccurate or misleading, or otherwise in violation of their privacy or other rights may discuss this problem informally with the Director of Student Records at FERPA@apus.edu and make a request for amendment. If the Registrar approves the request, the appropriate records will be amended.

Formal Hearing or Formal Request for Amendment

If the request to amend the record is not approved, the student will be notified within a reasonable period of time and informed of the right to a request a formal hearing or submit a formal written request for amendment of record.

- The student must request a formal hearing in writing to the Director of Student Records.
- The Director of Student Records will coordinate and inform the student of the date, place, and the time of the hearing.
- The hearing panel will consist of the Academic Dean and a panel of at least three appropriate university officials, of which one must be a student appointed by the Chancellor.
- At the hearing, the student may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more chosen persons, including attorneys, at the student's expense.
- Should the student choose to submit a formal written request for amendment of records in lieu of a formal hearing, the panel will consider the written request for amendment in the same manner as they would consider evidence submitted in a hearing.

Hearing Panel Decisions

The student's education records will be corrected or amended in accordance with the decisions of the hearing panel. Decisions of the panel will be final, based solely on the evidence presented, and will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned.

If the decisions are unsatisfactory to the student, s/he may submit statements commenting on the information in the records, or statements setting forth any reasons of disagreement with the decisions of the hearing panel. The statements will be placed in the education records, maintained as part of the record, and released whenever the record in question is disclosed.

Any student who believes that the adjudication of her/his challenge(s) were unfair or not in keeping with the provisions of the Privacy Act may request, in writing, assistance from the American Public University System Provost in filing complaints. The written request should be mailed to APUS, ATTN: Provost, 111 W. Congress Street, Charles Town, WV 25414. The complaint will be filed with the Family Educational Rights and Privacy Act

Office (FERPA), Department of Education, Room 4074, Switzer Building, Washington, DC 20202.

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End-of-Course Critique

All APUS students are provided the opportunity to comment on a faculty member and/or course material in the end-of-course critique. All critiques are confidential and student's identity will not be released without his/her expressed consent.

Students should complete the critique and submit it to APUS as soon as possible so that timely analysis may be conducted. APUS student critiques are essential in our academic and administrative improvement process.

In addition to the critique system, students may contact their Department Chair or the APUS Academic Dean at any time with comments regarding any course in which they are enrolled, without fear of retribution. Comments should be temperate, factual and subject to independent verification.

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Voter Registration

We support the National Voter Registration Act (or 'Motor Voter Law') and encourage our students who are U.S. citizens to exercise their right to vote. To vote, you must register. You can register in person at any driver's license agency or public assistance and disability agency in your home state. You can also submit a mail-in registration from anywhere in the United States. For more information, visit the U.S. Election Assistance Commission website.

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Classified/Sensitive Material

Because of the sensitive nature of many of the subjects taught in this university, classified material or material considered sensitive to national security will not be used or discussed in APUS classes. Any student who believes that this policy has been violated or wishes to discuss related issues should contact his/her Department Chair or Program Manager who will then forward issues to the Provost as necessary.

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Student Affairs

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- President's and Dean's Honor Lists
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Honor Societies & Student Organizations

Honor societies and student organizations provide students with a variety of opportunities to explore academic, professional, political, social, cultural, recreational, and community service interests. Participation in such organizations allows students to develop interpersonal, organizational, and leadership skills in a supportive, yet challenging environment.

The Student Organization Handbook was adopted in March 2008 to allow students to organize, join, and hold office in student organizations and honor societies.

Honor Societies

APUS currently recognizes three honor societies. Membership in an APUS recognized honor society is by invitation only to those that meet the qualifying criteria. Invitations are sent twice a year: once in the Spring and once in the Fall. The following are recognized honor societies at APUS: Delta Epsilon Tau International Honor Society, Golden Key International Honour Society, and Alpha Phi Sigma.

Student Organization

APUS currently recognizes one student organization: International Emergency Managers Student Association (IEMSA).

For questions regarding membership criteria or information on how to become a recognized student organization or honor society at APUS, please contact the Office of Student Affairs at studentaffairs@apus.edu.

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President's and Dean's Honor Lists

The President's and Dean's Honors Lists are quarterly publications that honor those students who met the distinguished honors criteria during the previous quarter.

Please note that students within the following programs are not eligible for the President's or Dean's honors lists: associate students, certificate programs, or courses for transfer.

The schedule of publication quarters is listed below:

- First Quarter published April 1; courses must have started and been completed between September 1 - February 28;
- Second Quarter published July 1; courses must have started and been completed between December 1 - May 31;
- Third Quarter, published October 1; courses must have started and been completed between March 1 - August 31;
- Fourth Quarter, published January 1; courses must have started and been completed between June 1 - November 30.

President's List:

At the end of each quarter, a list of bachelor's and master's honor students is published online. To be eligible for the President's Honors List a student must have:

- Completed five classes with AMU or APU in current program; equivalent to 15 semester hours;
- Begun and completed three classes at the bachelor or two classes at the master level in the prior 6-month period;
- Achieved a 4.0 cumulative grade point average; and,
- Been in compliance with APUS policies on academic integrity in all classes, assignments and interactions.

Dean's List:

At the end of each quarter, a list of bachelor's and master's honor students is published online. To be eligible for the Dean's Honors List a student must have:

- Completed five classes with AMU or APU in current program; equivalent to 15 semester hours;
- Begun and completed three classes at the bachelor or two classes at the master level in the prior 6-month period;
- Achieved a minimum of a 3.75 cumulative grade point average; and,
- Been in compliance with APUS policies on academic integrity in all classes, assignments, and interactions.The President's and Dean's Honors Lists are quarterly publications that honor those students who met the distinguished honors criteria during the previous quarter.

Questions regarding the quarterly President's Honors and Dean's Lists may be directed to the Office of Student Affairs at studentaffairs@apus.edu.

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Global Mentor Network

The Global Mentor Network provides alumni and graduate students the opportunity to partner with active undergraduate and graduate students using an online mentoring program. The program helps active students explore various career fields and begin building a professional network. Students assess their development needs, find a mentor that meets their needs, and create a mentoring relationship.

Mentors are alumni who have received a Bachelor's or Master's degree from APUS or graduate students who have a minimum of a 3.500 cumulative grade point average and have completed a minimum of 12 semester hours at APUS.

Mentees are undergraduate or graduate students who have completed at least one course with APUS and are on active status.

Questions regarding the Global Mentor Network may be directed to the Global Mentor Network Coordinator at mentor@apus.edu.

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FOCUS-2

FOCUS-2 is an internet-based planning system that provides university students and alumni with personalized career, education exploration, and planning services.

FOCUS-2 is an interactive program to help students select the right college major and plan their career based on personal interests, values, skills, personality, and aspirations. Assessment results are matched to occupations

and the *major areas of study supporting the preferred occupations are identified*. The occupation descriptions come from the ONET system, which serves as the U.S. Department of Labor's primary source of comprehensive information on key attributes and characteristics of workers and occupations.

Questions regarding FOCUS-2 may be directed to the Office of Student Affairs at focus@apus.edu.

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Student Newsletter

The student newsletter increases awareness of University and student initiatives and events and is published quarterly on the first Thursday of March, June, September, and December. Current and archived editions can be found on the online campus at the bottom of the page.

Questions or suggestions regarding the student newsletter may be directed to newsletter@apus.edu.

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Student Lounge

The Student Lounge was created to foster University community. The lounge provides open and private forums designed for students, faculty, alumni, or staff of American Public University System to share ideas, ask questions, and network with each another. The student lounge provides the opportunity to participate in cross organizational social, effective and knowledge building asynchronous dialog with students, professors, alumni and staff. The lounge is accessible through your online classroom or can be found at: https://forum.apus.edu/.

Questions regarding the Student Lounge may be directed to the Office of Student Affairs at studentaffairs@apus.edu.

Your Graduation Process

- General Graduation Information
- Certificate and Degree Combinations
- Transfer Credit to Complete Your Program Requirements
- Application Deadlines
- Fees
- Program Review Process
- Shipping of Transcripts and Diploma
- Honors Designation
- Latin Honor Designation
- Letters of Pending Graduation

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General Graduation Information

Unlike most universities that only confer degrees twice a year, APUS confers degrees quarterly. If you are in a certificate program, APUS awards certificates on the first day of each month.

"**Conferral date**" is defined as the date on which your degree is officially awarded. Due to outstanding financial obligations, outstanding grade appeals, or established conferral schedules, you may actually complete your degree many months before your degree is officially conferred.

To be eligible for conferral of your degree or awarding of your certificate program, you must:

- have fulfilled all course requirements in your program.
- have a GPA of 2.0 if you are in an undergraduate program, or 3.0 if you are in a graduate program.
- have fulfilled all program requirements within the published program deadline.
- have fulfilled all course requirements within 150% of courses attempted vs. courses successfully passed.
- have applied for graduation and passed an academic review of your courses.
- have no outstanding balances.

It is critical that you maintain an accurate shipping address in your student record. You will incur additional charges if we need to reship misdirected diplomas or transcripts due to a shipping address that was no longer valid. Your conferral could also be delayed if you are not receiving notifications of outstanding graduation process requirements.

For more information on GPA requirements, program deadline requirements, or SAP requirements (150% rules), please see the What You Need to Know Before Your Course Begins section of the Student Handbook.

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Certificate and Degree Combinations

If you are pursuing a certificate in conjunction with your degree and wish to have the certificate awarded prior to your degree conferral, you must submit a Certificate Completion Application form online and pay the associated fee.

If you wish to wait and have your certificate program awarded in conjunction with your degree conferral, you only need to submit the graduation application.

- The certificate program review will be completed concurrently with the degree program academic review.
- If your certificate passes the academic review, your certificate will be awarded on the conferral date with your degree.
- Only certificate programs that you have officially declared and are listed on your academic plan can be awarded. If your certificate is not showing on your online academic plan in the student portal, contact your Academic Advisors immediately.

For more information on having your certificate awarded, please contact graduations@apus.edu.

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Transfer Credit to Complete Your Program Requirements

If you are nearing graduation and expect to use transfer credit to complete some remaining course requirements in your program, you must have your initial TCE completed before you apply for graduation.

All requests and official documents needed for TCE updates must be received ***at least 60 days prior to your chosen conferral date.***

For graduation on:	All TCE documentation due no later than:
February 15th	December 15th
May 15th	March 15th
August 15th	June 15th
November 15th	September 15th

If documentation is not received on time, the academic review cannot be processed and you will be moved to the next conferral date.

Questions regarding graduation deadlines for TCE may be directed to graduations@apus.edu.

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Application Deadlines

WHEN TO SUBMIT: You should submit your online graduation application under the **FORMS MENU** in your student portal well before you complete your last course in your program to ensure that all required reviews may be completed on time for your anticipated conferral date. This could mean 6 months prior to your anticipated conferral date, or at least before you begin your final semester of courses.

Application Deadlines for Degree Conferral

Your **Graduation Application** must be received prior to your projected conferral date. If you are currently on any course extensions, it doesn't matter if you turn your coursework in prior to the extension end date. The extensions must be **officially** scheduled to end prior to the anticipated conferral date you select on your graduation application.

Also, your instructors are not able to post your final grades for your courses or extensions early in order for you to have your degree conferred prior to your courses being officially over.

Please follow the due dates below for graduation application deadlines:

For conferral on:	Application due no later than:
February 15	January 1
May 15	April 1
August 15	July 1
November 15	October 1

Application Deadlines for Certificates

If you are in a stand -alone certificate program, you should submit your **Certificate Completion Application** as soon as your final grades are posted and all of the courses required for your certificate completion have been fulfilled. Applications for certificate programs must be received no later than the fifteenth of the month for awarding on the first of the following month.

- For award on September 1, application due no later than August 15.
- For award on October 1, application due no later than September 15.

If you don't submit your application until after the 15th, your certificate award date will be moved to be a month after the first of the next month.

Questions regarding the graduation application deadlines may be directed to info@apus.edu.

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Fees

There is a one-time, nonrefundable fee of $100 per degree. The fee covers administrative costs associated with completing the graduation academic review, diploma and transcripts processing, and supporting Alumni and Career Service services available to all alumni.

The cost to apply for a certificate to be awarded is a one-time, nonrefundable fee of $25 per certificate program. The fee covers administrative costs associated with completing the certificate academic review and the printing, processing, and shipping of certificates and transcripts.

These fees are not covered by Military Tuition Assistance.

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Program Review Process

The program review process begins when you submit the online Graduation Application. Once you submit your Graduation Application, the following processes are triggered:

- **Academic Audit –** An Associate Registrar must review the student record and confirm that all program requirements for completion have been met.
- **Finance Audit –** The APUS Finance Office must confirm that the Student Account has no outstanding balance or monies owed.
- **Library Audit –** The APUS Librarian must confirm all books or materials reserved from the library have been returned to APUS and there are no outstanding fees.
- **End of Program (EOP) Survey –** If you are sent an End-of-Program survey, you must complete it as part of your graduation process. Questions about this survey can be sent to feedback@apus.edu.
- **Learning Outcomes Assessment –** If you are an Associate or Bachelor student, you might be required to complete a proctored Learning Outcome Assessment (LOA). For detailed information about the LOA process, please visit the Learning Outcomes Assessment website.

If the Associate Registrar confirms that academic requirements have not been met by the intended conferral date,

you will be notified by email that your conferral has been moved to the next available date.

If you are academically clear for graduation but do not meet all requirements prior to your conferral date, you will remain assigned to the declared conferral. However your final transcripts and diploma will not be mailed until you complete all of the program audit requirements.

My Graduation Information Online

You may track your graduation process in your online campus under "My Graduation Info." The information in this section is updated once you apply for graduation. The information below will explain each of the fields listed under the graduation audit section.

- **Auditor:** The Associate Registrar will be with the student throughout the graduation process.
- **Projected Conferral Date:** This is the date selected by the student during the application process, identifying when he/she anticipates graduation from the American Public University System.
- **Declared Conferral Date:** This is the date that the Associate Registrar confirms as the conferral date the student is eligible for once the academic audit has begun.
- **Graduation Application:** Once the Graduation Application has been submitted electronically, the status will state, "Submitted", and a date will post.
- **Academic Audit:** This field will remain blank until the initial academic review has been completed. Once the initial academic review is completed, one of the following statuses below will be listed:

STATUS DEFINITIONS

- **Clear:** You have successfully completed all academic requirements for your current degree.
- **Grades not posted:** You have registered for all courses needed to complete the current degree; however, not all course grades have been posted.
- **Incomplete Grade:** You are currently on a course extension or have additional courses to complete your program.
- **Ineligible:** You failed final course requirement, or do not meet minimum GPA requirement for your degree.

Finance Audit and Library Audit: These will be completed once you have been cleared academically for graduation. A status of "Not Clear" will show if you have an outstanding issue with any of these reviews. You will not be able to receive any transcripts or have your diploma shipped if you have any outstanding balance.

End of Program Survey: If you are required to complete the End-of-Program (EOP) survey, you will be emailed the survey on a weekly basis after submitting your Graduation Application until it has been successfully submitted. Questions about this EOP survey can be sent to feedback@apus.edu. Please be sure that your current email is listed in your Online Campus to ensure a timely delivery of this survey.

Learning Outcomes Assessment (**LOA):** If you are required to complete the LOA, you will be emailed directly from the assessment team within a week of submitting your Graduation Application. For detailed information about the LOA process, please visit the Learning Outcomes Assessment website.

Once all graduation requirements have been successfully completed, you will be notified by email with your final clearance date.

Questions regarding your academic audit status should be directed to graduations@apus.edu.

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Shipping of Transcripts and Diploma

Transcripts

Once your academic review is complete and all requirements are met, you will be sent two official transcripts to the shipping address you have on record. The transcripts are mailed approximately four weeks after you have met ALL program audit requirements. This includes the financial audit, library audit, end of program survey, and any requested Learning Outcome Assessment.

Please note that your graduation date will not be reflected on your transcript until the day of conferral regardless of when you were academically cleared for your program.

Diploma

Diplomas are shipped approximately four weeks after the conferral date or final clearance date (whichever is later), as long as you have completed all graduation requirements, including the financial audit, library audit, end of program survey, and any requested Learning Outcome Assessment.

The 11"x14" diploma will arrive protected in a royal blue leatherette presentation folder with American Public University System embossed in gold on the cover.

Diplomas contain the following information:

- Your **Student Name** as you listed on the graduation application - Please Note: Only your legal name may appear on the diploma. No titles or ranks will be included. If your legal name has changed since applying to the school, you must update your student records by providing legal documentation of the name change.
- The **APUS institution** you attended (American Military University or American Public University).
- Your **degree** program level and program name (Concentrations are not listed on the diploma.).
- Your **Honors** designation. If you met the requirements for Honors in your program, “with Honors” will appear on your diploma. Official transcripts will display “with Honors.”

Copies of the Diploma

You may place orders for additional copies of your final diploma prior to or after your conferral date. The cost of each additional diploma is $35. To place an order for an additional diploma, use the **Additional Diploma Request Form** located in the **FORMS** menu in your student portal. Any orders will not be sent out until after your degree has been conferred and you have completed all academic review requirements.

Diploma Reshipments

You will be notified by email prior to your diploma being shipped reminding you to update your shipping address on your student record.

If we need to reship your diploma because your shipping address in your record was not current, you will need to submit the **Additional Diploma Request Form** for reshipment of their diploma. You will be responsible for paying the $35 fee, which will be used towards the cost of materials and reshipment.

Questions regarding the shipment of your diploma should be directed to graduations@apus.edu.

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Honors Designation

The date that you were admitted into your current program is what determines the requirements for "honors" designation upon graduation. If you were disenrolled and readmitted, your program will follow the honors requirements current at your date of readmission.

Associate and Bachelor's degrees:

- **Admitted *on or after* April 1, 2003:** cumulative GPA of 3.75 or greater results in graduating "with honors" noted on final transcript and diploma.
- **Admitted *before* April 1, 2003:** cumulative GPA of 3.50 or greater results in graduating "with honors" noted on final transcript and diploma.

Master's degrees:

- **Admitted *after* Fall 1996 with a program which includes a Final Comprehensive Exam:** Grade of PD on Comprehensive Exam and cumulative GPA 3.75 or greater results in graduating "with honors" noted on final transcript and diploma.
- **Admitted on or after May 1, 2011:** If you compete the Capstone Option or the Thesis/Practicum as a program requirement or in lieu of the Final Comprehensive Exam: cumulative GPA of 3.75 or greater with an A or above in the Capstone/Thesis/Practicum course results in graduating "with honors" noted on final transcript and diploma. If you need to retake the final course requirement after an initial failure, you will not be eligible for honors designation, regardless of your final grade and GPA.
- **Admitted between Oct. 1, 1996, and April 30, 2011:** If you complete the Capstone Option or the Thesis/Practicum as a program requirement or in lieu of the Final Comprehensive Exam: cumulative GPA of 3.75 or results in graduating "with honors" noted on final transcript and diploma. If you need to retake the final course requirement after an initial failure, you will not be eligible for honors designation, regardless of your final grade and GPA.
- **Admitted before Oct 1, 1996, with Degree Path including a final Capstone Course:** Grade of A on final course and GPA of 4.0 results in graduating "with honors" noted on final transcript.
- **Students in any Master of Education program:** cumulative GPA of 3.75 or greater results in graduating "with honors" noted on final transcript and diploma.
- Please refer to the Your Course Grades section of the Student Handbook for detailed information.

Questions regarding your GPA calculation or other honors factors may be directed to counseling@apus.edu.

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Latin Honor Designation

Starting with the conferral on August 15, 2012, AMU and APU began offering Latin Honor designation for a percentage of eligible bachelor students. The tiers are determined after each conferral by the Provost and President's office, according to the distribution of students within the top GPA percentage divided for each level. These percentages are based only upon students who were already eligible for University Honors.

Latin Honor Definitions

- **Summa Cum Laude**: "With Highest Honor"
- **Magna Cum Laude**: "With Great Honor"

- **Cum Laude**: “With Honor”

The August 2012 graduates were the first group of students awarded these scholastic Honors. After each conferral, GPA designation awarded Latin Honors will be updated as a reference.

Latin Honors are not posted on official Transcripts but will be displayed on your diploma.

	Summa Cum Laude	**Magna Cum Laude**	**Cum Laude**
8/15/2012	4.0000	3.9750	3.9000
11/15/2012	4.0000	3.9800	3.9300
2/15/2013	4.0000	3.9800	3.9300
5/15/2013			
8/15/2013			
11/15/2013			

Questions regarding your GPA calculation or other honors factors may be directed to counseling@apus.edu.

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Letters of Pending Graduation

If you need to verify your cleared graduation status due to an upcoming promotion board appearance, school admission, or other work-related circumstance, you may request a "pending graduation letter" as long as you have already submitted your **Graduation Application**. A **Letter of Pending Graduation** is accepted for most employment and/or promotion board purposes as confirmation of an upcoming graduation. The **Pending Graduation Verification Request Form** is located in the **Other Forms** section of the **FORMS menu** in the student campus. A $5 fee processing is charged per request. You may also use this form to request completion of the **Scheduled Graduation Form 1413** for the military.

Questions regarding your letters of pending graduation may be directed to graduations@apus.edu.

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Service. Leadership. Relevance in a global society. These values define our mission at American Public University System. They guide how we educate and support more than 100,000 distance learners studying in 50 states and more than 100 countries. They shape the growth of our two institutions, American Military University and American Public University. They are a roadmap for how we provide you with a degree that can prepare you for successful careers.

How do we set ourselves apart from other distance learning and traditional "brick-and-mortar" universities?

Our programs, your career.

Above all, we exist to serve you. Our students quickly discover a tight-knit community of professors, staff, and students. Lessons are creative, always demanding, and up-to-date with what's happening in the world today.

You'll engage in one-on-one discussions with professors. You may work on a class project with other students or join online chats about your course work. Your classmates might live across town or across an ocean. The learning environment becomes fascinating and lesson planning becomes creative and relevant. In fact, we commit ourselves to providing the best in career-relevant programs. We want to deliver an education that will enable you to make a real difference in today's world. We offer some of the nation's best programs in homeland security, intelligence, criminal justice, emergency management, and more. We offer an impressive curriculum with more than 85 undergraduate and graduate degree programs.

The professors teaching these programs are truly "real-world" experts who incorporate knowledge they learn from the field. Many are executives in government, business, and non-profit organizations including the State Department, Department of Defense, Department of Homeland Security, CIA, Federal Emergency Management Agency, and the United Nations.

Join us

Since our founding in 1991 as American Military University, we've grown to become a leader in distance education. And serving our students has always been our number one priority.

I encourage you to learn more about us. Talk to one of our students. Chat with a professor or department chair. Explore our website. Find out how American Public University System is helping others - and how we can help you grow, achieve, and succeed.

Dr. Wallace E. Boston, Jr.
President and Chief Executive Officer

Mission, Vision, and Core Values

Mission Statement

To provide quality higher education with emphasis on educating the nation's military and public service communities by providing respected, relevant, accessible and affordable, and student-focused online programs, which prepare them for service and leadership in a diverse, global society.

Vision

The University System is a respected higher-learning organization known for its distinctive strengths in providing superior and relevant distance learning programs to its learners. In pursuing this vision, the University System:

- Creates interactive, effective learning environments for all constituents.
- Serves its constituents' diverse personal and professional development needs.
- Expands access to affordable programs to underserved learners.

Core Values

The University System is guided in fulfilling its mission by these shared principles and core values:

- **Learning:** The University System fosters an environment that promotes a life of learning for its constituents and uses feedback from its participants and supporters to improve the quality of its teaching, learning, and support.
- **Quality:** The University System holds a strong commitment to high standards in all aspects of its educational activities, learning outcomes, and support services. It seeks to continuously strengthen the overall effectiveness of its operations.
- **Integrity:** The University System conducts its operations and makes its public representations in an ethical manner. It assesses its operations in an open and collaborative manner and practices fairness, honesty, and objectivity in dealing with its constituencies.
- **Accountability:** The University System is accountable to its constituencies and the public for fulfilling its mission in an appropriate manner by openly assessing its operations and by inviting external evaluations by public agencies.
- **Access to Underserved:** The University System seeks to broaden access to its higher education programs by underserved communities who wish to engage the organization in their learning goals.
- **Adaptive and Responsive:** The University System anticipates and adapts to its changing environment and responds to the needs of the organization and its constituencies in manners both appropriate and timely.
- **Innovation:** The University System seeks imaginative and effective solutions to its challenges and innovative ways to fulfill its mission.
- **Collaboration:** The University System seeks and nurtures partnerships with its constituents and the communities it serves in creating effective learning environments for its learners.
- **Freedom of Inquiry and Expression:** The University System supports the rights of its constituents to freely inquire and express their opinions. It engages and encourages an open exchange of ideas and seeks input from all who wish to participate in its learning programs.
- **Diversity:** The University System embraces and promotes diversity in its policies and practices to prepare its learners to live and work successfully in an increasingly diverse society. It strives to create diverse learning environments by welcoming teachers, learners, and staff that bring diverse ideas, values, backgrounds, and beliefs to the learning and work environment.

History

The American Public University System (APUS) traces its history to June 11, 1991 with the establishment of American Military University (AMU) in the Commonwealth of Virginia. AMU was founded by retired Marine Corps Major James P. Etter as a graduate school of military studies for the purpose of providing military officers an opportunity to earn an advanced degree in a discipline associated with their profession of arms.

AMU offered all of its programs exclusively through distance learning. At that time, it was one of the first American degree-granting institutions operating exclusively at a distance. This method was adopted to accommodate the special needs of military students who moved often and served under uncertain conditions associated with training, exercises, and extended deployments. Distance learning allowed them the flexibility and accessibility to continue their studies under these demanding conditions with an institution that followed them through mail, email, phone, and fax around the globe.

The University began operations and accepting students in January 1993 with 18 graduate students registering for 22 courses in Land, Naval, or Air Warfare. AMU's curriculum was gradually expanded to include related disciplines such as Unconventional Warfare, Civil War Studies, Intelligence, Defense Management, and National Security Studies.

In June,1995, AMU achieved initial accreditation with the Accrediting Commission of the Distance Education and Training Council (DETC). With this national accreditation, AMU students became eligible for Department of Defense Tuition Assistance Programs, the Veterans Administration Entitlement Programs, and federal and corporate tuition reimbursement benefits.

In January,1996, AMU introduced its undergraduate program with three initial areas of study: Military History, Military Management, and Intelligence Studies. These programs were intended to provide military personnel an opportunity to earn a relevant baccalaureate degree. Later, AMU began offering an Associate of Arts degree in General Studies to fulfill the needs of service members seeking a two-year degree. The University continued to expand its curriculum in response to the needs of its students and the military. Accordingly, programs such as Criminal Justice, Management, International Relations, Homeland Security, Security Management, Transportation and Logistics Management, Sports Management, Emergency and Disaster Management, and, later, a full range of liberal arts programs were introduced to meet the diverse interests and aspirations of the University's growing student body. With these new degree programs, AMU began attracting students from professions outside the military, primarily those in public service with law enforcement, fire and rescue, emergency planning, government, and defense contractors.

In 1998, AMU began transitioning its programs and services from a correspondence format to online to leverage the accessibility of online electronic classrooms, administrative services, and learning support facilities. At this time, AMU also outsourced its bookstore and textbook fulfillment services to an industry leader and began developing its proprietary student information system, Partnership At a Distance, or PAD. This system enabled students to apply for admission, complete an online orientation, register for courses, check degree progress, and apply for graduation from the convenience of their home or office with constant access to these online services.

In 2002, AMU expanded into the American Public University System and established American Public University to serve the educational needs of the public service community. Adopting the slogan of "Educating Those Who Serve", the APUS Mission expanded "to serve the nation's military and public service community with superior, relevant, and affordable distance learning programs which prepare them for leadership and service in a diverse, global society." With this organizational and mission expansion, the University System continued to expand and refine its curriculum to meet the special educational needs of its diverse student body.

In 2007, the APUS Mission evolved into "to educate the nation's military and public service communities by providing respected, relevant, affordable, and student-focused online programs, which prepare them for service and leadership in a diverse, global society" to more accurately define the institution's charge.

APUS was established in West Virginia, located within the region accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA). Accordingly, APUS underwent the process of regional accreditation achieving History this status in May 2006. The NCA's Higher Learning Commission is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation.

Today, APUS and its member institutions, American Military University and American Public University, serve more than 100,000 military and public service professionals with relevant distance learning programs. APUS serves students in all U.S. states and territories and in more than 100 foreign countries. APUS is appropriately a wholly-owned subsidiary of a publicly-owned company, American Public Education, Incorporated (APEI), which issued an initial public offering of its stock in November 2007 and is now trading on the NASDAQ as APEI.

Address and Phone Numbers

APUS has two administrative offices – our headquarters is in Charles Town, WV, and supporting administrative offices are in Manassas, VA.

Headquarters

111 West Congress Street
Charles Town, WV 25414
Phone: 304-724-3700
Toll Free: 877-468-6268

Administrative Offices

10110 Battleview Parkway
Suite 114
Manassas, VA 20109
Phone: 703-330-5398
Toll Free: 877-468-6268

Accreditation

The U.S. Department of Education formally recognizes accrediting commissions that meet all federal standards. Further, the Council on Higher Education Accreditation (CHEA) extends recognition to accrediting bodies and their institutions that meet established quality standards. Generally, accrediting bodies fall into three major categories: national, regional, and specialized/professional.

Accreditation within higher education is a voluntary, nongovernmental process that gives public recognition to institutions that meet certain published standards of academic and administrative quality. The purpose of accreditation is to assure the public as to the quality of an institution and its commitment to high standards through a system of continuous improvement.

APUS cannot guarantee that its credit will be accepted as transfer credit into another university. Accreditation does not provide automatic acceptance by an institution of credit earned at another institution, as acceptance of credit is always the prerogative of the receiving institution.

Regional Accreditation

American Public University System is accredited by the Higher Learning Commission and a member of the North Central Association (www.ncahlc.org, 312-263-0456). The Higher Learning Commission accredits degree-granting institutions located in a 19-state region, including West Virginia. The Higher Learning Commission is recognized by the U.S. Department of Education and CHEA.

As an accredited institution, APUS is eligible to participate in federal educational entitlement programs such as military tuition assistance, government tuition reimbursement programs, the Department of Veterans Affairs GI Bill, and many corporate education assistance programs.

Credits and degrees earned through APUS are recognized for promotion, assignment, and position qualification standards within the military and federal government. For students transferring to other colleges, APUS credit is considered transfer eligible based on our accreditation, but it is up to each receiving school whether or not they will accept individual transfer credit for courses completed at APUS. APUS cannot guarantee that another school will accept our credit, as all transfer credit decisions are made by the receiving school. In addition, APUS has been granted approval by the Department of Education to participate in Title IV Federal Student Aid Programs.

For questions, please contact Accreditation@apus.edu.

Further information on recognition policies and standards may be found on the following websites:

- U.S. Department of Education at www.ed.gov
- Council on Higher Education Accreditation (CHEA) at www.chea.org
  One Dupont Circle, NW, Suite 510
  Washington, DC 20009
  (202) 955-6126
- The Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools at www.ncahhlc.org
  230 South LaSalle Street, Suite 7-500
  Chicago, IL 60604
  (312) 263-0456
- Defense Activity for Nontraditional Education Support (DANTES) at www.voled.doded.mil

Licensure

The American Public University System is authorized to operate as an institution of higher education by the West Virginia Higher Education Policy Commission (HEPC). APUS is also permitted to operate as an out-of-state institution in the Commonwealth of Virginia by the State Council of Higher Education for Virginia (SCHEV). These are the states in which the University System maintains a physical presence and conducts its academic and service operations. Additionally, the American Public University System is engaged in a continuous process to certify that it is recognized as an accredited institution of higher learning by all 50 states and the District of Columbia. In this regard, the University is committed to ensuring that its academic programs, business practices, and operational activities remain in compliance with applicable regulations specific to each jurisdiction.

State-specific Details

The American Public University System is approved to operate in most U.S. states, either through licensure, registration, or exemption. Some states require that the University post approval-related statements on the APUS website, and some states list "approved" institutions on their websites.

Alabama: The University has received a Private School License from the State of Alabama Department of Postsecondary Education. The University has received a Certificate of Approval from the Alabama Commission on Higher Education. The ALHE requests that all marketing material describing the degree requirements in the College of Education contain the following disclaimer: "Alabama Students: Contact the Teacher Education and Certification Division of the Alabama State Department of Education at 334-242-0035 or www.alsde.edu to verify that these programs qualify for teacher certification, endorsement, and/or salary benefits."

Alaska: APUS is exempt from authorization under AS 14.48 and 17.015 because the program is online or distance delivered and does not have a physical presence in the state.

Arizona: The programs of the University are not under the jurisdiction of the Arizona State Board for Private Postsecondary Education. This exemption states the University does not have any physical presence in Arizona.

Arkansas: The Arkansas Department of Higher Education approved initial certification of the Associate of Arts in General Studies, Bachelor of Arts in Business Administration, Bachelor of Arts in Criminal Justice, Bachelor of Arts in Management, Bachelor of Arts in Psychology, Associate of Arts in Management, Bachelor of Arts in General Studies, Bachelor of Arts in Emergency and Disaster Management, Bachelor of Arts in Homeland Security, Bachelor of Arts in Intelligence Studies, Bachelor of Sciences in Sports and Health Science, Master of Arts in Homeland Security, Master of Business Administration, and Bachelor of Arts in Transportation and Logistics Management. Any advertisement or published materials using the name Arkansas Higher Education Coordinating Board or the Arkansas Department of Higher Education must contain the following statement: "Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301. In order to meet Arkansas Department of Higher Education requirements, Arkansas students will be expected to take 35 hours of general education coursework that meets the Arkansas general education requirements including 8 hours of science and one course in U.S. History OR one course in Government.

California: The California Bureau for Private Postsecondary Education regulates through licensure all private colleges and universities that are not formally accredited by an agency recognized by the U.S. Department of Education. Since APUS is regionally accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, the university is not required to be licensed by the Bureau.

Colorado: No regulatory authorization required: the University does not meet the Colorado requirement for physical presence. The University is not required to and cannot be authorized to operate in Colorado. This does not limit the University from enrolling students that happen to live in Colorado.

Connecticut: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Delaware: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Florida: The University maintains a current agent license for Danny Roby and Daniel Allen, Education Coordinators in Florida. The University was required to submit the Orientation and Training Module that was developed to support the university's admissions, marketing and recruiting personnel; and the Florida Agent Training Questionnaire.

Georgia: The University maintains a Certification of Authorization from the Nonpublic Postsecondary Education Commission in Georgia.

Note to Georgia Students: All academic appeals will be handled in accordance with the normal University hearing process. Grievances that are not resolved through normal, APUS administrative processes should be referred to the Georgia Nonpublic Postsecondary Education Commission. Students may contact the Commission at 2082 East Exchange Place, Suite 220, Tucker, GA 30084; (770) 414-3300 (www.gnpec.org).

Hawaii: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Idaho: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground in the state.

Illinois: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Indiana: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Iowa: NOTE TO STUDENTS: A student seeking an Iowa educator license is advised that successful completion of this institution's program(s) of educator preparation does not qualify you for initial educator licensure by the Iowa Board of Educational Examiners. A candidate seeking licensure in the State of Iowa must first be licensed/certified as an educator in the state in which preparation was completed. This institution shall assist a candidate in contacting the appropriate licensing board in the state in which the candidate's preparation was completed. This institution shall assist the candidate in understanding the requirements of the appropriate licensing board prior to the candidate's completion of this institution's program(s) of educator preparation. A candidate seeking subsequent licensure from the Iowa Board of Educational Examiners must contact that Board (515/281-5849; http://www.boee.iowa.gov/ for licensure requirements in Iowa.

Kansas: Certificate of Approval, #2010254.

Kentucky: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Louisiana: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Maine: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Maryland: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Massachusetts: The University has registered as a foreign corporation in the Commonwealth of Massachusetts. No formal application for licensure has been submitted.

Michigan: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Minnesota: The University is approved to offer the Master of Arts in Homeland Security. Catalogs, applications, and enrollment material must contain the following language: "The American Public University System is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may or may not transfer to all other institutions."

Mississippi: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Missouri: No formal application for licensure has been submitted.

Montana: The University submitted regional accreditation notification to the Office of Commissioner of Higher Education. This will serve as evidence that the University has complied with all of the laws and regulations concerning out-of-state institutions that come into Montana to offer coursework and programs.

Nebraska: The University submitted to the Coordinating Commission for Postsecondary Education an Affirmation of Intent to offer on-line courses in Nebraska – No physical presence in the state.

Nevada: APUS has been approved by the Nevada Commission on Postsecondary Education to offer educational courses in Nevada.

New Hampshire: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

New Jersey: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

New Mexico: The University is registered as an out-of-state proprietary institution with the New Mexico Higher Education Department (NMHED) to actively recruit students in New Mexico.

NOTE: New Mexico Higher Education Department will receive complaints that were unable to be resolved through the institution's internal complaint process. Generally, in order to file a complaint with NMHED, you must have already filed with and received a response from the institution which you are complaining against. If you have legitimate reasons preventing you from filing a complaint with the institution, you must provide supporting documentation to that regard. Please visit this website for additional information: http://hed.state.nm.us/Complaint.aspx.

New York: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

North Carolina: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

North Dakota: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Ohio: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Oklahoma: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Oregon: Oregon does not regulate degree programs offered by regionally accredited institutions.

Pennsylvania: The University has received a Certificate of Authority for the purpose of marketing and recruiting in the state.

NOTE to Pennsylvania students: Teacher education programs, have not been reviewed or approved by Pennsylvania, and candidates will have to apply for certification and meet requirements for certification as out-of-state candidates.

Rhode Island: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

South Carolina: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

South Dakota: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Tennessee: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Texas: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Utah: APUS has received The Accredited Institution Certificate of Exemption. Certificate #8072345-9985.

Vermont: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Virginia: The State Council of Higher Education for Virginia (SCHEV) has certified the school to operate in Virginia.

Note to Virginia students: Students have the right to file a grievance with the State Council of Higher Education for Virginia (SCHEV). A representative from SCHEV can be reached at the following: 101 N. 14th Street, James Monroe Building, Richmond, VA 23219; telephone (804) 225-2600. Retaliation against any individual who, in good faith, reports or who participates in the investigation of alleged violations is strictly forbidden.

Washington: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

West Virginia: The University has received Category II status from the West Virginia Higher Education Policy Commission, which represents the final step in achieving full authorization to operate in the state. No further action is required.

Wisconsin: APUS has been approved by the State of Wisconsin Education Approval Board (EAB) as a private school, subject to the provision of Wisconsin Statues 38.50. A representative for the EAB can be reached at the following: 30 West Mifflin Street, 9th floor, Madison, WI 53708; telephone (608) 266-1996; email eabmail@eab.state.wi.us.

Wyoming: The University maintains a Private School Registration from the Wyoming Department of Education (Certificate number 12-002-30).

The District of Columbia: The University maintains an Agent's License to operate in the District of Columbia.

Employment Disclosure

American Military University and American Public University are part of the American Public University System (APUS). APUS offers academic programs leading to degrees and certificates in a number of fields for which professional practice requires licensure or certification by state, local, or professional boards. In addition, employers consider a range of factors when determining whether a candidate is eligible for a job, including, among other things, work experience, results of criminal background checks, and military discharge information. Students and former students are solely responsible for determining and complying with state, local, or professional licensure and certification requirements and with other employment requirements. APUS makes no representation or guarantee that successful completion of a degree or certificate program at APUS will enable a student to obtain professional licensure or certification or particular employment. Prior to enrolling in any program, all students are strongly encouraged to research carefully all licensure, certification and employment requirements related to their desired fields of study. To assist our students and alumni in their career search and in pursuing their career goals, the APUS Office of Career Services provides a variety of tools, resources, guidance, and information. For more information on career services, visit AMU Career Services or APU Career Services.

Harassment, Discrimination, and Retaliation Policy

American Public University System (the University) is committed to providing an environment that is free of all forms of unlawful harassment and discrimination. In keeping with this commitment, we maintain a strict policy prohibiting all forms of unlawful harassment and discrimination in interactions that take place in the University environment, whether physical or virtual.

Harassment is unwelcome and disrespectful conduct and communication. Discrimination is any treatment – including harassment – on the basis of a protected characteristic. The University does not engage in and will not tolerate harassment or discrimination based on sex, race, color, religion, national origin, age, marital status, veteran status, handicap, disability, or any other characteristics protected by applicable federal, state, or local law.

If you experience, observe, or become aware of behavior that you believe to be harassing or discriminatory in nature, or that is inappropriate or offensive, you are strongly encouraged to report the behavior immediately to the appropriate authority.

To report harassment or discrimination, contact Frank Turner, APUS Student Conduct Officer at fturner@apus.edu. You should provide a description of the issue (including factual details about the people involved, names of any witnesses, and dates of incidents of objectionable behavior) and any steps that have been taken to resolve the issue informally. You may also choose to report harassment or discrimination on the basis of sex to the Office for Civil Rights of the U.S. Department of Education.

Persons reporting incidents of harassment, discrimination, or retaliation may be concerned about the confidentiality of information they are sharing. The right to confidentiality, both of the complainant and the accused, will be respected to the extent possible insofar as it does not interfere with the University's legal obligations or ability to investigate or to take corrective action when it is found that misconduct has occurred.

It is our policy to promptly and equitably investigate any report of harassment, discrimination or retaliation. Appropriate action will be taken against any individual who violates this policy. Harassment or discrimination by any student to another student or a university faculty or staff member will result in disciplinary action up to and including expulsion. Harassment or discrimination by a university faculty or staff member to another employee or student will result in disciplinary action up to and including termination. In addition, any individual who engages in conduct prohibited by this policy may be personally liable in legal action brought against him or her.

You will be protected from retaliation for making a report or participating in an investigation under this policy. All complaints of retaliation should be reported in accordance with the procedure outlined above. Any person who retaliates against any individual filing a claim of harassment or discrimination will be considered to have violated this policy; retaliation will result in corrective action up to and including separation or expulsion.

Cyber-Harassment Policy

The University is committed to providing a safe, positive learning environment for students, faculty and administrators. The University believes that preventing cyberstalking and cyber-harassment is critical to creating and maintaining a safe and secure culture, which supports academic achievement. Cyber-harassment can create an atmosphere of fear and intimidation, which may lead to more serious violence. Cyberstalking and cyber-harassment are prohibited at the University.

Cyberstalking is threatening behavior or unwanted advances directed at another using the Internet and other forms of online and computer communications.

Cyber-harassment differs from cyberstalking in that it generally does not involve a credible threat. Cyber harassment is the willful and repeated use of cell phones, computers, and other electronic communication devices to harass and threaten one or more students, faculty, or staff members, which occurs in the school setting or through the use of technology with an effect of doing any of the following:

- Substantial interference with a student's education;
- Creation of a threatening environment;
- Substantial disruption of the orderly operation of the university.

Examples of cyber-harassment:

- Using the Internet, cell phone, email or any other form of electronic communication to intimidate someone;
- Online fighting/trash talking;
- Offensive harassing messages;
- Sending unsolicited text messages to another user;
- Publicly disclosing someone's personal information;
- Breaking into an account and sending damaging messages;
- Taking pictures of someone and posting the pictures without their consent;
- Creating a fictitious online account using legitimate personal information and then placing damaging or harassing information in the account.

Cyberstalking and cyber-harassment are prohibited, whether in the classroom, online, through the use of social networking sites, email or any other form of electronic communication. The use of the university email server to send harassing messages to individuals outside of the university is also prohibited. Any harassment not listed above is covered by this policy if the incident results in the disruption of the university's learning environment.

Cyberstalking and cyber-harassment are criminal offenses. Cyberstalking and cyber-harassment based on protected characteristics may also implicate federal, state, and local non-discrimination laws. The University reserves the right to report an incident to the appropriate law enforcement agencies, and it will participate in any investigation by law enforcement of an alleged cyberstalking or cyber-harassment offense. In addition, the University will apply its policies and procedures regarding adverse actions as it deems appropriate. Those policies and procedures are described in the Student Handbook. For example, those policies and procedures provide that students who are perceived to be a possible danger to other students or to themselves may be involuntarily withdrawn from the university. To initiate this process, a university member must contact Frank Turner, APUS Student Conduct Officer at fturner@apus.edu. If a person is convicted of cyber stalking or cyber-harassment, the person may face serious criminal sanctions, and the University may take adverse action against the student in accordance with its policies and procedures.

University General Grievance Procedure

American Public University System (the University) is dedicated to open communication and the exchange of ideas and/or concerns. Recognizing that, at times, a student may wish to voice a concern, the University has this procedure for addressing students' general complaints.

- If a student has a complaint or concern regarding the University, the student should first communicate the complaint or concern directly and informally with the appropriate department or faculty member. If the complaint or concern is not resolved within the department, the student should continue with the process described below. A student who believes informal resolution is not appropriate due to the sensitive nature of the complaint (for example, sexual harassment or sexual violence) may initiate the appropriate process described below without communicating directly to the department or faculty member involved. Complaints should be filed as soon as possible. For academic issues (classroom issues, grades, faculty concerns): Students should email academics@apus.edu, outlining the complaint or concern and what steps have been taken toward resolution. Academic issues can be complex and require multiple steps to be taken before they can be resolved. The time it takes to resolve individual complaints may vary, but students can expect an initial response, outlining next steps and timelines within 3-5 business days.
- For non-academic issues (service complaints, refunds, etc.): Students should email studentservices@apus.edu, outlining the complaint and concern and what steps have been taken toward resolution. The time it takes to resolve individual complaints may vary, but students can expect an initial response, outlining next steps and timelines within 3-5 business days.
- Complaints regarding disability accommodations should go to DSA@apus.edu. The time it takes to resolve individual complaints may vary, but students can expect an initial response, outlining next steps and timelines within 3-5 business days.
- For complaints regarding discrimination or harassment (including sexual harassment and sexual violence), please refer to the Policy against Harassment, Discrimination, and Retaliation outlined in the University's Student Handbook.
- Certain other issues, known as adverse actions, cannot be addressed through the general complaint procedure. These issues include: being placed on academic probation, dismissal, sanctions, and expulsions. Students wishing to challenge an adverse action or request an exception to university policy are required to file a formal appeal. Detailed information about the appeals process can be found in the Student Handbook at http://www.apus.edu/student-handbook/rightsresponsibilities/#Adverse_Actions.
- If a student is unsure about the appropriate contact for a particular concern, the student may always email studentservices@apus.edu to share the concern and the concern will be routed to the appropriate University representative.

To complete a thorough investigation, the University may interview, consult, or request information from the student making the complaint or any other individuals believed to have relevant information, including faculty, staff and other students. At the conclusion of the investigation, the University will report its findings and any proposed resolution to the student.

The findings of the University under this grievance procedure are final and are not subject to appeal. If, however, your grievance was handled under another applicable policy and procedure and that policy and procedure includes an appeal process, then you may submit an appeal under that policy and procedure.

The University will consider fairly all complaints and comments and not engage in retaliatory action against any student who has submitted such information. Any person who retaliates against any individual filing a complaint or concern will be considered to have violated this policy and will be subject to disciplinary action.

Third Party General Grievance Procedure

The University is also required to provide its students or prospective students with contact information for filing complaints with its accreditor(s) and with its State approval or licensing entity and any other relevant State official or agency that would appropriately handle a student's complaint.

State of West Virginia: The West Virginia Higher Education Policy Commission attempts to provide an avenue for informal resolution of matters concerning institutions; however, the Commission cannot require an institution to take any specific action and cannot provide legal advice to students or prospective students. When contacted, Commission staff will refer the complainant to the specific institution for clarification and response. If, after exhausting internal grievance procedures, the institution has not responded to the student's satisfaction, the student can contact the West Virginia Office of the Attorney General, Consumer Protection Division. Instructions for filing a complaint with the West Virginia Office of the Attorney General, Consumer Protection Division can be found at http://www.wvago.gov/takeaction.cfm.

Students also are provided with information for filing complaints with other state agencies in the event that they wish to contact an agency in their state of residence. Contact information for agencies handling student complaints in all other states and the District of Columbia can be accessed through the following link: State Agencies – Higher Education Grievances and Complaints.

Higher Learning Commission: The Commission has established a clear distinction between individual grievances and complaints that appear to involve broad institutional practices. Where a complaint raises issues regarding the institution's ongoing ability to meet the Criteria of Accreditation, the Commission forwards the complaint to the institution and requests a formal response. Instructions for filing a complaint with the Higher Learning Commission of the North Central Association of Colleges and Schools can be found at http://www.ncahlc.org/Information-for-the-Public/ complaints.html.

Financial Disclosure and Leadership

The American Public University System provides summarized audited financial information to individuals who wish to determine the financial status of the University System and its institutions. The University System's fiscal year runs from January 1 - December 31 each year. Individuals who wish to review published financial information can do so by visiting the American Public Education, Inc. website at www.americanpubliceducation.com.

Catalog Changes

This publication is not a contract between the University System and any party or parties, and should not be regarded as such. At the date of publication, reasonable effort was made to ensure that this publication and its provisions were factually accurate. However, the publication is not a complete statement of all policies, procedures, and program information. American Public University System reserves the right to make changes and additions to the information in this publication without notice. In cases where significant modification or discontinuation of a program occurs, students can expect to be contacted by a University System staff member to discuss and resolve the matter with the students' interests in mind. Addendums may be posted to the website.

Technology Requirements

Studying online requires that you use a computer, an internet connection, and desktop productivity software to complete your degree. To access the full functionality of our campus and classrooms, you are expected to meet or exceed the requirements below. Some programs and classes may require additional software.

Basic Requirements

- Internet access
- Email client and an email address
- Windows XP or higher or Mac OS X
- Sound card, speakers, and a microphone
- 20 GB of free hard disk space
- Monitor and video card (350 Mhz or better) capable of 1024 x768 resolution
- Inkjet or laser jet printer
- 2 GB of RAM
- CD-ROM

Software Requirements

- Internet Explorer 8.0 or higher or Firefox 3.6.x
- Microsoft Office 2003 or higher/Open Office/ Mac Office 08
- Adobe Flash Player 9 or higher
- Windows Media Player 7 or higher
- Java 1.5.0 or higher
- QuickTime 7 or higher
- Adobe Acrobat Reader 8 or higher
- A current anti-virus software regularly updated according to the software manufacturer
- .docx converstion pack

** Students using adaptive technology are recommended to use one of these screen readers for use with Sakai: JAWS version10.0 or later; Window-Eyes version 7.0 or later.*

The American Public University System offers several options for undergraduate study: Associate degrees, Bachelor's degrees, undergraduate certificates, and minors. All degree programs include a general education component and all undergraduate students are required to enroll in COLL100 – Foundations of Online Learning as their first course. Some students who have experience with online learning and have substantial life and work experience may be able to waive this requirement. Please refer to the Student Handbook for details on the waiver process. Associate degree programs require a minimum of 61 semester hours which must be completed within seven (7) years of the students' first enrollment date. Bachelor's degree programs require a minimum of 120 semester hours. Students are allowed ten (10) years from the date of first enrollment to complete a Bachelor's degree. Please refer to the Student Handbook for information regarding extending a program deadline. Most Bachelor's programs include core, major, and elective requirements; many offer an opportunity to focus on a specific area of concentration.

Program Completion Rates, Median Debt, and More

For more about the graduation rate and median debt of students who completed each program, as well as other important information—visit www.APUS.edu/disclosure.

Associate Degree Programs

APUS offers several Associate degree programs. The General Studies degree is designed to provide a solid foundation for further academic achievement. Discipline-specific Associate degrees provide students an opportunity to focus on courses that develop knowledge, skills, and abilities that are readily applicable to personal or professional interests. All students who enroll in an Associate degree program must register for COLL100 – Foundations of Online Learning as their first course. All Associate degrees require a minimum of 61 semester hours and a 2.0 GPA for graduation.

Associate of Arts

- Business Administration
- Communication
- Counterterrorism Studies
- Criminal Justice
- Early Childhood Care and Education
- General Studies
- History
- Hospitality
- Management
- Military History
- Real Estate Studies
- Retail Management
- Weapons of Mass Destruction Preparedness

Associate of Science

- Accounting
- Computer Applications
- Database Application Development
- Explosive Ordnance Disposal
- Fire Science
- Paralegal Studies
- Public Health
- Web Publishing

Bachelor's Degree Programs

APUS Bachelor's degree programs are designed to provide the knowledge, skills, and abilities for entry into the workforce, career transition, or graduate study. Bachelor's degree programs require a minimum of 120 semester hours and a GPA of 2.0 for graduation. In most cases, these are comprised of general education, core, major, and elective requirements. In many programs, students have the opportunity to select specific concentrations within the degree program or opt for a general program. Students seeking a Bachelor's degree may also elect to "minor" in a second academic discipline. All students who enroll in the Bachelor's degree program must enroll in COLL100 – Foundations of Online Learning as their first course.

Bachelor

- Bachelor of Business Administration

Bachelor of Arts

- Child and Family Development
- Criminal Justice
- Emergency and Disaster Management
- English
- General Studies
- History
- Homeland Security
- Hospitality Management
- Intelligence Studies
- International Relations
- Management
- Marketing
- Middle Eastern Studies
- Military History
- Military Management and Program Acquisition
- Philosophy
- Political Science
- Psychology
- Religion
- Retail Management
- Reverse Logistics Management
- Security Management
- Sociology
- Transportation and Logistics Management

Bachelor's Degree Programs (continued)

Bachelor of Science

- Accounting
- Criminal Justice with a Concentration in Forensics
- Environmental Science
- Fire Science Management
- Information Systems Security
- Information Technology
- Information Technology Management
- Legal Studies
- Nursing
- Public Health
- Space Studies
- Sports and Health Sciences

Undergraduate Minors

Because it is important for students to develop an understanding of multiple academic disciplines, students may pursue a minor in addition to their major. For example, a military history major might select an intelligence studies minor. The combination of the major and the unrelated minor will enable students to expand their thinking beyond the single discipline, while also allowing them to present a broader academic portfolio to potential employers or graduate schools. Students may not minor in a discipline directly related to their major discipline. Eighteen semester hours are required for each minor. Students may apply transfer credit towards courses that count towards the minor. Many students will be able to fulfill the majority of the course requirements for a minor by carefully selecting and aligning the electives within their degree program.

The programs below are available as undergraduate minors:

- African Studies
- American Military History
- Asian Studies
- Business Administration
- Child Development
- English
- European Studies
- Family Development
- History
- Intelligence Studies
- International Relations
- Latin American Studies
- Management
- Marketing
- Middle Eastern Studies
- Military History
- Military Management
- Philosophy
- Psychology
- Religion
- Security Management
- Sociology
- Space Studies

Undergraduate Certificates

Certificate programs are available to students who seek a shorter program focused on career development or knowledge of a specific discipline. Students are required to take a minimum of 18 semester hours, although some certificates may require up to 24 semester hours. In some cases credits from a certificate program can be applied to an Associate or Bachelor's degree. However, students are not permitted to enroll concurrently in multiple programs in the same academic discipline. For example a student who had previously completed a Fire Science Certificate might be able to apply those credits toward a Bachelor of Fire Science degree, however, a student may not be enrolled in a Fire Science certificate program and a Fire Science degree program at the same time.

- Cloud Computing
- Computer Systems and Networks
- Corrections Management
- Counterintelligence
- Cybercrime Essentials
- E-Commerce
- Enterprise Web Applications
- Enterprise Web Applications using .NET
- Environmental Technology
- Explosive Ordnance Disposal
- Family Studies
- Fire Science
- Fish and Wildlife Management
- Forensics
- Hazardous Waste Management
- Homeland Security
- Human Resource Management
- Infant and Toddler Care
- Information Security Planning
- Information Systems Security Essentials
- Instructional Design and Delivery
- Intelligence Analysis
- Internet Webmaster
- IT Infrastructure Security
- IT Project Management Essentials
- Meeting and Event Planning
- Microsoft Access Database Applications
- Microsoft Office Applications
- Military Leadership Studies
- Mobile Computing
- Paralegal Studies
- Public Lands Management
- Real Estate Management
- Regional and Community Planning
- Retail Management
- Security Management
- Space Studies
- Sustainability
- Terrorism Studies
- United Nations
- Visual Basic Application Development
- Visual Communications
- Weapons of Mass Destruction Preparedness
- Web 2.0
- Web Publishing

Fall 2012 Term	Start	End
October Sessions		
Fall A: 16-week courses	October 1, 2012	January 20, 2013
Fall B: 8-week courses	October 1, 2012	November 25, 2012
November Sessions		
Fall K: 16-week courses	November 5, 2012	February 24, 2013
Fall I: 8-week courses	November 5, 2012	December 30, 2012
December Sessions		
Fall C: 16-week courses	December 3, 2012	March 24, 2013
Fall D: 8-week courses	December 3, 2012	January 27, 2013

Winter 2013 Term	Start	End
January Sessions		
Winter A: 16-week courses	January 7, 2013	April 28, 2013
Winter B: 8-week courses	January 7, 2013	March 3, 2013
February Sessions		
Winter K: 16-week courses	February 4, 2013	May 26, 2013
Winter I: 8-week courses	February 4, 2013	March 31, 2013
March Sessions		
Winter C: 16-week courses	March 4, 2013	June 23, 2013
Winter D: 8-week courses	March 4, 2013	April 28, 2013

Spring 2013 Term	Start	End
April Sessions		
Spring A: 16-week courses	April 1, 2013	July 21, 2013
Spring B: 8-week courses	April 1, 2013	May 26, 2013
May Sessions		
Spring K: 16-week courses	May 6, 2013	August 25, 2013
Spring I: 8-week courses	May 6, 2013	June 30, 2013
June Sessions		
Spring C: 16 week courses	June 3, 2013	September 22, 2013
Spring D: 8-week courses	June 3, 2013	July 28, 2013

Summer 2013 Term	Start	End
July Sessions		
Summer A: 16-week courses	July 1, 2013	October 20, 2013
Summer B: 8-week courses	July 1, 2013	August 25, 2013
August Sessions		
Summer K: 16-week courses	August 5, 2013	November 24, 2013
Summer I: 8-week courses	August 5, 2013	September 29, 2013
September Sessions		
Summer C: 16-week courses	September 2, 2013	December 22, 2013
Summer D: 8-week courses	September 2, 2013	October 27, 2013

Student Profile

The University System's undergraduate programs are open to all qualified students. The student body is comprised of busy, working adults who hold a variety of positions in the national security, public service and corporate sectors. Students typically work full-time while studying online to advance their careers from locations in all 50 states as well as from more than 100 foreign countries.

Undergraduate Admissions Criteria and Status

Undergraduate Admissions Criteria

A high school diploma, GED certificate, or international equivalent is required for admission to any APUS undergraduate program. Transfer students and international students have additional admission requirements.

Admissions Status

Students are admitted to a University System institution after an online application has been submitted and the online New Student Orientation has been completed, but their student admission record is not complete until all required admission documents are submitted. The student may login any time to view what documents may be required to complete his admission record and which have already been received in his personal Document Log.

Student Identity

Students transferring to APUS will be identified by the matching of data on the incoming transcripts or military documents. Non-transfer students may be asked to submit a valid Social Security Card, current Driver's License, and/or proof of address to maintain their enrollment.

Equal Opportunity

The University System is committed to equal opportunity in student admissions, financial assistance, and other policies and procedures without regard to age, sex, race, color, religious belief, national origin, status as a qualified person with a disability or handicap, marital status, or sexual orientation. All interested individuals are encouraged to apply. Admissions questions should be emailed to info@apus.edu.

Course Registration

The Course Schedule is posted online and displays a schedule of the courses offered, the professors teaching the courses, and the required course materials. When registration for a particular session opens, students may register online through the student portal by selecting "Register Now" and choosing the appropriate course. Students having difficulty accessing the online registration page should contact the staff at registrar@apus.edu for assistance.

Examinations & Proctors

APUS professors use examinations as one method of evaluating student performance during a course. Examinations may be proctored or unproctored, and professors can set any exam so that a proctor is required. Proctors are individuals who ensure the integrity of the examination process by monitoring student work during the exam and verifying that the student complied with exam instructions regarding the use of outside materials, doing his/her own work, etc. If a proctor is required, the student must locate a suitable proctor who will be able to give the student access to a computer for 3-4 hours and who has an email address. Proctors must meet certain qualifications, as described in the Student Handbook section covering the Online Examination Process.

Prior to exam day, the professor will email a password to your proctor. On the day of your exam, your proctor will provide the password and monitor you as you take your final exam online.

Special Needs

APUS complies with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding students with disabilities. In compliance with federal and state regulations, reasonable accommodations are provided to qualified students with disabilities.

A request for accommodation is deemed reasonable if the request:

- is based on documented individual needs.
- does not compromise essential requirements of a course or program.
- does not impose a financial or administrative burden upon APUS beyond that which is deemed reasonable and customary.

A qualified student can, with or without reasonable accommodations, perform the essential functions of program or course requirements. The essential requirements of an academic course or program need not be modified to accommodate an individual with a disability.

Final responsibility for selection of the most appropriate accommodation rests with the Disability Services Accommodations Office (DSA) and is determined on an individual case-by-case basis, based on the nature of the student's disability. Students are encouraged to email DSA@apus.edu to discuss potential academic accommodations and begin the review process.

It is the student's responsibility to follow the DSA process as published in the Student Handbook.

Application, Orientation and Registration Process

All new APUS students complete an online application and orientation process during which they complete the online application, review APUS policies and procedures, and declare their academic goals. The orientation provides an opportunity for students to familiarize themselves with working in the online environment.

Once the application and orientation are complete, the new student will be issued an APUS Student ID number and will create a secure password for access to the student campus.

Please note: APUS students are required to complete Orientation and declare an academic goal prior to registration. All undergraduate students must register for COLL100 as their first course unless they petitioned for and have received a waiver.

Tuition and Fees

The University System operates nearly exclusively through tuition revenue and provides affordable education. Tuition for courses taken for academic credit is $250 per semester hour for undergraduate classes and $325 per semester hour for graduate classes. The following is the current tuition/fee schedule:

Tuition

8- and 16-Week Sessions	3 semester hours	4 semester hours
Undergraduate Academic Credit	$750	$1,000
Graduate Academic Credit	$975	N/A
Audit	$300	$400

Fees

Admission Fee	$0
Registration Fee	$0
Late Registration Fee	$50
Transfer Credit Evaluation - United States Active Duty Military, Guard, or Reserve personnel	$0
Transfer Credit Evaluation - All other	$50
Technology Fee - United States Active Duty Military, Guard, or Reserve personnel (per course)	$0
Technology Fee - All other (per course)	$50
Average Undergraduate Course Materials (per course)	$0
Average Graduate Course Materials (per course)	$125-$175
Completion Fee: Certificate	$25
Graduate Comprehensive Exam	$250
Graduation Completion Fee for most degrees	$100
Transcripts (each):	
Official electronic	$10
Official paper	$20
Unofficial electronic	$5

Withdrawal, Refund, and Extension Policy

Tuition refunds are given for courses taken for academic credit under the guidelines listed below. Students registered for a course are expected to complete all scheduled requirements (as listed in the classroom's course syllabus) within the allotted time frame: 8 weeks or 16 weeks. Students experiencing difficulties that prevent them from completing their coursework on time should discuss their situation with their instructor. In extreme situations, they may wish to consult the Student Handbook to determine whether they should submit a formal request for a course extension or withdraw from the course entirely. Procedures for both actions are explained in the Student Handbook. Students who elect to submit a request for a course extension forfeit the option to withdraw from the course, but in most cases, a course extension is preferable because it allows time for students to complete the course and advance towards their academic goals. In addition, a course withdrawal will reduce the number of credit hours being taken during the semester and may have a negative impact on students' status as a full-time or part-time student, which in turn may affect eligibility for some forms of financial aid. Required forms are available in the Online Campus.

If a student decides to drop from a course, the online Drop/Withdrawal from Course form must be submitted during the first week of the course. APUS will not consider appeals for a penalty-free drop after the first week of the course has ended because of late book arrival as it is the student's responsibility to drop the course on time.

If a student earning academic credit submits an online Drop/Withdrawal from Course form after the first week of the course, s/he will be withdrawn administratively and will receive a grade of "W" as long as the withdrawal was requested during the allowed timeframe. A "W" grade does not carry a grade point value and has no effect on the student's cumulative APUS GPA. Students taking courses as Audit (not seeking academic credit) will receive a "W" if they withdraw at any time during the course.

Course Withdrawals may be requested after the start of the second week until the beginning of the last week of the course. The date of withdrawal will be the date the request is received. Refunds are processed as follows:

- APUS refunds 100% of tuition for course drops occurring before or during Week 1 of a course taken for academic credit or as an Audit.
- After a course begins, refunds will be based on the weekly course schedule.
- GoArmyEd Students: The withdrawal date in Go Army Ed is considered by the Army to be the withdrawal date of record for refund purposes.

Please find the appropriate semester-length on the Refund Schedule to determine your refund. Students should allow 30 days for the processing of tuition refunds.

8-Week Course Tuition Refund Schedule

Withdrawal Request Date	Tuition Refund Percentage
Before or During Week 1	100%
During Week 2	75%
During Weeks 3 and 4	50%
During Weeks 5 through 8	No Refund

16-Week Course Tuition Refund Schedule

Withdrawal Request Date	Tuition Refund Percentage
Before or During Weeks 1 or 2	100%
During Weeks 3 and 4	75%
During Weeks 5 through 8	50%
During Weeks 9 through 16	No Refund

Financial Assistance

APUS offers several educational financing options including Federal Student Aid, grants and loans, alternative loans, and an automatic debit payment plan. Students are encouraged to begin their application process by completing their Statement of Intent Form online and entering the online Financial Aid Office at least 37 days prior to the start of the semester. Additionally, APUS is authorized to accept funds from the U.S. Department of Defense Tuition Assistance (TA) programs as well as the Veterans Administration GI Bill programs (including REAP and Vocational Rehabilitation). Students employed in the private sector should consult with their Human Resources department regarding employer-based tuition assistance programs.

Automatic Debit Plan

The University System offers an Automatic Debit Plan (ADP) to enable students to spread tuition payments over time by having them automatically charged to a credit card on a preset schedule. The amount and number of payments is proportional to the length of the course. Students in 16-week courses make four ADP payments. Students in 8-week courses make two ADP payments. To be eligible for the ADP plan, the student must be registered for credit-bearing courses. Audit students are not eligible for ADP.

ADP Schedules

16-Week ADP Schedule	
Upon Registration	1/4 tuition due
15th of Session's First Month	1/4 of tuition due (i.e., for May 5th course, payment due 5/15/XX)
15th of Session's Second Month	1/4 of tuition due (i.e., for May 5th course, payment due 6/15/XX)
15th of Session's Third Month	1/4 of tuition due (i.e., for May 5th course, payment due 7/15/XX)

8-Week ADP Schedule	
Upon Registration	1/2 tuition due
15th of Session's First Month	1/2 tuition due (i.e., for May 5th course, final 1/2 due 5/15/XX)

ADP Late Payments
If a credit card is declined, the student will be notified to immediately to contact stuaccounts@apus.edu and make the payment. A $25 fee is charged to the student's account. If payment is not received, the student's account is placed on "balance due hold".

VA Benefits and GI Bill

Students who are not certain if they qualify for VA Benefits should first contact the VA Education Call Center at 888-442-4551 or go online at www.gibill.va.gov. The Veterans Administration will help to determine exactly which benefits students are eligible to receive and which form(s) they will need. The process for each benefit type can also be found at http://www.apu.apus.edu/ After being accepted as a student, anyone using GI Bill benefits needs to complete the Application for VA Education Benefits (Form 22- 1990) from the VA website, and send it to the Veterans Affairs office at APUS. Discharged veterans also will need to send a copy of their DD-214 to our administrative office. Additional questions about VA Benefits, the GI Bill, or the Top-Up program can be found on the APUS websites under Tuition and Financing and Paying for school.

Course Load and Student Status

The following table equates semester hours with student status for Alternative Loans and VA Benefits. Students who are applying for Federal Student Aid will adhere to a different enrollment status. Please see the Financial Aid Website for more information on financial assistance.

Graduate: 8-Week Courses

Semester Course Load	Student Status
6 semester hours	Full-time
3 semester hours	Three-quarter time

Graduate: 16-Week Courses

Semester Course Load	Student Status
9 semester hours	Full-time
6 semester hours	Three-quarter time
3 semester hours	Half time

Undergraduate: 8-Week Courses

Semester Course Load	Student Status
6 semester hours	Full-time
3 semester hours	Half-time

Undergraduate: 16-Week Courses

Semester Course Load	Student Status
12 semester hours	Full-time
9 semester hours	Three-quarter time
6 semester hours	Half-time
3 semester hours	Less than Half-time

A most distinguished and diversified faculty of over 1,700 scholars, educators, and authors combine relevant theory with realworld experience. Their academic credentials include such institutions as the University of Chicago, University of Southern California, University of Notre Dame, Stanford University, Cambridge University, and Harvard University. Many are executives in government, business, and non-profit organizations, including the United Nations, the State Department, the Department of Defense, the Department of Homeland Security, the Central Intelligence Agency, the National Security Agency, and the Federal Emergency Management Agency.

Provost

- **Karan Powell, PhD,** Education with concentration in Organization Development and Organizational Learning, *George Mason University, Fairfax, VA*

Academic Operations Officer

- **Gwendolyn Hall, PhD,** National Security Studies, *University of Maryland, College Park, MD*

Registrar

- **Lyn Geer, MA,** Law and Diplomacy, *Fletcher School, Tufts University, Medford,* MA and BA, Comparative Literature, *University of Illinois, Champaign, IL*

Deans

- **School of Arts and Humanities – Linda Moynihan, PhD,** English, *Miami University, Oxford, OH*
- **School of Business – L. A. Chad Patrizi, PhD,** Education/Adult Education Leadership, *Touro University International, Cypress, CA*
- **School of Education – Conrad Lotze, PhD,** Mathematics Education, *American University, Washington, DC*
- **School of Management – Shawn Black, PhD,** Organizational Management, *Capella University, Minneapolis, MN*
- **School of Public Service and Health – Constance St. Germain-Driscoll, JD,** *University of Baltimore School of Law, Baltimore, MD*
- **School of Science and Technology – Dan Benjamin,** MTech, Electronic Instrumentation, *Kakatiya University, Warangal, AP, India*
- **School of Security and Global Studies – Elena Mastors, PhD,** Political Science, *Washington State University, Pullman, WA*
- **Dean of Graduate Studies – Patricia Campbell, PhD,** Korbel School of International Studies, *University of Denver, Denver, CO*
- **Dean of Assessment – Jennifer Helm, PhD,** Educational Psychology, *Texas A&M University, College Station, TX*
- **Dean of Library and Educational Materials – Fred Stielow, PhD,** History and American Studies, *Indiana University, Bloomington, IN*
- **Dean of Program Development – Gary Berry, PhD,** Education/Adult Education Leadership, *Touro University International, Cypress, CA*
- **Dean of the Center for Teaching and Learning – Chris Reynolds, EdD,** Education, *Argosy University, Sarasota, FL*

Prior Learning Assessment

- **Tedi Thompson-Magrini, MS,** Management, *University of Maryland University College, College Park, MD*

Directors

- **Director of Educational Internships & Certification – Tammy Woody, EdD,** Curriculum and Instruction, *West Virginia University, Morgantown, WV*
- **Director of Faculty Management – Donna E. Scribner, PhD,** Instructional Design, *Capella University, Minneapolis, Minnesota*
- **Director of Faculty Scheduling – Brian Blodgett, PhD,** Business Administration, *Northcentral University, Prescott Valley, AZ*
- **Director of Teaching and Curriculum Quality – Phylise Banner, MS,** Instructional Technology and Distance Education, *Nova Southeastern University, Fort Lauderdale, FL*

Program Directors

- **Administration and Supervision – Amy Burkman, EdD,** Educational Leadership, *Texas Christian University, Fort Worth, TX*
- **Business Administration – Kathleen Irwin, PhD,** Organization Management, *Capella University, Minneapolis, MN*
- **Child and Family Development and Family Studies – Nancy Heath, PhD,** Child Development and Family Studies, *Purdue University, Richmond, IN*
- **Criminal Justice – Vincent Giordano, PhD,** Criminal Justice, *Capella University, Minneapolis, MN*
- **Electrical Engineering – D. Stephen Daniel, PhD,** Electrical Engineering, *The University of Tennessee, Knoxville, TN*
- **Emergency and Disaster Management and Fire Science –** TBD
- **English – Kim Jacobs, MA,** Education, *The University of Texas at San Antonio, San Antonio, TX*
- **Environmental Studies – Carol Pollio, PhD,** Environmental Science and Public Policy, *George Mason University, Fairfax, VA*
- **Finance & Accounting – William Whitley, EdD,** Higher Education Administration, *The University of Alabama, Tuscaloosa, AL*
- **General Education – Kathryn Broyles, PhD,** English Composition, *Indiana University Pennsylvania, Indiana, PA*
- **Graduate Information Technology – Novadean Watson-Stone, DBA,** Information Systems, *Argosy University, Sarasota, FL*

Program Directors (continued)

- **Guidance and Counseling –** Kimberlee Ratliff, EdD, Counseling Psychology, *Argosy University, Sarasota, FL*
- **History –** Richard Hines, PhD, History, *Washington State University, Spokane, WA*
- **Homeland Security –** Patrick Forrest, JD, *Syracuse University, College of Law, Syracuse, NY*
- **Hospitality Management –** Sheri Hernandez, MBA, *Lehigh University, Bethlehem, PA*
- **Information Technology Management –** Irena Kageorgis, MS, Computer Information Systems, *University of Phoenix, Temple, AZ*
- **Intelligence Studies –** TBD
- **International Relations –** Paula Wylie, PhD, History, *University College Cork, National University of Ireland, Corcaigh, Ireland*
- **Legal Studies –** TBD
- **Management –** Marie Gould, PhD, Business, *Capella University, Minneapolis, MN*
- **Marketing & Economics –** Thomas Schaefer, DBA, Management, *Argosy University, Sarasota, FL*
- **Mathematics –** Bill Owen, MEd, Adult and Higher Education, *University of Oklahoma, Norman, OK*
- **National Security Studies and Military Studies –** Ed Hagerty, PhD, History, *Temple University, Philadelphia, PA*
- **Nursing –** Elaine Keavney, MSN, Nursing Education, *Saint Joseph's College, Rensselaer, IN*
- **Philosophy, Religion, Humanities & Foreign Languages –** Ev Corum, PhD, Theatre and Media Arts, *University of Kansas, Lawrence, KS*
- **Political Science –** Stephen Schwalbe, PhD, Public Administration and Public Policy, *Auburn University, Auburn AL*
- **Psychology –** Carol Passman, PhD, Counseling Psychology, *University of Akron, Akron, OH*
- **Public Health –** Michael Jackson, PhD, Education, *Southern Illinois University, Carbondale, IL*
- **Retail Management & Real Estate –** Kevin Forehand, MBA, *Thomas University, Thomasville, GA*
- **Reverse Logistics Management & Defense Management –** Oliver Hedgepeth, PhD, Engineering Management, *Old Dominion University, Middletown, VA*
- **Science –** Daniel Welsch, PhD, Environmental Sciences, *University of Virginia, Charlottesville, VA*
- **Security Management and Public Administration –** TBD
- **Sociology –** Victoria Stay, MA, Sociology, *Arizona State University, Temple AZ*
- **Space Studies –** Brian Anderson, PhD, Engineering Management, *The University of Alabama, Tuscaloosa, AL*
- **Sports Sciences and Sports Management –** Brian Freeland, Master of Sports Science, Sport Management, *United States Sports Academy, Daphne, AL*
- **Teaching –** Kathleen Tate, PhD, Elementary Education, *Florida State University, Tallahassee, FL*
- **Transportation and Logistics Management –** Jennifer Batchelor, PhD, Management, *Colorado Technical University, Colorado Springs, CO*

Faculty Directors

- **Arts and Humanities –** Jon Carleton, EdD, Higher Education Administration, *George Washington University, Washington, DC*
- **Arts and Humanities –** Don Kirk Macon, EdD, Educational Technology and E-Learning, *Northcentral University, Prescott Valley, AZ*
- **Arts and Humanities –** William Overton, PhD., Education, *University of Idaho, Moscow, ID*
- **Business –** Brenda Harper, EdD, Organizational Leadership, *Nova Southeastern University, Orlando, FL*
- **College 100 –** Amy Peterson, PhD, Education, *Northcentral University, Minneapolis, MN*
- **Education –** Joanetta Ellis, PhD, *Texas A&M University, Kingsville, TX*
- **Management –** Jill Fuson, PhD, Education, *Postsecondary and Adult Education, Capella University, Minneapolis, MN*
- **Management –** Suzanne Minarcine, PhD, Organization and Management, *Capella University, Minneapolis, MN*
- **Public Service and Health –** Lanita Lloyd, MS, Emergency Management, *Jacksonville State University, Jacksonville, AL*
- **Science and Technology –** Francesca Catalano, PhD, Molecular Biology, *Loyola University Chicago, Chicago, IL*
- **Science and Technology –** Daniella Messina, Doctor of Chiropractic, *New York Chiropractic College, Seneca Falls, NY*
- **Security and Global Studies –** Michelle Watts, MA, Latin American Studies, *University of Arizona, Tucson, AZ*

Librarians

- **Mustafa Abdelwahid,** Ph.D. in Public Policy & Administration from *Auburn;* M.L.I.S., WI; B.A., MA in Political Science & International Development, *UNC,* L.L.M., Law, Baku, Russia
- **Kimberly Adams,** M.L.I.S., *The Catholic University of America;* M.A. in History, MA in Teaching English as a Second Language Reference
- **Christy Cechman,** M.L.I.S. *Valdosta;* Doctor of Chiropractic
- **Linda Cranston,** M.S.L.S., M.A. in Geography, *University of Rhode Island*
- **Priscilla Coulter,** M.L.S., *University of North Texas;* M.S. in Biology
- **Susan Fingerman,** M.L.I.S., *Simmons College*
- **Maryelizabeth Gano,** M.L.S, *The Catholic University of America,* MBA *Hood College*
- **Susan Gilroy,** M.L.S., M.Ed. in Education, M.P.A in Business
- **Neville Grow,** M.L.S., *The University of North Carolina at Chapel Hill,* M.B.A.
- **Emily Harrell,** M.L.I.S. and RN, *Florida State University.*
- **Susan Hyland,** M.L.S., *University of Maryland, College Park*
- **Jeanette Moyer,** M.L.I.S., *University of Pittsburgh*
- **Carole Nowicke,** Ph.D. Library & Information Science, *Indiana University;* M.L.S.
- **A. Marissa Smith,** M.L.S., *San Jose State University*
- **Susan Sartory,** M.L.S., *University of Maryland*
- **Christy Stevens,** M.L.I.S., *The University of Iowa,* M.A. in English, *University of California, Irvine;* M.A., Women's Studies, *San Diego State University*
- **Fred Stielow,** dual Ph.D. History & American Studies, M.A. in History, *Indiana University;* M.L.S., *URI*
- **Raymond Uzwyshyn,** Ph.D. & M.A. Media Studies, *New York University;* M.L.I.S., *University of Western Ontario*
- **Tyler Veak,** Ph.D., Science and Technology, *University of Virginia;* M.L.I.S., *University of South Carolina*
- **Bradley Wiles,** M.A., History; M.L.I.S., *University of Wisconsin*

Course Materials

The APUS Undergraduate Course Materials Grant provides textbooks and other course reading material for all undergraduate students seeking academic credit. This grant is awarded upon admission with the expectation that students will successfully complete their course(s) each semester. Course materials are ordered from our vendor (MBS), after tuition payment (TA, FSA, check) has been received. Course materials are shipped within the timeframes listed in the student handbook. Military TA students serving overseas who have successfully completed previous courses with APUS will have their course materials ordered at the time of course registration, not at time of payment to ensure that their materials will be released within the 30-day timeframe listed in the student handbook.

APUS provides course materials in a variety of formats. Some courses use electronic textbooks (eBooks) which are available in the APUS Online Library, the electronic classroom, websites, or elsewhere as identified by the course instructor.

Please note that course materials are not provided for students who are auditing courses. Audit students may obtain course materials through MBS or another bookstore of their choice.

Students are required to keep their mailing address correct at all times to ensure their books are shipped to the proper location. Failure to do so will cause books to be returned to MBS or lost in the mail system.

If a student withdraws from a course, they must re-register for the course within 6 months or they will incur the cost of the course materials.

Students are encouraged to read the Course Materials section in the student handbook for additional course materials policy information.

Students should contact books@apus.edu for questions or additional assistance concerning their course materials.

Online Library

Resources for Student Success

The AMU/APU Online Library provides an award-winning reflection of a new era in information services, as well as friendly human faces for University's students and faculty members. The best of tradition now combines with the newest forms of education on the Information Highway.

Available to students and faculty 24/7, the Library contains millions of pages of books and scholarly articles licensed from the Deep Web. These are joined by our expert-selected "trusted" selections from the free, or Open Web, as well as an array of specialized research tools and tutorial assistance. Moreover, the site is designed for the cutting-edge of Information Literacy--a budding range of skills required for scholarly success and advanced employ of the Web. Such assets are built by arguably the finest group of subject- and Web-specialist librarians in Online Education.

Research Resources

- **Article/Scholarly Journal Databases:** The strength of the Library is an accumulation of multi-year runs of 35,000+ scholarly journals. Such specialized literature sits at the heart of university research, and its use is a vital part of your learning curve as a college student/scholar.
- **Books:** The Library has assembled a growing collection of primarily electronic books. Currently numbering over 150,000, these holdings are focused on the University's educational programs. They include a small collection of land-based holdings with concentration on the School's specializations in Intelligence, Military History, and Military Studies.
- **Departmental Study Portals/Course Guides:** Librarians work with faculty to create innovative Study Portals. These are designed to help launch scholarly and advanced research in our Deep Web holdings and the Open Web. Moreover, the Portals open to hundreds of electronic pathfinders that are tailored to specific courses.
- **InterLibrary Loan (ILL):** If unable able to find needed research materials, Librarians will hunt and request those.

Textbook/Course Materials: The Online Library works in tandem with Bookstore operations in what is a nationally leading model for Course Materials and an evolving switch to fully electronic classes. This transition is in keeping with other online universities, but carefully orchestrated over several years and with allowances for overseas military students and those with bandwidth problems. It reflects APUS commitment and struggle to continue to maintain low tuition costs and grant course materials for its undergraduates--even in the face of extreme textbooks inflation.

Tutorial Center/Study Help: Students are also provided a portal to an array of self-help tools, career center, and tutorials--including access to individual tutors. The Tutorial Center provides Style Manual pages along with examples of syllabuses, other student papers and masters' theses--as well as links to the campus radio station, Web 2.0, Second Life, and other advanced applications.

Learning Outcomes Assessment

There are three levels of student learning outcomes used to describe the knowledge, skills, and values expected of students who complete academic programs at the University System: institutional (which are outlined in this catalog); degree program (which are identified in the degree program descriptions on the AMU/APU websites); and classroom level (which are identified in the syllabi for each graduate or undergraduate course).

Institutional Level Student Learning Outcomes

The University System's institutional student learning outcomes are reflected in its published mission document, vision statement, and core values. Student learning at the institutional level is assessed through required participation in periodic surveys and interviews that evaluate the effectiveness of students achieving desired learning outcomes at the university level.

AMU and APU students are expected to achieve each of the five outcomes listed below upon completion of any academic program in any academic discipline.

Academic Skill

Graduates of APUS will possess academic skill related to their specific discipline. The graduate will master the generally accepted theories, concepts, principles, and/or practices associated with their discipline enabling them to live and work productively in a global, diverse, and technological society.

Communication

Graduates of APUS will be able to clearly communicate ideas in written form.

Critical Thinking

Graduates of APUS will be able to analytically identify issues with the ability to evaluate problems, formulate solutions, and evaluate the consequences. Graduates will be able to express a variety of other viewpoints and methods of inquiry.

Information Literacy

Graduates of APUS will be technologically proficient in accessing and using information. The graduate will be able to gather information from a variety of sources, use information in an appropriate manner to address issues, and take action.

Lifelong Learning

Graduates of APUS will have the ability to identify, pursue and acquire specific and new knowledge after the end of formal schooling. They will be able to apply this knowledge in real world settings.

Degree Program Level Student Learning Outcomes

The University System's student learning outcomes at the degree program level are skills, values, and knowledge that students are expected to have upon graduation from a particular degree program.

Student learning at the degree program level is assessed through participation in senior seminar and comprehensive examination courses to ensure that the student has proficient knowledge of the substantive content expected of a professional in the respective field. Subject-specific standardized national testing is used to measure student learning at the degree program level. National testing assessment results are used only to inform the University System and the student of the student's performance in a given subject area; their results are not calculated in the student's grade point average or considered as part of the student's academic performance. Students will be informed in advance if they are required to participate in these assessment exams. Writing rubrics are also used to evaluate the effectiveness of students achieving desired learning outcomes at the degree program level.

Course Level Student Learning Outcomes

The University System's student learning outcomes at the classroom level are skills, values, and knowledge that students are expected to have upon completion of a course.

Student learning at the classroom level is assessed through faculty members' summarization of assessment results for the entire class, rather than for individual students. Classroom level summary results are used to continually improve courses and teaching effectiveness. Course developed tests, student participation in discussion boards, student research projects/papers, and writing assignments are some of the requirements used to evaluate the effectiveness of APUS students achieving desired learning outcomes at classroom level. Student satisfaction results are also used to monitor and develop teaching effectiveness as well as to maintain and improve the overall quality and soundness of programs and courses.

Assessment of Student Learning Outcomes

APUS is committed to student learning assessment and its impact on the quality of teaching and learning. The learning outcomes assessment program at APUS:

- provides students with useful information about their current skills, values, and knowledge.
- enables the University System to evaluate the effectiveness of its academic programs in terms of achieving the desired learning outcomes for its students.
- is used for continuous improvement at all levels of the institution.

The University System uses a variety of direct and indirect assessment measures to document student learning at the undergraduate and graduate level. Periodic surveys, standardized national testing, comprehensive examinations, capstone courses, and other assessment measures are used to improve the quality of teaching and learning at APUS. The assessment of student learning at APUS is guided by the student learning outcomes posted in the catalog, AMU/APU websites, and course syllabi. Learning outcomes assessment for students is conducted at the institutional, degree program, and classroom level. Each level is designed to complement each other, providing a comprehensive view of the effectiveness of the University System's academic programs.

Students are required to participate in learning outcomes assessment activities at APUS and will be given adequate notice of any course and/or non-course related assessment activities they are responsible for completing. APUS is committed to protecting the privacy of its students including ensuring the confidentiality of student work submitted for assessment as well as the feedback resulting from assessment activities. For more information, the APUS Learning Outcomes Assessment website establishes the framework for the conduct of student assessment across the institution.

Developmental Study

The University System offers developmental courses in English (ENGL099 - Principles of Composition) for students who need work on their foundational academic skills.

While this course cannot be applied towards the English General Education requirement, students will find that this course will provide them with the skills to successfully complete advanced courses requiring writing skills. Academic credit is earned for completion of ENGL099; however, these credits do not count toward degree requirements. Note: Upon the recommendation of two faculty members or the COLL100 professor, students experiencing difficulty with the successful completion of courses in their degree path may be required to take ENGL099 or ENGL100 prior to continuting their degree path.

In addition to developmental courses, APUS offers tutoring services through its Online Library. Information literacy skills are stressed through a number of presentations and online tutorials. Students also have access to individualized live online tutoring sessions through a license with Tutor.com. Support is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, earth science, and physics), accounting, statistics, economics, writing, grammar, and more. Additional information and access can be found in the Tutorial & Student Study Center column on the main Information Commons page of the Online Library. Questions can also be directed to librarian@apus.edu.

General Education

Philosophy of General Education

The APUS General Education program provides a broad-based liberal arts education that complements the students' major area of study, affording students a basic foundation of principles, concepts, and methodologies upon which they prepare for, and engage in, advanced learning. The General Education curriculum empowers students to engage in critical thinking, communication, information literacy, and academic skills that support creative decision making and life-long learning. Students will achieve a level of awareness and understanding that permits them to become effective leaders, creative thinkers, and ethical decision makers in a global, diverse, and technological society.

There are two basic components of the General Education program at APUS:

- Basic Skills Component
- Basic Knowledge Component

The Basic Skills Component

This component prepares students for advanced learning by providing the knowledge and skills needed to succeed academically, professionally, and personally. APUS students should expect to demonstrate competency in:

Effective Communication

- Express thoughts and ideas in writing.
- Demonstrate the ability to comprehend the written word.
- Demonstrate the ability to present thoughts and ideas orally.
- Comprehend the role of technology in social change.
- Use technology to acquire, process, and share information.

Information Literacy

- Determine the nature and extent of the information needed.
- Access needed information effectively and efficiently.
- Critically evaluate information and its sources and incorporate selected information into his/her knowledge base and value system.
- Effectively use information, individually or as a group member, to accomplish a specific purpose.
- Identify many of the economic, legal, and social issues surrounding the use of information.
- Access and use information ethically and legally.

Critical Thinking

- Use abstract reasoning, analyzing, and synthesizing to solve problems.
- Assess the ethical, aesthetic, and practical consequences of human action toward others as well as the environment.
- Utilize qualitative and quantitative analysis and scientific reasoning that lead to effective problem solving.

Personal and Social Responsibility in a Diverse Global Society

- Recognize different cultures and their contributions to global society.
- Apply appropriate decision making and interaction based on knowledge of differences and similarities among cultures and individuals.
- Recognize the inter-dependence among diverse cultures.
- Recognize the significance of civic knowledge and engagement.

The Basic Knowledge Component

General Education

This component involves the organization of essential information about nature and human society, including modes of inquiry and historical development. APUS students should expect to demonstrate proficiency in:

Core knowledge of the Social Sciences

- Appreciate civic responsibility and ethical principles.
- Recognize the value of the individual within a culturally-varied world.

Core knowledge of Science

- Use of scientific models to collect and analyze information.
- Demonstrate proficiency in applying the scientific method - defining a problem, developing a hypothesis, collecting data, and testing the hypothesis through experimentation and inquiry.
- Apply quantitative and qualitative approaches to the study of scientific concepts.

Core knowledge of Mathematics

- Use of mathematical models to collect data and analyze information.
- Use of mathematics in problem solving.

Core knowledge of English

- Demonstrate effective oral and written communication skills.
- Organize information coherently.
- Utilize appropriate format and language for different audiences.

Core knowledge of Literature and Humanities

- Demonstrate knowledge of the contributions of literature and the humanities to today's society.
- Appreciate the historical impact on and of literature and the humanities.

Core knowledge of History

- Historical comprehension and appreciation of our cultural heritage, whether ancient or modern.
- Recognize of the importance of historical events in analyzing contemporary social, political, technological, and economic issues.

Core knowledge of Research

- Employ correct citation formats and reference research material in academic writing.
- Integrate scholarly research information effectively in academic writing.
- Write at an appropriate academic level.

Core knowledge of Diversity

- Appreciate diverse social and cultural issues.

Beyond the specific skills and knowledge gained, it is expected that APUS graduates will integrate these skills and areas of knowledge in the pursuit of life-long learning.

General Education Requirements

Completion of the courses listed below fulfills APUS General Education requirements within all Associate and Bachelor's degree programs. Please note that the General Education requirements for the Associate or Bachelor of Science degrees differ in some respects, requiring more math and/or science. Students should review carefully the General Education requirements indicated for their specific Associate or Bachelor of Science program. Program requirements supersede all general APUS requirements.

English Composition - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100)*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours

All literature courses require successful completion of ENGL101 - Proficiency in Writing

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours

- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours

- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 4 or 8 semester hours depending on program (includes 1 or 2 required labs)

- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *(Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Note: Students enrolled in Science courses that have a laboratory component are required to complete the associated lab course. Please note that some degree programs specify science courses to fulfill General Education requirements, while others allow for a choice of any Science course from the list above.

Social Sciences - 6 semester hours

- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

Grading Policies

The APUS grading system is provided in the following chart. Additional information regarding the posting of grades and the petitioning of grades is available in the Student Handbook.

Grade	Quality Points	Description
A	4.0	All: Very high quality, clearly above average work
A-	3.67	
B+	3.33	
B	3.0	Undergraduate: Above average
B-	2.67	Graduate: Expected performance level
C+	2.33	
C	2.0	
C-	1.67	Undergraduate: Below Average Graduate: Failing
D+	1.33	Undergraduate: Unsatisfactory Graduate: Failing
D	1.0	Undergraduate: Unsatisfactory Graduate: Failing
D-	.67	Undergraduate: Unsatisfactory Graduate: Failing
F	0.0	Undergraduate: Failing Graduate: Failing
P	NONE	Undergraduate: Pass Graduate: Pass
PD	NONE	Graduate Comprehensive Exam Only: Pass with Distinction
FAIL	NONE	Graduate Comprehensive Exam Only: Failed the Exam
I	NONE	All: Incomplete
DP	NONE	Dropped
W	NONE	All: Withdrawn
WF	NONE	A Withdrawal that was allowed but instructor requested a failing notation
X	NONE	Audit grade: No Academic Credit awarded
R	NONE	Previously failed course that was retaken
S	NONE	Satisfactory: No Academic Credit awarded
U	NONE	Unsatisfactory: No Academic Credit awarded
RW	NONE	A retroactive withdrawal from a course
PLA	NONE	Credit awards for prior learning

Repeat Coursework

Students may only repeat courses for which a failing grade was earned. If the course start for the retaken course was prior to August 1, 2008, the original failing grade remains on the student's record. Both grades will be displayed on the transcript and both will be incorporated into the GPA.

Courses that are retaken with course start dates after August 1, 2008 may be used to forgive a previous failing grade from calculation in the student's current program GPA if:

- The failed course was not part of a program that has already been completed. If a student has started a new program, the failing grade in a previous program cannot be forgiven.
- The course retaken must be the same course as the failed course.

Once a student has retaken and passed a previously failed course, if the course retaken has a course start date after August 1, 2008, the failed course will show on the student's transcript with a grade of "R" and the new course will show the final earned grade. The failing grade will still be displayed on the student's academic plan and on individual grade reports for the course and will still be used to calculate SAP for Financial Aid students.

Satisfactory Academic Progress (SAP)

Students must maintain Satisfactory Academic Progress (SAP) to receive Federal Student Aid.

- According to Federal Regulations, students who fail to make satisfactory progress towards their degree or certificate will lose their ability to receive Federal Student Aid.
- This regulation applies to all students, including those that have not previously received financial aid.
- Students who lose their aid may appeal the loss provided there are mitigating circumstances that inhibited their academic progress.
- If mitigating circumstances do not exist, you may take classes at your own expense to demonstrate improvement for a future appeal.
- To otherwise restore eligibility, students must achieve the GPA and hours target as defined in the policy.

Our university system evaluates SAP at the beginning of each semester, defined as a 16-week period of academic study, and prior to the student receiving FSA for the first time at our university.

- APUS may grant administrative waivers or probationary terms (i.e., grades are not posted before the start of the next term in consecutive terms).
- The requirements of each criterion must be met and are described in detail below: There are three criteria used to measure Satisfactory Academic Progress:
  - Cumulative grade point average (qualitative)
  - Credit hour completion (quantitative)
  - Program deadline

Cumulative Grade Point Average (CGPA):

- Cumulative GPA is the qualitative measure of SAP, meaning that it looks at the quality of the grades that each student earns in their courses.
- Cumulative GPA is calculated after 6 undergraduate credits or 6 graduate credits are completed at APUS.
- Evaluation thereafter occurs in the segments listed in the table below. Only credits completed at APUS with a final grade of A through F are included in the Cumulative GPA calculation.
- To meet SAP requirements, students must maintain a Cumulative GPA that meets or exceeds our minimum as shown in the chart below.
- Students who fail to meet CGPA requirements also fail to meet SAP requirements and will be denied Federal Student Aid (Information on Loss of FSA Eligibility is located under Policies and Procedures for Award of FSA.).

Satisfactory Academic Progress (SAP) Criteria Based on Cumulative GPA and Credits Completed

	Total Credits Completed (including transferred credits*)	Minimum CGPA Required for Financial Aid
Undergraduate Students	6-12	1.00
	13-24	1.25
	25-36	1.50
	37-96	1.75
	97+	2.00
Graduate Students	6-9	2.00
	10-18	2.50
	19-27	2.75
	28+	3.00

* *Credits transferred in from another college or university via an official Transfer Credit Evaluation are factored into the calculation of how many credits a student has completed in determining the minimum Cumulative GPA threshold from the chart. For example, an undergraduate student with no transfer credits must have a minimum Cumulative GPA of 1.00 once they have completed (with a passing grade) their first 6 credits at APUS. However, a student who transferred in 15 credits and then earned his/her first 6 credits at APUS must have a minimum Cumulative GPA of 1.25 (15 transfer credits plus 6 credits completed equals 21 completed credits which falls into the 13-24 total credits completed range in the chart above).*

Credit Hour Completion:

- Credit hour completion is the quantitative measure of SAP, meaning that you must complete a certain percentage of your courses to maintain eligibility for Federal Student Aid.
- Each academic program within our university system has a defined number of credit hours required for completion.
- A student must complete his/her program within 150% of the published credits.
  - For example, if your program requirements are 120 credits, you must satisfy all requirements of your program without having to attempt more than 180 credits.
  - For example, if your program requirements are 18 credits, you must satisfy all requirements of your program without having to attempt more than 27 credits.
- Courses with a final undergraduate grade of A through D- or a final graduate grade of A through C will be counted towards credits completed.
- Final grades that fall below the minimums (D- for undergraduates and C for graduates) are not counted as credits completed but will be used to determine credits attempted.
- Students who withdraw from a course are considered as having attempted the course. Students who drop a course are considered as having not attempted the course.
- Courses with grades of incomplete ("I") will not be counted as attempted until a final grade is earned by the student or the Registrar or instructor converts the "I" grade to an "F."
- Courses that are dropped prior to the course start date or during the add/drop period in Week One will not count towards attempted credits. Please note: All students are required to log into each of their courses during Week One and to submit a class discussion board post of at least 250 words. Students who do not submit this assignment during the first week of class will be automatically dropped from any courses in which this assignment has not been completed. Detailed information on classroom attendance is available at Initial Contact - First Week of the Course.
- Remedial courses do not count towards attempted credits.
- Any course in which the student remains beyond Week One will count towards attempted courses regardless of the grade received.
- Repeated courses will count as attempted courses.
- To maintain SAP, students must achieve a minimum percentage of credits earned versus credits attempted.

Satisfactory Academic Progress (SAP) Criteria
Based on Credits Attempted versus Credits Completed

	Credits Attempted	Credits Completed %
Undergraduate Students	6-12	50%
	13-24	60%
	25-36	65%
	37+	67%
Graduate Students	6-9	50%
	10-18	60%
	19+	67%

Credits transferred from another college or university are included in determining the credits completed percentage for the quantitative measure - completed hours divided by attempted hours. Likewise, the total of APUS and transfer credits that a student has from another college or university will be added to determine where they fall on the chart above.

Example 1: A student registers for 12 credits as an undergraduate student at APUS. The student also has 12 transfer credits from College A. At the end of the semester, here are the grades for the student:

Courses Attempted	Grades
Course 1 (3 credits)	W
Course 2 (3 credits)	F
Course 3 (3 credits)	B
Course 4 (3 credits)	C

- This student has attempted 12 credits at APUS but has only successfully completed 6 of those credits (Course 3 and Course 4).
- The credits completed at APUS would be added to the credits transferred (6 credits plus 12 credits), and the credits attempted at APUS would be added to the credits transferred (12 credits plus 12 credits).
- The credits completed percentage would be 75% (18 completed hours divided by 24 attempted hours).
- The next step is to look at the chart above and determine what percentage is needed to make SAP.
- You then find where 24 credits attempted falls on the chart above, and you will see that the student needs to have completed 60% of their courses to make SAP.
- In this example, the student is making SAP and will be eligible for their Federal Student Aid.

Example 2: A student registers for 15 credits as a graduate student at APUS and has 3 transfer credits. The student drops 3 credits during add/drop week of the semester. Here are the grades for the student at the end of the semester:

Courses Attempted	Grades
Course 1 (3 credits)	W
Course 2 (3 credits)	DP
Course 3 (3 credits)	B
Course 4 (3 credits)	F
Course 5 (3 credits)	F

- This student has attempted 12 credits at APUS but has only successfully completed 3 of those credits (Course 3).
- Dropped courses do not count toward attempted courses.
- The credits completed at APUS would be added to the credits transferred (3 credits plus 3 credits), and the credits attempted at APUS would be added to the credits transferred (12 credits plus 3 credits).
- The credits completed percentage would be 40% (6 completed hours divided by 15 attempted hours).
- Again, look at the chart above and determine what percentage is needed to make SAP.
- You then find where 15 credits falls on the chart, and you will see that the graduate student needs to have completed 60% of their APUS courses to make SAP.
- So this student is not making SAP and will no longer be eligible for their Federal Student Aid.

Program Deadlines

Program deadline start dates are determined when the student completes Week One of their initial course(s). Students must complete their program within the timeframe allowed as follows:

Associate Degree: 7 years from start date

Bachelor's Degree: 10 years from start date

Master's Degree: 7 years from start date

Certificate Program: 3 years from start date

Student Rights and Responsibilities

An academic community is based on personal integrity and respect for others. APUS follows the letter and spirit of applicable federal and state laws pertaining to the administration of an institution of higher education (e.g., laws governing student records, equal opportunity, etc.) and adheres to the guidelines published by appropriate professional groups with respect to admissions procedures, required credentials of faculty, and business ethics. Information regarding student right and responsibilities, including appeals processes, can be found in the Student Handbook at: http://www.apus.edu/student-handbook/rights-responsibilities/.

Academic Integrity

APUS supports and promotes academic honesty and personal integrity. Academic dishonesty can take the following forms:

- Submitting another person's work
- Writing a paper for someone else
- Working in a group effort without faculty consent
- Buying a paper from a research service, an online service, or paying a friend to write it
- Getting outside help or giving outside help without a teacher's expressed permission
- Submitting the same work for credit without approval (e.g., submitting the same assignment twice for different courses)

Any form of academic dishonesty has no place in higher learning. The University System does not tolerate dishonest efforts by its students.

The most frequently observed form of academic dishonesty is plagiarism. Plagiarism is the adoption or incorporation of another's ideas without proper attribution of the source. It is more simply defined as taking the writings of another person or people and representing them to be one's own. To avoid plagiarism, a student must credit the sources used when writing as essay, research paper, or other assignment in accordance with the appropriate style manual or format required in the student's course. Specific approaches to appropriate citation are found in various writing style handbooks. The required citation style for each course is specified in the syllabus for each course.

It is the student's obligation to read, understand, and comply with the University System's plagiarism policy. If the student does not understand this policy, s/he needs to ask his or her professor for assistance before a plagiarism problem arises. Students should note that plagiarism can result in dismissal from the University System.

Consequences of Academic Dishonesty

Students who are guilty of academic dishonesty can expect to be penalized. Any student who knowingly assists another student in dishonest behavior is equally responsible. Students who are found guilty of plagiarism will have an entry made in their student record. An additional violation of the standards of academic honesty may result in dismissal from the University System. Academic dishonesty is considered an Adverse Action. Details regarding Academic Dishonesty and other adverse actions can be reviewed in the Student Rights and Responsibilities section of the Student Handbook.

Professors shall have the authority to deal with instances of academic dishonesty in a variety of ways including, but not limited to, the following:

- Work may be redone for full or partial credit.
- Alternate assignments may be given for full or partial credit.
- Work may not be redone and no credit will be given for that particular assignment.
- The student may be given an "F" in the course.

If an instance of plagiarism is suspected, the faculty member shall immediately contact the student involved, provide evidence of cheating or plagiarism, discuss the matter, determine whether an infraction has occurred, and decide on a penalty.

Faculty members must also report any academic integrity incident to their Program Director or School Dean and the Registrar. The Registrar will ensure an entry is made in the student's file. Supporting documentation, in the case of a plagiarized paper or other cheating, will be forwarded to the Registrar at registrar@apus.edu for proper archiving. Following two documented instances of academic dishonesty, action will be initiated that could lead to the student's dismissal from the University. The student has the right to appeal all adverse actions through the appeal process published in the Student Handbook.

Students failing a comprehensive exam or graduate capstone course due to plagiarism or cheating are subject to processes outlined in the Graduate End of Program Guidelines which may include failure of the End of Program option and ineligibility to graduate or an alternate directed final option to retake the exam at an APUS facility proctored by APUS staff on APUS provided computer (in the case of a comp exam) or a final option for the end of program capstone course. The decision for this option resides with the Dean of the School and/or the Academic Dean or his/her delegate.

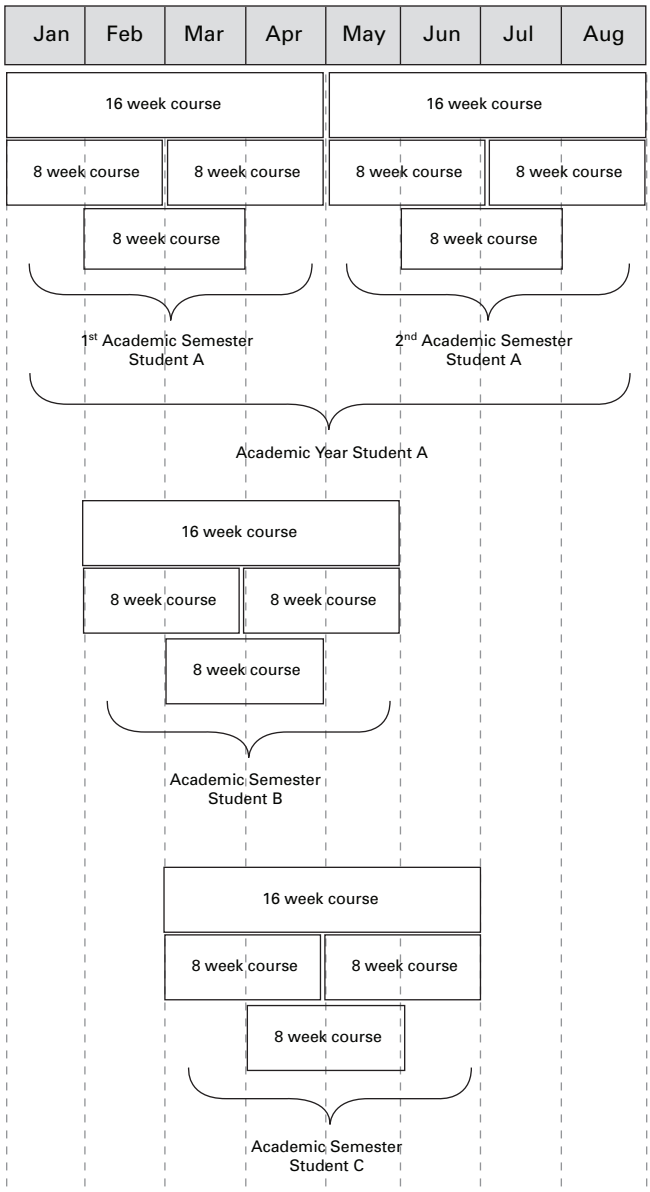
Academic Semesters and Years

APUS has a rolling academic year that is different from traditional institutions which typically operate on an academic year normally defined by fall and spring semesters. At APUS, courses start each month and are offered in 8- and 16-week formats. Students may take a combination of 8- and 16-week classes and may overlap class starts to fit their individual schedules.

To comply with the rules established by the Department of Education for disbursement of Federal Student Aid under the provisions of Title IV of the Higher Education Act, students receiving Federal Student Aid must take classes on a defined 16-week academic semester schedule. Two consecutive 16-week academic semesters (32 weeks) comprise the student's academic year, and students receiving FSA may not take classes that overlap semesters. When students first start their studies at APUS, the start date of their first class defines the start date of their individual 16-week academic semester, during which they must take a prescribed number of classes (semester hours) to be eligible for FSA. Counseling for students receiving FSA will be conducted by the APUS financial aid staff and other appropriate staff during the registration process to ensure that they understand the rules for number of semester hours attempted, academic semester restrictions, etc.

The diagram on the right depicts an example of student-defined APUS academic semesters and years:

- Each student defines his/her own academic semesters based on start date of their first course
- Semesters are 16 weeks long; the academic year is 2 successive semesters
- Students receiving Federal Student Aid may not take courses that overlap semesters
- Students may take a combination of 8- and 16-week courses during a semester, so long as each course starts and ends within the semester



Associate of Arts in Business Administration

The Associate of Arts in Business Administration provides exposure to general education and business fundamentals. The program prepares students for entry-level positions in industries and government. The Associate of Arts in Business Administration is a degree option for students who desire only two years of college study. The program also prepares students for entry into baccalaureate degree programs.

Program Objectives:

Students who successfully complete the Associate of Arts in Business Administration will have completed the following objectives:

- Use skills in oral and written communication as well as mathematics, relevant general education coursework, and specific business knowledge in the basics of accounting, economics, management, and marketing.
- Discuss the basic business principles and operations, including management, marketing, and finance.
- Apply critical thinking, problem solving, and team-building skills in a business management environment.
- Examine basic tools for managing in organizations based on a fundamental knowledge of both individual and organizational behavior.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (34 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100)*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours

All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours

- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours

- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 4 semester hours including the required 1-hour labs

- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *(Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours

- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (24 SEMESTER HOURS)

- ACCT100 – Accounting I
- BUSN100 – Basics of Business
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- ENGL225 – Business Writing
- MGMT311 – Organizational Behavior
- MKTG101 – Introduction to Marketing

And select 1 course from the following:

- ITCC111 – Basic Productivity Applications
- ITCC112 – Advanced Productivity Applications

ELECTIVE REQUIREMENTS (0 SEMESTER HOURS)

There are no elective requirements for this degree.

TOTAL = 61 semester hours

Associate of Arts in Communications

The Associate of Arts in Communication prepares students for careers in journalism, marketing and public relations, business management, public policy, corporate training, and more. This degree ensures that students will learn about such important communication issues as interpersonal, intercultural and media communication, gender differences in communication, communication ethics, and small group communication. Students in this program are exposed to historical speeches, communication theory, and practical preparation for presentations. Students graduating from this program may apply this degree toward the completion of requirements for any related Bachelor's degree where oral communication is a consideration.

Program Objectives:

In addition to the institutional and general education level learning objectives, the Associate of Arts in Communication also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of communication, graduates in this degree program will be able to:

- Describe the various theoretical models and separate parts of the communication process.
- Prepare and deliver a presentation appropriate to a selected communication setting or event.
- Articulate the issues relevant to interpersonal and/or intercultural communication.
- Apply relevant techniques to interpersonal and/or intercultural communication.
- Demonstrate knowledge of the history, models, theories, and concepts of mass communication.
- Demonstrate an understanding of the ethics of communication.
- Demonstrate an understanding of the dynamics and processes of small group communication.
- Demonstrate an understanding of the issues and dynamics of communication between genders.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (34 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours
- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours
- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100)*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours
All literature courses require successful completion of ENGL101 - Proficiency in Writing.
- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours
- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours
- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 4 semester hours including the required 1-hour labs
- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *(Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours
- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (18 SEMESTER HOURS)
- COMM200– Public Speaking
- COMM210– Communication and Gender
- COMM220– Small Group Communication
- COMM240– Intercultural Communication
- COMM250– Mass Communications
- COMM280– Ethics in Communication

ELECTIVE REQUIREMENTS (6 SEMESTER HOURS)
Students must complete 6 semester hours comprised of lower (100-200) level courses not taken to fulfill the requirements listed above. Additional general education courses may be taken to fulfill elective requirements.

TOTAL = 61 semester hours

Associate of Arts in Counterterrorism Studies

In the aftermath of the September 11, 2001 attacks on the United States, there is great discussion about the new methods of terrorism and how to effectively apply counter-terrorism concepts to deal with this international security challenge. Political and military leaders are still grappling with strategies to combat terrorism as witnessed by events throughout the world and daily in Iraq and Afghanistan.

Students in this program will explore the origins of and motivations for terrorism, terrorist strategy, and tactics. Terrorism presents real challenges to government and national security communities due to the many different domestic and international terrorist groups, each with their own leadership, motivations, political objectives, and their own repertoire of tactics. The fact that these groups continue to evolve and mature in their capability means even greater challenges lay ahead for the U.S. military and government agencies involved in combating terrorism and in ensuring national security.

The fully developed degree program at APUS prepares students for the complexities of this field, along with preparation in a number of areas across the counter-terrorism and national security spectrum. In its degree programs, APUS takes an integrated approach that reflects this discipline in its current emergency state.

Program Objectives:

In addition to the institutional and general education level learning objectives, the Associate of Arts in Counterterrorism Studies also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of counter terrorism, graduates in this degree program will be able to:

- Explore the theory and history of terrorism and political violence.
- Identify different domestic and international terrorist groups, their leadership, and their tactics.
- Recognize the motivations of terrorist leaders and their followers.
- Determine the evolving nature of domestic and international terrorism.
- Define government agencies involved in combating terrorism and in ensuring homeland security.
- Describe countermeasures available to U.S. agencies fighting terrorism.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (34 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100)*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours
All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours

- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours

- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 4 semester hours including the required 1-hour labs

- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *(Prerequisite: MATH225)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226)*

Social Sciences - 6 semester hours

- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (24 SEMESTER HOURS)

- HLSS101 – Homeland Defense
- HLSS104 – Chemical and Biological Defense
- HLSS151 – Introduction to Terrorism
- HLSS154 – Mind of a Terrorist
- HLSS155 – Terrorist Tactics
- HLSS212 – Chemical, Biological, and Radiological Hazards
- HLSS301 – Homeland Security Organization
- HLSS320 – Intelligence and Homeland Security

ELECTIVE REQUIREMENTS (0 SEMESTER HOURS)
There are no elective requirements for this degree.

TOTAL = 61 semester hours

Associate of Arts in Criminal Justice

The Associate of Arts in Criminal Justice seeks to expand students' academic and professional development by providing a basic foundation in criminal justice theory and concepts, while developing students' ability to grasp legal issues, law enforcement objectives, the impact of terrorism, and administration matters. It is designed for students who wish to develop the skills necessary for a career in law enforcement or criminal justice. The program serves to enhance the professional career paths of those already within the discipline, prepares graduates to pursue career opportunities in the criminal justice field, and/or serve as a background for further baccalaureate study.

Program Objectives:

In addition to the institutional and degree level learning outcomes objectives, the Associate of Arts in Criminal Justice seeks the following specific learning outcomes of its graduates. Graduates in this degree program will be able to:

- Examine historical, philosophical, and constitutional perspectives/limitations of law enforcement.
- Describe the collection and preservation of evidence in basic crime scene investigations.
- Identify the origins of modern terrorism, its impact on society, and the impact of cross-cultural communication.
- Differentiate the criminological, sociological, legal, and political influences on the American criminal justice system.
- Restate theories of juvenile delinquency.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (34 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100)*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours

All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours

- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours
- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 4 semester hours including the required 1-hour labs
- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *(Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours
- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (21 SEMESTER HOURS)
- CMRJ100 – Introduction to Law Enforcement
- CMRJ101 – Evidence and Procedures
- CMRJ201 – Criminal Justice Administration
- CMRJ206 – Juvenile Delinquency
- COMM240– Intercultural Communication
- HLSS151 – Introduction to Terrorism
- LSTD204 – Introduction to the Courts

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)
- CRMJ295 – Criminal Justice Sophomore Seminar (to be taken as the last course before graduation)

ELECTIVE REQUIREMENTS (0 SEMESTER HOURS)
There are no elective requirements for this degree.

TOTAL = 61 semester hours

Associate of Arts in Early Childhood Care and Education

The Associate of Arts degree in Early Childhood Care and Education prepares student-professionals to work with young children in a variety of private and public care and educational settings. This program of study focuses on the fundamentals of early childhood development and the methodologies of planning and implementing programs designed to promote healthy development in children from birth to five years of age.

Completion of this degree does not qualify graduates for teaching licensure or certification.

Program Objectives:

In addition to meeting institutional and general education objectives, the Associate of Arts in Early Childhood Care and Education seeks to prepare its graduates for professional care of children from birth to five years old in a variety of settings via the following program outcomes. Graduates in this degree program will be able to:

- Articulate the major theoretical concepts undergirding the effective practice of infant and toddler care as a subspecialty of the larger disciplines of developmental psychology and early education.
- Demonstrate knowledge of the fundamentals and methodologies of planning and implementing infant and toddler education and care programs.
- Apply historical and contemporary informally and formally gathered data in the development of infant and toddler care programs.
- Critically evaluate the relationship between infant and toddler development and interactions with parents, siblings, peers, care providers, educators, and communities.
- Identify and practice interpersonal, group, and presentational communication skills applicable in personal and professional intercultural environments.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours
- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (34 SEMESTER HOURS)

English - 6 semester hours
- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours
- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours
- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100)*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours
All literature courses require successful completion of ENGL101 - Proficiency in Writing.
- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours
- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours
- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 4 semester hours including the required 1-hour labs
- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours
- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (21 SEMESTER HOURS)
- EDUC111 – Observation Techniques
- CHFD210 – Childhood Educational Development
- CHFD212 – Infant and Toddler Programs
- CHFD225 – Introduction to the American Family
- CHFD308 – Infant-Toddler Development
- CHFD312 – Special Needs Students
- CHFD331 – Parenting

ELECTIVE REQUIREMENTS (3 SEMESTER HOURS)
Students must complete 3 semester hours comprised of lower (100-200) level courses not taken to fulfill the requirements listed above. Additional general education courses may be taken to fulfill elective requirements.

TOTAL = 61 semester hours

Associate of Arts in General Studies

The Associate of Arts in General Studies degree is designed to provide a solid foundation for further academic achievement providing students opportunities to develop knowledge, skills, and abilities that are readily applicable to the student's personal or professional interests. The program also prepares students for entry into baccalaureate degree programs.

Program Objectives:

In addition to the institutional and general education level learning objectives, the Associate of Arts in General Studies also seeks the following specific learning outcomes of its graduates:

- Use knowledge across a wide diversity of subjects, views, works, and authors, from which they will have a general academic foundation.
- Identify their personal, academic, and professional/career goals and strategies that are integrated within a meaningful approach to life.
- Read, write, and analyze effectively across a number of disciplines.
- Identify issues and problems, then formulate and frame solutions to these problems.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (34 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100)*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours

All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours

- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours

- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 4 semester hours including the required 1-hour labs

- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours

- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

ELECTIVE REQUIREMENTS (24 SEMESTER HOURS)

Students must complete 24 semester hours comprised of lower (100-200) level courses not taken to fulfill the requirements listed above. Additional general education courses may be taken to fulfill elective requirements.

TOTAL = 61 semester hours

Associate of Arts in History

The Associate of Arts in History is offered to better suit professional aspirations and interests of our students. This degree ensures that students will learn about historical periods across a global perspective. Students in this program are exposed to various pivotal historical events, cultures, and regions. Students graduating from this program may apply this degree toward the completion of requirements for the Bachelor of Arts in History or related degree.

Program Objectives:

In addition to the institutional and general education level learning objectives, the Associate of Arts in History also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of history, graduates in this degree program will be able to:

- Compare and contrast the historical experiences that go beyond a single time period and national or cultural experience.
- Interpret historical forces that have shaped social change and contemporary human problems.
- Analyze history from diverse perspectives of ancient and contemporary historical cultures, nations, and regions.
- Analyze history from in-depth study of one or more periods, cultures, nations, regions, or seminal events.
- Demonstrate an understanding of history as a creative enterprise, a subjective discipline, and an imaginative interpretation of the past through art and architecture.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (34 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100)*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours

All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours

- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours

- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 4 semester hours including the required 1-hour labs

- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours

- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (18 SEMESTER HOURS)

Select 2 courses from the following:

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization Before The Thirty Years War
- HIST122 – Western Civilization Since Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

And select 2 courses from the following:

- ARTH210 – American Art
- ARTH221 – American Architecture
- ARTH230 – Ancient and Medieval Art
- ARTH231 – Renaissance to Modern Art

And select 2 courses from the following:

- HIST213 – History of Women in the United States
- HIST214 – History of Latinos in the United States
- IRLS220 – African Peoples and Cultures
- IRLS240 – European Peoples and Cultures
- IRLS260 – Middle Eastern Culture

ELECTIVE REQUIREMENTS (6 SEMESTER HOURS)

Students must complete 6 semester hours comprised of lower (100-200) level courses not taken to fulfill the requirements listed above. Additional general education courses may be taken to fulfill elective requirements.

TOTAL = 61 semester hours

Associate of Arts in Hospitality

The Associate of Arts in Hospitality provides students a general basis in fundamental restaurant operations. Students are exposed to several facets of this challenging career including purchasing and storage, food service sanitation, food preparation, legal aspects and insurance, and marketing and sales.

Program Objectives:

Students who successfully complete the Associate of Arts in Hospitality will have achieve the following objectives:

- Define the background and historical development of the hospitality industry and its component areas.
- Examine topics including, but not limited to food-borne diseases and how to control them, importance of employee personal hygiene and habits, and appropriate procedures for handling utensils and equipment.
- Review the components of the foodservice system: marketing, menu planning, logistical support, production, service, controls, and quality assurance.
- Explain the operations and management of full-service restaurants include operational issues, customer satisfaction, restaurant trends and challenges, financial accountability, service issues, and management development.
- Interpret and illustrate the standards, techniques, and practices in large quantity food production to include sales, production, and service of meals in varied environments.
- List the principles and techniques of purchasing both food and non-food supplies applicable to the food industry.
- Construct the legal rights and liabilities of travel and tourism personnel, hotel and restaurant operators, including innkeeper and guest, landlord and tenant, liquor, sanitation, labor and other laws applicable to hotel and restaurant operations.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (34 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100)*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours

All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours

- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours
- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 4 semester hours including the required 1-hour labs
- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours
- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CONCENTRATION IN RESTAURANT OPERATIONS REQUIREMENTS (21 SEMESTER HOURS)

Select 7 courses from the following:
- HOSP100 – Introduction to Hospitality Management
- HOSP101 – Foodservice Sanitation
- HOSP200 – Food and Beverage Management
- HOSP201 – Restaurant Operations Management
- HOSP202 – Quantity Food Preparation
- HOSP203 – Hotel and Restaurant Purchasing
- HOSP204 – Introduction to Hotel and Restaurant Law
- HOSP302 – Hospitality Law
- HOSP303 – Hospitality Marketing

ELECTIVE REQUIREMENTS (3 SEMESTER HOURS)

Students must complete 3 semester hours comprised of lower (100-200) level courses not taken to fulfill the requirements listed above. Additional general education courses may be taken to fulfill elective requirements.

TOTAL = 61 semester hours

Associate of Arts in Management

The Associates of Arts in Management offers a practical base of knowledge that prepares students to deal with the complexities and challenges of managing today's global workforce. Topics of study include recruitment, selection, team dynamics, ethics, performance management, compensation, benefits, labor and employee relations, and policy and records management.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours
- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (34 SEMESTER HOURS)

English - 6 semester hours
- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours
- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours
- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100)*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours
All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours
- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours
- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 4 semester hours including the required 1-hour labs
- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *(Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours
- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CONCENTRATION IN HUMAN RESOURCES (21 SEMESTER HOURS)
This concentration is designed to offer a practical base of knowledge that prepares students to deal with the complexities and challenges of managing today's global workforce. Topics of study include recruitment, selection, team dynamics, ethics, performance management, compensation, benefits, labor and employee relations, and policy and records management.

Objectives:

In addition to the institutional and general education level learning objectives, the Associate of Arts, Human Resources concentration, also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of Human Resources, graduates in this degree program will be able to:

- Provide human resource competencies (according to SHRM) and practical applications to ensure that human capital is available, capable, and effective in an ever-changing global environment.
- Prepare students to become strategic partners with top management in assessing, problem solving, and providing recommendations that link to strategic goals.
- Conduct effective human resource planning for technology and innovation in a global environment.
- Evaluate and analyze the challenges that human resources face in modern organizations.
- Demonstrate team-management skills with a focus on the group dynamics and ethics of an increasingly diverse workforce.

Concentration Requirements (21 semester hours):
- COMM280– Ethics in Communication
- HRMT100 – Introduction to Personnel Management
- HRMT200 – Human Resource Fundamentals
- HRMT201 – Employee Training and Development
- MGMT100 – Human Relations
- MGMT101 – Principles of Supervision
- MGMT311 – Organizational Behavior

CONCENTRATION IN RETAIL MANAGEMENT (21 SEMESTER HOURS)

This concentration provides students with practical skills and theoretical knowledge needed to become effective retail managers in the global environment. The program is designed to focus on interpersonal, managerial, human resource, leadership, communication, and critical thinking skills necessary to assess and evaluate retail management practices.

Objectives:

In addition to the institutional and general education level learning objectives, the Associate of Arts in Management, Retail Management concentration, also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of Retail Management, graduates in this degree program will be able to:

- Explain the functions and applications of various retail management processes in the areas of store operations.
- Assess the needs of today's retail managers in the use of information technology, financial resources, and human resources in the retail workplace.
- Apply retail managerial concepts to issues impacting the effectiveness of retail managers in today's competitive and global organizations.
- Recognize the importance of ethical conduct, social responsibility, and corporate responsibility in the global retail environment.

Concentration Requirements (21 semester hours):
Select 7 courses from the following:

- HOSP101 – Foodservice Sanitation
- HRMT200 – Human Resource Fundamentals
- MGMT100 – Human Relations
- MGMT101 – Principles of Supervision
- MGMT102 – Retail Ethics
- MGMT200 – Ethics Fundamentals
- MGMT201 – Organizational Fundamentals
- RTMG150 – Retail Organization Fundamentals
- RTMG200 – Customer Relations
- RTMG201 – Retail Inventory Management
- RTMG202 – Risk Management
- RTMG203 – Commercial Safety
- RTMG204 – Finance Fundamentals
- TLMT200 – Retail Shipping and Receiving
- TLMT201 – Retail Transportation

FINAL PROGRAM REQUIREMENT (3 SEMESTER HOURS)

- MGMT295 – Management Seminar (to be taken as the last course before graduation)

ELECTIVE REQUIREMENTS (0 SEMESTER HOURS)

There are no elective requirements for this degree.

TOTAL = 61 semester hours

Associate of Arts in Military History

The Associate of Arts in Military History degree ensures that students will learn about warfare from ancient times to the present and the patterns of western ways of war. Students in this program are exposed to how warfighting and foreign policy are related as well as military service histories. Students graduating from this program may apply this degree toward the completion of requirements for the Bachelor of Arts in Military History or related degree.

Program Objectives:

In addition to the institutional and general education level learning objectives, the Associate of Arts in Military History also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of history, graduates in this degree program will be able to:

- Identify the changing patterns of warfare within Western civilization to include analyses of principal military thinkers and the evolving relationship among Western societies, warfare, and their military institutions.
- Identify the fundamental and underlying reasons why America is a target for terrorists and compare and contrast various international terrorist groups and their respective ideologies.
- Compare warfighting during ancient times through to the beginning of the 17th century to the present with emphasis on technological advances in the military arts and sciences and their short-term and long-term effects on strategy and tactics.
- Examine the American military institution from the colonial period to the current environment in the 21st century.
- Examine the historical context of American Foreign Policy from the entry of the United States onto the world scene at the turn of the 20th century.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (34 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours
- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours
- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100)*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours
All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours
- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours
- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 4 semester hours including the required 1-hour labs
- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours
- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (18 SEMESTER HOURS)
- HLSS151 – Introduction to Terrorism
- IRLS214 – American Foreign Policy
- MILH201 – Introduction to Military History
- MILH202 – Survey of American Military History
- MILH221 – War from Antiquity to 1700
- MILH222 – War from 1700 to the Present

ELECTIVE REQUIREMENTS (6 SEMESTER HOURS)
Students must complete 6 semester hours comprised of lower (100-200) level courses not taken to fulfill the requirements listed above. Additional general education courses may be taken to fulfill elective requirements.

TOTAL = 61 semester hours

Associate of Arts in Real Estate Studies

The Associate of Arts in Real Estate Studies provides a general basis in fundamental business skills for students considering a business career. For students planning to enter one of several real estate-specific career fields upon graduation, the program examines the basic experience, education and licensing requirements as well as personal attributes required to succeed in these career areas. These careers include real estate salesperson/broker, residential real property inspector, real property appraiser, mortgage broker/loan officer, or property manager.

Program Objectives:

Students who successfully complete the Associate of Arts in Real Estate Studies will have completed the following objectives:

- Discuss career opportunities that exist in the real estate industry and the personal, educational, experiential and licensing requirements that pertain to each.
- Identify broad perspectives on the principles, practices, legal and ethical issues that are important to successful practitioners of each type of real estate career.
- Apply specific skill sets important to each area of real estate practice including financial analysis, property appraisal, internet based marketing and research, contract negotiation, investment evaluation, personal marketing, time management and organizational skills, etc.
- Examine requirements to qualify for any licensing exams and/or other entry requirements (in the state(s) they plan to practice) pertinent to the area of real state that they identify as of interest.
- Develop clear strategies, goals and objectives, and action plans to launch a successful real estate career upon graduation, discharge or retirement.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (34 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100)*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours

All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours

- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours
- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 4 semester hours including the required 1-hour labs
- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab Prerequisite: MATH225 – Calculus)
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours
- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (24 SEMESTER HOURS)
- ACCT100 – Accounting I *(Prerequisite: MATH110)*
- BUSN100 – Basics of Business
- BUSN120 – Real Estate Principles
- BUSN121 – Real Estate Practice
- BUSN220 – Real Estate Finance
- BUSN221 – Real Estate Appraisal
- BUSN222 – Real Estate Property Management
- LSTD202 – Real Estate Law

ELECTIVE REQUIREMENTS (0 SEMESTER HOURS)
There are no elective requirements for this degree.

TOTAL = 61 semester hours

Associate of Arts in Retail Management

The Associate of Arts in Retail Management will provide the basic skills needed to effectively manage a variety of retail organizations. By developing management skills directly related to the retail industry, this program is designed for students who wish to develop the skills necessary to become successful retail managers. This program serves to enhance the professional career paths of those already within the discipline, prepares graduates to pursue career opportunities in the retail management field, and/or serves as a background for further baccalaureate study.

Program Objectives:

In addition to the institutional and general education level learning objectives, this degree also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of retail management, graduates in this degree program will be able to:

- Examine the functions and applications of various management processes in the areas of planning, organizing, staffing, directing, leading, and controlling in Retail Management.
- Determine the needs of today's managers in assessing and implementing strategies used in the retail management of information technology, financial, and human resources in the workplace.
- Evaluate the impact of international, legal, social, political, economic, technological, and environmental issues as they relate to organizational behavior in terms of the individual, group/team, and overall organization.
- Evaluate and apply managerial concepts to strategic issues impacting the effectiveness of managers in today's competitive and global organizations.
- Demonstrate the ability to recognize the importance of ethical conduct, social responsibility, and corporate responsibility in the global environment.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours
- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (34 SEMESTER HOURS)

English - 6 semester hours
- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours
- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours
- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100)*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours
All literature courses require successful completion of ENGL101 - Proficiency in Writing.
- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours
- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours
- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 4 semester hours including the required 1-hour labs
- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours
- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (12 SEMESTER HOURS)
- RTMG150 – Retail Organization Fundamentals (students taking this course cannot also take MGMT201)
- RTMG200 – Customer Relations
- RTMG201 – Retail Inventory Management
- RTMG204 – Finance Fundamentals

MAJOR REQUIREMENTS (9 SEMESTER HOURS)
Select 3 courses from the following:
- HOSP101 – Foodservice Sanitation
- HRMT200 – Human Resource Fundamentals
- MGMT101 – Principles of Supervision
- RTMG202 – Risk Management
- RTMG203 – Commercial Safety
- TLMT200 – Retail Shipping and Receiving
- TLMT201 – Retail Transportation

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)
- RTMG295 – Retail Management Seminar (to be taken as the last course before graduation)

ELECTIVE REQUIREMENTS (0 SEMESTER HOURS)
There are no elective requirements for this degree.

TOTAL = 61 semester hours

Associate of Arts in Weapons of Mass Destruction Preparedness

In the aftermath of the September 11, 2001 attacks on the United States, there is great discussion about the new methods of terrorism and how to effectively counter the threat posed by terrorist groups armed with weapons of mass destruction. Political and military leaders are still grappling with strategies to combat the terrorism as witnessed by events around the world and daily in Iraq and Afghanistan.

Students in this program will explore the motivations for terrorism, terrorist strategy and tactics and the implications of terrorist use of weapons of mass destruction. Terrorism presents real challenges to government and national security communities due to the many different domestic and international terrorist groups, each with their own leadership, motivations, political objectives, and their own repertoire of tactics. The fact that these groups continue to evolve and mature in their capability means even greater challenges lay ahead for the U.S. military and government agencies involved in combating terrorism and in ensuring national security.

The fully developed degree program at APUS prepares students for the complexities of this field, along with preparation in a number of areas across the spectrum of weapons of mass destruction, counter terrorism and national security. In its degree programs, APUS takes an integrated approach that reflects this discipline in its current emergency state.

Program Objectives:

In addition to the institutional and general education level learning objectives, the Associate of Arts in Weapons of Mass Destruction Preparedness also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of weapons of mass destruction, graduates in this degree program will be able to:

- Recognize the threat to the U.S. posed by both domestic and international terrorist groups and state actors armed with weapons of mass destruction.
- Describe the threat posed to society by chemical agents.
- Relate the threat posed to society by biological agents.
- Identify the threat posed to society by radiological and nuclear terrorism.
- Review the use of detection and monitoring equipment and personal protection and decontamination practices for the first responder.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (34 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100)*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours
All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours

- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours

- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 4 semester hours including the required 1-hour labs

- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours

- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (24 SEMESTER HOURS)

- HLSS104 – Chemical and Biological Defense
- HLSS151 – Introduction to Terrorism
- HLSS154 – Mind of a Terrorist
- HLSS155 – Terrorist Tactics
- HLSS212 – Chemical, Biological, and Radiological Hazards
- HLSS215 – Regulatory Issues in Weapons of Mass Destruction
- HLSS301 – Homeland Security Organization
- HLSS320 – Intelligence and Homeland Security

ELECTIVE REQUIREMENTS (0 SEMESTER HOURS)
There are no elective requirements for this degree.

TOTAL = 61 semester hours

Associate of Science in Accounting

The Associate of Science in Accounting is a degree option for those students who want to enter the business world as an entrepreneur or manager of a small business. An Associate of Science in Accounting prepares students for entry-level positions in bookkeeping, accounting, and auditing. The curriculum provides a solid foundation in business strategy, financial statements, cost information, economics, management, and ethical issues. Students will be presented the various financial statements and learn how to record, present, and analyze financial data.

Program Objectives:
Students who successfully complete the Associate of Science in Accounting will achieve the following objectives:

- Describe the general role of accounting in business and how it is best used by managers, investors, businesses, and governmental regulatory agencies (Securities & Exchange Commission and the Justice Department).
- Examine the continuing accounting problems of many major U.S. corporations and discuss what may/could have been done to prevent similar problems/fraud in the future.
- Differentiate revenue from actual cash when evaluating the solvency of a business, a key factor in the current accounting "difficulties" of major corporations.
- Construct the major financial statements (financials), demonstrating how they interrelate and reflect a variety of accounting transactions on those statements. The student will have a thorough knowledge of terms such as Accounts Receivable, Accounts Payable, Fixed Assets, Intangible Assets, Expenses, Liabilities, and Stockholders' Equity.
- Explain how accounting systems provide reports needed to assist in making managerial decisions and controlling the financial aspects of business operations.
- Interpret and illustrate the basics of cash- and accrual-based accounting, depreciation, and depletion.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (38 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100)*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100.)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours
All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours

- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours

- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 8 semester hours including the required 1-hour labs

- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours

- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (18 SEMESTER HOURS)

- ACCT100 – Accounting I *(Prerequisite: MATH110)*
- ACCT101 – Accounting II *(Prerequisite: ACCT100)*
- BUSN100 – Basics of Business
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- ITCC111 – Basic Productivity Applications

ELECTIVE REQUIREMENTS (3 SEMESTER HOURS)

Students must complete 3 semester hours comprised of lower (100-200) level courses not taken to fulfill the requirements listed above. Additional general education courses may be taken to fulfill elective requirements.

TOTAL = 62 semester hours

Associate of Science in Computer Applications

The Associate of Science in Computer Applications Program fills the need in the Information Technology marketplace for entry-level application development professionals and for foundational education in application development. This program focuses on the acquisition of the theory, principles, practices, methodologies, competencies, tools, and technologies associated with application development. This program produces academically sound entry-level application development professionals with the necessary foundation to be productive in the IT industry.

Program Objectives:

In addition to the institutional and general education level learning objectives, the Associate of Science in Computer Applications Program also seeks the following specific learning outcomes of its graduates:

- Appraise the major concepts behind computers, computer algorithms, and computer literacy.
- Analyze business environments and use Microsoft Office applications such as Word, Excel, PowerPoint, and Access to perform information processing tasks.
- Distinguish between the various diagrams in the Unified Modeling Language (UML).
- Assess the process for designing and developing software and evaluate the benefits of modularization of software.
- Profile the purpose, audience, scope, structure, and format of key IT documents and appraise the appropriateness of a document to the particular writing/research goal.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (38 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours
- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours
- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100).*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours
All literature courses require successful completion of ENGL101 - Proficiency in Writing.
- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours
- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours
- POLS210 – American Government I
- IRLS210 – International Relations I

Science - 8 semester hours including the required 1-hour labs
- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours
- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (18 SEMESTER HOURS)
- ENTD200 – Fundamentals of Programming
- ENTD221 – Introduction to Programming
- ITCC111 – Basic Productivity Applications
- ITCC112 – Advanced Productivity Applications
- ITCC121 – Introduction to Computer Science
- ITCC231 – Introduction to Information Technology Writing

ELECTIVE REQUIREMENTS (3 SEMESTER HOURS)
Students must complete 3 semester hours comprised of lower (100-200) level courses not taken to fulfill the requirements listed above. Additional general education courses may be taken to fulfill elective requirements.

TOTAL = 62 semester hours

Associate of Science in Database Application Development

The Associate of Science in Database Application Development Program focuses on the acquisition of the theory, principles, practices, methodologies, competencies, tools, and technologies associated with database application development. This program produces academically sound and functionally competent database professionals with the necessary foundation to be productive in the IT industry. This program is market driven; it prepares learners to exploit the high demand for database professionals in various industry sectors.

Program Objectives:

In addition to the institutional and general education level learning objectives, the Associate of Science in Database Application Development Program also seeks the following specific learning outcomes of its graduates:

- Appraise the principles for designing relational database systems.
- Use analytical, logical, and critical thinking to analyze user requirements and to design, develop, and deploy database applications.
- Analyze the information needs and develop entity relationship models that represent the relationships and the cardinality in an information system.
- Investigate the first, second, and third normal forms of a database.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (38 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100).*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours

All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours

- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours

- POLS210 – American Government I
- IRLS210 – International Relations I

Science - 8 semester hours including the required 1-hour labs

- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours

- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (15 SEMESTER HOURS)

- INFO111 – Enterprise Data Presentation with Crystal Reports
- INFO161 – Relational Databases with Microsoft Access: Introduction
- INFO221 – Relational Database Concepts
- INFO261 – Relational Databases with Microsoft Access: Advanced
- INFO262 – Relational Databases with Microsoft Access: Project

ELECTIVE REQUIREMENTS (6 SEMESTER HOURS)

Students must complete 6 semester hours comprised of lower (100-200) level courses not taken to fulfill the requirements listed above. Additional general education courses may be taken to fulfill elective requirements.

TOTAL = 62 semester hours

Associate of Science in Explosive Ordnance Disposal

The Associate of Science in Explosive Ordnance Disposal degree is designed to meet the education requirements for students of explosive ordnance disposal. Graduates may apply the degree toward professional advancement or choose to pursue further study. In addition to becoming familiar with the history of explosives, explosive ordnance disposal concepts, and the science behind explosive devices, the student will also learn about emergency response to terrorist incidents and national security.

Program Objectives:

In addition to the institutional and general education level learning objectives, the Associate of Science in Explosive Ordnance Disposal seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of explosive ordnance disposal, graduates in this degree program will be able to:

- Describe specific dates in relation to discovery, invention, and use of various explosives.
- Discuss the history and background of electricity and electronics as typically found in hazardous devices.
- List important scientists and inventors who played essential roles in explosives development.
- Explain the safety precautions to observe when conducting operations involving hazardous devices that incorporate energy bombs and electromagnetic pulse devices.
- Restate the principles and theories of fundamental concepts of electricity, physics, and chemistry as they apply to explosive devices.
- Interpret circuit components most commonly used in hazardous devices.
- Recognize hazardous device electronic diagrams.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (38 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours
- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours
- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100).*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours
All literature courses require successful completion of ENGL101 - Proficiency in Writing.
- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours
- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours
- POLS210 – American Government I
- IRLS210 – International Relations I

Science - 8 semester hours including the required 1-hour labs
- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours
- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (23 SEMESTER HOURS)
- HLSS230 – Chemistry of Explosives
- HLSS231 – History of Explosive Ordnance Disposal
- HLSS232 – Electronics, Electricity, and Explosives
- HLSS233 – Explosive Incident Assessment: Methods, Practices, Protocols
- HLSS234 – Organization for Explosive Ordnance Disposal
- SCIN131 – Introduction to Chemistry with Lab
- SCIN133 – Introduction to Physics with Lab

ELECTIVE REQUIREMENTS (0 SEMESTER HOURS)
There are no elective requirements for this degree.

TOTAL = 64 semester hours

Associate of Science in Fire Science

The Associate of Science in Fire Science provides students with the foundation for beginning practice in the Fire Science profession, as well as a springboard to additional study at the baccalaureate level.

Program Objectives:

In addition to the institutional and general education level learning objectives, the Associate of Science in Fire Science also seeks the following specific learning outcomes of its graduates. Graduates in this degree program will be able to:

- Describe the historical development of fire protection and response from its origins through contemporary times.
- Identify and differentiate the various forms of fire, their fundamental scientific principles, and their associated mitigation and response strategies.
- Describe the legal and regulatory duties and responsibilities of the fire department as a public organization.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (38 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB101 – Arabic II *(Prerequisite: ARAB100).*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours

All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours

- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours

- POLS210 – American Government I
- IRLS210 – International Relations I

Science - 8 semester hours including the required 1-hour labs

- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours

- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (18 SEMESTER HOURS)

- FSMT102 – Fire Behavior and Combustion
- FSMT188 – Fire Prevention
- FSMT201 – Fire Protection Systems
- FSMT210 – Fundamentals of Fire Protection
- FSMT287 – Fire Protection in Building Construction
- FSMT289 – Fire Protection Hydraulics and Water Supply

ELECTIVE REQUIREMENTS (3 SEMESTER HOURS)

Students must complete 3 semester hours comprised of lower (100-200) level courses not taken to fulfill the requirements listed above. Additional general education courses may be taken to fulfill elective requirements.

TOTAL = 62 semester hours

Associate of Science in Paralegal Studies

The Associate of Science in Paralegal Studies prepares students for paraprofessional positions in the legal field. Graduates may use their degree to obtain an immediate position in the field or choose to pursue further study. Students pursuing an Associate of Science in Paralegal Studies must obtain specific skill sets before being eligible for graduation. In addition to becoming familiar with basic principles of the law, students will also acquire analytical, technical, and communication skills.

Program Objectives:

In addition to the institutional and general education level learning objectives, the Associate of Science in Paralegal Studies also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of paralegal studies, graduates in this degree program will be able to:

- Apply legal research methods and techniques that are used in the practice of law.
- Develop skills in legal reasoning, in identifying and effectively using legal resources and in writing legal documents.
- Evaluate the importance of secondary sources in legal research.
- Describe the primary rules and sources and roles of each in legal research.
- Distinguish how advice, persuasion, and advocacy enter into legal research.
- Demonstrate knowledge of the nature, function, principles, and concepts as they relate to the paralegal and apply critical legal thinking and analytical skills to resolve typical situations or facts.
- Comprehend and describe what a paralegal is and how one fits into the legal system.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (38 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours
- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours
- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100).*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours
All literature courses require successful completion of ENGL101 - Proficiency in Writing.
- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours
- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours
- POLS210 – American Government I
- IRLS210 – International Relations I

Science - 8 semester hours including the required 1-hour labs
- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours
- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (21 SEMESTER HOURS)
- LSTD100 – Introduction to Law for Paralegals
- LSTD201 – Litigation
- LSTD202 – Real Estate Law
- LSTD203 – Criminal Law and Procedure for the Paralegal
- LSTD205 – Legal Research and Writing
- LSTD210 – Legal Ethics
- LSTD303 – Family Law

ELECTIVE REQUIREMENTS (0 SEMESTER HOURS)
There are no elective requirements for this degree.

TOTAL = 62 semester hours

Associate of Science in Public Health

The Associate of Science in Public Health will serve those professionals who wish to gain an entry-level position in public health and health services administration professions in a limited or technical manner. Graduates would be able to continue and earn a Bachelor of Science in Public Health to raise their employability in the profession.

Program Objectives:

In addition to the institutional and general education learning level objectives, the Associate of Science in Public Health also seeks the following specific learning outcomes of its graduates. Graduates in this degree program will be able to serve as practicing Public Health Professionals and:

- Explain how and why they are a part of a global community and how the health of one nation or community affects the planet as a whole.
- Explain why the profession of public health is dynamic, political, and controversial. To face health issues, a professional must define the public as diverse with many views, beliefs, values and concerns.
- Possess the training and competence in the use of technologies to deliver health care services to their communities.
- Choose and use the appropriate policies, educational programs, and incentives to develop and maintain individual and community lifestyles that promote optimal health.
- Develop a continuum of supportive public health services appropriate for their community.
- Resolve conflicts over public health and health care issues.
- Ensure that the findings of current public health research are communicated to their communities in an appropriate manner.
- Assure communities of the right to receive sufficient information from suppliers of health care technologies, health care providers, and relevant governmental agencies.
- Explain and assist in the development of a safe community environment.
- Maintain involvement with their communities to assure appropriate education regarding public health matters.
- Maintain the utmost ethical standards in their personal and professional conduct.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (38 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100).*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours

All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours
- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours
- POLS210 – American Government I
- IRLS210 – International Relations I

Science - 8 semester hours including the required 1-hour labs
- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours
- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (21 SEMESTER HOURS)
- COMM285– Interpersonal Communications
- MGMT312 – Leadership & Motivation
- PBHE112 – Health Services Organization
- PBHE209 – Wellness: Health Promotion and Disease Prevention
- PHIL200 – Introduction to Ethics
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology

ELECTIVE REQUIREMENTS (0 SEMESTER HOURS)
There are no elective requirements for this degree.

TOTAL = 62 semester hours

Associate of Science in Web Publishing

The explosive growth of the Internet has generated a significant need for Web Publishing professionals and consequently for education in Web Publishing. The Associate of Science in Web Publishing Program fills this educational need; it focuses on the acquisition of the theory, principles, practices, methodologies, competencies, tools, and technologies associated with the World Wide Web and with Web Publishing. This program produces academically sound and functionally competent Web Publishing professionals with the necessary foundation to be productive in the IT industry. This program is market driven; it prepares learners to exploit the high demand for Web Publishing professionals in various industry sectors.

Program Objectives:

In addition to the institutional and general education level learning objectives, the Associate of Science in Web Publishing Program also seeks the following specific learning outcomes of its graduates:

- Assess the architecture, protocols, tools, and techniques on the Internet and the World Wide Web.
- Use analytical, logical, and critical thinking to analyze user requirements and to design, develop, and deploy effective Web Publishing solutions.
- Examine the foundational principles and concepts of object-oriented programming (OOP).
- Evaluate the principles of design and analyze the process for building websites.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours
- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (38 SEMESTER HOURS)

English - 6 semester hours
- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours
- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100).*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours

All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours

- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours

- POLS210 – American Government I
- IRLS210 – International Relations I

Science - 8 semester hours including the required 1-hour labs

- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours

- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (15 SEMESTER HOURS)

- DSIN121 – Web Page and Web Site Design
- WEBD121 – Web Development Fundamentals
- WEBD241 – Web Development using JavaScript
- WEBD242 – Web Development using XHTML
- WEBD262 – Web Development using DreamWeaver

ELECTIVE REQUIREMENTS (6 SEMESTER HOURS)

Students must complete 6 semester hours comprised of lower (100-200) level courses not taken to fulfill the requirements listed above. Additional general education courses may be taken to fulfill elective requirements.

TOTAL = 62 semester hours

Bachelor of Business Administration

This degree program is a professionally focused degree and is designed to produce graduates who possess practical knowledge and associated critical thinking skills desired in today's competitive business world. Students will be grounded in the study of business through a core curriculum of management, information systems, marketing, law, finance, accounting, economics, and business strategy. They are also given the opportunity to pursue interesting specializations in areas of their choice including business analysis, entrepreneurial/small business, international business management, information technology management, and marketing. This degree is applicable for any student interested in or working in any number of business, government, military, or other professions.

Statement of Mission - School of Business
APUS' School of Business mission is to prepare students to be principled leaders in the global business community through a flexible learning environment that leverages technology and best practices focused on the practical application of knowledge.

Priorities:
- **Curriculum:** Provide a well-rounded curriculum that blends practical, real-world application and theoretical aspects of business and economics in a global context.
- **Teaching:** Foster understanding through strategic goals, quality instruction, and continuous evaluation by faculty who are real-world practitioners and scholars.
- **Student Interaction:** Encourage students to reach their highest potential through collaborative relationships that motivate and sustain growth individually and organizationally.
- **Learning Outcomes:** Build competencies in effective communication, critical thinking, quantitative experience, knowledge-based decision making, and ethical behavior.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and general education level learning objectives, the program also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of business administration, graduates in this degree program will be able to accomplish the following:

- Explain and apply fundamental accounting and financial management operations to enhance business decision-making processes.
- Discuss economic factors associated with government, business, and consumer environments and apply theoretical techniques to analyze markets.
- Apply management, human resource, and personnel practices to organizational problem solving.
- Integrate market and marketing information into a strategic plan.
- Apply concepts of contract, tort, Uniform Commercial Code (UCC), and property law to business situations.
- Articulate the external and internal environments of a business organization and formulate appropriate strategies in the context of competitive forces and environmental factors.
- Collect information through various data tools to enhance business problem solving capabilities.
- Describe how information systems transform business processes within the modern corporate organization.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours
- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (34 SEMESTER HOURS)

English - 6 semester hours
- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours
- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100).*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours

All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours

- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours

- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 4 semester hours including the required 1-hour labs

- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours

- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (39 SEMESTER HOURS)

- ACCT300 – Financial Accounting *(Prerequisite: MATH110 - College Algebra)*
- BUSN310 – Business Theory
- BUSN311 – Law and Ethics in the Business Environment
- BUSN312 – Operations Research *(Prerequisite: MATH110 - College Algebra or MATH225 - Calculus)*
- BUSN313 – Global and Competitive Strategy
- BUSN410 – Critical Thinking Strategies for Business Decisions
- BUSN412 – Quality Management Systems
- ECON101 – Microeconomics
- ECON102 – Macroeconomics *(Prerequisite: ECON101 - Microeconomics)*
- FINC400 – Principles of Financial Management
- MATH302 – Statistics *(Prerequisite: MATH110 - College Algebra or MATH111 - College Trigonometry or MATH225 -Calculus)*
- MGMT310 – Principles and Theory of Management
- MKTG300 – Principles and Theory of Marketing

Students must choose a concentration for this degree program and may select from a General Concentration, Business Analysis, Entrepreneurial/Small Business Management, Information Technology Management, International Business Management, Economics, or a Concentration in Marketing.

GENERAL CONCENTRATION REQUIREMENTS (12 SEMESTER HOURS)

Select 4 courses from the following:

- BUSN316 – Fundamentals of Entrepreneurship
- BUSN320 – Principles of E-Business
- BUSN330 – Fundamentals of Business Analysis I
- BUSN331 – Fundamentals of Business Analysis II
- BUSN332 – Business Use Cases
- BUSN333 – Project Management for Business Analysts
- BUSN415 – Small Business Growth and Development
- BUSN419 – International Business Management
- BUSN490 – Business Administration Independent Study
- ECON301 – Comparative Economics
- ECON302 – Environmental Economics
- ECON303 – International Economics
- ECON304 – Monetary Economics
- FINC405 – Budget Development and Execution
- FINC410 – International Finance
- HRMT427 – International Human Resource Management
- ITMG321 – Information Technology Project Management
- ITMG371 – Contemporary Internet Topics
- ITMG421 – Virtual Management
- MGMT311 – Organizational Behavior
- MGMT312 – Leadership and Motivation
- MGMT315 – Management Communications
- MKTG307 – Consumer Behavior
- MKTG400 – Marketing Research
- MKTG401 – Marketing Strategy
- MKTG407 – International Marketing
- WEBD311 – Internet Concepts

CONCENTRATION IN BUSINESS ANALYSIS (12 SEMESTER HOURS)

In addition to the institutional, general education, and program level learning objectives, the Concentration in Business Analysis seeks the following specific learning outcomes of its graduates.

Objectives

Students who successfully complete this program will be able to:

- Identify business needs and problem domains.
- Analyze processes and behavior requirements for problem solutions.
- Diagram current and proposed business processes using various tools and techniques.
- Evaluate and recommend business solutions.
- Develop business processes and improvements.
- Develop functional business capabilities.
- Facilitate and manage recommended projects.

Concentration Requirements (12 semester hours):

- BUSN330 – Fundamentals of Business Analysis I
- BUSN331 – Fundamentals of Business Analysis II
- BUSN332 – Business Use Cases
- BUSN333 – Project Management for Business Analysts

CONCENTRATION IN ECONOMICS (12 SEMESTER HOURS)

In addition to the institutional, general education, and program level learning objectives, the Concentration in Economics seeks the following specific learning outcomes of its graduates.

Objectives

Students who successfully complete this program will be able to:

- Evaluate analytical frameworks for current and changing economic conditions.
- Analyze the impact of economic externalities for business and proposed business ventures.
- Evaluate impacts of economic conditions on consumer behavior and businesses.
- Compare and contrast global economic strategies.
- Analyze the roles and responsibilities of financial institutions.

Concentration Requirements (12 semester hours):

- ECON301 – Comparative Economics
- ECON302 – Environmental Economics
- ECON303 – International Economics
- ECON304 – Monetary Economics

CONCENTRATION IN ENTREPRENEURIAL/SMALL BUSINESS MANAGEMENT (12 SEMESTER HOURS)

In addition to the institutional, general education, and program level learning objectives, the Concentration in Entrepreneurial/Small Business Management seeks the following specific learning outcomes of its graduates.

Objectives

Students who successfully complete this program will be able to:

- Examine small business opportunities.
- Define small business characteristics and competencies.
- Evaluate consumer behavior.
- Develop product and pricing strategies.
- Develop and execute small business budgets.

Concentration Requirements (12 semester hours):

- BUSN316 – Fundamentals of Entrepreneurship
- BUSN415 – Small Business Growth and Development
- FINC405 – Budget Development and Execution
- MKTG307 – Consumer Behavior

CONCENTRATION IN INFORMATION TECHNOLOGY MANAGEMENT (12 SEMESTER HOURS)

In addition to the institutional, general education, and program level learning objectives, the Concentration in Information Technology Management seeks the following specific learning outcomes of its graduates.

Objectives

Students who successfully complete this program will be able to:

- Examine Internet protocols, middleware, interfaces, security, and applications.
- Evaluate workplace productivity, legal ramifications, and policies related to Internet access.
- Outline the process and the phases pertaining to managing information systems projects.
- Appraise the technology, communications, and policy issues related to managing virtual teams.

Concentration Requirements (12 semester hours):

- ITMG321 – Information Technology Project Management
- ITMG371 – Contemporary Internet Topics
- ITMG421 – Virtual Management
- WEBD311 – Internet Concepts

CONCENTRATION IN INTERNATIONAL BUSINESS MANAGEMENT (12 SEMESTER HOURS)

In addition to the institutional, general education, and program level learning objectives, the Concentration in International Business Management seeks the following specific learning outcomes of its graduates.

Objectives

Students who successfully complete this program will be able to:

- Compare and contrast the management strategies around the world.
- Examine the challenges of managing multicultural and distributed teams.
- Appraise the roles and responsibilities of the Human Resource Manager in the context of an international workforce.
- Analyze the interactions and trends between the world economies; also assess the tools and techniques used to mitigate financial risk in conducting international business.
- Evaluate the tools, methods, and practices of marketing in the global context.

Concentration Requirements (12 semester hours):

- BUSN419 – International Business Management
- FINC410 – International Finance
- HRMT427 – International Human Resource Management
- MKTG407 – International Marketing

CONCENTRATION IN MARKETING (12 SEMESTER HOURS)

In addition to the institutional, general education, and program level learning objectives, the Concentration in Marketing seeks the following specific learning outcomes of its graduates.

Objectives

Students who successfully complete this program will be able to:

- Integrate the marketing function with fundamental business enterprise concepts and principles of management, finance, strategic planning, and information systems.
- Develop a strategic marketing plan.
- Apply concepts in psychology and sociology relevant to consumer behavior.
- Analyze business markets, customer markets, and buyer markets using concepts and techniques of research for marketing decisions including problem definition, research objectives, execution and research management, and presentation of findings.

Concentration Requirements (12 semester hours):

- BUSN320 – Principles of E-Business
- MKTG307 – Consumer Behavior
- MKTG400 – Marketing Research
- MKTG401 – Marketing Strategy

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- BUSN499 – Senior Seminar in Business Administration (to be taken as the last course before graduation) *(Prerequisite: Senior Standing and completion of all core and major courses prior to enrollment.)*

ELECTIVE REQUIREMENTS (30 SEMESTER HOURS)

Select any courses that have not been used to fulfill core or major requirements. Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

TOTAL = 121 semester hours

Bachelor of Arts in Child and Family Development

This degree emphasizes factors related to both healthy and unhealthy development in children and families. Focus is placed on exploring the physical, cognitive, social, and emotional development of children from birth to adolescence, and prepares graduates for working with children in a variety of settings. In addition, the program focuses on family member interaction and communication, internal and external influences on the family that impact human growth and development of the individual within family contexts, and knowledge and skills applicable to providing education and support to immediate and cross-generational family units.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and general education level learning objectives, the Bachelor of Arts in Child and Family Development also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of family and child development, graduates in this degree program will be able to:

- Explore classic and contemporary theories of family and child development.
- Examine trends in family formation and dissolution within the context of social change.
- Explore the biological, social, cultural, cognitive, and emotional development of the child.
- Evaluate scientific research methods applied to the study the family.
- Examine cultural, racial, ethnic, class, legal, policy, and gender influences on family life.

** A note for students who wish to be child care providers: Students who wish to pursue a career working with children are advised that each state has different licensing requirements for child care providers. It is strongly suggested that students check with the state or jurisdiction in which they will be working to be sure that University System courses will fulfill the requirements for their specific locale and desired license. While learning objectives that are specific to the academic discipline have been identified for each degree program, the University System also outlines general education outcomes (Level 1 and 2) that are sought throughout the institution and at each degree level.*

***Students wishing to pursue Certification as a Family Life Educator (CFLE), sponsored by the National Council on Family Relations (http://www.ncfr.org/cfle-certification), should complete these classes from within the Major Requirements, in addition to the Core requirements, in order to qualify for the academic portion of the CFLE: CHFD220 - Human Sexuality, CHFD445 - Family Communications, CHFD360 - Family Resource Management, CHFD446 - Families and Social Action, CHFD498 - Senior Seminar in Child and Family Development, CHFD350 - Family Life Education, and CHFD449 - Internship in CHFD.*

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (34 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100)*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours
All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours

- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours

- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 4 semester hours including the required 1-hour labs

- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours

- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (30 SEMESTER HOURS)

- CHFD215 – Introduction to Child Development
- CHFD225 – Introduction to the American Family
- CHFD307 – Child and Adolescent Development
- CHFD308 – Infant-Toddler Development
- CHFD331 – Parenting
- CHFD340 – Family Development
- CHFD342 – Human Life Span Development
- CHFD348 – Marriage and the Family
- SOCI331 – Research Methods for Sociology
- SOCI332 – Statistics for Social Science

MAJOR REQUIREMENTS (24 SEMESTER HOURS)

Child Development
Select 4 courses from the following:

- CHFD210 – Childhood Educational Development
- CHFD212 – Infant and Toddler Programs
- CHFD311 – Guidance in Early Childhood
- CHFD312 – Special Needs Students
- CHFD313 – Middle Childhood Development
- CHFD411 – Child Psychopathology (*Prerequisite: CHFD307 - Child and Adolescent Development*)
- CHFD415 – Children and Stress

Family Development
And select 4 courses from the following:

- CHFD220 – Human Sexuality
- CHFD350 – Family Life Education
- CHFD360 – Family Resource Management
- CHFD420 – Intergenerational Trauma and Family Dynamics
- CHFD445 – Family Communications
- CHFD446 – Families and Social Action
- CHFD499 – Internship in Child and Family Development *(Prerequisite: Completion of all core and major courses and Program Director's approval)*

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- CHFD498 – Senior Seminar in Child and Family Development *(Prerequisite: Senior Standing and completion of all core and major courses prior to enrollment).*

ELECTIVE REQUIREMENTS (30 SEMESTER HOURS)
Select any courses that have not been used to fulfill core or major requirements. Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

TOTAL = 124 semester hours

Bachelor of Arts in Criminal Justice

This degree program prepares students for a wide range of careers within the criminal justice field, and at the same time, enhances the professional career paths of those already within the discipline. The degree program's interdisciplinary approach provides students with a sound knowledge base in the areas of U.S. law enforcement, criminology, investigations, law, and community relations. A wide range of course offerings further enable students to focus on juvenile issues, causes of crime and criminal behavior, corrections and incarceration, investigative procedures/techniques, and forensics. For those students interested, concentrations in Organizational Law Enforcement Leadership and Maritime Law Enforcement are available. The curriculum also provides the background and educational experience necessary for those who may wish to later pursue graduate study.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and general education level learning objectives, the Bachelor of Arts in Criminal Justice also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of criminal justice, graduates in this degree program will be able to:

Criminal Justice Administration and Organization

- Recognize and explain the major international, U.S., and localized law enforcement systems and organization.
- Describe and analyze the political and public administrative aspects of law enforcement organizations.

Criminal Justice Theories and Concepts

- Communicate and apply the major theories and concepts of crime, criminal justice, and criminology.
- Conduct research associated with criminal justice and criminology theories.

Criminal Justice Operations, Practices, and Processes

- Assess the operations, practices, and processes associated with leading standards of evidence and law.

While learning objectives that are specific to the academic discipline have been identified for each degree program, the University System also outlines general education outcomes (Level 1 and 2) that are sought throughout the institution and at each degree level.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (34 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100)*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours

All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours
- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours
- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 4 semester hours including the required 1-hour labs
- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours
- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (30 SEMESTER HOURS)
- CMRJ201 – Criminal Justice Administration
- CMRJ300 – Research Methods of Criminal Justice and Security
- CMRJ302 – U.S. Law Enforcement
- CMRJ303 – Criminology
- CMRJ306 – Criminal Investigation
- CMRJ308 – Ethics in Criminal Justice
- CMRJ316 – Corrections and Incarceration
- LSTD301 – Constitutional Law
- LSTD302 – Criminal Law
- LSTD400 – Criminal Legal Process

Students must choose a concentration for this degree program and may select from the General Concentration, Concentration in Maritime Law Enforcement, or the Concentration in Organizational Law Enforcement Leadership.

GENERAL CONCENTRATION REQUIREMENTS (15 SEMESTER HOURS)

Select 5 courses from the following:
- CMRJ100 – Introduction to Law Enforcement
- CMRJ101 – Evidence and Procedures
- CMRJ202 – Stress Management in Law Enforcement
- CMRJ203 – Patrol Methodologies and Community Policing
- CMRJ205 – Rape and Sexual Violence
- CMRJ206 – Juvenile Delinquency
- CMRJ285 – Rehabilitation, Reentry, and Reintegration
- CMRJ310 – Drug Dynamics in Criminal Justice
- CMRJ314 – Contemporary Criminal Justice Issues
- CMRJ317 – Probation and Parole
- CMRJ320 – Law Enforcement Intelligence Applications
- CMRJ322 – Crime and the Family
- CMRJ324 – The History of Organized Crime
- CMRJ327 – Gang Theory, Practice, & Suppression
- CMRJ329 – Criminal Profiling
- CMRJ335 – Crime Analysis
- CMRJ341 – Criminalistics
- CMRJ400 – Crime and the Media
- CMRJ402 – The Pathology of Death Investigations
- CMRJ490 – Independent Study: Criminal Justice
- COMM240– Intercultural Communication
- COMM285– Interpersonal Communications
- LSTD204 – Introduction to the Courts
- LSTD453 – Evidence
- SCMT319 – Global Terrorism
- SCMT370 – Principles and Theory of Security Issues

CONCENTRATION IN MARITIME LAW ENFORCEMENT (15 SEMESTER HOURS)

Objectives

Students who successfully complete this program will be able to:
- Analyze various policy and operational strategies used to ensure the security of border and coastal access.
- Examine ports to trade and their vulnerability to disruption and attack, as well as defensive measures to protect ports from disruption.
- Identify chemical, biological, and radiological bases for classification of, and emergency response to incidents involving hazardous material.
- Assess the impact of terrorism on U.S. national security.
- Explore the laws and doctrines governing navigation and shipping, as well as the law of the sea.

Concentration Requirements (15 semester hours):

- EDMG240 – Chemistry of Hazardous Materials
- HLSS311 – Border and Coastal Security
- HLSS312 – Port Security
- INTL451 – Terrorism and U.S. National Security
- LSTD401 – Maritime Law

CONCENTRATION IN ORGANIZATIONAL LAW ENFORCEMENT LEADERSHIP (15 SEMESTER HOURS)

Objectives

Students who successfully complete this program will be able to:

- Identify your personal leadership style and explain the benefits of your leadership style on the organization.
- Analyze necessary organizational leadership skills in given situations and prepare a plan of action for improving organizational leadership abilities.
- Contrast the value of diversity and apply its strengths in leadership roles.
- Develop critical thinking skills about decisions in a manner that is socially responsible and responsive.
- Demonstrate a persuasive and collaborative approach which encourages a teaming environment.
- Employ organizational accountability to build innovative organizations that respond to ever changing environments.

Concentration Requirements (15 semester hours):

- FINC405 – Budget Development and Execution
- HRMT407 – Human Resource Management
- HRMT411 – Dispute Resolution
- MGMT312 – Leadership and Motivation
- MGMT313 – Organizational Change

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- CMRJ499 – Senior Seminar in Criminal Justice (to be taken as the last course before graduation) *(Prerequisite: Senior Standing and completion of all core and major courses prior to enrollment).*

ELECTIVE REQUIREMENTS (36 SEMESTER HOURS)

Select any courses that have not been used to fulfill core or major requirements. Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

TOTAL = 121 semester hours

Bachelor of Arts in Emergency and Disaster Management

The nature of disasters and large-scale catastrophic events requires professionals with a background and education in dealing with natural and man-made hazards. This degree prepares students for careers in emergency management and public safety careers. From the smallest incident to the largest catastrophe, our emergency and disaster management stresses the fact that "all disasters are local," which is a foundational emergency management concept. In addition, we introduce our students to the allhazards approach, emergency and disaster management phases, risk assessment, prevention and management, counterterrorism, consequence management, mitigation, and recovery.

Emergency and disaster management faculty has credentials in antiterrorism, forensics, explosives ordnance disposal, pre-disaster mitigation, planning, response to natural disasters, rapid deployment, fire services at local, tribal, and state levels, as well as at the national level. Many faculty members are board-certified emergency managers (CEM) through the International Association of Emergency Managers (IAEM). In addition, many adjunct faculty serve in key positions at the U.S. Department of Homeland Security, State Department, Federal Bureau of Investigation, National Fire Academy, Transportation Security Administration, and the Federal Emergency Management Agency. Our Emergency and Disaster Management program is recognized by the Foundation of Higher Education for Disaster and Emergency Management and Homeland Security. We are the first 100% online institution to receive this important distinction.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and general education level learning objectives, the Bachelor of Arts in Emergency and Disaster Management also seeks the following specific learning outcomes of its graduates. Graduates in this degree program will be able to:

- Identify and apply the disaster planning and management cycle from mitigation through recovery.
- Assess response strategies for nuclear, biological, chemical, and natural disaster incidents.
- Critically assess the intergovernmental and interagency responsibilities for disaster management support.
- Analyze the psychological and sociological factors and associated coping strategies for natural and manmade disasters.

While learning objectives that are specific to the academic discipline have been identified for each degree program, the University System also outlines general education outcomes (Level 1 and 2) that are sought throughout the institution and at each degree level.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (34 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100)*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours

All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours

- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours

- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 4 semester hours including the required 1-hour labs

- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours

- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (31 SEMESTER HOURS)

- COLL300 – Research, Analysis, and Writing
- EDMG220 – Emergency Planning
- EDMG230 – Emergency and Disaster Incident Command
- EDMG320 – Natural Disaster Management
- EDMG340 – Consequence Management
- HLSS301 – Homeland Security Organization
- PBHE413 – Special Operations in Emergency Medical Services
- POLS410 – Public Policy
- PSYC431 – Psychology of Disaster
- SCIN137 – Introduction to Meteorology with Lab

MAJOR REQUIREMENTS (12 SEMESTER HOURS)

Select 4 courses from the following:

- EDMG240 – Chemistry of Hazardous Materials
- EDMG259 – Hazard Mitigation and Preparedness
- EDMG321 – Social Media Applications to Emergency and Disaster Management
- EDMG420 – Risk Communications
- HLSS154 – Mind of a Terrorist
- HLSS212 – Chemical, Biological, and Radiological Hazards
- HLSS215 – Regulatory Issues in Weapons of Mass Destruction
- HLSS230 – Chemistry of Explosives
- HLSS231 – History of Explosive Ordnance Disposal
- HLSS232 – Electronics, Electricity, and Explosives
- HLSS233 – Explosive Incident Assessment: Methods, Practices, Protocols
- HLSS234 – Organization for Explosive Ordnance Disposal
- HLSS311 – Border and Coastal Security
- HLSS312 – Port Security
- PBHE426 – Quarantine
- TLMT381 – Hazardous Materials Management

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- EDMG498 – Senior Seminar in Emergency and Disaster Management *(Prerequisite: Senior Standing and completion of all core and major courses prior to enrollment).*

ELECTIVE REQUIREMENTS (39 SEMESTER HOURS)

Select any courses that have not been used to fulfill core or major requirements. Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

TOTAL = 122 semester hours

Bachelor of Arts in English

Students in this program learn to organize thoughts and ideas and express them with eloquence and clarity as they explore English, American, and World Literature. Students graduating from this program apply their skills and abilities in professions requiring exceptional communication skills such as public relations, editing, writing, desktop publishing, reporting, and legal and research assistance.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and general education level learning objectives, the Bachelor of Arts in English also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of English, graduates in this degree program will be able to:

Expression and Communication

- Demonstrate the ability to effectively express ideas and evidence in writing.
- Be conversant with representative literary texts and critical theory to enhance a life-long learning process.
- Conduct an analysis of a literary work and discuss the history and characteristics of various periods and genres.
- Analyze written materials and examine the relevance of multiple interpretations in a diverse society.
- Demonstrate knowledge of literature in the British and American canon and beyond, in order to apply their interpretations against their own cultural experience.

While learning objectives that are specific to the academic discipline have been identified for each degree program, the University System also outlines general education outcomes (Level 1 and 2) that are sought throughout the institution and at each degree level.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (34 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours
- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours
- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100)*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours
All literature courses require successful completion of ENGL101 - Proficiency in Writing.
- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours
- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours
- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 4 semester hours including the required 1-hour labs
- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours
- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (30 SEMESTER HOURS)
- COLL300 – Research, Analysis, and Writing
- ENGL401 – History of the English Language
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR313 – Shakespeare
- LITR316 – British Poetry
- LITR320 – American Fiction
- LITR322 – American Poetry I
- LITR330 – Literary Theory
- LITR337 – Women Writers

Students must choose a concentration for this degree program and may select the General Concentration or the Concentration in Writing.

GENERAL CONCENTRATION (18 SEMESTER HOURS)
Select 6 courses from the following:

- COMM350– Journalism
- ENGL120 – Creative Writing
- ENGL220 – Technical Writing
- ENGL225 – Business Writing
- ENGL320 – Freelance Writing
- ENGL420 – Advanced Creative Writing
- LITR323 – The Life and Art of Ernest Hemingway
- LITR324 – African-American Literature
- LITR328 – The Legends of King Arthur
- LITR340 – Modern Epic Fantasy
- LITR341 – Folklore
- LITR355 – Latin American Literature
- LITR360 – Russian Literature
- LITR365 – Middle Eastern Literature
- LITR370 – African Literature
- LITR385 – Asian-American Literature
- LITR401 – Literature of American Cultural Diversity
- LITR405 – Medieval European Literature
- LITR406 – The Literary Works of Geoffrey Chaucer

CONCENTRATION IN WRITING (18 SEMESTER HOURS)

Objectives
Upon completion of this concentration, students will be able to:

- Demonstrate the ability to effectively express ideas and evidence in writing.
- Adapt and employ organizational strategies and persuasive techniques to specific audiences and situations in creative, technical, and professional arenas.
- Synthesize information from a variety of sources, through techniques of assessment and evaluation, into well-composed business and technical.
- Conduct in-depth analyses of markets for their writing.
- Develop articles and other writing samples as part of a portfolio.

Concentration Requirements (18 semester hours):

- COMM350– Journalism
- ENGL120 – Creative Writing
- ENGL220 – Technical Writing
- ENGL225 – Business Writing
- ENGL320 – Freelance Writing
- ENGL420 – Advanced Creative Writing

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- EDMG498 – Senior Seminar in Emergency and Disaster Management *(Prerequisite: Senior Standing and completion of all core and major courses prior to enrollment).*

ELECTIVE REQUIREMENTS (33 SEMESTER HOURS)
Select any courses that have not been used to fulfill core or major requirements. Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

TOTAL = 121 semester hours

Bachelor of Arts in General Studies

The Bachelor of Arts in General Studies is designed to meet the individual needs of the student. Students in this program focus on the development of critical thinking through the study of four different disciplinary areas or fields of study: management and technology; culture, society and the environment; national and local security; liberal and interpretive arts. This major offers students a chance to develop an appreciation and grasp of several academic disciplines. Students graduating from this program apply their skills and abilities in public policy, government-related fields, multiple professions, human resources, and public service. The program also prepares students for entry into graduate studies.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional- and degree-level learning outcomes objectives, the B.A. in General Studies seeks the following specific learning outcomes of its graduates. Graduates in this degree program will be able to:

- Apply skills and knowledge gained from the study of different academic disciplines.
- Demonstrate critical thinking and writing skills.
- Analyze written materials and examine the relevance of multiple interpretations in a diverse society.
- Express knowledge in four different disciplines or fields of study.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (34 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100)*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours

All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours

- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours

- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 4 semester hours including the required 1-hour labs

- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours

- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (3 SEMESTER HOURS)

- COLL300 – Research, Analysis, and Writing

MAJOR REQUIREMENTS (36 SEMESTER HOURS)

Select 3 courses from each of the four discipline areas or fields of study below:

Management and Technology

Select 3 courses from the following. Students are highly recommended to take at least two, if not all three, courses from the same prefix to develop their knowledge in that discipline or field of study.

- BUSN310 – Business Theory
- BUSN311 – Law and Ethics in the Business Environment
- BUSN313 – Global and Competitive Strategy
- ENTD361 – Enterprise Development Using VB.NET: Introduction
- FINC400 – Principles of Financial Management
- FINC405 – Budget Development and Execution
- FINC410 – International Finance
- HRMT310 – Career Counseling
- HRMT407 – Human Resource Management
- HRMT411 – Dispute Resolution
- HRMT412 – Compensation and Benefits
- HRMT413 – Employment and Labor Relations
- INFO321 – Database Management Systems
- INFO331 – Management Information Systems
- ITMG321 – Information Technology Project Management
- ITMG322 – Project Management Using MS Project
- ITMG371 – Contemporary Internet Topics
- ITMG381 – Cyberlaw and Privacy in a Digital Age
- ITMG421 – Virtual Management
- MGMT310 – Principles and Theory of Management
- MGMT311 – Organizational Behavior
- MGMT312 – Leadership and Motivation
- MGMT313 – Organizational Change
- MGMT314 – Management Ethics
- MKTG300 – Principles and Theory of Marketing
- MKTG301 – Principles of Sales
- MKTG304 – Public Relations

- SPST300 – Introduction to Space Studies *(Prerequisite: MATH111 - College Trigonometry*
- SPST303 – History of Space
- SPST304 – National Space Organization
- SPST307 – Space Policy
- SPST475 – History of Astronomy

National and Local Security

Select 3 courses from the following. Students are highly recommended to take at least two, if not all three, courses from the same prefix to develop their knowledge in that discipline or field of study.

- CMRJ302 – U.S. Law Enforcement
- CMRJ303 – Criminology
- CMRJ308 – Ethics in Criminal Justice
- CMRJ314 – Contemporary Criminal Justice Issues
- CMRJ324 – The History of Organized Crime
- DEFM305 – Acquisition Business Management
- DEFM310 – Program and Acquisition Management I
- DEFM311 – Program and Acquisition Management II
- DEFM312 – Defense Budget Development and Execution
- DEFM314 – Military Logistics
- EDMG320 – Natural Disaster Management
- EDMG330 – Managerial Issues in Hazardous Materials
- EDMG340 – Consequence Management
- EDMG420 – Risk Communications
- FSMT321 – Community Fire Mitigation and Protection
- FSMT362 – Fire Administration and Finance
- FSMT405 – Fire Safety and Risk Regulation
- FSMT410 – Fire Regulation, Policy, and Law
- HLSS301 – Homeland Security Organization
- HLSS311 – Border and Coastal Security
- HLSS312 – Port Security
- HLSS320 – Intelligence and Homeland Security
- INTL301 – U.S. Intelligence Community
- INTL302 – History of U.S. Intelligence
- INTL303 – Introduction to Intelligence
- INTL304 – Intelligence Collection
- INTL402 – Intelligence Analysis
- LSTD301 – Constitutional Law
- LSTD302 – Criminal Law
- LSTD306 – International Law
- LSTD400 – Criminal Legal Process
- LSTD453 – Evidence
- PBHE315 – Health Economics and Finance
- PBHE361 – Moral Issues in Health Care
- PBHE413 – Special Operations in Emergency Medical Services
- PBHE426 – Quarantine
- SCMT370 – Principles and Theory of Security Issues
- SCMT371 – Legal and Ethical Issues in Security Management
- SCMT373 – Evaluation of Security Programs
- SCMT390 – Security Administration
- SCMT397 – Physical Security
- TLMT311 – Introduction to Transportation Management
- TLMT312 – Transportation Economics
- TLMT313 – Supply Chain Management
- TLMT318 – Hazardous Materials Transportation
- TLMT331 – Fundamentals of Intermodal Transportation

Culture, Society and the Environment

Select 3 courses from the following. Students are highly recommended to take at least two, if not all three, courses from the same prefix to develop their knowledge in that discipline or field of study.

- CHFD310 – Early Childhood Development
- CHFD340 – Family Development
- CHFD342 – Human Life Span Development
- CHFD350 – Family Life Education
- CHFD445 – Family Communications
- EDUC320 – Classroom Management
- EDUC401 – Curriculum Design
- EDUC402 – Measurement and Evaluation
- EVSP316 – U.S. Federal Environmental Organization
- EVSP320 – Energy and Resource Sustainability
- EVSP330 – Fish and Wildlife Policy, Programs, and Issues
- EVSP411 – Environmental Policy, Regulation, and Law
- EVSP413 – Environmental and Ecosystems Management
- IRLS300 – Comparative Political Systems
- IRLS301 – International Organizations
- IRLS332 – Asian Peoples and Cultures
- IRLS357 – Latin American Peoples and Culture
- IRLS480 – The Third World: Dependency and Development
- POLS311 – Political Parties and Interest Groups
- POLS312 – State, Local, and Community Politics
- POLS410 – Public Policy
- PSYC324 – Psychology of Addiction & Substance Abuse
- PSYC343 – Adult Development
- PSYC360 – Psychology of Terrorism
- PSYC431 – Psychology of Disaster
- PSYC432 – Psychology of Combat
- SOCI311 – Political Sociology
- SOCI315 – Food and Culture (*Prerequisite: ENGL101 - Proficiency in Writing)*
- SOCI321 – Environmental Sociology
- SOCI422 – Sociology of the Law *(Prerequisite: SOCI111 - Introduction to Sociology)*

Liberal and Interpretive Arts
Select 3 courses from the following. Students are highly recommended to take at least two, if not all three, courses from the same prefix to develop their knowledge in that discipline or field of study.

- HIST402 – Colonial America
- HIST406 – Civil War and Reconstruction, 1861-1877
- HIST408 – The United States: 1900 to Second World War
- HIST409 – The United States: WWII to the Present
- HIST415 – The Cold War
- LITR313 – Shakespeare
- LITR316 – British Poetry
- LITR320 – American Fiction
- LITR322 – American Poetry I
- MILH320 – The American Revolution
- MILH340 – The Civil War
- MILH355 – World War I
- MILH360 – World War II
- PHIL300 – Logic
- PHIL301 – Ethical Theory and Concepts
- PHIL320 – Environmental Ethics
- PHIL400 – Contemporary Issues in Philosophy
- PHIL415 – Enlightenment Philosophy
- RELS311 – Introduction to the Bible
- RELS330 – Religions of the Middle East
- RELS350 – Hinduism
- RELS351 – Buddhism
- RELS405 – Myth and Ritual
- WOMS319– Transnational and Global Issues in Women's Studies
- WOMS320– Introduction to Feminist Thought
- WOMS321– Contemporary Women's Issues
- WOMS400– Women of Color: Cross-Cultural Comparison
- WOMS410– Women and Leadership

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- COLL498 – Senior Seminar in General Studies (to be taken as the last course before graduation) *(Prerequisite: Senior Standing and completion of all core and major courses prior to enrollment).*

ELECTIVE REQUIREMENTS (42 SEMESTER HOURS)
Select any courses that have not been used to fulfill core or major requirements. Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

TOTAL = 121 semester hours

Bachelor of Arts in History

This degree ensures that students will learn about the "big picture" through exposure to four historical perspectives, while allowing them to tailor the major to individual needs during the junior and senior years. Students in this program are exposed to the social impact, consequences, and changes of various pivotal historical events. They learn critical and analytical thinking, and effective writing and research methods. Students graduating from this program apply their skills and abilities as curators and archivists or in professions involving research, writing, editing, advocacy, politics, and historical preservation.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and general education level learning objectives, the Bachelor of Arts in History also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of history, graduates in this degree program will be able to:

Historical Research and Analysis

- Conduct historical research using the historical method.
- Formulate historical analysis in appropriate professional form.

Historical Knowledge

- Identify a broad knowledge of historical literature that pertains to the topics of study included in the degree program.
- Describe and locate the linkage between historical studies and allied disciplines.
- Compare and contrast the historical experiences that go beyond a single time period and national or cultural experience.
- Interpret historical forces that have shaped social change and contemporary human problems.
- Analyze history from diverse perspectives of ancient and contemporary historical cultures, nations, and regions.
- Analyze history from in-depth study of one or more periods, cultures, nations, regions, or seminal events.
- Analyze historical material to make judgments, to establish causal relationships between facts, to find order and patterns, and to answer why and how -- not just simply report.
- Demonstrate an understanding of history as a creative art, a subjective discipline, and an imaginative interpretation of the past.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (34 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100)*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours

All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours

- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours

- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 4 semester hours including the required 1-hour labs

- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours

- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (3 SEMESTER HOURS)

- HIST300 – Research Methods in History

MAJOR REQUIREMENTS (6 SEMESTER HOURS)
Select 2 courses from the following:

- MILH411 – Diplomacy and War I
- MILH412 – Diplomacy and War II
- MILH421 – History of Peacekeeping: 1945-1987
- MILH422 – History of Peacekeeping: 1988-Present

Students must choose a concentration for this degree program and may select from either the General Concentration, Concentration in 18th and mid 19th Century American History, Concentration in Mid 19th and 20th Century American History, Concentration in Early European Studies, Concentration in Modern European Studies, Concentration in Modern World Studies.

GENERAL CONCENTRATION (42 SEMESTER HOURS)
Students who pursue a General History Concentration are exposed to the social impact, consequences, and changes of various pivotal historical events. They will learn critical and analytical thinking and effective writing and research methods. Students study the philosophies, personalities, strategies, leadership, and other factors that influenced the world. Topics cover American History, Ancient and Classical History, Diplomatic History, and Global Cultures and History.

Objectives
Upon completion of this concentration, students will be able to:

- Identify a broad knowledge of historical literature that pertains to the topic of study included in the degree program.
- Describe and locate the linkage between historical studies and allied disciplines.
- Compare and contrast the historical experiences that go beyond a single time period and national or cultural experience.
- Interpret historical forces that have shaped social change and contemporary human problems.
- Analyze history from diverse perspectives of ancient and contemporary historical cultures, nations, and regions.
- Analyze history from in-depth study of one or more periods, cultures, nations, regions, or seminal events.
- Analyze historical material to make judgments, to establish causal relationships between facts, to find order and patterns, and to answer why and how - not just simply report.
- Demonstrate an understanding of history as a creative art, a subjective discipline and an imaginative interpretation of the past.

Concentration Requirements (42 semester hours):
Select 6 courses from the following:

- HIST402 – Colonial America
- HIST403 – The Early Republic, 1783-1815
- HIST404 – Jacksonian America, 1815-1846
- HIST405 – Antebellum America, 1846-1861
- HIST406 – Civil War and Reconstruction, 1861-1877
- HIST407 – The Gilded Age, 1877-1900
- HIST408 – The United States, 1900 to Second World War
- HIST409 – The United States, WWII to the Present
- HIST415 – The Cold War

And select 3 courses from the following:

- HIST301 – Ancient Greece
- HIST302 – Ancient Rome
- HIST303 – The Middle Ages
- HIST304 – The Renaissance
- HIST305 – France in the Age of Enlightenment
- HIST306 – The British Empire
- HIST307 – The Age of Dictators: Europe 1914-1945

And select 5 courses from the following:

- HIST290 – History of the Holocaust
- HIST308 – History of European Colonialism
- HIST310 – History of Modern Europe
- HIST320 – History of Russia
- HIST330 – History of the Pacific Rim
- HIST340 – History of Africa
- HIST350 – History of the Middle East
- HIST351 – History of Iraq
- HIST360 – History of Latin America
- HIST370 – Asia and the Modern World
- HIST480 – Special Topic: History
- HIST490 – Independent Study: History
- INTL460 – China Country Analysis
- INTL461 – Iraq Country Analysis
- INTL462 – Iran Country Analysis
- INTL463 – Korea Country Analysis

CONCENTRATION IN 18TH AND MID 19TH CENTURY AMERICAN HISTORY (42 SEMESTER HOURS)
A student enrolled in the concentration in 18th and Mid 19th Century American History is recommended to take HIST101 - American History to 1877 and HIST221 - African American History before 1877 as part of their General Education Requirements.

Students who pursue a concentration in 18th and Mid 19th Century American History will concentrate on early American history and military history from Colonial America to the Civil War and its Reconstruction. Students study the philosophies, personalities, strategies, leadership, and other factors that influenced early America. Topics cover foreign policy and military operations as well as the domestic political, economic, and social components of early America.

Objectives

Upon completion of this concentration, students will be able to:

- Identify and defend the causes of America's break from the British Empire.
- Compare and contrast the philosophy of early American leaders.
- Analyze the reasons America pushed westward and what that expansion entailed.
- Identify and give examples of the causes of the Civil War.
- Differentiate the outcomes of the Civil War in the North and the South.
- Assess the social, economic, and political situation in America leading up to the 20th century.

Concentration Requirements (42 semester hours):

- HIST402 – Colonial America
- HIST403 – The Early Republic, 1783-1815
- HIST404 – Jacksonian America, 1815-1846
- HIST405 – Antebellum America, 1846-1861
- HIST406 – Civil War and Reconstruction, 1861-1877

And select 2 courses from the following:

- ARTH210 – American Art
- ARTH221 – American Architecture
- LSTD301 – Constitutional Law

And select 3 courses from the following:

- HIST301 – Ancient Greece
- HIST302 – Ancient Rome
- HIST303 – The Middle Ages
- HIST304 – The Renaissance
- HIST305 – France in the Age of Enlightenment
- HIST306 – The British Empire
- HIST307 – The Age of Dictators: Europe 1914-1945

And select 4 courses from the following:

- HIST290 – History of the Holocaust
- HIST308 – History of European Colonialism
- HIST310 – History of Modern Europe
- HIST320 – History of Russia
- HIST330 – History of the Pacific Rim
- HIST340 – History of Africa
- HIST350 – History of the Middle East
- HIST351 – History of Iraq
- HIST360 – History of Latin America
- HIST370 – Asia and the Modern World
- HIST480 – Special Topic: History
- HIST490 – Independent Study: History
- INTL460 – China Country Analysis
- INTL461 – Iraq Country Analysis
- INTL462 – Iran Country Analysis
- INTL463 – Korea Country Analysis

CONCENTRATION IN MID-19TH AND 20TH CENTURY AMERICAN HISTORY (42 SEMESTER HOURS)

A student enrolled in the concentration in Mid-19th and 20th Century American History is recommended to take HIST102 - American History since 1877 and HIST222 - African American History since 1877 as part of their General Education Requirements.

Students who pursue a concentration in Mid-19th and 20th Century American History will focus on American history and military history from the Gilded Age to the Persian Gulf War. Students focus on the American culture of the philosophies, personalities, strategies, leadership, and other factors that influenced America emerging from isolationism to becoming a world power. Topics cover foreign policy and military operations as well as the domestic political, economic, and social components of America since the Reconstruction following the Civil War.

Objectives

Upon completion of this concentration, students will be able to:

- Expound upon the technical revolution in America at the turn of the 20th Century.
- Identify the causes of the Great Depression and recognize the attempts that were made to bring America out of it.
- Analyze and defend America's reasoning for joining both World Wars.
- Identify major battles in both World Wars and specify how America helped defeat the Axis Powers.
- Elaborate on the political background of the Cold War and what factors led to the diplomatic meltdown between the United States and the Soviet Union.
- Integrate the cultural revolution of the 1960s and what was happening in Vietnam.
- Identify major political, cultural, and economic developments in the 1980s, 1990s, and in the 21st Century.

Concentration Requirements (42 semester hours):

- HIST406 – Civil War and Reconstruction, 1861-1877
- HIST407 – The Gilded Age, 1877-1900
- HIST408 – The United States, 1900 to Second World War
- HIST409 – The United States, WWII to the Present
- HIST415 – The Cold War

And select 2 courses from the following:

- CMRJ324 – The History of Organized Crime
- HIST213 – History of Women in the United States
- HLSS101 – Homeland Defense
- INTL445 – Introduction to the War on Drugs
- IRLS214 – American Foreign Policy

And select 3 courses from the following:

- HIST301 – Ancient Greece
- HIST302 – Ancient Rome
- HIST303 – The Middle Ages
- HIST304 – The Renaissance
- HIST305 – France in the Age of Enlightenment
- HIST306 – The British Empire
- HIST307 – The Age of Dictators: Europe 1914-1945

And select 4 courses from the following:

- HIST290 – History of the Holocaust
- HIST308 – History of European Colonialism
- HIST310 – History of Modern Europe
- HIST320 – History of Russia
- HIST330 – History of the Pacific Rim
- HIST340 – History of Africa
- HIST350 – History of the Middle East
- HIST351 – History of Iraq
- HIST360 – History of Latin America
- HIST370 – Asia and the Modern World
- HIST480 – Special Topic: History
- HIST490 – Independent Study: History
- INTL460 – China Country Analysis
- INTL461 – Iraq Country Analysis
- INTL462 – Iran Country Analysis
- INTL463 – Korea Country Analysis

CONCENTRATION IN EARLY EUROPEAN STUDIES (42 SEMESTER HOURS)

A student enrolled in the concentration in Early European Studies is recommended to take HIST121 - Western Civilization before The Thirty Years Wars as part of their General Education Requirements.

Students who pursue a concentration in Early European Studies in History will focus on developments that took place in Europe from ancient Greece through the Age of Enlightenment. Students will study the political, philosophical, scientific, and social changes occurring at this time that laid the foundation for early European powers. Topics concentrate on the development of political, economic, and cultural institutions in early European societies and the rise of Europe as a global power in the early modern period.

Objectives

Upon completion of this concentration, students will be able to:

- Identify and discuss the major political, cultural, economic and military developments of the Bronze Age in Hellenic and Hellenistic Greece.
- Examine the rise and political, cultural, and military accomplishments of Republican and Imperial Rome and examine the theories behind why the Roman Empire fell.
- Trace the rise and accomplishments of Byzantium and its changing relationship with Islam.
- Examine the rise of the Ottoman Empire as a European power.
- State the factors that brought Europe out of the Dark Ages. Analyze the key developments during the Renaissance and identify individuals who contributed to the artistic and cultural rebirth.
- Identify key political treatise that shaped early modern Europe.
- Summarize the religious and political movements leading to the Crusades and the Protestant Reformation and describe what role the Council of Trent played in the religious make-up of Europe.
- Describe Europe's Age of Discovery, Scientific Revolution, and Enlightenment periods.
- Infer the importance of trade to the development of European powers.

Concentration Requirements (42 semester hours):

- HIST301 – Ancient Greece
- HIST302 – Ancient Rome
- HIST303 – The Middle Ages
- HIST304 – The Renaissance
- HIST305 – France in the Age of Enlightenment

And select 2 courses from the following:

- ARTH230 – Ancient and Medieval Art
- LITR313 – Shakespeare
- PHIL302 – Ancient Western Philosophy
- PHIL303 – Medieval Philosophy
- PHIL415 – Enlightenment Philosophy

And select 4 courses from the following:

- HIST402 – Colonial America
- HIST403 – The Early Republic, 1783-1815
- HIST404 – Jacksonian America, 1815-1846
- HIST405 – Antebellum America, 1846-1861
- HIST406 – Civil War and Reconstruction, 1861-1877
- HIST407 – The Gilded Age, 1877-1900
- HIST408 – The United States, 1900 to Second World War
- HIST409 – The United States, WWII to the Present
- HIST415 – The Cold War

And select 3 courses from the following:

- HIST290 – History of the Holocaust
- HIST308 – History of European Colonialism
- HIST310 – History of Modern Europe
- HIST320 – History of Russia
- HIST330 – History of the Pacific Rim
- HIST340 – History of Africa
- HIST350 – History of the Middle East
- HIST351 – History of Iraq
- HIST360 – History of Latin America
- HIST370 – Asia and the Modern World
- HIST480 – Special Topic: History
- HIST490 – Independent Study: History
- INTL460 – China Country Analysis
- INTL461 – Iraq Country Analysis
- INTL462 – Iran Country Analysis
- INTL463 – Korea Country Analysis

CONCENTRATION IN MODERN EUROPEAN STUDIES (42 SEMESTER HOURS)

A student enrolled in the concentration in Modern European Studies is recommended to take HIST122 - Western Civilization since The Thirty Years Wars as part of their General Education Requirements.

Students who pursue a concentration in Modern European Studies in History will examine the period from the Industrial Revolution to today. Focus is given to the changing political scene and key social developments that led to the major European wars of the 19th and 20th centuries. Topics cover international relations and military operations as well as the domestic political, economic, and social components of modern Europe.

Objectives

Upon completion of this concentration, students will be able to:

- Expound on the causes and effects of the Industrial Revolution.
- Summarize Napoleon's rise to power and identify key battles during his reign.
- Explain Victorian England and its domination over half the world.
- Identify key political figures in 20th Century Europe and describe the shift to Nationalism.
- Describe the political and social causes of World War I and state the social and economic implications of the war including the creation of the League of Nations.
- Specify the key battles in World War II and what led to the Allied success.
- Describe the creation of the North Atlantic Treaty Organization (NATO) and the United Nations (UN) and identify their purposes.
- Examine the causes of the Cold War and identify major political, cultural, and economic developments during this time.

Concentration Requirements (42 semester hours):

- HIST290 – History of the Holocaust
- HIST306 – The British Empire
- HIST307 – The Age of Dictators: Europe 1914-1945
- HIST308 – History of European Colonialism
- HIST310 – History of Modern Europe
- HIST415 – The Cold War

And select 2 courses from the following:

- IRLS240 – European Peoples and Cultures
- IRLS416 – The North Atlantic Treaty Organization (NATO)
- PHIL416 – Modern and Post-Modern Philosophy
- SOCI303 – Classical Sociological Theory

And select 3 courses from the following:

- HIST402 – Colonial America
- HIST403 – The Early Republic, 1783-1815
- HIST404 – Jacksonian America, 1815-1846
- HIST405 – Antebellum America, 1846-1861
- HIST406 – Civil War and Reconstruction, 1861-1877
- HIST407 – The Gilded Age, 1877-1900
- HIST408 – The United States, 1900 to Second World War
- HIST409 – The United States, WWII to the Present

And select 2 courses from the following:

- HIST301 – Ancient Greece
- HIST302 – Ancient Rome
- HIST303 – The Middle Ages
- HIST304 – The Renaissance
- HIST305 – France in the Age of Enlightenment

And select 1 course from the following:

- HIST320 – History of Russia
- HIST330 – History of the Pacific Rim
- HIST340 – History of Africa
- HIST350 – History of the Middle East
- HIST351 – History of Iraq
- HIST360 – History of Latin America
- HIST370 – Asia and the Modern World
- HIST480 – Special Topic: History
- HIST490 – Independent Study: History
- INTL460 – China Country Analysis
- INTL461 – Iraq Country Analysis
- INTL462 – Iran Country Analysis
- INTL463 – Korea Country Analysis

CONCENTRATION IN MODERN WORLD STUDIES (42 SEMESTER HOURS)

A student enrolled in the concentration in Modern World Studies is recommended to take HIST112 - World Civilization since 1650 as part of their General Education Requirements.

Students who pursue a concentration in Modern World Studies will examine the major events, personalities, and accomplishments that have taken place in all regions of the world from pre-history until the present. Students will study the political, philosophical, scientific, and social changes that shaped the history of Europe, Asia, Africa, and the New World. Special emphasis will be placed on how these regions interacted with one another over the millennia to create the modern world.

Objectives

Upon completion of this concentration, students will be able to:

- Identify significant personalities and events in world history.
- Explain the rise and spread of the major world religions.
- Identify the invention, diffusion, and impact of major technological innovations through history.
- Describe the patterns of migration and relationship between nomadic cultures and civilization.
- Trace the emergence of Afro-Eurasian trading networks before Europe's Age of Discovery and emerging patterns of world trade in the early modern period.
- Explain Europe's scientific, political, and industrial revolutions and the impact of Western political and economic influence in the world.
- Assess the rise and spread of Western hegemony and the reaction of non-Western cultures and civilizations to Western contacts, intrusions, and colonization during the 19th and 20th centuries.
- Trace the patterns and problems of decolonization and the rise and fall of Communism and the emergence of a multi-polar world in the 21st century.
- Analyze the United States' emergence as a world power after two world wars and the rise of the Pacific Rim.

Concentration Requirements (42 semester hours):

Select 4 courses from the following:

- HIST402 – Colonial America
- HIST403 – The Early Republic, 1783-1815
- HIST404 – Jacksonian America, 1815-1846
- HIST405 – Antebellum America, 1846-1861
- HIST406 – Civil War and Reconstruction, 1861-1877
- HIST407 – The Gilded Age, 1877-1900
- HIST408 – The United States, 1900 to Second World War
- HIST409 – The United States, WWII to the Present
- HIST415 – The Cold War

And select 2 courses from the following:

- IRLS463 – Arab-Israeli Conflict: Contemporary Politics and Diplomacy
- IRLS480 – The Third World: Dependency and Development
- LITR355 – Latin American Literature
- LITR360 – Russian Literature
- LITR365 – Middle Eastern Literature

And select 2 courses from the following:

- HIST301 – Ancient Greece
- HIST302 – Ancient Rome
- HIST303 – The Middle Ages
- HIST304 – The Renaissance
- HIST305 – France in the Age of Enlightenment
- HIST306 – The British Empire
- HIST307 – The Age of Dictators: Europe 1914-1945

And select 6 courses from the following:

- HIST308 – History of European Colonialism
- HIST310 – History of Modern Europe
- HIST320 – History of Russia
- HIST330 – History of the Pacific Rim
- HIST340 – History of Africa
- HIST350 – History of the Middle East
- HIST351 – History of Iraq
- HIST360 – History of Latin America
- HIST370 – Asia and the Modern World
- HIST480 – Special Topic: History
- HIST490 – Independent Study: History
- INTL460 – China Country Analysis
- INTL461 – Iraq Country Analysis
- INTL462 – Iran Country Analysis
- INTL463 – Korea Country Analysis

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- HIST498 – Senior Seminar in History (to be taken as the last course before graduation) *(Prerequisite: Senior Standing and completion of all core and major courses prior to enrollment).*

ELECTIVE REQUIREMENTS (30 SEMESTER HOURS)

Select any courses that have not been used to fulfill core or major requirements. Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

TOTAL = 121 semester hours

Bachelor of Arts in Homeland Security

In the homeland security area, there is considerable discussion about concepts such as all-hazards approach, emergency and disaster management, risk prevention and management, counter-terrorism, consequence management and consequence mitigation, and others. Educators are still grappling with what makes up the various applied and research fields of study, and what are the academic disciplines inherent in this emerging field.

While terms and practices emerge, some clarity is slowly becoming evident. For some of the areas within the homeland security arena, however, concepts are not so distinct that they can be studied independent of one another. For example, there is a spirited debate as to whether or not counter-terrorism is intrinsically the dominant theme of an all-hazards approach to risk management. The Department of Homeland Security has adopted an all-hazards approach to incident planning and response, but there is considerable focus on preventing terrorist activity and preparing to respond to terrorist threats.

Clear and definitive guidelines have not yet evolved in this emerging field and it is clear that the subject is complex in theory and practice. The immaturity of the field prevents consensus and accepted standards from emerging. The fully developed degree program at APUS prepares students for the complexities of this field, along with preparation in a number of areas across the national security and emergency management spectrum. In its degree programs, APUS takes an integrated approach that reflects this discipline in its current emergency state.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and general education level learning objectives, the Bachelor of Arts in Homeland Security also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of homeland security, graduates in this degree program will be able to:

- Examine the historical and evolving concept of homeland security within the broader political and national security system of the contemporary nation-state.
- Recognize the detailed mitigation, planning, response, and recovery phases to and from a national security incident.
- Differentiate among the various national security threats including those that are manmade, technological, and natural.
- Discuss the strategic, operational, and tactical threats presented by chemical, nuclear, and biological agents including agent characteristics and delivery systems.
- Distinguish among and assess the various homeland security approaches, techniques, and processes such as analytics, indications, warnings, and forecasting.
- Explain the key administrative and command and control elements of the evolving homeland security relationships among the intelligence community Department of Homeland Security; interagency processes and institutions; federal, state, and local intergovernmental relations; and a comprehensive U.S. homeland security strategy.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (34 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100)*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours
All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours

- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours

- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 4 semester hours including the required 1-hour labs

- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours

- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (18 SEMESTER HOURS)

- COLL300 – Research, Analysis, and Writing
- HLSS101 – Homeland Defense
- HLSS301 – Homeland Security Organization
- HLSS320 – Intelligence and Homeland Security
- INTL434 – Threat Analysis
- POLS410 – Public Policy

MAJOR REQUIREMENTS (27 SEMESTER HOURS)
Select 9 courses from the following:

- CMRJ100 – Introduction to Law Enforcement
- CMRJ203 – Patrol Methodologies and Community Policing
- CMRJ320 – Law Enforcement Intelligence Applications
- EDMG220 – Emergency Planning
- EDMG230 – Emergency and Disaster Incident Command
- EDMG259 – Hazard Mitigation and Preparedness
- EDMG340 – Consequence Management
- EDMG420 – Risk Communications
- HLSS104 – Chemical and Biological Defense
- HLSS151 – Introduction to Terrorism
- HLSS154 – Mind of a Terrorist
- HLSS155 – Terrorist Tactics
- HLSS212 – Chemical, Biological, and Radiological Hazards
- HLSS215 – Regulatory Issues in Weapons of Mass Destruction
- HLSS311 – Border and Coastal Security
- HLSS312 – Port Security
- INTL440 – Cyber Warfare
- INTL445 – Introduction to the War on Drugs
- ISSC362 – IT Security: Attack and Defense
- ISSC363 – IT Security: Risk Management
- ISSC451 – Cybercrime
- ITMG381 – Cyberlaw and Privacy in a Digital Age
- LSTD401 – Maritime Law
- PSYC431 – Psychology of Disaster

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- HLSS498 – Senior Seminar in Homeland Security (to be taken as the last course before graduation) *(Prerequisite: Senior Standing and completion of all core and major courses prior to enrollment).*

ELECTIVE REQUIREMENTS (36 SEMESTER HOURS)
Select any courses that have not been used to fulfill core or major requirements. Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

TOTAL = 121 semester hours

Bachelor of Arts in Hospitality Management

The Bachelor of Arts in Hospitality Management is designed to prepare students for entry- to mid-management positions in global hospitality workplaces. Core courses diversify the students' skill sets in a variety of hospitality, organizational and managerial issues.

There are four concentration areas:

- Food Service
- Lodging
- Meeting and Event Planning
- Tourism

Students in this degree typically have an interest in owning or managing a restaurant or working in senior management in a lodging facility or destination management organization. The degree is open to all students and is designed to provide a foundation of research, critical thinking, and writing skills that could be useful in further study and professional work.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and general education level learning objectives, the Bachelor of Arts in Hospitality Management also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of hospitality management, graduates in this degree program will be able to:

- Apply concepts and principles of hospitality service excellence in marketing, law, revenue management, and strategic planning, to the unique aspects of hospitality operations.
- Judge current political, economic, and social issues that affect food service, lodging, and travel and tourism industries.
- Evaluate various concepts and meanings of leisure and health and wellness that apply to the hospitality, travel, and tourism industries.
- Assess unique hospitality characteristics and principles that are the business of hospitality management.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (34 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100)*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours

All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours

- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours
- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 4 semester hours including the required 1-hour labs
- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours
- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (30 SEMESTER HOURS)
- HOSP100 – Introduction to Hospitality Management
- HOSP101 – Foodservice Sanitation *(Prerequisite: HOSP100 - Introduction to Hospitality Management)*
- HOSP300 – Managerial Accounting for the Hospitality Industry *(Prerequisite: HOSP100 - Introduction to Hospitality Management)*
- HOSP302 – Hospitality Law *(Prerequisite: HOSP100 - Introduction to Hospitality Management)*
- HOSP321 – Marketing and the Hospitality Industry *(Prerequisite: HOSP100 - Introduction to Hospitality Management)*
- HOSP335 – Leadership and Management in Hospitality *(Prerequisite: HOSP100 - Introduction to Hospitality Management)*
- HOSP400 – Quality Service Management *(Prerequisite: HOSP100 - Introduction to Hospitality Management)*
- HMRT200 – Human Resource Fundamentals
- MGMT201 – Organizational Fundamentals
- MGMT314 – Management Ethics

Students must choose a concentration for this degree program and may select from the Concentration in Food Service, the Concentration in Lodging, the Concentration in Meeting and Event Planning, or the Concentration in Tourism.

CONCENTRATION IN FOOD SERVICE (21 SEMESTER HOURS)

Objectives
Students who successfully complete this program will be able to:
- Plan a food service facility with emphasis on human engineering, layout, design, and equipment selection.
- Comprehend hotel food service operations including concession, restaurant, room service, banquet, snack bar, and other forms of food service.
- Examine and discuss the leading issues associated with food service in the 21st Century including food service trends, issues, and challenges.

Concentration Requirements (21 semester hours):
Select 7 courses from the following:
- HOSP200 – Food and Beverage Management *(Prerequisite: HOSP100)*
- HOSP201 – Restaurant Operations Management
- HOSP202 – Quantity Food Preparation
- HOSP203 – Hotel and Restaurant Purchasing *(Prerequisite: HOSP100)*
- HOSP304 – Nutrition in the Food Service Industry *(Prerequisite: HOSP100)*
- HOSP307 – Principles of Cost Control in Foodservice Operations *(Prerequisite: HOSP100 and HOSP200)*
- HOSP314 – Foodservice Trends and Challenges *(Prerequisite: HOSP100)*
- HOSP315 – Dining: A Consumer Perspective
- HOSP316 – History and Culture of Wine
- HOSP318 – Culinary Theory and Practice
- HOSP319 – Foodservice Facilities Design

CONCENTRATION IN LODGING (21 SEMESTER HOURS)

Objectives
Students who successfully complete this program will be able to:
- Describe the make-up and size of the lodging industry and explain its contribution to a global society.
- Explain the necessary partnerships between lodging organizations, convention centers and convention bureaus.
- Summarize career options in the lodging segment, including advantages and disadvantages of working in the industry.
- Describe laws associated with guest liabilities in lodging management.
- Understand marketing concepts that are used by lodging facilities.

Concentration Requirements (21 semester hours):
Select 7 courses from the following:

- HOSP203 – Hotel and Restaurant Purchasing
- HOSP206 – Introduction to Lodging Management *(Prerequisite: HOSP100)*
- HOSP307 – Principles of Cost Control in Foodservice Operations *(Prerequisite: HOSP100 and HOSP200)*
- HOSP309 – Convention Sales and Services *(Prerequisite: HOSP100)*
- HOSP310 – Management of Lodging Operations *(Prerequisite: HOSP100)*
- HOSP320 – Business and Conference Hospitality Management
- HOSP322 – Managing Housekeeping Operations
- HOSP325 – Revenue Management for the Hospitality Industry
- HOSP328 – International Hotel Management
- HOSP350 – Managing Technology in the Hospitality Industry
- HOSP355 – Loss Prevention/Security Management

CONCENTRATION IN MEETING AND EVENT PLANNING (21 SEMESTER HOURS)

Objectives
Students who successfully complete this program will be able to:

- Apply the steps involved in planning meetings and special events.
- Evaluate the administration and logistics of a given event scenario.
- Explain the environmental concerns involved in managing an event.
- Analyze elements of a client culture affecting meeting and event planning.

Concentration Requirements (21 semester hours):

- HOSP308 – Meeting and Convention Planning *(Prerequisite: HOSP100)*
- HOSP309 – Convention Sales and Services *(Prerequisite: HOSP100)*
- HOSP320 – Business and Conference Hospitality Management *(Prerequisite: HOSP100)*
- HOSP350 – Managing Technology in the Hospitality Industry
- HOSP410 – Advanced Tourism and Hospitality Management *(Prerequisite: HOSP100)*
- HOSP413 – Meeting and Event Risk Management *(Prerequisite: HOSP100)*
- HOSP415 – Destinations and Cultures *(Prerequisite: HOSP100)*

CONCENTRATION IN TOURISM (21 SEMESTER HOURS)

Objectives
Students who successfully complete this program will be able to:

- Explain tourism topics including revenue management, forecasting, budgeting, measuring performance, transient versus group displacement, pricing and inventory management, service quality, ethics, and technology.
- Examine the study of the tourism from a global perspective in addition to the public and private organizations that organize, promote, manage, and participate in tourism and travel.
- Analyze and describe the operation of hospitality facilities including facility operating costs, building system characteristics, and the function of the engineering-maintenance department. The renovation needs of hospitality facilities are examined and key managerial aspects of renovations considered.

Concentration Requirements (21 semester hours):
Select 7 courses from the following:

- HOSP205 – Tourism and Travel Industry *(Prerequisite: HOSP100)*
- HOSP212 – Fundamentals of Tourism Management
- HOSP215 – Cruise Line Operations
- HOSP311 – Club Management
- HOSP313 – Theory and Concepts of Leisure *(Prerequisite: HOSP100)*
- HOSP323 – Introduction to Parks and Recreation *(Prerequisite: HOSP100)*
- HOSP360 – Casino Operations Management
- HOSP410 – Advanced Tourism and Hospitality Management *(Prerequisite: HOSP100)*
- HOSP412 – Destinations Management and Marketing *(Prerequisite: HOSP100)*
- HOSP415 – Destinations and Cultures

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- HOSP495 – Senior Seminar in Hospitality Management (to be taken as the last course before graduation) *(Prerequisite: Senior Standing and completion of all core, major, or concentration courses prior to enrollment).*

ELECTIVE REQUIREMENTS (30 SEMESTER HOURS)

Select any courses that have not been used to fulfill core or major requirements. Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

TOTAL = 121 semester credits

Bachelor of Arts in Intelligence Studies

This degree provides instruction in the multidisciplinary field of intelligence studies and is designed for students who are currently employed or wish to pursue positions as military, civilian, or corporate intelligence specialists. The program's core courses impart substantive knowledge and analytic skills required by all professionals in the intelligence community. Students may also pursue concentrated study in several functional areas or intelligence sub-fields. Student learning is greatly enhanced by the diversity of program professors with strong professional and academic backgrounds in intelligence studies, many who currently work in the U.S. national intelligence community.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and general education level learning objectives, the Bachelor of Arts in Intelligence Studies also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of intelligence studies, graduates in this degree program will be able to:

- Describe the evolution, structures, functions, capabilities, and activities of the U.S. national intelligence community.
- Detail the structures, functions, capabilities, and contributions of national intelligence consumers to include the national command authority, executive departments, Congress, military services, joint/unified commands, and law enforcement agencies.
- Specify the intelligence cycle including intelligence planning, data collection, data exploitation, analysis, production, and dissemination phases.
- Differentiate among the fundamental capabilities and limitations and means of tasking human, geographic/imagery, signals, measurement and technical and open intelligence data sources.
- Detail the current permissions and restrictions on U.S. national intelligence community activities as prescribed by federal law, executive and agency directives, and the intelligence oversight system.
- Conduct basic research and compose professional and academic analyses on issues critical to intelligence consumers.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (34 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100).*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours

All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours
- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours
- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 4 semester hours including the required 1-hour labs
- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours
- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (27 SEMESTER HOURS)
- HLSS320 – Intelligence and Homeland Security
- INTL300 – Research Methods in Intelligence Studies
- INTL301 – U.S. Intelligence Community
- INTL303 – Introduction to Intelligence
- INTL304 – Intelligence Collection
- INTL305 – Law and Ethics in Intelligence
- INTL401 – Critical Analysis
- INTL434 – Threat Analysis
- INTL443 – Foreign Intelligence Organizations

Students must choose a concentration for this degree program and may select from a General Concentration, Concentration in Counterintelligence, Concentration in Criminal Intelligence, Concentration in East Asia Area Studies, Concentration in Intelligence Analysis, Concentration in Intelligence Collection, Concentration in Intelligence Operations, Concentration in Latin America Area Studies, Concentration in Middle East Area Studies, or the Concentration in Terrorism Studies.

GENERAL CONCENTRATION (27 SEMESTER HOURS):
A student enrolled in Intelligence Studies must take nine (9) concentration courses. A student enrolled in a concentration other than General Concentration must take four (4) courses from his/her concentration area and five (5) courses from the "General Concentration" list, not including those from their concentration.

Concentration Requirements (27 semester hours):
Select 9 courses from the following:
- INTL408 – Counterintelligence Operations
- INTL409 – Counterintelligence Analysis
- INTL410 – Counterintelligence
- INTL411 – International Criminal Organizations
- INTL412 – Espionage/Counterespionage
- INTL413 – Denial and Deception
- INTL414 – Intelligence and Assassination
- INTL415 – Covert Action
- INTL416 – Spycraft
- INTL420 – Geographic Intelligence
- INTL421 – Signals Intelligence and Security
- INTL422 – Open Source Collection
- INTL423 – Human Intelligence
- INTL424 – Interrogation
- INTL425 – Imagery Intelligence
- INTL430 – Intelligence Data Analysis
- INTL431 – Criminal Intelligence Analysis
- INTL432 – Geographic Information Systems I
- INTL433 – Geographic Information Systems II
- INTL440 – Cyber Warfare
- INTL441 – Joint Forces Intelligence Planning
- INTL442 – Tactical Intelligence
- INTL444 – Contemporary Intelligence Studies
- INTL445 – Introduction to the War on Drugs
- INTL450 – Terrorism and Counterterrorism
- INTL451 – Terrorism and U.S. National Security
- INTL453 – Illicit Finance
- INTL454 – Forecasting Terrorism
- INTL460 – China Country Analysis
- INTL461 – Iraq Country Analysis
- INTL462 – Iran Country Analysis
- INTL463 – Korea Country Analysis
- INTL464 – Afghanistan/Pakistan Intelligence Issues
- PSYC360 – Psychology of Terrorism

CONCENTRATION IN COUNTERINTELLIGENCE (12 SEMESTER HOURS)

A student enrolled in a concentration must take four (4) of their major courses from his/her concentration area and five (5) courses from the "General Concentration" list, not including those from their concentration.

Objectives

Students who successfully complete this program will be able to:

- Acquire a general knowledge of Counterintelligence research, analysis, and operations.
- Analyze threats in the counterintelligence arena.
- Examine the role of the Counterintelligence professional in both overt and covert operational styles.
- Demonstrate proficiency in the use of selected research methods and tools as they pertain to the counterintelligence environment.

Concentration Requirements (12 semester hours):

- INTL408 – Counterintelligence Operations
- INTL409 – Counterintelligence Analysis
- INTL410 – Counterintelligence

And select 1 course from the following:

- INTL412 – Espionage/Counterespionage
- INTL413 – Denial and Deception
- INTL414 – Intelligence and Assassination
- INTL415 – Covert Action
- INTL416 – Spycraft
- INTL421 – Signals Intelligence and Security
- INTL423 – Human Intelligence
- INTL440 – Cyber Warfare
- PSYC360 – Psychology of Terrorism

CONCENTRATION IN CRIMINAL INTELLIGENCE (12 SEMESTER HOURS)

A student enrolled in a concentration must take four (4) of their major courses from his/her concentration area and five (5) courses from the "General Concentration" list, not including those from their concentration.

Objectives

Students who successfully complete this program will be able to:

- Explain intelligence processes and procedures in the criminal justice community.
- Analyze the differences between crime, war, and terrorism.
- Evaluate the various techniques and methodologies used within the Criminal Justice community to understand the different aspects of violence and accomplish their goals.

Concentration Requirements (12 semester hours):

- INTL431 – Criminal Intelligence Analysis (Required)

And select 3 courses from the following:

- CMRJ320 – Law Enforcement Intelligence Applications
- CMRJ329 – Criminal Profiling
- CMRJ335 – Crime Analysis
- INTL411 – International Criminal Organizations
- INTL424 – Interrogation
- INTL445 – Introduction to the War on Drugs
- INTL453 – Illicit Finance
- INTL454 – Forecasting Terrorism

CONCENTRATION IN EAST ASIA AREA STUDIES (12 SEMESTER HOURS)

A student enrolled in a concentration must take four (4) of their major courses from his/her concentration area and five (5) courses from the "General Concentration" list, not including those from their concentration.

Objectives

Students who successfully complete this program will be able to:

- Analyze the role Intelligence plays within a specific country or region.
- Examine the impact of US policy on the region.
- Assess the security issues of the region.
- Explain the role of religion in the political, economic, and cultural life of the area.

Concentration Requirements (12 semester hours):

Select 1 course from the following:

- INTL460 – China Country Analysis
- INTL463 – Korea Country Analysis

And select 2 courses from the following:

- HIST370 – Asia and the Modern World
- IRLS331 – Asian Politics
- IRLS333 – Asian International Relations
- IRLS334 – Asian Political Economy
- IRLS430 – U.S. National Security and the Pacific Basin

And select 1 course from the following:

- CHIN100 – Chinese I
- IRLS332 – Asian Peoples and Cultures
- RELS350 – Hinduism
- RELS351 – Buddhism

CONCENTRATION IN INTELLIGENCE ANALYSIS (12 SEMESTER HOURS)

A student enrolled in a concentration must take four (4) of their major courses from his/her concentration area and five (5) courses from the "General Concentration" list, not including those from their concentration.

Objectives

Students who successfully complete this program will be able to:

- Examine advanced intelligence analysis methods in composing professional and academic analyses on issues critical to intelligence community consumers.
- Evaluate and interpret information generated from a variety of different organizations and sources into a highly cogent and professional intelligence product.
- Employ a broad, subtle, and nuanced understanding of existing knowledge to find meaning behind what is not immediately apparent to forecast events or consequences and draw conclusions with a high degree of reliability and precision.

Concentration Requirements (12 semester hours):

- INTL430 – Intelligence Data Analysis (Required)

And select 3 courses from the following:

- INTL431 – Criminal Intelligence Analysis
- INTL432 – Geographic Information Systems I
- INTL433 – Geographic Information Systems II
- INTL454 – Forecasting Terrorism

CONCENTRATION IN INTELLIGENCE COLLECTION (12 SEMESTER HOURS)

A student enrolled in a concentration must take four (4) of their major courses from his/her concentration area and five (5) courses from the "General Concentration" list, not including those from their concentration.

Objectives

Students who successfully complete this program will be able to:

- Analyze advanced intelligence data collection methods in supporting analyses on issues critical to intelligence community consumers.
- Examine the full spectrum of the intelligence collection cycle and articulate effectively intelligence needs in future collection planning.
- Assess the range of collection methods being used to fill intelligence gaps as well as the potential impact of future collection systems and capabilities and their ability to satisfy customers' intelligence requirements.

Concentration Requirements (12 semester hours):

Select 4 courses from the following:

- INTL410 – Counterintelligence
- INTL413 – Denial and Deception
- INTL420 – Geographic Intelligence
- INTL421 – Signals Intelligence and Security
- INTL422 – Open Source Collection
- INTL423 – Human Intelligence
- INTL424 – Interrogation
- INTL425 – Imagery Intelligence
- INTL442 – Tactical Intelligence

CONCENTRATION IN INTELLIGENCE OPERATIONS (12 SEMESTER HOURS)

A student enrolled in a concentration must take four (4) of their major courses from his/her concentration area and five (5) courses from the "General Concentration" list not including those from their concentration.

Objectives

Students who successfully complete this program will be able to:

- Employ intelligence management skills required by planning and management positions in the intelligence community.
- Identify ways to facilitate cooperation with other individuals and organizations across the intelligence community to advance projects and corporate goals.
- Examine the nature and challenges to military planning of combined operations and operations other than war including peacekeeping operations, low intensity conflicts, and humanitarian relief operations.

Concentration Requirements (12 semester hours):

Select 4 courses from the following:

- INTL410 – Counterintelligence
- INTL414 – Intelligence and Assassination
- INTL415 – Covert Action
- INTL440 – Cyber Warfare
- INTL441 – Joint Forces Intelligence Planning
- INTL442 – Tactical Intelligence
- INTL444 – Contemporary Intelligence Issues
- INTL445 – Introduction to the War on Drugs
- INTL464 – Afghanistan/Pakistan Intelligence Issues

CONCENTRATION IN LATIN AMERICA AREA STUDIES (12 SEMESTER HOURS)

A student enrolled in a concentration must take four (4) of their major courses from his/her concentration area and five (5) courses from the "General Concentration" list, not including those from their concentration.

Objectives

Students who successfully complete this program will be able to:

- Analyze the role intelligence plays in the War on Drugs.
- Examine the impact of U.S. policy on the region.
- Assess the security issues of the region.
- Explain the role of the political, economic, and cultural life of the area.

Concentration Requirements (12 semester hours)

- INTL445 – Introduction to the War on Drugs

And select 2 courses from the following:

- HIST360 – History of Latin America
- IRLS355 – Latin American Politics
- IRLS356 – Latin American Political Economy
- IRLS358 – U.S. Policy Toward Latin America
- IRLS450 – Latin American International Relations

And select 1 course from the following:

- IRLS357 – Latin American Peoples and Cultures
- SPAN100 – Spanish I

CONCENTRATION IN MIDDLE EAST AREA STUDIES (12 SEMESTER HOURS)

A student enrolled in a concentration must take four (4) of their major courses from his/her concentration area and five (5) courses from the "General Concentration" list, not including those from their concentration.

Objectives

Students who successfully complete this program will be able to:

- Analyze the role intelligence plays within a specific country or region.
- Examine the impact of U.S. policy on the region.
- Assess the security issues of the region.
- Explain the role of religion in the political, economic, and cultural life of the area.

Concentration Requirements (12 semester hours)

Select 1 course from the following:

- INTL461 – Iraq Country Analysis
- INTL462 – Iran Country Analysis
- INTL464 – Afghanistan/Pakistan Intelligence Issues
- IRLS463 – Arab-Israeli Conflict: Contemp. Politics and Diplomacy

And select 2 courses from the following:

- HIST350 – History of the Middle East
- IRLS460 – Government and Security in the Middle East
- IRLS464 – Middle Eastern Political Economy
- IRLS468 – Politics and Security in the Persian Gulf

And select 1 course from the following:

- ARAB100 – Arabic I
- IRLS260 – Middle Eastern Culture
- IRLS360 – Global Politics of Islam
- RELS330 – Religions of the Middle East
- RELS353 – Islam

CONCENTRATION IN TERRORISM STUDIES (12 SEMESTER HOURS)

A student enrolled in a concentration must take four (4) of their major courses from his/her concentration area and five (5) courses from the "General Concentration" list, not including those from their concentration.

Objectives

Students who successfully complete this program will be able to:

- Appraise the causes of and threats from U.S. domestic and international terrorism.
- Analyze the limits of information sharing under the guidelines of both the U.S. PATRIOT Act and the Intelligence Reform and Terrorism Prevention Act.
- Identify the leading terrorist organizations, understand their agendas, and develop the critical thinking skills and methodological techniques to defeat them.

Concentration Requirements (12 semester hours):

Select 4 courses from the following:

- INTL410 – Counterintelligence
- INTL440 – Cyber Warfare
- INTL450 – Terrorism and Counterterrorism
- INTL451 – Terrorism and U.S. National Security
- INTL453 – Illicit Finance
- INTL454 – Forecasting Terrorism
- PSYC360 – Psychology of Terrorism

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- INTL498 – Senior Seminar in Intelligence Studies (to be taken as the last course before graduation) *(Prerequisite: Senior Standing and completion of all core and major courses prior to enrollment).*

ELECTIVE REQUIREMENTS (27 SEMESTER HOURS)

Select any courses that have not been used to fulfill core or major requirements. Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

TOTAL = 121 semester credits

Bachelor of Arts in International Relations

This degree gives students an understanding of the world and analyzes the nature of modern global relationships. Scholars horrified by the events of World War I founded the discipline of international relations. Through the study of past lessons learned in politics, economics, culture, and history, students will debate and explore global economies, societies, and cultures. This undergraduate program focuses on the central concerns of international relations - diplomacy, foreign policy analysis, international organizations, global development, and international relations theory. Students study the possibility of another world war and explore ways to prevent it. This degree provides an excellent foundation for careers in government agencies, the diplomatic service, international organizations, world trade, finance, and international media.

DEGREE PROGRAM OBJECTIVES

Graduates of this degree will be able to:

American Foreign Policy

- Compare and contrast the political, economic, and military components of foreign policy decision making and analyze the impact of foreign policy on domestic decisions.
- Draw conclusions about the implications of foreign policy as it is currently applied to various regions of the world.
- Evaluate the "national interest" and how it is formulated; assess alternatives to current policies and examine their likely impact on the United States, its allies, and other nations.

Diplomacy

- Examine the theory, nature, and causes of war and their relationship to diplomacy; assess the contributions of diplomacy to accomplishment of war objectives.

International Organizations and Development

- Critically assess the unique principles, structure, and organization of the major international organizations.
- Examine the prospects of governance by international organizations.
- Assess the economic and political processes in international development; diagnose social issues in international development; appraise the need for sustainable international development.
- Evaluate the multidimensional effects of globalization.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (34 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100).*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours

All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours
- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours
- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 4 semester hours including the required 1-hour labs
- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours
- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (21 SEMESTER HOURS)
- IRLS210 – International Relations I
- IRLS211 – International Relations II
- IRLS214 – American Foreign Policy
- IRLS301 – International Organizations
- IRLS302 – International Development
- IRLS303 – Information Literacy for Global Citizenship
- LSTD306 – International Law

Students must choose a concentration for this degree program and may select from either the Concentration in International Studies, Concentration in Comparative Politics, Concentration in Peacekeeping, Concentration in African Studies, Concentration in Asian Studies, Concentration in European Studies, Concentration in Latin American Studies, Concentration in Globalization and Human Security.

CONCENTRATION IN AFRICAN STUDIES (24 SEMESTER HOURS)

Objectives
Students in this concentration undertake an in-depth examination of issues that affect the sub-Saharan African community and will be able to:

- Compare and contrast the history, essential tenets, and central practices of different cultures within sub-Saharan Africa.
- Explain the historical, sociological, economic, geographic, political, and defense factors as they relate to current events within sub-Saharan Africa.
- Discuss the key issues that lie ahead for sub-Saharan Africa within the regions, but externally as well.
- Assess the ethnic, tribal, cultural, and religious divides that exist in sub-Saharan Africa and their impact on internal and regional stability.

Concentration Requirements (24 semester hours):
- IRLS220 – African Peoples and Cultures
- IRLS321 – African Political Economy
- IRLS322 – African Politics
- IRLS420 – African International Relations

And select 4 courses from the following:
- HIST340 – History of Africa
- IRLS213 – Political Geography
- IRLS300 – Comparative Political Systems
- IRLS392 – Globalization and the Market Economy
- IRLS480 – The Third World: Dependency and Development
- LITR370 – African Literature
- RELS353 – Islam

CONCENTRATION IN ASIAN STUDIES (24 SEMESTER HOURS)

Objectives
Students in this concentration undertake an in-depth examination of issues that affect the Asian community and will be able to:

- Compare and contrast the history, essential tenets, and central practices of different cultures within various Asian societies.
- Explain the historical, sociological, economic, geographic, political, and defense factors as they relate to current events within Asia.
- Discuss the key issues that lie ahead for Asian relations within the regions, but externally as well.
- Assess the ethnic, tribal, cultural, and religious divides that exist in Asia and their impact on internal and regional stability.

Concentration Requirements (24 semester hours):

- IRLS331 – Asian Politics
- IRLS332 – Asian Peoples and Cultures
- IRLS333 – Asian International Relations
- IRLS334 – Asian Political Economy

And select 4 courses from the following:

- HIST330 – History of the Pacific Rim
- HIST370 – Asia and the Modern World
- IRLS213 – Political Geography
- IRLS300 – Comparative Political Systems
- IRLS392 – Globalization and the Market Economy
- IRLS430 – US National Security and the Pacific Basin
- PHIL310 – Studies in Chinese Thought
- PHIL311 – Studies in Japanese Thought
- RELS350 – Hinduism
- RELS351 – Buddhism

CONCENTRATION IN COMPARATIVE POLITICS (24 SEMESTER HOURS)

Objectives

Students in this concentration undertake an in-depth examination of cross-national analysis. Students will learn how to think about politics in systematic and comparative terms by focusing on the domestic politics in a variety of countries and will be able to:

- Comprehend the roles of various actors in the development and implementation of both domestic and international policy.
- Explore the political history, social background, culture, and institutions of various countries.
- Identify the various manifestations of globalization and its impact on various public policies as they relate to cultural, economic, political, and social institutions.

Concentration Requirements (24 semester hours):

- IRLS300 – Comparative Political Systems
- IRLS392 – Globalization and the Market Economy
- IRLS412 – Comparative Foreign Policy
- IRLS480 – The Third World: Dependency and Development

And select 4 courses from the following:

- IRLS343 – Government and Security of Russia
- INTL443 – Foreign Intelligence Organizations
- INTL444 – Contemporary Intelligence Studies
- IRLS416 – The North Atlantic Treaty Organization (NATO)
- IRLS460 – Government and Security in the Middle East

CONCENTRATION IN EUROPEAN STUDIES (24 SEMESTER HOURS)

Objectives

Students in this concentration undertake an in-depth examination of issues that affect the European community and will be able to:

- Compare and contrast the history, essential tenets, and central practices of different cultures within various European societies.
- Explain the historical, sociological, economic, geographic, political, and defense factors as they relate to current events within Europe.
- Discuss the key issues that lie ahead for European relations within the regions, but externally as well.
- Assess the ethnic, tribal, cultural, and religious divides that exist in Europe and their impact on internal and regional stability.

Concentration Requirements (24 semester hours):

- IRLS240 – European Peoples and Cultures
- IRLS344 – European Politics
- IRLS345 – European Political Economy
- IRLS346 – European International Relations

And select 4 courses from the following:

- HIST307 – The Age of Dictators: Europe 1914-1945
- HIST310 – History of Modern Europe
- IRLS213 – Political Geography
- IRLS300 – Comparative Political Systems
- IRLS392 – Globalization and the Market Economy
- IRLS416 – The North Atlantic Treaty Organization (NATO)
- LITR360 – Russian Literature
- PHIL302 – Ancient Western Philosophy

CONCENTRATION IN GLOBALIZATION AND HUMAN SECURITY (24 SEMESTER HOURS)

Objectives

Students in this concentration undertake an in-depth examination of security in all its forms. Students will learn how to think about security as more than protecting the nation state from external threats. By focusing on myriad threats faced by individuals and communities, students will develop a thorough understanding of security as a complex web of economic, environmental, food, health, personal, community, and political dimensions and will be able to:

- Identify the major security threats and opportunities facing the global civil society.
- Describe the interconnected political, social, cultural, and economic forces that affect human security.
- Analyze the various methods designed to increase human security.

Concentration Requirements (24 semester hours):

- IRLS310 – Introduction to Human Security
- IRLS400 – Human Rights
- IRLS405 – National and Transnational Justice
- IRLS409 – Environmental Security

And select 4 courses from the following:

- INTL411 – International Criminal Organization
- IRLS401 – Gender and International Relations
- IRLS413 – International Conflict Resolution
- IRLS414 – Principles of Peacekeeping
- IRLS417 – International Civil Order
- IRLS418 – Interventions: Theory and Practice
- IRLS419 – Migration and Refugee Studies
- IRLS480 – The Third World: Dependency and Development
- SCMT319 – Global Terrorism

CONCENTRATION IN INTERNATIONAL STUDIES (24 SEMESTER HOURS)

Objectives

Students in this concentration undertake an in-depth examination of international and transnational issues that affect the global community as a whole and nation-states as individual entities and will be able to:

- Comprehend various theories about the nature of conflict and cooperation in the post-Cold War era.
- Explore the norms and purposes of international structures and regimes.
- Identify the various manifestations of globalization and its impact on various political, economic and social systems.

Concentration Requirements (24 semester hours):

- INTL434 – Threat Analysis
- IRLS390 – Contemporary International Issues
- IRLS392 – Globalization and the Market Economy
- IRLS413 – International Conflict Resolution

And select 4 courses from the following:

- INTL411 – International Criminal Organizations
- IRLS417 – International Civil Order
- IRLS480 – The Third World: Dependency and Development
- IRLS491 – Special Topics in International Relations
- SCMT319 – Global Terrorism
- TLMT442 – International Trade and Regulations

CONCENTRATION IN LATIN AMERICAN STUDIES (24 SEMESTER HOURS)

Objectives

Students in this concentration will undertake an in-depth examination of issues that affect the Latin American community and will be able to:

- Compare and contrast the history, essential tenets, and central practices of different cultures within various Latin American societies.
- Explain the historical, sociological, economic, geographic, political, and defense factors as they relate to current events within Latin America.
- Discuss the key issues that lie ahead for Latin American relations within the regions, but externally as well.
- Assess the ethnic, tribal, cultural, and religious divides that exist in Latin America and their affect on internal and regional stability.

Concentration Requirements (24 semester hours):

- IRLS355 – Latin American Politics
- IRLS356 – Latin American Political Economy
- IRLS357 – Latin American Peoples and Cultures
- IRLS450 – Latin American International Relations

And select 4 courses from the following:

- HIST360 – History of Latin America
- IRLS213 – Political Geography
- IRLS300 – Comparative Political Systems
- IRLS358 – U.S. Policy Toward Latin America
- IRLS392 – Globalization and the Market Economy
- IRLS480 – The Third World: Dependency and Development
- LITR355 – Latin American Literature
- WOMS361 – History of Women in Latin America

CONCENTRATION IN PEACEKEEPING (24 SEMESTER HOURS)

Objectives

Students in this concentration undertake an in-depth study of the principles and foundations of peace operations within the context of international and regional mechanisms. The student gains valuable insight into the skills necessary to step into international incidents between countries and among peacemakers to assist in the resolution of difficult problems and will be able to:

- Understand the nature of conflict and diplomatic negotiations in the post-Cold War era.
- Identify the evolving theory and practices of United Nations peacekeeping operations.
- Describe the role of UN and regional peacekeeping initiatives in specific peace-building, peacemaking, and peace-keeping operations in conflict areas.

Concentration Requirements (24 semester hours):

- IRLS414 – Principles of Peacekeeping
- IRLS415 – Peacekeeping Logistics
- MILH421 – History of Peacekeeping: 1945-1987
- MILH422 – History of Peacekeeping: 1988 – Present

And select 4 courses from the following:

- IRLS413 – International Conflict Resolution
- IRLS416 – The North Atlantic Treaty Organization (NATO)
- IRLS417 – International Civil Order
- MILS410 – Asymmetrical Warfare
- PSYC432 – Psychology of Combat

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- IRLS492 – Senior Seminar in International Relations (to be taken as the last course before graduation) *(Prerequisite: Senior Standing and completion of all core and major courses prior to enrollment).*

ELECTIVE REQUIREMENTS (36 SEMESTER HOURS)

Select any courses that have not been used to fulfill core or major requirements. Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

TOTAL = 121 semester hours

Bachelor of Arts in Management

This degree prepares students for careers in managing organizational resources in government, profit and non-profit organizations and graduate study. The task of the manager is to coordinate the activities of people and resources to accomplish organizational objectives. The manager must perform a variety of roles for the organization to achieve its goals: planner, leader, motivator, innovator, problem-handler, decision-maker, and critical thinker. Since the manager is focused on people and processes, the management program is designed to provide its students with a solid grounding in people skills, communication skills, and organizational skills. Graduates typically go on to employment in various industries to include wholesale and retail services, the military, and all levels of the government.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and general education level learning objectives, the Bachelor of Arts in Management also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of business administration, graduates in this degree program will be able to:

- Relate and discuss the potential functions and applications of various management processes in planning, organizing, staffing, directing, leading, and controlling.
- Identify and examine the needs of today's managers in assessing and implementing strategies used in the management of information technology, financial, and human resources in the workplace.
- Recognize and describe the impact of international, legal, social, political, economic, technological, and environmental issues as they relate to organizational behavior in terms of the individual, group/team, and overall organization.
- Examine and explore potential management problems and opportunities, as well as discuss possible strategies and/or applications to be used in addressing such managerial concerns.
- Recognize and discuss the relevance of self-esteem, human diversity, ethical conduct, and the social responsibility of business in the lives of internal and external stakeholders.
- Analyze the external and internal environmental forces affecting business organizations to enable the student the opportunity to examine possible social, political, economical, legal, and strategic issues associated with these competitive forces and environmental factors and their impact on the effectiveness of managers in today's competitive and globally-growing organizations.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (34 SEMESTER HOURS)

English - 6 semester hours
- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours
- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours
- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100).*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours
All literature courses require successful completion of ENGL101 - Proficiency in Writing.
- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours
- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours
- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 4 semester hours including the required 1-hour labs
- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours
- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (24 SEMESTER HOURS)
- HRMT413 – Employment and Labor Relations
- INFO331 – Management Information Systems
- MATH302 – Statistics *(Prerequisite: MATH110)*
- MGMT310 – Principles and Theory of Management
- MGMT311 – Organizational Behavior
- MGMT314 – Management Ethics
- MGMT315 – Management Communications
- MGMT410 – Strategic Management

Students must choose a concentration for this degree program and may select from a General Concentration, Human Resource Management Concentration, Leadership Concentration, or Retail Management Concentration.

GENERAL CONCENTRATION REQUIREMENTS (15 SEMESTER HOURS):

Select 5 courses from the following:

- BUSN310 – Business Theory
- BUSN313 – Global and Competitive Strategy
- BUSN316 – Fundamentals of Entrepreneurship
- FINC400 – Principles of Financial Management
- HRMT407 – Human Resource Management
- HRMT411 – Dispute Resolution
- HRMT412 – Compensation and Benefits
- HRMT415 – Human Resource Management Information Systems
- HRMT416 – Human Resource Development
- HRMT419 – Recruitment and Staffing
- HRMT422 – Bargaining and Negotiation
- MGMT312 – Leadership and Motivation
- MGMT313 – Organizational Change
- MGMT331 – Leading Yourself Foundations
- MGMT338 – Talent Management, Succession Planning, and Generation Perspectives
- MGMT414 – Strategic Planning
- MKTG307 – Consumer Behavior
- RTMG150 – Retail Organization Fundamentals
- RTMG220 – Retail Asset Protection
- RTMG221 – Retail Photo Operations
- RTMG300 – Retail Strategy
- RTMG301 – Retail Innovation
- RTMG302 – Retail Operations
- RTMG303 – Retail Merchandising Operations
- TLMT311 – Introduction to Transportation Management
- TLMT313 – Supply Chain Management

CONCENTRATION IN HUMAN RESOURCE MANAGEMENT (15 SEMESTER HOURS)

Objectives

Students who successfully complete this program will be able to:

- Identify and discuss various laws, rules, regulations, and policies affecting the employees in today's workplace.
- Distinguish and discuss various compensation packages and incentives used in recruiting employees for various positions in an organization.
- Assess leading trends and issues in the field of Human Resource Management.

Concentration Requirements (15 semester hours):

- HRMT407 – Human Resource Management
- HRMT412 – Compensation and Benefits
- HRMT415 – Human Resource Management Information Systems
- HRMT416 – Human Resource Development
- HRMT419 – Recruitment and Staffing

CONCENTRATION IN LEADERSHIP (15 SEMESTER HOURS)

Objectives

Students who successfully complete this program will be able to:

- Have an increased understanding of self-awareness, emotional intelligence, and personality theory through the reflective practice in a leadership journal.
- Capable of leading others to greater personal self-awareness through general counseling and active listening techniques.
- Understand and apply the general principles of creating change in the workplace including how to build teams while creating a sense of urgency.
- Understand the principles of leader development in organizations and the tools that allow development and growth to occur including 360-degree assessments, mentoring, and developmental assignments.
- Develop strategic plans applying internal and external analysis of strengths, weaknesses, opportunities, and threats to a particular organizational setting.

Concentration Requirements (15 semester hours):

- HRMT411 – Dispute Resolution
- MGMT312 – Leadership and Motivation
- MGMT313 – Organizational Change
- MGMT331 – Leading Yourself Foundations
- MGMT414 – Strategic Planning

CONCENTRATION IN RETAIL MANAGEMENT (15 SEMESTER HOURS)

This concentration provides students with practical skills and theoretical knowledge needed to become effective retail managers in the global environment. The program is designed to focus on interpersonal, managerial, human resource, leadership, communication, and critical thinking skills necessary to assess and evaluate retail management practices.

Objectives

In addition to the institutional and general education level learning objectives, the Bachelor of Arts in Management Retail Management concentration also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of Retail Management, graduates in this degree program will be able to:

- Examine the functions and applications of various retail management processes in the areas of planning, organizing, staffing, directing, leading, and controlling.
- Determine the needs of today's retail managers in assessing and implementing strategies used in the management of information technology, financial, and human resources in the retail workplace.
- Evaluate and apply retail managerial concepts to strategic issues impacting the effectiveness of retail managers in today's competitive and global organizations.
- Demonstrate the ability to recognize the importance of ethical conduct, social responsibility, and corporate responsibility in the global retail environment.

Concentration Requirements (15 semester hours):

- RTMG300 – Retail Strategy
- RTMG301 – Retail Innovation

And select 3 courses from the following:

- MGMT338 – Talent Management, Succession Planning, and Generation Perspectives
- MKTG307 – Consumer Behavior
- RTMG150 – Retail Organization Fundamentals
- RTMG220 – Retail Asset Protection
- RTMG221 – Retail Photo Operations
- RTMG302 – Retail Operations
- RTMG303 – Retail Merchandising Operations
- TLMT311 – Introduction to Transportation Management
- TLMT313 – Supply Chain Management

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- MGMT495 – Senior Seminar in Management (to be taken as the last course before graduation) *(Prerequisite: Senior Standing and completion of all core and major courses prior to enrollment).*

ELECTIVE REQUIREMENTS (42 SEMESTER HOURS)

Select any courses that have not been used to fulfill core or major requirements. Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

TOTAL = 121 semester hours

Bachelor of Arts in Marketing

This program attracts military recruiters and students from other walks of life who are drawn to a fast-paced environment and are interested in careers in sales and/or promotions. Students gain self-motivation and self-confidence, the ability to work well with others, a creative approach to problem solving, a willingness to take appropriate risks, and the ability to spot trends. Graduates of this program typically go on to employment with the military, government, or corporate environments that involve product and service development, research, planning, distribution channels, logistics and transportation, sales promotion, sales, pricing strategy, advertising, and public relations.

Statement of Mission - School of Business

APUS' School of Business mission is to prepare students to be principled leaders in the global business community through a flexible learning environment that leverages technology and best practices focused on the practical application of knowledge.

Priorities:

- **Curriculum:** Provide a well-rounded curriculum that blends practical, real-world application and theoretical aspects of business and economics in a global context.
- **Teaching:** Foster understanding through strategic goals, quality instruction, and continuous evaluation by faculty who are real-world practitioners and scholars.
- **Student Interaction:** Encourage students to reach their highest potential through collaborative relationships that motivate and sustain growth individually and organizationally.
- **Learning Outcomes:** Build competencies in effective communication, critical thinking, quantitative experience, knowledge-based decision making, and ethical behavior.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and general education level learning objectives, this degree also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of marketing, graduates in this degree program will be able to:

- Integrate the marketing function with fundamental business enterprise concepts and principles of management, finance, strategic planning, and information systems.
- Apply marketing principles to a particular business.
- Use marketing research to identify and exploit business opportunities.
- Critically analyze an organization's marketing function and assemble and apply the various marketing strategies and techniques that align with the organization's mission.
- Develop a strategic marketing plan.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (34 SEMESTER HOURS)

English - 6 semester hours
- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours
- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours
- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100).*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours
All literature courses require successful completion of ENGL101 - Proficiency in Writing.
- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours
- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours
- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 4 semester hours including the required 1-hour labs
- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours
- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (36 SEMESTER HOURS)
- BUSN311 – Law and Ethics in the Business Environment
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- FINC405 – Budget Development and Execution
- MGMT314 – Management Ethics
- MKTG300 – Principles and Theory of Marketing
- MKTG308 – Social Media Marketing
- MKTG400 – Marketing Research
- MKTG401 – Marketing Strategy
- MKTG420 – Branding
- MKTG421 – Marketing Channels
- MKTG423 – Marketing Writing

Students must choose a concentration for this degree program and may select from either a General Concentration or a Concentration in Sales.

GENERAL CONCENTRATION REQUIREMENTS (15 SEMESTER HOURS):

Select 5 courses from the following:

- MKTG301 – Principles of Sales
- MKTG303 – Strategic Internet Marketing
- MKTG304 – Public Relations
- MKTG305 – Advertising
- MKTG403 – Marketing Management
- MKTG407 – International Marketing
- MKTG410 – Contracting and Negotiating
- MKTG499 – Independent Study: Marketing

CONCENTRATION IN SALES (15 SEMESTER HOURS)
Objectives

Upon successful completion of this concentration, the student will be able to:

- Demonstrate a clear understanding of the sales process including a mastery of sales closes.
- Communicate effectively using oral, written, and electronic documentation skills.
- Analyze customer needs and formulate solutions.
- Use critical thinking and creative and logical analysis skills, strategies, and techniques to solve complex business problems.
- Implement and apply current technical and non-technical solutions to business activities, systems, and processes.
- Demonstrate leadership while working effectively in a sales team environment to accomplish a common goal.
- Demonstrate a foundation of business knowledge and decision-making skills that supports and facilitates lifelong professional development.

Concentration Requirements (15 semester hours):

- MKTG301 – Principles of Sales
- MKTG303 – Strategic Internet Marketing
- MKTG307 – Consumer Behavior
- MKTG403 – Marketing Management
- MKTG410 – Contracting and Negotiating

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- MKTG495 – Senior Seminar in Marketing (to be taken as the last course before graduation) *(Prerequisite: Senior Standing and completion of all core and major courses prior to enrollment).*

ELECTIVE REQUIREMENTS (30 SEMESTER HOURS)

Select any courses that have not been used to fulfill core or major requirements. Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

TOTAL = 121 semester hours

Bachelor of Arts in Middle Eastern Studies

A program of study focused on the world's most volatile and controversial region, this degree addresses the political, religious, military, economic, and social/cultural issues of the Middle East. From a wide variety of courses ranging from holy wars to a city-study on Jerusalem, students can choose areas and topics of the Middle East of most interest to them.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and general education level learning objectives, this degree also seeks the following specific learning outcomes of its graduates. Graduates in this degree program will be able to:

General Knowledge of Comparative Politics

- Compare the concepts and theories of comparative analysis of different political regimes and economic markets.
- Explain the role of international and transnational organizations in both a global and regional setting.
- Compare and contrast the political, economic, social and military components of national and regional power.
- Evaluate the role of civilization in relationships among nations.

Knowledge of the Middle East

- Evaluate the historical conquests of the region and analyze the colonized peoples' experiences and world views.
- Determine how conflict and shifting alliances shaped the development of the region.
- Understand the political, economic, security, diplomatic, and social challenges facing Middle Eastern countries individually and as a region.

Middle Eastern Culture

- Compare and contrast the history, essential tenets, and central practices of different cultures within the Middle East.
- Evaluate how the Islamic faith impacts all aspects of the lives of Muslims.
- Characterize the sociological, political, and religious ideologies that influence the literature of the region.
- Distinguish between Islam as a religion and Islamic culture and history.

Arab-Israeli Relations

- Evaluate the motivations of competing Arab-Israeli forces in defense of their respective positions in the ongoing dialogue and confrontation.
- Assess the arguments on both sides of the foundational issues.
- Consider other issues in the context of the wider regional influences that bear upon the future of the Israelis and Arabs in Israel (the West Bank and Gaza).

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (34 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100).*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours

All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours

- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours

- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 4 semester hours including the required 1-hour labs

- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours

- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (24 SEMESTER HOURS)

- IRLS210 – International Relations I
- IRLS213 – Political Geography
- IRLS260 – Middle Eastern Culture
- IRLS300 – Comparative Political Systems
- IRLS360 – Global Politics of Islam
- IRLS412 – Comparative Foreign Policy
- IRLS460 – Government and Security in the Middle East
- IRLS464 – Middle Eastern Political Economy

MAJOR REQUIREMENTS (21 SEMESTER HOURS)

Select 7 courses from the following:

- ARAB100 – Arabic I
- ARAB101 – Arabic II
- HIST350 – History of the Middle East
- HIST351 – History of Iraq
- IRLS463 – Arab-Israeli Conflict: Contemporary Politics and Diplomacy
- IRLS468 – Politics and Security in the Persian Gulf
- LITR365 – Middle Eastern Literature
- RELS330 – Religions of the Middle East
- RELS353 – Islam

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- IRLS493 – Capstone: Middle Eastern Studies (to be taken as the last course before graduation) *(Prerequisite: Senior Standing and completion of all core and major courses prior to enrollment)*

ELECTIVE REQUIREMENTS (36 SEMESTER HOURS)

Select any courses that have not been used to fulfill core or major requirements. Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

TOTAL = 121 semester hours

Bachelor of Arts in Military History

The program ensures that students will learn about the "big picture" through exposure to five historical perspectives while allowing them to tailor the major to their individual interests during the junior and senior years. This degree is for those who seek understanding of the military art and science as well as a general education in the liberal arts. The degree is quite different from history degrees at other universities because it is focused on the forces of human conflict and how those forces have shaped and continue to shape civilization. Students receive a foundation in: (1) the philosophy, strategy, and tactics of conflict; (2) generalship, leadership, and management of warfare and of people; (3) great historical battles and their influences on society; (4) the influence of technology on warfare and on society; and (5) the history of related issues such as diplomacy, foreign affairs, international law, war and society, and future war.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and general education level learning objectives, this degree also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of military history, graduates in this degree program will be able to:

- Identify a broad knowledge of the historical literature that pertains to the topics of study included in the degree program and locate the linkage between historical studies and allied disciplines.
- Interpret historical forces that have shaped social change and contemporary human problems and discern an understanding of the historical experiences that go beyond a single time period and national or cultural experience.
- Analyze historical material and make judgments, to establish causal relationships between facts, to find order and patterns, and to answer why and how -- not just simply report.
- Analyze the contributions of the major military philosophers and leaders to the understanding of military history.
- Examine the dynamics of diplomacy and peacekeeping as they have existed throughout history and in the present.
- Discuss the major military events, technologies, and nations that shaped our past and contemporary world.
- Examine the operational art and warfare options practiced in historical and modern scenarios.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (34 SEMESTER HOURS)

English - 6 semester hours
- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours
- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours
- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100).*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours
All literature courses require successful completion of ENGL101 - Proficiency in Writing.
- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours
- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours
- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 4 semester hours including the required 1-hour labs
- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours
- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (21 SEMESTER HOURS)
- HIST300 – Research Methods in History
- MILH201 – Introduction to Military History
- MILH202 – Survey of American Military History
- MILH221 – War from Antiquity to 1700
- MILH222 – War from 1700 to the Present
- MILH303 – Readings in Military Leadership
- MILH304 – Readings in Military Philosophy

Students must choose a concentration for this degree program and may select from either the General Concentration, 18th - Mid 19th Century American Military History, Mid 19th and 20th Century American Military History, Early European Military Studies, or the Modern European Military Studies concentrations.

GENERAL CONCENTRATION (33 SEMESTER HOURS)
Students who pursue the General Concentration will learn about the "big picture" through exposure to five historical perspectives. They will learn critical and analytical thinking, and effective writing and research methods. Students study the philosophies, personalities, strategies, leadership, and other factors that influenced the world. Topics cover Ancient and Classical Military History, American Military Campaign Histories, Diplomacy and Peacekeeping, Warfighting Strategy and Operations, and Current Issues and Future Trends.

Objectives
Students who successfully complete this program will be able to:

- Identify a broad knowledge of the historical literature that pertains to the topics of study included in the degree program and locate the linkage between historical studies and allied disciplines.
- Interpret historical forces that have shaped social change and contemporary human problems and discern an understanding of the historical experiences that go beyond a single time period and national or cultural experience.
- Analyze historical material and make judgments, to establish causal relationships between facts, to find order and patterns, and to answer why and how - not just simply report.
- Analyze the contributions of the major military philosophers and leaders to the understanding of military history.
- Examine the dynamics of diplomacy and peacekeeping as they have existed throughout history and in the present.
- Discuss the major military events, technologies, and nations that shaped our past and contemporary world.
- Examine the operational art and warfare options practiced in historical and modern scenarios.

Concentration Requirements (33 semester hours):
Select 2 courses from the following:

- MILH362 – Ancient Military History
- MILH363 – 17th and 18th Century Military History
- MILH364 – Medieval Military History
- MILH365 – The Napoleonic Wars and the Long Peace

And select 4 courses from the following:

- MILH318 – The French and Indian War
- MILH320 – The American Revolution
- MILH325 – Amerindian Warfare
- MILH337 – The War of 1812
- MILH338 – The Mexican War
- MILH340 – The Civil War
- MILH350 – The Spanish-American War
- MILH355 – World War I
- MILH360 – World War II
- MILH370 – The Korean War
- MILH371 – The Vietnam War
- MILH372 – The Persian Gulf War
- MILH373 – The Balkans: Conflict and Peace

And select 2 courses from the following:

- MILH411 – Diplomacy and War I
- MILH412 – Diplomacy and War II
- MILH421 – History of Peacekeeping: 1945-1987
- MILH422 – History of Peacekeeping: 1988-Present

And select 2 courses from the following:

- GEOG307 – Modern Military Geography
- MILS301 – Air Warfare
- MILS302 – Naval Warfare
- MILS303 – Maneuver Warfare
- MILS330 – Special Operations Strategy and Tactics
- MILS410 – Asymmetrical Warfare

And select 1 course from the following:

- MILH480 – Special Topic: Military History - Students will need permission from the Program Director to take this course.
- MILH490 – Independent Study: History - Students will need permission from the Program Director to take this course.
- MILS450 – War and National Security
- MILS460 – War and Society
- MILS470 – Future War

CONCENTRATION IN 18TH AND MID 19TH CENTURY AMERICAN MILITARY HISTORY (33 SEMESTER HOURS)

A student enrolled in the concentration in 18th and Mid 19th Century American History is recommended to take HIST101 - American History to 1877 and HIST221 - African American History before 1877 as part of their General Education Requirements.

Students who pursue this concentration will focus on early American History and Military History from Colonial America to the Civil War and the Reconstruction. Students study the philosophies, personalities, strategies, leadership, and other factors that influenced early American Military History. Topics focus on military operations but also cover foreign policy and domestic political, economic, and social components of early America.

Objectives

Upon completion of this concentration, students will be able to:

- Identify and defend the causes of America's break from the British Empire.
- Compare and contrast the philosophy of early American leaders.
- Analyze the reasons America pushed westward and what that expansion entailed.
- Identify and give examples of the causes of the Civil War.
- Differentiate the outcomes of the Civil War in the North and the South.
- Assess the social, economic, and political situation in America leading up to the 20th century.

Concentration Requirements (33 semester hours):

Select 1 course from the following:

- MILH362 – Ancient Military History
- MILH363 – 17th and 18th Century Military History
- MILH364 – Medieval Military History
- MILH365 – The Napoleonic Wars and the Long Peace

And select 5 courses from the following:

- MILH318 – The French and Indian War
- MILH320 – The American Revolution
- MILH325 – Amerindian Warfare
- MILH337 – The War of 1812
- MILH338 – The Mexican War
- MILH340 – The Civil War

And select 1 course from the following:

- HIST402 – Colonial America
- HIST403 – The Early Republic, 1783-1815
- HIST404 – Jacksonian America, 1815-1846
- HIST405 – Antebellum America, 1846-1861
- HIST406 – Civil War and Reconstruction, 1861-1877

And select 2 courses from the following:

- MILH411 – Diplomacy and War I
- MILH412 – Diplomacy and War II
- MILH421 – History of Peacekeeping: 1945-1987
- MILH422 – History of Peacekeeping: 1988-Present

And select 1 course from the following:

- GEOG307 – Modern Military Geography
- MILS302 – Naval Warfare
- MILS303 – Maneuver Warfare
- MILS330 – Special Operations Strategy and Tactics
- MILS410 – Asymmetrical Warfare

And select 1 course from the following:

- MILH480 – Special Topic: Military History - Students will need permission from the Program Director to take this course.
- MILH490 – Independent Study: History - Students will need permission from the Program Director to take this course.
- MILS450 – War and National Security
- MILS460 – War and Society
- MILS470 – Future War

CONCENTRATION IN MID 19TH AND 20TH CENTURY AMERICAN MILITARY HISTORY (33 SEMESTER HOURS)

A student enrolled in the concentration in Mid 19th and 20th Century American History is recommended to take HIST102 - American History since 1877 and HIST222 - African American History since 1877 as part of their General Education Requirements.

Students who pursue this concentration will focus on American History and Military History from the Gilded Age to the Persian Gulf War. Students focus on the American culture of the philosophies, personalities, strategies, leadership, and other factors that influenced America emerging from isolationism to becoming a world power. Topics focus on military operations but also cover foreign policy as well as the domestic political, economic, and social components of America since the Reconstruction following the Civil War.

Objectives
Upon completion of this concentration, students will be able to:

- Expound upon the technical revolution in America at the turn of the 20th Century.
- Identify the causes of the Great Depression and recognize the attempts that were made to bring America out of it.
- Analyze and defend America's reasoning for joining both World Wars.
- Identify major battles in both World Wars and specify how America helped defeat the Axis Powers.
- Elaborate on the political background of the Cold War and what factors led to the diplomatic meltdown between the United States and the Soviet Union.
- Integrate the cultural revolution of the 1960s and what was happening in Vietnam.
- Identify major political, cultural, and economic developments in the 1980s, 1990s, and in the 21st Century.

Concentration Requirements (33 semester hours):
Select 1 course from the following:

- MILH362 – Ancient Military History
- MILH363 – 17th and 18th Century Military History
- MILH364 – Medieval Military History
- MILH365 – The Napoleonic Wars and the Long Peace

And select 5 courses from the following:

- MILH350 – The Spanish-American War
- MILH355 – World War I
- MILH360 – World War II
- MILH370 – The Korean War
- MILH371 – The Vietnam War
- MILH372 – The Persian Gulf War
- MILH373 – The Balkans: Conflict and Peace

And select 1 course from the following:

- HIST407 – The Gilded Age, 1877-1900
- HIST408 – The United States, 1900 to Second World War
- HIST409 – The United States, WWII to the Present
- HIST415 – The Cold War

And select 2 courses from the following:

- MILH411 – Diplomacy and War I
- MILH412 – Diplomacy and War II
- MILH421 – History of Peacekeeping: 1945-1987
- MILH422 – History of Peacekeeping: 1988-Present

And select 1 course from the following:

- GEOG307 – Modern Military Geography
- MILS301 – Air Warfare
- MILS302 – Naval Warfare
- MILS303 – Maneuver Warfare
- MILS330 – Special Operations Strategy and Tactics
- MILS410 – Asymmetrical Warfare

And select 1 course from the following:

- MILH480 – Special Topic: Military History - Students will need permission from the Program Director to take this course.
- MILH490 – Independent Study: History - Students will need permission from the Program Director to take this course.
- MILS450 – War and National Security
- MILS460 – War and Society
- MILS470 – Future War

CONCENTRATION IN EARLY EUROPEAN MILITARY STUDIES (33 SEMESTER HOURS)
A student enrolled in the Concentration in Early European Military Studies is recommended to take HIST121 - Western Civilization before The Thirty Years Wars as part of their General Education Requirements.

Students who pursue this concentration will focus on martial developments that took place in Europe from Bronze Age Greece through the Age of Enlightenment. Students will study the military, political, philosophical, scientific, and social changes occurring at this time that laid the foundation for early European powers. Topics concentrate on the evolution of warfare (operational and the impact of warfare on society) and the rise of Europe as a global power in the early modern period.

Objectives
Upon completion of this concentration, students will be able to:

- Identify and discuss the major military, political, cultural, and economic developments of the Bronze Age in Hellenic and Hellenistic Greece.
- Examine the rise and military, political, and cultural accomplishments of Republican and Imperial Rome and examine the theories behind why the Roman Empire fell.
- Evaluate the Germanic, Slavic, and Viking ways of war and how they formed the development of warfare in Western Civilization during the Medieval period.
- Trace the rise and accomplishments of Byzantium and its changing relationship with Islam.
- Examine the rise of the Ottoman Empire as a European power.
- Identify key military and political treatise that shaped early modern Europe.

- Analyze the impact of the Crusades on the development of European warfare and the Christian West's relationship with Islam.
- Critique the impact of reliable gunpowder technologies on Medieval and early modern strategy, tactics, and military organization.
- Interpret the impact of significant military personalities and martial events on the development of early European History.
- Evaluate the changing relationship between fortification and siege craft in early European warfare.
- Assess the development of naval warfare in early European warfare and its relationship with the rise of the West as a global power in the early modern period.

Concentration Requirements (33 semester hours):

- MILH362 – Ancient Military History
- MILH363 – 17th and 18th Century Military History
- MILH364 – Medieval Military History

And select 2 courses from the following:

- HIST301 – Ancient Greece
- HIST302 – Ancient Rome
- HIST303 – The Middle Ages
- HIST304 – The Renaissance
- HIST305 – France in the Age of Enlightenment

And select 2 courses from the following:

- MILH318 – The French and Indian War
- MILH320 – The American Revolution
- MILH325 – Amerindian Warfare
- MILH337 – The War of 1812
- MILH338 – The Mexican War
- MILH340 – The Civil War
- MILH350 – The Spanish-American War
- MILH355 – World War I
- MILH360 – World War II
- MILH370 – The Korean War
- MILH371 – The Vietnam War
- MILH372 – The Persian Gulf War
- MILH373 – The Balkans: Conflict and Peace

And select 2 courses from the following:

- MILH411 – Diplomacy and War I
- MILH412 – Diplomacy and War II
- MILH421 – History of Peacekeeping: 1945-1987
- MILH422 – History of Peacekeeping: 1988-Present

And select 1 course from the following :

- GEOG307 – Modern Military Geography
- MILS301 – Air Warfare
- MILS302 – Naval Warfare
- MILS303 – Maneuver Warfare
- MILS330 – Special Operations Strategy and Tactics
- MILS410 – Asymmetrical Warfare

And select 1 course from the following:

- MILH480 – Special Topic: Military History - Students will need permission from the Program Director to take this course.
- MILH490 – Independent Study: History - Students will need permission from the Program Director to take this course.
- MILS450 – War and National Security
- MILS460 – War and Society
- MILS470 – Future War

CONCENTRATION IN MODERN EUROPEAN MILITARY STUDIES (33 SEMESTER HOURS)

A student enrolled in the Concentration in Modern European Military Studies is recommended to take HIST122 - Western Civilization since The Thirty Years Wars as part of their General Education Requirements.

Students who pursue a concentration in Modern European Military Studies in History will examine the period from the Industrial Revolution to today. Focus is given to the changing political scene and key social developments that led to the major European wars of the 19th and 20th Centuries. Topics concentrate on the evolution of warfare (operational and the impact of warfare on society) as well as the domestic political, economic, and social components of modern Europe.

Objectives

Upon completion of this concentration, students will be able to:

- Expound on the causes and effects of the Industrial Revolution.
- Summarize Napoleon's rise to power and identify key battles during his reign.
- Explain Victorian England and its domination over half the world.
- Identify key political figures in 20th century Europe and describe the shift to Nationalism.
- Describe the political and social causes of World War I and state the social and economic implications of the war including the creation of the League of Nations.
- Specify the key battles in World War II and what led to the Allied success.
- Describe the creation of the North Atlantic Treaty Organization (NATO) and the United Nations (UN), and identify their purposes.
- Examine the causes of the Cold War and identify major political, cultural, and economic developments during this time.

Concentration Requirements (33 semester hours):

- MILH355 – World War I
- MILH360 – World War II
- MILH373 – The Balkans: Conflict and Peace

And select 1 course from the following:

- MILH362 – Ancient Military History
- MILH363 – 17th and 18th Century Military History
- MILH364 – Medieval Military History
- MILH365 – The Napoleonic Wars and the Long Peace

And select 1 course from the following:

- MILH318 – The French and Indian War
- MILH320 – The American Revolution
- MILH325 – Amerindian Warfare
- MILH337 – The War of 1812
- MILH338 – The Mexican War
- MILH340 – The Civil War
- MILH350 – The Spanish-American War
- MILH370 – The Korean War
- MILH371 – The Vietnam War
- MILH372 – The Persian Gulf War

And select 2 courses from the following:

- HIST290 – History of the Holocaust
- HIST306 – The British Empire
- HIST307 – The Age of Dictators: Europe 1914-1945
- HIST308 – History of European Colonialism
- HIST310 – History of Modern Europe
- HIST415 – The Cold War

And select 2 courses from the following:

- MILH411 – Diplomacy and War I
- MILH412 – Diplomacy and War II
- MILH421 – History of Peacekeeping: 1945-1987
- MILH422 – History of Peacekeeping: 1988-Present

And select 1 course from the following:

- GEOG307 – Modern Military Geography
- MILS301 – Air Warfare
- MILS302 – Naval Warfare
- MILS303 – Maneuver Warfare
- MILS330 – Special Operations Strategy and Tactics
- MILS410 – Asymmetrical Warfare

And select 1 course from the following:

- MILH480 – Special Topic: Military History - Students will need permission from the Program Director to take this course.
- MILH490 – Independent Study: History - Students will need permission from the Program Director to take this course.
- MILS450 – War and National Security
- MILS460 – War and Society
- MILS470 – Future War

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- MILH498 – Senior Seminar in Military History (to be taken as the last course before graduation) *(Prerequisite: Senior Standing and completion of all core and major courses prior to enrollment).*

ELECTIVE REQUIREMENTS (27 SEMESTER HOURS)

Select any courses that have not been used to fulfill core or major requirements. Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

TOTAL = 121 semester hours

Bachelor of Arts in Military Management & Program Acquisition

This program prepares students for careers in managing military personnel and assets and provides graduates with the knowledge to develop and manage programs and systems that organizations must acquire to be successful in accomplishing their missions. The degree is appealing to government contractors and other professionals involved with the military or civilian defense establishment. Students in this program examine strategic planning, communications, finance, and management topics specific to the military and the military-industrial complex. Graduates of this program typically go on to executive employment with the military, government, or corporate environments.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and general education level learning objectives, this degree also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of military management, graduates in this degree program will be able to:

- Integrate the unique aspects of military operations within fundamental business enterprise concepts and principles of management, public relations, finance, strategic planning, and information systems.
- Apply various aspects of human resources, leadership, program management, logistics, law, and ethics to the management of a military organization.
- Identify public administration issues that apply to the military as a federal institution.
- Identify how effective and efficient management processes can directly and indirectly influence the outcome of military operations.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (34 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100).*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours

All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours

- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours
- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 4 semester hours including the required 1-hour labs
- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours
- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (33 SEMESTER HOURS)
- ACCT100 – Accounting I
- BUSN311 – Law and Ethics in the Business Environment
- BUSN312 – Operations Research
- DEFM312 – Defense Budget Development and Execution
- DEFM314 – Military Logistics
- DEFM412 – Deliberate and Crisis Planning
- INFO331 – Management Information Systems
- LSTD304 – Military Law
- MATH302 – Statistics *(Prerequisite: MATH110)*
- MGMT310 – Principles and Theory of Management
- MGMT311 – Organizational Behavior

Students must choose a concentration for this degree program and may select from either the Military Management and Leadership Concentration or the Program Acquisition and Contracting Concentration.

CONCENTRATION IN MILITARY MANAGEMENT AND LEADERSHIP (24 SEMESTER HOURS)

Objectives

Students who successfully complete this program will be able to:

- Identify classical and contemporary management and leadership theories relevant to addressing today's organizational challenges.
- Examine human characteristics and their bearing on the management and resultant performance of organizations, including the roles of personality, motivation, values, stress, leadership skills, power bases, and communication.
- Recognize legal and ethical issues relating to the management of military personnel and resources and understand the moral and ethical responsibilities of managers in the conduct of daily activities to the organization and the American public.
- Examine the burden of leadership and identify the various challenges, behaviors, and solutions that past military leaders have employed, especially in wartime situations.
- Apply principles of strategic planning to better achieve organizational goals and meet new challenges.

Concentration Requirements (24 semester hours):
- MGMT312 – Leadership and Motivation
- MGMT314 – Management Ethics
- MGMT315 – Management Communications
- MGMT414 – Strategic Planning
- MILH303 – Readings in Military Leadership

And select 3 courses from the following:
- DEFM310 – Program and Acquisition Management I
- FINC400 – Principles of Financial Management
- HRMT407 – Human Resource Management
- HRMT411 – Dispute Resolution
- HRMT415 – Human Resource Management Information Systems
- HRMT416 – Human Resource Development
- HRMT422 – Bargaining and Negotiation
- MGMT313 – Organizational Change

CONCENTRATION IN PROGRAM ACQUISITION AND CONTRACTING (24 SEMESTER HOURS)

Objectives

Students who successfully complete this program will be able to:

- Examine the entire systems acquisition cycle from the point of view of government requirements and the efforts of civilian contractors to bring the system to full operational capacity.
- Apply the fundamentals of defense systems acquisition management recognizing the diverse, interrelated, and changing nature in the different disciplines of defense systems acquisition management.

- Identify the regulations and governing structures of defense systems acquisition management.
- Describe the evaluation process and evaluation criteria used by the government to evaluate and select proposals for contract following the Federal Acquisition Regulations (FAR) and the Defense Federal Acquisition Supplements (DFARS).
- Understand how to conduct basic competitive acquisitions, process awards, and handle contract protests.
- Analyze common financial issues in acquisition that include cost estimating, earned value analysis, and Planning, Programming, Budgeting, and Execution (PPBE).

Concentration Requirements (24 semester hours):

- DEFM305 – Acquisition Business Management
- DEFM310 – Program and Acquisition Management I
- DEFM311 – Program and Acquisition Management II *(Prerequisite: DEFM310)*
- DEFM410 – Program Appraisal
- DEFM415 – Acquisition Test and Evaluation

And select 3 courses from the following:

- FINC400 – Principles of Financial Management
- HRMT407 – Human Resource Management
- HRMT411 – Dispute Resolution
- HRMT415 – Human Resource Management Information Systems
- HRMT416 – Human Resource Development
- HRMT422 – Bargaining and Negotiation
- MGMT312 – Leadership and Motivation
- MGMT313 – Organizational Change
- MGMT315 – Management Communications

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- DEFM465 – Senior Seminar in Military Management (to be taken as the last course before graduation) *(Prerequisite: Senior Standing and completion of all core and major courses prior to enrollment).*

ELECTIVE REQUIREMENTS (24 SEMESTER HOURS)

Select any courses that have not been used to fulfill core or major requirements. Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

TOTAL = 121 semester hours

Bachelor of Arts in Philosophy

Students in this program are exposed to Eastern, Western and contemporary philosophers and study myth, ritual, and issues of ethics and morality. They learn to think critically and objectively, to write clearly and effectively, and to develop creative solutions to unique situations. Students graduating from this program apply their skills and abilities in professions requiring a high level of analytical thought such as required in think tanks and legal professions.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and general education level learning objectives, the program also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of philosophy, graduates in this degree program will be able to:

- Discuss the historical development and evolution of philosophy from its origins through contemporary times.
- Explain the various schools of philosophical and moral thought, the history behind their development, and the rationale for their acceptance and practice.
- Recognize and apply logic: what makes a deductive argument valid or an inductive argument strong; an action moral or immoral; a statement believed to be true.
- Stake out a philosophical position in a written composition and critically analyze a philosophical question.
- Analyze and evaluate philosophical arguments from historical and contemporary sources.
- Apply philosophical inquiry to contemporary events.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs

GENERAL EDUCATION REQUIREMENTS (34 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100).*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours

All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours

- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours

- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 4 semester hours including the required 1-hour labs

- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours

- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (27 SEMESTER HOURS)

- COLL300 – Research, Analysis, and Writing
- PHIL101 – Introduction to Philosophy *(Prerequisite for all Core Courses)*
- PHIL300 – Logic
- PHIL301 – Ethical Theory and Concepts
- PHIL302 – Ancient Western Philosophy
- PHIL303 – Medieval Philosophy
- PHIL400 – Contemporary Issues in Philosophy
- PHIL415 – Enlightenment Philosophy
- PHIL416 – Modern and Post-Modern Philosophy

It is recommended, but not required, that the following be taken in sequence if scheduling allows:

- PHIL302 – Ancient Western Philosophy
- PHIL303 – Medieval Philosophy
- PHIL415 – Enlightenment Philosophy
- PHIL416 – Modern and Post-Modern Philosophy

Students must choose a concentration for this degree program and may select from either a General Concentration or a Concentration in Ethics.

GENERAL CONCENTRATION REQUIREMENTS (15 SEMESTER HOURS):

Select 5 courses from the following:

- CMRJ308 – Ethics in Criminal Justice
- MGMT314 – Management Ethics
- MILH304 – Readings in Military Philosophy
- PBHE361 – Moral Issues in Health Care
- PHIL310 – Studies in Chinese Thought
- PHIL311 – Studies in Japanese Thought
- PHIL320 – Environmental Ethics
- PHIL404 – Epistemology
- PHIL410 – God and World
- RELS411 – Religious Existentialism

CONCENTRATION IN ETHICS (15 SEMESTER HOURS)

Ethics is becoming an increasingly important concern in different fields of endeavor from Wall Street to Main Street and from the playground to the battleground. What constitutes right action? Are we doing the right things? What should we be doing to ensure a good life for us, our families, our nation, and our world?

Objectives

Students who successfully complete this program will be able to:

- Engage the philosophical theories underpinning ethical theories and judgment.
- Assess the importance of individual moral behavior and communal ethical standards and the relationship between the two.
- Explore the influences of religion, politics, and psychology on ethical theories and choices.
- Assess standard models of ethics for their strengths and weaknesses.
- Apply ethical theories to particular situations in leadership, military, business, health care, government, and environmental contexts.

Concentration Requirements (15 semester hours):

Select 5 courses from the following:

- CMRJ308 – Ethics in Criminal Justice
- COMM280– Ethics in Communication
- MGMT314 – Management Ethics
- PBHE361 – Moral Issues in Health Care
- PHIL200 – Introduction to Ethics
- PHIL320 – Environmental Ethics

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- PHIL498 – Senior Seminar in Philosophy (to be taken as the last course before graduation) *(Prerequisite: Senior Standing and completion of all core and major courses prior to enrollment).*

ELECTIVE REQUIREMENTS (39 SEMESTER HOURS)

Select any courses that have not been used to fulfill core or major requirements. Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

TOTAL = 121 semester hours

Bachelor of Arts in Political Science

Students in this program learn about politics and study questions such as the following: Are democracies with a president and legislative branch more representative than those with a prime minister who leads the legislature? Is a two-party system better than a multi-party system? How can governments respect diverse ethnic, racial, and religious identities, and still promote bonds of common citizenship? What should be the role of the United States in an increasingly interdependent global economy? These are the types of questions that political scientists explore, but they also represent issues that require ordinary citizens to make informed judgments. This program prepares graduates for careers in government such as public management, administration of justice, military service, and the gaining and holding of elected positions. Graduates from political science programs are found in many professions, particularly those involved in large organizations with extensive internal networks requiring skills in dealing with and managing other people.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and general education level learning objectives, the program also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of Political Science, graduates in this degree program will be able to:

Political Theory and Systems

- Investigate the fundamental theories and philosophies of government, governance, economy, and civil society and apply them to contemporary political systems.
- Examine the political elements of representative democracy and compare and contrast those elements with other political systems.

The United States Political System

- Describe the three institutions of government that create and implement federal policy.
- Analyze the historical evolution and contemporary manifestations of the federal system and its intergovernmental implications.

Political Parties and Interest Groups

- Explain the evolution of interest groups in the United States and their various roles assumed in both historical and modern democratic processes.
- Explain the perspectives of political parties and their impact on federal, state, and local government.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (34 SEMESTER HOURS)

English - 6 semester hours
- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours
- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours
- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100).*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours
All literature courses require successful completion of ENGL101 - Proficiency in Writing.
- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours
- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours
- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 4 semester hours including the required 1-hour labs
- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours
- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (27 SEMESTER HOURS)
- IRLS300 – Comparative Political Systems
- IRLS303 – Information Literacy for Global Citizenship
- POLS210 – American Government I
- POLS211 – American Government II
- POLS213 – Political Theory
- POLS311 – Political Parties and Interest Groups
- POLS312 – State, Local, and Community Politics
- POLS410 – Public Policy
- SOCI311 – Political Sociology

Students must choose a concentration for this degree program and may select from the General Concentration or the Concentration in International Relations.

GENERAL CONCENTRATION REQUIREMENTS (15 SEMESTER HOURS)

Select 5 courses from the following:

- INTL301 – U.S. Intelligence Community
- INTL434 – Threat Analysis
- IRLS210 – International Relations I
- IRLS301 – International Organizations
- IRLS302 – International Development
- IRLS405 – National and Transnational Justice
- IRLS417 – International Civil Order
- LSTD301 – Constitutional Law
- PADM300 – Public Management
- PADM301 – Public Economics
- PHIL302 – Ancient Western Philosophy
- PHIL400 – Contemporary Issues in Philosophy
- PHIL415 – Enlightenment Philosophy
- PHIL416 – Modern and Post-Modern Philosophy
- POLS214 – Ethnic Studies
- POLS491 – Special Topics in Political Science

CONCENTRATION IN INTERNATIONAL RELATIONS (15 SEMESTER HOURS)

Objectives

Students who successfully complete this program will be able to:

- Explain how global issues, such as globalization and human rights, affect international relations.
- Discuss how international organizations, such as the United Nations and NATO, define collective security, particularly regarding peacekeeping operations.
- Describe how international justice is established and enforced.
- Examine various global development initiatives to reverse failed and failing nation-states.

CONCENTRATION REQUIREMENTS (15 SEMESTER HOURS)

- IRLS211 – International Relations II
- IRLS301 – International Organizations
- IRLS302 – International Development
- IRLS405 – National and Transnational Justice
- IRLS417 – International Civil Order

CONCENTRATION IN POLITICAL THEORY (15 SEMESTER HOURS)

Objectives

Students who successfully complete this program will be able to:

- Discuss the development and evolution of political theory from their origins to contemporary times.
- Analyze and evaluate political theoretical arguments from historical to contemporary sources.
- Apply political theoretical inquiry to contemporary events.
- Evaluate how philosophy influences political theory over time.
- Critique current political theories for validity.

CONCENTRATION REQUIREMENTS (15 SEMESTER HOURS)

- PHIL101 – Introduction to Philosophy (This course is required as the first course in the concentration).
- PHIL302 – Ancient Western Philosophy
- PHIL400 – Contemporary Issues in Philosophy
- PHIL415 – Enlightenment Philosophy
- PHIL416 – Modern and Post-Modern Philosophy

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- POLS497 – Senior Seminar in Political Science (to be taken as the last course before graduation) *(Prerequisite: Senior Standing and completion of all core and major courses prior to enrollment).*

ELECTIVE REQUIREMENTS (39 SEMESTER HOURS)

Select any courses that have not been used to fulfill core or major requirements. Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

TOTAL = 121 semester hours

Bachelor of Arts in Psychology

Students in this degree program examine the theories and history of the workings of the human mind by studying aspects of developmental, organizational and abnormal psychology. Graduates of this program are inclined toward professions that involve a high level of human interaction such as politics, law, counseling, human services, education, law enforcement, military service, and public management.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and general education level learning objectives, this degree also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of psychology, graduates in this degree program will be able to:

General Knowledge of Psychology

- Articulate the major theoretical, historical, and conceptual ideas that underpin the psychology discipline.
- Describe the major theories in psychology and their influence on different content areas of psychology such as learning and cognition, individual differences, biological bases of behavior, and developmental changes in behavior.

Skills of Psychology

- Explore the methodologies of psychological research used to design and implement research and analyze, interpret, and report data.
- Critically evaluate psychological research and apply that data to contemporary issues.

Human Behavior

- Identify individual differences in behavior that may be related to ethnicity, gender, and culture.
- Evaluate how behavior is influenced by internal, environmental, and social factors.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (34 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100).*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours

All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours

- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours
- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 4 semester hours including the required 1-hour labs
- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours
- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (33 SEMESTER HOURS)
- CHFD342 – Human Life Span Development
- PSYC101 – Introduction to Psychology (Required as the first course in this program)
- PSYC102 – Professional Careers and Education in Psychology
- PSYC221 – Personality Theories
- PSYC300 – Research Methods in Psychology
- PSYC303 – Learning and Cognition
- PSYC304 – Perception
- PSYC305 – History and Systems of Psychology
- PSYC325 – Biopsychology *(Prerequisite: CHFD342)*
- PSYC406 – Psychopathology *(Prerequisite: PSYC101)*
- SOCI332 – Statistics for Social Science

MAJOR REQUIREMENTS (15 SEMESTER HOURS)
Select 5 courses from the following 2 categories:

Social/Developmental Psychology
- CHFD215 – Introduction to Child Development
- CHFD220 – Human Sexuality
- CHFD307 – Child and Adolescent Development
- CHFD308 – Infant-Toddler Development
- PSYC201 – Introduction to Social Psychology
- PSYC343 – Adult Development

Clinical/Forensic/Applied Psychology
- PSYC324 – Psychology of Addiction & Substance Abuse
- PSYC360 – Psychology of Terrorism
- PSYC431 – Psychology of Disaster
- PSYC432 – Psychology of Combat
- PSYC460 – Sports Psychology

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)
- PSYC498 – Senior Seminar in Psychology (to be taken as the last course before graduation) *(Prerequisite: Senior Standing and completion of all core and major courses prior to enrollment).*

ELECTIVE REQUIREMENTS (33 SEMESTER HOURS)
Select any courses that have not been used to fulfill core or major requirements. Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

TOTAL = 121 semester hours

Bachelor of Arts in Religion

Students in this program examine Eastern and Western religions, both historical and contemporary. Students study the cultural, political, and spiritual aspects of religion while being exposed to the theological tenets of religious thought. Graduates of this program are inclined toward professions that include aspects of human services and pastoral assistance.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and general education level learning objectives, the program also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of religion, graduates in this degree program will be able to:

- Define the term "religion" and identify religion's influence throughout society.
- Identify and summarize the universal and unique forms of religious expression such as sacred places, symbols, ethics, and rituals.
- Describe the concepts that comprise a religious worldview such as the creation of the world, good and evil, salvation, and the meaning of suffering.
- Discuss the various political, social, and other forms of religious life that are evident in different societies.
- Synthesize knowledge of the cultural, social, scientific, and religious aspects of society.
- Explain the role that faith can play in a balanced worldview.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (34 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100).*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours

All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours

- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours

- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 4 semester hours including the required 1-hour labs

- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab

- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours
- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (24 SEMESTER HOURS)
- COLL300 – Research, Analysis, and Writing
- PHIL410 – God and World
- RELS101 – Introduction to the Study of Religion
- RELS201 – Introduction to World Religions
- RELS405 – Myth and Ritual
- RELS411 – Religious Existentialism
- RELS412 – Religious Fundamentalism
- SOCI420 – Sociology of Religion *[Prerequisite: SOCI111 - Introduction to Sociology]*

MAJOR REQUIREMENTS (18 SEMESTER HOURS)
Select 6 courses from the following:
- RELS202 – Religion in America
- RELS211 – Introduction to the Old Testament
- RELS212 – Introduction to the New Testament
- RELS311 – Introduction to the Bible
- RELS314 – Catholicism and the Modern World
- RELS321 – Black Religion in America
- RELS330 – Religions of the Middle East
- RELS350 – Hinduism
- RELS351 – Buddhism
- RELS352 – Muhammad
- RELS422 – The Teachings of Jesus
- RELS431 – Islamic Law and Theology
- RELS441 – Modern and Contemporary Judaism
- RELS452 – Religious Cults

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)
- RELS498 – Senior Seminar in Religion (to be taken as the last course before graduation) *(Prerequisite: Senior Standing and completion of all core and major courses prior to enrollment).*

ELECTIVE REQUIREMENTS (39 SEMESTER HOURS)
Select any courses that have not been used to fulfill core, major, or concentration requirements. Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

TOTAL = 121 semester hours

Bachelor of Arts in Retail Management

The Bachelor of Arts in Retail Management will provide students with practical skills and theoretical knowledge needed to become effective managers in the global environment. The program is designed to focus on interpersonal, managerial, human resource, leadership, communication, and critical thinking skills necessary to assess and evaluate management practices in the retail industry.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and general education level learning objectives, the Bachelor of Arts in Retail Management also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of Retail Management, graduates in this degree program will be able to:

- Examine the functions and applications of various management processes in the areas of planning, organizing, staffing, directing, leading, and controlling in Retail Management.
- Determine the needs of today's managers in assessing and implementing strategies used in the retail management of information technology, financial, and human resources in the workplace.
- Evaluate the impact of international, legal, social, political, economic, technological, and environmental issues as they relate to organizational behavior in terms of the individual, group/team, and overall organization.
- Evaluate and apply managerial concepts to strategic issues impacting the effectiveness of managers in today's competitive and global organizations.
- Demonstrate the ability to recognize the importance of ethical conduct, social responsibility, and corporate responsibility in the global environment.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours
- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs

GENERAL EDUCATION REQUIREMENTS (34 SEMESTER HOURS)

English - 6 semester hours
- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours
- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours
- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100)*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours
All literature courses require successful completion of ENGL101 - Proficiency in Writing.
- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours
- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours
- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 4 semester hours including the required 1-hour labs
- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours
- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (21 SEMESTER HOURS)
- HRMT407 – Human Resource Management
- MGMT310 – Principles and Theory of Management
- MGMT410 – Strategic Management
- RTMG300 – Retail Strategy
- RTMG301 – Retail Innovation
- RTMG302 – Retail Operations
- RTMG303 – Retail Merchandising Operations

MAJOR REQUIREMENTS (18 SEMESTER HOURS)
Select 6 courses from the following:

- MGMT311 – Organizational Behavior
- MGMT314 – Management Ethics
- MGMT315 – Management Communications
- MGMT338 – Talent Management, Succession Planning, and Generation Perspectives *(Prerequisite: MGMT331 - Leading Yourself Foundations or MGMT332 - Leading Others Leadership Counseling)*
- MKTG307 – Consumer Behavior
- TLMT311 – Introduction to Transportation Management
- TLMT313 – Supply Chain Management

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- RTMG495 – Senior Seminar in Retail Management (to be taken as the last course before graduation) *(Prerequisite: Senior Standing and completion of all core and major courses prior to enrollment)*

ELECTIVE REQUIREMENTS (42 SEMESTER HOURS)
Select any courses that have not been used to fulfill core or major requirements. Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

TOTAL = 121 SEMESTER HOURS

Bachelor of Arts in Reverse Logistics Management

The Bachelor of Arts in Reverse Logistics Management provides an industry-based group of courses designed to educate a new generation of professionals in reverse logistics as a key component in logistics management, retail management, engineering management, in accounting best practices, to all components of today's complex business environment. Students will have an opportunity to understand how reverse logistics is being used in their military or civilian logistics organization. It will provide students with the knowledge base of current applications of reverse logistics use and opportunities to study practical applications in domestic and international transportation and logistics scenarios. In today's competitive global transportation and logistics business climate, organizations are always under pressure to adapt to new procedural and technological trends to improve the visibility of product and cargo flows through an ever-widening and complex supply chain. Retail and military logistics decision makers are still uncertain in many cases on how to apply the use of reverse logistics to their business model. Some see reverse logistics as part of the supply chain. Others see reverse logistics as marketing or sales. But, within the next three to five years, you will see an increase in reverse logistics as a separate organizational component reporting directly to the CEO or CFO.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and general education level learning objectives, the Bachelor of Arts in Reverse Logistics Management also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of hospitality management, graduates in this degree program will be able to:

- Classify and explain the issues and problems of implementing a reverse logistics system in a manufacturing, retail or military operation.
- Explain best practices of a reverse logistics operation.
- Classify and explain the differences between forward and reverse logistics.
- Explain how reverse logistics can be used to track and trace goods as returns, recalls, recycling, and as waste.
- Explain how to differentiate the financial impact of reverse logistics from financial components within a business environment.
- Develop an implementation plan to use reverse technology processes and technology within a manufacturing, retail or military organization.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (34 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100)*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours

All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours

- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours

- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 4 semester hours including the required 1-hour labs

- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *([Prerequisite: MATH225 - Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 - Calculus II and SCIN233 - Physics I with Lab)*

Social Sciences - 6 semester hours

- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (33 SEMESTER HOURS)

- COLL300 – Research, Analysis, and Writing
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- RLMT301 – Introduction to Reverse Logistics Management
- RLMT302 – Environmental Issues in Reverse Logistics
- RLMT303 – Technology in Reverse Logistics
- RLMT304 – Reverse Logistics Policies and Procedures
- RLMT305 – Cost and Benefit Analysis of Reverse Logistics
- RLMT306 – Green Logistics Programs and Issues
- RLMT311 – Reverse Logistics Economics
- TLMT405 – Best Practices in Reverse Logistics

MAJOR REQUIREMENTS (12 SEMESTER HOURS)
Select 4 courses from the following:

- MGMT312 – Leadership and Motivation
- RLMT307 – Food and Beverage Reverse Logistics
- RLMT308 – Consumer Electronics Reverse Logistics
- RLMT309 – Reverse Logistics Management and Operations
- RLMT310 – Hazardous Materials Handling in Reverse Logistics
- RLMT400 – Recalls Best Practices and Issues
- RLMT401 – Reverse Logistics Data and Security Resilience
- RLMT402 – International Reverse Logistics

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- RLMT495 – Senior Seminar in Reverse Logistics (to be taken as the last course before graduation) *(Prerequisite: Senior Standing and completion of all core and major courses prior to enrollment)*

ELECTIVE REQUIREMENTS (36 SEMESTER HOURS)
Select any courses that have not been used to fulfill core or major requirements. Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

TOTAL = 121 SEMESTER HOURS

Bachelor of Arts in Security Management

This program offers students the opportunity to learn about the principles and theories associated with various types of security, from international security to information security that focus on protection of assets. Graduates of this program are inclined toward professions that involve general public or private management, federal or local government civil service, military service, law enforcement, and private security.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and general education level learning objectives, this degree also seeks the following specific learning outcomes of its graduates. Graduates in this degree program will be able to:

- Identify organizational security risk exposure; identify cost-effective mitigation strategies; and prepare for recovery strategies.
- Employ risk analysis and vulnerability assessment processes.
- Critically examine the variety and extent of losses from criminal acts, natural disasters, and security breaches facing society.
- Analyze concepts of information security, personnel security, and physical security and determine the planning approaches to prevent business losses.
- Analyze the trends affecting security and loss prevention and determine the approaches to reduce losses facing businesses and institutions.
- Evaluate, from a multi-disciplinary approach, non-traditional approaches to crime prevention.
- Distinguish between traditional criminal justice roles, functions, and concepts as a reactive institution to the security roles as a preventive societal institution.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs

GENERAL EDUCATION REQUIREMENTS (34 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours
- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours
- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100).*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours
All literature courses require successful completion of ENGL101 - Proficiency in Writing.
- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours
- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours
- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 4 semester hours including the required 1-hour labs
- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours
- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (24 SEMESTER HOURS)
- CMRJ300 – Research Methods of Criminal Justice and Security
- SCMT319 – Global Terrorism
- SCMT370 – Principles and Theory of Security Issues
- SCMT371 – Legal and Ethical Issues in Security Management
- SCMT373 – Evaluation of Security Programs
- SCMT374 – Contemporary Issues in Security Management
- SCMT390 – Security Administration
- SCMT397 – Physical Security

Students must choose a concentration for this degree program and may select from either a General Concentration or a Concentration in Information Security.

GENERAL CONCENTRATION REQUIREMENTS (15 SEMESTER HOURS):
Select 5 courses from the following:
- HLSS311 – Border and Coastal Security
- HLSS312 – Port Security
- ISSC422 – Information Security

- SCMT379 – School and Campus Security
- SCMT392 – Industrial Espionage
- SCMT396 – Protective Services

CONCENTRATION IN INFORMATION SECURITY (15 SEMESTER HOURS)

Objectives

Upon completion of this concentration, students will be able to:

- Use analytical, logical, and critical thinking abilities to analyze organizational information security requirements.
- Apply techniques and technologies to design, develop, and deploy effective information security solutions to defend against attacks.
- Develop computer and network security solutions and apply audit practices and processes to secure organizational assets and prevent losses.
- Appraise security planning and policy principles that focus on a variety of security guidelines, policies and plans.
- Evaluate and counter industrial espionage threats and techniques that use information technology modes of attack.
- Relate law enforcement intelligence applications and templates to support investigations, security and counterintelligence, trend development and forecasting, and efficient use of open source information.

Concentration Requirements (15 semester hours):

Select 5 courses from the following:

- CMRJ320 – Law Enforcement Intelligence Applications
- ISSC362 – IT Security: Attack and Defense
- ISSC421 – Computer and Network Security
- ISSC422 – Information Security
- ISSC471 – IT Security: Auditing
- ISSC481 – IT Security: Planning and Policy
- ITMG381 – Cyberlaw and Privacy in a Digital Age
- SCMT392 – Industrial Espionage

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- SCMT498 – Senior Seminar in Security (to be taken as the last course before graduation) *(Prerequisite: Senior Standing and completion of all core and major courses prior to enrollment).*

ELECTIVE REQUIREMENTS (42 SEMESTER HOURS)

Select any courses that have not been used to fulfill core or major requirements. Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

TOTAL = 121 semester hours

Bachelor of Arts in Sociology

Students in this degree program will use the unique view and perspective of sociology to study all forms of human behavior and interaction from the individual and small groups to institutions and globalization. Students will develop a sociological imagination that opens windows into unfamiliar worlds and provides a fresh look at familiar worlds. Students will develop knowledge and a toolkit of applicable skills in research, empirical and theoretical analysis, as well as well developed critical thinking and information literacy skills. Students will investigate key social institutions, contemporary social problems, and social change examining issues of race and ethnicity, gender, age, occupation, sexuality, religion, and all other characteristics of human beings. Graduates of this program are inclined to professions that involve politics, government civil service, health care, child and family support services, general public or private management, and law.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and general education level learning objectives, this program also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of sociology, graduates in this degree program will be able to:

Sociological Literacy (knowledge of content):

- Discuss and differentiate major paradigms and classic and contemporary theories that inform the study of sociology.
- Outline and show how theories reflect the historical and social contexts of the times and cultures in which they were developed.
- Describe the major areas of sociological analysis.
- Relate the structure of modern American society, its social stratification and inequality - ethnic, racial, religious and gender differentiation, and its key social institutions including family, marriage, polity, education, economy, health, religion, and media.
- Examine the basic social processes that maintain and alter social structure and order on a structural, cultural, and individual level, especially the processes of integration, organization, urbanization, globalization, conflict, and technological innovation.
- Identify the cultural, multicultural, cross-cultural, and cross-national influences on urban, suburban, and rural societies.
- Explain the reciprocal relationship in the influence between societal and structural factors, individual behavior, and the self's development.
- Show how social issues can be better understood by emphasizing the micro/macro connections.

Knowledge of Research Methods:
- Outline and design methodological approaches including surveys, field research, experiments, unobtrusive measures, and evaluation research.
- Explain the role of research methods in building sociological knowledge.

Research and Writing Skills:
- Construct and investigate sociological questions using the basic procedures of sociological research and understand the problems of reliability and validity.
- Discuss the data produced by sociological research and use sociological theory to interpret it.
- Examine sociological research ethics and diverse practices.
- Apply statistical knowledge and procedures and computers to gather and analyze data and interpret research findings.

Critical Thinking and Analytical Skills:
- Analyze and evaluate the body of empirical literature focused on sociological theory and application.
- Apply analytic tools, the sociological imagination, and theoretical concepts to understand human social behavior.
- Identify underlying assumptions in particular theoretical orientations or arguments.
- Identify underlying assumptions in particular methodological approaches to an issue.
- Discuss how patterns of thought and knowledge are directly influenced by political-economic social structures.
- Compare and discuss opposing viewpoints and alternative hypotheses on various issues.
- Analyze the policy implications of specific research methods and theories in relation to social problems.

Information Literacy Skills:
- Identify and select the most appropriate investigative methods or information retrieval systems.
- Construct and implement effective search strategies.
- Demonstrate the ability to identify, locate, and retrieve information.
- Analyze, evaluate, and synthesize basic social research for a specific purpose.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours
- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (34 SEMESTER HOURS)

English - 6 semester hours
- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours
- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours
- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100).*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours
All literature courses require successful completion of ENGL101 - Proficiency in Writing.
- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours
- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours
- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 4 semester hours including the required 1-hour labs
- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours
- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (24 SEMESTER HOURS)
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI213 – Society, Interaction, and the Individual
- SOCI215 – Social Deviance
- SOCI303 – Classical Sociological Theory *(Prerequisite: ENGL101 - Proficiency in Writing)*
- SOCI305 – Contemporary Sociological Theory *(Prerequisite: SOCI111 - Introduction to Sociology)*
- SOCI331 – Research Methods for Sociology
- SOCI332 – Statistics for Social Science

MAJOR REQUIREMENTS (15 SEMESTER HOURS)
Select 4 courses from the following:

- SOCI306 – Race and Ethnicity *[Prerequisite: ENGL101 - Proficiency in Writing]*
- SOCI311 – Political Sociology
- SOCI315 – Food and Culture *[Prerequisite: ENGL101 - Proficiency in Writing]*
- SOCI321 – Environmental Sociology
- SOCI403 – Social Change *[Prerequisite: ENGL101 - Proficiency in Writing]*
- SOCI404 – Gender and Society *[Prerequisite: ENGL101 - Proficiency in Writing]*
- SOCI420 – Sociology of Religion *[Prerequisite: SOCI111 - Introduction to Sociology]*
- SOCI421 – Sociology of the Family
- SOCI422 – Sociology of the Law *[Prerequisite: SOCI111 - Introduction to Sociology]*
- SOCI423 – Sociology of Health and Illness

And select 1 course from the following:

- ANTH202 – Introduction to Cultural Anthropology
- WOMS319– Transnational and Global Issues in Women's Studies
- WOMS320– Introduction to Feminist Thought
- WOMS330– The Black Woman
- WOMS343– Native American Women
- WOMS361– History of Women in Latin America
- WOMS378– Women and Sports
- WOMS400– Women of Color: Cross-Cultural Comparison
- WOMS410– Women and Leadership

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)
- SOCI498 – Senior Seminar in Sociology (to be taken as the last course before graduation) *(Prerequisite: SOCI111 and completion of all core, major, and elective courses prior to enrollment.)*

ELECTIVE REQUIREMENTS (42 SEMESTER HOURS)
Select any courses that have not been used to fulfill core or major requirements. Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

TOTAL = 121 semester hours

Bachelor of Arts in Transportation and Logistics Management

The Transportation and Logistics undergraduate degree provides students with principles, management, economics, public policy, technological advancements, trends, and current issues within the logistics industry. More specifically, students will learn about the multiple modes of transportation to include air, maritime, and ground transportation, which is a critical aspect of logistics management. Students will also learn how these transportation modes impact economies, both on a domestic and global scale, as well as the practical application of cutting edge processes and standards within the current business context of transportation and logistics management.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and general education level learning objectives, the program also seeks the following specific learning outcomes of its graduates. Graduates in this degree program will be able to:

- Apply systems analysis to transportation, logistics, and supply chain management.
- Relate the multidimensional impact of transportation on the economy, public systems, national and local infrastructure, and the environment.
- Understand and evaluate the transportation systems' political, regulatory, and legal issues.
- Describe and assess the strengths and weaknesses of the major modes of international transportation.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs

GENERAL EDUCATION REQUIREMENTS (34 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100).*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours

All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours

- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours

- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 4 semester hours including the required 1-hour labs

- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours

- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (33 SEMESTER HOURS)

- COLL300 – Research, Analysis, and Writing
- ECON101 – Microeconomics
- ECON102 – Macroeconomics *(Prerequisite: ECON101 - Microeconomics)*
- TLMT311 – Introduction to Transportation Management
- TLMT312 – Transportation Economics
- TLMT313 – Supply Chain Management
- TLMT331 – Fundamentals of Intermodal Transportation
- TLMT341 – Logistics Management *(Prerequisites: TLMT311 - Introduction to Transportation Management, TLMT312 - Transportation Economics, TLMT313 - Supply Chain Management)*
- TLMT351 – Packaging
- TLMT352 – Distribution Systems
- TLMT441 – Advanced Business Logistics

Students must choose a concentration for this degree program and may select from a General Concentration, a Concentration in Air Cargo, or a Concentration in Reverse Logistics Management.

GENERAL CONCENTRATION (15 SEMESTER HOURS)

Select 5 courses from the following:

- BUSN310 – Business Theory
- BUSN419 – International Business Management
- EDMG420 – Risk Communications
- FINC400 – Principles of Financial Management
- FINC405 – Budget Development and Execution
- HLSS311 – Border and Coastal Security
- HLSS312 – Port Security
- INFO331 – Management Information Systems
- POLS410 – Public Policy
- TLMT318 – Hazardous Materials Transportation
- TLMT342 – International Logistics Management
- TLMT353 – Logistics Management and Operations
- TLMT381 – Hazardous Materials Management
- TLMT405 – Best Practices in Reverse Logistics
- TLMT411 – Air Transportation
- TLMT415 – Airport Operations
- TLMT442 – International Trade and Regulations

CONCENTRATION IN AIR CARGO (15 SEMESTER HOURS)

This concentration is designed to educate a new generation of airport and air operations professionals in air freight forwarding services as a key component in global logistics management, retail management, transportation management, and in accounting best practices to all components of today's complex cargo movement business environment. Students will have an opportunity to understand how air cargo rules of operation are being used in their military or civilian air logistics organization. It will provide students with the knowledge base of current applications and opportunities to study practical applications in domestic and international air transportation and air logistics scenarios.

Objectives

Upon completion of this concentration, students will be able to:

- Classify and explain the issues and challenges of implementing an air freight forwarding management system.
- Explain best practices of air cargo operations.
- Analyze the relationships and interaction among private and public sector stakeholders who secure airport operations from a variety of potential disruptions.
- Understand the role of the airport manager in the management, administration, financing and operating within small, medium, and large hub airports.
- Acquire an in-depth analysis of the complex balance of airport management and air cargo handling companies.
- Understand physical facility planning for cargo management, the economics of airport operation and the organizational structure of related companies who support the movement of air cargo through airports.

Concentration Requirements (15 semester hours)

- TLMT415 – Airport Operations
- TLMT416 – Air Cargo Operations and Security

Select 3 courses from the following:

- FINC400 – Principles of Financial Management
- HLSS311 – Border and Coastal Security
- MGMT312 – Leadership and Motivation
- MGMT331 – Leading Yourself Foundations
- TLMT342 – International Logistics Management
- TLMT411 – Air Transportation

CONCENTRATION IN REVERSE LOGISTICS MANAGEMENT (15 SEMESTER HOURS)

This concentration is designed to educate a new generation of professionals in reverse logistics as a key component in logistics management, retail management, engineering management, and in accounting best practices, to all components of today's complex business environment. Students will have an opportunity to understand how reverse logistics is being used in their military or civilian logistics organization. It will provide students with the knowledge base of current applications of reverse logistics use and opportunities to study practical applications in domestic and international transportation and logistics scenarios. In today's competitive global transportation and logistics business climate, organizations are always under pressure to adapt to new procedural and technological trends to improve the visibility of product and cargo flows through an ever-widening and complex supply chain. Retail and military logistics decision makers are still uncertain in many cases on how to apply the use of reverse logistics to their business model. Some see reverse logistics as part of the supply chain; others see reverse logistics as marketing or sales. However, within the next three to five years, one will see an increase in reverse logistics as a separate organizational component reporting directly to the CEO or CFO.

Objectives

Upon completion of this concentration, students will be able to:

- Classify and explain the issues and problems of implementing a reverse logistics system in a manufacturing, retail or military operation.
- Explain best practices of a reverse logistics operation.
- Classify and explain the differences between forward and reverse logistics.
- Explain how reverse logistics can be used to track and trace goods as returns, recalls, recycling and as waste.
- Explain how to differentiate the financial impact of reverse logistics from financial components within a business environment.
- Develop an implementation plan to use reverse technology processes and technology within a manufacturing, retail or military organization.

Concentration Requirements (15 semester hours)

Select 5 courses from the following:

- RLMT302 – Environmental Issues in Reverse Logistics
- RLMT303 – Technology in Reverse Logistics
- RLMT305 – Cost and Benefit Analysis of Reverse Logistics
- RLMT307 – Food & Beverage Reverse Logistics
- RLMT309 – Reverse Logistics Management and Operations
- RLMT400 – Recalls Best Practices and Issues
- RLMT401 – Reverse Logistics Data and Security Resilience

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- TLMT498 – Senior Seminar in Transportation and Logistics (to be taken as the last course before graduation) *(Prerequisite: Senior Standing and completion of all core and major courses prior to enrollment).*

ELECTIVE REQUIREMENTS (33 SEMESTER HOURS)

Select any courses that have not been used to fulfill core or major requirements. Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

TOTAL = 121 semester hours

Bachelor of Science in Accounting

The Bachelor of Science in Accounting prepares students to succeed in various accounting careers in public accounting, governmental accounting, and not-for-profit accounting. Students gain the theoretical knowledge, practical skills, and research skills needed to address complex accounting issues.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and general education level learning objectives, the Bachelor of Science in Accounting also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of accounting, graduates in this degree program will be able to:

- Develop an understanding of the roles accountants play in society.
- Improve communication and business writing skills.
- Create financial reports based on understanding of accounting theory.
- Develop solutions to various accounting problems.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (38 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100).*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours

All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours

- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours

- POLS210 – American Government I
- IRLS210 – International Relations I

Science - 8 semester hours including the required 1-hour labs

- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours

- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (42 SEMESTER HOURS)

- ACCT100 – Accounting I *(Prerequisite: MATH110)*
- ACCT101 – Accounting II
- BUSN310 – Business Theory
- BUSN311 – Law and Ethics in the Business Environment
- BUSN312 – Operations Research
- BUSN313 – Global and Competitive Strategy
- BUSN419 – International Business Management
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- FINC400 – Principles of Financial Management
- MATH302 – Statistics *(Prerequisite: MATH110)*
- MGMT310 – Principles and Theory of Management
- MGMT314 – Management Ethics
- MKTG300 – Principles of Theory of Marketing

MAJOR REQUIREMENTS (27 SEMESTER HOURS)

- ACCT301 – Intermediate Accounting I *(Prerequisite: ACCT101 - Accounting II)*
- ACCT302 – Intermediate Accounting II *(Prerequisite: ACCT301 - Intermediate Accounting I)*
- ACCT303 – Intermediate Accounting III *(Prerequisite: ACCT302 - Intermediate Accounting II)*
- ACCT305 – Accounting Information Systems *(Prerequisite: ACCT101 - Accounting II)*
- ACCT400 – Auditing *(Prerequisite: ACCT303 - Intermediate Accounting III)*
- ACCT405 – Managerial Accounting
- ACCT410 – Governmental and Not-for-Profit Accounting *(Prerequisite ACCT301 - Intermediate Accounting I)*
- ACCT415 – Law for Accountants
- ACCT420 – Individual Federal Taxes *(Prerequisite: ACCT100 - Accounting I)*

FINAL PROGRAM REQUIREMENT (3 SEMESTER HOURS)

- ACCT499 – Senior Seminar in Accounting (to be taken as the last course before graduation) *(Prerequisite: Senior Standing and completion of all core and major courses prior to enrollment)*

ELECTIVE REQUIREMENTS (9 SEMESTER HOURS)

Select any courses that have not been used to fulfill core or major requirements. Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

TOTAL = 122 semester hours

Bachelor of Science in Criminal Justice - Forensics

This program is for students seeking an in-depth scientific study of crime, criminal behavior, crime scene investigation theories, and the importance of scientific analysis as evidence presented in the criminal justice system. Forensic science is the application of scientific methods and analysis of scientific data to support the law. This program focuses on the study of scientific theories and analyzing these theories associated with crime scene investigation techniques. Students will study the theory of forensic science, including the nature and scope of the discipline, the application of forensic science to crime, police investigation and the adjudication process, and the legal and ethical issues associated with forensics. Students will also examine the importance of scientific analysis of physical evidence and its place in the judicial system. Students receive a solid foundation of course work that provides the content and analytical and communication skills required for working in complex criminal justice occupations.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and general education level learning objectives, this degree also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of criminal justice, graduates in this degree program will be able to:

- Describe the functions of police, courts, and corrections.
- Identify the basic methodological approaches in gaining criminological knowledge.
- Critically evaluate the various methodologies used to measure crime.
- Explain the socio-political nature of defining certain acts as criminal behavior.
- Describe and analyze the political and public administrative aspects of law enforcement organizations.
- Analyze and compare major criminology theories and trends in criminal activity.
- Conduct research associated with criminal justice and criminology theories.
- Demonstrate ethical criminal justice research practices.
- Outline theories and practices associated to crime control efforts.
- Discuss theories and practice associated with crime scene investigation.
- Evaluate different theories and techniques for recovering potential evidence.
- Discuss theories of modern analytical chemistry as applied to forensic problems.
- Describe the role of data analysis in testing criminological theories and assessing crime reduction efforts.
- Display clear knowledge of ethical concerns when physical evidence is presented to the criminal justice system.
- Describe and analyze advancements made in law enforcement forensics practices.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (38 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100).*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours
All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours

- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours

- IRLS210 – International Relations I
- POLS210 – American Government I

Science - 8 semester hours including the required 1-hour labs

- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab Prerequisite: MATH225 – Calculus)
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours

- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (34 SEMESTER HOURS)

- CMRJ201 – Criminal Justice Administration
- CMRJ300 – Research Methods of Criminal Justice and Security
- CMRJ303 – Criminology
- CMRJ306 – Criminal Investigation
- CMRJ308 – Ethics in Criminal Justice
- CMRJ329 – Criminal Profiling
- CMRJ335 – Crime Analysis
- CMRJ341 – Criminalistics
- LSTD301 – Constitutional Law
- LSTD302 – Criminal Law
- SCIN131 – Introduction to Chemistry with Lab

Concentration in Forensics Requirements (24 semester hours)

- CMRJ205 – Rape and Sexual Violence
- CMRJ330 – DNA in the Criminal Justice System
- CMRJ331 – Fingerprint Analysis
- CMRJ332 – Bloodspatter Pattern Analysis
- CMRJ333 – Firearms Forensics Investigation
- CMRJ334 – Voice Stress Analysis
- CMRJ402 – The Pathology of Death Investigations
- LSTD400 – Criminal Legal Process

FINAL PROGRAM REQUIREMENTS (4 SEMESTER HOURS)

- CMRJ498 – Forensic Law Enforcement Capstone (to be taken as the last course before graduation) *(Prerequisite: Senior Standing and completion of all core and major courses prior to enrollment)*

ELECTIVE REQUIREMENTS (18 SEMESTER HOURS)
Select any courses that have not been used to fulfill core or major requirements. Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

TOTAL = 121 semester hours

Bachelor of Science in Environmental Science

This degree is for students interested in environmental policy and analysis as well as environment management including stewardship of natural resources, pollution management, fish and wildlife management, and hazardous materials. The program requires course work in both the natural and social sciences with a particular focus on the complex relationship among science, management, and policy. The ultimate purpose of the degree program is to provide students with a scientific understanding of ecological and social systems, which then can be applied in a policy or management context.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and general education level learning objectives, this degree also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of environmental science, graduates in this degree program will be able to:

- Demonstrate knowledge of political, legal, economic, and social dynamics associated with the environment and management of the environment.
- Examine environmental compliance in terms of moral, political, and economic factors.
- Analyze environmental issues within their economic, historical, and theoretical context.
- Assess an environmental perspective that includes alternative approaches to economic development and incorporates a code of responsibility.
- Quantitatively and qualitatively evaluate the consequences of ecological disasters on public health, productivity, and social and economic welfare.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (38 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100).*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours

All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours

- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours
- POLS210 – American Government I
- IRLS210 – International Relations I

Science - 8 semester hours including the required 1-hour labs
- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours
- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (33 SEMESTER HOURS)
- EVSP201 – Environmental Economics
- EVSP310 – Water Science
- EVSP311 – Soil Science
- EVSP411 – Environmental Policy, Regulation, and Law
- EVSP413 – Environmental and Ecosystems Management
- MATH302 – Statistics *(Prerequisite: MATH110 - College Algebra, MATH111 - College Trigonometry, or MATH225 - Calculus)*
- PHIL320 – Environmental Ethics
- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN138 – Introduction to Physical Geology with Lab

Students must choose a concentration for this degree program and may select from a General Concentration, Environmental Technology and Management Concentration, Fish and Wildlife Management Concentration, Regional and Community Environmental Planning Concentration, or Sustainability Concentration.

GENERAL CONCENTRATION REQUIREMENTS (12 SEMESTER HOURS):

Select 4 courses from the following:
- EVSP312 – Introduction to Sustainability
- EVSP316 – U.S. Federal Environmental Organization
- EVSP317 – Environmental Enforcement
- EVSP330 – Fish and Wildlife Policy, Programs, and Issues
- EVSP412 – Environmental Management Systems
- EVSP414 – Air Quality Management
- EVSP415 – Environmental Impact Assessment
- EVPS416 – General Ecology *(Prerequisite: SCIN130)*
- EVSP417 – Conservation Biology *(Prerequisite: EVPS416)*
- EVSP418 – Green Infrastructure and Renewable Technologies
- EVSP430 – Pollution and Pollution Management
- SCIN310 – Vertebrate Zoology *(Prerequisite: SCIN130)*
- SCIN311 – Fishery Biology
- SCIN314 – Botany
- SCIN316 – Plant Identification, Taxonomy, and Systematics
- SCIN401 – Mammalogy
- SCIN402 – Ornithology
- SCIN403 – Plant Science

CONCENTRATION IN ENVIRONMENTAL TECHNOLOGY AND MANAGEMENT (12 SEMESTER HOURS)

Objectives

Students who successfully complete this program will be able to:
- Define the theoretical foundation of the disciplines of environmental hazard mitigation and pollution management.
- Explain the regulatory, policy, and political influences on environmental management and sustainability.
- Develop management strategies that incorporate environmental compliance standards and achieve organizational missions.
- Describe the current and emerging technologies in the treatment, remediation, and disposal of environmental contaminants.
- Evaluate strategies and assess mitigation plans for environmental contaminants.
- Assess the consequences of the ecological impacts on public health and safety, and social and economic welfare.

Concentration Requirements (12 semester hours):
Select 4 courses from the following:

- EDMG240 – Chemistry of Hazardous Materials
- EVSP320 – Energy and Resource Sustainability
- EVSP412 – Environmental Management Systems
- EVSP414 – Air Quality Management
- EVSP430 – Pollution and Pollution Management
- PBHE427 – Epidemiology

CONCENTRATION IN FISH AND WILDLIFE MANAGEMENT (12 SEMESTER HOURS)

Objectives
Students who successfully complete this program will be able to:

- Describe the fundamental concepts and principles of the management of fish and wildlife resources.
- Explain the impact of human activities on the survival and management of fish and wildlife populations.
- Identify the federal, state, and local agencies responsible for the management of fish and wildlife resources.
- List the competencies needed to become a professional fish or wildlife manager.
- Compare the effectiveness of fish and wildlife management techniques and methods.
- Explain the regulations, policies, and politics that influence the management of fish and wildlife in the U.S.

Concentration Requirements (12 semester hours):
Select 4 courses from the following:

- EVSP330 – Fish and Wildlife Policies, Programs, and Issues
- EVSP331 – Public Lands Management
- EVSP341 – Introduction to Wildlife Management
- EVSP342 – Population Ecology
- EVSP415 – Environmental Impact Assessment
- EVPS416 – General Ecology *(Prerequisite: SCIN130 - Introduction to Biology with Lab)*
- EVSP417 – Conservation Biology *(Prerequisite: EVPS416 - General Ecology)*
- EVSP421 – Water Resources Management
- SCIN311 – Fishery Biology
- SCIN314 – Botany
- SCIN401 – Mammalogy
- SCIN402 – Ornithology

CONCENTRATION IN REGIONAL AND COMMUNITY ENVIRONMENTAL PLANNING (12 SEMESTER HOURS)

Objectives
Students who successfully complete this program will be able to:

- Identify critical issues in landscape level planning and development that affect regional and local environmental planners and assess their implications on the environment and quality of life for the citizenry.
- Assess the resource needs (energy, water resources, sustainability, green space, etc.) of a population and develop strategies for meeting them.
- Describe innovative approaches, alternative actions, and strategic planning efforts needed to resolve complex, landscape-level land use planning problems and meet the needs of multiple and varied stakeholders.
- Assess leading trends and challenges in the fields of local and regional planning, landscape-level planning, and environmental assessment and impact.
- Describe current and emerging technologies in sustainable land use planning and energy development and discuss appropriate applications.

Concentration Requirements (12 semester hours):
Select 4 courses from the following:

- EVSP312 – Introduction to Sustainability
- EVSP320 – Energy and Resource Sustainability
- EVSP321 – Land Use and Planning
- EVSP322 – Remote Sensing and Geographic Information Systems
- EVSP415 – Environmental Impact Assessment
- EVSP421 – Water Resources Management
- POLS312 – State, Local, and Community Politics

CONCENTRATION IN SUSTAINABILITY (12 SEMESTER HOURS)

Objectives
Students who successfully complete this program will be able to:

- Explain the foundational principles of resource and energy sustainability.
- List current and emerging renewable energy technologies.
- Explain society's dependence on fossil fuel and traditional energy sources.
- Explain the social and economic barriers that prevent the acceptance and use of sustainable products, goods and services.
- Apply the principles of sustainability to land use and development planning.
- Assess the impact of green infrastructure and sustainable design on global resource sustainability.

Concentration Requirements (12 semester hours):
Select 4 courses from the following:

- EVSP312 – Introduction to Sustainability
- EVSP320 – Energy and Resource Sustainability
- EVSP321 – Land Use and Planning
- EVSP322 – Remote Sensing and Geographic Information Systems
- EVSP418 – Green Infrastructure and Renewable Technologies
- EVSP421 – Water Resources Management

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- EVSP499 – Senior Seminar in Environmental Studies (to be taken as the last course before graduation) *(Prerequisite: Senior Standing and completion of all core and major courses prior to enrollment).*

ELECTIVE REQUIREMENTS (33 SEMESTER HOURS)

Select any courses that have not been used to fulfill core or major requirements. Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

TOTAL = 122 semester hours

Bachelor of Science in Fire Science Management

This degree provides students with the principles, theory, and practices associated with leading edge fire science and management including issues associated with tactical fire operations, fire safety, firefighting leadership and management, and community fire issues among many others. This degree is applicable to the fire services, and it is also useful as a foundation degree for application in other professions or further academic study.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and general education level learning objectives, this program also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of fire science management, graduates in this degree program will be able to:

- Describe the historical development of fire protection and response from its origins through contemporary times.
- Define and discuss the administrative processes associated with the public fire organization.
- Identify and differentiate the various forms of fire, their fundamental scientific principles, and their associated mitigation and response strategies.
- Describe the legal and regulatory duties and responsibilities of the fire department as a public organization.
- Explain and apply leadership and management theories and practices as they relate to the unique issues and circumstances associated with a fire service organization.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (38 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100).*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours

All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours

- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours

- POLS210 – American Government I
- IRLS210 – International Relations I

Science - 8 semester hours including the required 1-hour labs

- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours

- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (61 SEMESTER HOURS)

- COLL300 – Research, Analysis and Writing
- EDMG230 – Emergency and Disaster Incident Command
- EDMG330 – Managerial Issues in Hazardous Materials
- FSMT102 – Fire Behavior and Combustion
- FSMT188 – Fire Prevention
- FSMT201 – Fire Protection Systems
- FSMT210 – Fundamentals of Fire Protection
- FSMT287 – Fire Protection in Building Construction
- FSMT289 – Fire Protection Hydraulics and Water Supply
- FSMT311 – Fire Dynamics
- FSMT320 – Fire Protection Structure and System Design
- FSMT321 – Community Fire Mitigation and Protection
- FSMT340 – Incendiary Fire Analysis and Investigation
- FSMT362 – Fire Administration and Finance
- FSMT405 – Fire Safety and Risk Regulation
- FSMT410 – Fire Regulation, Policy, and Law
- FSMT475 – Applications of Fire Research
- HRMT407 – Human Resource Management
- PSYC431 – Psychology of Disaster
- SCIN131 – Introduction to Chemistry with Lab

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- FSMT498 – Senior Seminar in Fire Science (to be taken as the last course before graduation) *(Prerequisite: Senior Standing and completion of all core and major courses prior to enrollment).*

ELECTIVE REQUIREMENTS (15 SEMESTER HOURS)

Select any courses that have not been used to fulfill core or major requirements. Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

TOTAL = 120 semester hours

Bachelor of Science in Information Systems Security

This program is for students interested in pursuing careers in Information Systems Security (ISS) or Information Assurance (IA). Information can provide the competitive edge in both the military and civilian sectors. Protecting this information is of paramount importance. Hacking competitor information is a prevalent business and military strategy. Military and civilian jobs are becoming more technical and complex in nature, and this phenomenon is generating a corresponding requirement for higher level skills and education in Information Systems Security. Protecting the information assets of an organization is critical to maintaining the trust and the business of their clientele and to the credibility and survival of the organization. The curriculum focuses on addressing these information security needs in the marketplace. Students completing this program can apply for a broad range of IT-related positions such as: security analyst, security auditor, security consultant, security risk assessor, security manager, project manager, IT manager, information security officer, security trainer, and security systems designer.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and general education level learning objectives, this degree also seeks the following specific learning outcomes of its graduates:

- Use analytical, logical, and critical thinking to analyze user requirements and to design, develop, and deploy effective Information Systems Security solutions.
- Analyze network designs, topologies, architectures, protocols, communications, administration, operations, and resource management for wired, wireless, and web-based networks.
- Prescribe Information Assurance initiatives to protect an organization's information assets by ensuring availability, confidentiality, integrity, authenticity, and non-repudiation.
- Develop a security architecture consisting of tools, techniques, and technologies to prevent the penetration of networks, to detect attacks, and to design effective countermeasures.
- Generate a risk assessment and risk mitigation methodology to analyze and manage risks in the context of Network Security.
- Apply the discipline of network attack and defense to develop effective countermeasures to keeping hackers outside the perimeter of the network.
- Develop Network Security audit practices, processes, and plans, and specify the roles and responsibilities of the staff on the audit team.
- Develop actionable and maintainable network and information security plans and policies that address physical security, authentication, network security, encryption, software development, email, internet, acceptable use, acceptable speech, and viruses/worms.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (38 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100).*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours

All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours

- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours

- POLS210 – American Government I
- IRLS210 – International Relations I

Science - 8 semester hours including the required 1-hour labs

- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours

- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (36 SEMESTER HOURS)

- ISSC340 – Local Area Network Technologies
- ISSC342 – Operating Systems: Hardening and Security
- ISSC361 – Information Assurance
- ISSC362 – IT Security: Attack and Defense
- ISSC363 – IT Security: Risk Management
- ISSC421 – Computer and Network Security
- ISSC422 – Information Security
- ISSC461 – IT Security: Countermeasures
- ISSC471 – IT Security: Auditing
- ISSC481 – IT Security: Planning and Policy
- ISSC490 – IT Security: Business Continuity
- ITMG381 – Cyberlaw and Privacy in a Digital Age

Students must choose a concentration for this degree program and may select from a General Concentration, Concentration in Application Security, Concentration in Cloud Computing, or Concentration in Enterprise Security.

GENERAL CONCENTRATION REQUIREMENTS (15 SEMESTER HOURS)

Select 5 courses from the following:

- DSIN121 – Web Page and Web Site Design
- DSIN141 – Image Enhancement using Adobe Photoshop
- DSIN142 – Graphics Design and Print Media
- DSIN241 – Illustration and Design using Adobe Illustrator
- DSIN242 – Motion Graphics using Adobe Flash
- ENTD313 – Mobile Application Design and Development
- ENTD321 – Object-Oriented Programming and UML
- ENTD322 – Application Development for the Droid
- ENTD331 – Application Development for the Blackberry
- ENTD333 – Application Development for the iPhone and iPad
- ENTD361 – Enterprise Development using VB.NET: Introduction *(Prerequisite: WEBD121 - Website Development Fundamentals)*
- ENTD381 – Object Oriented Programming with Java *(Prerequisite: WEBD241 - Website Development using JavaScript)*
- ENTD413 – Advanced Mobile Application Design and Development
- ENTD461 – Enterprise Development using VB.NET: Advanced
- ENTD462 – Enterprise Development using ASP.NET *(Prerequisite: WEBD121 - Website Development Fundamentals)*
- ENTD463 – Enterprise Development using C# *(Prerequisite: ENTD361 - Enterprise Development using VB.NET: Introduction)*
- ENTD465 – Application Development for Windows Mobile Operating Systems
- ENTD481 – Enterprise Development using J2EE *(Prerequisite: ENTD381 - Object Oriented Programming with Java I)*
- INFO161 – Relational Databases with Microsoft Access: Introduction
- INFO221 – Relational Database Concepts
- INFO261 – Relational Databases with Microsoft Access: Advanced *(Prerequisite: INFO161 - Relational Databases with MS Access: Introduction)*
- INFO262 – Relational Databases with Microsoft Access: Project *(Prerequisite: INFO221 - Relational Database Concepts and INFO261 - Relational Databases with Microsoft Access: Advanced)*
- INFO321 – Database Management Systems
- INFO331 – Management Information Systems
- INFO361 – Relational Databases with Microsoft SQL Server *(Prerequisite: INFO161 - Relational Databases with Microsoft Access: Introduction, INFO221 - Relational Database Concepts, or INFO321 - Database Management Systems)*
- INFO399 – Information Technology Practicum *(Students will need permission from the faculty member to take this course.)*
- ISSC321 – Computer Systems Organization: Intermediate
- ISSC322 – Computer Systems Organization: Advanced *(Prerequisite: ISSC321 - Computer Systems Organization: Intermediate)*
- ISSC323 – Computer Hardware Systems
- ISSC326 – Cloud Computing
- ISSC331 – Legal Issues in Information Security
- ISSC341 – Introduction to Networking
- ISSC344 – Open Source System Security
- ISSC345 – Service-Oriented Architecture
- ISSC351 – Computer Forensics
- ISSC364 – IT Security: Access Control and Authentication
- ISSC366 – IT Security: Cryptography
- ISSC368 – IT Security: Physical and Peripheral Defense
- ISSC386 – Green Computing: Foundations and Strategies
- ISSC387 – Green Computing: Advanced Topics *(Prerequisite: ISSC386 - Green Computing: Foundations & Strategies)*
- ISSC411 – Application Security
- ISSC424 – Virtualization Security
- ISSC426 – Cloud Security and Privacy *(Prerequisite: ISSC326 - Cloud Computing)*
- ISSC431 – Database Systems Security
- ISSC451 – Cybercrime
- ISSC452 – Cybersecurity
- ISSC455 – Digital Forensics: Investigation Procedures and Response
- ISSC456 – Digital Forensics: Investigating Wireless Networks and Devices

- ISSC457 – Digital Forensics: Investigating Network Intrusions and Cybercrime Security
- ISSC458 – Digital Forensics: Investigating Data and Image Files
- ISSC459 – Digital Forensics: Hard Disc and Operating Systems
- ITMG321 – Information Technology Project Management*

OR

- ITMG322 – Project Management using Microsoft Project*
- ITMG371 – Contemporary Internet Topics
- WEBD121 – Web Development Fundamentals
- WEBD122 – Introduction to Web Analytics
- WEBD222 – Advanced Web Analytics
- WEBD241 – Web Development using JavaScript *(Prerequisite: WEBD121 - Website Development Fundamentals)*
- WEBD242 – Web Development using XHTML
- WEBD262 – Web Development using DreamWeaver
- WEBD321 – Web eCommerce Development
- WEBD322 – Web Videography
- WEBD323 – Search Engine Optimization
- WEBD324 – Web Content Management Systems
- WEBD341 – Enterprise Data Exchange using XML *(Prerequisite: WEBD121 - Website Development Fundamentals)*

** Students may not take both ITMG321 and ITMG322 to fulfill general concentration.*

CONCENTRATION IN APPLICATION SECURITY (15 SEMESTER HOURS)
Objectives

Upon completion of this concentration, students will be able to:

- Using Object-oriented design create, construct, and test programs.
- Create, construct, and test programs using object-oriented design.
- Implement Access Control Systems to prevent unauthorized access and security breaches.
- Plan, design, and develop a security strategy and solution for securing the organization's databases.
- Apply cryptographic techniques for encryption and decryption to data, files, and networks.
- Develop a security strategy and solution for securing applications compliant to certain standards, requirements and objectives.

Concentration Requirements (15 semester hours)

- ENTD381 – Object-Oriented Programming with Java
- ISSC364 – IT Security: Access Control and Authentication
- ISSC366 – IT Security: Cryptography
- ISSC411 – Application Security
- ISSC431 – Database Systems Security

CONCENTRATION IN CLOUD COMPUTING (15 SEMESTER HOURS)
Objectives

Upon completion of this concentration, students will be able to:

- Demonstrate a thorough comprehension of the key principles of cloud computing and the security and privacy involved with this emerging technology.
- Examine Service-Oriented Architecture (SOA) and convert logical designs into services that can be implemented in today's Cloud environments.
- Assess, evaluate, and apply the necessary tools to analyze an organization's assets and verify if the cloud security and privacy implications are justifiable in implementing Cloud Computing.
- Employ the appropriate resources to model service specifications and service contracts to perform service orchestration.
- Demonstrate effective decision making and management techniques to support the organization's objective of growth while putting best practices into place.
- Apply best practices for the next generation IT professional through continuous awareness for the environmental impact when developing and implementing IT systems and reap the business benefits of adopting a Green IT strategy.

Concentration Requirements (15 semester hours)

- ISSC326 – Cloud Computing
- ISSC345 – Service-Oriented Architecture
- ISSC386 – Green Computing: Foundations and Strategies
- ISSC424 – Virtualization Security
- ISSC426 – Cloud Security and Privacy *(Prerequisite: ISSC326 - Cloud Computing)*

CONCENTRATION IN ENTERPRISE SECURITY (15 SEMESTER HOURS)
Objectives

Upon completion of this concentration, students will be able to:

- Create a security plan to address the policies and guidelines for an organization's security requirements, users both internal and external, operational costs, geography, capacity and growth plans.
- Using Object-oriented design, create, construct, and test programs.
- Apply and develop best practices in emerging technologies for Linux systems, networks, firewalls, and applications.
- Plan, design, and develop a security strategy and solution for securing the organization's databases.
- Examine and develop best practices for physical penetration testing and defense techniques against physical attacks and apply safeguards for probing facilities towards perimeter security.
- Develop a security strategy and solution for securing applications compliant to certain standards, requirements and objectives.

Concentration Requirements (15 semester hours)

- ISSC331 – Legal Issues in Information Security
- ISSC344 – Open Source System Security
- ISSC368 – IT Security: Physical and Peripheral Defense
- ISSC411 – Application Security
- ISSC431 – Database Systems Security

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- ISSC498 – IT Security: Implementation Plan (Capstone) (to be taken as the last course before graduation) *(Prerequisite: Senior Standing and completion of all core and major courses prior to enrollment).*

ELECTIVE REQUIREMENTS (27 SEMESTER HOURS)

Select any courses that have not been used to fulfill core, major, or concentration major requirements. Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

TOTAL = 122 semester hours

Bachelor of Science in Information Technology

This program provides high quality educational opportunities for students interested in pursuing careers that support our computer/information-based society and economy. The curriculum focuses on problem-solving skills and techniques needed to provide computer-based and web-based IT solutions in our global ecommerce based economy. The explosive growth of the Internet and Information Technology has generated a significant need for IT professionals and consequently for education in IT. This degree program fills this market driven educational need; it focuses on the acquisition of the theory, principles, practices, methodologies, competencies, tools, and technologies associated with the IT marketplace. This program is designed to produce academically sound and functionally competent IT professionals that have the necessary foundation to be productive in the IT industry. These degree programs are market driven; they prepare learners to exploit the high demand for IT professionals in various sectors in the industry. Students completing the IT program can apply for IT-related positions, such as: web developer, web publisher, programmer analyst, systems analyst, database analyst, database designer, .NET developer, .NET architect, information systems analyst, project manager, and information technology manager.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and general education level learning objectives, this degree also seeks the following specific learning outcomes of its graduates:

- Use analytical, logical, and critical thinking to analyze user requirements and to design, develop, and deploy effective Information Technology solutions.
- Analyze the information needs and develop entity relationship models that represent the relationships and the cardinality in an information system.
- Appraise the principles for designing relational and object-relational database systems.
- Examine the principles and concepts of Object-Oriented Programming (OOP); also appraise the impact of (OOP) on software quality and on reusability.
- Evaluate the principles of design and analyze the process for building websites.
- Design, develop, and deploy enterprise applications on the desktop and on the Web.
- Evaluate the impact of the .NET Framework and Visual Basic.NET on IT Management and on Global Economies as it applies to developing, deploying, and managing desktop and web-based applications.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (38 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100).*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours

All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours

- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours

- POLS210 – American Government I
- IRLS210 – International Relations I

Science - 8 semester hours including the required 1-hour labs

- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours

- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (39 SEMESTER HOURS)

- DSIN121 – Web Page and Web Site Design
- ENTD321 – Object-Oriented Programming and UML
- INFO161 – Relational Databases with MS Access: Introduction
- INFO221 – Relational Database Concepts
- INFO261 – Relational Databases with Microsoft Access: Advanced *(Prerequisite: INFO161 - Relational Databases with MS Access: Introduction)*
- INFO262 – Relational Databases with Microsoft Access: Project *(Prerequisite: INFO221 - Relational Database Concepts and INFO261- Relational Databases with MS Access: Advanced)*
- ISSC340 – Local Area Network Technologies
- ISSC421 – Computer and Network Security
- WEBD121 – Web Development Fundamentals
- WEBD241 – Web Development using JavaScript
- WEBD242 – Web Development using XHTML
- WEBD262 – Web Development using DreamWeaver
- WEBD341 – Enterprise Data Exchange using XML *(Prerequisite: WEBD121 - Web Development Fundamentals)*

Students must choose a concentration for this degree program and may select from a General Concentration, E-Commerce Concentration, Mobile Computing Concentration, or Web Development using .NET Concentration.

GENERAL CONCENTRATION REQUIREMENTS (15 SEMESTER HOURS):

- INFO331 – Management Information Systems
- ISSC422 – Information Security

And select 3 courses from the following:

- DSIN141 – Image Enhancement using Adobe Photoshop
- DSIN142 – Graphics Design and Print Media
- DSIN241 – Illustration and Design using Adobe Illustrator
- DSIN242 – Motion Graphics using Adobe Flash
- ENTD200 – Fundamentals of Programming
- ENTD211 – Introduction to Software Design
- ENTD313 – Mobile Application Design and Development
- ENTD322 – Application Development for the Droid
- ENTD331 – Application Development for the Blackberry
- ENTD333 – Application Development for the iPhone and iPad
- ENTD361 – Enterprise Development using VB.NET: Introduction
- ENTD371 – Database Driven Web Applications using PHP & MySQL
- ENTD381 – Object-Oriented Programming with Java
- ENTD461 – Enterprise Development using VB.NET: Advanced
- ENTD462 – Enterprise Development using ASP.NET
- ENTD463 – Enterprise Development using C#
- ENTD464 – Enterprise Development using .NET: Project
- ENTD465 – Application Development for Windows Mobile Operating Systems
- ENTD481 – Enterprise Development using J2EE
- INFO111 – Enterprise Data Presentation with Crystal Reports *(Prerequisite: INFO161 - Relational Databases with Microsoft Access: Introduction, or INFO171 - Relational Databases with Oracle: SQL Introduction, or INFO221 - Relational Database Concepts)*
- INFO321 – Database Management Systems
- INFO361 – Relational Databases with Microsoft SQL Server *(Prerequisite: INFO161 - Relational Databases with Microsoft Access: Introduction, INFO221 - Relational Database Concepts, or INFO321 - Database Management Systems)*
- INFO399 – Information Technology Practicum [Students will need permission from the faculty member to take this course.]
- ISSC341 – Introduction to Networking
- ISSC361 – Information Assurance
- ISSC362 – IT Security: Attack & Defense
- ISSC471 – IT Security: Auditing
- ISSC481 – IT Security: Planning and Policy
- ITMG321 – Information Technology Project Management*

OR

- ITMG322 – Project Management using Microsoft Project*
- ITMG371 – Contemporary Internet Topics
- ITMG381 – Cyberlaw and Privacy in a Digital Age
- WEBD122 – Introduction to Web Analytics
- WEBD220 – Web 2.0 Fundamentals
- WEBD262 – Web Development Using Dreamweaver
- WEBD280 – Web 2.0 Management Issues
- WEBD321 – Web eCommerce Development
- WEBD322 – Web Videography
- WEBD323 – Search Engine Optimization
- WEBD324 – Web Content Management Systems
- WEBD361 – Web Application Development using ColdFusion

**Students may not take both ITMG321 and ITMG322 to fulfill concentration requirements.*

E-COMMERCE CONCENTRATION (15 SEMESTER HOURS)

Upon completion of this concentration, graduates will be able to:

- Appraise the principles and practices of e-commerce technology.
- Research guidelines and techniques associated with e-commerce development.
- Summarize the growing trends of e-commerce development and how it is transforming businesses.
- Analyze various Web technology tools available to manage e-commerce.
- Assess the benefits of using Web analytics, Web videography, search engine optimization, and Web content management systems to promote e-commerce.

Concentration Requirements (15 semester hours):

- WEBD122 – Introduction to Web Analytics
- WEBD321 – Web eCommerce Development
- WEBD322 – Web Videography
- WEBD323 – Search Engine Optimization
- WEBD324 – Web Content Management Systems

MOBILE COMPUTING CONCENTRATION (15 SEMESTER HOURS)

Upon completion of this concentration, graduates will be able to:

- Examine the principles and practices of mobile computing.
- Summarize the growing trends of mobile computing development and how it is transforming businesses.
- Research guidelines and techniques associated with mobile application design, development, and deployment.
- Analyze, design, develop, write, test and deploy mobile applications into the target platform environment.
- Assess the benefits of designing and developing mobile application software to promote mobile computing for Droid, Blackberry, iPhone, and iPad.

Concentration Requirements (15 semester hours):

- ENTD313 – Mobile Application Design and Development
- ENTD322 – Application Development for the Droid
- ENTD331 – Application Development for the Blackberry
- ENTD333 – Application Development for the iPhone and iPad
- ENTD465 – Application Development for Windows Mobile Operating Systems

WEB DEVELOPMENT USING .NET CONCENTRATION (15 SEMESTER HOURS)

This concentration focuses on the principles and practices necessary to design, develop, and deploy web applications using the .NET framework on the Web. Graduates will be able to build real-world .NET applications based on the knowledge and skills gained in the program. This program prepares the adult learner to seek entry-level career positions such as: Web database developer, Visual Basic developer, C# developer, and .NET developer. In addition to applying and using Object-Oriented Programming (OOP), Visual Basic, ASP, and C# to develop web applications, graduates will be able to:

- Discuss the impact of the .NET framework on IT Management, on security, and on global economies as it applies to enterprise ecommerce solutions on the Web.
- Examine the principles and concepts of Object-Oriented Programming (OOP) and evaluate the application of these principles in Visual Basic, ASP, and C#.
- Explore and analyze the hierarchy of the Framework Class Libraries (FCL); use the objects and properties to design and develop applications on the Web.
- Appraise the architecture, lifecycle, management issues, and process for developing Visual Basic, ASP, and C# web applications.

Concentration Requirements (15 semester hours):

- ENTD361 – Enterprise Development Using VB.NET: Introduction
- ENTD461 – Enterprise Development using VB.NET: Advanced
- ENTD462 – Enterprise Development using ASP.NET
- ENTD463 – Enterprise Development using C#
- ENTD464 – Enterprise Development using .NET: Project

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- INFO498 – Information Technology: Capstone (to be taken as the last course before graduation) *(Prerequisite: Senior Standing and completion of all core and major courses prior to enrollment).*

ELECTIVE REQUIREMENTS (24 SEMESTER HOURS)

Select any courses that have not been used to fulfill core or major requirements. Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

TOTAL = 122 semester hours

Bachelor of Science in Information Technology Management

This program is for students interested in pursuing careers in fields that support our computer/information-based society and economy. The curriculum focuses on problem-solving skills and techniques needed to provide computer-based solutions to practical problems. Students develop and communicate technological solutions to industrial problems, manage systems operations, improve and evaluate products, provide customer support, and facilitate technology transfer in industry and government. Students learn to apply ethical judgments and critical thinking to assess the impact of information technology on contemporary social, political, and economic issues. Students completing the IT program can apply for a range of IT-related positions, such as: programmer analyst, systems analyst, database analyst, information systems analyst, network analyst, security analyst, security risk assessor/manager, project manager, computer resource manager, and IT manager.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and general education level learning objectives, this degree also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of Information Technology Management, graduates in this degree program will be able to:

- Interpret fundamental computer science concepts and use computer applications to enhance productivity.
- Integrate the theory and practice of information technology with the fundamental principles of business enterprise management, finance, operations, strategic planning, and marketing.
- Examine the influences of technology on the conduct of business operations, the rise of e-commerce, the globalization of business, and the increase in telecommuting.
- Apply the principles of Information Technology Management in a modern organization.
- Identify the prevailing legal principles and issues associated with information technology the workplace and in society at large.
- Appraise the principles and practices of database systems, local area networks, information systems, information security, and information technology project planning.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (38 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100).*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours
All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours

- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours

- POLS210 – American Government I
- IRLS210 – International Relations I

Science - 8 semester hours including the required 1-hour labs

- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours

- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (33 SEMESTER HOURS)

- BUSN320 – Principles of E-Business
- ENDT200 – Fundamentals of Programming
- INFO321 – Database Management Systems
- INFO331 – Management Information Systems
- ISSC340 – Local Area Network Technologies
- ISSC363 – IT Security: Risk Management
- ITCC111 – Basic Productivity Applications
- ITCC121 – Introduction to Computer Science
- ITMG371 – Contemporary Internet Topics
- WEBD311 – Internet Concepts

And select 1 course from the following:

- ITMG321 – Information Technology Project Management
- ITMG322 – Project Management using Microsoft Project

MAJOR REQUIREMENTS (12 SEMESTER HOURS)
Select 4 courses from the following:

- ENTD311 – Analysis and Design of Information Systems
- INFO399 – Information Technology Practicum *(Students will need permission from the faculty member to take this course.)*
- ISSC421 – Computer and Network Security
- ISSC441 – Network Telecommunication Concepts
- ITCC112 – Advanced Productivity Applications
- ITMG421 – Virtual Management
- ITMG471 – Information Systems: Policy and Planning
- ITMG490 – IT Management: Independent Study

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- ITMG498 – IT Management: Senior Seminar (to be taken as the last course before graduation) *(Prerequisite: Senior Standing and completion of all core and major courses prior to enrollment).*

ELECTIVE REQUIREMENTS (33 SEMESTER HOURS)
Select any courses that have not been used to fulfill core or major requirements. Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

TOTAL = 122 semester hours

Bachelor of Science in Legal Studies

This program is designed for students interested in the study of law and legal issues or for those interested in a social sciences-oriented degree that emphasizes governance, civil and criminal processes, legal systems, and the theory and philosophy of justice.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and general education level learning objectives, this degree also seeks the following specific learning outcomes of its graduates. Graduates in this degree program will be able to:

- Identify historical events and figures that have contributed to the present-day court system in the United States.
- Conduct legal research and demonstrate the fundamentals of legal writing and citation.
- Identify and apply the procedural vehicles used by agencies for making agency policy, including agency investigations and subpoenas, agency rulemaking and agency adjudication.
- Analyze the processes, ethics, and procedures of the modern legal practice.
- Explain the various rights provided to United States Citizens by the U.S. Constitution, Amendments, Bill of Rights, and various U.S. Supreme Court decisions.
- Relate the purpose and scope of criminal law in America to its sources.
- Examine the various legal issues related to family law.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (38 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100).*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours

All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours

- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours

- POLS210 – American Government I
- IRLS210 – International Relations I

Science - 8 semester hours including the required 1-hour labs

- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours

- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (21 SEMESTER HOURS)

- LSTD204 – Introduction to the Courts
- LSTD205 – Legal Research and Writing
- LSTD210 – Legal Ethics
- LSTD300 – Administrative Law and Policy
- LSTD301 – Constitutional Law
- LSTD302 – Criminal Law
- LSTD303 – Family Law

MAJOR REQUIREMENTS (18 SEMESTER HOURS)

Select 6 courses from the following:

- BUSN311 – Law and Ethics in the Business Environment
- EVSP411 – Environmental Policy, Regulation, and Law
- HOSP204 – Introduction to Hotel and Restaurant Law
- HOSP302 – Hospitality Law
- ITMG381 – Cyberlaw and Privacy in a Digital Age
- LSTD207 – Civil Practice and Procedure
- LSTD209 – Sports Law, Risk, and Regulation
- LSTD304 – Military Law
- LSTD306 – International Law
- LSTD307 – Law Office Technology
- LSTD401 – Maritime Law
- LSTD453 – Evidence
- POLS410 – Public Policy
- RELS431 – Islamic Law and Theology
- SOCI422 – Sociology of the Law *(Prerequisite: SOCI111 - Introduction to Sociology)*

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- LSTD497 – Senior Seminar in Legal Studies (to be taken as the last course before graduation) *(Prerequisite: Senior Standing and completion of all core and major courses prior to enrollment).*

ELECTIVE REQUIREMENTS (39 SEMESTER HOURS)

Select any courses that have not been used to fulfill core or major requirements. Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

TOTAL = 122 semester hours

Bachelor of Science in Nursing

The Bachelor of Science in Nursing program facilitates the immediate and lifelong professional development needs of registered nurses. The program focuses on the development of the professional nursing role in three primary areas: practitioner, scientist, and leader. Students work with faculty to assess, implement, and evaluate a professional development plan to improve critical thinking, clinical reasoning, oral and written communication comprehension of published research, and knowledgeable, skillful participation in organizational, community, and global health issues. The program builds a foundation for graduate study.

This program has specific admission requirements.

- Documentation of employment in a clinical nursing practice on official letterhead.
- Associate degree in nursing or diploma in nursing.
- An unrestricted Registered Nursing License.

DEGREE PROGRAM OBJECTIVES

Graduates in this degree program will be able to:

- Demonstrate leadership in providing and coordinating care of patients in a variety of settings across the healthcare continuum.
- Effectively utilize current evidence in clinical practice to strive for optimal patient outcomes.
- Collaborate with all members of the healthcare team to improve care and outcomes.
- Apply current clinical and information technologies in practice.
- Embrace a culture of safety in all areas of nursing practice.
- Use a systematic approach to assess responses to actual and potential health problems in a variety of settings.
- Directly provide and manage culturally competent care for individuals, families, and groups who have a variety of healthcare needs.
- Communicate effectively with patients, families, and members of healthcare teams.
- Demonstrate responsibility for lifelong learning to remain current with changing nursing and healthcare practices.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (38 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100).*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours
All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours

- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours

- POLS210 – American Government I
- IRLS210 – International Relations I

Science - 8 semester hours including the required 1-hour labs

- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours

- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (32 SEMESTER HOURS)

- MATH302 – Statistics *(Prerequisites: MATH110 - College Algebra, MATH111 - College Trigonometry, MATH 225 - Calculus)*
- NURS300 – Professional Transitions in Nursing
- NURS310 – Assessment, Evaluation, and Clinical Decision-Making *(Prerequisite: NURS300 - Professional Transitions in Nursing)*
- NURS320 – Integrated Pathophysiology and Clinical Pharmacology I *(Prerequisite: NURS310 - Assessment, Evaluation and Clinical Decision-Making)*
- NURS330 – Integrated Pathophysiology and Clinical Pharmacology II *(Prerequisite: NURS320 - Integrated Pathophysiology and Clinical Pharmacology I)*
- NURS340 – Science of Evidence-Based Practice *(Prerequisites: MATH302 - Statistics, NURS330 - Integrated Pathophysiology and Clinical Pharmacology II)*
- NURS350 – Transformational Leadership and Cultures of Safety *(Prerequisite: NURS340 - Science of Evidence-Based Practice)*
- NURS400 – Emerging Scholarship and Trends in Healthcare *(Prerequisite: NURS350 - Transformational Leadership and Cultures of Safety)*
- NURS410 – Community Health I (4 semester hours) *(Prerequisite: NURS400 - Emerging Scholarship and Trends in Healthcare)*
- NURS420 – Community Health II (4 semester hours) *(Prerequisite: NURS410 - Community Health I)*

MAJOR REQUIREMENTS (22 SEMESTER HOURS)
Associate's degree in Nursing and a current, active registered nursing license. Course credit will be transferred against applicable General Education requirements below and to the broad category of lower level credit.

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- NURS498 – Senior Seminar in Nursing Studies (to be taken as the last course before graduation) *(Prerequisite: Senior Standing and completion of all core and major courses prior to enrollment).*

ELECTIVE REQUIREMENTS (24 SEMESTER HOURS)
Select any courses that have not been used to fulfill core or major requirements. Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

TOTAL = 122 semester hours

Bachelor of Science in Public Health

This degree provides a professionally focused understanding of public health issues in America and abroad including the science, psychology, and sociology associated with public health issues. Students will study public law, policy, and administration associated with the effective and efficient administration of public health and will learn of the health system, its management, finances, and structure. Students in this program are typically interested in (or already employed in) some aspect of the health system, concerned of the public health situation in the United States and/or abroad, or are generally interested scholars who seek a public-minded degree.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and general education level learning objectives, this degree also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of public health, graduates in this degree program will be able to:

- Apply organizational design principles to the unique healthcare organization construct.
- Perform macro- and microeconomic analyses of healthcare production and costs.
- Critically analyze the healthcare system in the United States.
- Create a plan for efficient healthcare system management.
- Develop an ethical system to analyze moral issues in public health services delivery.
- Discuss epidemiological issues in society.
- Appraise the U.S. medical care system, its problems, and potential for reform.
- Analyze international and comparative public health concepts, approaches, and systems.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (38 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100).*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours

All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours
- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours
- POLS210 – American Government I
- IRLS210 – International Relations I

Science - 8 semester hours including the required 1-hour labs
- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours
- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (35 SEMESTER HOURS)
- COLL300 – Research, Analysis, and Writing
- PBHE112 – Health Services Organization
- PBHE209 – Wellness: Health Promotion and Disease Prevention
- PBHE211 – Public Health in America
- PBHE315 – Health Economics and Finance
- PBHE361 – Moral Issues in Health Care
- PBHE426 – Quarantine
- PBHE427 – Epidemiology
- POLS410 – Public Policy
- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab

MAJOR REQUIREMENTS (12 SEMESTER HOURS)
Select 4 courses from the following:
- EDMG220 – Emergency Planning
- EDMG230 – Emergency and Disaster Incident Command
- EDMG340 – Consequence Management
- EDMG420 – Risk Communications
- HLSS212 – Chemical, Biological, and Radiological Hazards
- HLSS320 – Intelligence and Homeland Security
- PBHE111 – Introduction to Health Care Administration
- PBHE413 – Special Operations in Emergency Medical Services
- PSYC324 – Psychology of Addiction & Substance Abuse
- PSYC406 – Psychopathology
- PSYC431 – Psychology of Disaster

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)
- PBHE498 – Senior Seminar in Public Health (to be taken as the last course before graduation) *(Prerequisite: Senior Standing and completion of all core and major courses prior to enrollment).*

ELECTIVE REQUIREMENTS (30 SEMESTER HOURS)
Select any courses that have not been used to fulfill core or major requirements. Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

TOTAL = 121 semester hours

Bachelor of Science in Space Studies

This program blends the study of space science, management, operations, economy, and national security. After completing the core courses in the general program, students will take four courses that cover space station, satellite, space craft, or transportation systems as well as courses in planetary and space explorations, space weapons, space weather, and astronomy.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and general education level learning objectives, this degree also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of space studies, graduates in this degree program will be able to:

Research and Analysis

- Conduct fundamental quantitative and qualitative research related to space systems and theory.
- Analyze the principles of manned and unmanned flight outside of Earth's atmosphere.

Scientific Investigation

- Calculate and apply basic laws of planetary motion and gravitation including two-body mechanics.
- Describe rocket fundamentals including propellants, combustion principles, and general components.

National and International Security

- Assess the institutions of space law and determine how these institutions affect applications such as commercial and private satellite sales and arms control.
- Describe the role(s) of key space organizations in the United States.
- Evaluate the political and commercial significance of major national and international space endeavors including past, current, and planned.
- Analyze the advantages and disadvantages of space systems in modern warfare, including manned and unmanned aerial vehicles as well as spacebased platforms.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (38 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100).*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours

All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours

- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours
- POLS210 – American Government I
- IRLS210 – International Relations I

Science - 8 semester hours including the required 1-hour labs
- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours
- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (38 SEMESTER HOURS)
- MATH110 – College Algebra
- MATH111 – College Trigonometry
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SPST300 – Introduction to Space Studies *(Prerequisite: MATH111 - College Trigonometry)*
- SPST301 – Introduction to Space Flight
- SPST302 – Comets, Asteroids, and Meteorites
- SPST303 – History of Space
- SPST304 – National Space Organization
- SPST305 – Introduction to Orbital Mechanics
- SPST306 – Human Space Flight
- SPST307 – Space Policy

MAJOR REQUIREMENTS (12 SEMESTER HOURS)
Select 4 courses from the following:
- SPST415 – Space Station Systems and Operations
- SPST425 – Satellite and Spacecraft Systems
- SPST435 – Planetary and Space Exploration
- SPST445 – Space Transportation Systems
- SPST455 – Space Weapons and Missile Defense
- SPST465 – Space Weather
- SPST475 – History of Astronomy
- SPST490 – Independent Study - Aerospace

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)
- SPST499 – Senior Seminar in Space Studies (to be taken as the last course before graduation) *(Prerequisite: Senior Standing and completion of all core and major courses prior to enrollment)*

ELECTIVE REQUIREMENTS (30 SEMESTER HOURS)
Select any courses that have not been used to fulfill core or major requirements. Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

TOTAL = 124 semester hours

Bachelor of Science in Sports and Health Sciences

The Sports and Health Sciences degree is a study of the human, physical, psychological, and related issues concerning sports, recreation, health, and wellness. Students study a core of issues central to this growing field and also have the opportunity to concentrate in specific areas of sports and health interest including exercise science, coaching, and sports management. This degree is applicable in the various sports and health professions, and it is also a foundation degree for general purposes and further academic interests in a variety of areas.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and general education level learning objectives, this program also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of sports and health sciences, graduates in this degree program will be able to:

- Apply knowledge of human anatomy, physiology, nutrition, health, and kinesiology to applications in sports and fitness.
- Apply training, conditioning, and psychology to applications in sports and wellness.
- Articulate and interpret the legal and regulatory issues associated with recreational, officially sanctioned, and professional sports.
- Apply the management principles, concepts, and practices associated with the operations and maintenance of sports and recreation facilities.
- Address the sociological, historical, political, and philosophical aspects of sport.
- Discuss human behavior with respect to sport and fitness.
- Pursue a career in the disciplines of sport coaching, sport management, or health and fitness management.

DEGREE PROGRAM REQUIREMENTS

First Course Requirement - 3 semester hours

- COLL100 – Foundations of Online Learning - Required as the first course in all undergraduate programs.

GENERAL EDUCATION REQUIREMENTS (38 SEMESTER HOURS)

English - 6 semester hours

- ENGL101 – Proficiency in Writing (Required)
- ENGL102 – Effectiveness in Writing
- ENGL200 – Composition and Literature

History - 6 semester hours

- HIST101 – American History to 1877
- HIST102 – American History since 1877
- HIST111 – World Civilization before 1650
- HIST112 – World Civilization since 1650
- HIST121 – Western Civilization before The Thirty Years War
- HIST122 – Western Civilization since The Thirty Years War
- HIST221 – African-American History before 1877
- HIST222 – African-American History since 1877
- HIST223 – History of the American Indian

Humanities - 3 semester hours

- ARAB100 – Arabic I
- ARAB101 – Arabic II *(Prerequisite: ARAB100).*
- ARTH200 – Art Appreciation
- CHIN100 – Chinese I (Mandarin) *(Pending at this time.)*
- CHIN101 – Chinese II (Mandarin) *(Prerequisite: CHIN100). (Pending at this time.)*
- COMM200– Public Speaking
- FREN100 – French I
- FREN101 – French II *(Prerequisite: FREN100)*
- GERM100 – German I
- GERM101 – German II *(Prerequisite: GERM100)*
- HRMT101 – Human Relations Communication
- MUSI200 – Music Appreciation
- PHIL101 – Introduction to Philosophy
- PHIL200 – Introduction to Ethics
- RELS201 – Introduction to World Religions
- RUSS100 – Russian I
- RUSS101 – Russian II *(Prerequisite: RUSS100)*
- SPAN100 – Spanish I
- SPAN101 – Spanish II *(Prerequisite: SPAN100)*
- SPAN201 – Intermediate Spanish Literacy: La Novela *(Prerequisite: SPAN101)*

Literature - 3 semester hours

All literature courses require successful completion of ENGL101 - Proficiency in Writing.

- LITR201 – World Literature through the Renaissance
- LITR202 – World Literature since the Renaissance
- LITR210 – English Literature: Beowulf to 18th Century
- LITR211 – English Literature: 18th Century to Present
- LITR220 – American Literature before the Civil War
- LITR221 – American Literature from The Civil War to Present

Mathematics - 3 semester hours

- MATH110 – College Algebra
- MATH111 – College Trigonometry
- MATH125 – Math for Liberal Arts Majors
- MATH225 – Calculus

Political Science - 3 semester hours
- POLS210 – American Government I
- IRLS210 – International Relations I

Science - 8 semester hours including the required 1-hour labs
- SCIN130 – Introduction to Biology with Lab
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Human Anatomy and Physiology with Lab
- SCIN133 – Introduction to Physics with Lab
- SCIN134 – Introduction to Astronomy with Lab
- SCIN135 – Introduction to Forestry with Lab
- SCIN136 – Introduction to Oceanography with Lab
- SCIN137 – Introduction to Meteorology with Lab
- SCIN138 – Introduction to Physical Geology with Lab
- SCIN139 – Introduction to Human Ecology with Lab
- SCIN140 – Introduction to Environmental Science with Lab
- SCIN233 – Physics I with Lab *Prerequisite: MATH225 – Calculus)*
- SCIN234 – Physics II with Lab *(Prerequisite: MATH226 – Calculus II)*

Social Sciences - 6 semester hours
- ANTH100 – Introduction to Anthropology
- CHFD220 – Human Sexuality
- ECON101 – Microeconomics
- ECON102 – Macroeconomics
- GEOG101 – Introduction to Geography
- PSYC101 – Introduction to Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI220 – American Popular Culture

CORE REQUIREMENTS (12 SEMESTER HOURS)
- LSTD209 – Sports Law, Risk, and Regulation
- SPHE316 – Sports and Recreation Facility Management
- SPHE326 – Ethics in Sports
- SPHE379 – Contemporary and Social Issues in Sport

Students must choose a concentration for this degree program and may select from a General Concentration, Coaching Studies, Exercise Science, or the Sports Management Concentrations.

GENERAL CONCENTRATION REQUIREMENTS (39 SEMESTER HOURS):
- ACCT100 – Accounting I
- BUSN310 – Business Theory
- BUSN316 – Fundamentals of Entrepreneurship
- MGMT311 – Organizational Behavior
- PSCY460 – Sports Psychology
- SCIN360 – Advanced Human Anatomy and Physiology
- SPHE314 – Exercise Physiology
- SPHE315 – Training and Conditioning
- SPHE317 – Sports Medicine *(Prerequisite: SCIN360 - Advanced Human Anatomy and Physiology)*
- SPHE318 – Coaching Theory and Methodology
- SPHE319 – Sports and Drugs
- SPHE320 – Nutrition
- SPHE323 – Sports Conditioning
- SPHE324 – Biomechanics
- SPHE325 – Gender Issues in Sport
- SPHE350 – Coaching Baseball Technical and Tactical Skills
- SPHE351 – Coaching Basketball Technical and Tactical Skills
- SPHE352 – Coaching Football Technical and Tactical Skills
- SPHE400 – Sports Management Foundations
- SPHE401 – Prevention of Catastrophic Injuries
- SPHE405 – Sports First Aid
- SPHE412 – Sports Finance
- SPHE413 – Sports Marketing
- SPHE414 – Human Resource Management in Sport and Recreation
- SPHE416 – Athletic Programs Administration
- SPHE419 – Recovery and Rehabilitation *(Prerequisite: SCIN360 - Advanced Human Anatomy and Physiology)*
- SPHE420 – Exercise Programming and Testing *(Prerequisite: SCIN360 - Advanced Human Anatomy and Physiology)*
- SPHE421 – Kinesiology
- SPHE430 – Sports Communication
- SPHE440 – Sports Event Management and Planning
- SPHE450 – Sports Governance

CONCENTRATION IN COACHING STUDIES (40 SEMESTER HOURS)

Objectives

Students who successfully complete this program will be able to:
- Identify strategies to effectively communicate athletes, fellow coaches, officials, school administrators, and parents.
- Examine methods for teaching and evaluating technical and tactical sport skills.
- Analyze and evaluate leadership strategies and apply them to coaching principles.

Concentration Requirements (40 semester hours):

- PSYC460 – Sports Psychology
- SCIN132 – Introduction to Human Anatomy and Physiology with Lab
- SCIN360 – Advanced Human Anatomy and Physiology
- SPHE314 – Exercise Physiology
- SPHE315 – Training and Conditioning
- SPHE318 – Coaching Theory and Methodology
- SPHE320 – Nutrition
- SPHE323 – Sports Conditioning
- SPHE324 – Biomechanics
- SPHE405 – Sports First Aid
- SPHE416 – Athletic Programs Administration
- SPHE421 – Kinesiology

And select 1 course from the following:

- SPHE350 – Coaching Baseball Technical and Tactical Skills
- SPHE351 – Coaching Basketball Technical and Tactical Skills
- SPHE352 – Coaching Football Technical and Tactical Skills

CONCENTRATION IN EXERCISE SCIENCE (40 SEMESTER HOURS)

Objectives

Students who successfully complete this program will be able to:

- Apply scientific knowledge to train athletes and clients for the primary goals of improving athletic performance and fitness.
- Apply exercise prescription principles for training variation, injury prevention, and reconditioning.
- Analyze sport movements and design movement-oriented exercise prescriptions.

Concentration Requirements (40 semester hours):

- PSYC460 – Sports Psychology
- SCIN132 – Introduction to Human Anatomy and Physiology with Lab
- SCIN360 – Advanced Human Anatomy and Physiology
- SPHE314 – Exercise Physiology
- SPHE315 – Training and Conditioning
- SPHE317 – Sports Medicine *(Prerequisite: SCIN360 - Advanced Human Anatomy and Physiology)*
- SPHE319 – Sports and Drugs
- SPHE320 – Nutrition
- SPHE323 – Sports Conditioning
- SPHE324 – Biomechanics
- SPHE419 – Recovery and Rehabilitation *(Prerequisite: SCIN360 - Advanced Human Anatomy and Physiology)*
- SPHE420 – Exercise Programming and Testing *(Prerequisite: SCIN360 - Advanced Human Anatomy and Physiology)*
- SPHE421 – Kinesiology

CONCENTRATION IN SPORTS MANAGEMENT (39 SEMESTER HOURS)

Objectives

Students who successfully complete this program will be able to:

- Discuss the social, political, and economic significance of sport in our society.
- Explain the role, scope, and influence of sport management and marketing agencies as they relate to the business of sport.
- Identify the basic elements of finance and describe how it relates to the business of sport.

Concentration Requirements (39 semester hours):

- ACCT100 – Accounting I *(Prerequisite: MATH110 - College Algebra])*
- BUSN310 – Business Theory
- BUSN316 – Fundamentals of Entrepreneurship
- MGMT311 – Organizational Behavior
- SPHE325 – Gender Issues in Sport
- SPHE400 – Sports Management Foundations
- SPHE412 – Sports Finance
- SPHE413 – Sports Marketing
- SPHE414 – Human Resource Management in Sport and Recreation
- SPHE416 – Athletic Programs Administration
- SPHE430 – Sports Communication
- SPHE440 – Sports Event Management and Planning
- SPHE450 – Sports Governance

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- SPHE490 – Senior Seminar in Sports and Health Sciences (to be taken as the last course before graduation) *(Prerequisite: Senior Standing and completion of all core and major courses prior to enrollment).*

ELECTIVE REQUIREMENTS (VARIES BY CONCENTRATION SELECTED)

Select any courses that have not been used to fulfill core or major requirements. Credits applied toward a minor or certificate in an unrelated field may be used to fulfill elective credit for the major.

TOTAL = 123 semester hours

Area Studies: African Studies

There are certain academic disciplines in which knowledge of a specific geographic area would provide a competitive edge. This area studies minor allows students to concentrate in the politics, culture, and economic structure of a specific geographic region. This minor will enable students to apply their academic experience in their major discipline to a geographic region and allow students to present a broader academic portfolio to potential employers or graduate schools. This Area Studies minor requires 18 semester hours. Additionally, students are encouraged to undertake the study of a language appropriate to this geographic area.

MINOR OBJECTIVES:

General Knowledge of Regional Politics and Security

- Investigate the concepts and theories of comparative analysis of different political regimes and economic markets.
- Explain the role of international, regional, and non-governmental organizations in the regional context.
- Compare and contrast the political, economic, social, and military components of national and regional power.
- Articulate the importance of key nations to the strategic interests of the United States.

Economics

- Determine the significant political, economic, security, diplomatic, and social challenges facing a selected region – individually as separate nations and collectively as a region.
- Describe the economic policies, challenges, and opportunities facing a particular region.

History

- Examine the origins, course, and character of the civilization of a selected area from pre-written history until the present.
- Describe the key historical events that shape the region's current policies and processes.

Philosophies, Religions, and Popular Culture

- Evaluate the importance of philosophical, cultural, and religious schools of thought underlying development in the selected area of study.
- Identify the role culture plays in the political, cultural, economic, and social policies of a region.
- Analyze the rise and spread of the major philosophies and religions in the selected area of study.
- Describe the impact of the predominant religions in the selected region.
- Analyze the role of literature as an expression of culture and politics of the selected region through a reading of the national literature.

MINOR REQUIREMENTS (18 SEMESTER HOURS)

- HIST340 – History of Africa
- IRLS220 – African Peoples and Cultures
- IRLS322 – African Politics
- LITR370 – African Literature

And select 2 courses from the following:

- IRLS213 – Political Geography
- IRLS300 – Comparative Political Systems
- IRLS321 – African Political Economy
- IRLS420 – African International Relations

TOTAL = 18 semester hours

American Military History

Not open to students pursuing a major in Military History or History.

MINOR OBJECTIVES:

The student who graduates with a minor in American Military history will be able to:

- Discuss the major American wars and conflicts and their causes and results from colonial times to the present.
- Describe the major battles and campaigns of these wars and conflicts and the strategies and tactics employed.
- Express in clear terms the evolving nature of U.S. military policy and the effect of political influences.
- Evaluate the impact of war on society.

MINOR REQUIREMENTS (18 SEMESTER HOURS)

- MILH202 – Survey of American Military History

And select 5 courses from the following:

- MILH320 – The American Revolution
- MILH325 – Amerindian Warfare
- MILH337 – The War of 1812
- MILH338 – The Mexican War
- MILH340 – The Civil War
- MILH350 – The Spanish-American War
- MILH355 – World War I
- MILH360 – World War II
- MILH370 – Korean War
- MILH371 – Vietnam War
- MILH372 – Persian Gulf War
- MILH373 – The Balkans: Conflict and Peace

TOTAL = 18 semester hours

Area Studies: Asian Studies

There are certain academic disciplines in which knowledge of a specific geographic area would provide a competitive edge. This area studies minor allows students to concentrate in the politics, culture, and economic structure of a specific geographic region. This minor will enable students to apply their academic experience in their major discipline to a geographic region. This allows students to present a broader academic portfolio to potential employers or graduate schools. This Area Studies minor requires 18 semester hours. Additionally, students are encouraged to undertake the study of a language appropriate to this geographic area.

MINOR OBJECTIVES:
Upon completion of this minor, students will be able to:

General Knowledge of Regional Politics and Security
- Investigate the concepts and theories of comparative analysis of different political regimes and economic markets.
- Explain the role of international, regional, and non-governmental organizations in the regional context.
- Compare and contrast the political, economic, social, and military components of national and regional power.
- Articulate the importance of key nations to the strategic interests of the United States.

Economics
- Determine the significant political, economic, security, diplomatic, and social challenges facing a selected region – individually as separate nations and collectively as a region.
- Describe the economic policies, challenges, and opportunities facing a particular region.

History
- Examine the origins, course, and character of the civilization of a selected area from pre-written history until the present.
- Describe the key historical events that shape the region's current policies and processes.

Philosophies, Religions, and Popular Culture
- Evaluate the importance of philosophical, cultural, and religious schools of thought underlying development in the selected area of study.
- Identify the role culture plays in the political, cultural, economic, and social policies of a region.
- Analyze the rise and spread of the major philosophies and religions in the selected area of study.
- Describe the impact of the predominant religions in the selected region.
- Analyze the role of literature as an expression of culture and politics of the selected region through a reading of the national literature.

MINOR REQUIREMENTS (18 SEMESTER HOURS)
- HIST370 – Asia and the Modern World
- IRLS331 – Asian Politics
- IRLS332 – Asian Peoples and Cultures

And select 1 course from the following:
- RELS350 – Hinduism
- RELS351 – Buddhism

And select 2 courses from the following:
- HIST330 – History of the Pacific Rim
- IRLS300 – Comparative Political Systems
- IRLS333 – Asian International Relations
- IRLS334 – Asian Political Economy
- IRLS430 – U.S. National Security and the Pacific Basin
- PHIL310 – Studies in Chinese Thought
- PHIL311 – Studies in Japanese Thought

TOTAL = 18 semester hours

Business Administration

Not open to students pursuing a major in Business Administration.

MINOR OBJECTIVES:
The student who graduates with a minor in Business Administration will be able to:
- Use various data tools to collect information and develop business problem-solving competencies.
- Analyze business environments and formulate suitable strategies in the context of competitive forces and environmental factors.
- Apply theoretical techniques to analyze government, business, and consumer markets.
- Integrate market analyses and marketing information into a strategic plan.
- Describe how Management Information Systems contribute to business processes to meet current and future technological needs within the organization.
- Apply basic financial management operations to enhance business decision-making processes.

MINOR REQUIREMENTS (18 SEMESTER HOURS)
- BUSN310 – Business Theory
- BUSN313 – Global and Competitive Strategy
- FINC400 – Principles of Financial Management
- INFO331 – Management Information Systems
- MGMT310 – Principles and Theory of Management
- MKTG300 – Principles and Theory of Marketing

TOTAL = 18 semester hours

Child Development

Not open to students pursuing a major in Child and Family Development.

MINOR OBJECTIVES:
The student who graduates with a minor in Child Development will be able to:

- Assess developmental changes and processes influencing child development.
- Identify scientific approaches and the application of research and theory to working with children.
- Examine socio-cultural and historic constructs related to child development.
- Interact with culturally diverse youth in family and societal settings.
- Demonstrate critical thinking and observation skills related to the study of child development.

MINOR REQUIREMENTS (18 SEMESTER HOURS)

- EDUC111 – Observation Techniques
- CHFD307 – Child and Adolescent Development
- CHFD308 – Infant-Toddler Development
- CHFD312 – Special Needs Students
- CHFD411 – Child Psychopathology *(Prererequisite: CHFD307 - Child and Adolescent Development)*
- PSYC101 – Introduction to Psychology

TOTAL = 18 semester hours

English

Not open to students pursuing a major in English.

MINOR OBJECTIVES:
The student who graduates with a minor in English will be able to:

- Demonstrate the ability to effectively express ideas and evidence in writing.
- Be conversant with representative literary texts and critical theory to enhance a life-long learning process.
- Analyze written materials and understand why multiple interpretations of written materials are possible and relevant in a diverse society.
- Demonstrate knowledge of the evolution of the English language and how it is used in communication, literary, and nonliterary.

MINOR REQUIREMENTS (18 SEMESTER HOURS)

- ENGL401 – History of the English Language
- LITR313 – Shakespeare
- LITR320 – American Fiction
- LITR330 – Literary Theory

And select 1 course from the following:

- LITR210 – English Literature from Beowulf through the 18th Century
- LITR211 – English Literature from the 18th Century through the Present
- LITR405 – Medieval European Literature
- LITR406 – The Literary Works of Geoffrey Chaucer

And select 1 course from the following:

- LITR316 – British Poetry
- LITR322 – American Poetry

TOTAL = 18 semester hours

Area Studies: European Studies

There are certain academic disciplines in which knowledge of a specific geographic area would provide a competitive edge. This area studies minor allows students to concentrate in the politics, culture, and economic structure of a specific geographic region. This minor will enable students to apply their academic experience in their major discipline to a geographic region. This allows students to present a broader academic portfolio to potential employers or graduate schools. This Area Studies minor requires 18 semester hours. Additionally, students are encouraged to undertake the study of a language appropriate to this geographic area.

MINOR OBJECTIVES:
Upon completion of this minor, students will be able to:

General Knowledge of Regional Politics and Security

- Investigate the concepts and theories of comparative analysis of different political regimes and economic markets.
- Explain the role of international, regional, and non-governmental organizations in the regional context.
- Compare and contrast the political, economic, social, and military components of national and regional power.
- Articulate the importance of key nations to the strategic interests of the United States.

Economics

- Determine the significant political, economic, security, diplomatic, and social challenges facing a selected region – individually as separate nations and collectively as a region.
- Describe the economic policies, challenges, and opportunities facing a particular region.

History

- Examine the origins, course, and character of the civilization of a selected area from pre-written history until the present.
- Describe the key historical events that shape the region's current policies and processes.

Philosophies, Religions, and Popular Culture

- Evaluate the importance of philosophical, cultural, and religious schools of thought underlying development in the selected area of study.
- Identify the role culture plays in the political, cultural, economic, and social policies of a region.
- Analyze the rise and spread of the major philosophies and religions in the selected area of study.
- Describe the impact of the predominant religions in the selected region.
- Analyze the role of literature as an expression of culture and politics of the selected region through a reading of the national literature.

MINOR REQUIREMENTS (18 SEMESTER HOURS)

- HIST310 – History of Modern Europe
- IRLS240 – European Peoples and Cultures
- IRLS344 – European Politics
- PHIL302 – Ancient Western Philosophy

And select 2 courses from the following:

- HIST307 – The Age of Dictators: Europe 1914-1945
- IRLS345 – European Political Economy
- IRLS346 – European International Relations
- IRLS416 – The North American Treaty Organization (NATO)
- LITR360 – Russian Literature

TOTAL = 18 semester hours

Family Development

Not open to students pursuing a major in Child and Family Development.

MINOR OBJECTIVES:

The student who graduates with a minor in Family Development will be able to:

- Examine theories concerning general psychology.
- Explore classic and contemporary theoretical explanations of family dynamics.
- Recognize how social forces influence family definitions, composition, and change.
- Examine trends in family formation and dissolution within the context of social change.

MINOR REQUIREMENTS (18 SEMESTER HOURS)

- CHFD225 – Introduction to the American Family
- CHFD340 – Family Development
- CHFD445 – Family Communication
- PSYC101 – Introduction to Psychology
- PSYC343 – Adult Development
- SOCI421 – Sociology of the Family

TOTAL = 18 semester hours

History

Not open to students pursuing a major in Military HIstory or History.

MINOR OBJECTIVES:

The student who graduates with a minor in History will be able to:

- Identify a broad knowledge of literature pertaining to history.
- Describe and locate the linkage between historical studies and allied disciplines.
- Compare and contrast the historical experiences that go beyond a single time period and national or cultural experience.
- Interpret historical forces that have shaped social change and contemporary human problems.
- Analyze history from diverse perspectives of ancient and contemporary historical cultures, nations, and regions.

MINOR REQUIREMENTS (18 SEMESTER HOURS)

- HIST300 – Research Methods in History (Required)

Ancient and Classical History

And select 2 courses from the following:

- HIST301 – Ancient Greece
- HIST302 – Ancient Rome
- HIST303 – The Middle Ages
- HIST304 – The Renaissance
- HIST305 – France in the Age of Enlightenment
- HIST306 – The British Empire
- HIST307 – The Age of Dictators: Europe 1914-1945

American History

And select 2 courses from the following

- HIST402 – Colonial America
- HIST403 – The Early Republic
- HIST404 – Jacksonian America, 1815-1846
- HIST405 – Antebellum America, 1846-1861
- HIST406 – Civil War and Reconstruction, 1861-1877
- HIST407 – The Gilded Age, 1877-1900
- HIST408 – The United States, 1900 to Second World War
- HIST409 – The United States, WWII to the Present

Global Cultures and History

And select 1 course from the following:

- HIST310 – History of Modern Europe
- HIST320 – History of Russia
- HIST330 – History of the Pacific Rim
- HIST340 – History of Africa
- HIST350 – History of the Middle East
- HIST351 – History of Iraq
- HIST360 – History of Latin America
- HIST370 – Asia and the Modern World

TOTAL = 18 semester hours

Intelligence Studies

Not open to students pursuing a major in Intelligence Studies.

MINOR OBJECTIVES:
The student who graduates with a minor in Intelligence Studies will be able to:

- Describe the evolution, structures, functions, capabilities, and activities of the U.S. national intelligence community.
- Detail the structures, functions, capabilities, and contributions of national intelligence consumers to include the national command authority, executive departments, Congress, military services, joint/unified commands, and law enforcement agencies.
- Specify the intelligence cycle including intelligence planning, data collection, data exploitation, analysis, production, and dissemination phases.
- Differentiate among the fundamental capabilities and limitations and means of tasking human, geographic/imagery, signals, measurement, and technical and open intelligence data sources.
- Conduct basic research and compose professional and academic analyses on issues critical to intelligence consumers.

MINOR REQUIREMENTS (18 SEMESTER HOURS)
Select 4 courses from the following:

- INTL300 – Research Methods in Intelligence Studies
- INTL301 – U.S. Intelligence Community
- INTL303 – Introduction to Intelligence
- INTL304 – Intelligence Collection
- INTL401 – Critical Analysis

And select 2 courses from the following:

- HLSS320 – Intelligence and Homeland Security
- INTL302 – History of U.S. Intelligence
- INTL305 – Law and Ethics in Intelligence
- INTL402 – Intelligence Analysis
- INTL431 – Criminal Intelligence Analysis
- INTL442 – Tactical Intelligence
- INTL444 – Contemporary Intelligence Issues

TOTAL = 18 semester hours

International Relations

Not open to students pursuing a major in International Relations.

MINOR OBJECTIVES:
The student who graduates with a minor in International Relations will be able to:

- Comprehend various theories about the nature of conflict and cooperation in the post-Cold War era.
- Explore the norms and purposes of international structures and regimes.
- Critically assess the unique principles, structure, and organization of the major international organizations.
- Assess the economic and political processes in international development; diagnose social issues in international development; appraise the need for sustainable international development.
- Identify the various manifestations of globalization and its impact on various public policies as they relate to cultural, economic, political, and social institutions.

MINOR REQUIREMENTS (18 SEMESTER HOURS)

- IRLS300 – Comparative Political Systems
- IRLS301 – International Organizations
- IRLS302 – International Development
- IRLS303 – Information Literacy for Global Citizenship

And select 2 courses from the following:

- IRLS310 – Introduction to Human Security
- IRLS322 – African Politics
- IRLS331 – Asian Politics
- IRLS343 – Government and Security of Russia
- IRLS344 – European Politics
- IRLS355 – Latin American Politics
- IRLS358 – U.S. Policy Toward Latin America
- IRLS360 – Global Politics of Islam
- IRLS390 – Contemporary International Issues
- IRLS392 – Globalization and the Market Economy
- IRLS400 – Human Rights
- IRLS401 – Gender and International Relations
- IRLS405 – National and Transnational Justice
- IRLS409 – Environmental Security
- IRLS412 – Comparative Foreign Policy
- IRLS413 – International Conflict Resolution
- IRLS414 – Principles of Peacekeeping
- IRLS415 – Peacekeeping Logistics
- IRLS416 – The North Atlantic Treaty Organization (NATO)
- IRLS417 – International Civil Order
- IRLS418 – Interventions: Theory and Practice
- IRLS419 – Migration and Refugee Studies

- IRLS430 – U.S. National Security and the Pacific Basin
- IRLS460 – Government and Security in the Middle East
- IRLS463 – Arab-Israeli Conflict: Contemporary Politics and Diplomacy
- IRLS468 – Politics and Security in the Persian Gulf
- IRLS480 – The Third World: Dependency and Development

TOTAL = 18 semester hours

Area Studies: Latin American Studies

There are certain academic disciplines in which knowledge of a specific geographic area would provide a competitive edge. An Area Studies minor allows the student to concentrate on the politics, culture, and economic structure of a specific geographic region. This minor will enable students to apply their academic experience in their major discipline to a geographic region. This will also allow the student to present a broader academic portfolio to potential employers or graduate schools. This Area Studies minor requires 18 semester hours. Additionally, students are encouraged to undertake the study of a language appropriate to this geographic area.

MINOR OBJECTIVES:
Upon completion of this minor, students will be able to:

General Knowledge of Regional Politics and Security
- Investigate the concepts and theories of comparative analysis of different political regimes and economic markets.
- Explain the role of international, regional, and non-governmental organizations in the regional context.
- Compare and contrast the political, economic, social, and military components of national and regional power.
- Articulate the importance of key nations to the strategic interests of the United States.

Economics
- Determine the significant political, economic, security, diplomatic, and social challenges facing a selected region – individually as separate nations and collectively as a region.
- Describe the economic policies, challenges, and opportunities facing a particular region.

History
- Examine the origins, course, and character of the civilization of a selected area from pre-written history until the present.
- Describe the key historical events that shape the region's current policies and processes.

Philosophies, Religions, and Popular Culture
- Evaluate the importance of philosophical, cultural, and religious schools of thought underlying development in the selected area of study.
- Identify the role culture plays in the political, cultural, economic, and social policies of a region.
- Analyze the rise and spread of the major philosophies and religions in the selected area of study.
- Describe the impact of the predominant religions in the selected region.
- Analyze the role of literature as an expression of culture and politics of the selected region through a reading of the national literature.

MINOR REQUIREMENTS (18 SEMESTER HOURS)
- HIST360 – History of Latin America
- IRLS355 – Latin American Politics
- IRLS357 – Latin American Peoples and Cultures
- LITR355 – Latin American Literature

And select 2 courses from the following:
- IRLS300 – Comparative Political Systems
- IRLS356 – Latin American Political Economy
- IRLS358 – U.S. Policy Toward Latin America
- IRLS450 – Latin American International Relations
- IRLS480 – The Third World: Dependency and Development
- WOMS361 – History of Women in Latin America

TOTAL = 18 semester hours

Management

Not available for Business Administration, Management, Sports and Health Sciences, or Transportation and Logistics Management majors.

MINOR OBJECTIVES:
The student who graduates with a minor in Management will be able to:

- Relate and discuss the potential functions and applications of management processes in the areas of planning, organizing, staffing, directing, leading, and controlling.
- Identify and examine the needs of today's managers in assessing and implementing strategies used in the management of information technology in the workplace.
- Recognize and describe issues as they relate to organizational behavior in terms of individual, group/team, and overall organization.
- Examine and explore potential management problems and opportunities and discuss possible strategies and applications to be used in addressing such managerial concerns.
- Recognize and discuss ethical conduct and the social responsibility of business in the lives of internal and external stakeholders.
- Analyze the external and internal environmental forces affecting business organizations that affect the effectiveness of managers in today's competitive and global organizations.

MINOR REQUIREMENTS (18 SEMESTER HOURS)

- INFO331 – Management Information Systems
- MGMT310 – Principles and Theory of Management
- MGMT311 – Organizational Behavior
- MGMT314 – Management Ethics
- MGMT315 – Management Communications
- MGMT410 – Strategic Management

TOTAL = 18 semester hours

Marketing

Not open to students pursuing a major in Marketing.

MINOR OBJECTIVES:
The student who graduates with a minor in Marketing will be able to:

- Integrate the marketing function with fundamental business enterprise concepts and principles of management.
- Apply basic marketing principles to a particular business.
- Develop a strategic marketing plan.
- Apply various marketing strategies and techniques to align an organization's marketing function with the overall mission and strategy of the organization.
- Develop a marketing plan for a business or a department.

MINOR REQUIREMENTS (18 SEMESTER HOURS)

- MKTG300 – Principles and Theory of Marketing
- MKTG301 – Principles of Sales
- MKTG400 – Marketing Research
- MKTG401 – Marketing Strategy

And select 2 courses from the following:

- MKTG304 – Public Relations
- MKTG305 – Advertising
- MKTG307 – Consumer Behavior
- MKTG403 – Marketing Management

TOTAL = 18 semester hours

Area Studies: Middle Eastern Studies

There are certain academic disciplines in which knowledge of a specific geographic area would provide a competitive edge. This Area Studies minor allows students to concentrate in the politics, culture, and economic structure of a specific geographic region. This minor will enable students to apply their academic experience in their major discipline to a geographic region and allow students to present a broader academic portfolio to potential employers or graduate schools. This Area Studies minor requires 18 semester hours. Additionally, students are encouraged to undertake the study of a language appropriate to this geographic area.

Students may apply transfer credit towards courses that count towards the minor. Many students will be able to fulfill the majority of the course requirements for a minor by carefully selecting and aligning the electives within their degree program.

MINOR OBJECTIVES:
Upon completion of this minor, students will be able to:

General Knowledge of Regional Politics and Security
- Investigate the concepts and theories of comparative analysis of different political regimes and economic markets.
- Explain the role of international, regional, and non-governmental organizations in the regional context.
- Compare and contrast the political, economic, social, and military components of national and regional power.
- Articulate the importance of key nations to the strategic interests of the United States.

Economics
- Determine the significant political, economic, security, diplomatic, and social challenges facing a selected region – individually as separate nations and collectively as a region.
- Describe the economic policies, challenges, and opportunities facing a particular region.

History
- Examine the origins, course, and character of the civilization of a selected area from pre-written history until the present.
- Describe the key historical events that shape the region's current policies and processes.

Philosophies, Religions, and Popular Culture
- Evaluate the importance of philosophical, cultural, and religious schools of thought underlying development in the selected area of study.
- Identify the role culture plays in the political, cultural, economic, and social policies of a region.
- Analyze the rise and spread of the major philosophies and religions in the selected area of study.
- Describe the impact of the predominant religions in the selected region.
- Analyze the role of literature as an expression of culture and politics of the selected region through a reading of the national literature.

MINOR REQUIREMENTS (18 SEMESTER HOURS)
- IRLS260 – Middle Eastern Culture
- IRLS460 – Government and Security in the Middle East
- LITR365 – Middle Eastern Literature
- RELS353 – Islam

And select 2 courses from the following:
- HIST350 – History of the Middle East
- IRLS360 – Global Politics of Islam
- IRLS463 – Arab-Israeli Conflict: Contemporary Politics and Diplomacy
- IRLS464 – Middle Eastern Political Economy
- IRLS468 – Politics and Security in the Persian Gulf
- RELS330 – Religions of the Middle East

TOTAL = 18 semester hours

Military History

Not open to students pursuing a major in Military History or History.

MINOR OBJECTIVES:
The student who graduates with a minor in Military History will be able to:
- Discuss the major world wars and conflicts and their causes and results from antiquity to the present.
- Interpret historical forces that have shaped social change and contemporary human problems.
- Analyze the historical experiences that go beyond a single time period and national or cultural experience.
- Express in clear terms the evolving nature of security issues and their effects on global stability.
- Evaluate the impact of war on society.

MINOR REQUIREMENTS (18 SEMESTER HOURS)
- MILH201 – Introduction to Military History
- MILH202 – Survey of American Military History
- MILH221 – War from Antiquity to 1700
- MILH222 – War from 1700 to the Present
- MILH303 – Readings in Military Leadership
- MILH304 – Readings in Military Philosophy

TOTAL = 18 semester hours

Military Management

Not open to students pursuing a major in Military Management.

MINOR OBJECTIVES:
The student who graduates with a minor in Military Management will be able to:
- Integrate the unique aspects of military operations within fundamental business concepts and principles of management.
- Apply various aspects of traditional management procedures to a military organization.
- Assess public administration issues that apply to the military as a federal institution.

MINOR REQUIREMENTS (18 SEMESTER HOURS)
- LSTD304 – Military Law
- DEFM305 – Acquisition Business Management
- DEFM312 – Defense Budget Development and Execution
- DEFM314 – Military Logistics
- DEFM412 – Deliberate and Crisis Planning
- MGMT312 – Leadership and Motivation

TOTAL = 18 semester hours

Philosophy

Not open to students pursuing a major in Philosophy.

MINOR OBJECTIVES:
The student who graduates with a minor in Philosophy will be able to:

- Reflect upon the love of wisdom, what inclines people to seek it, and to analyze what it is the philosopher does in the pursuit of truth.
- Analyze a variety of traditional and non-traditional ethical theories.
- Gain basic competence in the following forms of reasoning: informal logic, syllogistic logic, propositional logic, predicate logic, and inductive logic.
- Define key trends in the development of western thought.
- Interpret how Western philosophers and their ideas have shaped the development of political, social, and economic systems.
- Relate current Western views of the world to their underpinnings in early writings and philosophies.
- Differentiate between the influences of ancient Judaism, Greece, Rome, and Christian thinking on Western thought.
- Analyze the differing philosophies in terms of how they conflict or complement one another.

MINOR REQUIREMENTS (18 SEMESTER HOURS)
- PHIL101 – Introduction to Philosophy
- PHIL300 – Logic
- PHIL301 – Ethical Theory and Concepts

And select 3 courses from the following:

It is recommended, although not required, that the courses be taken in sequence when scheduling allows.

- PHIL302 – Ancient Western Philosophy
- PHIL303 – Medieval Philosophy
- PHIL415 – Enlightenment Philosophy
- PHIL416 – Modern and Post-Modern Philosophy

TOTAL = 18 semester hours

Psychology

Not open to students pursuing a major in Psychology.

MINOR OBJECTIVES:
The student who graduates with a minor in Psychology will be able to:

- Discuss the history and foundation of psychology.
- Identify major theorists of developmental psychology.
- Differentiate between biological psychological conditions and personality disorders.
- Evaluate how to design, execute, analyze, and interpret psychological research.
- Explore the application of evaluation principles to developmental theories in a scientific format.

MINOR REQUIREMENTS (18 SEMESTER HOURS)
- CHFD342 – Human Life Span Development
- PSYC101 – Introduction to Psychology
- PSYC300 – Research Methods in Psychology
- PSYC303 – Learning and Cognition
- PSYC305 – History and Systems of Psychology
- PSYC406 – Psychopathology

TOTAL = 18 semester hours

Religion

Not open to students pursuing a major in Religion.

MINOR OBJECTIVES:
The student who graduates with a minor in Religion will be able to:

- Describe and evaluate the scholarly methods used in the study of religion.
- Identify the basic concepts that make up a religious world view (e.g., creation of the world, good and evil, salvation, and suffering).
- Identify and give examples of the universal forms of religious expression (e.g., sacred places, symbols, ethics, and rituals).
- Analyze the historical development and interaction among the major world religions.
- Identify and evaluate the key beliefs and characteristics of each of the current major world religions.
- Determine and appraise the various expressions of religious life (e.g., social and political) that are evident in different societies over time.

MINOR REQUIREMENTS (18 SEMESTER HOURS)
- PHIL410 – God and World
- RELS101 – Introduction to the Study of Religion
- RELS201 – Introduction to World Religions
- RELS202 – Religion in America
- RELS412 – Religious Fundamentalism
- SOCI420 – Sociology of Religion *(Prerequisite: SOCI111 - Introduction to Sociology)*

TOTAL = 18 semester hours

Security Management

Not open to students pursuing a major in Security Management.

MINOR OBJECTIVES:
The student who graduates with a minor in Security Management will be able to:

- Evaluate security management principles including the concepts of information security, personnel security, and physical security and determine the planning approaches to prevent business losses.
- Assess management theories and apply concepts of planning, resources, and authority to security organizations.
- Identify and discuss the major aspects of physical security, associated threats, and application of countermeasures.
- Establish how security managers test and align functional performance or their security organization incorporating legal issues and ensuring ethical approaches.
- Detect how a corporate security manager can effectively communicate strategic security issues and actions to other business departments and managers including drawing conclusions about assessing tangible and intangible assets.

MINOR REQUIREMENTS (18 SEMESTER HOURS)
- SCMT370 – Principles and Theory of Security Issues
- SCMT371 – Legal and Ethical Issues in Security Management
- SCMT373 – Evaluation of Security Programs
- SCMT374 – Contemporary Issues in Security Management
- SCMT390 – Security Administration
- SCMT397 – Physical Security

TOTAL = 18 semester hours

Sociology

Not open to students pursuing a major in Sociology.

MINOR OBJECTIVES:
The student who graduates with a minor in Sociology will be able to:

- Examine methods for conducting research in social psychology.
- Discuss applied social psychology topics such as law, business, and health.
- Identify and discuss the major social issues that influenced the development of sociological theory.

MINOR REQUIREMENTS (18 SEMESTER HOURS)
- PSYC201 – Introduction to Social Psychology
- SOCI111 – Introduction to Sociology
- SOCI212 – Social Problems
- SOCI303 – Classical Sociological Theory *(Prerequisite: ENGL101 - Proficiency in Writing)*
- SOCI331 – Research Methods for Sociology
- SOCI403 – Social Change *(Prerequisite: SOCI111 - Introduction to Sociology)*

TOTAL = 18 semester hours

Space Studies

Not open to students pursuing a major in Space Studies.

MINOR OBJECTIVES:
The student who graduates with a minor in Space Studies will be able to:

- Analyze the principles of manned and unmanned flight both within and outside of the Earth's atmosphere.
- Calculate and apply basic laws of planetary motion and gravitation including two-body mechanics.
- Describe rocket fundamentals including propellants, combustion principles, and general components.
- Describe the role(s) of key aerospace organizations in the United States.
- Evaluate the political and commercial significance of major national and international aerospace endeavors, including past, current, and planned.

MINOR REQUIREMENTS (18 SEMESTER HOURS)
- SPST300 – Introduction to Space Studies *(Prerequisite: MATH111 - College Trigonometry)*
- SPST301 – Introduction to Space Flight
- SPST302 – Comets, Asteroids, and Meteorites
- SPST303 – History of Space
- SPST304 – National Space Organization
- SPST305 – Introduction to Orbital Mechanics

TOTAL = 18 semester hours

Cloud Computing

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Demonstrate a thorough comprehension of the key principles of cloud computing and the security and privacy involved with this emerging technology.
- Examine Service-Oriented Architecture (SOA) and convert logical designs into services that can be implemented in today's Cloud environments.
- Assess, evaluate, and apply the necessary tools to analyze an organization's assets and verify if the cloud security and privacy implications are justifiable in implementing Cloud Computing.
- Employ the appropriate resources to model service specifications and service contracts to perform service orchestration.
- Demonstrate effective decision making and management techniques to support the organization's objective of growth while putting best practices into place.
- Apply best practices for the next generation IT professional through continuous awareness for the environmental impact when developing and implementing IT systems and reap the business benefits of adopting a Green IT strategy.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- ISSC326 – Cloud Computing
- ISSC345 – Service-Oriented Architecture
- ISSC386 – Green Computing: Foundations and Strategies
- ISSC387 – Green Computing: Advanced Topics
- ISSC424 – Virtualization Security
- ISSC426 – Cloud Security & Privacy *(Prerequisite: ISSC326 - Cloud Computing)*

TOTAL = 18 semester hours

Computer Systems and Networks

This certificate prepares the student to become a competent computer network professional in managing, maintaining, troubleshooting, installing, and configuring basic network infrastructures. Courses in this certificate program are aligned with the requirements of A+ and Network+ Certification. An undergraduate student, regardless of field of study, may enroll in the Certificate of Computer Systems and Networks.

This certificate prepares an Information Technology (IT) professional to seek entry-level career positions in administration, development, and integration such as: Help Desk Support Analyst, Network Administrator, Network Engineer, PC Specialist, and Systems Analyst. Program graduates will possess the right skills to design and administer networks; build, repair, and troubleshoot PCs, networks, and peripherals; and head help desk and client support.

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Evaluate CPU architectures.
- Evaluate the organization of the motherboard and the processes for monitoring and managing Windows client operating systems.
- Appraise memory subsystems and bus architectures in computer systems.
- Analyze the formatting, protocols, and latency of storage subsystems.
- Examine the component architecture of notebook computers.
- Appraise the directory, file, registry, and event management systems and the methods to mitigate risk by minimizing the exposure of information and by improving access control.
- Investigate the processes for analyzing problems, synthesizing solutions, tracking progress, and managing customer relationships related to computer hardware systems.
- Investigate the process to configure Local Area Networks (LAN) and to optimize the utilization of memory, storage, and CPU resources.
- Assess the methodology to harden and secure operating systems and computer information.
- Analyze the layers of the Open Systems Interconnect (OSI) reference model, wireless and mobile networks, multimedia networking, security in computer networks, and network management.
- Appraise the impact of computer systems and networks on global commerce and analyze the related societal, legal, and economic issues.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- ISSC321 – Computer Systems Organization: Intermediate
- ISSC322 – Computer Systems Organization: Advanced (Prerequisite: ISSC321 - Computer Systems Organization: Intermediate)
- ISSC323 – Computer Hardware Systems
- ISSC340 – Local Area Network Technologies
- ISSC341 – Introduction to Networking
- ISSC441 – Network Telecommunication Concepts

TOTAL = 18 semester hours

Corrections Management

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Analyze the history of the American Penal System and examine the philosophies and laws of punishment and sentencing.
- Analyze key Supreme Court case decisions specifically pertaining to the constitutional rights of those incarcerated in an American correctional facility.
- Use various research methodologies to obtain comprehension of research applications and explain the relationship between two or more variables relating to a varied range of theoretical explanations for crime and criminality.
- Assess various correctional treatment strategies employed in correctional facilities as well as the impact of these strategies on the administrators of the facilities to comply with a variety of governmental agencies and their mandated requirements pertaining to specific inmate special population groups.
- Assess the roles of probation and parole officials and the interrelationship with the correctional programs.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- CMRJ201 – Criminal Justice Administration
- CMRJ202 – Stress Management in Law Enforcement
- CMRJ308 – Ethics in Criminal Justice
- CMRJ314 – Contemporary Criminal Justice Issues
- CMRJ316 – Corrections and Incarceration
- CMRJ317 – Probation and Parole

TOTAL = 18 semester hours

CounterIntelligence

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Acquire in-depth knowledge of counterintelligence research, analysis, and operations.
- Analyze threats in the counterintelligence arena.
- Examine the role of the counterintelligence professional in both overt and covert operational styles.
- Demonstrate proficiency in the use of selected research methods and tools as they pertain to the counterintelligence environment.
- Assess the different operational styles used throughout both the counterintelligence and intelligence analysis communities.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- INTL408 – Counterintelligence Operations
- INTL409 – Counterintelligence Analysis
- INTL410 – Counterintelligence

And select 3 courses from the following:

- INTL412 – Espionage/Counterespionage
- INTL413 – Denial and Deception
- INTL414 – Intelligence and Assassination
- INTL415 – Covert Action
- INTL416 – Spycraft

TOTAL = 18 semester hours

Cybercrime Essentials

The rapid change in technology and the exponential growth in the use of the Internet have resulted in an increase in the number of computer- and technology-related crimes. The explosion in the use of the Internet and the ensuing growth in cybercrime have given rise to the field of digital forensics. Digital forensics is used to assemble digital evidence to prosecute cybercrime, analyze intrusions, mitigate risk, and for data recovery. This certificate provides students with the foundational knowledge and technologies needed to detect, investigate, and prevent computer-related crimes, examines the theory, best practices, and methodologies to conduct computer forensics investigations. An undergraduate student, regardless of field of study, may enroll in the Certificate of Cybercrime Essentials.

This certificate prepares the student to seek entry to mid-level career positions such as: Cyber Investigations Analyst, Computer/Digital Forensics Analyst, Security Analyst, Security Investigation Specialist, Investigative Specialist for the Justice Department, Evidence Analyst, Forensics Systems Analyst, Multi-media Exploitation Specialist, Information Systems Analyst, Information Systems Operations Analyst, Computer Forensics Analyst, Cyber Ninja, Cyber Athlete, and Cyber Gladiator. Program graduates will know the selection and use of various tools, techniques, and methods specific to cyber analysts to detect, recognize, document, certify, and verify cybercrime, cyber terrorism, cyberwar, cyberstalking, and cyberbullying. This certificate also maps to the general objectives of the International Association of Computer Investigative Specialists (IACIS) certification.

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Appraise the rudiments of cybercrime and computer forensics. Profile the challenges of securing information on the Internet.
- Assess the process, the techniques, and technologies used by hackers to gain unauthorized access to information systems.
- Examine the processes, best practices, and techniques to manage and prevent cybercrime.
- Inspect the strategies and steps to investigate digital evidence in cybercrime. Construct the legal portfolio of digital evidence to support the prosecution of cybercrime.
- Examine the file structures, formats and technical protocols in storage subsystems encountered in gathering digital evidence.
- Develop a plan to analyze the processes and practices to seize and secure digital evidence at a crime scene and to collect evidence in both the private and public sectors.
- Analyze the steps and process used to identify, secure, catalog, and store digital evidence.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- ISSC351 – Computer Forensics
- ISSC361 – Information Assurance
- ISSC422 – Information Security
- ISSC451 – Cybercrime
- ITMG371 – Contemporary Internet Topics
- ITMG381 – Cyberlaw and Privacy in a Digital Age

TOTAL = 18 semester hours

E-Commerce

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Explain the evolution of e-commerce architecture.
- Summarize the social and economic influences of e-commerce.
- Assess the use of Web analytics, Web videography, search engine optimization, and Web content management systems to promote e-commerce.
- Compare traditional business models with growing Web technologies, Web analytics, Web videography, search engine optimization, and Web content management systems used for e-commerce.
- Develop management strategies that would incorporate e-commerce and achieve organizational missions.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- WEBD122 – Introduction to Web Analytics
- WEBD222 – Advanced Web Analytics
- WEBD321 – Web eCommerce Development
- WEBD322 – Web Videography
- WEBD323 – Search Engine Optimization
- WEBD324 – Web Content Management Systems

TOTAL = 18 semester hours

Enterprise Web Applications

The Enterprise Web Applications Certificate focuses on the theories and skills necessary to perform design, develop, and deploy enterprise web applications on the Internet. This certificate prepares the adult learner to seek entry-level career positions such as: Web Publisher, Web Developer, Web Database Developer, JavaScript Developer, Java Developer, and E-Commerce Developer. Graduates will be able to apply and use Object Oriented Programming (OOP), HTML, JavaScript, Java J2SE & J2EE), and ECommerce Solution Developer. Graduates will examine the process to build real-world Java applications and to deploy them on the World Wide Web. It is strongly recommend that students complete the Certificate in Web Publishing before embarking on this Certificate.

CERTIFICATE OBJECTIVES:

Upon completion of this program, the student will be able to:

- Assess the impact of Java 2 Standard Edition (J2SE) and Java 2 Enterprise Edition (J2EE) on Information Technology Management, on security, and on global economies as it applies to enterprise eCommerce solutions on the Web.
- Examine the principles and concepts of Object Oriented Programming (OOP) and evaluate the application of these principles in JavaScript and Java.
- Evaluate the power and advantages of XML that have made it the global standard for enterprise data exchange and data dictionary standardization.
- Explore and analyze the hierarchy of the Java Class Library; use the objects and properties to design and develop applications on the Web.
- Appraise the architecture, lifecycle, management issues, and process for developing Java Server Pages (JSP) based, Java Servlets based, and JavaBeans based enterprise web applications.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- ENTD381 – Object-Oriented Programming with Java
- ENTD481 – Enterprise Development using J2EE [Prerequisite: ENTD381 - Object-Oriented Programming with Java]
- INFO321 – Database Management Systems
- WEBD121 – Web Development Fundamentals
- WEBD241 – Web Development using JavaScript
- WEBD341 – Enterprise Data Exchange using XML

TOTAL = 18 semester hours

Enterprise Web Applications using .NET

The Enterprise Web Applications using .NET Certificate focuses on the principles and practices necessary to design, develop, and deploy web applications using the .NET framework on the Web. Graduates will be able to build real-world .NET applications based on the knowledge and skills gained in the program. This program prepares the adult learner to seek entry-level career positions such as Web Database Developer, Visual Basic Developer, C# Developer, and .NET Developer. Graduates will be able to apply and use Object Oriented Programming (OOP), Visual Basic, ASP, and C # to develop web applications. Prior experience with objectoriented software development is strongly recommended.

CERTIFICATE OBJECTIVES:

Upon completion of this program, the student will be able to:

- Discuss the impact of the .NET framework on Information Technology management, on security, and on global economies as it applies to enterprise eCommerce solutions on the Web.
- Examine the principles and concepts of Object Oriented Programming (OOP) and evaluate the application of these principles in Visual Basic, ASP, and C#.
- Explore and analyze the hierarchy of the Framework Class Libraries (FCL); use the objects and properties to design and develop applications on the Web.
- Appraise the architecture, the lifecycle, management issues, and process for developing Visual Basic, ASP, and C# web applications.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- ENTD361 – Enterprise Development Using VB.NET: Introduction
- ENTD461 – Enterprise Development Using VB.NET: Advanced
- ENTD462 – Enterprise Development Using ASP.NET
- ENTD463 – Enterprise Development Using C#
- ENTD464 – Enterprise Development using .NET: Project
- WEBD121 – Web Development Fundamentals

TOTAL = 18 semester hours

Environmental Technology

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Define the theoretical foundation of the disciplines of environmental hazard mitigation and pollution management.
- Explain the regulatory, policy, and political influences on environmental management and sustainability.
- Develop management strategies that incorporate environmental compliance standards and achieve organizational missions.
- Describe the current and emerging technologies in the treatment, remediation, and disposal of environmental contaminants.
- Evaluate strategies and assess mitigation plans for environmental contaminants.
- Assess the consequences of the ecological impacts on public health and safety, and social and economic welfare.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- EDMG240 – Chemistry of Hazardous Materials
- EVSP111 – Hazardous Waste and Public Law
- EVSP317 – Environmental Enforcement
- EVSP411 – Environmental Regulation, Policy, and Law
- EVSP412 – Environmental Management Systems
- EVSP430 – Pollution and Pollution Management

TOTAL = 18 semester hours

Explosive Ordnance Disposal

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Recognize the historical basis of the development of the Explosive Ordnance Disposal field (EOD).
- Identify the differences between military and civilian EOD organizations.
- Select the appropriate use of technology/approach in rendering safe operations.
- Describe the basic electrical and electronic theory/circuitry used in triggering and controlling standard explosive devices and improvised explosives devices (IEDs).

CERTIFICATE REQUIREMENTS (19 SEMESTER HOURS)

- HLSS230 – Chemistry of Explosives
- HLSS231 – History of Explosive Ordnance Disposal
- HLSS232 – Electronics, Electricity, and Explosives
- HLSS233 – Explosive Incident Assessment: Methods, Practices, Protocols
- HLSS234 – Organization for Explosive Ordnance Disposal
- SCIN133 – Introduction to Physics with Lab

TOTAL = 19 semester hours

Family Studies

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Examine the dynamics and cultural influences, such as ethnicity, within a family unit.
- Apply theoretical approaches to child rearing in families.
- Develop knowledge of practical skills for working with children and parents.
- Identify and examine the aging process and its effects on a family.
- Explore and discuss strategies and practices of healthy and effective marriages and family relations.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- CHFD340 – Family Development

And select 5 courses from the following:

- CHFD446 – Families and Social Action
- CHFD225 – Introduction to the American Family
- CHFD307 – Child and Adolescent Development
- CHFD331 – Parenting
- CHFD348 – Marriage and the Family
- CHFD360 – Family Resource Management
- CHFD420 – Intergenerational Trauma and Family Dynamics
- CHFD445 – Family Communications
- CMRJ322 – Crime and the Family
- DEFM332 – Transition and the Military Family
- SOCI421 – Sociology of the Family

TOTAL = 18 semester hours

Fire Science

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Explain the chemistry components of combustion and how combustion is managed through science.
- Identify the various fire protection systems currently used in today's building protection system.
- Identify construction methods and types of construction.
- Demonstrate use of risk analysis for a geographical community.
- Define the national fire flow formula for proper building protection and water supply.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- FSMT102 – Fire Behavior and Combustion
- FSMT188 – Fire Prevention
- FSMT201 – Fire Protection Systems
- FSMT210 – Fundamentals of Fire Protection
- FSMT287 – Fire Protection in Building Construction
- FSMT289 – Fire Protection Hydraulics and Water Supply

TOTAL = 18 semester hours

Fish and Wildlife Management

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Describe the fundamental concepts and principles of the management of fish and wildlife resources.
- Explain the impact of human activities on the survival and management of fish and wildlife populations.
- Identify the federal, state, and local agencies responsible for the management of fish and wildlife resources.
- List the competencies needed to become a professional fish or wildlife manager.
- Compare the effectiveness of fish and wildlife management techniques and methods.
- Explain the regulations, policies, and politics that influence the management of fish and wildlife in the U.S.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- EVSP330 – Fish and Wildlife Policy, Programs, and Issues
- EVSP331 – Public Lands Management
- EVSP341 – Introduction to Wildlife Management
- EVSP342 – Population Ecology
- EVSP411 – Environmental Policy, Regulation, and Law
- EVSP421 – Water Resources Management

TOTAL = 18 semester hours

Forensics

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Determine the usefulness of trace elements for the forensic comparison of various types of physical evidence and relate the advantages of evidence collection from the forensic scientist's point of view.
- Explain how the science and art of profiling crime scenes, and subsequently offenders, from physical and psychological evidence is key to the investigation of crimes for which there is no known perpetrator.
- Analyze contemporary practices associated with investigating the manner and cause of sudden, unexpected, and violent death.
- Assess environmental influences and motivating factors that result in criminal behavior.
- Describe how approaches to profiling can be applied to assist in solving crimes.
- Discuss principles of criminal liability and the acts, mental state, and attendant circumstances that are central ingredients in crimes against society, persons, or property.
- Describe why a basic knowledge of chemistry and human anatomy is critical in the world of forensics.

CERTIFICATE REQUIREMENTS (23 SEMESTER HOURS)

- CMRJ329 – Criminal Profiling
- CMRJ335 – Crime Analysis
- CMRJ341 – Criminalistics
- CMRJ402 – The Pathology of Death Investigations
- LSTD302 – Criminal Law
- SCIN131 – Introduction to Chemistry with Lab
- SCIN132 – Introduction to Human Anatomy and Physiology with Lab

TOTAL = 23 semester hours

Hazardous Waste Management

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Identify the purpose of a hazardous waste management program.
- Define the categories of waste including hazardous, universal, potentially hazardous, and non-hazardous.
- Explain the purpose for regulating hazardous waste and the regulatory standards that apply to hazardous waste management.
- Identify the container, labeling, and storage requirements for hazardous waste.
- Describe transportation and disposal requirements for hazardous waste.
- Explain the requirements for emergency preparedness and contingency planning.
- Explain the requirements for training personnel, reporting, and recordkeeping.
- Describe methods of reducing the generation of hazardous wastes.
- Describe proper management and disposal procedures for typical hazardous, universal, and potentially hazardous wastes.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- EDMG330 – Managerial Issues in Hazardous Materials
- EVSP110 – Introduction to Hazardous Waste Management
- EVSP111 – Hazardous Waste and Public Law
- EVSP210 – Hazardous Waste Treatment and Disposal
- EVSP220 – Emergency Spill Response
- TLMT318 – Hazardous Materials Transportation

TOTAL = 18 semester hours

Homeland Security

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Identify the key challenges for the 21st century facing not only U.S. homeland security strategy, but also those of other major actors that might become "peer competitors."
- Discriminate between valuable sources of information and those sources that are questionable.
- Differentiate between homeland security and homeland defense.
- Describe the national intelligence apparatus including FBI, CIA, and NSA.
- Assess proposals for improvement in the state of homeland security.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- HLSS101 – Homeland Defense
- HLSS301 – Homeland Security Organization
- HLSS320 – Intelligence and Homeland Security

And select 3 courses from the following:

- HLSS104 – Chemical and Biological Defense
- HLSS151 – Introduction to Terrorism
- HLSS212 – Chemical, Biological, and Radiological Hazards
- HLSS215 – Regulatory Issues in Weapons of Mass Destruction
- HLSS311 – Border and Coastal Security
- HLSS312 – Port Security

TOTAL = 18 semester hours

Human Resource Management

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Identify and discuss various laws, rules, regulations and policies affecting employees in today's workplace.
- Distinguish and discuss various compensation packages and incentives used in recruiting employees for various positions in an organization.
- Assess leading trends and issues in the field of Human Resource Management.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- HRMT407 – Human Resource Management
- HRMT412 – Compensation and Benefits
- HRMT413 – Employment and Labor Relations
- HRMT415 – Human Resource Management Information Systems
- HRMT416 – Human Resource Development
- MGMT310 – Principles and Theory of Management

TOTAL = 18 semester hours

Infant and Toddler Care

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Identify cognitive, physical, social, and emotional changes that occur in early childhood.
- Explore the relationship between a child's development and interactions with parents, siblings, peers, and teachers.
- Examine the fundamentals of infant and toddler development including planning and implementation of programs in daycare.
- Develop knowledge of formal and informal methods of gathering data on young children.
- Apply interpersonal, group, and presentational communication skills that are applicable in personal and professional crosscultural environments.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- CHFD210 – Childhood Educational Development
- CHFD212 – Infant and Toddler Programs
- CHFD308 – Infant-Toddler Development
- CHFD312 – Special Needs Students
- COMM240– Intercultural Communication
- EDUC111 – Observation Techniques

TOTAL = 18 semester hours

Information Security Planning

This certificate assesses the principles of attack and defense and applies that knowledge to protect the information assets of an organization. Any undergraduate student, regardless of major, may enroll in the Certificate in Information Security Planning. This certificate prepares the adult learner to seek entry-level career positions such as: Information Assurance Analyst, Information Assurance Manager, Security Policy Analyst, Security Planner, and Security Auditor. Program graduates will know how to design secure networks, develop security policies, use cryptography, and perform business continuity planning.

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Assess the laws (national and federal), policies (including Sarbanes-Oxley Act), issues (social, psychological, legal, and management), risks, and controls related to information assurance and network security.
- Appraise the principles and concepts behind computer network defense (CND) methodology, robust codes, cryptography, authentication, authorization, non-repudiation, and commercially available security packages (PKI, PGP, Kerberos, SSL, VPN).
- Examine the processes, roles and responsibilities of management and security professionals in risk assessment, risk mitigation, security validation, policy enforcement, and personnel indoctrination.
- Assess the key components of the Physical Security Policy, Internet Security Policy, Email Security Policy, Encryption Security Policy, Software Development Security Policy, Authentication Security Policy, Network Security Policy, Acceptable Use Policy, and the policy that addresses viruses, worms, and Trojan horses.
- Assess the engineering discipline, process, techniques, tools, and technologies used by hackers to gain unauthorized access to the systems and appraise counter measures to mitigate this risk.
- Examine the plans, procedures, practices, and tools to ensure business continuity and to recover rapidly after an incident.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- ISSC361 – Information Assurance
- ISSC362 – IT Security: Attack and Defense
- ISSC422 – Information Security
- ISSC471 – IT Security: Auditing
- ISSC481 – IT Security: Planning and Policy
- ITMG381 – Cyberlaw and Privacy in a Digital Age

TOTAL = 18 semester hours

Information Systems Security Essentials

Security threats increase in number and severity at a faster rate than qualified security professionals can fill in the necessary gap. Qualified security professionals are in dire need, even in a troubled economy, as businesses prioritize their budget spending to invest in a secure business environment. This certificate assesses and demonstrates essential skills in most of the 10 information security domains: access control, application security, business continuity and disaster recovery planning, cryptography, information security and risk management, legal, regulations, compliance and investigations, operations security, physical (environmental) security, security architecture and design, and telecommunications and network security based on the principles of proven and universally accepted information security models. Upon completion of this certificate program, the student will be prepared for the Security+ Certification testing.

An undergraduate student, regardless of field of study, may enroll in the Certificate of Information Systems Security Essentials. This certificate prepares an IT professional to seek entry-level career positions in administration, development, and integration, such as: information security analyst, information security technician, and computer security administrator. Program graduates will know how to design secure networks, develop security procedures, administer security policies, apply cryptography, and create IT security plans.

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Evaluate information security strategies, architectures, and plans to counteract intruders in an information system.
- Appraise national and federal laws, policies, and guidance related to information assurance; also develop an awareness of the social, psychological, ethical, and legal policies and requirements in the field of information assurance.
- Examine and profile the various types of security attacks and exploits; also appraise various security technologies, such as: packet filtering, Stateful Packet Inspection (SPI), proxy technology, Network Address Translation (NAT), Public Key Infrastructure (PKI) authentication, and encryption.
- Analyze the concept and the functionality of firewalls, routers, Virtual Private Networks (VPN), and Intrusion Detection Systems (IDS).
- Appraise the role of security assessments, penetration testing, and security plans in establishing network security; also evaluate the components of a network security assessment methodology.
- Investigate methods of mitigating risk by minimizing the exposure of information to hackers and the techniques hackers use to avoid detection and to cover their electronic footprints.
- Develop an assessment methodology that identifies, attacks, and penetrates IP based network systems.
- Define public key cryptography, the purpose of digital certificates, and risk analysis and explain ways to securely manage operations.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- ISSC361 – Information Assurance
- ISSC362 – IT Security: Attack & Defense
- ISSC363 – IT Security: Risk Management
- ISSC421 – Computer and Network Security
- ISSC422 – Information Security
- ISSC461 – IT Security: Countermeasures

TOTAL = 18 semester hours

Instructional Design and Delivery

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Develop communication skills necessary for establishing and maintaining effective relationships in the workplace as well as personal relationships within the family.
- Apply the knowledge and skills necessary to effectively conduct instruction in a classroom environment.
- Examine and discuss basic learning processes such as conditioning, instrumental learning, principles of reinforcement, and learning and performance of motor skills.
- Identify and discuss learning methods used by adults in everyday life that contribute to adults being "lifelong learners."
- Apply practices of learning measurement and evaluation in teaching and/or instructional settings.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- COMM285– Interpersonal Communications
- EDUC320 – Classroom Management
- EDUC340 – Adult Learning Theory
- EDUC401 – Curriculum Design
- EDUC402 – Measurement and Evaluation
- PSYC303 – Learning and Cognition

TOTAL = 18 semester hours

Intelligence Analysis

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Conduct basic research and provide professional analyses on issues critical to intelligence consumers.
- Identify the basic cognitive science principles that underlie human information processing and problem solving such as intelligence analysis.
- Complete intermediate-level analyses in selected areas critical to intelligence consumers.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- INTL300 – Research Methods in Intelligence Studies
- INTL401 – Critical Analysis
- INTL402 – Intelligence Analysis
- INTL430 – Intelligence Data Analysis

And select 2 courses from the following:

- INTL431 – Criminal Intelligence Analysis
- INTL432 – Geographic Information Systems I
- INTL433 – Geographic Information Systems II
- INTL434 – Threat Analysis
- INTL454 – Forecasting Terrorism

TOTAL = 18 semester hours

Internet Webmaster

This certificate is a study of website design, internet concepts, networking, Web development fundamentals, Dreamweaver, and Adobe Flash. The courses in this certificate program are aligned with the Certified Internet Webmaster (CIW) Associate, CIW Associate Design Specialist, CIW Professional industry standard certifications. It focuses on Web page layout, navigation, typography, Web graphics, color, color theory, web safe colors, HTML, XML, XHTML, structural elements (tables and framesets), cascading style sheets, and metadata. It also concentrates on the technical side of the Internet, examining network types, protocols, browsers, search engines, email communication and personal information management, multimedia on the Web, Internet services and tools [newsgroups, telnet, File Transfer Protocol (FTP), and instant messaging], internet security (encryption, authentication, firewalls, malware, virus detection and prevention, spyware, updates and patches), and IT project management. Also, students will be exposed to Cascading Style Sheets (CSS), graphics (enhance, optimize, embed, and edit image properties), tables, templates, frames, forms, and snippets. Prior experience with scripting languages such as JavaScript is strongly recommended.

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Analyze the architecture, directory structures, document flow, and protocols of the World Wide Web.
- Compare and contrast the functions of network protocols; describe network transmission media and types and identify network architecture and topologies; and describe the Internet architecture model and Internet protocols.
- Assess the principles for designing web pages, including the content, typography, colors, images, and page layout; also examine the use of style sheets to enhance reusability and to design consistent interfaces.
- Investigate the principles and concepts of effective design for organizing information, for performing site design, and for determining the navigation structure.
- Examine the features, functions, and settings of email and FTP; also evaluate the risks with using FTP.
- Differentiate between Web search engines, Web directories, and Web metasearch engines; also predict the future of Web search tools.
- Appraise Cascading Style Sheets (CSS) and apply this knowledge to develop web page and website templates.
- Develop X/HTML code to create Web pages with images and image maps.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- DSIN121 – Web Page and Website Design
- DSIN242 – Motion Graphics using Adobe Flash
- ISSC341 – Introduction to Networking
- WEBD121 – Web Development Fundamentals
- WEBD262 – Web Development using Dreamweaver
- WEBD311 – Internet Concepts

TOTAL = 18 semester hours

IT Infrastructure Security

This certificate focuses on assessing, mitigating, and managing security risks in IT infrastructures. Any undergraduate student, regardless of major, may enroll in the Certificate in Infrastructure Security. This certificate prepares the adult learner to seek entry-level career positions such as: Network Security Analyst, Network Security Manager, Network Security Assessor, and Network Security Designer. Program graduates will know how to design secure networks, develop risk mitigation plans, perform intrusion detection, and design secure networks.

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Appraise the impact of operating system and network security on Information Technology Management and global ecommerce.
- Establish the need for a reference model and examine the Open Systems Interconnection (OSI) and Transmission Control
- Protocol/ Internet Packet (TCP/IP) reference models.
- Discuss the technical risks, performance factors and security issues related to operating system and network security on ecommerce, information technology management, and global commerce.
- Examine the principles that enable viruses, worms, and Trojan horses to propagate and proliferate throughout the system.
- Differentiate between active and passive intrusion detection and examine the scope and procedures for implementing border and firewall security.
- Appraise the process for assessing network and application security and analyze the corresponding risk mitigation strategies and techniques.
- Assess the configuration, functionality, and risks of filtering and evaluate security systems such as firewalls, border routers, switches, and intrusion detection systems sensors.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- ISSC340 – Local Area Network Technologies
- ISSC342 – Operating Systems: Hardening and Securing
- ISSC362 – IT Security: Attack and Defense
- ISSC363 – IT Security: Risk Management
- ISSC421 – Computer and Network Security
- ISSC461 – IT Security: Countermeasures

TOTAL = 18 semester hours

IT Project Management Essentials

The world of Information Technology is replete with projects that were abandoned because of runaway scope and cost. On the other hand, the trend in the world economy is shrinking budgets and shorter deadlines; all this while projects are getting more complex. This certificate focuses on meeting industry needs for IT Managers that can manage cost, time, scope, quality, risk, and people to ensure that projects come in on time and under budget. It also addresses strategic planning and business systems analysis. This certificate meets the following learning outcomes.

An undergraduate student, regardless of field of study, may enroll in the Certificate of IT Project Management. This certificate prepares an IT professional to seek higher level career positions such as: IT project manager, IT manager, e-Business project manager, Web content manager, SEO analyst, IT cost analyst, and IT planner.

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Appraise the principles and practices for organizing, allocating, and managing project resources.
- Analyze the project management framework including the stakeholders, domains, phases, processes, integration, and lifecycle.
- Examine the potential complexities and pitfalls in initiating and closing projects and assess methods to mitigate this risk.
- Appraise the unique challenges in managing the scope, time, and cost of IT projects.
- Assess the principles, strategies, challenges, and measures for managing quality and risk of IT projects.
- Analyze the phases, procedures, deliverables, and best practices for business systems analysis.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- INFO331 – Management Information Systems
- ITMG321 – Information Technology Project Management
- ITMG322 – Management using MS Project
- ITMG371 – Contemporary Internet Topics
- ITMG381 – Cyberlaw and Privacy in a Digital Age
- ITMG421 – Virtual Management

TOTAL = 18 semester hours

Meeting and Event Planning

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Apply the steps involved in planning meetings and special events.
- Evaluate the administration and logistics of a given event scenario.
- Explain the environmental concerns involved in managing an event.
- Analyze elements of a client culture affecting meeting and event planning.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- HOSP100 – Introduction to Hospitality Management
- HOSP308 – Meeting and Convention Planning
- HOSP309 – Convention Sales and Services
- HOSP320 – Business and Conference Hospitality Management
- HOSP410 – Advanced Tourism and Hospitality Management
- HOSP415 – Destinations and Cultures

TOTAL = 18 semester hours

Microsoft Access Database Applications

The Certificate in Microsoft Access Database Programming provides students with the theories and skills necessary to develop databases. This certificate prepares adult learners to seek entry-level career positions such as: Database Developer, Database Analyst, Database Designer, Database Specialist, and Microsoft Access Developer. Students will develop entity relationship diagrams, perform data modeling, design databases, normalize table structures, develop effective graphical user interfaces (GUI), and interact with the database using ANSI standard SQL.

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Differentiate between the hierarchical, network, relational, and object-relational database models; and demonstrate the need for procedural language facilities in the world of American National Standards Institute (ANSI) standard SQL.
- Examine the process for developing entity diagrams, designing databases, developing database applications, managing databases, implementing data integrity, assuring information, and implementing transaction processing.
- Assess the impact and issues related to relational databases, entity diagrams, and PL/SQL on Information Technology
- Management, enterprise applications, and global e-commerce.
- Analyze the need, objective, and principles of normalization to engineer and design databases.
- Evaluate the concepts and principles of integrity (including referential integrity and transactional integrity) in the context of relational database design.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- INFO111 – Enterprise Data Presentation with Crystal Reports *(Prerequisite: INFO161 - Relational Databases with Microsoft Access: Introduction, or INFO171 - Relational Databases with Oracle: SQL Introduction, or INFO221 - Relational Database Concepts)*
- INFO161 – Relational Databases with Microsoft Access: Introduction
- INFO221 – Relational Database Concepts
- INFO261 – Relational Databases with Microsoft Access: Advanced *(Prerequisite: INFO161 - Relational Databases with MS Access: Introduction)*
- INFO262 – Relational Databases with Microsoft Access: Project *(Prerequisite: INFO221 - Relational Database Concepts and INFO261 - Relational Databases with MS Access: Advanced)*
- INFO331 – Management Information Systems

TOTAL = 18 semester hours

Microsoft Office Applications

This certificate is a study of the concepts and technology trends essential to office productivity applications. Students will explore the principles, practices, features, and functions of the word processing, spreadsheet, presentation, and communications applications in the Microsoft Office Suite. These courses use the Microsoft Official Academic Course curriculum that is aligned with Microsoft's Exam 77-881: Using Microsoft Office Word 2010, Exam 77- 882: Using Microsoft Office Excel 2010, Exam 77- 883: Using Microsoft Office PowerPoint 2010, and Exam 77-884: Using Microsoft Office Outlook 2010. The books meet the topical requirements for the Microsoft Office Specialist (MOS): Microsoft Office Word 2010 certification, Microsoft Office Excel 2010 certification, Microsoft Office PowerPoint 2010 certification, and Microsoft Office Outlook 2010 certification. This certificate also examines Internet concepts and emerging technologies such as Web 2.0. An undergraduate student, regardless of field of study, may enroll in this certificate.

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Appraise the impact of the Microsoft Application Suite on IT Management as it applies to office productivity, collaboration, and security.
- Examine and use productivity software such as Microsoft Word to create lists, themes, mail merges, watermarks, templates, graphics, navigation tools, tables, charts, citations, and bibliographies.
- Evaluate and use productivity software such as Microsoft Excel to create and format spreadsheets, manipulate data, and use formulas, charts, conditional logic, graphics, and security features.
- Examine the functionality of productivity software such as Microsoft PowerPoint to set up presentations, transitions, animations, and timing.
- Assess the functionalities of Microsoft Visual Basic for Applications (VBA) to enhance the functionality of the Microsoft suite.
- Appraise the use of productivity software such as Microsoft Outlook to follow up, categorize, set up rules, and program alerts.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- ITCC111 – Basic Productivity Applications
- ITCC112 – Advanced Productivity Applications
- ITCC113 – Office Presentation Applications
- ITCC114 – Office Communications Applications
- WEBD220 – Web 2.0 Fundamentals
- WEBD311 – Internet Concepts

TOTAL = 18 semester hours

Military Leadership Studies

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Identify what it means to be a soldier and leader in today's military.
- Describe how small unit leadership is distinct from leadership in other organizations.
- Define the major principles of enlisted military leadership.
- Discuss the enlisted structure and organization of the U.S. military.
- Explain the nature of military ethics in the U.S. military.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- MILH303 – Readings in Military Leadership
- MILS110 – Introduction to Military Leadership
- MILS120 – Small Unit Leadership
- MILS121 – The Military Soldier
- MILS122 – Enlisted Leadership
- MILS250 – Military Ethics

TOTAL = 18 semester hours

Mobile Computing

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Explain the evolution of mobile computing.
- Summarize the social and economic influences of mobile computing.
- Explore guidelines and techniques associated with mobile application design, development, and deployment.
- Analyze, design, develop, write, test, and deploy mobile applications into the target platform environment.
- Assess the benefits of designing and developing mobile application software to promote mobile computing for Droid, Blackberry, iPhone, and iPad.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- ENTD313 – Mobile Application Design and Development
- ENTD322 – Application Development for the Droid
- ENTD331 – Application Development for the Blackberry
- ENTD333 – Application Development for the iPhone and iPad
- ENTD413 – Advanced Mobile Application Design and Development
- ENTD465 – Application Development for Windows Mobile Operating Systems

TOTAL = 18 semester hours

Paralegal Studies

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Apply legal research methods and techniques that are used in the practice of law.
- Develop skills in legal reasoning, identifying and effectively using legal resources, and writing legal documents.
- Evaluate the importance of secondary sources in legal research.
- Describe the primary rules and sources and roles of each in legal research.
- Distinguish how advice, persuasion, and advocacy enter into legal research.
- Demonstrate knowledge of the nature and function of the law and the application of critical thinking and analytical skills.
- Comprehend and describe what a paralegal is and how one fits into the legal system.

CERTIFICATE REQUIREMENTS (24 SEMESTER HOURS)

- LSTD100 – Introduction to Law for Paralegals
- LSTD201 – Litigation
- LSTD202 – Real Estate Law
- LSTD203 – Criminal Law and Procedure for the Paralegal
- LSTD205 – Legal Research and Writing
- LSTD207 – Civil Practice and Procedure
- LSTD210 – Legal Ethics
- LSTD300 – Administrative Law and Policy

TOTAL = 24 semester hours

Public Lands Management

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- List the federal, state, and local agencies that manage public lands in the U.S.
- Explain the regulatory, policy, and political influences on public lands management.
- Develop management strategies for the management of public lands that balance competing needs and uses.
- Describe the techniques and strategies used to manage fish and wildlife resources on public lands.
- Evaluate land use, development, and management plans within and adjacent to public lands.
- Assess the current status of public lands and its contribution to the social and environmental sustainability of the U.S.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- EVSP316 – U.S. Federal Environmental Organizations
- EVSP321 – Land Use and Planning
- EVSP322 – Remote Sensing and Geographic Information Systems
- EVSP330 – Fish and Wildlife Policies, Programs, and Issues
- EVSP331 – Public Lands Management
- EVSP411 – Environmental Policy, Regulation, and Law

TOTAL = 18 semester hours

Real Estate Management

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Develop a foundational knowledge of management, development, and financing of real estate.
- Discuss the foundations of real property value and review the elements of the appraisal process – from the value definition to reconciliation and conclusion.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- BUSN120 – Real Estate Principles
- BUSN121 – Real Estate Practice
- BUSN220 – Real Estate Finance
- BUSN221 – Real Estate Appraisal
- BUSN222 – Real Estate Property Management
- LSTD202 – Real Estate Law

TOTAL = 18 semester hours

Regional and Community Planning

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Identify critical issues in landscape level planning and development that affect regional and local environmental planners and assess their implications on the environment and quality of life for the citizenry.
- Assess the resource needs (energy, water resources, sustainability, greenspace, etc.) of a population and develop strategies for meeting them.
- Describe innovative approaches, alternative actions, and strategic planning efforts needed to resolve complex, landscape-level land use planning problems and meet the needs of multiple and varied stakeholders.
- Assess leading trends and challenges in the fields of Local and Regional Planning, Landscape-level Planning, and Environmental Assessment and Impact.
- Describe current and emerging technologies in sustainable land use planning and energy development and discuss appropriate applications.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- EDMG259 – Hazard Mitigation and Preparedness
- EVSP312 – Introduction to Sustainability
- EVSP320 – Energy and Resource Sustainability
- EVSP321 – Land Use and Planning
- EVSP322 – Remote Sensing and Geographic Information Systems
- EVSP415 – Environmental Impact Assessment

TOTAL = 18 semester hours

Retail Management

The Undergraduate Certificate in Retail Management serves to generate interest in the retail management professional field while enhancing those already within the discipline, preparing graduates to pursue career opportunities in retail management field. This certificate will provide the basic skills needed to update and/or broaden the knowledge of employees in the dynamic and fast growing retail industry. This certificate will provide critical knowledge necessary in today's competitive retail market and will assist in transitioning into the management field of retailing. By developing management skills directly related to the retail industry, this certificate is designed for students who wish to develop the skills necessary to become future successful retail managers and continue their educational pathway to a Retail Management Degree.

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Define the basics of retail management functions/principles and explore ideal characteristics of a good manager.
- Define the basics of customer relations functions/principles and explore ideal characteristics of good customer relations as applied to individuals in both small/large organizations.
- Describe the importance of retail inventory management knowledge when viewing fundamental organizational requirements, recognize retail inventory skills required of managers, understand competitive dimensions, and describe how productivity is measured.
- Identify the goals of financial management and retail financial strategy.
- Decipher risk management planning and its use, how risk management tenets can be applied to the manager role, and how to implement a policy and evaluate compliance.
- Identify various challenges that face retail leaders in both the private and public sector, understand commercial safety issue, and identify how to create/maintain a safe work environment.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- RTMG150 – Retail Organization Fundamentals (students taking this course cannot also take MGMT201 - Organizational Fundamentals)
- RTMG200 – Customer Relations
- RTMG201 – Retail Inventory Management
- RTMG202 – Risk Management
- RTMG203 – Commercial Safety
- RTMG204 – Finance Fundamentals

TOTAL = 18 semester hours

Security Management

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Demonstrate knowledge of the basic terms in security management and its theories.
- Assess management theories and apply concepts of planning, resources, and authority to security organizations.
- Identify and discuss the major aspects of physical security, associated threats, and application of countermeasures.
- Explain the basic procedures and rules of personnel security and the specialized terms associated with information security.
- Draw conclusions about the role a security leadership has in establishing the foundation of private security programs.
- Establish how security managers test and align functional performance or their security organization incorporating legal issues and ensuring ethical approaches.
- Evaluate and use a methodology of quality assurance including the merits of a performance-based standards approach towards total asset protection.
- Draw conclusions about a value added contribution in the world of tangible and intangible assets.
- Detect how corporate security managers can effectively communicate strategic security issues and actions to other business departments and managers.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- SCMT370 – Principles and Theory of Security Issues
- SCMT371 – Legal and Ethical Issues in Security Management
- SCMT373 – Evaluation of Security Programs
- SCMT374 – Contemporary Issues in Security Management
- SCMT390 – Security Administration
- SCMT397 – Physical Security

TOTAL = 18 semester hours

Space Studies

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Discuss, describe, and distinguish between the characteristics of each planet in our solar system.
- Describe rocket fundamentals including propellants, combustion principles, and general components.
- Analyze the principles of manned and unmanned flight, both within and outside of Earth's atmosphere.

CERTIFICATE REQUIREMENTS (19 SEMESTER HOURS)

- SCIN134 – Introduction to Astronomy with Lab
- SPST301 – Introduction to Space Flight
- SPST302 – Comets, Asteroids, and Meteorites
- SPST303 – History of Space
- SPST304 – National Space Organization
- SPST305 – Introduction to Orbital Mechanics

TOTAL = 19 semester hours

Sustainability

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Explain the foundational principles of resource and energy sustainability.
- List current and emerging renewable energy technologies.
- Explain society's dependence on fossil fuel and traditional energy sources.
- Explain the social and economic barriers that prevent the acceptance and use of sustainable products, goods and services.
- Apply the principles of sustainability to land use and development planning.
- Assess the impact of green infrastructure and sustainable design on global resource sustainability.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- EVSP312 – Introduction to Sustainability
- EVSP320 – Energy and Resource Sustainability
- EVSP321 – Land Use and Planning
- EVSP322 – Remote Sensing and Geographic Information Systems
- EVSP418 – Green Infrastructure and Renewable Technologies
- EVSP421 – Water Resources Management

TOTAL = 18 semester hours

Terrorism Studies

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Investigate the causes and support mechanisms of international and domestic terrorism.
- Examine the history of terrorism and its fundamental variations: domestic; trans-national; state-conducted; state-aided, and independent.
- Employ indication and warning and predictive intelligence methods to forecast pending terrorist attacks.

CERTIFICATE REQUIREMENTS (21 SEMESTER HOURS)

- EDMG220 – Emergency Planning
- HLSS101 – Homeland Defense
- HLSS104 – Chemical and Biological Defense
- HLSS151 – Introduction to Terrorism
- HLSS154 – Mind of a Terrorist
- HLSS212 – Chemical, Biological, and Radiological Hazards
- HLSS215 – Regulatory Issues in Weapons of Mass Destruction

TOTAL = 21 semester hours

United Nations

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Comprehend the theory and politics of conflict, war, mediation, and diplomatic negotiations.
- Evaluate the potential for conflict in a country or region.
- Assess the rationale for negotiation and the lifecycle of a conflict situation.
- Explain the various approaches toward United Nations peace operations
- Evaluate the development of multiparty mediation and assess the benefits and drawbacks of such an approach.
- Analyze the complexity and limitations of negotiating across cultures and diverse groups.
- Describe the distinct nature of conflict in the post-Cold War era.

CERTIFICATE REQUIREMENTS (24 SEMESTER HOURS)

- IRLS413 – International Conflict Resolution
- IRLS414 – Principles of Peacekeeping
- IRLS415 – Peacekeeping Logistics
- IRLS417 – International Civil Order
- LSTD306 – International Law
- MILH421 – History of Peacekeeping: 1945-1987
- MILH422 – History of Peacekeeping: 1988-Present
- MILS410 – Asymmetrical Warfare

TOTAL = 24 semester hours

Visual Basic Application Development

The Visual Basic Application Development Certificate focuses on the principles and practices necessary to design, develop, and deploy Web applications using the Visual Basic interactive development environment (IDE). Graduates will be able to build realworld Visual Basic applications based on the knowledge and skills gained in the program. This program prepares the adult learner to seek entry-level career positions such as web database developer, visual basic developer, and .NET developer. Graduates will be able to apply and use Object-Oriented Programming (OOP) and Visual Basic to develop Web applications. Prior experience with object-oriented software development is strongly recommended.

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Discuss the impact of the .NET framework on IT Management, Security, and Global Economies as it applies to enterprise ecommerce solutions on the Web.
- Explore and analyze the hierarchy of the Framework Class Libraries (FCL); use the objects and properties to design and develop applications on the Web.
- Appraise the architecture, the lifecycle, management issues, and process for developing Visual Basic and ASP Web applications.
- Differentiate between traditional programming and event-driven programming and also between traditional programming and object-oriented programming (OOP); examine the application of OOP in the Visual Basic IDE.
- Appraise the features, functionality, power, and advantages of Visual Basic.NET that have made it a viable tool for website design, development, deployment, and management.
- Analyze the ASP.NET facilities to establish and maintain state between connections within the context of the stateless and connectionless HTTP protocol.
- Assess the provisions in VB.NET for performing component-based programming, exception handling, and interface-based programming; also assess their impact on IT Management.
- Discuss the architecture, advantages, and functionality of both ADO.NET and the Active-X component architecture; also explain the concept of connection pooling.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- ENTD361 – Enterprise Development Using VB.NET: Introduction
- ENTD461 – Enterprise Development Using VB.NET: Advanced
- ENTD462 – Enterprise Development Using ASP.NET
- WEBD121 – Web Development Fundamentals
- WEBD241 – Web Development using JavaScript
- WEBD242 – Web Development using XHTML

TOTAL = 18 semester hours

Visual Communications

Graphics are valuable tools for communication in Internet applications. This Visual Communications Certificate introduces the student to the principles and practices of image manipulation, image enhancement, and image storage. The student will explore graphical file formats, color and perception, color balance, histograms, web-friendly colors, the impact of image size and resolution on screen brightness, contrast, image noise, noise reduction, digital signal processing (blurring, de-blurring, Gaussian filters, sharpening, softening, spot healing, dodging, burning), transparency, opacity, hue, saturation, image layering, color blending (multiplying, dodging), image transformation (rotation, resizing, shearing), selections (pixel, vector), alpha channels, and image modes (grayscale, RGB, CMYK, HSB, indexed color). This certificate also examines the process of designing, developing, and deploying text and graphics in motion to create a dynamic and interactive experience for the Web user. Students will develop storyboards, perform interaction design, animate type, and set illustrations in motion. Students will examine and apply the theories and concepts behind developing illustrations, character animations, layers, frames, masks, symbols, libraries, motion tweens, shape tweens, nested objects, and animated shows. They will add audio and video to enhance the quality of the visual experience. Prior experience with using graphics software and with scripting languages such as JavaScript is recommended.

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Discuss the purpose and usage of smart objects, layers and vectors in editing, also differentiate between a raster image and a vector image; also detail the layer concepts of hiding, linking, and setting layer styles.
- Detail the capabilities of Adobe Photoshop as a tool for editing and restoring digital images; also describe the process for enhance digital images by manipulating sharpness, color, contrast, hue, brightness and resolution.
- Appraise the principles and concepts of effective design for organizing information, performing site design, and determining the navigation structure.
- Assess the principles for designing Web pages, including the content, typography, colors, images, and page layout; also examine the use of style sheets to enhance reusability and to design consistent interfaces.
- Compare and contrast the various image file formats on the Web, including GIF, JPG, PNG, and SVG.
- Assess the utility of Adobe Flash technology in streaming animations on websites; also assess the use of tweens, anchors, guides, and onions skins to develop Web animations.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- DSIN121 – Web Page and Web Site Design
- DSIN141 – Image Enhancement using Adobe Photoshop
- DSIN241 – Illustration and Design using Adobe Illustrator
- DSIN242 – Motion Graphics using Adobe Flash
- WEBD121 – Web Development Fundamentals
- WEBD220 – Web 2.0 Fundamentals

TOTAL = 18 semester hours

Weapons of Mass Destruction Preparedness

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Describe the threat posed to society by chemical, biologic, radiological and nuclear (CBRN) weapons.
- Name the state and non-state actors most likely to obtain weapons of mass destruction.
- Identify the motivation, ease and constraints on both state and non-state actors in acquiring CBRN weapons.
- Describe countermeasures available to US agencies fighting terrorism.
- Determine the role of the federal government in disaster response.

CERTIFICATE REQUIREMENTS (21 SEMESTER HOURS)

- EDMG220 – Emergency Planning
- HLSS104 – Chemical and Biological Defense
- HLSS151 – Introduction to Terrorism
- HLSS154 – Mind of a Terrorist
- HLSS155 – Terrorist Tactics
- HLSS212 – Chemical, Biological, and Radiological Hazards
- HLSS215 – Regulatory Issues in Weapons of Mass Destruction

TOTAL = 21 semester hours

Web 2.0

This certificate provides an introduction to Web 2.0 trends and technologies. Students will profile the various features, tools, communities, and practices available in Web 2.0. Also included is a survey of the concepts, tools, and practices used to build blogs and wikis. The certificate also reviews the various methods of posting information from the blog into web pages using RSS and Atom techniques. Students will also appraise other Web 2.0 technologies such as forums, collaborative websites, discussion boards, and wikis. Students will apply the knowledge gained in this certificate to design and create blogs and forums. Topics include Web 2.0 management, marketing, branding, psychological factors, sociological aspects, customer social networking, community building, relationship management, and organizational impact. Prior experience with scripting languages such as JavaScript is recommended.

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Analyze the architecture, directory structures, document flow, and protocols of the World Wide Web; also differentiate between the technologies, practices, and management issues in Web 1.0 and Web 2.0.
- Appraise the trends and the potential of Web 2.0.
- Profile the tools for building blogs, wikis, forums, discussion boards, and other Web 2.0 technologies.
- Design blogs using Web 2.0 tools for blogging, photo sharing, and social networking.
- Evaluate the principles and practices to manage the users of Web 2.0 tools and technologies.
- Analyze social networking and examine its impact on business processes and relationships.
- Assess the psychological and sociological aspects of Web 2.0.
- Appraise marketing and branding concepts in relation to Web 2.0.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- DSIN121 – Web Page and Website Design
- WEBD121 – Web Development Fundamentals
- WEBD220 – Web 2.0 Fundamentals
- WEBD241 – Web Development using JavaScript
- WEBD242 – Web Development using XHTML
- WEBD280 – Web 2.0 Management Issues

TOTAL = 18 semester hours

Web Publishing

This certificate provides an understanding of the process for building and deploying websites on the World Wide Web. This program prepares adult learners to seek entry-level career positions such as Web Publisher, JavaScript Developer, FrontPage Developer, Flash Animator, Flash Developer, Web Page Developer, Website Developer, and Web Master. Graduates will be able to apply and use the Document Object Models (DOM) in JavaScript, XML, and DHTML. Any undergraduate student, regardless of major, may take the following courses to complete a Certificate in Web Publishing.

CERTIFICATE OBJECTIVES:
Upon completion of this program, the student will be able to:

- Describe the architecture, directory structures, document flow, and protocols of the World Wide Web.
- Appraise the process for setting up a website and establish criteria to evaluate and select a Web Presence Provider (Internet Service Provider (ISP) to host the website and provide the services required.
- Evaluate the impact of JavaScript, XHTML, DHTML, and FrontPage on Information Technology Management and on the evolution of the Web.
- Examine the use of Cascading Style Sheets (CSS) to develop a portable format for standardizing the look and feel across multiple web pages and browsers.
- Analyze the process for designing, developing, and deploying websites using JavaScript, XHTML, DHTML, and FrontPage (an integrated Development environment); apply this knowledge to design, develop, and deploy a multi-page website.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- DSIN121 – Web Page and Website Design
- WEBD121 – Web Development Fundamentals
- WEBD241 – Web Development using JavaScript
- WEBD242 – Web Development using XHTML
- WEBD262 – Web Development using DreamWeaver
- WEBD311 – Internet Concepts

TOTAL = 18 semester hours

Business

BUSN100 Basics of Business (3 hours)
This course is designed to acquaint the student with the terminology, organization, and function of the American business system. The course will give the student a broad background about the contemporary American and global business environments as well as considering different business organizations, management principles and strategies. Topics covered include marketing, finance, personnel, customer relations, production and operations, e-business, world trade ventures, internal information systems and decision-making processes.

BUSN120 Real Estate Principles (3 hours)
This course provides an introduction to real estate as a business and profession. Students will have the opportunity to discuss and review terminology, concepts and best practices for the real estate industry. Topics will include the real estate market, property rights, deeds and leases, contracts, the closing process, urban economics, brokerage, appraisal, land uses, and insurance.

BUSN310 Business Theory (3 hours)
This course provides an understanding of the corporation, each of the business functions (to include accounting, finance, marketing, technology, management, and planning), and the relations between and among functions in the operation of the firm.

BUSN311 Law and Ethics in the Business Environment (3 hours)
This course develops skills for inquiry into the business environment from a legal and ethical perspective. Students explore the relationships between modern business and the environment, in addition to the ethical issues that arise when diverse interests intersect. Relevant topics will include contracts, commercial law (sales, secured transactions and creditors remedies), forms of business entities (including limited liability companies and corporations), agency, employer-employee relationships, real property concepts, bankruptcy, and negligence and strict liability concepts. Students will examine corporate governance and business ethics with emphasis on case studies.

BUSN312 Operations Research (3 hours)
This course introduces Operations Research and includes the application of operations research and management science techniques to management decision problems. Operations research techniques and methods can be applied to problems in virtually all functional areas of business including accounting, finance, marketing, production and human resources. Examples from each of these areas will be covered during the course. A feature of the course is that Microsoft Excel is used to implement some of the techniques covered. This means that you will become proficient in using Excel; the most widely used electronic spreadsheet in business today. (Prerequisite: MATH110, MATH225)

BUSN313 Global and Competitive Strategy (3 hours)
This course is concerned with the formulation and analysis of business strategy. Business strategy is the set of objectives and policies that collectively determine how a business positions itself to increase its returns and create economic value for its owners and stakeholders. Students will be introduced to analytical techniques for diagnosing the competitive position of a business, evaluating business strategies, and identifying and analyzing specific business options.

BUSN314 International Benefits and Legal Issues (3 hours)
The ability of the human resource manager to monitor and administer international employee benefit programs and to address legal issues pertaining to employees is essential in today's global economy. Often, a company may have employees from several nations assigned to the same area or dispersed throughout the company span of influence. Differences in local laws and international practices must be addressed if the company is to remain competitive and successful. A detailed study of unique cases and circumstances, and sources of information to guide the international HR manager will be the focus of this course.

BUSN316 Fundamentals of Entrepreneurship (3 hours)
This course focuses on the actual tasks and activities of the entrepreneur-from researching venture feasibility, to launching the venture, to managing growth. Covered are descriptions of real entrepreneurs in action, facing the challenges that entrepreneurs must deal with, and making good and even some not-so-good decisions. This study relates the excitement of the entrepreneurial adventure.

BUSN318 Small Business Management (3 hours)
This course focuses on the unique aspects facing the small business, to include issues of strategy, marketing, personnel, operations, profitability, surviving in the market, and financing, among other issues. Resource constraints are covered as a major topic.

BUSN320 Principles of E Business (3 hours)
This course is a study of the fundamental principles of e-business. Students will learn how to build a successful e-business operation with step-by-step guidance for writing an e-business plan and simplified guidance for the development and management of a start-up customer focused website. Students will select an e-business of their choice and, using worksheets from their textbooks, follow a step-by-step process to develop eight sections of the e-business plan: business description, product and services, marketplace analysis, marketing planning, management and organization, operations, business location and equipment, and financial plans. Students will integrate basic start-up website design plans and concepts into their e-business plan. The major objective of this course is for every student to apply the principles of e-business, e-marketing and basic website design, and develop an e-business plan for immediate application or for future reference.

BUSN330 Fundamentals of Business Analysis I (3 hours)
This course focuses on business user requirement gathering and provides a variety of techniques to prepare and conduct related activities. Students gain insight into determining functional business requirements and determining user work flows in a business.

BUSN331 Fundamentals of Business Analysis II (3 hours)
This course provides a comprehensive review of different types of business requirements, tools and techniques, and documentation suites. Students apply techniques such as Unified Modeling Language, context and use case, data models, state, activity, sequence, and use cases.

BUSN332 Business Use Cases (3 hours)
The course provides practical knowledge in documenting user business functions. Students learn how to document business functions in user's scenarios, develop use cases, and the application of use cases into the development life cycle activities.

BUSN333 Project Management for Business Analysts (3 hours)
This course focuses on project requirements as the basis for managing development lifecycles. Students learn to define project cycle time, measure and estimate project efforts, and set priorities.

BUSN410 Critical Thinking Strategies for Business Decisions (3 hours)
THIS COURSE WILL REQUIRE A PROCTORED EXAM. This course provides students opportunities for analysis, synthesis, and application of critical thinking applied to decision making at all levels in an organization. This course equips students with critical thinking skills to identify problems utilizing rational decision making. Students learn to solve organizational problems and provide strategic direction based on critical thinking.

BUSN411 Entrepreneurial Opportunity Evaluation and Business Plan Development (3 hours)
This course focuses on the essential framework and first steps towards the student's objective evaluation of entrepreneurial opportunity. The first portion of the course will focus on evaluation of opportunity. Topics of the course center on a framework to provide funding, strategy, format, and other issues essential to the delivery of a business plan from an entrepreneurial idea, concept, or vision.

BUSN412 Quality Management Systems (3 hours)
This course examines quality management and views quality as a systematic process leading to customer satisfaction. The course covers methodologies that will aid managers in implementing and assuring an organization's quality system is effectively meeting the organization's business goals.

BUSN415 Small Business Growth and Development (3 hours)
This course is designed to prepare you to take a small business from the startup stage to the growth stage. This step is often a huge leap for businesses and requires special skills and management approaches. This course will focus on organizing for growth, intensive marketing for growth, creating growth strategies, and financing growth.

BUSN419 International Business Management (3 hours)
This course focuses on the organization, management strategies, and essential operations of international business and cross cultural management. It provides a managerial perspective and a framework of analysis for examining the similarities and differences in the philosophy and practices of management around the world. Topics include the methods and importance of effective strategic planning when organizing and administering international marketing, finance, and human resource management areas toward efficient business, government, and global market relationships. By focusing on the analysis of national and organizational cultures and the impact of individual behaviors, the course gives a strong basis for managers to successfully manage in different countries and different populations.

BUSN490 Business Administration Independent Study (3 hours)
An opportunity for Business Administration students to pursue an independent research project or examine a specific area of Business Administration under the mentorship of a single professor. Course is open to upper division students only. Participation is at the discretion of the faculty member. This course will require students to produce a major research paper of approximately 25-30 pages; there will be no examination. Students will submit a proposal prior to the start of the project, an annotated bibliography, and a final paper at week 8, all of which will count toward the final grade. To be eligible for an independent study, students must be enrolled in a bachelors degree program, must have completed 24 hours at APUS toward their current degree program, and should have already contacted a professor and gained approval for the independent study topic. Once these conditions are met the student should contact his/her academic advisor. Once the course is open the student must complete an official online registration for the course.

BUSN499 Senior Seminar in Business Administration (3 hours)
The Capstone course is a senior level course designed to allow the student to review, analyze and integrate the work the student has completed toward a degree in Business Administration. The student will complete an approved academic project or paper that demonstrates mastery of their program of study in a meaningful culmination of their learning and to assess their level of mastery of the stated outcomes of their degree requirements. Students should complete ALL Core and Major courses prior to this course. Student must have SENIOR standing to register.

ECON301 Comparative Economics (3 hours)
This course analyzes the main economic systems operating today and their effect on international trade policies. Students will compare economic internal growth in centrally planned, mixed, and capitalist economics; analyzes the performance of various economic systems in today's global economy and discusses important problems and issues of economic transition; compares the basic theories of economic systems and various models of economic transition.

ECON302 Environmental Economics (3 hours)
This course explores environmental economic theory and the relationship between market activity and the environment. The course emphasizes the use of economic analytical tools, such as market models, benefit-cost analysis, and risk analysis to assess environmental problems and to evaluate economic policy solutions.

ECON303 International Economics (3 hours)
This course provides a comprehensive account of the theory and practice of international trade and international monetary relations. Emphasis is placed on modern trade theory and applications, trade policies and arrangements, and international factor movements. Topics include international financial relations, including the balance of payments, exchange rate determination and regimes, international economic policy, and international banking.

ECON304 Monetary Economics (3 hours)
This course analyzes money and banking, the US and world financial markets, the role of the central bank, and monetary policies. Topics include principles and issues in money and banking, the nature and functions of money, financial institutions and markets, banking structures, and regulations.

Child and Family Development

CHFD101 Professional Careers and Education in Child Family Development (3 hours)
This course provides an overview of child and family development as a profession and academic discipline. It focuses on the broader discipline and its specialty areas of study and practice, career opportunities available in the field and educational requirements for field entry, effective job and graduate program preparation strategies, and practical issues confronting child and family services and professionals in related occupations.

CHFD210 Childhood Educational Development (3 hours)
This course examines a variety of developmentally appropriate instructional strategies central to the education of children. Integrating a micro-systemic perspective that takes into account internal and external family dynamics, this course will focus on identifying theoretical and applied solutions to the choice of age-appropriate learning exercises.

CHFD212 Infant and Toddler Programs (3 hours)
This course examines the fundamentals of infant and toddler development, including planning and implementing programs in group care. It emphasizes meeting physical, social, emotional, and cognitive needs; scheduling, preparing age-appropriate activities, health and safety policies, record keeping, and reporting to parents.

CHFD215 Introduction to Child Development (3 hours)
This course addresses the research and theory of child development from conception through the end of childhood. Topics include the child's emotional, perceptual, and intellectual development, with attention to the social, cultural, and biological context in which children develop. Practical applications of theory and research will be emphasized.

CHFD220 Human Sexuality (3 hours)
This course is an overview of the biological, psychological, cultural, and behavioral aspects of human sexuality and family life. The overall theme of the course focuses on attitudes and responsible sexual behavior. Key topics include how culture, society, and history have impacted our understanding of human sexuality.

CHFD225 Introduction to the American Family (3 hours)
This course examines the family during the latter half of the twentieth century. Topics include a diverse range of issues, including single mothers, fathers, disparities among families, child care and child well-being, cohabitation, and how these trends affect American family life.

CHFD307 Child and Adolescent Development (3 hours)
This course is a study of theories, research and practical interventions concerning the psychological development of the child from conception to puberty. Course content focuses on biological, intellectual, emotional and social development, and the dynamics of family, peer, school and other environmental influences.

CHFD308 Infant-Toddler Development (3 hours)
This course is an examination of physical, cognitive, emotional, and social development in the first 3 years of life. Course topics include developmental milestones, abnormal development and disease, parenting, family dynamics, and appropriate care practices and environments from infancy through 36 months of age.

CHFD310 Early Childhood Development (3 hours)
This course presents the historical and theoretical basis for early childhood development, education, and early intervention. Middle childhood development in play, academic/cognitive, physical/sports, and social/peer settings as well as gender issues will be studied. Theory and practice are examined by illustrating models of early childhood education and early intervention programs. Topics include cultural/developmental diversity and issues in early childhood education/early intervention.

CHFD311 Guidance in Early Childhood (3 hours)
This course stresses the need to respect the unique qualities that individual children and their families bring to the early childhood setting. It presents developmentally appropriate guidance strategies that help young children to become responsible, respectful, and productive members of the community.

CHFD312 Special Needs Students (3 hours)
This course focuses on theory and practical approaches to understanding and providing accommodations for students with special needs. Students will be presented with an overview of the characteristics of the most prevalent types of disabilities, as well as the laws that protect and best educational practices for children with disabilities. Students will examine the methods to teach, as well as the documents that provide the legal basis for meeting the needs for an appropriate education for this population.

CHFD313 Middle Childhood Development (3 hours)
This course examines the development of children in the grade school years, with attention given to the influence of emotional, intellectual, physiological, social, and cultural factors upon psychosocial growth and development. Family influences and exposure to other social and academic experiences are emphasized as they impact upon the development of the child.

CHFD331 Parenting (3 hours)
This course examines factors influencing child rearing practices in families with an emphasis on developing practical skills for working with parents and children. Topics of study include family systems, communication dynamics, blended and culturally diverse families, conflict management, custody concerns, factors supporting healthy child development and resilience, challenges to positive parenting, and models for effectively working with parents and youth.

CHFD340 Family Development (3 hours)
This course is a study of the dynamics of family interaction over the life cycle. Course content emphasizes the developmental, social, and cultural influences of the family in relation to a variety of personal and social experiences.

CHFD342 Human Life Span Development (3 hours)
This course is a survey of human development across the life span. Course content includes terminology, principles, and theories related to genetic and environmental influences on physical, cognitive, emotional and social development.

CHFD348 Marriage and the Family (3 hours)
This course guides students through an examination of the major theories and research findings related to healthy and effective marriages and families. Family dynamics associated with marital breakdowns and an introduction to family therapy are included.

CHFD350 Family Life Education (3 hours)
The course offers a philosophical and historical perspective on family life education across the lifespan. Practice in curriculum development including content, objectives, and teaching strategies for diverse social groups and settings is stressed.

CHFD360 Family Resource Management (3 hours)
The course covers the management of a variety of resources most often found in family systems. Included is the interaction of families with other societal environmental systems in acquiring and using resources to meet goals and other demands.

CHFD411 Child Psychopathology (3 hours)
This course focuses on psychopathology in childhood from biological, cognitive, social and emotional perspectives, and the assessment, diagnostic tools, and treatment approaches used with major childhood disorders. Environmental factors contributing to the development of child psychopathology, including family dysfunction, interpersonal violence and trauma, and assessment of risk for child abuse and neglect, drug use and suicide will be examined. (Prerequisite: CHFD307) This course replaces CHFD410.

CHFD415 Children and Stress (3 hours)
This course examines historical and current research related to, and practical applications for, managing and reducing childhood stress within home, school, and community environments. The effects of separation, divorce, violence, crises and trauma both within and external to the home and events impacting local and extended communities will be addressed with a prevention and intervention focus.

CHFD420 Intergenerational Trauma and Family Dynamics (3 hours)
The course examines the interdependent patterns and relationships within families and the communication styles that directly correlate to family trauma and recovery. In addition, this course utilizes both theoretical and applied frameworks to review how family and individual development is impacted during traumatic events across the lifespan.

CHFD445 Family Communications (3 hours)
This course emphasizes the role of communications within the family relationship cycle. It examines how individual needs, perceptions, and self-concepts affect the quality of intra - and inter-familial communication, and integrates both theoretical and applied aspects of family research.

CHFD446 Families and Social Action (3 hours)
This course is the study of the multidimensional aspects of family law and policy, including child support enforcement, homosexual marriage, and surrogate parenting. Students will analyze case excerpts from court opinions on family policies and laws that apply at the federal, state, and local level.

CHFD498 Senior Seminar in Child and Family Development (3 hours)
This course covers major issues within the field of child and family development. Historical underpinnings of theory and practice, factors influencing family function and dysfunction across the lifespan, family education and guidance, law and public policy related to children and families, family resource management, and ethical and professional issues confronting practitioners in field are examined. Extensive research, reading, and synthesis of scholarly and professional resources are required. Prerequisite: Student must have SENIOR standing to register.

CHFD499 Internship in Child and Family Development (3 hours)
The culmination of the student's program of study, the Internship in Child and Family Development consists of a minimum of 125 clock-hours in an CHFD program approved field setting and runs concurrent with an APUS online classroom seminar, weekly student and site-supervisor meetings, and regular APUS internship director and site-supervisor consultations to provide opportunities for the analysis, discussion, documentation, and evaluation of the field experience. The internship requires the student to apply the knowledge base acquired during completion of degree coursework. Internship participation is required of students wishing to apply for certification with the National Council on Family Relations (NCFR) as a Certified Family Life Educator (CFLE) after graduation. Students in the CHFD program not wishing to seek the CFLE also may complete the internship with the APUS internship director's approval. Prerequisite: Completion of all required BA in Child and Family Development coursework and approval from the internship director.

Communications

COMM200 Public Speaking (3 hours)
Public Speaking will introduce students to the field of communication studies, giving them a basic foundation in the issues relevant to communicating effectively in today's global, technological, and diverse world: history and theories of communication, ethics, the audience, developing and delivering a speech, and types of speeches and specialized speech situations, including the job interview. This course will utilize Thinkwell Public Speaking Online materials, which includes video selections of historic speeches for study as well as examples of student speakers. Students enrolling in this course must be able to upload video (preferable) or audio (acceptable) files of their speeches.

COMM210 Communication and Gender (3 hours)
This course examines the similarities and differences in male and female communication styles and patterns. The content emphasizes implications of gender as a social construct influencing perceptions, values, stereotyping, language use, nonverbal communication, and power conflict in human relationships.

COMM220 Small Group Communication (3 hours)
This course will examine the theoretical and practical issues that affect communication between members of work teams, discussion groups, and decision-making bodies. Students will work as members of student teams to analyze both the theoretical and practical implications of the issues that surround effective communication and miscommunication is a small group setting.

COMM240 Intercultural Communication (3 hours)
This course develops interpersonal, group, and presentational communication skills that are applicable in personal and professional cross-cultural relationships, and focuses on differences in values, message systems, and communication rules across cultural boundaries and in multicultural settings.

COMM250 Mass Communication (3 hours)
This course is an introduction to major mass communication theories as a context to examine major issues surrounding mass media in American society. Students will trace the history and development of the major media, both nationally and internationally, and examine the connection to, and interdependence of, each medium to other media. Emphasis will be placed on the current status of each medium and its influence on society and vice versa.

COMM280 Ethics in Communication (3 hours)
This course is a study of the ethical considerations in communication. It will examine the main ethical issues in interpersonal and mediated communication, including such topics as objectivity, freedom of expression, representations of sex, violence and other human behavior, privacy, confidentiality, and obligations to the public.

COMM285 Interpersonal Communications (3 hours)
This course is designed to focus on communications within the workplace, personal relationships, and family life in order to establish and maintain healthy interpersonal relationships. Topics will include issues such as anger, deception, jealousy, insecurity, sexual harassment, and other barriers to effective communication. This course serves as an introduction to major theories and empirical research regarding the role of interpersonal communication as it relates to personal, contextual, and cultural variables in the development of various types of relationships.

COMM350 Journalism (3 hours)
This course will introduce students to core journalism skills and the historical, social and political context of journalistic practice. The course provides instruction in online journalism, news writing, story structure, interviewing techniques, and a working understanding of the code of ethics and legal issues which impact journalistic practice. (Prerequisite: ENGL101 or ENGL102).

Criminal Justice

CMRJ100 Introduction to Law Enforcement (3 hours)
This course is an introduction to the philosophy, history, and constitutional limitations of law enforcement. The course will focus on the nature and functions of public agencies responsible for law enforcement. The development of law is discussed from primitive and ancient law, through early English law and law enforcement to the beginnings of law enforcement in the U.S. Also addressed is the development of federal, state and local law enforcement agencies in the U.S.

CMRJ101 Evidence and Procedures (3 hours)
This course is an introduction to the collection, preservation, and basic crime scene investigations. The course will also focus on the laws and court decisions relating to the admissibility of evidence. Additionally, there will be distinctions made between the interview and interrogation methods and their appropriate uses. The essential qualities of an investigator will be identified and explained.

CMRJ201 Criminal Justice Administration (3 hours)
An examination of the American criminal justice system as an interdisciplinary social science involving aspects of criminology, sociology, law, and political science. This course will enable the student to grasp the complexity of the American Criminal Justice System. As we study the Administration of Criminal Justice, we will see how the several components work – their goals, organizations and how they may have different or competing philosophies.

CMRJ202 Stress Management in Law Enforcement (3 hours)
A study of the stresses of law enforcement, specific stress factors in law enforcement (i.e., shift work, hazards and dangers, dealing with death and severe injury, post-shooting trauma, testifying in court, undercover work, etc.), and methods and techniques used to control stress.

CMRJ203 Patrol Methodologies & Community Policing (3 hours)
This course explores the uniformed police officers role and responsibilities emphasizing the enforcement of laws and traffic regulations, including concepts of routine patrol and dedicated or saturated patrol concepts. Assignment methodologies based on crime trends, environmental aspects, and interrelationship between other departments is assessed. Community policing and the changing roles of law enforcement, including resources, are evaluated for effectiveness.

CMRJ205 Rape and Sexual Violence (3 hours)
This course will explore the sociological and psychological perspectives of sexual crimes as well as examine the legal and forensic aspects of rape. The impact rape has on its victims and society's reactions to sexual violence will be analyzed not only within the United States but around the world. The class will learn to distinguish between pornography and obscenity as well as aspects of offender rehabilitation. Proper collection and preservation of sexual battery kits is an important role law enforcement has in solving rape cases. A brief look at the appropriate items of physical evidence collected in a rape case and how the evidence is analyzed in the crime laboratory will also be addressed.

CMRJ206 Juvenile Delinquency (3 hours)
This course is intended to introduce the students to the principles of delinquency. It provides a historical overview of delinquency in America. The course will look at the psychological, social, and environmental theories of delinquency. The course will also cover the juvenile court system and treatment options.

CMRJ285 Rehabilitation, Reentry, and Reintegration (3 hours)
This course provides a comprehensive overview of rehabilitation, re-entry, and reintegration through real-life examples of successes and failures and the most current research. Using an integrated, theoretical approach, students will explore the corrections topic through original evidence-based concepts, research, and policy from experts in the field and examines how correctional practices are being managed. Students will review interviews with 25 men and women who were recently released from prison and explore the re-entry process and the barriers that lead to failed re-entry and a return to prison. Students are exposed to examples of both the successful attempts and the failures to reintegrate prisoners into the community and they will be encouraged to consider how they can help influence future policy decisions as practitioners in the field.

CMRJ295 Criminal Justice Sophomore Seminar (3 hours)
This course is a culminating course for the Associate of Arts in Criminal Justice degree. It is designed to allow the student to review, analyze, and integrate the work the student has completed toward a degree in Criminal Justice. The student will complete an approved academic project or paper that demonstrates your grasp of criminal justice study. This is a culminating course to be taken after all other Associate of Arts in Criminal Justice courses have been satisfactorily completed. Student must have SOPHOMORE standing to register. This course is to be taken as the LAST course in the A.A. in the Criminal Justice program.

CMRJ300 Research Methods of Criminal Justice & Security (3 hours)
This course will assess the criminal justice system including research theory, inquiry structure, and modes of observation, data interpretation, program evaluation, and policy analysis. The student will approach the study of research methods through reading assignments, assessing scenarios, research readings and/or questions regarding issues in research in Criminal Justice. The student will prepare a research survey regarding a topic in the criminal justice field. Students will examine the importance of theory as it relates to criminal justice research and differentiate between major research approaches, designs, data collection techniques, and research works. Students shall be introduced to the American Psychological Association (APA) style of writing regarding basic research paper format. (This course is to be considered a prerequisite taken as one of the first three 300 level courses from the criminal justice and/or security curriculums).

CMRJ302 U.S. Law Enforcement (3 hours)
This course is an evaluation of the breadth and complexity of contemporary police administration from a systems perspective, a traditional structural perspective, a human behavioral perspective, and a strategic management perspective. Students will apply terms and ideas in the study of policing; and be able to demonstrate and assess the historical development of law enforcement at local, state and federal levels. Additionally they will be able to critically analyze contemporary problems and trends facing law enforcement agencies including their functions, operations and management styles. Managerial theories and practices in organizations will be examined and assessed as to their application in law enforcement organizations.

CMRJ303 Criminology (3 hours)
This course explains criminal behavior in relationship to various theories and analysis through historical explanations including classic theories and current developments of crime causation as they relate to criminal involvement. Society's response to criminal behavior is reviewed through the assessment of legal approaches and the aspects of the criminal justice system. Discussions of types of crime, terrorism, and recent laws affecting violent criminal acts are distinguished. Research affecting social policy and public crime concerns are examined including social problems and social responsibility perspectives.

CMRJ306 Criminal Investigation (3 hours)
This course is an analytical examination of crime detection and solution, including such topics as crime scene procedures, physical evidence, interviews, field notes and reporting, follow-up investigation, interrogation, and rules of evidence. Specific detail is given to investigations involving homicide, sex-related offenses, and crimes against children, robbery, larceny, vehicle thefts, computer crime, environmental crime, arson, and drug abuse. There is an in depth analysis of investigation methodologies addressing inductive and deductive reasoning to assess the decision making process to solve crimes.

CMRJ308 Ethics in Criminal Justice (3 hours)
This course has a concentration on the major functions and structure as well as processes that underline ethical issues and types associated within the American Criminal Justice System. This course will explore the structure and nature of the various types of ethical debates within the American judicial system. There will be an assessment of the ethics in criminal justice as it explores the issues of morality, virtue, honesty, and making ethical decisions in the United States criminal justice system. Assessments of various issues will be examined as they relate to decision making and ethics.

CMRJ310 Drug Dynamics in Criminal Justice (3 hours)
This course is an in-depth study of the epidemic of drug abuse and its association with crime. The course encompasses all aspects of both legal and illegal drug abuse, pharmacology, gang activity, youth, violence, and behavioral pathology. It will also provide a robust examination of public policy issues associated with resolving the national drug control issue, drug trafficking, legalization, and the law enforcement response. Students will have the opportunity to discuss contemporary drug related issues of the day related to enforcement, medical treatment, harm reduction, or educational responses. Professor directed research in any of these drug policy issue areas will close out the course enabling students to apply knowledge gained from the course to intelligently formulate their own opinions to develop possible societal solutions to this important national policy crisis.

CMRJ314 Contemporary Criminal Justice Issues (3 hours)
This course will examine a broad range of contemporary criminal justice issues such as racism in sentencing, racial profiling, national drug control policy, police use of deadly force, sentencing guidelines, community policing, prosecutorial discretion, court authorized electronic intercepts, and other oftentimes contentious areas. Students will research current criminal justice issues from weekly/scholarly journals and exchange analytical observations employing concepts and methodologies learned in the class. Professor directed research in a student selected contemporary criminal justice issue area will allow students to recognize the broad impact of crime on society and the complexities of solutions.

CMRJ316 Corrections and Incarceration (3 hours)
A comprehensive study of the context, practices, and special interests of corrections. Topics include the early history and current trends of correctional thought and practice, jails and other short-term facilities, intermediate sanctions, the prison experience, women in prison, institutional management, educational/treatment programs, prisoners' rights, and race/ethnicity challenges.

CMRJ317 Probation and Parole (3 hours)
An examination of the theory and practice of probation and parole, including pre-sentence investigation, supervision of probationers, parole administration and services, treatment theory, parole officers, juvenile services, and new concepts (such as community-based corrections, the justice model, and determinate sentencing) that have impacted traditional probation and parole theory.

CMRJ320 Law Enforcement Intelligence Applications (3 hours)
The course will prepare students to use intelligence methodologies and templates to assist in case support or investigations, security and counterintelligence, trend development and forecasting, and efficient use of open source information to maximize resources. The course will examine the current use of intelligence in law enforcement (federal, state, and local) and its applications in support of investigations and operational planning. The intelligence cycle, collection plans, use of open source intelligence, and the Internet, including Visual Investigative Aids, provide credibility to intelligence information gathering. An assessment of source reliability, information validity, security applications, and intelligence sharing will be examined in-depth. The methods also have application in the private sector.

CMRJ322 Crime and the Family (3 hours)
This course assesses the problems associated with domestic violence and also explores into the social, economic, political, and cultural stereotypes of causation. There will be an examination of the relationship between family life and anti-social behavior. A review of various theories as well as research regarding the effect of family structure, marital conflict, parental anti-social behavior, and parent's childrearing practices on a child's risk for conduct problems and delinquency are assessed. Adult anti-social behavior is also explored in terms of showing how various family socialization processes and childhood behavior problems influence probability of later adult crime. Students will also evaluate the aspects of gender, race, ethnicity and socioeconomic status of victims of family abuse and their perpetrators.

CMRJ324 The History of Organized Crime (3 hours)
A discussion of the evolution of organized crime in the United States, the social and legal factors that contributed to its development, and the groups involved. Also explored is how organized crime is structured and how it can be exposed and controlled. Theoretical explanations of organized crime are also covered.

CMRJ327 Gang Theory, Practice, & Suppression (3 hours)
This course covers issues dealing directly with gang theory not limited to but including understanding street gangs, also graffiti and violence. This course will help the learner by explaining gang practices, communications, structure, and enforcement techniques as well as the nature of gangs in the United States. Finally, the course will help the learner by explaining basic ways to deal with and suppress gang violence in the United States and the rest of the world.

CMRJ329 Criminal Profiling (3 hours)
This course explores criminal behavior, its motivation, and the environmental influences and patterns of offending. Other topics examined are the approaches to profiling and how these investigative techniques are applied to helping solve crimes. The course will address aspects of behavior, taking into consideration the definition of criminal profiling as the inference of offender traits from physical and/or behavioral evidence. Evaluations will be made of the history, theories, and investigative techniques regarding profiling crime offenders, using a unique blend of both social science,

as well as psychological and legal research. It includes legal case excerpts to demonstrate the role of the profiler (investigator). This provides the student a solid understanding of the integral relationship between the profiling techniques and theories of criminal behavior and the court system. Further exploration and assessment is discussed beyond traditional investigative procedures with current topics such as "inductive and deductive profiling", understanding modus operandi, and various other crime specific topics such as serial rape and sadistic behavior. Students will be able to explain how the science and art of profiling crime scenes and subsequently offenders, from physical and psychological evidence as a key to the investigation of a violent serial crime e.g., sex crime, etc., for which there is no known perpetrator. It is recommended students take either CMRJ101 or CMRJ306 prior to enrolling in this course.

CMRJ330 DNA in the Criminal Justice System (3 hours)
This course will provide an in-depth overview of the concepts and theories associated with how DNA is used within the criminal justice system. The course will cover ethical use of DNA as criminal and civil evidence and discuss the policies of using DNA. The course will use several selected real criminal cases in America as case studies.

CMRJ331 Fingerprint Analysis (3 hours)
This course will explore the historical development of fingerprint analysis as well as discuss the future technologies being developed to enhance fingerprint evidence in the American criminal justice system. The class will use several case studies of real crimes in which fingerprint analysis made a major impact on these crimes and the system.

CMRJ332 Bloodspatter Pattern Analysis (3 hours)
This course will explore the theories and practices used by crime scene investigators to exam Bloodstain Pattern Analysis (BPA). Topics explored will be the historical development of BPA, software used with BPA, the use of BPA as evidence, and real case studies of criminal cases in which BPA were utilized successful.

CMRJ333 Firearms Forensics Investigation (3 hours)
This course will explore the theories and practices used in Firearms Forensics identification and investigations. Topics explored will be the historical development and future of firearms forensics and how this science helps law enforcement officers identify weapons used to commit crimes. Students will conduct case studies on real criminal cases in which firearms forensics science played a major role in helping solve the crime.

CMRJ334 Voice Stress Analysis (3 hours)
This course will explore the development and use of the Voice Stress Analysis (VSA) by law enforcement to detect deception. Students will be exposed to the historical development of VSA technology and the policies and law that govern its use by government and private users. VSA science and reliability will be explored by case studies involving the use of this forensic tool.

CMRJ335 Crime Analysis (3 hours)
This course will examine contemporary practices for analysis and measurement of crime including the use of Geographical Information Systems (GIS) to map various aspects of crime. Modern crime analysis focuses on reducing crime and improving police efficiency by illustrating the impact of crime on the community and community impact on crime through the use of the SARA (scanning, analysis, response, and assessment) problem-solving model. Crime analysis facilitates informed decision making on criminal activity and prevention, thereby being instrumental in helping society learn the linkages between crime and other factors such as poverty or drug abuse. Additionally, there is a review of the crime analysis function within the law enforcement organization and a demonstration of how to develop, implement, and operate a crime analysis unit.

CMRJ341 Criminalistics (3 hours)
Students will be taught the proper recognition, collection, and preservation of physical evidence at the crime scene. This course is designed to make the student aware of the services of a crime laboratory and the proper utilization of these services. The course will concentrate on the significance of physical evidence and the examination of this evidence in the crime laboratory. It includes exploration into the different tests and techniques used in the field and within the laboratory regarding the study of potential evidence and its connection in solving a criminal case. This course provides a different concept from other investigative techniques as it is scientifically oriented. Students among several evidence assessments will learn to identify the process of chromatography and determine the usefulness of trace elements for the forensic comparison of various types of physical evidence. Additionally, students will relate the advantages of linking a microscope to a spectrophotometer from the forensic scientist's point of view including an ability to apply the proper techniques utilized in the collection of fiber evidence. It is recommended students take CMRJ306 prior to enrolling in this course. This course is extensively Internet-augmented.

CMRJ400 Crime and the Media (3 hours)
This upper level, undergraduate course focuses on the effect of the media on law enforcement, crime, and violence. Various theories such as strain and behaviorism and their impact will be analyzed vis-a-vis late modernity and post modernism society. Emphasis is given to the negative effects phenomenon, media construction of crime news, portrayal of law enforcement, and the “surveillance culture,” as well as the impact of the internet on deviance. It provides students with an overview of problems affecting law enforcement, crime, and the public in general in assimilating and understanding information from various media outlets. Important topics such as the media’s impact on moral panics and portrayal of female offenders will also be explored.

CMRJ402 The Pathology of Death Investigations (3 hours)
This course will examine contemporary practices for investigating sudden, unexpected and violent death. Two major topics will be explored: the first focusing on the manner of death (the social circumstances under which the death occurs), the second focusing on the cause of death (the particular material actions which result in death). The following types of deaths will be considered: asphyxial, blunt and sharp force, firearms, natural causes, mass disaster, child abuse, sudden infant death syndrome (SIDS) and suicide. Estimating the postmortem interval and identification of human remains will also be considered. It is recommended that students take CMRJ306 before enrolling in this course.

CMRJ490 Independent Study: Criminal Justice (3 hours)
An opportunity for Criminal Justice students to pursue an independent research project or examine a specific area of Criminal Justice under the mentorship of a single professor. Participation is at the discretion of the faculty member. This course will require a major research paper of approximately 25-30 pages; there will be no examination. Students will submit a proposal prior to the start of the project, an annotated bibliography, and a final paper at week 8, all of which will count toward the final grade. To be eligible for an independent study, students must be enrolled in a bachelors degree program, must have completed 24 hours at APUS toward their current degree program, and should have already contacted a professor and gained approval for the independent study topic. Once these conditions are met the student should contact his/her academic advisor. Once the course is open the student must complete an official online registration for the course.

CMRJ498 Forensic Law Enforcement Capstone (4 hours)
This course is designed to be the final class taken in the B.S. in Criminal Justice with a concentration in Forensics program. The class will be a 16 week course during which students will be required to complete a major research project demonstrating a mastery of their program of study in a meaningful culmination of their learning and to assess their level of mastery of the stated outcomes of their degree requirements. Topics covered during the capstone will allow students to review, analyze, and integrate the work the student has completed towards their degree. NOTE: All required, core, and major courses must be completed prior to enrollment in this course.

CMRJ499 Senior Seminar in Criminal Justice (3 hours)
This seminar is a senior level course designed to allow the student to review, analyze, and integrate the work the student has completed toward a degree in Criminal Justice. The student will complete an approved academic project or paper that demonstrates mastery of their program of study in a meaningful culmination of their learning, as well as assess their level of mastery of the stated outcomes of their degree requirements. Student must have SENIOR standing to register.

Education

EDUC111 Observation Techniques (3 hours)
This course examines formal and informal methods of gathering and analyzing data on children. The emphasis is on understanding developmental patterns and implications for diagnostic assessment and intervention.

EDUC320 Classroom Management (3 hours)
This course provides students with the knowledge and skills necessary to establish a classroom learning community in which they can organize and conduct effective instruction, and in which their students can be challenged and highly involved in the learning activities. Successful classrooms exist because teachers have clear ideas about the most effective classroom conditions and student behaviors necessary for a healthy and intellectually stimulating learning environment. Course content will focus on the differences between teacher-centered and learning-centered activities as well as addressing the needs of both the traditional and online learning environments.

EDUC340 Adult Learning Theory (3 hours)
This course provides students with a foundation and perspective on the nature of adult learning, particularly adult learning across the human life cycle. Students will examine the ideas of learning theorists and practitioners from the fields of education and address the relationship between theories of adult learning and teaching methods in applied settings. Students also address learning methods used by adults in everyday life and the incorporation of such natural methods into a concept of "lifelong learning" for adults.

EDUC401 Curriculum Design (3 hours)
This course focuses on the knowledge and skills necessary for the effective development of curriculum materials and the organization and implementation of those materials as a learning program with students. Students will address the leading theories and concepts of contemporary curriculum design as advocated by its leading scholars and practitioners.

EDUC402 Measurement and Evaluation (3 hours)
This course is a study of the theory, concepts, and practices of learning measurement and evaluation in instructional settings. Course topics include reliability theory, test and evaluation development, validation, and assessment.

Emergency Management

EDMG220 Emergency Planning (3 hours)
Effective emergency planning is the key to surviving natural and man-made disasters. Risk analysis and the formulation of a comprehensive plan, followed by a vigorous and continuing testing program, are essential elements to surviving an emergency. Topics covered include threat assessment, risk analysis, formulating the plan, staffing the Emergency Operations Center (EOC), coordinating with supporting agencies, the importance of continuing liaison, managing an actual incident, and conducting an effective follow-up analysis. Various actual case studies are discussed.

EDMG230 Emergency and Disaster Incident Command (3 hours)
This course is a study of the theory and practice of incident command, the various methods of incident command, and specific focus on the Incident Command System (ICS) used in crises, disasters, and emergency management response systems. Cases are studied in order to assist students in understanding the management and leadership complexity associated with modern emergencies and disasters.

EDMG240 Chemistry of Hazardous Materials (3 hours)
This course presents the chemical basis for classification of and emergency response to incidents involving hazardous materials. It is designed for the non-chemist emergency responder, transporters and others who need to understand the implications of both single product and multiple product spills, releases, and incidents.

EDMG259 Hazard Mitigation and Preparedness (3 hours)
This course will provide the student with an overview of societies need for planning for hazardous situations. Every community faces the potential of hazards, both natural and manmade. Only when people are injured and property is damaged by a hazard does a disaster occur. Due to patterns of population growth and development in the United States, disasters now occur more frequently than ever before. Mitigation and preparedness strategies are critical ways of making a community more resilient against the impacts of hazards.

EDMG320 Natural Disaster Management (3 hours)
This course addresses the planning, recovery, and response system in place in the United States for natural disasters. The course covers issues of organization, operations, training, and other issues associated with the management of natural disasters.

EDMG321 Social Media Application to Emergency and Disaster Management (3 hours)
This course explores social media and other forms of communication, and their value and limitations in today's environment, and cross-functional employment in support of emergency management, homeland security, and public health emergency operations. In addition, this course evaluates the contributions of the internet and social media within a larger media/public relations context, as a stand-alone mass notification/information sharing platform, and as part of a communications strategy for disaster response.

EDMG330 Managerial Issues in Hazardous Materials (3 hours)
This course examines regulatory issues, hazard analysis, multi-agency contingency planning, response personnel, multi-agency response resources, agency policies, procedures and implementation, public education and emergency information systems, health and safety, command post dynamics, strategic and tactical considerations, recovery and termination procedures, and program evaluation.

EDMG340 Consequence Management (3 hours)
This course addresses the potential results from nuclear, biological, and chemical incidents or uses. Topics include public health consequences of such incidents, emergency planning and response measures in place among U.S. agencies, and emerging detection and management technologies. Existing vulnerabilities to these types of incidents and attacks will also be discussed. Objectives of the course include identification of the historical development and use of chemical and biological weapons; definition of the types of chemical and biological weapons and their impacts; analysis of case studies related to the development and use of chemical and biological weapons and research on chemical and biological warfare.

EDMG420 Risk Communications (3 hours)
This course examines media management during local/national disasters and/or events. It will also address the media and all levels of governmental response. The focus will be on actual operations and on-site issues.

EDMG498 Senior Seminar in Emergency & Disaster Mgmt. (3 hours)
This senior capstone course allows students majoring in emergency and disaster management to analyze specific program related issues and problems using the knowledge and understanding gained by completing the required courses in the program and a significant number of the major courses. This is a capstone course to be taken after all other Emergency & Disaster Management courses have been satisfactorily completed. Student must have SENIOR standing to register.

EDMG499 Independent Study in Emergency and Disaster Mgmt (3 hours)
This course gives students an opportunity to pursue an independent research project or examine a specific area of study under the mentorship of a single professor. The course is open to upper division students only. Participation is at the discretion of the faculty member and must be approved by the Program Director or Dean. The course will typically involve a major research paper (20-30 pages). Students will submit a proposal prior to the start of the course. To be eligible for an independent study, students must be enrolled in a bachelors degree program, must have completed 24 hours at APUS toward their current degree program, and should have already contacted a professor and gained approval for the independent study topic. Once these conditions are met the student should contact his/her academic advisor. Once the course is open the student must complete an official online registration for the course.

FSMT102 Fire Behavior and Combustion (3 hours)
This course explores the theories and fundamentals of how and why fires start, spread, and are controlled. The student can expect to identify physical properties of the three states of matter; categorize the components of fire; recall the physical and chemical properties of fire; describe and apply the process of burning; define and use basic terms and concepts associated with the chemistry and dynamics of fire; discuss the various materials and their relationship to fires as fuel; demonstrate knowledge of the characteristics of water as a fire suppression agent; articulate other suppression agents and strategies; and compare other methods and techniques of fire extinguishments.

FSMT188 Fire Prevention (3 hours)
This course provides fundamental information regarding the history and philosophy of fire prevention, organization and operation of a fire prevention bureau, use of fire codes, identification and correction of fire hazards, and the relationships of fire prevention with built-in fire protection systems, fire investigations, and fire and life safety education. Students can expect to define the national fire problem and its main issues; recognize the need for fire prevention as part of the overall mix of fire protection; recognize the need for fire prevention organizations, review minimum professional qualifications at state and national levels for fire inspectors, investigators, and public educators; define the elements of a plan review program; identify the laws, rules, codes, and other regulations regarding fire prevention; and discuss training, media, and public education programs for fire prevention.

FSMT201 Fire Protection Systems (3 hours)
This course addresses the study of suppression systems and their critical components as well as their application to selected fire protection problems. It will cover the duties, responsibilities, and ethical aspects of the Fire Protection Engineer with focus on contract drawings and their relationship to contract specifications and an actual survey of a large building. It will include the philosophy, history and fundamentals of public and private fire protection, and relations with other disciplines including architecture and the building industry, and will extend to the application of hydraulic theory to a range of design considerations.

FSMT210 Fundamentals of Fire Protection (3 hours)
This course is an overview of fire protection and its related fields. It also covers the philosophy and history of fire protection/service, fire loss analysis, organization and function of public and private fire protection services, fire departments as part of local government, laws and regulations affecting the fire service, fire service nomenclature, specific fire protection functions, basic fire chemistry and physics, introduction to fire protection systems, and introduction to fire strategy and tactics. Students can expect to describe and discuss components of the history and philosophy of the modern fire service; analyze the basic components of fire as a chemical reaction; examine the major fire phases; examine the main factors that influence fire spread and behavior; list and describe major emergency response services and illustrate how they interrelate; synthesize roles of national, state, and local support organizations in fire and emergency services; describe the scope of fire and emergency services organization; describe the common fire facilities, equipment, and apparatus; analyze management concepts for emergency situations; and explain fire prevention including code enforcement, public information, and public and private fire protection systems.

FSMT287 Fire Protection in Building Construction (3 hours)
This course is a study in building construction components that relate to fire and life safety to include a major focus on fire fighter safety. The elements of construction and design of structures are shown to be key factors when inspecting buildings, preplanning fire operations, and operating in emergencies. The student can expect to demonstrate an understanding of building construction as it relates to firefighter safety, building codes, fire prevention, code inspection, and firefighting strategy and tactics; classify major types of building construction; analyze the hazards and tactical considerations associated with the various types of building construction; explain the different loads and stresses that are placed on a building and their interrelationships; identify the principle structural components of buildings and demonstrate an understanding of each function; differentiate between fire resistance and flame spread, and describe the testing procedures used to establish ratings for each; classify occupancy designations of the building code; and identify the indicators of potential structural failure as they relate to firefighting safety.

FSMT289 Fire Protection Hydraulics and Water Supply (3 hours)
This course is a theoretical study to understand the principles of the use of water in fire protection and to apply hydraulic principles to analyze and solve water supply problems. The student can expect to apply the application of math and physics to the movement of water in fire suppression activities; comprehend the design principles of fire service pumping apparatus; analyze the community fire flow demand criteria; and demonstrate understanding of hydraulics, water characteristics, fluid pressure, hydrokinetics, Bernoulli's formula, nozzle reaction, friction loss in water conductors, nozzle pressure equation, water distribution systems, Hazen-Williams equation, fire flow tests, determination of required fire flow, fire service pump design and testing, friction loss calculations, engine and nozzle pressure, Underwriter's formula, parallel lines, Wyed lines, aerial stream calculations, relay pumping, mobile water supply, fire streams, four hydraulic laws of friction loss, and fire fighting foams and foam systems.

FSMT311 Fire Dynamics (3 hours)
This course focuses on fire behavior and includes topics such as fire chemistry, science, interaction with the environment, and reaction to chemical and/or natural elements involved in a response.

FSMT320 Fire Protection Structure and System Design (3 hours)
This course examines design principles involved in structural fire protection and automatic suppression systems including fire resistance and endurance, flame spread evaluation, smoke control, alarm systems, sprinkler innovations, evaluation of sprinkler system designs, and specialized suppression systems.

FSMT321 Community Fire Mitigation and Protection (3 hours)
This course is a study of the leading theory and practice associated with community fire mitigation, planning, protection, response, and recovery. Topics of the course include fire-community relations, community outreach, volunteerism and fire protection, strategic community planning, inter-organizational responses, and other issues.

FSMT340 Incendiary Fire Analysis and Investigation (3 hours)
This course examines technical, investigative, legal, and managerial approaches to the arson problem, including principles of incendiary fire analysis and detection, environmental and psychological factors of arson, gang-related arson, legal considerations and trial preparations, managing the fire investigation unit, intervention and mitigation strategies, and shaping the future.

FSMT362 Fire Administration and Finance (3 hours)
This course examines the relationship of fire administration and the role of executive fire administrators in the administration of complex issues in a dynamic environment. The course covers political, legal, financial, and ethical issues faced by fire administrators within the context of public administration. Topics include examination of the effects, influences, challenges, and opportunities of public and private fire functions and roles.

FSMT405 Fire Safety and Risk Regulation (3 hours)
This course focuses on citizen and responder fire safety and risk reduction through prevention, response, and recovery phases of fire operations. Topics include risk reduction planning, equipment, communications, and procedure, among others.

FSMT410 Fire Regulation, Policy, and Law (3 hours)
This course focuses on public policy, law, and regulation concerning fire mitigation, response, and recovery. Legal issues and risk are addressed as topics in the course, as are general and specific national, state, and local fire regulations and public law.

FSMT475 Applications of Fire Research (3 hours)
This course examines tools and techniques of rational decision making in fire departments including databases, statistics, probability, decision analysis, utility modeling, resource allocation, cost-benefit analysis, and linear programming.

FSMT498 Senior Seminar in Fire Science (3 hours)
THIS COURSE WILL REQUIRE A PROCTORED EXAM. This senior capstone course allows students majoring in fire science to analyze specific program related issues and problems using the knowledge and understanding gained by completing the required courses in the program and a significant number of the major courses. This is a capstone course to be taken after all other Fire Science courses have been satisfactorily completed. Student must have SENIOR standing to register.

FSMT499 Independent Study in Fire Science Management (3 hours)
This course gives students an opportunity to pursue an independent research project or examine a specific area of study under the mentorship of a single professor. The course is open to upper division students only. Participation is at the discretion of the faculty member and must be approved by the Program Director or Dean. The course will typically involve a major research paper (20-30 pages). Students will submit a proposal prior to the start of the course. To be eligible for an independent study, students must be enrolled in a bachelors degree program, must have completed 24 hours at APUS toward their current degree program, and should have already contacted a professor and gained approval for the independent study topic. Once these conditions are met the student should contact his/her academic advisor. Once the course is open the student must complete an official online registration for the course.

HLSS211 Emergency Response to Terrorism (3 hours)
This course is a study of the emergency response to terrorism process to include knowledge of response tasks, toxicology, mass casualty triage, decontamination, and other operational issues.

English

ENGL099 Principles of Composition (3 hours)
Principles of Composition is an introductory writing course that addresses sentence structure, paragraph organization, and essay cohesion, all while developing the student's writing style. Academic credit is awarded; however, this credit cannot be applied toward degree requirements.

ENGL100 The Processes & Principles of Composition (3 hours)
This course provides instruction and practice in the fundamentals of English grammar and usage in addition to the processes of writing: invention strategies, drafting, critical reading, researching, collaborating, sharing, revising, editing, and copyediting. In particular, this course provides extensive practice in narrative, descriptive, and expository writing, using supplementary readings as models of form and to generate subject matter for composition. This course does not fulfill the English General Education Requirements, but it can be used as elective credit.

ENGL101 Proficiency in Writing (3 hours)
This course provides instruction in the writing process with a focus on self-expressive and expository essays and will include practice in the conventions of standard written English, responding to readings, and incorporating sources into essays with appropriate documentation.

ENGL102 Effectiveness in Writing (3 hours)
This course provides instruction in the writing process with a focus on persuasive and argumentative essays, and will include practice in developing a distinctive style, the methods of effective reasoning, and library and online research. A formal research project is required. (Prerequisite: ENGL101/EN101).

ENGL120 Creative Writing (3 hours)
This course will give students the opportunity to study the elements of fictional writing. Students will experiment with a variety of forms including poetry, fiction, and drama. (Prerequisite: ENGL101).

ENGL200 Composition and Literature (3 hours)
This course is designed to focus on critical reading and writing skills. It emphasizes reading and writing by enabling students to experience literature as one of many forms of language and offers effective ways of highlighting reading strategies in a number of different contexts. (Prerequisite: ENGL101).

ENGL220 Technical Writing (3 hours)
This course will focus on the kinds of communication typically found in the workplace and will include the major concepts of technical writing: audience analysis, ethics, collaboration, graphics and design, and concepts common to all types of technical communication. In this course, the student will prepare letters, memos, instructions, proposals, and written and oral reports. Because the Internet has become an important tool in the workplace, it will also cover the basics of using the Internet as a research tool. (Prerequisite: ENGL101).

ENGL225 Business Writing (3 hours)
This course teaches students how to communicate professionally in the business community. It emphasizes business language and style. Included in the course are exercises that instruct students how to write clear, well-structured effective letters, bulletins, emails, instructions, memos, manuals, reports, and other business writing. (Prerequisite: ENGL101).

ENGL230 Introduction to Linguistics (3 hours)
This course presents modern linguistic theories and their application to literature and teaching of English. Included will be an examination of how various grammatical models represent the complexities of sound, sequence, and structure of language. Also included will be the topics of word meaning, language variation, language and context, oral and written discourse, writing systems, literature analysis, grammar, and language planning in teaching English. (Prerequisite: ENGL101)

ENGL320 Freelance Writing (3 hours)
This course is designed to help students become knowledgeable and productive freelance writers. It will help them prepare written articles for publication in magazines and newspapers. Writing assignments will parallel the study of a current text and will result in submissions designed for publication and sale. (Prerequisite: ENGL101).

ENGL401 History of the English Language (3 hours)
This course will provide students with a foundation in the history and linguistics of the English language. The course will emphasize social, political, and other external historical events influencing language change as well as the internal history of the language. Attention will be given to the various language systems (personal identity, phonetics, phonology, morphology, graphics, syntax, lexicon, language variation, historical linguistics, language and the brain, and semantics) as well as to the literature from the different historical periods. (Prerequisite: ENGL101).

ENGL420 Advanced Creative Writing (3 hours)
This course extends the writing approaches and practices encountered in ENGL120. Students will continue to explore ways to generate ideas for stories, but a more central focus will be on deepening existing writings and finding new challenges in familiar material. Students will also explore additional types of storytelling, such as prose poetry, flash fiction, screenwriting, and visual poetry. Students will explore their own "voice" and develop a writing process unique to themselves. (Prerequisite: ENGL120).

ENGL498 Senior Seminar in English (3 hours)
The culminating point of an undergraduate's career, this senior course offers students the rhetorical knowledge and research practices needed to write and to research successfully in any discourse community within which they might find themselves—as students, professionals, and citizens. While university students are projected to make several career changes within their working lifetimes, these transitions and the challenges of their complex personal and public lives will require critical thinking skills and informed flexibility. This course is designed to polish students' writing, analytical, and English skills so that they may confidently confront the challenges and demands of specialized research and written communication. According to their affinity, seniors are invited to pursue literary interests in the compositions of this course and conduct research in other academic or professional areas. This course will provide students with the opportunity to complete an approved academic research exercise that demonstrates knowledge of a selected field of study. This is a capstone course to be taken after all other English courses have been satisfactorily completed. Student must have SENIOR standing to register.

Environmental Science

EVSP110 Introduction to Hazardous Waste Management (3 hours)
This course is an introduction to hazardous waste management. Its course topics include history of hazardous waste management in the United States; an overview of the hazardous waste industry in the United States; the major political, legal, managerial, and handling issues associated with hazardous waste; and the dangers and repercussions on individuals and society for poorly handled hazardous waste.

EVSP111 Hazardous Waste and Public Law (3 hours)
This course addresses the public laws and regulations associated with hazardous waste management. Course topics include major environmental laws that focus on hazardous waste, environmental auditing, and industrial wastewater regulations, among others.

EVSP201 Environmental Economics (3 hours)
This course focuses on the design of environmental policy under uncertainty and asymmetric information. Topics include the theory of public goods, theory of renewable and non-renewable resources, externalities and common pool resources, the theory of pollution and pollution control, and trade-environment issues.

EVSP210 Hazardous Waste Treatment and Disposal (3 hours)
This course is a study of waste accumulation, storage and disposal options, pollution prevention, remediation and cleanup, underground storage tank management, and chemical life-cycle tracking. Some basic chemistry is covered as well as physical chemical treatment for neutralization, oxidation-reduction, metals removal, and hazardous materials destruction. Filtration, ion exchange, and reverse osmosis are discussed. Chemical feed systems, sludge handling, and dewatering are also presented.

EVSP220 Emergency Spill Response (3 hours)
This course is a study of the planning, preparation, response, and recovery from a hazardous materials spill in industrial or transportation settings. Course topics will include processes associated with materials identification, on-site responsibilities, reporting requirements, and safe return to normalcy.

EVSP310 Water Science (3 hours)
An overview course on water sources, uses, management and conservation; biological, economic, and health issues. The course will use chemical and engineering approaches to water and waste water treatment. It includes studies for assessing chemicals in water and waste water. Students will cover the application of standardized analytical methods for evaluating water quality.

EVSP311 Soil Science (3 hours)
A fundamental study of soil properties and reactions critical to the evaluation of how contaminants, as well as essential nutrients, behave in the soil environment. Interactions of potential pollutants with soils and the aquatic and atmospheric environments are emphasized. Methods of soil management or remediation to minimize pollution are presented.

EVSP312 Introduction to Sustainability (3 hours)
This course will introduce students to the principles of environmental sustainability. Students will explore various aspects of sustainability, including energy use, industrial processes, waste generation and disposal, and the built environment. As part of the focus on solutions, the course will introduce students to tools society can use to attain and implement sustainable practices such as policy, law, education and communication, marketing, research advocacy, and international agreements and collaboration.

EVSP316 U.S. Federal Environmental Organization (3 hours)
This course is a study of the environmental organization at the federal level to include duties and responsibilities of federal environmentally-focused agencies, non-environmental agencies and organizations that have environmental impact or related responsibilities, and other federal administrative issues focused on environmental bureaucracy, contracting, and/or outsourcing to private organizations.

EVSP317 Environmental Enforcement (3 hours)
Nearly all environmental programs are predicated on getting permit tees to take effective action to end non-compliance or nonpermitted activities. This often happens voluntarily, but in some instances formal enforcement action must be taken by environmental agencies such as EPA or state agencies. This action may be civil or criminal, it may involve a fine, it may involve supplemental environmental projects, but it will always require the environmental problem be put right. This course will examine the entire enforcement process including the decision tree and options at each branch point. It will discuss the issues of standing, punishment versus deterrence, legal searches, and the rights of permit tees and individuals.

EVSP320 Energy and Resource Sustainability (3 hours)
This course will introduce students to current and future trends in energy technology, policy, and sustainability. It will address topics such as resource sustainability, relevant aspects of economics, sociology of innovation diffusion, product design principles, and the environmental impacts of existing and emerging energy technologies. Analysis of the range of current and future energy choices will be stressed, as well as the role of energy in determining local environmental conditions and the global climate.

EVSP321 Land Use and Planning (3 hours)
This course will introduce students to the basic methods of land use planning, including: goal development and formalization, planning intelligence and information systems, population forecasting, land use forecasting, land suitability analysis, land use location requirements, land classification planning, natural/sustainable land use design, and the analysis of regional or local land use plans. Through lecture, discussion, case studies, and assignments, the class will examine fundamental land use controls (i.e., General Plans and Zoning), land use policy, and contemporary land use management techniques.

EVSP322 Remote Sensing and Geographic Information Systems (3 hours)
This course illustrates the fundamental concepts of GIS and remote sensing technologies in the context of land use planning and management. Topics include the physical basis for remote sensing, remote sensing systems, digital image processing, data structures, database design, and spatial data analysis. The course is not intended to provide students with extensive training in particular image processing or GIS packages, however, course exercises and the final project will require GIS data analysis and presentation skills.

EVSP330 Fish and Wildlife Policies, Programs, and Issues (3 hours)
This course focuses on national fish and wildlife policy, programs, and contemporary issues. Topics addressed in the course include historical and contemporary fish and wildlife policy; major fish and wildlife federal, state, and local programs; economic incentives and disincentives associated with fish and wildlife; and non-U.S. approaches to fish and wildlife issues.

EVSP331 Public Lands Management (3 hours)
This course focuses on the federal, state, and local agencies, policies, strategies, and public law that influences the public lands management of the United States, and, to a lesser extent, other countries. The focus of the course is the historical and contemporary land management approaches used to protect, exploit, manage, and/or use public lands in the United States. Topics include jurisdictional issues over public land, federal agencies involved in land management, state and local issues and land management, and contemporary issues associated with land management in the 21st Century.

EVSP341 Introduction to Wildlife Management (3 hours)
The course explores conceptually the ecological knowledge needed for wildlife conservation, including how species behave and life history evolves and ultimately how that shapes wildlife populations. Traditional wildlife management topics will be included along with an added emphasis on ethological implications that affect biological diversity. In addition, human behavior and its impact on wildlife populations and diversity will be studied through case studies, scientific literature, and assigned readings.

EVSP342 Population Ecology (3 hours)
This course examines the fundamental laws of population ecology, providing an overview of the underpinnings of population theory. Emphasis is placed on these principles as applied to conservation and management of fish and wildlife populations. Topics include assessing extinction risk of rare species, invasion dynamics of exotic species, demographic and environmental stochasticity, metapopulation dynamics, structured populations, the role of species interactions, interspecific interactions, and micro-evolutionary processes. Use of case studies will demonstrate the application of population ecology models and methods to the management of fish and wildlife populations, and provide the opportunity to apply concepts to current problems and challenges in this field.

EVSP411 Environmental Policy, Regulation, and Law (3 hours)
This course is an introduction to environmental policy, regulation, and law in the U.S. Subjects covered will include command and control of regulation, air quality, water quality, control of toxic materials, waste management, energy, and natural resources.

EVSP412 Environmental Management Systems (3 hours)
A major trend among world corporations and public agencies is the creation of formal environmental management systems. Official certification of such plans by a third party auditor marks the end of planning and the start of implementation. ISO 14001 certification is a complicated and labor-intensive process, but it can bring great tangible and intangible benefits. This course will study the process and then apply it to six case studies.

EVSP413 Environmental and Ecosystems Management (3 hours)
This course focuses on contemporary theories and practices associated with environmental and ecosystems management. Industrial, economic, commercial, political, developmental, and other issues and concerns that influence environmental and ecosystems management are addressed.

EVSP414 Air Quality Management (3 hours)
In this course, the student will examine types of outdoor and indoor air pollutants, their sources, health effects, environmental and aesthetic effects, and methods of measurement and control. An in-depth review of the regulatory framework for air quality in the U.S. and related international treaties and agreements will be explored.

EVSP415 Environmental Impact Assessment (3 hours)
This course focuses on the processes, tools, and techniques used to analyze environmental problems, establish state and federal standards, develop environmental impact statements, and make decisions regarding the environment. Students will analyze actual problems, study real environmental impact cases, and learn to use various environmental impact methodologies.

EVSP416 General Ecology (3 hours)
This course provides an intensive treatment of the field of ecology. Ecology is the scientific study of the interactions among organisms and their environment, which explains the distribution and dynamics of organisms, their traits, and the effects that they have on the natural world. Students will learn that ecology is an integrative discipline that draws from various fields of biology (physiology, morphology, behavior, evolution) and natural sciences (e.g., geology and chemistry), as well as other disciplines (e.g., economics and social sciences). The focus of the course will be on identifying and recommending solutions to ecological problems, e.g., habitat destruction and fragmentation, biodiversity, global environmental change, desertification, acidification of the oceans, and others.

EVSP417 Conservation Biology (3 hours)
This course examines the fundamental biological and ecological principles of conservation biology. Instruction covers measures of biological diversity, species concepts, genetics of small population viability analysis, and metapopulation dynamics; habitat fragmentation including edge effects, corridors and patch dynamics; reserve design principles; setting biodiversity priorities; and monitoring indices. Changes in land use patterns and the science of Landscape Ecology are also investigated. Current conservation techniques are reviewed through the use of case studies and computer exercises. (Prerequisite: EVSP416).

EVSP418 Green Infrastructure and Renewable Technologies (3 hours)
This course will introduce students to the concepts of green infrastructure planning and design and the implementation of renewable technologies. The framework presented for planning and design will focus on increasing the performance of green infrastructure systems. Students will examine case studies and participate in exercises to develop richly layered, interconnected, and sustainable communities that increase human health and ecological resilience.

EVSP421 Water Resources Management (3 hours)
This course is designed to review the practical application of watershed planning as a tool to manage land, water, and ecosystem resources. Students will explore the public policies and practices of watershed planning by examining case studies in water supply, water quality, drought, floodplain, and storm water management in the U.S. The watershed management curriculum will utilize a multi-disciplinary approach, involving the fields of geography, environmental science, geology, public policy, urban and regional land planning, geographic information systems (GIS), and engineering.

EVSP430 Pollution and Pollution Management (3 hours)
This course focuses on pollution, its influence on the environment and ecosystems, and the major strategies designed to prevent or contain it. Topics include basic principles in pollution management, air pollution, marine and freshwater pollution, managing radiation, and the influence of society on pollution management. No prior experience with pollution management is needed, although the student is expected to have enthusiasm for the subject matter.

EVSP499 Senior Seminar in Environmental Studies (3 hours)
Analyses of specific issues will be conducted that will include a review of federal environmental organizations, regulations, and their integration with policymaking and decision-making. Students will review and analyze the environmental problem solving process with consideration for the economic, social, and security implications of these decisions on national and global scales. This capstone course will provide students with the opportunity to complete an approved academic research exercise that demonstrates their knowledge of their selected field of study. This is a capstone course to be taken after all other Environmental Studies courses have been satisfactorily completed or concurrently with courses as the student completes the last courses in EVSP. Students must have SENIOR standing to enroll.

Finance and Accounting

ACCT100 Accounting I (3 hours)
Introduction to the purposes of financial accounting statements and the recognition, measurement, and disclosure concepts and methods underlying financial statements. Focus is on using and interpreting financial statements and on understanding the impact of transactions and events on financial statements and financial ratios. Students must have access to Microsoft Word and Microsoft Excel software.

ACCT101 Accounting II (3 hours)
A continuation of Accounting I, this course includes study of managerial concepts, analysis of financial statements, internal controls, and contemporary accounting standards, practices, and issues. Students must have access to Microsoft Word and Microsoft Excel software. (Prerequisite: ACCT100).

ACCT105 Accounting for Non Accounting Majors (3 hours)
This course is an overview of accounting concepts used by managers in a business environment intended for non-accounting majors with no accounting background. Topics include accounting concepts, users of accounting information, elements and purpose of financial statements, accrual accounting, internal control and basic financial analysis. Students must have access to Microsoft Word and Microsoft Excel software.

ACCT300 Financial Accounting (3 hours)
As study of financial accounting to expose the student to a wide range of accounting topics. Topics include generally accepted accounting principles, assets and liabilities, debits and credits, accrual and cash based accounting, merchandising and inventory, the accounting cycle, internal controls, capital stock, income reporting, liabilities, cash flow, budgeting, planning and control. Students must have access to Microsoft Word and Microsoft Excel software.

ACCT301 Intermediate Accounting I (3 hours)
This course examines the accounting process including the adoption of the International Accounting standards (IAS) and reporting of financial reporting (e.g., balance sheet, income statement, and statement of cash flows). Students must have access to Microsoft Word and Microsoft Excel software. (Prerequisite: ACCT101).

ACCT302 Intermediate Accounting II (3 hours)
Students will study accounting theory and practices associated with corporate accounting issues of pensions, leases, bonds, and investments and earnings per share. Students will also study the effects of time value of money and how it applies to business decisions. An in-depth analysis of liabilities, stockholder's equity, and accounting changes and errors analysis are also reviewed in this course. Students must have access to Microsoft Word and Microsoft Excel software. (Prerequisite: ACCT301).

ACCT303 Intermediate Accounting III (3 hours)
A survey of the financial reporting process, a detailed study of financial statements, and an analysis of generally accepted accounting principles. Students must have access to Microsoft Word and Microsoft Excel software. (Prerequisite: ACCT302).

ACCT305 Accounting Information Systems (3 hours)
This course applies the practical application of accrual-basis accounting through the use of accounting software. Students will gain experience in integrated software designed to handle general ledger, accounts payable, accounts receivable, financial statement analysis, fixed assets, sales order processing, inventory, and payroll. Students must have access to Microsoft Word and Microsoft Excel software. (Prerequisite: ACCT101).

ACCT400 Auditing (3 hours)
This course examines the role of the auditor in a global business environment. The course covers the scope of auditing, the rules governing the professional ethics of the Certified Public Accountant, the auditing process, and the legal liabilities and responsibilities of an auditor. Students must have access to Microsoft Word and Microsoft Excel software. (Prerequisite: ACCT303).

ACCT405 Managerial Accounting (3 hours)
Students will analyze how internal accounting information can be used to support management in planning and controlling business activities. Topics covered range from (analysis of) financial statement analysis, job order cost systems, cost-volumeprofit analysis, budgeting, performance evaluation using standard costs, differential analysis, and product pricing. Students must have access to Microsoft Word and Microsoft Excel software.

ACCT410 Governmental and Not-for-Profit Accounting (3 hours)
This course emphasizes the accounting principles and reporting requirements for government units and not-for-profit entities. Topics include the accounting cycle, budgeting and fund accounting, and accounting for state and local governments, colleges and universities, and for not-for-profit organizations. Students must have access to Microsoft Word and Microsoft Excel software. (Prerequisite ACCT301).

ACCT415 Law for Accountants (3 hours)
To develop a sound understanding of the nature of law and an appreciation of the role of law within which an Accountant operates. A study of an area of law of particular importance to business including contracts, sales, negotiable instruments, secured transactions, agency, partnerships, and corporations. Students must have access to Microsoft Word and Microsoft Excel software.

ACCT420 Individual Federal Taxes (3 hours)
Students will be introduced to procedures for analyzing tax information on an individual federal tax basis. The following material will be covered in this course: analysis of gross income, income exclusions, adjusted gross income, deductions, exemptions, and credits. Students must have access to Microsoft Word and Microsoft Excel software. (Prerequisite: ACCT100).

ACCT499 Senior Seminar in Accounting (3 hours)
The Capstone course is a senior level course designed to allow the student to review, analyze, and integrate the work the student has completed toward a degree in Accounting. The students will examine a number of real-world cases that relate to auditing and accounting issues, and students will prepare an approved academic project or paper that demonstrates mastery of their program of study in a meaningful culmination of their learning and to assess their level of mastery of the stated outcomes of their degree requirements. Students must complete ALL Core and Major courses prior to this course. Students must have access to Microsoft Word and Microsoft Excel software. Students must have a SENIOR standing to register.

ECON101 Microeconomics (3 hours)
Microeconomics is an overview course that covers how households (consumers), firms (producers), and governments interact in competitive and other markets to set prices, and determine what and how much is produced. Key concepts introduced include the role of scarcity and choice, incentives and competition, and the law of supply and demand.

ECON102 Macroeconomics (3 hours)
Introduction to Macroeconomics is a survey course that builds on the topics covered and skills developed in ECON101 (Microeconomics) in order to present a complete picture of the economy. Macroeconomics shows how consumers and markets fit into the overall or aggregated economy and provides a framework to assess government policies. Key topics covered will include economic cycles (growth and recession), economic indicators and measures and interest rates and money supply.

FINC400 Principles of Financial Management (3 hours)
This course is an overview study of the concepts and techniques in corporate finance. Topics include investments, financial environment, securities markets, financial markets, financial statements and analysis, working capital management, capital budgeting, cost of capital, dividend policy, asset valuation, and decision-making. Students must have access to Microsoft Word and Microsoft Excel software.

FINC405 Budget Development and Execution (3 hours)
This course provides an in-depth focus and analysis of the four phases of the budget cycle -- formulation, review, execution and audit. It also explores the purposes of budget, including line-item budgeting, performance budgeting, zero-based budgeting and capital budgeting. Students must have access to Microsoft Word and Microsoft Excel software.

FINC410 International Finance (3 hours)
This course is designed to give the student a better understanding of the unique problems and opportunities presented by international business. Since the special emphasis of this course is finance, the course will focus considerable attention on specific topics of international finance such as foreign exchange markets and managing exchange rate risk. Students must have access to Microsoft Word and Microsoft Excel software.

Foreign Languages

ARAB100 Arabic I (3 hours)
This course will introduce the student to the fundamentals of the Arabic language using an online immersion technique developed by RosettaStone. The student will learn basic vocabulary, verb conjugations, and grammatical usage through online listening, speaking, reading and writing exercises. The student will also learn about the cultures of Arabic speaking nations. This course must be completed prior to taking ARAB101, Arabic II. Please note the technical specifications below. These are required to interface with the online version of RosettaStone. If you cannot meet these requirements we strongly recommend you do not take this course. Please contact classroomsupport@apus.edu if you are unsure or have any questions.

- The ability to download and install the speech component.
- A working microphone installed on the computer for speech recognition.
- Access to streaming media is also required and should be confirmed before registering for the class.

ARAB101 Arabic II (3 hours)
This course is a continuation of ARAB100, Arabic I. Students will continue to build vocabulary and be introduced to more advanced grammatical usage. In addition to similar—but more advanced—online listening, speaking, reading, and writing exercises, students will also learn to communicate in more abstract patterns of thought as demonstrated through the use of cartoons and humor. (Prerequisite: ARAB100). Please note the technical specifications below. These are required to interface with the online version of RosettaStone. If you cannot meet these requirements we strongly recommend you do not take this course. Please contact classroomsupport@apus.edu if you are unsure or have any questions.

- The ability to download and install the speech component.
- A working microphone installed on the computer for speech recognition.
- Access to streaming media is also required and should be confirmed before registering for the class.

CHIN100 Chinese I (Mandarin) (3 hours)
This course will introduce the student to the fundamentals of the Chinese language using an online immersion technique developed by RosettaStone. The student will learn basic vocabulary, verb conjugations, and grammatical usage through online listening, speaking, reading, and writing exercises. The student will also learn about Chinese culture. This course must be completed prior to taking CHIN101.

CHIN101 Chinese II (Mandarin) (3 hours)
PENDING AT THIS TIME. This course is a continuation of CHIN100, Chinese I. Students will continue to build vocabulary and be introduced to more advanced grammatical usage. In addition to similar—but more advanced—online listening, speaking, readin,g and writing exercises, students will also learn to communicate in more abstract patterns of thought as demonstrated through the use of cartoons and humor. (Prerequisite: CHIN100).

FREN100 French I (3 hours)
This course will introduce the student to the fundamentals of the French language using an online immersion technique developed by RosettaStone. The student will learn basic vocabulary, verb conjugations, and grammatical usage through online listening, speaking, reading, and writing exercises. The student will also learn about the cultures of French speaking nations. This course must be completed prior to taking FREN101, French II. Please note the technical specifications below. These are required to interface with the online version of RosettaStone. If you cannot meet these requirements we strongly recommend you do not take this course. Please contact classroomsupport@apus.edu if you are unsure or have any questions.

- The ability to download and install the speech component.
- A working microphone installed on the computer for speech recognition.
- Access to streaming media is also required and should be confirmed before registering for the class.

FREN101 French II (3 hours)
This course is a continuation of FREN100, French I. Students will continue to build vocabulary and be introduced to more advanced grammatical usage. In addition to similar—but more advanced—online listening, speaking, reading, and writing exercises, students will also learn to communicate in more abstract patterns of thought as demonstrated through the use of cartoons and humor. (Prerequisite: FREN100). Please note the technical specifications below. These are required to interface with the online version of RosettaStone. If you cannot meet these requirements we strongly recommend you do not take this course. Please contact classroomsupport@apus.edu if you are unsure or have any questions.

- The ability to download and install the speech component.
- A working microphone installed on the computer for speech recognition.
- Access to streaming media is also required and should be confirmed before registering for the class.

FREN201 Intermediate French Literature: Le Roman (3 hours)
This course is an extensive experience in reading a novel in French with the intent to grasp the meaning and the ideas in the foreign language without depending on or carrying out word for word translation. (Prerequisite: FREN101)

GERM100 German I (3 hours)
This course will introduce the student to the fundamentals of the German language using an online immersion technique developed by RosettaStone. The student will learn basic vocabulary, verb conjugations, and grammatical usage through online listening, speaking, reading, and writing exercises. The student will also learn about the cultures of German speaking nations. This course must be completed prior to taking GERM101, German II. Please note the technical specifications below. These are required to interface with the online version of RosettaStone. If you cannot meet these requirements we strongly recommend you do not take this course. Please contact classroomsupport@apus.edu if you are unsure or have any questions.

- The ability to download and install the speech component.
- A working microphone installed on the computer for speech recognition.
- Access to streaming media is also required and should be confirmed before registering for the class.

GERM101 German II (3 hours)
This course is a continuation of GERM100, German I. Students will continue to build vocabulary and be introduced to more advanced grammatical usage. In addition to similar—but more advanced—online listening, speaking, reading, and writing exercises, students will also learn to communicate in more abstract patterns of thought as demonstrated through the use of cartoons and humor. (Prerequisite: GERM100). Please note the technical specifications below. These are required to interface with the online version of RosettaStone. If you cannot meet these requirements we strongly recommend you do not take this course. Please contact classroomsupport@apus.edu if you are unsure or have any questions.

- The ability to download and install the speech component.
- A working microphone installed on the computer for speech recognition.
- Access to streaming media is also required and should be confirmed before registering for the class.

RUSS100 Russian I (3 hours)
This course will introduce the student to the fundamentals of the Russian language using an online immersion technique developed by RosettaStone. The student will learn basic vocabulary, verb conjugations, and grammatical usage through online listening, speaking, reading, and writing exercises. The student will also learn about Russian culture. This course must be completed prior to taking RUSS101, Russian II. Please note the technical specifications below. These are required to interface with the online version of RosettaStone. If you cannot meet these requirements we strongly recommend you do not take this course. Please contact classroomsupport@apus.edu if you are unsure or have any questions.

- The ability to download and install the speech component.
- A working microphone installed on the computer for speech recognition.
- Access to streaming media is also required and should be confirmed before registering for the class.

RUSS101 Russian II (3 hours)
This course is a continuation of RUSS100, Russian I. Students will continue to build vocabulary and be introduced to more advanced grammatical usage. In addition to similar—but more advanced—online listening, speaking, reading, and writing exercises, students will also learn to communicate in more abstract patterns of thought as demonstrated through the use of cartoons and humor. (Prerequisite: RUSS100). Please note the technical specifications below. These are required to interface with the online version of RosettaStone. If you cannot meet these requirements we strongly recommend you do not take this course. Please contact classroomsupport@apus.edu if you are unsure or have any questions.

- The ability to download and install the speech component.
- A working microphone installed on the computer for speech recognition.
- Access to streaming media is also required and should be confirmed before registering for the class.

SPAN100 Spanish I (3 hours)
This course will expose the student to the fundamentals of the Spanish language. The student will learn basic vocabulary, verb conjugations and grammatical usage through workbook and listening exercises. The student will also learn about the Spanish culture through reading and listening exercises. This course must be completed prior to taking SPAN101, Spanish II. Please note the technical specifications below. These are required to interface with the online version of RosettaStone. If you cannot meet these requirements we strongly recommend you do not take this course. Please contact classroomsupport@apus.edu if you are unsure or have any questions.

- The ability to download and install the speech component.
- A working microphone installed on the computer for speech recognition.
- Access to streaming media is also required and should be confirmed before registering for the class.

SPAN101 Spanish II (3 hours)
This course is a continuation of SPAN100, Spanish I. Students will continue to build vocabulary and be introduced to more advanced grammatical usage. Workbook and listening exercises will be a major component of the course. (Prerequisite: SPAN100). Please note the technical specifications below. These are required to interface with the online version of RosettaStone. If you cannot meet these requirements we strongly recommend you do not take this course. Please contact classroomsupport@apus.edu if you are unsure or have any questions.

- The ability to download and install the speech component.
- A working microphone installed on the computer for speech recognition.
- Access to streaming media is also required and should be confirmed before registering for the class.

SPAN201 Intermediate Spanish Literacy: La Novela (3 hours)
This course is an extensive experience in reading a novel in Spanish with the intent to grasp the meaning and the ideas in the foreign language without depending on or carrying out word for word translation.

Foundations

COLL100 Foundations of Online Learning (3 hours)
This course is designed to provide a solid foundation for undergraduate study in the online environment. Students will be introduced to learning theory, the tools available in the online classroom and campus, and online research. Identification of personal learning style allows students to improve their study/learning techniques and prepares them to succeed in college level courses. Students will be introduced to formatting and citation styles. APUS policy and procedure is addressed. There is an emphasis on written communication to assist students in the transition to the online environment.

COLL200 Prior Learning Assessment Seminar (3 hours)
This course provides a structured series of activities designed to provide the student with a systematic approach to petition for credit for learning obtained outside a traditional classroom. Students will learn to differentiate between experience, experiential learning, and learning by experience. They will analyze their personal knowledge, skills, and abilities and leverage them to develop and achieve educational goals as they learn about learning styles and theories. Students will identify prior learning and will be introduced to methods by which they can demonstrate that learning. Students will develop and submit at least one portfolio for assessment. Students are able to submit portfolios for additional classes after course completion. The evaluation fee for additional portfolios is $250 per portfolio.

COLL300 Research, Analysis, and Writing (3 hours)
This course outlines basic study and research techniques, the use of libraries, and the importance of research methodology and analysis for the social sciences. It is a writing intensive course that requires a sound understanding of written communication. Students enrolling in this course should be familiar with proper citations and documentation, grammar and syntax, organizing their writing, and parts of a paper. (Prerequisite: ENGL101 or ENGL102).

COLL498 Senior Seminar in General Studies (3 hours)
The capstone course is designed to polish students' writing, analytical, and research skills from the variety of discipline areas studied so that he or she may confidently confront the challenges and demands of specialized research and written communication. This course provides students with the opportunity to complete an approved academic research exercise or other creative scholarly activity resulting in a tangible product that demonstrates synthesis of a student's coursework and substantial knowledge of a selected field of study or cross-disciplinary interest. The course also addresses the notion of capstone by considering overall academic accomplishments in light of specific personal and career goals. This course is to be taken as the LAST course in the General Studies program. (Prerequisite: COLL300 AND Senior Standing).

History

HIST101 American History to 1877 (3 hours)
This course is a survey of United States history from the earliest European settlements in North America through the end of Reconstruction and emphasizes our nation's political, economic, and social development, the evolution of its institutions, and the causes and consequences of its principal wars.

HIST102 American History since 1877 (3 hours)
This course is a survey of history of the United States from the end of Reconstruction to modern times. Emphasis will be placed on internal expansion, inherent isolationism, America's road to becoming a world power, and the development of the concept of America as the "policeman" of the world.

HIST103 American History to 1877 NV (3 hours)
This course is a survey of United States history from the earliest European settlements in North America through the end of Reconstruction and emphasizes our nation's political, economic, and social development, the evolution of its institutions, and the causes and consequences of its principal wars. (Equivalent to HIST101). Students enrolling in this course must be deployed on a U.S. Naval ship and must pay using military tuition assistance. They may not register for this course if they have already registered this semester for courses using student federal financial aid or plan to use federal student aid within the next 12 months.

HIST104 American History since 1877 NV (3 hours)
This course is a survey of history of the United States from the end of Reconstruction to modern times. Emphasis will be placed on internal expansion, inherent isolationism, America's road to becoming a world power, and the development of the concept of America as the "policeman" of the world. (Equivalent to HIST102). Students enrolling in this course must be deployed on a U.S. Naval ship and must pay using military tuition assistance. They may not register for this course if they have already registered this semester for courses using student federal financial aid or plan to use federal student aid within the next 12 months.

HIST111 World Civilization before 1650 (3 hours)
This course is a survey of the history of the human community from the dawn of civilization to 1650. Emphasis is placed on the origins and achievements of the core civilizations of Asia, Europe, Africa and the Western Hemisphere. It stresses the interrelations of societies and cultures of the past, comparing and contrasting the experiences of peoples and civilizations with one another.

HIST112 World Civilization since 1650 (3 hours)
This course is a survey course in the history of the human community from 1650 to the present. It covers the origins, development, and achievements of the major civilizations and stresses the interrelations of societies and cultures of the past, comparing the experience of peoples and civilizations with one another.

HIST121 Western Civilization before The Thirty Years War (3 hours)
This course is a survey of the history and culture of the Western Civilization from the ancient civilizations of the Near East, through the rise of the classical civilizations of Greece and Rome, to the beginnings of Europe's Early Modern period. Emphasis is placed on the examination of the major political, social, economic, and religious developments of European history.

HIST122 Western Civilization since The Thirty Years War (3 hours)
This course is a study of the history and culture of the Western world, from the beginnings of Europe's Early Modern Period to the present. It covers the major political, social, economic, religious, and cultural developments since the thirty years war.

HIST213 History of Women in the United States (3 hours)
This course has been designed as an introduction to the history of women in the United States from the colonial period to the present. It will be surveying the field of American women's history in order to understand how specific political, social and economic transformations in the nation's past have affected the female half of the population. Throughout, it will remain attuned to ethnic and racial diversity and to regional differences and class distinctions in the lives of U.S. women. It will look at women's culture, as distinct from the dominant male culture, and analyze women's writings, art, lifecycles, and sexuality. It will work to understand the collective lives of women as workers, family members, reformers, and political activists as well as the individual experiences of women in the U.S. from the colonial era into the 21st Century.

HIST214 History of Latinos in the United States (3 hours)
Latinos are the fastest growing minority in the United States and have played key roles in U.S. history. This course surveys the history of the Latino experience in the United States from a political, economic, and cultural standpoint. Discover the difference between a "Hispanic" and a "Latino." Understand the intricacies of controversial issues such as immigration, and learn how this group has been influential in the past and is becoming increasingly important in the U.S.

HIST221 African-American History before 1877 (3 hours)
This course examines the complex and varied experiences of African Americans from slavery to 1877. Topics include West African roots, the middle passage, American slavery and resistance, the development of racism, the Civil War, and Reconstruction. The course will examine internal and external factors that shaped the black historical experience economically, culturally, and politically. While the class is designed to proceed chronologically, important themes such as the development of racism, abolitionist thought, the slave community, and the impact of free blacks will be emphasized.

HIST222 African-American History since 1877 (3 hours)
This course surveys the economic, cultural, and political facets of the African American experience from 1877 to the present. Topics of African American history will be examined, such as Jim Crow laws, the Harlem Renaissance, the Civil Rights Movement, and Black Power. While the class is designed to proceed chronologically, themes such as military and diplomatic policies, migration and urbanization, black political thought, and popular culture will be emphasized.

HIST223 History of the American Indian (3 hours)
This course surveys American Indian history from before Columbus to the present. It emphasizes the American Indians' political, economic, and social development, the emergence of the principles that guided them into the 21st century, the evolution of its institutions, and the causes and consequences of its principal wars.

HIST225 West Virginia Studies (3 hours)
In this course, students will review the geographical, cultural, economic, and political aspects of the state with an emphasis on the events leading up to statehood and beyond. Local traditions and state sectional patterns are stressed and examined in the context of assimilation into the national body politic.

HIST290 History of the Holocaust (3 hours)
This course is an overview of the major historical, political, cultural, religious, and military issues associated with the Holocaust. It will examine how the anti-Semitic propaganda of the early Nazi Party manifested itself into a legitimate political platform, evolving into state sponsored legal legislation, and culminating into an industrialized killing industry. Students will be introduced to the principle historical figures, events and timelines regarding the birth of the Nazi Party, their taking control of the German nation, and finally their political and military actions against those deemed 'subhuman'. In addition, students will also become well-versed in The Hague and Geneva Conventions regarding the roles of the military and the protective status and qualifications of noncombatants. (Prerequisite: HIST300/HS334 for History and Military History majors only).

HIST300 Research Methods in History (3 hours)
The purpose of this course is to prepare the student for upper-division course work, research, and writing based on historical methodologies such as quantification or paleography. It is designed to familiarize the student with what historians do and how they do it, and affords the student the opportunity to develop their own skills as a historian by interpreting and evaluating primary and secondary source material and presenting their findings in a written, properly referenced format.

HIST301 Ancient Greece (3 hours)
This course covers the history of the Greek speaking peoples from the origins of Greek civilization during the Bronze Age to the dispersion of Greek culture during the Hellenistic era through the conquests of Alexander the Great. The topics emphasize the political, social, cultural, and economic institutions and values that Hellas created to revolutionize Ancient Mediterranean history. Students gain an introduction to the history of Greek civilization and a deeper understanding of the nature of democracy, and the relationships among politics, art, literature, and the ideals of civic virtue. (Prerequisite: HIST300/HS334 for History and Military History majors only).

HIST302 Ancient Rome (3 hours)
This course will study the history of Ancient Roman civilization from the founding of the Republic in 735 BC to the fall of the western empire in 476 AD. Roman political, military and cultural events and personalities will be the focus of this course. Interaction and conflict with neighboring Mediterranean, western tribal, sophisticated eastern, and later barbarian cultures will serve as the thematic core. The course will also examine the lasting impression and influence of Ancient Roman civilization on European and Western culture. (Prerequisite: HIST300/HS334 for History and Military History majors only).

HIST303 The Middle Ages (3 hours)
This course will cover the history of Europe from the 4th/5th century when the Roman Empire was ending to the middle of the 14th century when the new nations were fully defined. Starting with the fall of the Romans and the effect of that fall on Europe, the course will cover the arrival of the "barbarian" invaders, the reign of Charlemagne, the rise of separate, new European states such as France, England and Germany as well as the Church, the relations between these states and with the Byzantine Empire, the period of the Crusades, and the development of different government systems in the various European nations. (Prerequisite: HIST300/HS334 for History and Military History majors only).

HIST304 The Renaissance (3 hours)
This course is a survey of Western Europe from 1350 to 1600. It examines the political, military and social events surrounding the re-birth of classical knowledge and artistic expression in Italy known as the Renaissance. The course also traces the movement of the Renaissance northward, focusing on the coming Reformation era. The last part of the course studies the Protestant and Catholic Reformations to include how the Reformations effected the growth of the modern nation-state. (Prerequisite: HIST300/HS334 for History and Military History majors only).

HIST305 France in the Age of Enlightenment (3 hours)
This course examines the "Age of the Enlightenment" in France with the reigns of King Louis XV and Louis XVI. Through readings of the functioning of the monarchy, on the world of everyday peoples in Paris and the countryside, and the intellectual climate of the era, students will be able to reconstruct the time known as "the ancient regime." The class will also analyze readings by authors such as Diderot, Voltaire, DuChâtelet, and Rousseau to gain a sense of the intellectual excitement of the "Enlightenment." (Prerequisite: HIST300/HS334 for History and Military History majors only).

HIST306 The British Empire (3 hours)
This course examines the British Empire from the late 18th century to the 1960s. It includes the settler colonies, the colonies inhabited almost exclusively by non-European peoples, and the "informal empire" of trade and investment as well as the impact of the Empire upon the British Isles. (Prerequisite: HIST300/HS334 for History and Military History majors only).

HIST307 The Age of Dictators: Europe 1914-1945 (3 hours)
This course focuses on the great crises of 20th century European civilization, from the outbreak of war in August 1914 to the defeat of Hitler Germany in May 1945. Through novels and historical monographs, it explores the effects of total war and mass mobilization on the industrially advanced state systems of the period, as well as the social emancipation, economic disintegration, and cultural innovation brought on by the great wars of the period. Particular attention is paid to the experience of the "great powers" (Germany, the Soviet Union, Britain, and France), which is supplemented by student research on the smaller countries of Europe. (Prerequisite: HIST300/HS334 for History and Military History majors only).

HIST308 History of European Colonialism (3 hours)
This course explores European colonial history from the fifteenth century to the present. It takes into account the exploration, colonization, and decolonization of the Americas, Africa, Asia, India and the Middle East by three major European powers: Britain, France, and Spain. The actions of these countries, among others in Europe, affected the areas they colonized and the indigenous populations for generations to come. This course will focus on the expansion of European empires, the consolidation, management, and disintegration of the empires. (Prerequisite: HIST300/HS334 for History and Military History majors only).

HIST310 History of Modern Europe (3 hours)
The course evaluates European politics from the French Revolution to the industrialization process and effects in the late 18th and 19th centuries. Students assess the impact of military modernization and analyze the commercialization of the culture. An overview of politics and wars in the 20th century and their relationship to the fall and rise of the economy will be presented as well as the concept of European security. The forces of modernization, causes of war, and power of unification will be evaluated, with an emphasis on effects and divisions of the Cold War and democratization wave of the 1990's. It will examine the evolution of trade unions to a regional union with its effects on politics, economics and security, including case studies of regional terrorism. (Prerequisite: HIST300/HS334 for History and Military History majors only).

HIST320 History of Russia (3 hours)
The course covers the history of Russia and its people from the medieval period up to the present. While student projects can be on any aspect of Russian history from any period, the emphasis in the classroom will be on political and social history from the period of reforms in the mid 19th century up to the fall of the Soviet Union. (Prerequisite: HIST300/HS334 for History and Military History majors only).

HIST330 History of the Pacific Rim (3 hours)
This course is a study of the history of the modernization of the Pacific Basin in the 20th Century. It covers all the Asian nations except those of the Indian subcontinent. The course will cover such areas as the technological and economic development of the Pacific Basin, the trauma associated with the changes to the old order, social and economic upheaval, industrialization, and urbanization. (Prerequisite: HIST300/HS334 for History and Military History majors only).

HIST340 History of Africa (3 hours)
This course examines the history of Africa from the first periods in recorded history through the colonial period and 20th Century. The focus is upon the major European powers that influenced the continent and the internal social, religious, political, and economic dynamics specific to each region. (Prerequisite: HIST300/HS334 for History and Military History majors only).

HIST350 History of the Middle East (3 hours)
This course examines Middle Eastern history from the era of Suleyman the Magnificent, the 16th-century Ottoman sultan, to the late 20th century. It traces the roots of current Middle Eastern politics to social changes– as the region lost its pivotal role in the world economy in the 19th century but gained oil wealth– and to the political aftershocks of colonial occupation a century ago. Themes include the emergence off dictatorship and violence in politics during the 20th century and especially the conflicts centered on the emergence of Israel; the rise of new political ideologies, nationalism, liberalism, and Islamism; the rise of women's rights movements and the reasons that political conflict has come to center on women's status; and the polarization of rich and poor classes that continues to destabilize domestic politics. (Prerequisite: HIST300/HS334 for History and Military History majors only).

HIST351 History of Iraq (3 hours)
This course examines the complex and diverse history of Iraq from its ancient roots to the present. Students analyze the evolution of the modern Iraqi state, its roots in Islamic law, the effects of imperialism, monarchy, and the emergence of the militant dictatorship. In addition, students examine social, cultural, and economic traditions that have contributed to the development of Iraqi policy. (Prerequisite: HIST300/HS334 for History and Military History majors only).

HIST360 History of Latin America (3 hours)
This course is a survey course of Latin American History. The subject is approached from two very different perspectives. The primary method is a comprehensive overview of Latin American history and theories important to the study of Latin America and the second provides the student with an overview of the history of individual Latin American countries. (Prerequisite: HIST300/HS334 for History and Military History majors only).

HIST370 Asia and the Modern World (3 hours)
This course is a study of major national and international developments within East, Southeast, and South Asia to include current key issues involving China, Japan, the two Koreas, Indonesia, Thailand, Pakistan, and India. This course focuses on issues in Asia that are important to the national security of the United States, particularly military, political, and economic issues. The course will also provide a close examination of U.S. relations with Asian nations. (Prerequisite: HIST300/HS334 for History and Military History majors only).

HIST402 Colonial America (3 hours)
This course explores North American history from the dawn of the British colonization of North America to the end of the French and Indian War in 1763, which sparked subsequent British Colonial Policy and thus set into motion the events leading to American Revolution in 1775. (Prerequisite: HIST300/HS334 for History and Military History majors only).

HIST403 The Early Republic, 1783-1815 (3 hours)
The Early Republic, 1783-1815 examines the development of American political, social, and cultural institutions during the formative years of the new Republic. Through a study of the primary and secondary literature of American history this course surveys the individuals and groups who influenced the American experience, as well as the cultural, political, and socio-economic movements that shaped the nation. (Prerequisite: HIST300/HS334 for History and Military History majors only).

HIST404 Jacksonian America, 1815-1846 (3 hours)
Jacksonian America, 1815-1846 examines the nature of Jacksonian democracy and its treatment in American historiography. Through a study of the primary and secondary literature of American history this course surveys the individuals and groups who influenced the American experience, as well as the cultural, political, and socio-economic movements that shaped the nation. (Prerequisite: HIST300/HS334 for History and Military History majors only).

HIST405 Antebellum America, 1846-1861 (3 hours)
Antebellum America, 1846-1861 examines the divisive political, social, and economic forces which intensified in the 1840s and culminated in the Civil War. Through a study of the primary and secondary literature of American history this course surveys the individuals and groups who influenced the American experience, as well as the cultural, political, and socio-economic movements that shaped the nation. (Prerequisite: HIST300/HS334 for History and Military History majors only).

HIST406 Civil War and Reconstruction, 1861-1877 (3 hours)
Civil War and Reconstruction, 1861-1877 examines the wartime problems of the Union and Confederacy, as well as the consequences of the war and the postwar efforts to create a new Union. Through a study of the primary and secondary literature of American history this course surveys the individuals and groups who influenced the American experience, as well as the cultural, military, political, and socio-economic movements that shaped the nation. (Prerequisite: HIST300/HS334 for History and Military History majors only).

HIST407 The Gilded Age, 1877-1900 (3 hours)
The Gilded Age, 1877-1900 examines the rise of the United States as an industrial and world power with particular stress on the changing patterns within American society. Through a study of the primary and secondary literature of American history this course surveys the individuals and groups who influenced the American experience, as well as the cultural, political, and socioeconomic movements that shaped the nation. (Prerequisite: HIST300/HS334 for History and Military History majors only).

HIST408 The United States, 1900 to Second World War (3 hours)
This course examines the changes in American society at the end of the 19th century as it confronted the issues of industrialization, immigration, and urbanization. It explores the open conflict between the advocates of isolationism and collective security and examines the impact of World War I. It also examines the changing values of the 1920's, the stock market crash of 1929, the Great Depression that followed, and the prelude to the second world war. (Prerequisite: HIST300/HS334 for History and Military History majors only).

HIST409 The United States, WWII to the Present (3 hours)
The United States: WWII to the Present is a study of the political, economic, social, and cultural development of the United States from World War II to the Present. Topics include social and cultural changes in the 50s, 60s, 70s, 80s, 90s, and the first decade of the 21st Century; the United States foreign policy from the post-WWII "Cold War," to Korea, Vietnam, and other global confrontations between the United States and the communist world from Somalia, Grenada, and the First Gulf War to the most recent "War on Terrorism"; and the technological changes and their impact on the social and economical development of the United States. (Prerequisite: HIST300/HS334 for History and Military History majors only).

HIST415 The Cold War (3 hours)
The Cold War developed between capitalist and communist nations—primarily between the United States and Russia—shortly after World War II and lasted until the early 1990s. Although the conflict is technically considered over, its impact is still felt in society, politics, and economics even today. The Cold War often threatened to transform into a hot war, and actually did so periodically, such as in the Korean and Vietnam Wars. This course focuses on the development of the ideological conflict and its effects on politics, economics, technology, society and culture in both the East and the West. (Prerequisite: HIST300/HS334 for History and Military History majors only).

HIST480 Special Topic: History (3 hours)
This course is a one-time offering on an area of special interest and may be applied to fulfill major course requirements or electives. A student may appeal to take this course twice, if the subject matter is different enough to merit separate credit. TOPIC FOR OCTOBER 2012: This course will examine the historical evolution of America's penal and police systems from 1600 to the present. Specific attention will focus on the emergence of the penitentiary system in the United States and the development of professional policing. Specific attention is paid to the roles that race, class, and gender have played and continue to play in shaping who falls into the criminal justice/penal system and for how long. TOPIC FOR JANUARY 2013: This course will look at the history of Scotland from its earliest history until the defeat of the Jacobites at the Battle of Culloden in 1745. Special attention will be paid to the political history, the Scottish monarchs, and the interactions between England and Scotland over control of the north of Britain, including Macbeth, William Wallace, Robert the Bruce, Mary Queen of Scots, Bonnie Prince Charlie, and many other influential leaders. Discussions will cover the incursions by the Scots from Ireland, the contact with the Romans, the influence of the Vikings, and struggle for an independent Scottish identity.

HIST490 Independent Study: History (3 hours)
An opportunity for History students to pursue an independent research project or examine a specific area of history under the mentorship of a single professor. Course is open to History majors only. The course will typically involve a major research paper; there will be no examination. Students will submit a proposal prior to the start of the project and a rough draft of the paper, both of which will count toward the final grade. To be eligible for an independent study, students must be enrolled in a bachelors degree program, must have completed 24 hours at APUS toward their current degree program, and should have already contacted a professor and gained approval for the independent study topic. Once these conditions are met the student should contact his/her academic advisor. Once the course is open the student must complete an official online registration for the course. (Prerequisite: HIST300/HS334 for History and Military History majors only).

HIST498 Senior Seminar in History (3 hours)
The Senior Seminar in History is designed to integrate the student's past work in their major field of study and to review as well as strengthen their understanding of their focus area in history. After a review of the student's academic experience, the student and professor will design a course of study to round out the student's preparation for research and writing a major paper in their field of interest. This is a capstone course to be taken after all other History courses have been satisfactorily completed. Student must have SENIOR standing to register. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILH318 The French and Indian War (3 hours)
The French and Indian War, otherwise known as the Seven Years War, was fought in North America between the years 1754 and 1763. The British and their American colonists fought against the French and the Indians initially over territorial disputes of the Ohio River Valley. This resulted in one of the world's first global wars, and consequently set the stage for the foundations of the American Revolution. This course will focus on the beginnings of the war, both domestic and international, military events, and the consequences of the war. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILH320 The American Revolution (3 hours)
This course examines the American Revolution from its antecedents to its legacy. The events leading to the revolt and the Declaration of Independence; the strategy and tactics of the war emphasizing the land campaigns; and the aftermath of war on the new Nation. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILH325 Amerindian Warfare (3 hours)
This course examines the history of armed conflict between native peoples and European settlers in the "new world." This course will cover both eastern and western tribes. Methods and technology of warfare will receive emphasis. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILH337 The War of 1812 (3 hours)
This course will focus on the "Second War of Independence." The War of 1812 demonstrated that the United States of American was no longer dominated by the colonial powers. It showed Europe that we could defeat the British along the eastern coast, invade British controlled Canada, and defeat the British Navy both in the Atlantic and the Great Lakes. Topics also include the role of Native Americans in the war, plus how involvement led to the nation's rapid westward expansion and the future of our military forces. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILH338 The Mexican War (3 hours)
This course examines the Mexican War. Students will gain an understanding of the three major campaigns, the battles, the terrain, the leaders, and the soldiers that all made up the American experience in Mexico. Along with spreading the concept of Manifest Destiny, it served as a training ground for many great leaders of the American Civil War and propelled a general into the presidency. However, today the American Civil War totally eclipses the Mexican War, yet the war expanded American frontiers. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILH340 The Civil War (3 hours)
This course has been designed to provide students with an in-depth study of the military, political, economic, social, and cultural forces that shaped the direction and outcomes of the American Civil War. From the turbulent decade of the 1850's through the initial outbreak at Ft. Sumter; from Bull Run and Shiloh to Nashville and Appomattox; military grand strategy, the roles of individual soldiers and civilians, and the aftermath of the war and its effects on the American character will be examined. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILH350 The Spanish-American War (3 hours)
This course studies the origins, conduct, and aftermath of the War of 1898 and the subsequent Philippine Insurrection. Shifting from domestic manifest destiny to foreign interventionism, the nation grows up and enters the world of international politics and imperialism. From its origins in the early 1890s until the outbreak of war, these conflicts thrust the U.S. into world power. While lasting only a few years, these clashes changed the direction of U.S. expansion from conquering a continent to becoming a superpower rivaling Great Britain. Trying to protect overseas territories and its economic interests, the U.S. commitment alters American foreign policies from Washington's warning against the mischief of foreign intrigue to Hay's Open Door Policy. These changes were driven by several dominant Americans: Theodore Roosevelt, Henry Cabot Lodge, Alfred Mahan, William Randolph Hearst, William Jennings Bryan, John Hay, and Elihu Root. In the study of these men and events, this course concludes with lessons learned that guided American foreign policy and military actions during the 20th century and beyond. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILH355 World War I (3 hours)
This course analyzes World War I, from the political unrest in Europe in 1914 and the outbreak of war to the Armistice in November 1918 to the treaty of Versailles in 1919 and the official end of the war. Global in scope, the themes highlight the origins of the conflict, Entente and Central Powers strategies, plus the major military campaigns, power diplomacy, life on the home front, and America's entry and effect to the Entente (Allied) war effort her entry had on the outcome of the conflict. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILH360 World War II (3 hours)
This course is a global examination of the Second World War with an emphasis on the origins of the conflict, Axis and Allied strategies, major military campaigns, great power diplomacy, life on the home front, and the Holocaust. The experience of combat, social, and political changes that resulted from the conflict and the scientific consequences of the war will be continual themes addressed by the course material. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILH365 The Napoleonic Wars and the Long Peace (3 hours)
This course examines the theory and practice of warfare in Europe from 1785 to 1870. It will emphasize the rise of Napoleon as a military leader, as a practitioner of the operational art, but will also examine his political, economic, and legal impact on Europe as a whole. This course will focus on the wars of the French Revolution, Napoleon's northern Italian campaigns, his expedition to Egypt, his battles while leading the Grand Army at Austerlitz and Jena, and his march to Moscow where he led the largest army in European history to date. It will also cover the 1813 and 1814 campaigns, the reactions of Napoleon's enemies to his innovations in warfare, and his final defeat at Waterloo. The course then looks at the status of Europe in 1815 and the conditions which set the terms for the "Long Peace". The course ends prior to the start of the wars of 1870 and the lessons learned. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILH370 The Korean War (3 hours)
This course provides a history of the Korean War from pre-hostilities to post-ceasefire. The course mainly concentrates on the U.S. and South Korean conflict against North Korean and Chinese forces, but other UN participants are covered throughout the course. All three levels of conflict, from tactical to strategic, are discussed. The increase in technology, the usage of modern weapons, POWs, and the continued presence of U.S. forces in the Republic of South Korea are also covered. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILH371 The Vietnam War (3 hours)
This course examines the origins of the conflict in Indochina, American intervention and commitment, the ground wars, Vietnamization, trouble at home, the U.S. withdrawal, and the war's effect on American society. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILH372 The Persian Gulf War (3 hours)
This course begins with the reforms instituted at the conclusion of the Vietnam war and ends with a survey of the political decisions and military events leading up to the climactic 100 hour battle that routed Iraqi forces from Kuwait and marked the successful completion of the coalition forces led by the United States. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILH373 The Balkans: Conflict and Peace (3 hours)
This course analyzes one of the most turbulent areas in the world emphasizing the political, ethnic, religious, and military issues confronting the Balkans. The course reviews events from the 18th century through the world wars and civil wars to the present NATO/UN interventions. Students will learn how political independence movements, fueled by ethnic and religious enmities shaped the world as we know it today. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILH421 History of Peacekeeping: 1945-1987 (3 hours)
This course examines the overall evolution and functioning of United Nations Peacekeeping Operations (PKO) during the Cold War period. Emphasis is on the significance of individual peacekeeping missions including their background, functioning, military operations, and end result. The origins and evolution of UN peacekeeping are explained in military, diplomatic, and political terms. This course describes how superpower conflicts shaped both the direction and scope of UN PKOs. (Prerequisite: HIST300/HS334 for History and Military History majors only). Completion of this course will make students eligible to obtain a certificate of completion from the United Nation's Peace Operations Training Institute. It is up to the student to go to the POTI website to find how to obtain the POTI certificate.

MILH422 History of Peacekeeping: 1988-Present (3 hours)
This course examines the strategy, operations, evolution, and functions of United Nations Peacekeeping Operations (PKO) from the end of the Cold War to the present. Emphasis is on the significance of individual peacekeeping missions, including their background, functioning, military operations, and end result. While the United Nations peacekeeping operations are studied in detail, other forms of peacekeeping are presented as well. (Prerequisite: HIST300/HS334 for History and Military History majors only). Completion of this course will make students eligible to obtain a certificate of completion from the United Nation's Peace Operations Training Institute. It is up to the student to go to the POTI website to find how to obtain the POTI certificate.

Homeland Security

HLSS101 Homeland Defense (3 hours)
Over the past several years, the concepts of homeland defense and the need to better fortify the US homeland and its interests from asymmetric threats were recognized, but action to remedy vulnerabilities was limited in comparison to defensive measures taken during the Cold War. Within this context, this course will explore the boundaries of this national security mission by examining the threats, the actors, and the organizational structures and resources required to defend the American homeland.

HLSS104 Chemical and Biological Defense (3 hours)
This course provides an overview of the chemical and biological threat that America and the rest of the industrialized nations face today. Subjects to be covered include weapons of mass destruction (WMD) technologies, equipment and response assets, and patterns of global terrorism. Additionally, the course will cover homeland security concerns and the US Government's plans and programs to execute a response to a WMD incident.

HLSS151 Introduction to Terrorism (3 hours)
The course identifies the fundamental and underlying reasons why America is a target for terrorists as it compares and contrasts various international terrorist groups and their respective ideologies. A review is made of the origins of modern terrorism, religion and terror, typologies of terrorism, and distinctions between terrorism and serious crimes. Additionally, the course will address the various definitions of terrorism including the influences of religion, ethnic, and geographical distinctions. From an historical perspective students will come to appreciate the ideological basis for terrorism, begin to understand the differences between the various "active" terrorist organizations, and acquire a basic framework for discussing WMD (Weapons of Mass Destruction) issues. Finally, this course will also lay the foundation for the student to undertake further intermediate terrorism-related curriculum.

HLSS153 The International Terrorist (3 hours)
This course of instruction will explore and understand what the International terrorist is trying to accomplish and why. We will explore the ideological basis and characteristics of three (3) selected international terrorist organizations, differentiate and compare the recruiting and financial support mechanisms of various international terrorist organizations, and provide information to the student relative to active international terrorist organizations.

HLSS154 Mind of a Terrorist (3 hours)
This course attempts to answer several questions. First, why would an individual engage in terrorist activities? Second, can potential terrorists be identified before they act? And third, can societies prevent individuals from becoming terrorists? To answer these questions, materials will be presented about the psychological, biographic, cultural/demographic, and sociological facets of terrorism.

HLSS155 Terrorist Tactics (3 hours)
The murder of military, government and innocent civilians by enemies, foreign and domestic, is a serious issue for U.S. policy makers, military leaders, law enforcement professionals, and other first responders. Attacks (successful and thwarted) against U.S. embassies, military installations (including ships afloat), and symbolic targets have not abated since September 11th. This course will provide an expanded review of the agencies tasked with the "War on Terrorism"; provide more information on the major intelligence disciplines trying to develop Indications and warning of future terrorist events; profile three different terrorist groups: [Radical religious (i.e., fundamentalism), revolutionary based groups, and political groups]; and examine the following: methods of recruiting, ideological development, basic organization, characteristics, and actual operations of at least 3 major international terrorist organizations.

HLSS212 Chemical, Biological, and Radiological Hazards (3 hours)
This course for the non-scientist, is a study of chemical, biological, and radiological science involved in the different forms of weapons of mass destruction. The course covers topics of basic science, treatment, and short- and long- term effects, among other issues central to understanding hostile WMD agents.

HLSS213 Weapons of Mass Destruction Incident Command (3 hours)
This course is a study of the Incident Command System (ICS) as it applies to a WMD response. Students will be provided with knowledge of the ICS and case scenarios of its use in a variety of settings. The course includes a scenario-driven exercise in which students must "respond" through the ICS command and staffing process to a national event.

HLSS215 Regulatory Issues in Weapons of Mass Destruction (3 hours)
This course focuses on the legal and regulatory issues associated with WMD response. Its topics include: associated public law, reporting authorities, jurisdictional and functional issues that govern organizational, technical, medical, scientific, moral/ethical issues, and other aspects of response.

HLSS225 Intermediate Terrorism (3 hours)
This course is a detailed exploration of the motivations of the international terrorist as well as the mechanisms of international terrorism. It will analyze the missions of key agencies involved with the "War on Terrorism," evaluate their contributions, and determine ways they may work more synergistically. The course will examine the ideological basis and characteristics of international terrorist organizations. This will include differentiating and comparing the recruiting and financial support mechanisms of various international terrorist organizations and evaluating their relative strengths and weaknesses.

HLSS230 Chemistry of Explosives (3 hours)
This course offers explosive handlers, bomb disposal technicians, and responders an introduction to the chemical make-up and associated hazards of explosive substances. The combination of challenging reference sources and instructional interchange immerses the student in the world of explosive compounds including the research and development behind many explosive compounds widely used throughout the world today. This combination of reference materials, website research, and group-related projects allows the new explosive handler to learn the scientific basis for the long lists of safety precautions involved when handling explosives. Topics include, but are not limited to, history of explosives, basic chemical composition of explosives, and safety precautions and guidelines when approaching or handling explosives. It will also cover researching information sites and references for material ranging from basic safety precautions of explosives to the resources available for emergency handlers and responders. The course helps students understand the hazards associated with common explosive materials.

HLSS231 History of Explosive Ordnance Disposal (3 hours)
This course is a dynamic and information packed introduction to the history of incendiaries and explosives. Included is a short study of the origins of modern-day Bomb Disposal and Explosive Ordnance Disposal (EOD) Teams and their evolving techniques. The course examines areas and ideas from the ancient mystique of "Greek Fire" and the inventions of gunpowder and high explosives up to modern-day nuclear reactions and weapons of mass destruction. The course provides an in-depth understanding and appreciation of the history and background of the science and mechanics applied to explosive technologies and provides for a better understanding of those who work to render safe unexploded hazards.

HLSS232 Electronics, Electricity, and Explosives (3 hours)
This course is designed for explosive handling technicians, police or military, or others who respond to incidents involving hazardous devices containing electrical and/or electronic components. Concepts covered include the important differences between electricity and electronics (E&E) from the scientific and technical perspective and the practical situational aspects of threats posed to any handler of suspicious E&E devices. Specific areas are covered in a logical and easy to digest manner and include the fundamental principles of Alternating Current (AC) and Direct Current (DC) including series, parallel, and series parallel circuits, hazardous device circuit component operations and capabilities, and safety precautions and guidelines when dealing with circuits contained in hazardous devices. The course focuses on how to conduct research on information sites and references for basic circuitry and helps students recognize the technical aspects of circuit theory, components, and capabilities required to effectively perform diagnostic procedures.

HLSS233 Explosive Incident Assessment: Methods, Practices, Protocols (3 hours)
This course is an overview of Explosive Ordnance Disposal (EOD). It provides a framework in which to evaluate Standard Operating Procedures (SOPs) utilized by military and civilian Explosive Ordnance Disposal teams and Hazardous Devices teams in the field. The extremely hazardous nature of these operations lends itself to a detailed evaluation of the methods; practices and protocols used during live ordnance and emergency response calls. Formal EOD guidance contained in military instructions and regulations and Federal Codes of Regulation (CFRs) are examined as references and for operational compliance. They are evaluated for efficacy in meeting the often conflicting and demanding needs of EOD operators. Procedures covered include the full spectrum of military EOD Required Operational Capabilities. Included are high risk evolutions such as diving and demolition operations, parachuting and rappelling operations, and response to weapons of mass destruction and small arms employment under hostile and time constrained conditions. The vulnerability and risk of specific EOD procedures to terrorists' actions is defined and proposed countermeasures are weighted for effectiveness. The application of industry "Best Practice" risk management processes is examined for application to the Explosive Ordnance Disposal field.

HLSS234 Organization for Explosive Ordnance Disposal (3 hours)
This course provides an overview of the many different federal, military, state, local, and specialized explosive ordnance disposal organizations, units, and teams; their associated authority in public law; their different jurisdictional boundaries; and their different doctrinal and organizational approaches to similar and different issues in the field.

HLSS301 Homeland Security Organization (3 hours)
This course is a study of federal, state, local, private, and other organizational entities involved in homeland security. It addresses the evolution of homeland security from early to modern times with an emphasis on the emerging homeland security structure, culture, and organization.

HLSS311 Border and Coastal Security (3 hours)
This course is a study of the federal, state, and local organizations involved in border and coastal security, associated homeland security issues, the various policy and operational strategies used for border and coastal access and security, and contemporary border and coastal security concerns. Topics also include immigration and non-U.S. approaches to border and coastal security.

HLSS312 Port Security (3 hours)
Port Security is a survey course designed to provide students with a broad knowledge of port security issues. It will examine the critical importance of ports to trade and their vulnerability to disruption and attack. It will also examine several contemporary issues including the importance of sea borne trade to the North American and United States economies, the value of mega ports to sea borne trade, the vulnerabilities of ports to disruption and asymmetric attack, critical port security incidents such as the Halifax Explosion, and defensive measures to protect ports from disruption or asymmetric attack.

HLSS320 Intelligence and Homeland Security (3 hours)
This course introduces the student to the relationships between intelligence and homeland security strategy. The course utilizes a historical case study approach, analyzing both past and contemporary national security issues from an intelligence perspective to highlight the increasingly important role intelligence has played and will play in the homeland security strategy process. The course presents the evolving relationship between intelligence and homeland security strategy during the 20th century with particular emphasis on the Cold War because of the lessons to be learned from that period.

HLSS498 Senior Seminar in Homeland Security (3 hours)
This senior capstone course allows students majoring in homeland security to analyze specific program related issues and problems using the knowledge and understanding gained by completing the required courses in the program and a significant number of the major courses. This is a capstone course to be taken after all other English courses have been satisfactorily completed. Student must have SENIOR standing to register.

HLSS499 Independent Study In Homeland Security (3 hours)
This course gives students an opportunity to pursue an independent research project or examine a specific area of study under the mentorship of a single professor. The course is open to upper division students only. Participation is at the discretion of the faculty member and must be approved by the Program Director or Dean. The course will typically involve a major research paper (20-30 pages). Students will submit a proposal prior to the start of the course. To be eligible for an independent study, students must be enrolled in a bachelors degree program, must have completed 24 hours at APUS toward their current degree program, and should have already contacted a professor and gained approval for the independent study topic. Once these conditions are met the student should contact his/her academic advisor. Once the course is open the student must complete an official online registration for the course.

Hospitality Management

HOSP100 Introduction to Hospitality Management (3 hours)
Hospitality Management is the largest service industry in the world. This course is an overview of the basis dimensions of professionalism, customer service, and sustainability to the major areas of hospitality management, and segments of travel and tourism. The background and historical development of the hospitality industry and its component areas are presented; employment opportunities and trends in each area are discussed.

HOSP101 Foodservice Sanitation (3 hours)
An examination of topics related to food borne diseases and how to control them, importance of employee personal hygiene and habits, and appropriate procedures for handling utensils and equipment. Key terms and real-world food safety case studies are reviewed.

HOSP200 Food and Beverage Management (3 hours)
Introduction to the principles of the food and beverage management; Attention is focused on major industry segments, business practices and trends. Subsequently, detailed consideration is given to the components of the foodservice system: marketing, menu planning, logistical support, production, service, controls, and quality assurance. Product and systems differentiation in various industry segments are emphasized throughout.

HOSP201 Restaurant Operations Management (3 hours)
A study of operation and management of a full-service restaurant. Course topics include operational issues, customer satisfaction, restaurant trends and challenges, financial accountability, service issues, and management development. Various aspects of production and service are experienced, discussed, and demonstrated. Students become familiar with all aspects of a restaurant operation.

HOSP202 Quantity Food Preparation (3 hours)
A study of established standards, techniques, and practices in large quantity food production, to include sales, production, and service of meals in varied environments - fine dining, casual table service, and catering, among others. (Prerequisite HOSP100).

HOSP203 Hotel and Restaurant Purchasing (3 hours)
A study of the principles and techniques of purchasing both food and non-food supplies applicable to the food industry. Purchasing ethics are discussed in addition to specifications for all items.

HOSP204 Introduction to Hotel and Restaurant Law (3 hours)
A study of the legal rights and liabilities of travel and tourism personnel, hotel and restaurant operators, including innkeeper and guest, landlord and tenant, liquor, sanitation, labor, and other laws applicable to hotel and restaurant operations; insurance coverage for the protection of the hotel and restaurant operators from the various liabilities inherent to these types of operations; safety measures necessary to protect guests and employees from legal harm.

HOSP205 Tourism and Travel Industry (3 hours)
A study of the global tourism and travel industry to include public and private systems and organizations that organize, promote, manage, and participate in tourism and travel. This multi-billion dollar industry is covered from the international level to the local level in an effort to show best practices, strategies, leading organizations, issues of liability, and insurance, among other macro factors that affect tourism and travel.

HOSP206 Introduction to Lodging Management (3 hours)
A common sense approach to the essential principles of daily lodging management operations; students discover information, methods, and techniques for dealing with the changing global lodging environment.

HOSP212 Fundamentals of Tourism Management (3 hours)
A comprehensive look at the output, employment, exports, investments, and taxation emanating from the immediate providers of travel and tourism products and services.

HOSP215 Cruise Line Operations (3 hours)
A comprehensive study of the cruise line industry along with step-by-step coverage of how to effectively market the cruising experience.

HOSP300 Managerial Accounting for the Hospitality Industry (3 hours)
Key accounting concepts and the selective application of its most effective strategies and tactics are mission critical factors for most hospitality operations. Students participate in real-world hands-on managerial accounting in a hospitality setting. Covers the tax changes made in 2010 and the updated operating statistics. Revenue management and dynamic pricing, accounting for gift cards, unsecured bank loans, and profitability indexes are introduced.

HOSP301 Culture and Cuisine (3 hours)
Major historical and geographical concepts that affect cuisine creations in regions of the world are explored.

HOSP302 Hospitality Law (3 hours)
Focus is on fundamental laws, rules, and regulations applicable to the hospitality industry regarding rights and liabilities of innkeepers and restaurant operators. Case studies will be used to provide additional learning opportunities specific to hospitality.

HOSP303 Hospitality Marketing (3 hours)
An introduction to the marketing of hotels, restaurants, and clubs. Information on market segmentation, marketing research, public relations, promotions, packaging, pricing strategies, and the future of hospitality marketing.

HOSP304 Nutrition in the Food Service Industry (3 hours)
An introduction to basic nutrition concepts and concerns in relation to food preparation and service in the hospitality industry. Students are introduced to nutrition and dietary guidelines and the connection to healthy life styles and prevention of health issues.

HOSP307 Principles of Cost Control in Foodservice Operations (3 hours)
This course covers the necessary principles to keep food, beverage, and labor costs under control, helping to contribute to the success of the operation. Students will apply the terminology and calculations involved in cost control systems and analysis. The course will examine cost control techniques for food, beverage, and labor. Menu engineering and analysis will be introduced along with development of cost reduction methods through management policy. (Prerequisites: HOSP100 & HOSP200).

HOSP308 Meeting and Convention Planning (3 hours)
A thorough explanation of the lucrative meeting and convention industry and its function in the travel and tourism sector. An overview of the meeting, exposition, and convention businesses that covers the history of these businesses and the economic value they represent to a destination. Course will include a broad brush of the organizations that support this segment such as convention bureaus, destination management companies, and meeting planners.

HOSP309 Convention Sales and Services (3 hours)
A practical insight into servicing different kinds of meetings and conventions, the types of organizations that stage such events, the people who hold the key to site selection, and implementation is the focus. Convention management is presented in a way that prepares the student for real-world experiences in planning, selling and servicing meetings and conventions.

HOSP310 Management of Lodging Operations (3 hours)
Focuses on the understanding of how hotels are managed from the rooms' perspective. Managerial aspects of the front of the house departments/divisions and the back of the house departments/divisions are to ensure efficient lodging operations. Topics include the overview of the lodging industry, housekeeping, front office, PBX, reservations, revenue management, forecasting, budgeting, inventory management, service, ethics, and technology.

HOSP311 Club Management (3 hours)
A study of club management that includes many different forms of clubs in existence around the world today: health, golf, leisure, professional, and other forms of clubs. The course focuses on all aspects of social, physical, and business issues associated with club management

HOSP313 Theory and Concepts of Leisure (3 hours)
A foundation for the study, theory, and meaning of leisure from its historical roots through contemporary times is the focus. Specific topics include society and leisure; leisure and the human life cycle, leisure development and provision; gender and leisure; among others.

HOSP314 Foodservice Trends and Challenges (3 hours)
Focuses on the leading issues associated with foodservice in the 21st century; trends, issues, and challenges that will lead the industry and force the food service industry participants to lead, change, or suffer the consequences. (Prerequisite: HOSP100 & HOSP200).

HOSP315 Dining: A Consumer Perspective (3 hours)
Focus is on the dining experience from a consumer perspective, includes research, opinion, expectations and standards associated with a consumer's stated and unstated beliefs of the dining experience. (Prerequisite: HOSP100).

HOSP316 History and Culture of Wine (3 hours)
Study of wine manufacturing, quality criteria, and sensory standards for both U.S. and international wines; topics include history of wine in society, selection of wine for specific meals, and wine variations.

HOSP318 Culinary Theory and Practice (3 hours)
Introduces the student to food and beverage operations through three major components: food composition, food products and food properties. Students will be engaged in research and projects associated with fundamental food composition, preparation, and food safety.

HOSP319 Foodservice Facilities Design (3 hours)
This course focuses on the planning of food service facilities with emphasis on human engineering, layout, design, selection of equipment, and management planning decisions. (Prerequisite: HOSP100 & HOSP200).

HOSP320 Business and Conference Hospitality Mgmt (3 hours)
A study of business travel and conference management in the multi-billion dollar industry is covered from the international level to the local level. Discussions focus on best practices, strategies, and customer perspectives that differ for business vs. leisure travel, leading organizations in the business and conference hospitality industry, issues of liability and insurance, and other factors implicit in effectively managing and providing services to be competitive in this industry.

HOSP321 Marketing and the Hospitality Industry (3 hours)
A comprehensive review of marketing in the hospitality industry; restaurants, hotels, planned play, theme parks and convention centers based upon customer satisfaction and the customer's perspective. Students will identify best practices in marketing, analyze the market, and assess consumer behavior, offerings, price, and promotion strategies.

HOSP322 Managing Housekeeping Operations (3 hours)
Covers management concepts and responsibilities in the Housekeeping division of mid-to-large properties including models for staffing patterns. Examines inventory and equipment management, characteristics of materials and supplies, linen and laundry room management, and cleaning functions.

HOSP323 Introduction to Parks and Recreation (3 hours)
An introduction to the broad field of recreation and tourism including major disciplinary approaches to outdoor recreation and tourism, history, philosophy, and economics; major providers of outdoor recreation and tourism opportunities, including the public, private, and non-profit sectors; and current issues in outdoor recreation and tourism.

HOSP325 Revenue Management for the Hospitality Industry (3 hours)
An independent area of study of the legal and ethical rights from a variety of hospitality segments where yield management directly affects the prices charged and the selling methods of the industry.

HOSP328 International Hotel Management (3 hours)
New trends and developments have changed the context of global hotel operations and management. Lodging operations in a global environment is discussed, with particular attention to expatriate laws, and international policies affecting travel, tourism, and hospitality development.

HOSP335 Leadership and Management in Hospitality (3 hours)
Focus is on the leadership role, people management, interpersonal skills and attention to quality in hospitality organizations.

HOSP350 Managing Technology in the Hospitality Industry (3 hours)
Focus is on getting the most efficient and effective outcomes from interconnected multiple-systems at a single location, the ease of movement between component parts, and the development and ongoing maintenance of the hotel's website.

HOSP355 Loss Prevention and Security Management (3 hours)
Safety and security case studies developed by industry professionals, hospitality-specific resources for safety and security; sections include in-house safety committees, crisis communications, and the importance of safety equipment are presented.

HOSP360 Casino Operations Management (3 hours)
Rooms' division employees connect to the food service staff in casinos by having employees who encourage guests to use the dining and gaming facilities. Focus is on strategies that help increase the bottom line for all areas of the casino operation.

HOSP400 Quality Service Management (3 hours)
The focus is on service delivery and methods for implementation and improvements within the service delivery process. Special emphasis will be placed on management and supervision techniques in service quality along with steps in critical evaluating and implementing a quality service plan within hospitality based organizations.

HOSP410 Advanced Tourism and Hospitality Management (3 hours)
Focus is on advanced techniques and skills for hospitality management professionals to ensure effective and efficient management within the Tourism and Hospitality Management industries. Standards and expectations for restaurant owners, hotel and tourism managers and meeting and event planners are addressed. Price points, product development, tips, and marketing techniques that restaurants, hotels, tourism organizations, and event planners employ to enhance the customers' experience are addressed. (Prerequisite: HOSP100).

HOSP411 Hospitality Facilities Management (3 hours)
A comprehensive overview of the operation of hospitality facilities such as: operating costs for various types of facilities, types and characteristics of major building systems, and the responsibilities of the engineering-maintenance department. The renovation needs of hospitality facilities are examined and key managerial aspects of renovations considered.

HOSP412 Destinations Management and Marketing (3 hours)
Theories and concepts of hospitality globalization with a comprehensive approach that emphasizes planning, development, and marketing a destination.

HOSP413 Meeting and Event Risk Management (3 hours)
This course introduces procedures to manage facilities and risks specific to the events industry. Current knowledge in risk management is needed to protect guests from safety hazards and firms from loss of profits specific to this unique sector of hospitality. Topics covered include: health and safety, loss prevention and security, emergency preparedness and safeguards, program design and site management. (Prerequisite: HOSP 100).

HOSP415 Destinations and Cultures (3 hours)
Introduces tourism development as a process with its own organizational structures and its own responses to the economic cycle of supply and demand. Cultural environments and their influence are discussed.

HOSP495 Senior Seminar in Hospitality Management (3 hours)
The 16-week Senior Seminar is the final course for the B.A. in Hospitality Management. Students fulfill the requirements by obtaining an internship in their selected concentration. Students obtain an internship that consists of 80 hours of work over the 16 weeks in a self-selected and instructor approved hospitality environment (hotel, restaurant, convention center, etc). Students will apply insights and learning from the classes and obtain real-time work experience. Students are required to keep a journal or log during the internship capturing questions, insights, and learning from the experience. Upon completion of the practicum students will write a final 10 page integrative paper drawing upon literature and insights to support and enhance their practicum experience. For those students who do not obtain an internship, they can fulfill the requirements by writing a 50-page, instructor approved research paper that is connected to a real organizational issue. See syllabus for further information. Student must have SENIOR standing to register.

Humanities

ARTH200 Art Appreciation (3 hours)
This course provides a survey of the visual arts which is directed at understanding how to read the global visual world. Building from basic terminology and fundamental analysis to more complex concepts of understanding art, the course provides tools for examining, analyzing, interpreting, and writing about works of art. Topics will include the political, religious, socio-cultural, and aesthetic functions of: painting, sculpture, architecture, camera arts, and new media. No prior art classes or experiences are required.

ARTH210 American Art (3 hours)
This course provides a survey of the visual arts in America. Students will learn how to look at, write about, and interpret major works of art that represent the best of the American achievement from the beginning to the present day. Topics will include the political, social, religious, cultural, and aesthetic functions of painting, sculpture, filmmaking, photography and other media. No prior art classes or experiences are required.

ARTH220 World Architecture (3 hours)
This course will introduce the history of the built environment from the Prehistoric Era to the contemporary world of globalization. This survey includes environmental, religious, and political/ideological impulses which form the history of architecture. While examining the major movements within their appropriate socio-cultural contexts, emphasis is placed on terminology and concepts relating to construction, style, and significant innovations.

ARTH221 American Architecture (3 hours)
This course provides a chronological survey of American architectural history from the earliest settlements through modern times. It emphasizes the relationship of architecture to the American culture in which it was produced and the influence on later generations.

ARTH230 Ancient and Medieval Art (3 hours)
This course will survey the arts of Egypt, the Near East, Classical Greece and Rome, and Medieval Europe from about 2500 BC to about 1400 AD. Topics for consideration include the great variety and richness of artistic expression of these different cultures and some of the general problems of how art historians understand and write about art. There will be a thorough examination of the social context of art: its historical circumstances, context, patronage, the influence of the individual artist, and the role of those who have been the patrons and viewers of art. There will be an examination of what constitutes understanding and explanation in art history as the individual approaches a work of art and attempts to grasp its various meanings. Works of sculpture, architecture, wall and vase painting, mosaic, manuscript illumination, and other media will be examined in an attempt to understand the works in their physical, historical, and social context.

ARTH231 Renaissance to Modern Art (3 hours)
This course is a survey of art, architecture, sculpture, and other art objects from the Renaissance to the Modern era. Students will also be introduced to a format for describing, formally analyzing, and interpreting works of art. Methods for art historical research will be included in the course.

ARTH241 Film and Literature (3 hours)
This course is designed to enhance students' appreciation for the history and traditions of American film. Students will investigate traditional as well as non-traditional film images, themes, techniques, and styles.

MUSI200 Music Appreciation (3 hours)
Spanning the Middle Ages through the twenty-first century, this course offers a thorough introduction to the elements of music, a broad overview of the history of musical styles, including cultural contexts and perspectives.

Information Technology

DSIN121 Web Page and Website Design (3 hours)
This course introduces students to the concepts of website design including Web project management, the website development process, and ethical and legal issues in Web development. The course provides hands-on experience with Web page layout, navigation, typography, Web graphics, color, color theory, web safe colors, HTML, XML, XHTML, structural elements (tables and framesets), cascading style sheets, and metadata. It also explores readability, interactivity, navigation, usability and accessibility, browsers and design considerations, audio, motion, multimedia, and the impact of these design elements on the performance of the website. Students will need access to Microsoft Internet Explorer 7.0 (or higher) and Firefox 2.0 (or higher). This software is not provided by the course material grant and must be purchased/provided by the student. This course covers lessons 1-16 of the Design Methodology and Technology curriculum of the CIW Site Designer certification.

DSIN141 Image Enhancement using Adobe Photoshop (3 hours)
Graphics are valuable tools for communication in Internet applications. This course introduces the student to the principles and practices of image manipulation, image enhancement, and image storage. The student will explore graphical file formats, color and perception, color balance, histograms, web-friendly colors, the impact of image size and resolution, on screen size and resolution, brightness, contrast, image noise, noise reduction, digital signal processing (blurring, de-blurring, Gaussian filters, sharpening, softening, spot healing, dodging, burning), transparency, opacity, hue, saturation, image layering, color blending (multiplying, dodging), image transformation (rotation, resizing, shearing), selections (pixel, vector), alpha channels, and image modes (grayscale, RGB, CMYK, HSB, indexed color). Students must have access to Adobe Photoshop CS2 (or higher). This software is not provided by the course material grant and must be purchased/provided by the student.

DSIN142 Graphics Design and Print Media (3 hours)
This course is a study of the principles, practices, processes, and disciplines related to designing print media for maximum communication. This course evaluates the process for planning, preliminary negotiations, pre-visual research and analysis, visual conceptualization, points of view, attitude, document design, document production, and post-production. This course examines the principles of typographic design, word design, page organization, page layout, integration of words and images, character styles, paragraph styles, layout design, tiling, scaling, textures, and illustrations. This course investigates color theory, additive and subtractive color models, complementary colors, patterns and rhythms. Students will apply their knowledge to design flyers, brochures, CD/DVD covers, and product packaging. Students must have access to Adobe InDesign CS or higher. This software is not provided by the course material grant and must be purchased/provided by the student.

DSIN241 Illustration & Design Using Adobe Illustrator (3 hours)
This course evaluates the principles, processes, and practices to produce effective print media such as logos, signage, brochures, flyers, CD/DVD covers, posters, print advertisements, and packaging. This course examines the theories and concepts of layout, composition, illustration, digital illustration, page layout, web page design, typography, color theory, electronic pre-press, and print production. The student will apply the knowledge gained in this course to design and create various kinds of print media. Students must have access to Adobe Illustrator software CS2 (or higher). This software is not provided by the course material grant and must be purchased/provided by the student.

DSIN242 Motion Graphics Using Adobe Flash (3 hours)
This course examines the process of designing, developing, and deploying text and graphics in motion in order to create a dynamic and interactive experience for the web user. Students will develop storyboards, perform interaction design, animate type, and set illustrations in motion. Students will examine and apply the theories and concepts behind developing illustrations, character animations, layers, frames, masks, symbols, libraries, motion tweens, shape tweens, nested objects, and animated shows. They will add audio and video to enhance the quality of the visual experience. Adobe Fireworks will also be introduced. Students must have access to Microsoft Internet Explorer 7.0 (or higher), Adobe Fireworks CS3 (or higher), Firefox 2.0 (or higher), and Adobe Flash CS3 (or higher) software. This software is not provided by the course material grant and must be purchased/provided by the student. This course covers lessons 24–29 of the Design methodology and Technology curriculum of the CIW Site Designer certification.

ENTD200 Fundamentals of Programming (3 hours)
This course introduces students to writing computer programs. The class presents the principles of structured programming using the BASIC language, perhaps the most common language for personal computers. Because of its ease of use it is ideal as a first programming language and runs on both the PC and Macintosh platforms. The course is designed for people without previous programming experience who do not necessarily plan on becoming professional programmers. However, the knowledge gained in the class can be applied later to other languages such as C and Java. Participants learn to solve problems logically by breaking them into smaller pieces, which can then be solved. Topics include: introduction to computing - how does a computer work?; input and output - getting information to and from the user; variables and expressions - performing arithmetic; data statements - reading information from inside the program; text files - reading information from other files; arrays - groups of variables; debugging - finding errors in your program; graphics - graphs, boxes, shaded areas; and formatting - changing how things look on the screen.

ENTD211 Introduction to Software Design (3 hours)
This course will introduce standard notations and metaphors and patterns used in software design so that the learner becomes familiar with reading and interpreting design documents. Familiarity with design patterns and modeling notations allow software developers, even those who do not actively participate in producing design documents, to better understand software documentation, before, during, and after system implementation. Familiarity with object-oriented programming languages is strongly encouraged.

ENTD221 Introduction to Programming (3 hours)
This course introduces students to writing computer programs. The class presents the principles of structured programming using the BASIC language, perhaps the most common language for personal computers. Because of its ease of use it is ideal as a first programming language and runs on both the PC and Macintosh platforms. The course is designed for people without previous programming experience who do not necessarily plan on becoming professional programmers. However, the knowledge gained in the class can be applied later to other languages such as C and Java. Participants learn to solve problems logically by breaking them into smaller pieces, which can then be solved. Topics include: introduction to computing - how does a computer work?; input and output - getting information to and from the user; variables and expressions - performing arithmetic; data statements - reading information from inside the program; text files - reading information from other files; arrays - groups of variables; debugging - finding errors in your program; graphics - graphs, boxes, shaded areas; and formatting - changing how things look on the screen.

ENTD311 Analysis and Design of Information Systems (3 hours)
This course is an overview of the system development life cycle. Emphasis on current system documentation through the use of both classical and structured tools/techniques for describing process flows, data flows, data structures, file designs, input and output designs, and program specifications. Discussion of the information gathering and reporting activities and of the transition from analysis to design.

ENTD313 Mobile Application Design and Development (3 hours)
This course is an introductory study of mobile application design and development and how mobile devices enhanced by mobile application software are changing the face of technology. The course begins with some basic introductory concepts and lays the foundation for more advanced topics regarding software such as iOS, Palm webOS, Symbian OS, and Windows Mobile, which use customized application software on various mobile devices. The course cements a theoretical overview of mobile application, design and development issues, and practical application concerns. The course will cover both conceptual and scenario based exercises, thus enabling students to experience the maximum amount of comprehension and retention of material covered in the course.

ENTD321 Object Oriented Programming and UML (3 hours)
This course is a study of the principles, practices, and technical architecture and development characteristics of Object-Oriented Programming and an examination of the differences between object-oriented programming and traditional programming. It examines objects, instances, classes, inheritance, polymorphism, encapsulation, abstraction, methods, attributes, tightencapsulation, interfaces, type casting, type conversions, and object libraries. This course differentiates between singleinheritance model and multiple inheritance models. This course also explores the foundations of the Unified Modeling Language (UML), class models, state models, and interaction models.

ENTD322 Application Development for the Droid (3 hours)
This course is a study of application development for the Motorola Droid and how mobile devices enhanced by mobile application software are changing the face of technology. The course expands on concepts introduced in the mobile application design and development course and expands into more advanced topics regarding Motorola Droid. The course will cover scenario based exercises and requires students to use assigned tools to write, test, and deploy mobile software applications into the Android platform environment. The course allows the students to experience maximum amount of application and retention of material covered in the course.

ENTD331 Application Development for the Blackberry (3 hours)
This course is a study of application development for the Blackberry mobile device and how mobile devices enhanced by mobile application software are changing the face of technology. The course expands on concepts introduced in the mobile application design and development course and expands into more advanced topics regarding the Blackberry devices. The course will cover scenario based exercises and requires students to use assigned tools to write, test, and deploy mobile software applications into the Blackberry platform environment. The course allows the students to experience maximum amount of application and retention of material covered in the course.

ENTD333 Application Development for the iPhone and iPad (3 hours)
This course is a study of application development for the iPhone and iPad mobile devices and how mobile devices enhanced by mobile application software are changing the face of technology. The course expands on concepts introduced in the mobile application design and development course and expands into more advanced topics regarding iPhone and iPad mobile devices. The course will cover scenario based exercises and requires students to use assigned tools to write, test, and deploy mobile software applications into the iOS platform environment. The course allows the students to experience maximum amount of application and retention of material covered in the course. Students need the latest XCode installed which is available from the Appstore, and XCode must be installed before class begins.

ENTD361 Enterprise Development Using VB.NET: Introduction (3 hours)
This course is a study of the .NET framework. Students will examine the differences between Visual Basic (VB) and VB.Net, the Common Language Runtime (CLR), Microsoft Intermediate Language (MSIL), the XML Web Services platform, .NET Framework Class Library, and examine Visual Studio.NET and Visual Basic.NET (VB.NET). They will create classes, properties, methods, constructor methods, sub-procedures, and function-procedures. They will handle events, explore datatypes, build Window forms and Web Forms, add and interact with controls, specify events, develop event-handling code, and add menus. They will also evaluate ADO.Net, choose an ADO.Net provider, connect to a database, and perform database interactions. Students must have access to Visual Studio 2008 or Visual Basic 2008 Express Edition (or higher). This software is not provided by the course material grant and must be purchased/provided by the student.

ENTD371 Database Driven Web Applications Using PHP & MySQL (3 hours)
This course focuses on the roles and functions of relational databases in the management of information; it will be taught from a mixture of analytical and practical methods. This course is a study and application of database architecture, logical schema, the full lifecycle database application development process, and the principles of relational database design in the context of the MySQL Relational Database Management System (RDBMS). Students will examine the rudiments of referential integrity and normalization and use the ANSI standard Structured Query Language (SQL) to design, develop, and deploy databases. They will use PHP to interact with the database, to extract data, deploy it on the web, and examine the syntax and constructs of the language, cookies, system functions, user-defined functions, sessions, and database connectivity. The student will also explore the PHP Framework, PHP syntax, cookies, sessions, database connectivity, database-driven web interfaces, and interactions with ODBC compliant relational databases. Students must have access to MySQL 4.1 (or greater) database software. This software is not provided by the course material grant and must be purchased/provided by the student.

ENTD381 Object-Oriented Programming With Java (3 hours)
This course is a study and application of the principles and concepts of Object-Oriented Programming (OOP) as it is implemented in the world of Java; including inheritance, encapsulation, and polymorphism. It appraises the processes and practices used to develop IT solutions that are reusable, modular, and small; all of which are popular objectives in the world of IT management. This course explores the inheritance (is a), containment (has a), and collaboration (use a) relationships; examines the major packages in the Java Class Library, strings, arrays, classes; instantiation, properties, methods, constructor methods, method overloading, method overriding, inheritance modifiers, access modifiers, interfaces, and packages. This course also assesses exception handling with the use of "try," "catch," and "finally." Students must have access to the latest edition of the Java Development Kit. This software is not provided by the course material grant and must be purchased/ provided by the student.

ENTD411 Application Development (3 hours)
This course covers issues of software project development from the application developer's perspective: from conception, to prototyping, to interfacing with analysts, supervisors/team leaders and management, through to product testing, release, and maintenance. Also covered are issues related to revision control, coding under stress, and strategies for dealing with budget and schedule overruns. Useful both for aspiring software engineers and those who would benefit from better understanding developers' issues. Particular attention is given to strategies for maintaining code quality, programmer productivity, and coding and design standards under budget, staffing, and time constraints. Lateral versatility of the developer within project roles across a project's life span (such as often occurs in small software companies) are also emphasized.

ENTD412 Systems Engineering (3 hours)
This course takes an in-depth look at key concepts and techniques for system engineering and analysis. It explores the life cycle approach of bringing systems into being. The course will examine the various methods and techniques for integration system design within the system engineering process. Students will examine essential systems concepts, methodologies, models, and tools needed to avoid costly and disruptive systems which are a result of poor requirements definition and analysis. Students must have access to MS Visio 2000 or higher.

ENTD413 Advanced Mobile Application Design and Development (3 hours)
This course is an advanced study of mobile application design and development and how mobile devices enhanced by mobile application software are changing the face of technology. The course expands on concepts introduced in the mobile application design and development course and expands into more advanced topics regarding the subject. The course will cover scenario based exercises and requires students to use assigned tools to write, test, and deploy mobile software applications into the target platform environment. The course allows the students to experience maximum amount of application and retention of material covered in the course.

ENTD461 Enterprise Development Using VB.NET: Advanced (3 hours)
This course is a study of the theory and application of developing dynamic desktop and web-based applications using the .NET Framework and Visual Basic.NET (VB.NET). This course examines the architecture of the VB.NET IDE, the rudiments of the VB.NET programming language, the .NET Framework Class Library, OOP Design, Design Patterns, overriding members, overloading members, component-based programming, exception handling, interface-based programming, common windows controls, file management, control licensing, ADO.NET, connection pooling, and data validation. They will also interface with relational databases, use the GDI class library, draw graphics, perform graphic transformations, build MDI applications, and use access modifiers to control visibility. Students must have access to Visual Studio 2008 or Visual Basic 2008 Express Edition (or higher) software. This software is not provided by the course material grant and must be purchased/provided by the student.

ENTD462 Enterprise Development Using ASP.NET (3 hours)
This course is a study of the theory, concepts, and applications of the Active Server Page (ASP.NET) web development environment. Students will learn about working with the page (HtmlForm class, error handling, tracing, page personalization, and rich page composition), the ASP.NET object Model (request, response, server, session, application, global.asax file, and collaborative data object), data providers (managed providers, SqlConnection class, and SqlCommand class), data containers (SQlDataAdapter, DataSet, DataTable, and DataView objects), data source based data binding, and managing the HTTP Request Context and lifecycle. The student will also manage and establish state across HTTP connections, explore caching, and examine ASP.NET's security architecture ("session hijacking," Forms authentication, membership and role management, and security related controls). Students must have access to Visual Studio 2008 or Visual Web Developer 2008 Express Edition software (or higher) software. This software is not provided by the course material grant and must be purchased/provided by the student.

ENTD463 Enterprise Development Using C# (3 hours)
This course evaluates the process for designing, developing, and deploying .NET enterprise applications. This course is a culmination of courses on Visual Basic.Net, ASP.Net, and C#.Net. The student will apply the knowledge and skills learned in these courses to develop and deploy a web-based application. This course investigates the process for configuring the .Net Framework and examines the issues related to project integration and application deployment. Students must have access to Visual Studio 2008 or Visual Web Developer 2008 Express Edition (or higher) and Microsoft Access 2007 (or higher) software. This software is not provided by the course material grant and must be purchased/provided by the student.

ENTD464 Enterprise Development using .NET: Project (3 hours)
This course evaluates the process for designing, developing, and deploying .NET enterprise applications. This course is a culmination of courses on Visual Basic.Net, ASP.Net, and C#.Net. The student will apply the knowledge and skills learned in these courses to develop and deploy a web-based application. This course investigates the process for configuring the .Net Framework and examines the issues related to project integration and application deployment. Students must have access to Visual Studio 2008 or Visual Web Developer 2008 Express Edition (or higher) and Microsoft Access 2007 (or higher) software. This software is not provided by the course material grant and must be purchased/provided by the student.

ENTD465 Application Development for Windows Mobile Operating Systems (3 hours)
This course is a study of Microsoft application development for mobile/embedded devices. The course expands on concepts introduced in the mobile application design and development course and expands into more advanced topics regarding application development using Microsoft's software. The course will cover scenario based exercises and requires students to use assigned tools to write, test and deploy mobile software applications. The course allows the students to experience maximum amount of application and retention of material covered in the course.

ENTD481 Enterprise Development using J2EE (3 hours)
This course focuses on the concepts and principles of designing, developing, and deploying N-Tier Java based enterprise web applications. It examines the architectures, the process, the Java Servlet lifecycle, and the practices for developing and deploying Java Server Pages (JSP), Java Servlets, and JavaBeans based enterprise web applications. This course also explores the concepts of Java Database Connectivity (JDBC), connection pooling, exception handling, data integrity, and transaction controls. It assesses the impact of enterprise web architectures and applications on global ecommerce and economies. Students must have access to the latest edition of the Java Development Kit, J2EE Development Kit, and J2EE Web Server. This software is not provided by the course material grant and must be purchased/provided by the student.

INFO111 Enterprise Data Presentation with Crystal Reports (3 hours)
This course is a study of the principles of data presentation and the use of Crystal Reports to visualize data. Students will explore the facilities of Crystal Reports (Design Window, Toolbars, Field Explorer, Database Expert, Record Sort Expert, Group Expert, Formula Workshop, Formula Editor, Select Expert, Section Expert, Business Views, and Repository). They will export and import data to MS Office Applications such as Word and Excel. They will parameterize reports, conditionally format reports, customize the appearance of reports, build custom functions, create business views, specify data security, and control user access. Students must have access to Crystal Reports software. This software is not provided by the course material grant and must be purchased/provided by the student. Course software requirements with the appropriate versions are listed under the course materials site. (Prerequisite: INFO161 or INFO171 or INFO221).

INFO161 Relational Databases with MS Access: Introduction (3 hours)
This course focuses on the role, function, and operations of relational databases in the management of information. The course will be taught from a mixture of analytical and practical methods. This course introduces the student to the concepts of relational databases and to the principles of relational database design in the context of the Microsoft Access Relational Database Management System (RDBMS). Students will apply their knowledge of the principles of data design and database engineering to design and develop a database application that includes user interfaces, form design, data analysis, and data presentation. They will examine the rudiments of referential integrity and normalization and apply this knowledge to design the database tables that implement validation rules to ensure application integrity. They will also examine and develop advanced queries such as: top values, list of values, cross tab, find duplicates, and find unmatched. Students must have access to Microsoft Access software. This software is not provided by the course material grant and must be purchased/provided by the student. The book meets the topical requirements for the Microsoft Office Specialist (MOS). Course software requirements with the appropriate versions are listed under the course materials site.

INFO171 Relational Databases with Oracle: SQL Introduction (3 hours)
This course is a study of data modeling and database design. It applies the relational database model to construct Entity Relationship (ER) diagrams using ER Modeling. Through a study and application of the American National Standards Institute (ANSI) Standard Structured Query Language (SQL) constructs, the course introduces data definition (create, alter, drop), data manipulation (insert, update, delete), and transaction control (commit, savepoint, and rollback), and defining, altering, and deleting primary keys, foreign keys, and constraints. Students must have access to Oracle software. This software is not provided by the course material grant and must be purchased/provided by the student. Course software requirements with the appropriate versions are listed under the course materials site.

INFO221 Relational Database Concepts (3 hours)
This course is an introduction to the concepts, management issues, and advantages of relational database management systems. Topics include data definition, data manipulation, relational algebra, Structured Query Language (SQL), and Online Transaction Processing (OLTP) systems. This course examines database design, normalization for OLTP systems, Codd's rules for OLTP systems, data integrity, database system functions (journaling, forward recovery, backward recovery), database security (authentication and authorization), and database administration. This course also explores distributed databases, Online Analytic Processing (OLAP) systems, data warehouses, and object-oriented databases. Students must have access to Microsoft Access software. This software is not provided by the course material grant and must be purchased/provided by the student. Course software requirements with the appropriate versions are listed under the course materials site.

INFO261 Relational Databases with MS Access: Advanced (3 hours)
This course focuses on developing Microsoft Access Switchboard applications; it includes: designing and building form and report interfaces, interfacing the Access database to a web page, building dynamic web pages, integrating Access with other Office applications such as Excel, building pivot tables and charts, categorizing the various types of join operations, examining the rudiments of the Visual Basic for Applications (VBA) code, debugging VBA code, creating macros and functions, and designing Access applications. Students must have access to Microsoft Access software. This software is not provided by the course material grant and must be purchased/provided by the student. Course software requirements with the appropriate versions are listed under the course materials site. (Prerequisite: INFO161).

INFO262 Relational Databases with MS Access: Project (3 hours)
This course is a study and application of the MS Access VBA Programming; it takes you from using Access to programming with Access. This course translates ERD diagrams into database designs, examines the VBA programming model, converts macros to VBA code, delves into the rudiments of the Visual Basic for Application (VBA) language system, uses the VBA editor, uses VBA to connect to Access, utilizes VBA to perform DDL actions in Access, creates sub procedures, implements functions, handles errors, performs debugging, and utilizes the built-in functions. This course also includes implementing database access in Windows-based and Web-based solutions. This course also includes an examination of the Security Model in the context of Access and VBA. Students must have access to Microsoft Access software. This software is not provided by the course material grant and must be purchased/provided by the student. Course software requirements with the appropriate versions are listed under the course materials site. (Prerequisite: INFO261 and INFO221).

INFO271 Relational Databases with Oracle: SQL Intermediate (3 hours)
This course is a study and application of the American National Standards Institute (ANSI) Standard Structured Query Language (SQL) constructs for an advanced level of data definition (create, alter, drop), data manipulation (insert, update, delete), and transaction control (commit, savepoint, and rollback). The course builds on the techniques learned in the introductory course for database design and implementation. It explores the database lifecycle through conceptual, logical, and physical design phases. The course examines the correlation between SQL and relational algebra; user access and control; transactional integrity; referential integrity; concurrency control; and database objects such as views, complex views, SQL functions, and sequences. Advanced topics discussed in the course include: database performance tuning, query optimization, distributed database systems, business intelligence, data analytics, data warehousing, cloud computing services, and the administration of database systems. Students must have access to Oracle software. This software is not provided by the course material grant and must be purchased/provided by the student. Course software requirements with the appropriate versions are listed under the course materials site. (Prerequisite: INFO171 or equivalent).

INFO321 Database Management Systems (3 hours)
This course is a study of major advancements in database technology that have taken place in recent years. It does not assume any prior background in the field of databases, and hence, starts with basic introductory concepts, but covers advanced topics as well. The course will cover both conceptual and hands-on material in the area of database management, thus enabling students to have the maximum amount of comprehension and retention of material covered in the course. The student must have access to MS Access. This software is not provided by the course material grant and must be purchased/provided by the student. Course software requirements with the appropriate versions are listed under the course materials site.

INFO331 Management Information Systems (3 hours)
This course provides a technical and organizational foundation for understanding the use and importance of information systems and information technology in today's management environment. This course covers the hardware, software, and infrastructure that support management information systems. Information and decision support systems, knowledge management and specialized information systems, database management systems, telecommunications, the Internet, Intranets, Extranets, and wireless networks will be examined. This course also covers systems development, e-commerce, and the ethical and societal impact of management information systems.

INFO361 Relational Databases with MS SQL Server (3 hours)
This course is a study of the principles of relational databases, the ANSI standard Structured Query Language (SQL), and the Microsoft Transact-SQL in the context of Microsoft SQL Server. Students will create, alter, and drop tables; create, alter, and drop constraints; create, alter, and drop views; and create, tune, and drop indexes. They will also build transactions, triggers, Transact- SQL queries, and stored-procedures. They will review triggers to implement data integrity and business rules. They will use DTS packages and transformations, the Enterprise Manager, Query Analyzer, and Database Configuration interfaces. They will also create and manage databases, database devices, backups, and restores; import/export data; and schedule automated tasks. Students must have access to Microsoft SQL Server software. This software is not provided by the course material grant and must be purchased/provided by the student. Course software requirements with the appropriate versions are listed under the course materials site. (Prerequisite: INFO161 or INFO221 or INFO321).

INFO371 Relational Databases With Oracle: PL/SQL (3 hours)
This course is a study and application of the procedural language overlay on the ANSI standard Structured Query Language (SQL) to enable students to access tuples, one at a time. Knowledge of this complex procedural component will enable students to develop Programming Units that are characterized by block structure, control structures, variables, constants, operators, implicit and explicit cursors, and exception handling (both system- and user-defined). This course examines study and application of procedures, functions, packages, and triggers. Knowledge of procedures, functions, packages, triggers, events, restrictions on triggers, the trigger firing sequence, and the use of triggers to perform auditing functions. This course also covers Object-Relational database concepts and Object Oriented Programming Structures (OOPS) and explores dependencies in Procedures and Functions. Students must have access to Oracle software. This software is not provided by the course material grant and must be purchased/provided by the student. Course software requirements with the appropriate versions are listed under the course materials site. (Prerequisite: INFO171 or equivalent).

INFO399 Information Technology Practicum (3 hours)
The field of Information Technology (IT) is multi-faceted; it includes technology areas such as database development, web based applications, business intelligence, visual communications, data analysis, software development, network security, cybercrime, digital forensics, security auditing, security certification, service delivery, and governance. The IT industry requires credentialed professionals that are academically sound and that have the ability to complete real world IT projects. This course provides an opportunity to integrate academic rigor with real world experience to apply theory to solve real world problems, to make the learning experiential, to facilitate project-based learning, and to integrate scholarship with practice. This course is a supervised practicum; students must submit project plans and obtain Faculty member approval prior to beginning any work on the project. The requirements of the project plan will be provided in the syllabus. It should include the project sponsor, manager, scope, objectives, methodology, progress reporting, deliverables, and schedules. The student must also submit progress reports and a final report that includes an acceptance sign-off from the project sponsor. The Faculty member also has to approve the completed project in order for the student to earn a successful grade in this class. The student is responsible to have access to all the necessary software, documents, and other materials necessary to fulfill the requirements of this course. Enrollment is contingent upon the approval of the faculty member.

INFO471 Relational Databases With Oracle: Forms & Reports (3 hours)
This course is a study and application of the User Interaction for enterprise relational database systems. Topics include the architecture of Forms and Reports interface, the anatomy of the Form Module and its various components such as blocks, frames, items, attributes, editors, windows, canvases, messages, alerts, menus, and objects. This course also examines the implementation of data integrity using various types of triggers including input, non-input, message, alerts, query, validation, navigational, and transactional. It also addresses reusability and interface efficiency using modular Program Units, Libraries, Menus, and Pop-up Menus. This course is also a study and application of the theory, concepts, and applications associated with parameterized and non-parameterized Data Retrieval and Analysis. It also appraises report template libraries to standardize reports for the enterprise and the Reports Server to manage and disseminate reports across the enterprise. Students must have access to Oracle software. This software is not provided by the course material grant and must be purchased/provided by the student. Course software requirements with the appropriate versions are listed under the course materials site. (Prerequisite: INFO171 or equivalent).

INFO498 Information Technology: Capstone (3 hours)
This capstone course is a senior level course designed to allow the student to review, analyze, and integrate the work the student has completed toward a degree in Information Technology. The student will complete an approved academic project and paper that demonstrates mastery of their program of study in a meaningful culmination of their learning and assesses their level of mastery of the stated outcomes of their degree requirements. This is a capstone course to be taken after all other Information Technology courses have been satisfactorily completed. Students must have submitted a graduation application and have been cleared by the graduations department prior to registering for this course.

ISSC321 Computer Systems Organization: Intermediate (3 hours)
This course is a study of computer systems, computer organization, computer subsystems, and operating systems. This course examines CPUs, motherboards, basic input/output systems, memory subsystems, bus structures, expansion cards, ports, connectivity, interfaces, data storage subsystems, and multimedia interface devices. This course also evaluates computer monitoring, computer systems management, operating systems, networking, and security. This course covers the A+ Certification Essentials curriculum.

ISSC322 Computer Systems Organization: Advanced (3 hours)
The course is an advanced study of computer systems and subsystems, processor design, CPU architecture, and number systems used in computing, storage subsystems, and memory subsystems, This course also examines the OSI model, networking, security, performance management, and capacity planning. This course covers the CompTIA A+ Certification curriculum. (Prerequisite: ISSC321 or equivalent).

ISSC323 Computer Hardware Systems (3 hours)
This course is a technical study of the hardware systems and architectures in a computer system; it appraises expansion cards, storage subsystems, IO interface subsystems, operating system, Local Area Networking (LAN), Internet connectivity, and security. This course also examines the processes for analyzing problems and for synthesizing solutions related to computer hardware systems.

ISSC326 Cloud Computing (3 hours)
This course will delve into all aspects of a Cloud Computing implementation starting from a definition of what it actually means and assessment of whether it is suitable for a given company to the strategy alignment, implementation and operation of a working solution. It will cover Infrastructure-as-a-Service, Platform-as-a-Service, and Software-as-a-Service as the many integration and management components that are necessary to make this work together to fulfill business requirements.

ISSC331 Legal Issues in Information Security (3 hours)
This course examines information security issues and the law. The rapid growth of technology has given rise to legal issues surrounding technology. Information security is the practice of protecting information to ensure the goals of confidentiality, integrity, and availability are met. Information security makes sure that accurate information is available to authorized individuals when it is needed. When governments, private organizations, and individuals do a poor job of protecting the information entrusted to them, legislatures respond with new laws. The course will examine key conflicts involving technology and the legal system to include: privacy issues, civil, criminal, and administrative law, Children's Online Privacy Protection Act (COPPA), Sarbanes Oxley, and information security governance. This course examines current literature on such topics.

ISSC340 Local Area Network Technologies (3 hours)
This course introduces the student to local area networking concepts in an easy to understand way. In today's competitive business world, one needs to have a basic understanding of the networking technology that runs it. Whether they choose to delve full bore into the technical side of networking or use what they learn to make an informed decision regarding the design, implementation, and maintenance of their local area network, this course will give the student a good foundation to build upon. Students must have access to MS Visio software. Course software requirements with the appropriate versions are listed under the course materials site. This course meets the topical requirements of the DoD Directive 8570.1M Information Assurance Management (IAM) Technical I category.

ISSC341 Introduction to Networking (3 hours)
This course is a study of the evolution, concepts, and principles of local, distributed, and enterprise networking. This course examines Network design, topologies, architecture, media, interface cards, protocols, problem resolution, communications, administration, operations, and resources. It introduces the student to the concepts of wireless networking and web-based networks. This course also explores the Open Systems Interconnection (OSI) and the Transmission Control Protocol/Internet Packet (TCP/IP) reference models. This course also examines internetworking servers, and hardware and operating systems maintenance. Students will need access to Microsoft Internet Explorer with Outlook Express, Microsoft Visio or equivalent network diagramming software, Java Runtime, Phex, and FineCrypt. The software is not provided by the course material grant and must be purchased/provided by the student. Course software requirements with the appropriate versions are listed under the course materials site.

ISSC342 Operating Systems: Hardening and Security (3 hours)
This course is a study of the principles and concepts of Network Security from the perspective of the Operating System (OS). It places emphasis on discovering the vulnerabilities of the standard Operating Systems (OS) to attacks and focuses on the methodologies and measures necessary to take a proactive and preventive stance to address security vulnerabilities. Students will examine the principles, practices, and policies related to hardening and securing Operating Systems so they are impervious to security threats. It focuses on the vulnerabilities and the related countermeasures of various Windows components (Domain structures, domain trusts, security account manager, policies, profiles, file system, IP services (DHCP, DNS, IIS, TCP/IP printing, RPC, RIP for Internet protocol, SNMP), DCOM, Registry, Active Directory, Encrypting File System (EFS), IPSec, and public key certificate services. This course also discusses vulnerabilities and countermeasures related to UNIX (file system, access control, UID, GID, root password, console password, password shadowing, UNIX kernel, IP services, Inetd, TCP wrapper, variants (AIX, IRIX, Solaris, Linux), "r" services, finger services, Telnet, FTP, Gopher, HTTP, and SSL).

ISSC344 Open Source System Security (3 hours)
This course is an introductory study of the principles, practices, procedures, and methodologies to provide security on Linux systems. It assesses the security risks, threats, and vulnerabilities related to individual and enterprise Linux environments. Course topics include: user privileges and permissions, file systems volumes and encryption, and kernel security risk mitigation.

ISSC345 Service Oriented Architecture (3 hours)
This course examines the various aspects of a Service-oriented Architecture (SOA). It explores the comprehensive plan to interrelate business with technology. It displays how SOA combines the talents and skills of an entire organization, with its requisite needs and computing know-how. It focuses on the necessary tools—processes, best practices, and standards—for developing a sound SOA, Service-Oriented Modeling: Service Analysis, Design, and Architecture. It also introduces a service-oriented modeling framework that employs an agile and universal business and technology language to facilitate analysis, design, and architecture initiatives.

ISSC351 Computer Forensics (3 hours)
The explosion in the use of the Internet and the ensuing growth in cybercrime have given rise to the field of computer forensics (also called digital forensics). Digital forensics is used to assemble digital evidence to prosecute cybercrime, analyze intrusions, mitigate risk, and for data recovery. This course examines the theory, best practices, and methodologies to conduct computer forensics investigations; it includes the ethical issues, data presentation, and chain-of-evidence procedures. It also appraises current tools and technologies to analyze, acquire, and organize digital evidence. This course maps to the general objectives of the International Association of Computer Investigative Specialists (IACIS) certification.

ISSC361 Information Assurance (3 hours)
This course is a study of the discipline of Information Assurance that focuses on protecting information assets by ensuring availability, confidentiality, integrity, authenticity, and non-repudiation. This course delves into the deliberate engineering, planning, and implementation of the five major areas in any enterprise: hardware, software, networks, people, and policies. This course meets the topical requirements of the DoD Directive 8570.1M Information Assurance Management (IAM) Technical III, Management II, and Management III categories.

ISSC362 IT Security: Attack & Defense (3 hours)
This course examines the techniques and technologies for penetration of networks, detection of attacks, and prevention of attacks. This course addresses the techniques, the technologies, and the methodologies used by cyber intruders (hackers) to select a target and launch an attack. An understanding into the mind and psyche of the hacker is essential to anticipating the moves of the hacker and to design effective countermeasures. This course focuses on techniques and technologies to detect such attacks even while the attack is in progress; early detection enables the administrator to track the movements of the hacker and to discover the intent and goals of the hacker. This course assesses the various countermeasures to keep the system out of the "sights" of the hacker and to keep the hacker out of the perimeter of the target network. This course also explores the laws and the legal considerations in prosecuting computer crime.

ISSC363 IT Security: Risk Management (3 hours)
This course explores Networking Security from the perspective of risk management and confirms that assessment of IP based Network systems is critical to developing strategies to mitigate and manage risks. This course focuses on effective assessment strategies that ultimately help the student to implement effective and proactive risk mitigation measures and risk management practices. It exposes the vulnerabilities of TCP/IP; and appraises risk assessment, risk analysis, risk mitigation, risk management, networking components and Virtual Private Networks (VPN). This course examines the tools and techniques used to attack, test, and assure the security of the remote information, maintenance, FTP, database, email, UNIX RPC, and IP VPN services. The student will apply this knowledge to develop an assessment methodology that identifies, attacks, and penetrates IP based network systems.

ISSC364 IT Security: Access Control and Authentication (3 hours)
This course examines a broad range of network security issues. It explores how access controls protect resources against unauthorized viewing, tampering, or destruction and serves as a primary means of ensuring privacy, confidentiality, and prevention of unauthorized access and disclosure. It focuses on access control, such as components, processes, controls, and authentication, as well as security breaches, organizational behavior and social engineering, physical security, remote access control, public key infrastructure and encryption, cryptography, testing, and information assurance.

ISSC366 IT Security: Cryptography (3 hours)
Cryptography provides a critical foundation upon which much of computer security is based. Cryptography is necessary to provide both integrity and confidentiality of the data that is exchanged in a computer network. There are many methods of encryption and each has its strengths and weaknesses in terms of performance, security, and requirements for management of secret information used to hide or disclose information. This course will provide an intensive overview of the field of cryptography, providing a historical perspective on early systems, building to the number theoretic foundations of modern day cryptosystems. Students will learn how cryptosystems are designed and to match cryptosystems to the needs of an application. Students will also study basic cryptanalysis and will be presented with real life breaches of common cryptosystems so that they better understand the dangers within cryptosystem design and in the design of systems that rely on cryptography.

ISSC368 IT Security: Physical and Peripheral Defense (3 hours)
The course covers physical security requirements in a network enterprise on varying levels including physical protection against internal and external threats that may impact people, property, and other data and networked assets. Students will learn how to assess and protect these assets via multiple layers of physical security.

ISSC386 Green Computing: Foundations and Strategies (3 hours)
This course provides a basic understanding of the overall environmental need for an organization to adopt a Green IT strategy including climate change, dangerous and exploitive working practices, the effect of hazardous waste use and disposal, consumption of precious resources such as oil, gas, and water. The course identifies an organization's external drivers and opportunities for greening its IT including: political, environmental, social, and legal.

ISSC387 Green Computing: Advanced Topics (3 hours)
This course provides an overview of the current research focusing on ways to make computing greener and more efficient; the reference used in this course is the first research-level book devoted to green computing and large-scale energy efficiency. With contributions from leading experts in the field, the book presents current research and developments in hardware, systems software, run-time systems, programming languages, data center management, and applications. It also covers the emerging green movement in computing including the Green Grid and the Green 500 list, as well as important programs in grassroots organizations and government agencies. (Prerequisite: ISSC386).

ISSC411 Application Security (3 hours)
This course is an introductory study of the principles, practices, procedures, and methodologies to ensure security of data within web-based applications. It examines secure coding practices and processes, web application security configuration management techniques, and web application security standards. It appraises the convergence between web application security and associated threat vectors/attack methods. It appraises secure development processes, web application secure configuration techniques, and legal issues related to securing vital digital assets. Course topics include: Secure Configuration & Development, Vulnerability & Risk Mitigation, Vulnerability Assessments & QA Testing, and PCI DSS Compliance.

ISSC421 Computer and Network Security (3 hours)
This course will discuss both computer and network security, from the wetware (human), software, and hardware perspectives. The "wetware" component will deal with identification of potential risk situations, establishing policies for avoidance, recovery, and prosecution, and proactive measures to reduce causal factors for security breaches in an organization. The "software" perspective will examine types of inappropriate software activity as well as asset protection issues (recognizing software assets). This component will also address software tools available to assist in reducing administrative costs due to both malicious and accidental loss. The "hardware" component will address hardware approaches to protecting assets, as well as hardware techniques used to compromise assets. Specific technologies discussed include firewalls, symmetric key encryption, public key encryption, digital certificates, and cryptographic systems (SSL/TLS, VPNs, and Kerberos).

ISSC422 Information Security (3 hours)
This course allows students to examine a broad range of computer security issues and provides the student with technical knowledge not normally addressed in traditional training. It explores the protection of proprietary information and security planning with an emphasis on networked computer vulnerabilities. It also focuses on detection (e.g. viruses, hackers, types of computer crime, computer forensic examination, etc.), as well as disaster recovery and technology law. A primary focus is put on security of systems and computer crime prevention. Also addressed is the maturing criminal population with increased computer literacy whose tendency is to move from violent actions to more profitable computer crime. Finally, issues of privacy and freedom of information are examined. This course meets the topical requirements of the DoD Directive 8570.1M Information Assurance Management (IAM) Technical II and Management I categories.

ISSC424 Virtualization Security (3 hours)
This course is an introductory study of virtualization security including the types of virtualization, the importance of securing virtualized networks, and discussions of the various virtualization program offerings. The course will provide an overview of the current virtualization technologies in use in most environments. Course topics include: Introduction to Virtualization, VMware ESXi on Linux, Microsoft Virtualization, Citrix Xen Virtualization, Sun Virtualization, Red Hat Enterprise Linux Virtualization, and Virtualization Security.

ISSC426 Cloud Security and Privacy (3 hours)
This course will provide necessary guidance to build a proper audit to ensure that operational integrity and customer data protection, among other aspects are addressed for cloud based resources. This course will serve as a cloud computing reference for auditors and IT Security Professionals. It will also provide information to assist in preparing for an audit addressing cloud computing security and privacy for both businesses and cloud based service providers. (Prerequisite: ISSC326).

ISSC431 Database Systems Security (3 hours)
This course is an introductory study of the principles, practices, procedures, and methodologies to ensure security of data at rest within databases. It appraises the convergence between database security and associated threat vectors and attack methods. It examines database types, security architecture, platform fundamentals, user administration, password management, security models, virtual private databases, and auditing models. It reviews database security processes, security configuration techniques, and auditing checklists. Course topics include: Secure Architecture, Privilege Management, and Auditing Processes. (Prerequisite: INFO161 or INFO221 or INFO321).

ISSC441 Network Telecommunication Concepts (3 hours)
This course provides a solid background of fundamentals to tomorrow's information systems professionals. Data communications keeps a balance between the super-technical and the watered-down subject providing a solid understanding not only of how things work, but how they can be applied to create business solutions. This course also covers technologies such as Bluetooth, highly elliptical orbiting satellites, V.92, code division multiplexing, and wireless technologies.

ISSC451 Cybercrime (3 hours)
The rapid change in technology and the exponential growth in the use of the Internet have resulted in an increase in the number of computer and technology related crimes. This course is designed to provide students with the foundational knowledge and technologies needed to detect, investigate, and prevent computer related crimes. Topics to be covered include cybercrime classification (hacking, denial of service attacks, cyberstalking, cyberbullying, virus dissemination, identity theft, electronic funds transfers, phishing, spoofing, Internet fraud, access device fraud, and salami attacks), vulnerability of computer systems and computer applications, computer intrusions and attacks, the impact of cybercrime (social, economic, and legal), investigation of digital evidence, computer forensics, and the prevention of cybercrime.

ISSC452 Cybersecurity (3 hours)
This course examines the practices for assuring information security. The various roles and functions within the Cybersecurity practice will be combined and leveraged to produce a secure organization. Case studies will be used to examine theories and practices drawn from real world situations. The numerous pitfalls of Cybersecurity will be presented with everyday practices of securing companies resources from attack. This course will examine the frameworks, roles, and competencies involved with information security. The fundamentals of Cybersecurity will be examined to include network and security concepts, attacker techniques, data security, system and applications security, and incident response techniques. Current literature will be examined on such topics.

ISSC455 Digital Forensics: Investigation Procedures and Response (3 hours)
This course is an introduction to Computer Forensics Investigation Procedures and Response. It provides a basic understanding of the importance of computer forensics, how to set up a secure lab, the process for forensic investigation including first responder responsibilities, how to handle various incidents, and information on the various reports used by computer forensic investigators.

ISSC456 Digital Forensics: Investigating Wireless Networks and Devices (3 hours)
The growth of wireless networking technologies has given rise to many security issues. Wireless technology has become popular because of its convenience and low cost. This course pertains to the study of Computer Forensics. Students will be introduced to advanced techniques in computer investigation and analysis with interest in generating potential legal evidence. An overview of cybercrime and security will be addressed by explaining the basic security procedures and will include discussions of the various security threats that today's users face. This course will prepare students to gather all necessary information and evidence to support prosecution in a court of law. This course will examine wireless networks and devices and will discuss how to investigate wireless attacks, as well as PDA, iPod, iPhone, iPad, and Blackberry forensics. Current literature will be examined on such topics.

ISSC457 Digital Forensics: Investigating Network Intrusions and Cybercrime Security (3 hours)
The increase in the use of the Internet and ensuing growth in cybercrime have given rise to the field of digital forensics. Students will be introduced to advanced techniques in computer investigation and analysis with interest in generating potential legal evidence. This course examines computer related crime and abuse cases in order to gather all necessary information and evidence to support prosecution in a court of law. Collection of evidence, investigating information hiding, and intrusion response techniques will be explored. This course will examine network intrusions, network traffic, web attacks, DoS attacks, and corporate espionage. Current literature will be examined on such topics.

ISSC458 Digital Forensics: Investigating Data and Image Files (3 hours)
This course is designed to expose the student to the process of detecting attacks and collecting evidence in a forensically sound manner with the intent to report crime and prevent future attacks. Learners are introduced to advanced techniques in computer investigation and analysis with interest in generating potential legal evidence. The course provides a basic understanding of steganography, data acquisition, and duplication. It examines how to recover deleted files and partitions and image file forensics.

ISSC459 Digital Forensics: Hard Disc and Operating Systems (3 hours)
This course is designed to expose the student to the process of detecting attacks and collecting evidence in a forensically sound manner with the intent to report crime and prevent future attacks. Learners are introduced to advanced techniques in computer investigation and analysis with interest in generating potential legal evidence. The course provides a basic understanding of file systems, hard disks and digital media devices. Boot processes, Windows and Linux Forensics, and application of password crackers.

ISSC461 IT Security: Countermeasures (3 hours)
This course is a study of Network Security attacks and countermeasures. This course examines various security technologies such as intrusion detection, authentication, session hijacking, sniffing, spoofing, denial of service, buffer overflow attack, port scanning, encryption, IPSec, DES encryption, triple DES encryption, message digest 5 algorithm, point-to-point tunneling protocol (PPTP), layer 2 tunneling protocol (L2TP), Kerberos, RSA Pretty Good Privacy(PGP), Secure Shell (SSH), Secure Sockets Layer (SSL), Stateful Packet Inspection (SPI), Network Address Translation (NAT), proxies, content filters, public/private keys, Public Key Infrastructure (PKI), Virtual Private Networks (VPN), security policies, security tokens, digital certificates, viruses, worms, Trojan horses, virus scanners, virus protection, vulnerability assessment, and vulnerability scanners.

ISSC471 IT Security: Auditing (3 hours)
Security is one of the most important concerns in the world of Information Technology. This course examines the technical issues and the administrative practices to implement and manage security; in particular, this course focuses on the principles of security auditing. This course explores the various technologies and tools to assist with discovery and auditing in the world of security management. This course also assesses the audit practices, audit processes, audit plans, discovery process, discovery software, penetration strategies, identification of potential attacks, log analysis, user baseline analysis, activity analysis, risk assessment, roles and responsibilities, and the roles and responsibilities of security auditing professionals.

ISSC481 IT Security: Planning and Policy (3 hours)
This course examines the principles of security planning and policy. It focuses on a variety of security guidelines, policies, and plans (security requirements, internal users, external users, operational costs, geography, capacity plan, growth plan, business organization, business scenarios, business factors, business processes, business functions, business products, product lifecycle, technical factors, roles and responsibilities, and organizational authority). This course addresses physical security, authentication, network security, encryption, software development, email, Internet, acceptable use, acceptable speech, and viruses/worms. It also covers the need for actionable and maintainable policies and the need for periodic audits of policies and configurations.

ISSC490 IT Security: Business Continuity (3 hours)
This course discusses both business continuity and disaster recovery planning. Business continuity investigates Risk Assessment & Management, Business Impact Analysis, and Continuity Strategy Development. The strategy component focuses on incorporating preventive measures, sustaining critical functions, planning for emergency response operations, and implementing recovery plans. This course analyzes employee training & development, chain-of-command, communications, policies & procedures, and fire-drills.

ISSC498 IT Security: Implementation Plan (Capstone) (3 hours)
This Capstone course is a senior level course designed to allow the student to review, analyze and integrate the work the student has completed toward a degree in Information Systems Security. Students will complete various security related plans and policies that demonstrate mastery of their program of study and results in a meaningful culmination of their learning; these plans and policies will be used to assess their level of mastery of the stated outcomes of their degree requirements. This is a capstone course to be taken after all other Information Systems Security courses have been satisfactorily completed. Student must have SENIOR standing to register.

ITCC111 Basic Productivity Applications (3 hours)
This course is a study of the concepts and technology trends essential to office productivity applications. Students will explore the principles, practices, features, and functions of the word processing application in the Microsoft Office 2010 Suite. The course will be taught with a mixture of analytical methods and practical exercises. Students will use Microsoft Word to create and format documents; and use lists, themes, mail merge, watermarks, templates, graphics, navigation tools, tables, charts, citations, and bibliographies. Students will also be introduced to the features and capabilities of PowerPoint, the presentation application in the Microsoft Office Suite. This course uses the Microsoft Official Academic Course textbook that is aligned with Microsoft's Exam– Using Microsoft Office Word 2010. The book meets the topical requirements for the Microsoft Office Specialist (MOS): Microsoft Office Word 2010 Certification; and contains a six month trial of Microsoft Office.

ITCC112 Advanced Productivity Applications (3 hours)
This course is a study of the concepts and technology trends essential to office productivity applications. Students will explore the principles, practices, features, and functions of the electronic spreadsheet application in the Microsoft Office 2010 Suite. The course will be taught with a mixture of analytical methods and practical exercises. Students will use Microsoft Excel to create and format spreadsheets; they will also manipulate data and use formulas, charts, workbooks, styles, hyperlinks, themes, functions, conditional logic, graphics, comments, and security features. Students will also be introduced to Outlook, the electronic mail application in the Microsoft Office 2010 Suite. This course uses the Microsoft Official Academic Course textbook that is aligned with Microsoft's Exam—Using Microsoft Office Excel 2010. The book meets the topical requirements for the Microsoft Office Specialist (MOS): Microsoft Office Excel Certification; and contains a six month trial of Microsoft Office.

ITCC113 Office Presentation Applications (3 hours)
This course is a study of the concepts and technology trends essential to office presentation, communication, and productivity applications. Students will explore the principles, practices, features, and functions of PowerPoint, the presentation application in the Microsoft Office 2010 Suite. The course will be taught with a mixture of analytical methods and practical exercises. Students will use Microsoft PowerPoint to build and format presentations; and to use styles, templates, lists, tables, charts, hyperlinks, transitions, animations, graphics, multimedia, and digital signatures. They will also rehearse the timing of the presentation and prepare presentations for the Web. Students will also be introduced to the Microsoft Word, the word processing application in the Microsoft Office 2010 Suite. This course uses the Microsoft Official Academic Course textbook that is aligned with Microsoft's Exam —Using Microsoft Office PowerPoint 2010. The book meets the topical requirements for the Microsoft Office Specialist (MOS): Microsoft Office PowerPoint Certification; and contains a six month trial of Microsoft Office.

ITCC114 Office Communications Applications (3 hours)
This course is a study of the concepts and technology trends essential to office communication. Students will explore the principles, practices, features, and functions of Outlook, the electronic mail application in the Microsoft Office 2010 Suite. The course will be taught with a mixture of analytical methods and practical exercises. Students will customize the Outlook program; and use messages, signatures, advanced email tools, digital signatures, delivery options, voting capabilities, mail management, rules, contacts, calendar functions, meetings, and tasks. Students will also be introduced to the Microsoft Word, the word processing application in the Microsoft Office 2010 Suite. This course uses the Microsoft Official Academic Course textbook that is aligned with Microsoft's Exam: Using Microsoft Office Outlook 2010. The book meets the topical requirements for the Microsoft Office Specialist (MOS): Microsoft Office Outlook Certification; and contains a six month trial of Microsoft Office.

ITCC121 Introduction to Computer Science (3 hours)
This course is an overview of computer information systems in which hardware, software, procedures, systems, and databases are explored in relation to their integration and application in business and other segments of society. Telecommunications and network concepts are introduced as a basis for understanding of the Internet and e-commerce capabilities.

ITCC231 Introduction to Information Technology Writing (3 hours)
This course provides a writing foundation necessary for an IT professional to identify and respond to communication needs within the IT environment, so that the professional can produce clear, concise, and appropriate IT documentation for peers and supervisors, with the ultimate goal of increasing organizational standardization and efficiency.

ITMG321 Information Technology Project Management (3 hours)
This course is a study of the planning and processes involved in an information system project. Its topics include planning, scheduling, and controlling aspects of a project during its life cycle. The use of project management techniques such as PERT (Project Evaluation and Review Technique) and Gantt charts will be examined in depth as will be other techniques of planning, scheduling, and controlling projects. This course meets the topical requirements for the CompTIA Project + Certification.

ITMG322 Project Management Using MS Project (3 hours)
This course is a study of the concepts and technology trends of Project Management. Students will explore the principles, practices, features, and functions of the Microsoft Project application. The course will be taught with a mixture of analytical methods and practical exercises. Students will create project plans, organize (estimate, budget, and schedule) tasks, perform and manage resource allocation, identify project constraints, determine a project's critical path, create Gantt Charts and establish a project baseline using Microsoft Project. Students must have access to Microsoft Office Project Standard. Course software requirements with the appropriate versions are listed under the course materials site.

ITMG371 Contemporary Internet Topics (3 hours)
This course explores the Internet's impact on business and personal dynamics, from a managerial perspective. A review of current literature will examine such issues as changes in workplace productivity, legal issues arising from company Internet use policies, staff morale in the face of nearly ubiquitous Internet access, institutional liability for employee conduct while on the Internet, telecommuting, and the impact of conducting personal business during work time. Non-workplace issues such as the impact of the Internet on family life, politics, and the economy will also be explored.

ITMG381 Cyberlaw and Privacy in a Digital Age (3 hours)
This course examines how laws have had to change to account for the expanded realm of crimes in the digital age. Despite legislation intended to combat the problem of identity theft, it continues to be one of the most common crimes associated with the Internet. Sexual harassment complaints can now be triggered simply by an employee forwarding questionable email to fellow employees. Some regard intellectual property rights violations to be innocent flattery, while others consider them to be violations that must be stamped out by force of law. Plagiarism by students who pull content from the Internet is a growing problem. Stalkers can log into their victims lives and gain access to highly confidential medical and financial information and even sabotage their victim's reputations. This course examines current literature on such topics.

ITMG421 Virtual Management (3 hours)
This course is designed to provide an overview of key individual, group, and organizational issues involved in Virtual Management (technology-assisted employee management). Topics include gauging employer and employee readiness for technology-enabled communication and telecommuting; identifying appropriate job types and flexibility options; applying effective communication strategies and methods when utilizing computers and telecommunication technologies; and implementing and evaluating management procedures and policies in flexible organizations.

ITMG471 Information Systems: Policy and Planning (3 hours)
The course focuses on the use of information technology in the design and management of modern organizations including governments and not-for-profits. Information is now recognized as an essential resource in its own right. Technical, organizational, and social aspects of the management of this resource will be covered.

ITMG490 IT Management: Independent Study (3 hours)
An opportunity for Information Technology Management students to pursue an independent research project or examine a specific area of Information Technology under the mentorship of a single professor. Course is open to upper division students only. Participation is at the discretion of the faculty member. This course will require students to produce a major research paper of approximately 25-30 pages; there will be no examination. Students will submit a proposal prior to the start of the project, an annotated bibliography, and a final paper at week 8, all of which will count toward the final grade. To be eligible for an independent study, students must be enrolled in a bachelors degree program, must have completed 24 hours at APUS toward their current degree program, and should have already contacted a professor and gained approval for the independent study topic. Once these conditions are met the student should contact his/her academic advisor. Once the course is open the student must complete an official online registration for the course.

ITMG498 IT Management: Senior Seminar (3 hours)
This Capstone course is a senior level course designed to allow the student to review, analyze and integrate the work the student has completed toward a degree in Information Technology Management. The student will complete an approved academic project or paper that demonstrates mastery of their program of study in a meaningful culmination of their learning and to assess their level of mastery of the stated outcomes of their degree requirements. This is a capstone course to be taken after all other IT Management courses have been satisfactorily completed. Student must have SENIOR standing to register.

WEBD121 Web Development Fundamentals (3 hours)
This course introduces students to website development through a combination of readings and hands-on development exercises. This course emphasizes XHTML, including hyperlinks, tables, Web forms, frames, images, colors, and other graphical elements. Image techniques, such as image maps, image transparency, image interlacing, and animation are examined. GUI editors, ecommerce practices, and advanced Web technologies, such as server-side and client-side languages, DHTML, and DOM are also addressed in this course. Fundamentals of JavaScript programming are also introduced in this course. Students will need access to Microsoft Internet Explorer and Firefox. This software is not provided by the course material grant and must be purchased/provided by the student. This course covers the Site Developer Foundations curriculum of the CIW Foundations certification. It also covers the Design Methodology and Technology curriculum of the CIW Site Designer certification. To succeed in this course, students will need basic computer knowledge such as creating files and folders, downloading and uploading files, creating zipped files, and working with text editor such as Notepad++.

WEBD122 Introduction to Web Analytics (3 hours)
This course is an introductory study of Web analytics technology and how businesses and organizations may to use the technology to measure website traffic, enhance business presence, and conduct market research. The course begins with some basic introductory concepts and lays the foundation for more advanced topics regarding the subject. The course will cover both conceptual and scenario based exercises, thus enabling students to experience the maximum amount of comprehension and retention of material covered in the course.

WEBD220 Web 2.0 Fundamentals (3 hours)
This course provides an introduction to Web 2.0 trends and technologies. Students will profile the various features, tools, communities, and practices available in Web 2.0. Also included is a survey of the concepts, tools, and practices used to build blogs and wikis. The course also reviews the various methods of posting information from the blog into web pages using RSS & Atom techniques. Students will also appraise other Web 2.0 technologies, such as forums, collaborative websites, discussion boards, and wikis. Students will apply the knowledge gained in this course to design and create blogs and forums. Students must have access to a microphone.

WEBD222 Advanced Web Analytics (3 hours)
This course is an advanced study of Web analytics technology and how businesses and organizations may use the technology to measure website traffic, enhance business presence, and conduct market research. The course expands on concepts introduced from the Introduction to Web analytics course and expands into more advanced topics regarding the subject. The course will cover scenario based exercises and requires students to use free Web analytic tools to experience the maximum amount of application and retention of material covered in the course.

WEBD241 Web Development Using JavaScript (3 hours)
This course expands on the topics that were introduced in Web Development Fundamentals (WEBD121). This course introduces the student to fundamental JavaScript programming concepts such as variables and data, functions, controlling program flow (branching and iterating), the JavaScript object model (window, document, image, history, location, and navigator objects), and JavaScript language objects (String, Array, Date, and Math objects). This course also addresses the development of interactive forms with JavaScript, cookies and JavaScript security, controlling frames with JavaScript, and custom JavaScript objects. Students must have access to Internet Explorer 5.5 (or higher) or Netscape 4.0 (or higher) software. This course covers the Javascript Fundamentals curriculum of the CIW JavaScript Fundamentals certification. This software is not provided by the course material grant and must be purchased/provided by the student.

WEBD242 Web Development Using XHTML (3 hours)
This course focuses on the theory and principles of various programming languages that are used on the web, with particular focus on HTML, XHTML, and DHTML. Students will explore the principles of Object-Oriented Programming (OOP) and examine inheritance, encapsulation, and polymorphism. They will also examine the components of OOP languages; the scope, protocols, and parameters for various methods such as dynamic text ranges (move, moveStart, moveEnd, moveToPoint, moveToElement, getElementById, getBookmark, compareEndPoints, setEndPoints, Expand, Collapse, FindText), transition ranges (blendTrans, revealTrans), event propagation (stopPropogation, addEventListener, removeEventListener), dynamic content (createAttribute, createElement, createTextNode, cloneNode), and dynamic styles (CSS) and dynamic positioning (CSS-P) (coordinate systems, absolute positioning, relative positioning, and dynamic data binding). Students will explore the principles governing the animation of text (pulsating text, expanding text, flying text, drag and drop). This course focuses on improving the user-application interactivity via dynamic content, animation, media (audio and video), forms, web-safe colors, styles, and Cascading Style Sheet (CSS).

WEBD262 Web Development Using DreamWeaver (3 hours)
This course is a study of the design and development of websites using Dreamweaver. Students will use professionally designed templates to develop coordinated and sophisticated layouts for a multi-page website. They will work with Cascading Style Sheets (CSS), graphics (enhance, optimize, embed, and edit image properties), tables, templates, frames, forms, and snippets. They will also perform site management and use the extensibility feature of Dreamweaver. Microsoft Expression Web will also be introduced. Students must have access to Microsoft Internet Explorer 7.0 (or higher), Firefox 2.0 (or higher), Microsoft Expression Web, Adobe and Dreamweaver CS3 (or higher), and Opensource software. This course covers lessons 17-23 of the Design Methodology and Technology curriculum of the CIW Site Designer certification. Students must obtain their own software for the course.

WEBD280 Web 2.0 Management Issues (3 hours)
This course covers the management aspects of Web 2.0. Web 2.0 is a growing trend by businesses to utilize the Internet for a new generation of business applications and personal knowledge management. This course focuses on the business and management aspects of Web 2.0 technology. Topics include Web 2.0 management, marketing, branding, psychological factors, sociological aspects, customer social networking, community building, relationship management, and organizational impact. Real world Web 2.0 business applications reviewed in class include: Flickr, Google, wikis, blogs, virtual reality (Second Life), and Facebook.

WEBD311 Internet Concepts (3 hours)
This course concentrates on the technical side of the Internet, examining network types, protocols, browsers, search engines, email communication and personal information management, multimedia on the Web, Internet services and tools [newsgroups, telnet, File Transfer Protocol (FTP), and instant messaging], Internet security (encryption, authentication, firewalls, malware, virus detection and prevention, spyware, updates and patches), and IT project management. This course also explores emergent Web 2.0 technologies such as social networking (MySpace), user created content (YouTube), Wikis, Virtual Worlds (Second Life), and online gaming. Students will need access to Microsoft Internet Explorer 7.0 (or higher) with Outlook Express. This software is not provided by the course material grant and must be purchased/provided by the student. This course covers the Internet Business Foundations curriculum of the CIW Foundations certification.

Webd321 Web eCommerce Development (3 hours)
This course is a study of Web e-commerce development and how businesses and organizations may use the Web to the buy and sell products and services online. The course begins with some basic introductory concepts and progresses into more advanced topics regarding the subject. The course will cover both conceptual and scenario based exercises, thus enabling students to experience the maximum amount of comprehension and retention of material covered in the course.

WEBD322 Web Videography (3 hours)
This course teaches the basic principles of Web videography and how to use software such as Adobe Photoshop Elements to edit photos and videos and create movies to market product and services online. The course begins with some basic introductory concepts and progresses into more advanced implementation of Web videograpy for promoting e-commerce and addressing other business requirements. The course will cover both conceptual and scenario based exercises, thus enabling students to experience the maximum amount of comprehension and retention of material covered in the course.

WEBD323 Search Engine Optimization (3 hours)
This course introduces concepts and strategies for successful search engine optimization (SEO). It examines different kinds of searches including image searches, local searches, and industry-specific vertical search engines. Additional topics such as link building, site structure improvements, conversation tracking, research and development keyword strategic development, and understanding barriers of search engine optimization are addressed for the purpose of increasing a website's relevance and to determine how people search for products and services.

WEBD324 Web Content Management Systems (3 hours)
This course is a study of Web content management systems and how users may manage the content of their websites anywhere by using features such as easily creating new Web pages, building in-site search engines, uploading files and images, creating photo galleries and videos, and adding, deleting, and editing users with a variety of permissions. The course begins with some basic introductory concepts and progresses into more advanced topics regarding the subject. The course will cover both conceptual and scenario based exercises, thus enabling students to experience the maximum amount of comprehension and retention of material covered in the course.

WEBD341 Enterprise Data Exchange Using XML (3 hours)
This course is a study of the concepts and applications of the Extensible Markup Language (XML), a general-purpose markup language that can be used to formally specify special-purpose markup languages. This course will be taught from a mixture of analytical and practical methods. Topics include: the history of XML, the XML language, Data Type Definition (DTD), XML Schema, eXtensible Style Sheet Language (XSL), and eXtensible Style Sheet Language Transformations (XSLT). The student will bind values to elements to render them distinct and different from its other instances of that attribute and explore the power of XML as a tool for Enterprise Exchange in both the J2EE and .NET Software Development Frameworks. Knowledge of XML will enable the student to standardize and reuse reference text, paragraphs, and chapters.

WEBD361 Web Application Development Using ColdFusion (3 hours)
This course is a study of the design, development, and deployment of database-driven applications on the Internet using ColdFusion. Students will review the architecture of a ColdFusion application and understand the flow of ColdFusion applications and processing over the Internet. The student will use ColdFusion variables and functions, query relational databases, display and format data, evaluate form variables, and interact with forms. They will develop dynamic SQL, dynamic database search applications, data manipulation applications, client-side validations, and server-side validations. Students must have access to ColdFusion MX 7 (or higher) software. This software is not provided by the course material grant and must be purchased/provided by the student.

Intelligence Studies

INTL300 Research Methods in Intelligence Studies (3 hours)
This course prepares students to employ basic research methods and writing skills to produce sound research papers and analytical products. Students will learn how to develop the elements of a research strategy, critically read and evaluate data, and communicate their findings in coherent, well-organized written work.

INTL301 U.S. Intelligence Community (3 hours)
RECOMMENDED AS SECOND PROGRAM COURSE. This course surveys the U.S. Intelligence Community, with an emphasis on its current structure. Students review the members of the community and distinguish their key roles and missions. Students also assess the impact of the post-9/11 restructuring of the intelligence community.

INTL302 History of U.S. Intelligence (3 hours)
RECOMMENDED AS THIRD PROGRAM COURSE. Explores the history of the development of the U.S. intelligence community and an assessment of its successes and failures in covert action, intelligence collection, and intelligence analysis activities from the American Revolution to today.

INTL303 Introduction to Intelligence (3 hours)
This course differentiates the basic elements of intelligence -- collection, analysis, dissemination, counterintelligence, and covert action -- through an understanding of the U.S. Intelligence Community (IC) as well as through a review of past historical events in which intelligence has played a key role. Students will examine the difference between intelligence and information and extrapolate the various steps of the intelligence cycle, as well as their purpose. Students will review the "lessons learned" that have come out of U. S. intelligence successes and failures and specify the role of the Department of Homeland Security and resulting changes to the IC.

INTL304 Intelligence Collection (3 hours)
A multidisciplinary survey of Imagery Intelligence (IMINT), Signals Intelligence (SIGINT), Human Intelligence (HUMINT), and Measurement and Signature Intelligence (MASINT) is conducted. The background, capabilities, and limitations of each intelligence collection method are covered. The course focuses on planning activities which provide an integrated approach to intelligence collection.

INTL305 Law and Ethics in Intelligence (3 hours)
Students comprehend the difficult legal and ethical issues in the Intelligence Community. The course examines the legal foundations and oversight mechanisms for the U.S. intelligence community. It also explores the major ethical problems confronting the intelligence profession.

INTL401 Critical Analysis (3 hours)
Provides instruction in critical thinking and analysis skills meant to overcome cultural and psychological biases that can impact the objectivity of intelligence analysis and decision-making. Human information processing and problem solving are discussed from a psychological perspective as well as psychological factors influencing the information processing of the individual analyst. Then critical thinking and analysis skills are covered, to include analysis of competing hypotheses, matrix analyses, decision/event trees, weighted rankings, and utility analysis, which are designed to improve the objectivity of intelligence analysis and decision making. (Prerequisite: INTL300).

INTL402 Intelligence Analysis (3 hours)
This course covers a selection of advanced qualitative analysis and modeling techniques for real world problems. Students begin with a review of analytical research skills and the process of Analysis of Competing Hypotheses (ACH). They will also learn to apply basic trend analysis techniques and forecasting methods such aggregate data analysis, content analysis, Rational Choice Theory, the Delphi technique, and the Lockwood Analytical Method for Prediction (LAMP). The course ends with a review of the NIE and analyst - policy maker relationships. (Prerequisite: INTL300).

INTL408 Counterintelligence Operations (3 hours)
This course provides students with an introduction to counterintelligence operations and techniques. Students will study passive and active counterintelligence measures, principles and processes of counterintelligence operations, its relationship to covert action, and the legal and ethical issues involved. Through a series of practical exercises, students will develop a sound knowledge of the practice of counterintelligence.

INTL409 Counterintelligence Analysis (3 hours)
This course provides students with an introduction to counterintelligence analysis of foreign intelligence entities. Students will learn and apply aspects of counterintelligence basic principles, concepts, core competencies, functions, and missions as outlined in the U.S. National Counterintelligence Strategy. Students will be instructed in the analytical process, denial and deception identification, analytical techniques, threat profiling procedures, and analytical tools and databases.

INTL410 Counterintelligence (3 hours)
During this course, students will study and analyze counterintelligence, focusing on both U.S. and foreign counterintelligence, including the evolution of counterintelligence, perspectives on counterintelligence operations since World War II, principles of covert action and deception, and assessments of successes and failures of counterintelligence. You will be required to study a range of books and articles on this topic and will develop a comprehensive knowledge of counterintelligence, and how intelligence agencies in the United States use both offensive and defensive counterintelligence to guard and protect U.S. national security interests from adversaries. In addition, you will study how counterintelligence is collected and analyzed and how social and technological changes affect counterintelligence.

INTL411 International Criminal Organizations (3 hours)
This course differentiates the historical and contemporary patterns, modus operandi, capabilities, and vulnerabilities of organized crime organizations. Course content includes a review of the contemporary literature of South American, Mexican, Asian, European, & African criminal enterprises, traditional organized crime, outlaw motorcycle gangs, and transnational criminal enterprises.

INTL412 Espionage/Counterespionage (3 hours)
This course studies the history of intelligence and espionage and reviews ancient espionage techniques, profiles famous agents throughout history, and focuses on such intelligence issues as SIGINT and HUMINT. The bulk of the course concentrates on 20th century intelligence, assessing changes in intelligence collection and priorities and analyzing how technological changes have affected intelligence collection.

INTL413 Denial and Deception (3 hours)
This course will be an overview of denial and deception possibilities. It will review the history, concepts, and implications of denial and deception on national security decision making. It will also discuss foreign and domestic case studies, tradecraft, and the different methodologies associated with this form of intelligence training.

INTL414 Intelligence and Assassination (3 hours)
A study of both the historical and contemporary use of assassination with emphasis on assassination or targeted killing as a means to counter terrorism. In the historical portion, the course focuses on assassination as a means for gaining and maintaining power. In the latter portion, the course focuses on assassination as a means of overthrowing governments and to counter terrorism. In this latter portion the course evaluates the use of intelligence and special operations forces and the role they play in the state's practice of assassination.

INTL415 Covert Action (3 hours)
Investigates the history of covert action as a policy option for governments. Covert actions are those in which an operation may become known to the enemy or the world, but the responsible parties cannot be traced or proven. Current U.S. intelligence community and Special Forces capabilities and limitations for covert action are also covered.

INTL416 Spycraft (3 hours)
The study of spies and their tradecraft. Through factual and fictional works the student will explore the geopolitical, ethical, constitutional, and bureaucratic implications of spycraft.

INTL420 Geographic Intelligence (3 hours)
Examines the location, analysis of terrain, climate, natural resources, boundaries, transportation, communications, economic activities, and demographics of various nations and areas of the world.

INTL421 Signals Intelligence and Security (3 hours)
This course examines Signals Intelligence also known by the acronym SIGINT. It covers the various methods and modes of collection, analysis, and use of strategic and operational level communications (COMINT) and electronics (ELINT) intelligence. The course also reviews the security means available to protect friendly communications (COMSEC) and electronic emissions countermeasures (EECM).

INTL422 Open Source Collection (3 hours)
This course provides an examination of how various unclassified materials such as news services, databases, government documents, newspapers, journals, magazines, yearbooks, surveys, radio, TV, Internet, indexes, materials from various organizations, interviews, and country studies can be utilized as intelligence.

INTL423 Human Intelligence (3 hours)
This course is an introduction to Human Intelligence (HUMINT). The course will define and examine HUMINT in context with the other intelligence collection disciplines. Through the use of focused discussion supported by directed readings and by applying critical thought to an incremental research project that requires a HUMINT solution, the student will understand the dynamics and functions of human source intelligence as a discipline.

INTL424 Interrogation (3 hours)
This is a fundamental course focusing on intelligence interrogation from a conceptual perspective which will provide students with the tools to develop an overall understanding of interrogation and practical interrogation concepts as they can be applied to intelligence interrogation. The course focus will address legal issues, verbal and non-verbal behavior, interrogator and subjects, environmental and cultural issues, coercive practices, as well as current events as they apply to the concepts of intelligence interrogation.

INTL425 Imagery Intelligence (3 hours)
Explores the capabilities and limitations of imagery intelligence collection platforms, the processing and interpretation of the imagery product, and the contributions of imagery intelligence to the all source intelligence effort. Students also learn the resources, bureaucracies, and processes associated with the U.S. government imagery system.

INTL430 Intelligence Data Analysis (3 hours)
Intelligence data forms the foundation of all intelligence analytic processes and products. The course explores the use of datadriven structured intelligence analysis techniques including statistical analysis, the appropriate use of data in analysis, the role of hypotheses, and non-statistical data analysis methods. This course develops competencies in understanding, applying, and effectively using data collected for intelligence analysis purposes and as such forms an essential component of becoming an effective intelligence analyst. Students must have access to MS Excel. (Prerequisite: INTL300).

INTL431 Criminal Intelligence Analysis (3 hours)
The rapid increase in multinational analysis and transnational organized crime, corporate drug trafficking organizations, and the impact of crime on national and international policy has created a critical need for law enforcement intelligence experts in the relatively new field of criminal intelligence. The course provides the student with an introduction to the methods and techniques of criminal intelligence analysis and strategic organized crime. It will demonstrate how to predict trends, weaknesses, capabilities, intentions, changes, and warnings needed to dismantle criminal organizations. Law enforcement professionals at the federal, state, and local level, criminal intelligence analysts working in private industry, and military intelligence personnel making a transition from a military to a law enforcement career will benefit from this course. Students will be introduced to techniques such as association and link analysis, visual investigative analysis (VIA), telephone toll analysis, matrix analysis, reporting and application to violent crime, and organized crime to include drug, white collar, and money laundering. This course emphasizes criminal intelligence as opposed to criminal investigation.

INTL432 Geographic Information Systems I (3 hours)
Geographic Information Systems (GIS) contain a powerful set of tools for data acquisition, management, query and display. This course will provide students first with a substantial foundation in the history of cartography and mapmaking. The second major emphasis of this course will merge both theoretical and historical information with hands-on practical training utilizing the basic tools provided with the GIS software. Students will become familiar with the importance of metadata, editing and updating metadata and how this is important to the success or failure of the dataset as a whole. (Prerequisite: INTL300).

INTL433 Geographic Information Systems II (3 hours)
Using the ArcGIS software, students will be taught how to manipulate datasets based on complex queries in several advanced platforms within the GIS environment including geospatial analyses, creating basic models, interpolation among multiple data points, and advanced data table editing and creation. Students will learn methodologies for determining the presence or absence of patterns and identify associations among different data layers. Additionally, students will be taught to examine cases where GIS could have been used but was not, and postulate how this system could have improved analysis within each case. This course will focus on vector data analysis techniques only. (Prerequisite: INTL432 – Geographic Information Systems I).

INTL434 Threat Analysis (3 hours)
With states as the level of analysis, this course examines their political, economic, and social condition which allows an understanding of threats to the state and their vulnerabilities. Analytic procedures to assess a state's military capabilities, strengths and weaknesses of their political and economic systems, and challenges presented by their social systems are included. This course is a prerequisite to any of the intelligence studies country analysis courses.

INTL439 Introduction to Analysis (3 hours)
This course examines how cultural and psychological biases can impact the objectivity of the intelligence process and decisionmaking with regard to their usefulness as intelligence products within today's government, military, civil, and business organizations. Human information processing and problem solving will be discussed from a psychological perspective as well as psychological factors influencing the information processing of the individual analyst. Limitations of memory and attention and effects of categorization and summarization of information on intelligence analysis will be determined. The students will review intelligence processes and inferences about cognitive sciences and decision-making processes. The course will identify ways of countering these psychological mechanisms and students will acquire tools in order to improve the objectivity of intelligence analysis.

INTL440 Cyber Warfare (3 hours)
This course provides an overview of cyber warfare and the potential impact of its use by military, terrorist, and criminal organizations. By studying the operation of computer networks, the student will gain an appreciation of how they have both benefited society and made portions of its infrastructure more vulnerable. An overview of cyber weaponry will be presented and various offensive and defensive strategies will be examined via case studies

INTL441 Joint Forces Intelligence Planning (3 hours)
Examines the current structures, functions, capabilities, and contributions of U.S. military forces and decision-makers as primary consumers of national intelligence to include the U.S. executive branch, military services, and joint/unified commands. U.S. joint operational planning procedures are also covered as students are introduced to the Joint Strategic Planning System and Joint Operational Planning and Execution System.

INTL442 Tactical Intelligence (3 hours)
During this course, students apply tactical intelligence theory and practice in support of ground operations. The impact of terrain and weather on tactics, employment of multi-discipline intelligence collections (imagery, signal intelligence, human intelligence, etc.), and principles of tactical intelligence analysis form the core of the course. Students also develop an appreciation for the limits of process in applying the art of intelligence to deal with tactical problems.

INTL443 Foreign Intelligence Organizations (3 hours)
This course compares the history and methods of foreign intelligence organizations which have played (and continue to play) a significant role in U.S. strategic intelligence, foreign policy, and national security strategy planning. The student will become familiar with their methods for conducting intelligence and counterintelligence in both the political and military realms, with the objective of discovering the similarities and differences among them, and also for evaluating their overall relative effectiveness.

INTL444 Contemporary Intelligence Studies (3 hours)
This course is a comparative investigation of how intelligence supported U.S. national security policy during times of crisis and how the crises impacted on the intelligence community. The first part of the course focuses on the Cuban Missile Crisis and the role intelligence played in the outcome. Students will compare and contrast intelligence support to the Cuban Missile Crisis with another foreign policy crisis. The second part of the course focuses on the 9/11 Commission's recommendations for reforming the intelligence community in the aftermath of the 9/11 attacks. Students will compare and contrast the 9/11 recommendations with the Intelligence Reform act passed by Congress.

INTL445 Introduction to the War on Drugs (3 hours)
This course will focus on a variety of aspects related to the U.S. war on drugs, including historical perspectives on counternarcotics, U.S. policy and strategy, regional overviews, and intergovernmental relationships and liaisons with various agencies. The student will compare and contrast foreign views on counter narcotics with U.S. perspectives, will study the issues of foreign market analysis on narcotics, discuss the pros and cons of the war on drugs, and will also review the connection between the war on drugs and the war on terrorism. During the course, the student will develop a comprehensive understanding of how the U.S. views the war on drugs, how various policies affect outcomes of the war on drugs, strengths and weaknesses in policy and strategies, regional issues of counter-narcotics, and alternative solutions to the war on drugs.

INTL450 Terrorism and Counterterrorism (3 hours)
This course examines terrorism as a social and political instrument from past to present. Topics include comparing insurgencies and terrorism, the paths to radicalization, the roots of extreme Islam, U.S. domestic terrorism issues, counter terrorism, national & domestic intelligence resources employed against terrorism, and a review of U.S. National Security Policy regarding terrorism.

INTL453 Illicit Finance (3 hours)
Modern criminal business to include drug trafficking, trafficking in people or weapons, gold and precious gem smuggling, and even terrorism are reliant on how such activities are funded. Without some form of funding, illicit actors and illicit behaviors would have difficulty existing. This course will explore the shadowy world of illicit finance, from money laundering to Hawalas, to fraud, trade, and corruption used to fund illicit actions.

INTL454 Forecasting Terrorism (3 hours)
This course examines the processes involved in forecasting terrorism. The syllabus examines the theoretical underpinnings of the phenomenon of terrorism, actual and planned cases of chemical and biological weapons use, and the modern threat of improvised weapons of mass destruction. It continues by differentiating the varying magnitudes of threat and effect of chemical, biological, radiological, nuclear, and high yield explosive (CBRNE) weapons and analyzes terrorist precedent, strategy, and psychology from which terrorism forecasts and counter-terrorism activities are generated. It moves on to examine traditional and newer methods of forecasting terrorism: intuition-based, profiling, conflict vulnerability analysis and prognosis (early warning), Atypical Signal Analysis & Processing (ASAP), and the Khalsa systematic Indications and Warning (I&W) methodologies. It concludes with a brief overview of the state of the terrorist threat almost a decade after 9/11.

INTL460 China Country Analysis (3 hours)
Students analyze China from historical, geographic, political, military and technological perspectives. China's regional relationships with North Korea, Japan and Taiwan are assessed to determine regional dynamics. China's internal and external policies with respect to the Internet are explored to include Cyber War and the "Great Firewall of China.."(Prerequisite: INTL434).

INTL461 Iraq Country Analysis (3 hours)
Explores the development of the future Iraqi state. Students first study Iraqi history through the 2003 fall of Saddam Hussein. The role of ethnic and religious rivalries is covered in-depth. Post-2003 stability and development activities are also investigated. (Prerequisite: INTL434).

INTL462 Iran Country Analysis (3 hours)
Students investigate the growing role of Iran as a Middle East Power. A study of Iranian history through the 1979 Revolution is conducted. An in-depth analysis of post-revolution development is then made to determine Iran's military, economic, and social strengths and weaknesses. A central focus is on the development of Iran's nuclear programs. (Prerequisite: INTL434).

INTL463 Korea Country Analysis (3 hours)
Addresses the issues in and around the Korean Peninsula. Students make an in-depth examination of key differences between North and South Korea and their neighbors. This will be accomplished by examining historical, sociological, economic, geographic, political, and defense factors as they relate to current issues important to the Korean peninsula today. (Prerequisite: INTL434).

INTL464 Afghanistan Pakistan Intelligence Issues (3 hours)
This course will be an overview of the Afghanistan and Pakistan area of operations specifically relating to the difficulties of intelligence gathering and analysis. It will review the history of the area and how it relates to the War on Terrorism, intelligence concepts, and implications of the use of intelligence on national security decision making within the area. It will also discuss foreign influences and case studies, tradecraft, and the different methodologies associated with the use of intelligence in this area of the world.

INTL490 Independent Study: Intelligence (3 hours)
An opportunity for Intelligence students to pursue an independent research project or examine a specific area of Intelligence and its history under the mentorship of a single professor. The course is open to upper division students only. Participation is at the discretion of the faculty member. Students will produce a major research paper (30+ pages. To be eligible for an independent study, students must be enrolled in a bachelors degree program, must have completed 24 hours at APUS toward their current degree program, and should have already contacted a professor and gained approval for the independent study topic. Once these conditions are met the student should contact his/her academic advisor. Once the course is open the student must complete an official online registration for the course.

INTL498 Senior Seminar in Intelligence Studies (3 hours)
The Senior Seminar in Intelligence Studies is required for all majors. This capstone experience for Intelligence Studies majors will review and integrate their academic coursework, strengthen their understanding of intelligence research methodologies, and relate their academic preparation to their post graduation goals. Students will conduct original research and present their findings to the class in written and e-portfolio formats. Student must have SENIOR standing to register.

MILS440 Information Operations (3 hours)
This course is the study and analysis of the Information Age and its impact on the nature of conflict and military operations. Students examine the fundamental concepts of military information operations, its various dimensions and interpretations, and possible application by military forces. Emphasis is on the base knowledge and conceptual framework required to understand current and future trends in the use of information as a military capability. Students study the views of the United States as well as that of peers, the Chinese and Russians. A short study is included on the conduct of several recent information operations.

International Relations

INTL451 Terrorism and U.S. National Security (3 hours)
This course assesses the impact of terrorism on U.S. national security. It focuses on a variety of aspects related to U.S. policy on terrorism, the threat of terrorism to U.S. national security, and the problems inherent to U.S. counterterrorism. The student will develop a comprehensive understanding of how the U.S. views terrorism, how various policies affect outcomes of counterterrorism, strengths and weaknesses in policy and strategies, threats to U.S. national security, and suggestions for solutions to these threats.

IRLS210 International Relations I (3 hours)
An overview of the field of international and global politics. The nation state, factors of power, collective security, international trade, regional and international organization, sources of conflict, and convergence are addressed.

IRLS211 International Relations II (3 hours)
This course analyzes international relations from 1945 to the present. Students will become thoroughly familiar with events and major interpretive issues. Topics include the Cold War, decolonization, the role of the United Nations and other non-governmental organizations, the development of international terrorism, the Arab-Israeli and Persian Gulf conflicts, and the Korean and Vietnam Wars. (Prerequisite: IRLS210).

IRLS213 Political Geography (3 hours)
September 11 and its aftermath, the ongoing conflicts in the Middle East and South Asia and debate over the nature and effects of globalization all highlight the importance of political geography as a means of understanding the world around us. This course examines the relationship between earth and state. World political phenomena are studied from a geographic perspective including international boundaries, territorial seas, and landlocked states. This course emphasizes the practical application of geography to political events.

IRLS214 American Foreign Policy (3 hours)
This class examines the elements and practice of American Foreign Policy. It reviews the history of American Foreign Policy and ideology, and then examines the actors, tools, and processes of U.S. foreign policy. This class emphasizes current foreign policy issues including policy geared toward national security.

IRLS220 African Peoples and Cultures (3 hours)
A study of the peoples and cultures of the continent, stressing sub-Saharan groups. Starting with the colonial era and earlier cultures, the major focus is on the contemporary scene including the effects of the African diaspora.

IRLS240 European Peoples and Cultures (3 hours)
An exploration of the rich diversity of cultures and societies of Contemporary Europe. Critical reading of recent ethnography will be used to examine themes such as the formation of national identities, ethnicity and migration, rural life and traditionalism, family and kinship, popular religion, and urban development. The European Union is analyzed as a potential transformation of Europe into a new system of European government that could supersede the nation-state.

IRLS260 Middle Eastern Culture (3 hours)
This course covers geography, culture, society, economy, and religions of the major ethnic and linguistic groups in the Middle East. The course will introduce students to important events and developments such as the changing concepts of politics in Islam, the evolving sociological bases of states and societies in the Middle East, and the early impact of Europe on the Middle East first through trade and then through colonialism.

IRLS300 Comparative Political Systems (3 hours)
Introduces major theoretical approaches to the comparative study of politics. The student applies these approaches to government institutions, the policy-making process, political participation, economic structures, and social change for both state and non-state actors.

IRLS301 International Organizations (3 hours)
Examines the role of and interrelationship of international organizations, nation-states, and non-state actors in the global system. North-South and East-West relations are discussed in terms of specific global issues: crisis management, conflict resolution, human rights, refugee problems, international finance, developmental assistance, world trade, and globalization.

IRLS302 International Development (3 hours)
A detailed study of the history, theories, and practices of global development initiatives with particular concentration in the prevailing views and practices of the 1960's-contemporary times. A look at development in light of broader political constructs that influence the development of nations.

IRLS303 Information Literacy for Global Citizenship (3 hours)
Information Literacy for Global Citizenship builds students' information literacy skills in the international relations/global studies context. Students analyze scholarly sources in the discipline, identifying the types of issues and questions scholars pursue, the discursive conventions they employ, and their methods of engaging in dialogue with and citing sources. After identifying their own discipline specific research question, students select and use appropriate research tools, developing complex search strategies that help them to find relevant scholarly information on their topics. They evaluate sources and information to determine their authority, reliability, timeliness as well as the quality and underlying assumptions of the arguments presented. They synthesize the information they've found with their own ideas, effectively integrating source material into their papers and citing that material appropriately. Finally, the course asks students to reflect upon the ways in which the information literacy skills they've acquired provide a foundation for both global citizenship and lifelong learning.

IRLS310 Introduction to Human Security (3 hours)
This course introduces students to the international relations subfield of human security. A broad overview of the security issues affecting humans, their communities, and as a result global stability are the focus of this course.

IRLS321 African Political Economy (3 hours)
This course will provide students with an overview of the intersection of politics and policy and economics in the African context.

IRLS322 African Politics (3 hours)
This class provides an introduction to contemporary African politics. Specifically the course examines the historical, cultural, economic, social, and geographic traits that distinguish this region and shape its domestic political processes and interstate relations. This includes a survey of contemporary multilateral issues important to the region with emphasis on regional security concerns.

IRLS331 Asian Politics (3 hours)
This course examines historical, cultural, economic, social and geographic traits that distinguish this region and shape its domestic political processes and interstate relations. Surveys the governments of selected countries to include China, Japan, and Korea. Examines in particular the influence of Japan and China on regional and global affairs. Includes a survey of contemporary multilateral issues important to the region with emphasis on regional security concerns.

IRLS332 Asian Peoples and Cultures (3 hours)
This course will provide students with an overview of Asian cultures by focusing on political, religious, and philosophical aspects of various Asian societies. The course identifies connections between the past and the present with an eye on anticipating future trends.

IRLS333 Asian International Relations (3 hours)
This course will provide students with an overview of the political, economic, diplomatic interactions between Asian countries as well as between Asian countries and the rest of the world.

IRLS334 Asian Political Economy (3 hours)
This course will provide students with an overview of the intersection of politics and macroeconomics in Asia. The course focuses on the post-WWII era and contemporary events.

IRLS343 Government and Security of Russia (3 hours)
Explores historic, cultural, economic, and geographic traits that characterize the Russian state and shape the domestic political processes and interstate relations. Critically compares the politics, governments and orientations of post-Soviet states and other regional powers. Surveys contemporary regional issues such as ethnic conflict, nationalism, and political-economic reforms with a particular emphasis on security concerns.

IRLS344 European Politics (3 hours)
This course focuses on comparative evaluation of Europe paying particular attention to challenges facing the continent such as migration, ethno-nationalism, and terrorism. It will also focus on opportunities for European countries to work together including NATO, OSCE, and the EU.

IRLS345 European Political Economy (3 hours)
This course will provide students with an overview of the intersection of politics, policy, and economics in the European context.

IRLS346 European International Relations (3 hours)
This course will provide students with an overview of the political, economic, diplomatic interactions between European countries as well as between Europe and the rest of the world.

IRLS355 Latin American Politics (3 hours)
This course is designed to familiarize students with the politics of contemporary Latin America. The course will cover such topics as the various types of political systems found in Latin America, the political economy of development, and the issue of regime transition.

IRLS356 Latin American Political Economy (3 hours)
This course will provide students with an overview of the intersection of politics and policy and economics in the Latin American context.

IRLS357 Latin American Peoples and Cultures (3 hours)
Latin America is comprised of dozens of countries and despite several common languages, each country possesses its own set of unique cultural aspects. Latin America is a complex mixture of Native American, European, North American, African, and even Asian influences spanning two continents and several thousand years of collective history. This class presents an overview of the multitude of cultures present in Latin America.

IRLS358 U.S. Policy Toward Latin America (3 hours)
This course surveys the complex relationship between the so-called "Colossus of the North" and its southern neighbors. U.S. influence will be explored in-depth including diplomatic policies, covert actions, direct military intervention, and changes wrought from The Global War on Terror. The course also explores the impact on Latin America as well as reaction to U.S. policies.

IRLS360 Global Politics of Islam (3 hours)
The purpose of this course is to provide a comprehensive survey of the politics of Islam in the global context (both within and across states). While a portion of the class will be dedicated to the Middle East, we will also focus on parts of the globe where Muslims form a significant minority, e.g., the U.S., Western Europe, Russia, and China. This is an interdisciplinary class meaning that we will discuss religion, history, culture, and identity in addition to politics. We will explore the implications of past and present U.S. foreign policy in the Muslim world and historical and current relations between Islam and the "West." Additionally, we will address conflicts within Islam, transnational Islamist movements such as Hizb-ut Tahrir and Al Qaeda, and the role of pan- Arab media such as Al Jazeera. This is a reading-intensive course. Students will be expected to think critically, interpret texts, and formulate their own ideas in verbal and written form.

IRLS390 Contemporary International Issues (3 hours)
This course is a survey of the major political, economic, and social issues affecting the global community. Students will investigate four main themes: 1. The changing nature of threats to the nation-state and the global community; 2. The emergence of new international and transnational actors that are changing the rules of the game; 3. The globalization of social, health, and population issues; and, 4. The most likely sources and locations of conflict in the world of the 21st century.

IRLS392 Globalization and the Market Economy (3 hours)
Based on a theoretical analysis, a detailed study is undertaken of the globalization of the market system and its impact on population growth, urbanization, political governance, and traditional values in various nation-states and regions.

IRLS400 Human Rights (3 hours)
This course provides an overview of human rights, their history, codification, and the various debates that surround human rights discourse. Additionally various human rights topics are analyzed. The course provides students with a thorough understanding of how human rights and human security are intertwined.

IRLS401 Gender and International Relations (3 hours)
This course examines the processes of economic, cultural, military, environmental, and political globalizations are embedded in gendered representations, discourses, and policies. The degree to which human security is driven by power relationships is explored through the lens of gender.

IRLS405 National and Transnational Justice (3 hours)
This course provides an overview of many transitional and transnational justice approaches. Beginning with Nuremberg through to the International Criminal Courts, students will gain a thorough understanding of the global justice endeavors and their connection to human security.

IRLS409 Environmental Security (3 hours)
This course provides an overview of environmental security by examining environmental threats such as climate change, water scarcity, consumption patterns, urbanization, resource extraction and usage, food security, and globalization. The course provides students with a thorough understanding of how environmental security and human security are intertwined.

IRLS412 Comparative Foreign Policy (3 hours)
An analysis of the foreign policy and policy-making process in various regions of the world. Specific case studies allow the student to assess national priorities and ideological commitments in the post-Cold War era.

IRLS413 International Conflict Resolution (3 hours)
This course is an examination of the theory and practices by sovereign states to resolve conflict through national and international organizations, conventions, and non-government agencies.

IRLS414 Principles of Peacekeeping (3 hours)
This course is an examination of the fundamental principles behind peacekeeping to include the political, managerial, military, and humanitarian aspects of the peacekeeping process. Completion of this course will make students eligible to obtain a certificate of completion from the United Nation's Peace Operations Training Institute. It is up to the student to go to the POTI website to find how to obtain the POTI certificate.

IRLS415 Peacekeeping Logistics (3 hours)
This course in an overview of logistics in a United Nations mission area. It consists of two parts, the United Nations Peace Operations Training Institute (POTI) course, "Logistical Support of UN Peace-keeping Operations," and a survey of major principles and concepts that govern logistics support for military forces engaging in UN peacekeeping. Topics include an overview of UN Peacekeeping, UN logistics support concepts, UN mission area infrastructure, accommodations, facilities, and utilities, financial and resource issues for UN Peacekeeping logistics, UN logistics planning, UN supply operations, UN engineering support, UN intratheater and inter-theater transportation, UN air and aviation services, equipment maintenance, medical support, and postal and courier services. Completion of this course will make each student eligible to obtain a Certificate of Completion from the United Nation's Peace Operations Training Institute. It is up to the student to go to the POTI website to learn how to obtain the certificate.

IRLS416 The North Atlantic Treaty Organization (NATO) (3 hours)
This course will explain how an alliance of nations, formed to protect its member countries from a re-emergence of post-World War II Germany, transformed itself in order to protect Western Europe from the Warsaw Pact. It will delve into how an alliance that was purely defensive in origin evolved into an organization that conducted offensive operations in Bosnia-Herzegovina and attacked a sovereign nation in an attempt to bring peace to Kosovo. It will conclude with a study on the possible future of NATO in the changing environment of Europe and America. The scope of this course focuses on the role of the North Atlantic Treaty Organization (NATO) since it's founding to the present. The course includes the formation of the Alliance, the study of the member countries military forces, the organization and purposes of the various NATO Headquarters, the role of NATO in the Cold War, and the role NATO is playing today in the stabilization of Europe.

IRLS417 International Civil Order (3 hours)
This course will explore the role of international civilian police in peacekeeping operations in establishing a rule of law sufficient to support an emerging democratic society and a sustainable peace. Emphasis will be placed on exploring civilian police relationships with other actors in theater and on understanding public order maintenance through the lenses of peace building, justice, and reconciliation. Completion of this course will make students eligible to obtain a certificate of completion from the United Nation's Peace Operations Training Institute. It is up to the student to go to the POTI website to find how to obtain the POTI certificate.

IRLS418 Interventions: Theory and Practice (3 hours)
This course explores the various types of intervention commonly used throughout the world including humanitarian, forceful interventions (military), and non-forceful (sanctions, aid, emergency relief). The debate over the concept of "responsibility to protect" (R2P) will also feature prominently in the course.

IRLS419 Migration and Refugee Studies (3 hours)
This course will explore the various means and methods for global migration. Human security issues that emerge from these patterns will also be examined. The world has over 30 million migrants on the move at any one time and while they face security concerns, they can represent security concerns as well. Further, cultural dynamics, religious differences, political agency, and economic consequences of global migration are focused on.

IRLS420 African International Relations (3 hours)
This course examines African countries' relations with one another, within the region, and with the rest of the world. Particular emphasis is placed on the African Union.

IRLS430 U.S. National Security and the Pacific Basin (3 hours)
U.S. national security policy recognizes this element of the international security environment and anticipates that American involvement in Asia will likely increase over time, making alliances and relationships in this region even more important. This course will highlight the changes in these interests and the actions that these and other states in the region take to advance or, when necessary, defend them and therefore influence U.S. national security strategy and policy as well as the forces that support them.

IRLS450 Latin American International Relations (3 hours)
Latin America is comprised of dozens of countries, and despite several common languages and histories, each country possesses its own set of unique political, geographical, cultural and economic aspects, each of which has had an impact upon how that particular country interacts with the world and particularly the United States. This course focuses on the history and policies of several of the most significant players in Latin American international relations and how they interact with their regional neighbors as well as the United States.

IRLS460 Government & Security in the Middle East (3 hours)
Examines historic, cultural, economic, social, religious, and geographic traits that distinguish this region and shape its domestic political processes and interstate relations. Surveys the governments of selected countries considering factors such as legitimacy and political development. Includes a survey of contemporary issues salient in the region including the Arab-Israeli dispute, with particular focus on regional security concerns.

IRLS463 Arab-Israeli Conflict: Contemp. Politics & Dipl. (3 hours)
This course will trace the origins, evolution and development of the Arab-Israeli conflict from the early 20th century to the present. The course follows a thematic and chronological schema, drawing on a variety of sources. Considerable focus and attention will be given to the current and ongoing conflict between Israelis and Palestinians.

IRLS464 Middle Eastern Political Economy (3 hours)
This course will provide students with an overview of the intersection of politics, policy, and economics in the context of the Middle East. Specifically, the course focuses on the basic concepts and characteristics necessary for understanding political economy and development issues in the Middle East. Students will study the historical political and economic trends, nationalism, identity, borders, inequality, poverty, corruption, growth trends, resource based issues, labor, migration, gender, education, and various social issues underpinning Middle East Political Economy.

IRLS468 Politics and Security in the Persian Gulf (3 hours)
Politics and Security in the Persian Gulf course explores political, social, economic, and cultural issues that are relevant to the contemporary Gulf politics and security. In this context, this course also examines the impact of external powers within the region and thus the correlation of this impact with the rise of vulnerabilities and implications both at the regional and global levels.

IRLS480 The Third World: Dependency and Development (3 hours)
This course examines the Third World by focusing on its origins, the colonial legacy that shaped it, the political and social forces that control it, the economic and social programs implemented for its development, while dependency and modernization theories will be studied and assessed through specific case studies. The forces of democratization will be identified and evaluated in relation to development. The power of religion, the plague of ethnic conflict, the human rights abuses (women's position, child labor, child prostitution), AIDS, the Green Revolution, urbanization, sustainable development arguments, and strategies will be evaluated along with their effects on local societies. The course will also identify the various types of revolutionary movements, governments, and the economic models that have been tried after independence. Finally it will evaluate the ties of globalization and review the debate over its effects on the Third World development.

IRLS490 Independent Study: International Relations (3 hours)
Individual study or research of a selected topic conducted on a tutorial basis. To be eligible for an independent study, students must be enrolled in a bachelors degree program, must have completed 24 hours at APUS toward their current degree program, and should have already contacted a professor and gained approval for the independent study topic. Once these conditions are met the student should contact his/her academic advisor. Once the course is open the student must complete an official online registration for the course. (Prerequisite: IRLS210).

IRLS491 Special Topics in International Relations (3 hours)
This course allows the students to examine an emergent issue or event in this field of study. The course will be taught in a structured seminar format. Students are required to complete a research paper.

IRLS492 Senior Seminar in International Relations (3 hours)
This senior capstone course allows students majoring in International Relations to analyze specific issues at the global level that would include armaments, disarmament and proliferation; nationalism and world order; terrorism; peacekeeping; drug wars; political development and revolutionary change in less developed countries; and the organized use of force. This course will provide students with the opportunity to complete an approved academic research exercise that demonstrates knowledge of a selected field of study. This is a capstone course to be taken after all other International Relations courses have been satisfactorily completed. Student must have SENIOR standing to register.

IRLS493 Capstone Middle Eastern Studies (3 hours)
This senior capstone course allows students majoring in Middle Eastern Studies to analyze specific issues at the regional level including the role of religion, culture, politics, security, economic issues. This course will provide students with the opportunity to complete an approved academic research exercise that demonstrates knowledge of a selected field of study. This is a capstone course to be taken after all other Middle Eastern Studies courses have been satisfactorily completed. Student must have SENIOR standing to register.

Legal Studies

LSTD100 Introduction to Law for Paralegals (3 hours)
This course requires no previous legal background and introduces the student to the paralegal profession, the legal system, legal research, writing, and analysis, and other aspects of the law and the law office.

LSTD201 Litigation (3 hours)
This course is an introduction to and the exploration of the process related to civil litigation and the procedures normally the responsibility of the paralegal in preparing materials for trial. Coverage will include information gathering, interviewing, organizing, and preparation of materials for trial.

LSTD202 Real Estate Law (3 hours)
This course is a study of real estate law with emphasis on those portions of real estate law that are essential to the processes and functions of the real estate purchase, administration, financing, land use regulation, financial instruments, leases, and property rights.

LSTD203 Criminal Law and Procedure for the Paralegal (3 hours)
This course will examine the practical aspects of criminal law and procedure as they pertain to the work of the paralegal. The course covers the nature of criminal liability, the elements of various crimes, and defenses to criminal accusations. The course will also cover criminal procedure from search and seizure through trial and appeal. Constitutional issues relating to search and seizure, self-incrimination, and other matters are explored in depth. Students learn how to prepare relevant legal documents.

LSTD204 Introduction to the Courts (3 hours)
This course is an introduction to the structure of the American court system. Topics include prosecution, right to counsel, pretrial release, grand jury process, and sentencing concepts. The course will assess the U.S Courts System and how it relates to the criminal justice system in America. Students will become familiar with the chronological events from the arrest process to sentencing and appeals. Students will be able to explain concepts of stop and frisk arrest, searches under warrant, and presentation of the case to the magistrate. Assessments of the criminal trial process and phases of pretrial and trial proceedings will be examined.

LSTD205 Legal Research and Writing (3 hours)
This course will assess the methods used to locate necessary legal materials and be able to evaluate the appropriate citations of those materials. The paralegal aspects are reviewed and distinguished from other judicial case briefings. The course will introduce legal analysis methods and the preparation of appropriate techniques for researching legal issues and cases. Critical definitions of legal terminology are analyzed and used in preparation of legal materials such as memoranda, client letters, and other relevant documents. The course presents the student with techniques for effective writing in the legal environment. (Prerequisite: ENGL101).

LSTD206 Law Office Management (3 hours)
This course is a study of the fundamental issues associated with the management and administration of law office operations, to include private and government practice and the many different forms of law office arrangements. The student will acquire a basic knowledge of the principles of management; the issues relating to employment and hiring practices; and the different types of law office personnel structures. The course will also cover law office billing practices, accounting systems and methods used for determining cost of legal services. Additionally, the student will learn the basics of managing law office systems such as a docket control system and the files and records systems. The course will also introduce the student to the role of technology in the management and administration of the law office.

LSTD207 Civil Practice and Procedure (3 hours)
This course is a study of the legal skills involving interviewing and counseling for civil cases, the drafting of legal documents for civil cases, and legal ethics focused specifically on civil cases. Course topics include civil trial practices of pleadings, motions, discovery, pre-trial conferences, jury selection, trial protocols, and appellate strategies.

LSTD209 Sports Law, Risk, and Regulation (3 hours)
This course exposes the student to legal cases from the individual perspective of the player, coach, fan, owner, agent, and medical staff in addition to leagues and administrative bodies, dealing with captivating subjects as varied as drug testing, gender discrimination, player violence and criminal conduct, breach of contract, player eligibility, product liability, endorsement contracts, and television broadcasting.

LSTD210 Legal Ethics (3 hours)
This undergraduate course introduces students to the ethics and professional responsibilities of the legal profession. Emphasis is given to the strict regulation of the practice of law and accompanying reasons as well as the standard of care expected by those who work in the field. Important ethical issues such as marketing, client relationships, fees, and communications are explored. Students will analyze the model rules and their practical applications.

LSTD300 Administrative Law and Policy (3 hours)
This undergraduate course is the study of the work of administrative agencies in the executive branch of the United States government with some additional material on administrative agencies in state and local governments. Administrative law and policy touches virtually every person in the United States virtually every day of the year. It is the administrative agencies that fill in the "details" of government policy. Indeed, administrative agencies are so important and so powerful that they are frequently referred to as the "fourth branch of government." This course will examine the position that agencies occupy in our constitutional system of government by carefully detailing the respective roles of the legislative, executive and judicial branches of government. The course will be mainly concerned with administrative procedure (i.e., agency rulemaking and adjudication, agency investigations, agency sanctions) but because it is almost impossible to distinguish between substance and procedure, the procedural elements of administrative law will be illustrated and discussed in the context of a specific agency action--e.g., the Environmental Protection Agency's actions on carbon emissions and global warming. The course will analyze the work of the "independent regulatory commissions" as well as those agencies that are completely under the control of the President of the United States. Both the legislative and judicial branches of our government have a large impact on administrative law so the actions of Congress in creating and watching over the agencies and the actions of the courts in adhering to the rule of law for agency action ("judicial review of agency action") will be vital components of the course.

LSTD301 Constitutional Law (3 hours)
This course is an introduction to Constitutional Law, the Supreme Court, and other aspects of the legal system using the case analysis approach. Its concentration is on the study and analysis of United States Constitution. It emphasizes an in-depth study of the Bill of Rights, specifically those rights pertaining to Civil Liberties. Topics include the historical events that led to the development of the Constitution, principles governing the operation of the Constitution, and the role of the U.S. Supreme Court and the Judiciary, characteristics and powers of the three branches of government, development of due process and individual protections to include right to speech, freedom of religion, right to bear arms, right to vote, and right to counsel.

LSTD302 Criminal Law (3 hours)
A study in substantive criminal law emphasizing the principles of criminal liability and the acts, mental state, and attendant circumstances that are necessary ingredients in crimes against persons or property or in offenses involving theft, fraud, drugs, morality and decency, public peace, or public justice.

LSTD303 Family Law (3 hours)
This upper level undergraduate course introduces students to the legal and procedural requirements of family law. Students will explore various legal procedures and extrajudicial methods. Topics such as marital agreements, separation, divorce, alimony, custody, adoptions, domestic violence, cohabitation, and same-sex marriages will be covered. Emphasis is placed on linking theory to practice.

LSTD304 Military Law (3 hours)
This course is designed to provide students with a solid knowledge of U.S. Military Law through the study of the evolutionary process, politics, and motivation that has led to the current status of U.S. Military Law. Topics include the history of military law, U.S. Military Law, statutory basis, legal system, and basic application. It will also include an analysis of current events as related through the press where military law is involved.

LSTD306 International Law (3 hours)
Introduces the student to the basic principles and practices of international law and legal regimes. Examines traditional and emerging topics in the field: human rights, the Law of the Sea, the Law of Armed Conflict, War Crime Tribunals, and the International Criminal Court. (Prerequisite: IRLS210).

LSTD307 Law Office Technology (3 hours)
This upper level undergraduate course exposes students to the technological concepts, applications, and vocabulary used in a law office. Students will examine today's paperless office and explore the legal ethics of technology and popular legal software programs. Topics such as case organization and management, electronic discovery, electronic filing, as well as accompanying rules and procedures will be covered.

LSTD400 Criminal Legal Process (3 hours)
A comprehensive overview of the processes involved in the use of criminal evidence including rules of evidence, arrests, searches, and seizures, interrogations, confessions, and non-testimonial evidence, impeachment and cross-examination of witnesses; opinion evidence; hearsay evidence; and articles and exhibits of evidence.

LSTD401 Maritime Law (3 hours)
Maritime/Admiralty Law is that body of laws which governs events and transactions which occur upon navigable waters including oceans, gulf and inland waterways. More specifically, it addresses matters including marine navigation and commerce, shipping, maritime workers, and the transportation of passengers and goods by sea. Maritime/Admiralty law has been distinguished from the Law of the Sea, which is a body of public international law addressing navigational rights, natural resource rights, jurisdiction over coastal waters and international law governing relationships between nations. This course contains a broad review of both Maritime/Admiralty Law and the Law of the Sea including those international and domestic laws applicable in a maritime setting which govern relationships between individuals and the state (public law) as well as individuals and/or groups (private law). Specifically, this course will survey the fundamental principles of maritime law with a broad review of civil and criminal law enforcement issues in a maritime context. Students will study various aspects of maritime jurisdiction and substantive law addressing such topics as the law of the sea, maritime law enforcement, maritime tort law, maritime commercial law, maritime liens, salvage, rights and obligations of port authorities and pilots, sovereign immunity, international maritime conventions, and piracy. After completing this course the student will be able to: A. Analyze numerous substantive legal issues related to maritime law; B. Recount various international conventions relating to maritime safety and pollution; C. Differentiate between proper jurisdictional venues for assorted maritime actions; D. Identify legal issues and limitations related to a ship owner's liability and cargo claims; E. Examine various forms of compensation available to seamen, other maritime workers, and passengers.

LSTD453 Evidence (3 hours)
This undergraduate course will focus on the basic legal rules governing kinds of information which can be developed and received at trial, and how evidence may be considered by the trier of fact. Students will study how policies favoring probative evidence must be weighed against policies protecting against hearsay, opinion, prejudice, time consumption, and other harmful matters. Proper examination and impeachment of witnesses will also be explored.

LSTD497 Senior Seminar in Legal Studies (3 hours)
The Capstone course is a senior level course designed to allow the student to review, analyze, and integrate the work the student has completed toward a degree in Legal Studies. The student will complete an approved academic project or paper that demonstrates mastery of their program of study in a meaningful culmination of their learning and to assess their level of mastery of the stated outcomes of their degree requirements. NOTE: All required, core, and major courses must be completed prior to enrollment in this course. Student must have SENIOR standing to register.

Literature

LITR201 World Literature through the Renaissance (3 hours)
Readings in translation from a variety of cultures and authors from the Ancient World through the European Renaissance will be the focus of this class. Representative selections will be drawn from Classical Greece and Rome, China, India, and Western Europe. Readings include the major genres of epic poetry, drama, lyric verse, and prose fiction. Major themes include the warrior ideal, the relationship between the state and the citizen, and the pleasures of private life. (Prerequisite: ENGL101).

LITR202 World Literature since the Renaissance (3 hours)
This course will examine readings in translation selected from a variety of cultures and authors from the 17th century through the 20th century. Representative selections will be drawn from Western and Eastern Europe, India, China, Japan, Africa, and the Americas. Readings include the major genres of short story, novel, drama, and lyric verse. Major themes include the changing nature of warfare, the relationship between the citizen and the state, and the pleasures of private life. (Prerequisite: ENGL101).

LITR210 English Literature: Beowulf to18th Century (3 hours)
In this course, students will study selected texts in English literature from Beowulf through the 18th century including prose, fiction and nonfiction, drama, and poetry with a focus on the historical and cultural contexts and issues relevant to the time. (Prerequisite: ENGL101).

LITR211 English Literature: 18th Century to Present (3 hours)
In this course, students will examine selected texts in English literature from the 18th century to the present including prose, fiction and nonfiction, drama, and poetry with a focus on the historical and cultural contexts and issues relevant to the time. (Prerequisite: ENGL101).

LITR220 American Literature before The Civil War (3 hours)
This course offers an introduction to American literature from the colonial period to the romantic. The Puritan ethic will be explored using the sermons, diaries, and poetry of early American authors. The political writings of such revolutionaries as Ben Franklin and Thomas Paine are covered as well as the imaginative writings of those from Edgar Allan Poe to Nathaniel Hawthorne. The slave narratives that preceded the Civil War will also be investigated. (Prerequisite: ENGL101).

LITR221 American Literature from The Civil War to Present (3 hours)
This course examines the rapid social and technological changes that have taken place in American culture during the mid-to-late nineteenth and twentieth centuries and how these upheavals have been expressed in our nation's literature. (Prerequisite: ENGL101).

LITR240 Science Fiction and Fantasy (3 hours)
This course examines the last two hundred years of science fiction and fantasy literature. While taking a thematic approach to studying science fiction, students will explore the genre's impact on contemporary social issues. (Prerequisite: ENGL101).

LITR313 Shakespeare (3 hours)
This course will cover the major elements of some of Shakespeare's writings including his histories, comedies, tragedies, and sonnets. The course will focus on the plays both as literature to be read and discussed as well as theatrical scripts for realization in a performance setting. (Prerequisite: ENGL101).

LITR316 British Poetry (3 hours)
This course offers a chronological survey of British poetry from the Anglo-Saxon era through the twentieth century. The poetry will be examined within the social and cultural contexts in which it was produced. (Prerequisite: ENGL101).

LITR320 American Fiction (3 hours)
This course provides an examination of American society and culture through literature using fiction that covers different eras, personalities, and issues. Stress is placed on characterization and other literary techniques, as well as on the nature of American society itself and fiction's place in that society. (Prerequisite: ENGL101).

LITR322 American Poetry I (3 hours)
This course provides a survey of the major American poets, poetic style, and poetry from colonial to contemporary times examining in the process what a poem is and how meaning is created through the use of literary devices. (Prerequisite: ENGL101).

LITR323 The Life and Art of Ernest Hemingway (3 hours)
This course examines the genius and influence of Ernest Hemingway and his works on world literature. Students will study works selected for the sort of quality and precision that would define Hemingway's art of writing and earn the respect and recognition of the Nobel Committee for his "powerful, style-making mastery of the art of modern narration."

LITR324 African-American Literature (3 hours)
This course will cover African-American literature from the earliest times to the present; development of prose and poetry, the novel; and the evolution of African-American political and social discourse through literature. (Prerequisite: ENGL101).

LITR328 The Legends of King Arthur (3 hours)
This course provides a survey of traditional and modern King Arthur legends focusing its attention on Arthur himself as well as other prolific characters. Emphasis will be placed on analysis of Arthur and his primary companions through discussion board interaction and critical response essays that culminate in an independent research project investigated by each student that will maintain the overall theme and direction of this course.

LITR330 Literary Theory (3 hours)
This course is designed to expose students to literary theory. Students will read essays that cover key components of literary analysis such as Marxism, feminist theory, structuralism, and post-modernism, among others. (Prerequisite: ENGL101).

LITR337 Women Writers (3 hours)
Women writers have influenced thinking around the world, but this was not always recognized until recently. This course is an inclusive survey of women writers from around the globe in both the Eastern and Western tradition, in all literary genres, through specific literary contributions from historical and modern times. (Prerequisite: ENGL101).

LITR340 Modern Epic Fantasy (3 hours)
This course examines modern epic fantasy literature through the novel "Mists of Avalon" by Marion Zimmer Bradley. The "Mists of Avalon" is an epic fantasy tale of love, loyalty, betrayal, kingship, and magic. It takes place over several decades and two generations. It tells the fabled tale of Camelot and the Knights of the Round Table. Taking a different view from the legend, it is told from the perspective of the women of Avalon. These powerful women use their magic and their wiles to fulfill the will of the Goddess and place a king on the throne of Britain as well as later take him down from it. Since the Arthurian Legends were some of the earliest fantasy stories, a closer examination of the elements within these legends will give students a better, deeper understanding of what all is involved in creating the modern fantasy epic. (Prerequisite: ENGL101).

LITR341 Folklore (3 hours)
This course provides a survey of traditional tales and oral literature in preliterate and peasant communities and in industrialized societies as well as the role of folk customs in modern culture. Emphasis will be placed on an independent research project related to local folklore to be investigated by each student. (Prerequisite: ENGL101).

LITR355 Latin American Literature (3 hours)
Introduces Latin American literature (primarily published from 1965 to the present) from the Western Hemisphere, along with an examination of the prose, poetry, and drama produced in the Americas in English and in translation. (Prerequisite: ENGL101).

LITR360 Russian Literature (3 hours)
This course provides an introduction to Russian literature beginning with the earliest works and continuing through the mid-1800s. It focuses on short stories and explores how Russian literature affects a variety of art forms in Russia such as dance, music, and opera. Russian Literature examines such aspects of Russian literary technique as irony, metaphor, and dualism. Students will also analyze differences between translations and how such differences may alter the interpretation of a work. (Prerequisite: ENGL101).

LITR365 Middle Eastern Literature (3 hours)
This course will focus on Middle Eastern culture through an analysis of major Middle Eastern literary works including literature from ancient through modern times. The works studied represent a broad survey of the literature available from the Middle East including works from ancient Mesopotamia, works available from classical Arabic, and works that span the ages passed down by oral tradition and only recently recorded. The novel as interpreted by eastern rather than western sensibilities is also examined. (Prerequisite: ENGL101).

LITR370 African Literature (3 hours)
This course will cover African literature from the earliest times to the present; development of prose and poetry, the novel; and the evolution of the theater. (Prerequisite: ENGL101).

LITR385 Asian - American Literature (3 hours)
This course is an introduction to Contemporary Asian-American Literature and will present the major themes and issues in a new and growing interdisciplinary field of scholarly research and literary texts. The primary objective of the course is to engage and introduce students to selected texts from the growing canon of works in Asian American Studies and Literature. (Prerequisite: ENGL101).

LITR401 Literature of American Cultural Diversity (3 hours)
This course focuses on the dynamic cultural diversity of 20th and 21st century American Literature. The course readings will include poetry, short stories, and novels from a wide range of authors from different sociological, ethnological, or regional backgrounds and will concentrate on how these pieces help to create the current American literary identity. (Prerequisite: ENGL101)

LITR405 Medieval European Literature (3 hours)
This course will explore the literature of Medieval Europe. Students will study a wide range of texts and genres hailing from various medieval cultures – from epic poetry to chivalric romance, from crusading songs to fabliaux and satire – in order to gain an appreciation for the diversity and richness that medieval European literature has to offer. Major authors covered in this course include Chretien de Troyes, Marie de France, Chaucer, Dante, Boccaccio and Sir Thomas Malory. Secondary readings (from primary source material and from scholarly articles and books) will be supplied in order to help students gain a clearer sense of the contexts and cultures from which these texts emerged. (Prerequisite ENGL 101).

LITR406 The Literary Works of Geoffrey Chaucer (3 hours)
This course will cover a broad selection of Chaucer's works including The Canterbury Tales, Troilus and Criseyde, and various Dream Visions and other shorter poems. The focus will be on both the works themselves and the historical and literary contexts in which Chaucer was working in latter 14th-century England. (Prerequisite ENGL101).

Management

HRMT100 Introduction to Personnel Management (3 hours)
This course is designed to provide a study of modern personnel management concepts, principles and practices. Through readings, critical thinking, problem solving, writing, and role-playing, students will develop the basic knowledge and skills to effectively manage personnel in the modern workplace. These are entry-level skills that prepare new managers to execute their basic duties and responsibilities. The student will be presented with basic concepts for organization behavior, motivation, employee attitudes and values, work groups, organizational structure, culture, and change, and the implications of managing organizations in today's global environment. Students will have the opportunity to use this knowledge in their analysis of situations and in problem-solving exercises in order to develop management skills that can be used in actual work situations.

HRMT101 Human Relations Communication (3 hours)
This course is designed to provide basic communication principles from the behavioral sciences that apply to establishing positive relationships among individuals in the work setting. Through readings, critical thinking, problem solving, writing, role-playing, and case studies, students will develop basic human relations communication skills essential to effectively functioning in the modern workplace. These communication skills are applicable to relations with co-workers, supervisors, subordinate workers and customers. Basic communication concepts for interpersonal relations including individual differences, group/team activities, cultural relations, leadership, mentoring, and customer satisfaction will be presented in order to assist students in developing effective communications in the workplace and to assist them in identifying communication issues and problems and providing a framework to resolve these dilemmas.

HRMT200 Human Resource Fundamentals (3 hours)
This is an introductory course that focuses on the concepts and methods of managing human capital in an organization. The purpose of this course is to discuss practices in the selection, training, job analysis, evaluation, wage setting, incentive principles, merit rating, job efficiency, and labor/employee relations of human resources as applied to both private- and public-sector organizations. This course is designed to provide students with a foundation to explore human resource fundamentals effectively across a number of disciplines.

HRMT201 Employee Training and Development (3 hours)
In the emerging global economy, only those organizations dedicated to continuous learning are expected to grow and thrive. This course is an examination of individual and organizational strategies designed to stimulate creative approaches to learning in organizations, and will facilitate an understanding of individual development from both an organizational and personal perspective. Theoretical foundations and practical issues involved in employee training and development in business organizations are explored.

HRMT202 Interviewing Fundamentals (3 hours)
A comprehensive study of the basic communication skills necessary for business and industry including techniques in reading, writing, listening and speaking. Emphasis will be placed on clear concise written and spoken communication in terms of business correspondence and oral presentations. Topics include communication skills such as listening, writing, verbal and non-verbal communication, conflict resolution, and interviewing skills with emphasis on the importance of effective oral communications.

HRMT310 Career Counseling (3 hours)
This course will provide an overview of the major approaches to conceptualizing career development techniques. Students will have the opportunity to explore career counseling topics such as diverse populations, traditional and non-traditional career assessments techniques, the overlap between personal and career counseling, and development of career counseling groups and workshops.

HRMT390 Human Resource Manager Integration Course (3 hours)
This course is only for Walmart Market Human Resource Managers either currently serving or those having served in the past as validated on their Career Portfolio. It is designed to integrate theories, literature, and practice in the areas of strategic human resource management, human resource development, organizational behavior, ethics, employee and labor relations, communications, talent management, dispute resolution, and safety. Competency based assessment of job learning demonstrates that students taking this course have inherent practical and applied knowledge in all of these areas. The course will provide coverage in gaps in theories and discipline specific literature. On successful completion of this course, students will be awarded transfer credit for 10 courses in the subject areas above.

HRMT407 Human Resource Management (3 hours)
This course provides an overview of concepts, skills, theories, and techniques involving human resource management and a review of examples involving innovative HR practices in the workplace. There will be an examination of human resource planning, development, and utilization in modern organizations. The establishment and operation of a total human resource program is explored. Topics include recruitment, selection, training and development, performance appraisal, reward systems, benefit programs, and role of the human resource department.

HRMT411 Dispute Resolution (3 hours)
This course focuses on the principles, practices, and processes of dispute and conflict resolution. The course draws on interdisciplinary material from social science, decision theory, management/labor relations, and others.

HRMT412 Compensation and Benefits (3 hours)
This course establishes a foundation for the art of compensation and benefit practices. Students will examine the context of compensation and benefit practices, the criteria used to compensate employees, compensation system design issues, employee benefits, and contemporary challenges that compensation and benefits professionals will face given the current economic times.

HRMT413 Employment and Labor Relations (3 hours)
This course will explore the historical evolution and current state of employment relations theory. Workplace democracy, the source of workplace conflict, alienation, the evolution of class, collective bargaining, and other issues are discussed from a variety of perspectives. Students will become familiar with terminology and practices such as employee-employer relationships in nonunionized and unionized settings, problems and theories of union organizing, collective bargaining, and contract administration.

HRMT415 Human Resource Management Information Systems (3 hours)
This course provides a basic overview of various automated information systems that are available to support today's Human Resource Professional. Students will have the opportunity to utilize systems such as RESUMIX, Peoplesoft, Modern Systems as well as other automated processes. Additional topics include systems security, individual privacy, legal implications, and simplifying the interview process.

HRMT416 Human Resource Development (3 hours)
Training and development is no longer an option for organizations – continuous learning has become an essential requirement for those companies that wish to sustain market share and compete successfully in the marketplace. This course provides a comprehensive overview of the training and development function and is applicable to all organizations and jobs. Training methods, theories, research findings, and issues regarding training, employee development, and the career management function in organizations will be explored.

HRMT417 Health, Safety, and Security in the Work Place (3 hours)
This course provides an overview of the roles and responsibilities of a Human Resource professional tasked to oversee safety, occupational health, and security in the workplace. Students will research and discuss how one can ensure a safe environment in the workplace. Topics discussed include organization and evaluation of safety training and policies, occupational health education as well as compliance with the Occupational Health and Safety Administration (OSHA) rules and regulations. The course will also address network security and industrial espionage as it relates to the role of the Human Resource Manager.

HRMT418 Employment Practices (3 hours)
This course will be extensive in the coverage of general administration of Fair Employment Practices in organizations. The course will include legal and regulatory factors of employment pertaining to age discrimination, veterans, health, medical and rehabilitation, employee polygraph rules, NAFTA, worker's compensation and organized labor relations. A major emphasis will be placed on principles of job analysis and description, individual employment rights, workplace behavior regulation, employee attitudes and opinions, and performance appraisals.

HRMT419 Recruitment and Staffing (3 hours)
This course will focus on the recruitment and selection of employees to meet an organization's objectives. The course will examine staffing from both external and internal sources. Topics include economic and legal environment, links between organizational strategies and staffing plans, recruitment and selection of new employees, and evaluation and selection of current employees for transfer/promotion. Students will explore the various techniques/methods for determining whether individuals possess the knowledge, skills and abilities needed by the organization.

HRMT422 Bargaining and Negotiation (3 hours)
This course is designed to familiarize the student with the basic structures, strategies, tactics, and techniques involved in collective bargaining and negotiations. It examines both interest based negotiations and the more traditional position based negotiations. Focus is on collective bargaining and labor negotiations, however, the approaches and strategies are useful in a wide variety of negotiation contexts.

HRMT427 International Human Resource Management (3 hours)
This course explores the importance of international business management in the context of international human resource management including topics on culture, compensation and benefits, international organizations and their structures, international assignment management, and the legal and regulatory considerations that global organizations face. This course will help students identify differences in operating a domestic versus and international business and how business practices will need to be adapted to operate successfully in foreign markets.

HRMT430 Performance Management (3 hours)
This course examines how to measure and develop individual and group performance. Students will have the opportunity to design performance management systems in an effort to align employee performance with an organization's strategic objectives. There will be an exploration of methods, theories, and issues regarding workforce expectations and performance.

MGMT100 Human Relations (3 hours)
This course is designed to provide basic principles from the behavioral sciences that apply to establishing positive relationships among individuals in the work setting. Through readings, critical thinking, problem solving, writing, role-playing, and case studies, students will develop basic human relations skills essential to effectively function in the modern workplace. These skills are applicable to relations with co-workers, supervisors, subordinate workers, and customers. The student will be presented with basic concepts for interpersonal relations including individual differences, communications, group/team activities, cultural relations, leadership, mentoring, customer satisfaction, and ethics. This knowledge will then be applied in their analysis of case studies, scenarios, and problem solving exercises in order to develop interpersonal skills that can be used in actual work situations.

MGMT101 Principles of Supervision (3 hours)
This course provides a basic overview of supervision in the workplace including the supervisor's role in management. The course explores goal setting, problem solving, staffing, and the training and development of employees. Other topics covered include the Human Resource Professional's role in leading the workforce, effective communications and stimulating improved quality management within the organization. The course is designed as a practical guide for the supervisor or manager and provides key leadership concepts and skills to improve quality standards and achieve established goals within the organization, ultimately improving working relationships, and spurring the organization on to greater productivity and success.

MGMT102 Retail Ethics (3 hours)
This course is a study of the moral and ethical responsibilities of retail managers in the conduct of daily activity to include ethical challenges, regulations and behaviors while demonstrating how unethical situations can create legal risks and damage to businesses, employees and the consumer. The morality of profit-making, fair and equal treatment of employees, and the responsibility of the business firm to the society in which it exists are reviewed and discussed. Equally stressed will be the idea of the individual's responsibility within the organization. Students will receive an introduction to ethics principles in a Retail environment including the latest concepts and practices. Students will discuss issues of small and large companies, e-business, and other important issues to managers in the 21st century. Students will understand key organizational ethical issues, maintain a functional focus and review current practices in the private, public, and military sectors.

MGMT200 Ethics Fundamentals (3 hours)
Recent scandals have shown us that in business there's a lot more at stake than the bottom line. Ethical behavior in organizations is a topic that warrants exploration. The purpose of this course is to investigate some of the ethical issues facing businesses including acceptable risk, intellectual property, workers' rights, whistle-blowing, ethical leadership, outsourcing, and ethical issues in marketing. Students will be asked to reflect and examine how one comes to terms with being a good citizen and business person that attempts to prevent the dark side of business ethics.

MGMT201 Organizational Fundamentals (3 hours)
Students taking this course should not take RTMG150. This is an introductory course that focuses on the concepts and methods of managing an organization. The purpose of this course is to discuss how people and organizations function based on the latest research on work, workers, managers, and organizations. Successful management requires knowledge of the behavior of people in organizational settings and of the processes that occur in those settings. This course is designed provide students with an overview of the challenges that arise for managers in organizational settings and to provide an introduction to the concepts and theories that can be useful in facilitating effectiveness.

MGMT295 Management Seminar (3 hours)
This course is a culminating course for the Associate of Arts in Management degrees. It is designed to allow the student to review, analyze, and integrate the work the student has completed toward a degree in Management. The student will complete an approved academic project or paper that demonstrates your grasp of management study. This is a culminating course to be taken after all other Associate of Arts in Management courses have been satisfactorily completed. Student must have SOPHOMORE standing to register. This course is to be taken as the LAST course in the A.A. in Management program.

MGMT310 Principles and Theory of Management (3 hours)
This course is a study of the management process including planning, organizing, staffing, directing, and controlling. Topics include the classical and contemporary management theories that provide a foundation for the manager in today's business environment. (Note to Students: The course materials, assignments, learning outcomes, and expectations in this upper level undergraduate course assume that the student has completed all lower level general education and career planning coursework necessary to develop research, writing, and critical thinking skills. Students who have not fulfilled all general education requirements through courses or awarded transfer credit should strongly consider completing these requirements prior to registering for this course.

MGMT311 Organizational Behavior (3 hours)
This course examines human characteristics and their bearing on the management and resultant performance of organizations. It includes a review of theory and research on personality, motivation, values, stress, leadership skills, power bases, and communication. It is designed to provide an understanding of the attitudes and behavior of subordinates and superiors as well as important insights regarding one's own responses to the organization.

MGMT312 Leadership and Motivation (3 hours)
This course is designed to provide students with a solid foundation about leaders, the leadership process and motivation. Topics include the theories of leadership and motivation, leadership power, leader behavior, leadership characteristics, the role of gender, substitutes for leadership, and dysfunctional leadership. MGMT312 serves as a self-assessment of the student's own leadership and motivation skills, knowledge, and attitudes and addresses the questions: Who am I as a leader? What are my most distinguishing leadership traits? What leadership style am I most comfortable being around? How do I influence others? and How do I motivate others?

MGMT313 Organizational Change (3 hours)
This course will examine management techniques utilized when an organization decides it's time for a paradigm shift. Students will have the opportunity to explore principles and philosophies, which are a part of ushering in organizational change and transformation. Topics include downsizing, re-engineering, outsourcing, and open book management.

MGMT314 Management Ethics (3 hours)
This course is a study of the moral and ethical responsibilities of managers in the conduct of daily activity inside and outside of the business enterprise. The morality of profit-making, fair and equal treatment of employees, and the responsibility of the business firm to the society in which it exists are analyzed and discussed. Equally stressed will be the idea of the individual's responsibility within the organization.

MGMT315 Management Communications (3 hours)
This course is a study in the theory and techniques of communication within and between organizations. It takes an analytical approach to the development of content and presentation in management communications with an emphasis on the relationship of creative and logical thinking to the solution of management problems through written communications.

MGMT331 Leading Yourself Foundations (3 hours)
This course provides the critical element of analytical and intellectual examination and reflection of certain core issues in the practice of leadership. The purpose of the course is to gain a better understanding of leadership from multiple angles and perspectives. Students will explore the different ways leadership has been defined and studied; similarities and contradictions among the common leadership theories, and the way leadership has been exercised in business, military, and political contexts.

MGMT332 Leading Others Leadership Counseling (3 hours)
All great leaders are able to connect with their followers. This relationship begins with the ability to meet subordinates where they are at and take them to new levels. Before a leader can instill a vision or deliver a pep talk, a leader needs to be able to listen. Active listening is not an optional component of leadership; it is not a nicety to be used to make others feel good. It is, in fact, a critical component of the tasks facing today’s leaders. LD310 will discuss the basics of counseling and connecting with others through basic attending skills and some conflict management. This course will not make a counselor but it will make a better leader. This course is the second pillar to the leadership concentration. Learners desiring greater depth in this course should also consider the elective MGMT336: Creativity, Innovation & Performance for Leaders.

MGMT338 Talent Management, Succession Planning, and Generation Perspectives (3 hours)
Everyone is writing about the impending Baby Boom retirement and the issues associated with the lack of talent in the workforce. Through the study of talent identification, development and retention this course will begin to embrace a human capital strategy for the 21st century through lens of leadership development and succession planning. (Prerequisite: MGMT331, MGMT332).

MGMT408 Leadership Development Leadership in Action (3 hours)
Leaders eventually get to the point in their organization when they realize that they need to grow their own leaders or their organization will perish. Leadership development programs are truly the key to developing, managing and retaining talent in organizations today. This course will focus on, "What is development?" and how to create developmental opportunities that are rich and diverse allowing for broadening of subordinates while focusing on the bottom line. This course allows the learner to create a leader development program for their organization to include 360-degree feedback, mentoring and internships or departmental exchanges. Their program can become a proposal for their actual work. Learner desiring to learn more in this area should consider MGMT338: Talent Management, Succession Planning, and Generation Perspectives.

MGMT409 Strategic Leadership (3 hours)
This course will discuss the art and practice of long-range strategic development to align, engage, measure and implement programs to achieve the end state desired. Leaders must articulate their vision, sometimes through the power of story, to create a blueprint for subordinates to autonomously achieve the leader's expectations and many times exceed the expectations.

MGMT410 Strategic Management (3 hours)
This course will focus on the forces that shape corporate strategic decisions, become familiar with the basic tools corporate leaders use to maximize the value of the company, and gain an appreciation of the issues and situations frequently confronting today's executive. In addition, the student will learn to recognize the different characteristics of an industry environment and how to identify the threats and opportunities as well as the organizations strengths and weaknesses relative to its environment.

MGMT414 Strategic Planning (3 hours)
This course focuses on the study of principles to be used in formulating and executing the strategic plan of businesses. This course focuses on the formulation and development of organizational strategy in particular for Public and Non-Profit Organizations. The integration of an organization's mission, stakeholder objectives, and strategy is emphasized. Particular attention is given to the development and implementation of strategy, evaluation of strategic alternatives, and the relation of strategy to maintaining competitive advantage.

MGMT490 Independent Study: Management (3 hours)
This course is an opportunity for General Management students to pursue an independent research project or examine a specific area of Management under the mentorship of a single professor. Participation is at the discretion of the faculty member. The student will produce a major research paper. There will be no examination. Students will submit a proposal prior to the start of the project. To be eligible for an independent study, students must be enrolled in a bachelors degree program, must have completed 24 hours at APUS toward their current degree program, and should have already contacted a professor and gained approval for the independent study topic. Once these conditions are met the student should contact his/her academic advisor. Once the course is open the student must complete an official online registration for the course.

MGMT495 Senior Seminar in Management (3 hours)
This course is a capstone course designed to allow the student to review, analyze, and integrate the work the student has completed toward a degree in Management. The student will complete an approved academic project or paper that demonstrates mastery of management study. This is a capstone course to be taken after all other Management courses have been satisfactorily completed. Student must have SENIOR standing to register.

TLMT200 Retail Shipping and Receiving (3 hours)
This course introduces the student to retail Supply Chain and Logistics Management with a focus on the shipping and receiving functions to include its nature, scope, and processes. An examination of shipping and receiving functions and the interrelationships among these components of an operational supply chain and related logistics of large retail businesses is provided. Students receive an overview of the role and importance of shipping and receiving within the retail industry with an emphasis on effective management. The contemporary environment of retail shipping and receiving functions are addressed as well as management perspectives, inventory management, and the impacts of technology on providers and users, both domestically and globally. Ultimately, this course is for those seeking retail opportunities in management, supervisory, and/or entry level positions as well as those transitioning into the retail industry.

TLMT201 Retail Transportation (3 hours)
Students in this course are introduced to the area of transportation within the logistics field to include its nature, scope, and processes. An examination of the management functions and the interrelationships among the components of operational logistics is provided. Students receive a familiarization of transportation functions within the retail industry. The various aspects of transportation are addressed within the retail supply chain to include modes of transportation, international logistics, import/export, regulations, customer management (selection and negotiating), warehousing and inventory management, and technology. A practitioner approach is used to explore and examine processes, strategies, best practices, issues, and trends in retail transportation. This course is for those seeking retail opportunities in transportation management and supervisory opportunities.

TLMT390 Walmart Logistics General Manager Integration Seminar (3 hours)
This course is only for Walmart Logistics General Managers and Assistant General Managers either those currently serving or those who have served in the past as validated on their Career Portfolio. It is designed to integrate theories, literature, and practice in the subject areas of public speaking, communication, logistics management, and operations with a business focus, human resource management, safety, finance, and asset protection. Competency based assessment of job learning demonstrates that students taking this course have inherent practical and applied knowledge in all of these areas. The course will provide coverage in gaps in theories and discipline specific literature. On successful completion of this course, students will be awarded transfer credit for 10 courses in the subject areas above.

Marketing

MKTG101 Introduction to Marketing (3 hours)
The objective of this course is to familiarize the student with the scope, terminology, and procedures of marketing in a modern firm. The various elements of marketing - price, promotion, distribution, and product planning - are carefully analyzed. Consumer motivation and the diffusion and adoption of new goods and services are studied. The student will complete a marketing plan of his own.

MKTG300 Principles and Theory of Marketing (3 hours)
This course is a comprehensive survey of marketing activities and the function of marketing in our economic system. Course topics include the analysis of markets, competition, consumer behavior, and the assessment of product, price, distribution, and promotion strategies.

MKTG301 Principles of Sales (3 hours)
This course explores the principles of selling in various situations encountered in interpersonal interactions. Effective and ineffective sales methods for both person to person and group selling are studied in order to increase the understanding of the sales process.

MKTG303 Strategic Internet Marketing (3 hours)
This course is a study of the concepts of Internet business models and how general managers must formulate and execute successful strategies in order to gain, defend, or reinforce a competitive advantage in the face of the Internet. Students will learn about the concepts and tools needed to analyze Internet business models for both start-ups and incumbent brick-and-mortar firms. This course covers Internet properties, value configurations, culture, ethics, demographics, international marketing and emerging public policy issues to include privacy and security. Topics include web page analysis, intelligence agents and the hardware and software tools necessary for Internet commerce.

MKTG304 Public Relations (3 hours)
This course is an introduction to public relations covering strategies and tactics used by public relations professionals. The course emphasizes theory and skills needed to perform in the professional arena including an introduction to research-based public relations campaigns. A major focus of the course for the student is a "walk through" of a public relations campaign that uses a checklist approach.

MKTG305 Advertising (3 hours)
This course is a study and analysis of advertising's role in marketing operations. Course topics will include such areas as the integration of advertising into sales promotion, event marketing, direct response, and other varied support strategies.

MKTG307 Consumer Behavior (3 hours)
This course explores consumer behavior from determining consumer needs and wants, the process by which they are satisfied, and the environment in which the behavior occurs. The objectives of the course are to introduce the student to concepts developed in psychology, economics, and sociology and their relationship to consumer behavior, to involve the student directly in the study and analysis of consumer behavior, and to develop in students the ability to translate what can be learned into marketing action implications.

MKTG308 Social Media Marketing (3 hours)
This course presents the use of online social networking as a marketing strategy designed to increase customer loyalty and lead conversion. Through the study of social media sites, students evaluate contemporary and emerging tools in the digital marketplace.

MKTG400 Marketing Research (3 hours)
This course is a study of the conduct of marketing research to provide information to be used in the decision making process. Course topics include problem definition and solution in a marketing context, data collection methods, sampling, research design, statistical techniques in the analysis of market research information, and survey planning.

MKTG401 Marketing Strategy (3 hours)
This course presents the analytical and decision-making processes involved in formulating, implementing, and controlling a strategic marketing program for a given product-market entry. It includes discussions of customer, competitor, and environmental analysis; market segmentation and targeting; competitive positioning; implementation; and control. Because the course assumes that the student is already familiar with many of the concepts and analytical tools relevant to these topics, it goes beyond a simple review of definitions and procedures to examine strategic implications. The course also explores how marketing interacts with other levels of strategy and with other functional departments within an organization.

MKTG403 Marketing Management (3 hours)
This course is a study of the marketing process from a macro and management viewpoint. Topics may include the role of marketing in a society, management of a marketing staff, and the product, distribution, promotional, and pricing decisions.

MKTG407 International Marketing (3 hours)
This course is designed to develop marketing decision skills in the global context. The course focuses on international marketing theory and practice from the point of view of the marketing manager and the requirements of a business in the international marketplace. The emphasis is on the application of tools and methods of international marketing practices.This course builds on skills developed in previous course work and assignments by integrating these with the issues and concepts of international marketing. Consequently it is highly recommended that students taken MKTG300 prior to registering for this course.

MKTG410 Contracting and Negotiating (3 hours)
Students will explore the requirements for marketing to the federal government and corporate entities including an overview of proposals, performance, and bid or no bid decision making. This course describes the step-by-step process normally used in negotiating and preparing contracts, renewing contacts, and policies around breaking contract agreements. This course outlines the process and sets forth a set of flexible guidelines and methods designed to cope with the challenges of contract preparation and negotiating of contracts.

MKTG420 Branding (3 hours)
This course introduces students to understanding the need to differentiate products and services. The course explores how branding can have an impact on purchasing decisions. Students learn branding methods to transcend industries and techniques to use branding as an asset.

MKTG421 Marketing Channels (3 hours)
This course deals with the elements and management of marketing channels. This course views marketing channel as an interorganizational system. Students explore the task of making products and services available for consumption. The main emphasis of this course is on the initial design of marketing channel systems and management of relationships between system participants.

MKTG423 Marketing Writing (3 hours)
This course provides a sound understanding of an integrated approach towards marketing communications mix. The course assesses the impact of globalization of markets on marketing communications and provides an understanding of the cultural, legal and lifestyle of various cultures. This is an advanced writing course providing practice in producing marketing content for print, broadcast, online and public relations media. Commonalities and differences among writing formats, mechanics, and approaches of each medium are addressed.

MKTG495 Senior Seminar in Marketing (3 hours)
This course is a capstone course designed to allow the student to review, analyze and integrate the work the student has completed toward a degree in Marketing. The student will complete an approved academic project or paper that demonstrates mastery of marketing principles, concepts, and study. This is a capstone course to be taken after all other Management courses have been satisfactorily completed. Student must have SENIOR standing to register.

MKTG499 Independent Study: Marketing (3 hours)
This course is an opportunity for Marketing students to pursue an independent research project or examine a specific area of Marketing under the mentorship of a single professor. Participation is at the discretion of the faculty member. The student will produce a major research paper. There will be no examination. Students will submit a proposal prior to the start of the project. To be eligible for an independent study, students must be enrolled in a bachelors degree program, must have completed 24 hours at APUS toward their current degree program, and should have already contacted a professor and gained approval for the independent study topic. Once these conditions are met the student should contact his/her academic advisor. Once the course is open the student must complete an official online registration for the course.

Mathematics

MATH100 Pre-Algebra (3 hours)
This course introduces students to the prerequisite concepts of beginning algebra. This course covers the concepts of solving basic algebraic equations that involve integers, fractions, decimals and percents. It also introduces the concepts of polynomials and the graphing of two variable equations. Emphasis is on the fundamentals of pre-algebra mathematics to ease the transition into college level algebra courses. This course is followed by MATH101 which will cover the first level algebra concepts that incorporate the skills covered in MATH100. This course does not fulfill the math General Education Requirements, but it can be used as elective credit. Course Objectives:

- Perform basic operations of integers, fractions, and percents.
- Solve algebraic equations involving integers, fractions, decimals, and percents.
- Apply basic algebraic equation solving skills to real life situations.
- Solve equations using proportions, rates/ratios, and unit pricing.
- Formulate the perimeter, area, and volume of various geometric shapes/objects.
- Calculate ordered pairs from a given two variable equation to graph the line of given equation.
- Identify and evaluate polynomials and perform basic operations of various monomials, binomials, and polynomials.

MATH101 Introduction to College Algebra (3 hours)
This course is an introduction to college algebra and is organized into six distinct parts beginning with a review of basic mathematics skills. It then addresses the language of algebra, the definition, uses, and methods of solving equations and inequalities, exponents and polynomials, factoring, and rational expressions. Practical applications are emphasized throughout the course. This course does not fulfill the mathematics General Education Requirements, but it can be used as elective credit.

MATH110 College Algebra (3 hours)
This course investigates the concepts of college algebra. The course covers the concepts of algebra, graphing and solution of linear and quadratic equations, inequalities and the solution of systems of linear equations. The course is organized into four distinct parts. The first part of the course covers the basic concepts involved in graphing points and linear equations. The second part of the course investigates the solution and graphing of inequalities and systems of linear equations. The third part of the course concentrates on the manipulation and use of exponential expressions and radicals. The final part of the course considers the solution of quadratic equations and their applications. Practical applications are provided throughout the course. Throughout the course, there is careful attention to the presentation of concepts that will become important in the study of analytic geometry, trigonometry and calculus. While there are no Prerequisites for MATH110, the course assumes the student has completed MATH101 Introduction to College Algebra or an equivalent course and is completely comfortable with the language of algebra, equations and inequalities, polynomials, factoring, and rational expressions.

MATH111 College Trigonometry (3 hours)
This is a course in college trigonometry. It builds on earlier college algebra courses such as MATH110, extends the students' studies to trigonometry, and introduces topics in analytical geometry. Practical applications are provided throughout the course. The course begins by reviewing methods of graphing and solving linear and quadratic functions as well as techniques for solving polynomials. It then concentrates on various trigonometric functions, identities and equations as well as the application of trigonometry to real-life situations. The final part of the course includes exponential and logarithmic functions as well as selected topics in analytic geometry including polar coordinates and the conic sections. While there are no Prerequisites for MATH111, the course assumes the student has completed MATH110 College Algebra or an equivalent course.

MATH125 Math for Liberal Arts Majors (3 hours)
This course examines various mathematical concepts and problem solving techniques and provides mathematical functional literacy for those majoring in non-technical subject areas such as intelligence, military history, economics, and management. Students will learn how to solve a wide variety of problems from such areas as: mathematical thinking; logic; number theory and real numbers; introduction to algebraic equations, inequalities, and problem solving; functions and graphs; geometry; mathematical systems and matrices; sophisticated counting techniques; consumer math; and an introduction to probability and statistics. This course is principally a problem-solving course where students learn how to solve a wide variety of mathematical problems, rather than a conceptual course where problem solving is not emphasized.

MATH200 Analytic Geometry (3 hours)
This course introduces students to the concepts of analytic geometry. Some of the most important applications in physical situations will be presented; however, emphasis is on the fundamentals of analytic geometry as a foundation for the study of calculus for students enrolled in engineering concentrations. Topics include plane analytic geometry, vectors in the plane, equations of lines, equations of circles, equations of conic sections, transformation of coordinates, curve sketching, polar coordinates, parametric equations, and solid analytic geometry. (Prerequisite for this course is MATH110 College Algebra or an equivalent or higher course).

MATH210 Discrete Mathematics (3 hours)
This course introduces students to the fundamental concepts of discrete mathematics. The course provides a foundation for the development of many computer related concepts and more advanced mathematical concepts found in electrical engineering or computer science courses. Important applications in the computer science and engineering disciplines will be presented. Topics include fundamentals (basic tools for discrete math), logic, methods of proof, graphs and sets, functions, relations and equivalences, recursive relations, polynomial sequences, induction, combinatorics, counting, and probability. (Prerequisite for this course is MATH110 College Algebra or an equivalent course).

MATH225 Calculus (3 hours)
This is the first course of a three part Calculus sequence to prepare students for advanced work in mathematical fields including but not limited to the engineering, computer science and economics fields. It introduces the student to the basic concepts and techniques of differential calculus. Topics include a pre-Calculus review (functions, graphing), limits, derivatives, computations (Power rule, Product Rule, Quotient Rule and Chain Rule), special functions (trigonometric, exponential, and logarithmic), implicit differentiation, applications of differentiation (approximations, optimization and related rates), and curve sketching. It is highly recommended that the student has taken MATH 200 Analytical Geometry or a similar course. (Prerequisite for this course is MATH111 College Trigonometry or an equivalent course).

MATH226 Calculus II (3 hours)
This is the second course of a three part Calculus sequence. It is designed to extend the concepts learned in Calculus I to the concepts and techniques of integral calculus. Topics include the basics of integration (anti-derivatives, substitution, and the Fundamental Theorem), applications of integration (motion, area), L'Hopital's Rule (indeterminate quotients, indeterminate forms), elementary function inverses (inverse functions, Calculus of inverses, trigonometry function inverses, Calculus of these inverses), techniques of integration (tables, powers of Sine and Cosine, other Trigonometric powers, by parts, trigonometric substitution, and numerical analysis), improper integrals, and integral applications (average value, volumes by cross-sections, disk & washers, shells, arc lengths, and work). (Prerequisite: MATH225, Calculus I).

MATH227 Calculus III (3 hours)
This is the third course of a three part Calculus sequence. It is designed to extend the concepts learned in Calculus II to sequences and series (convergence tests, Taylor and MacLaurin Series, Power Series), differential equations (separable, homogeneous, growth and decay), parametric and polar equations (including slope and area), and vector Calculus (dot product, cross product, equations of lines and planes, vector functions, derivatives, velocity and acceleration). (Prerequisites: MATH225, Calculus I and MATH226, Calculus II).

MATH240 Differential Equations (3 hours)
MATH240 is introduction to differential equations. It is designed to introduce students to the basic concepts and techniques of differential equations. The course covers the standard materials addressed in the first semester of college differential equations to include: first and second order differential equations, Laplace transforms and differential equations with variable coefficients. Problems have been selected to illustrate the applications of these techniques across a wide range of areas of science, technology, and economics. It is essential for engineering, science, and economics. Increasingly, applications in business management and related fields also employ the calculus. (Prerequisite: MATH226 – Calculus II).

MATH302 Statistics (3 hours)
This is an interactive course designed to help students achieve a greater understanding of the statistical methods and models available to analyze and solve the wide variety of problems encountered in business, science, medicine, education, the social sciences, and other disciplines. Successful completion of this course will provide students with a working knowledge of the principles of both descriptive and inferential statistics, probability, averages and variations, normal probability distributions, sampling distributions, confidence intervals, statistical hypothesis tests, and correlation and regression analyses. The emphasis of the course will be on the proper use of statistical techniques and their application in real life -- not on mathematical proofs. This course will use Microsoft Excel for some of the work. Students should have a basic familiarity with Excel and have access to this software application. (Prerequisite: MATH110 - College Algebra).

Military History

MILH201 Introduction to Military History (3 hours)
This course is a survey of the changing patterns of warfare within Western civilization, to include analyses of principal military thinkers and the evolving relationship among Western societies, warfare, and their military institutions.

MILH202 Survey of American Military History (3 hours)
This course is a study of the American military institution from the colonial period to the current environment in the 21st century. Students will examine military traditions and employment of forces during war and peace as well as the relationships between the military and society. Recommended prerequisites are two lower level survey courses in U.S. or World History.

MILH221 War From Antiquity to 1700 (3 hours)
This course is a survey and discussion of warfighting during ancient times through to the beginning of the 17th century with emphasis on technological advances in the military arts and sciences and their short term and long term effects on strategy and tactics.

MILH222 War from 1700 to the Present (3 hours)
This course is a survey and discussion of warfighting from end of the 17th century until now, to include military arts and science as well as combined arms employment. Emphasizes the innovations and changes in strategy, tactics, organization and technology engendered by the decisions of the great captains of each age.

MILH303 Readings in Military Leadership (3 hours)
This course is a study of military leadership of ancient to present day commanders through selected readings. Emphasis will be on the burden of command and the various solutions that military leaders employed in the prosecution of war. Ancient and modern leadership will be examined, but the primary focus will be on the modern era. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILH304 Readings in Military Philosophy (3 hours)
This course is a study of basic concepts in military strategy and tactics viewed through the prism of the selected readings from well-known military philosophers. Both ancient and modern philosophers will be studied. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILH318 The French and Indian War (3 hours)
The French and Indian War, otherwise known as the Seven Years War, was fought in North America between the years 1754 and 1763. The British and their American colonists fought against the French and the Indians initially over territorial disputes of the Ohio River Valley. This resulted in one of the world's first global wars, and consequently set the stage for the foundations of the American Revolution. This course will focus on the beginnings of the war, both domestic and international, military events, and the consequences of the war. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILH320 The American Revolution (3 hours)
This course examines the American Revolution from its antecedents to its legacy. The events leading to the revolt and the Declaration of Independence; the strategy and tactics of the war emphasizing the land campaigns; and the aftermath of war on the new Nation. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILH325 Amerindian Warfare (3 hours)
This course examines the history of armed conflict between native peoples and European settlers in the "new world." This course will cover both eastern and western tribes. Methods and technology of warfare will receive emphasis. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILH337 The War of 1812 (3 hours)
This course will focus on the "Second War of Independence." The War of 1812 demonstrated that the United States of American was no longer dominated by the colonial powers. It showed Europe that we could defeat the British along the eastern coast, invade British controlled Canada, and defeat the British Navy both in the Atlantic and the Great Lakes. Topics also include the role of Native Americans in the war, plus how involvement led to the nation's rapid westward expansion and the future of our military forces. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILH338 The Mexican War (3 hours)
This course examines the Mexican War. Students will gain an understanding of the three major campaigns, the battles, the terrain, the leaders, and the soldiers that all made up the American experience in Mexico. Along with spreading the concept of Manifest Destiny, it served as a training ground for many great leaders of the American Civil War and propelled a general into the presidency. However, today the American Civil War totally eclipses the Mexican War, yet the war expanded American frontiers. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILH340 The Civil War (3 hours)
This course has been designed to provide students with an in-depth study of the military, political, economic, social, and cultural forces that shaped the direction and outcomes of the American Civil War. From the turbulent decade of the 1850's through the initial outbreak at Ft. Sumter; from Bull Run and Shiloh to Nashville and Appomattox; military grand strategy, the roles of individual soldiers and civilians, and the aftermath of the war and its effects on the American character will be examined. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILH350 The Spanish-American War (3 hours)
This course studies the origins, conduct, and aftermath of the War of 1898 and the subsequent Philippine Insurrection. Shifting from domestic manifest destiny to foreign interventionism, the nation grows up and enters the world of international politics and imperialism. From its origins in the early 1890s until the outbreak of war, these conflicts thrust the U.S. into world power. While lasting only a few years, these clashes changed the direction of U.S. expansion from conquering a continent to becoming a superpower rivaling Great Britain. Trying to protect overseas territories and its economic interests, the U.S. commitment alters American foreign policies from Washington's warning against the mischief of foreign intrigue to Hay's Open Door Policy. These changes were driven by several dominant Americans: Theodore Roosevelt, Henry Cabot Lodge, Alfred Mahan, William Randolph Hearst, William Jennings Bryan, John Hay, and Elihu Root. In the study of these men and events, this course concludes with lessons learned that guided American foreign policy and military actions during the 20th century and beyond. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILH355 World War I (3 hours)
This course analyzes World War I, from the political unrest in Europe in 1914 and the outbreak of war, to the Armistice in November 1918 to the treaty of Versailles in 1919 and the official end of the war. Global in scope, the themes highlight the origins of the conflict, Entente and Central Powers strategies, plus the major military campaigns, power diplomacy, life on the home front, and America's entry and effect to the Entente (Allied) war effort her entry had on the outcome of the conflict. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILH360 World War II (3 hours)
This course is a global examination of the Second World War with an emphasis on the origins of the conflict, Axis and Allied strategies, major military campaigns, great power diplomacy, life on the home front, and the Holocaust. The experience of combat, social, and political changes that resulted from the conflict and the scientific consequences of the war will be continual themes addressed by the course material. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILH362 Ancient Military History (3 hours)
This course is a comprehensive survey of ancient and classical warfare (prehistory to c. AD 500) in Western Civilization from the origins of warfare in the Paleolithic period to the decline and fall of the Western Roman Empire in the fifth century. The millennia under study in this course were a dynamic period in warfare, full of important discoveries and innovations in martial technologies, strategy, organization and combined-arms tactics, fortification, siege craft, and naval warfare. Students will read and analyze a wide variety of sources on ancient and classical warfare in Mesopotamia and the Near East (Sumerian, Akkadian, Babylonian, Hittite, Assyrian and Persian), Egypt (Old, Middle and New Kingdom), Greece (Mycenaean, Archaic, Hellenic and Hellenistic), and Rome (Republican and Imperial) in order to develop an appreciation of the important contributions of these civilizations to the continuity of warfighting in the Western world. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILH363 17th and 18th Century Military History (3 hours)
This course covers the history of warfare from the Spanish Armada in 1588 to the dawn of the French Revolutionary wars in the 1790s. The 17th and 18th centuries were an era in world history abound in continuous warfare. The militaries of Europe in particular were still primarily composed of mercenaries, politically and often militarily unreliable. Warfare in this era was not confined to the plains of Europe; the world's oceans also played host to their own form of combat. The 17th and 18th centuries at sea began with Great Britain on the verge of invasion from the Spanish Armada to Great Britain becoming the unquestioned master of the ocean. Thus, the 17th and 18th centuries began in an aura of indecisiveness and closed awash in the destruction of "world" war. The evolution of warfare from the inconclusive to the decisive battle is explored in depth. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILH364 Medieval Military History (3 hours)
This course is a comprehensive study of European post-classical warfare from the decline and fall of the Western Roman Empire in the fifth century to the integration of reliable gunpowder technologies at the beginning of the sixteenth century (c. 450 to c.1500 AD). Students will read and analyze a wide variety of sources on medieval warfare in order to develop an appreciation of the important contributions of the European Middle Ages to the continuity of warfighting in Western civilization. Contrary to popular belief, the millennium under study in this course was a dynamic period in warfare, full of important rediscoveries and innovations in fortification, siegecraft and combined-arms technology, organization and tactics, all of which allowed Europe to become the preeminent military power in the period after 1500 AD. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILH365 The Napoleonic Wars and the Long Peace (3 hours)
This course examines the theory and practice of warfare in Europe from 1785 to 1870. It will emphasize the rise of Napoleon as a military leader, as a practitioner of the operational art, but will also examine his political, economic and legal impact on Europe as a whole. This course will focus on the wars of the French Revolution, Napoleon's northern Italian campaigns, his expedition to Egypt, his battles while leading the Grand Army at Austerlitz and Jena, and his march to Moscow where he led the largest army in European history to date. It will also cover the 1813 and 1814 campaigns, the reactions of Napoleon's enemies to his innovations in warfare, and his final defeat at Waterloo. The course then looks at the status of Europe in 1815 and the conditions which set the terms for the "Long Peace". The course ends prior to the start of the wars of 1870 and the lessons learned. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILH370 The Korean War (3 hours)
This course provides a history of the Korean War from pre-hostilities to post-ceasefire. The course mainly concentrates on the U.S. and South Korean conflict against North Korean and Chinese forces, but other UN participants are covered throughout the course. All three levels of conflict from tactical to strategic are discussed. The increase in technology, the usage of modern weapons, POWs, and the continued presence of U.S. forces in the Republic of South Korea are also covered. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILH371 The Vietnam War (3 hours)
This course examines the origins of the conflict in Indochina, American intervention and commitment, the ground wars, Vietnamization, trouble at home, the U.S. withdrawal, and the war's effect on American society. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILH372 The Persian Gulf War (3 hours)
This course begins with the reforms instituted at the conclusion of the Vietnam war and ends with a survey of the political decisions and military events leading up to the climactic 100 hour battle that routed Iraqi forces from Kuwait and marked the successful completion of the coalition forces led by the United States. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILH373 The Balkans: Conflict and Peace (3 hours)
This course analyzes one of the most turbulent areas in the world emphasizing the political, ethnic, religious, and military issues confronting the Balkans. The course reviews events from the 18th century through the world wars and civil wars to the present NATO/UN interventions. Students will learn how political independence movements, fueled by ethnic and religious enmities shaped the world as we know it today. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILH411 Diplomacy and War I (3 hours)
This course is a comprehensive international study of the struggles between and among states, beginning with ancient times and ending with the Congress of Vienna, and of the relationship between diplomacy and war in pursuing national objectives. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILH412 Diplomacy and War II (3 hours)
This course is a comprehensive international study of the struggles between and among states, beginning with the restructuring of Europe after the Congress of Vienna and ending with the fall of the Berlin Wall, and of the relationship between diplomacy and war in pursuing national objectives. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILH421 History of Peacekeeping: 1945-1987 (3 hours)
This course examines the overall evolution and functioning of United Nations Peacekeeping Operations (PKO) during the Cold War period. Emphasis is on the significance of individual peacekeeping missions including their background, functioning, military operations, and end result. The origins and evolution of UN peacekeeping are explained in military, diplomatic, and political terms. This course describes how superpower conflicts shaped both the direction and scope of UN PKOs. (Prerequisite: HIST300/HS334 for History and Military History majors only). Completion of this course will make students eligible to obtain a certificate of completion from the United Nation's Peace Operations Training Institute. It is up to the student to go to the POTI website to find how to obtain the POTI certificate.

MILH422 History of Peacekeeping: 1988-Present (3 hours)
This course examines the strategy, operations, evolution, and functions of United Nations Peacekeeping Operations (PKO) from the end of the Cold War to the present. Emphasis is on the significance of individual peacekeeping missions including their background, functioning, military operations, and end result. While the United Nations peacekeeping operations are studied in detail, other forms of peacekeeping are presented as well. (Prerequisite: HIST300/HS334 for History and Military History majors only). Completion of this course will make students eligible to obtain a certificate of completion from the United Nation's Peace Operations Training Institute. It is up to the student to go to the POTI website to find how to obtain the POTI certificate.

MILH480 Special Topic: Military History (3 hours)
This course is a one-time offering on an area of special interest and may be applied to fulfill major course requirements or electives. A student may appeal to take this course twice, if the subject matter is different enough to merit separate credit.

MILH490 Independent Study: History (3 hours)
An opportunity for Military History students to pursue an independent research project or examine a specific area of history under the mentorship of a single professor. Course is open to Military History majors only. The course will typically involve a major research paper; there will be no examination. Students will submit a proposal prior to the start of the project, and a rough draft of the paper, both of which will count toward the final grade. To be eligible for an independent study, students must be enrolled in a bachelors degree program, must have completed 24 hours at APUS toward their current degree program, and should have already contacted a professor and gained approval for the independent study topic. Once these conditions are met the student should contact his/her academic advisor. Once the course is open the student must complete an official online registration for the course. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILH498 Senior Seminar in Military History (3 hours)
The Senior Seminar in Military History is designed to integrate the student's past work in their major field of study and to review as well as strengthen their understanding of their focus area in military history. After a review of the student's academic experience, the student and professor will design a course of study to complete the student's preparation for research and writing a major paper in their field of interest. This is a capstone course to be taken after all other Military History courses have been satisfactorily completed. Student must have SENIOR standing to register. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILS110 Introduction to Military Leadership (3 hours)
This course is a study of military leadership designed specifically for the intellectual advancement of military enlisted students who are in or seek positions of leadership. Course topics include leadership in battle, preparation for war in the form of effective unit training, examples of effective enlisted leadership qualities and leaders, and the role of inspiration in leadership.

MILS120 Small Unit Leadership (3 hours)
This course is a study of small unit military leadership traits, principles, and cases. It is designed specifically for the intellectual advancement of military enlisted students who are in or seek positions of leadership. Course topics include effective small unit leaders and leadership characteristics; squad, platoon, team, and other small unit organizations of the U.S. military, and the critical roles of morale, courage, and teamwork play at the small unit level.

MILS121 The Military Soldier (3 hours)
This course is a study of the military soldier. It is designed specifically for the intellectual advancement of military enlisted students who are in or seek positions of leadership. Course topics include the soldier's role in the military and in society, the effective definition of the military soldier through study of several legendary soldiers, and the capabilities and limitations of the soldier as an arm of national power.

MILS122 Enlisted Leadership (3 hours)
This course is a study of enlisted leadership at the noncommissioned and senior noncommissioned officer levels in today's U.S. military. It is designed specifically for the intellectual advancement of military enlisted students who are in or seek positions of leadership. Course topics include the enlisted leadership exemplified in America's major conflicts, the trials of mid-level leaders amidst military and societal change, and how the Non-Commissioned Officer is the backbone of each branch of the U.S. Armed Forces.

MILS200 Military Structure and Organization (3 hours)
This course is a study of the enlisted military structure. It is designed specifically for the intellectual advancement of military enlisted students who are in or seek positions of leadership. Historical analysis provides the evolution of the enlisted military from its earliest inceptions in American history.

MILS250 Military Ethics (3 hours)
This course is a study of military ethics, morality, and moral courage. It is designed specifically for the intellectual advancement of military enlisted students who are in or seek positions of leadership. Course topics include cases of moral decision, principles and theory of ethical military decision-making, and the concept of military ethics in the framework of military rank, command, and obedience, and the expectations of a constitutional democracy.

MILS301 Air Warfare (3 hours)
This course is a study of air power and the third dimension that accelerated the deepening and widening of war. Topics include a comprehensive examination of American air warfare history, strategy, operations, tactics and doctrine, focused on the creation of the airplane by the Wright brothers and the beginnings of airpower experience during the age of total warfare in World War I, the maturing of airpower during the World War II, through the limited warfare of Korea and Vietnam and warfare of the 21st Century. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILS302 Naval Warfare (3 hours)
This course is a study of the role of naval warfare in the development of the art of war at sea. It starts with the age of galley warfare and continues through the age of sail. The topics include the impact of propulsion improvements and technological advances in weapon systems and ends with the impact of nuclear power and missiles on naval warfare. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILS303 Maneuver Warfare (3 hours)
This course explores the origins of modern maneuver warfare theory, teaches its fundamental tenets, and examines the ramifications on military unit tactics, training, organization, doctrine, and command philosophy. Students practice application of maneuver warfare in ground, air, and naval "Tactical Decision Games" and analyze historical conflicts from a maneuver warfare perspective. The course finishes with discussions of current maneuver warfare controversies. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILS330 Special Operations Strategy and Tactics (3 hours)
This course addresses the contemporary special operations strategy and tactics used in U.S. and foreign special operations units. Students address the implementation of foreign/national security policy objectives and learn specific strategies and tactics to achieve national objectives. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILS410 Asymmetrical Warfare (3 hours)
This course examines the strategic, operational, and tactical aspects of asymmetric warfare throughout history. Defined as a form of warfare that differs significantly from traditional conflict, asymmetric warfare is a tool of weaker and less resourced non state actors who seek parity with state's military power. Non state actors resort to asymmetric warfare to offset their obvious lack of conventional military power base and capacity. Moreover, signs and methods of asymmetric warfare are found in all facets of unconventional warfare - terrorism, insurgency, revolution, guerilla war, and irregular war - throughout history. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILS450 War and National Security (3 hours)
This course examines the national security challenges for the United States. It will encompass the internal security framework, organizations and stakeholders as well as the concept of ''power'' in relation to national security decision making and our national interests. Students will review the changing security environment including Russia, East Asia, the Middle East, Sub-Saharan Africa, Latin America and Europe. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILS460 War and Society (3 hours)
This course addresses the inseparable connection between warfighting and society. It examines societal advances that have significantly influenced the military strategy and tactics as well as political, economic, and technological changes during wartime. (Prerequisite: HIST300/HS334 for History and Military History majors only).

MILS470 Future War (3 hours)
This course is a study of major themes and ideas regarding the future of warfare. Emphasis is on historical trends and departures that might provide clues into wars of the future. Students evaluate and analyze contemporary assessments and explore military analysis and recent military historical trends to forecast the nature of future war. (Prerequisite: HIST300/HS334 for History and Military History majors only).

NSEC411 Introduction to National Security (3 hours)
This course is a broad initial examination of National Security Strategy in the United States focused on defining and implementing national security objectives. It will encompass the internal security framework, organizations and stakeholders as well as the concept of ''power'' as it relates to national security decision making. Additionally, this course will consist of a current review of the changing security environment around the globe to include Russia, East Asia, the Middle East, Sub-Saharan Africa, Latin America and Europe. The objectives of the course are for students to gain an understanding of the concept of power and its implications on international and national security, to describe the historical context and evolution of American national security, to comprehend the relationships and interaction of the three major branches of our government and the impact on national security, to be able to describe the levels of conflict and other factors affecting national security and national security decision-making, to develop an awareness of the historical and current issues relative to international and regional security, and to gain an appreciation for the challenges ahead in the 21st Century of national security issues.

Military Management

DEFM305 Acquisition Business Management (3 hours)
Deals with common financial issues in acquisition that include cost estimating, earned value analysis, Planning, Programming, Budgeting and Execution (PPBE), congressional enactment, and budget preparation and execution. In this course, the student will prepare, justify, and defend budget exhibits and obligation/expenditure plans, formulate impact/reclama statements and reports, and develop and defend business aspects of the acquisition and PPBE cycle.

DEFM310 Program and Acquisition Management I (3 hours)
This course is an introduction to the requirements of successful program management in the DOD. The course will look at the entire systems acquisition cycle from the point of view of government requirements and the efforts of the civilian contractor to bring the system to Full Operational Capacity.

DEFM311 Program and Acquisition Management II (3 hours)
This course of instruction addresses the DOD acquisition process once the government has decided that it must seek the enormous resources of the private industry. The scope of this course specifically addresses the formal process by which the DOD requests (or solicits) industry to respond to their needs and requirements. The course also outlines the evaluation process and evaluation criteria used by the government to evaluate and select the winning proposal. The course will review the Federal Acquisition Regulations (FAR) and the Defense Federal Acquisition Supplements (DFARS). Additionally the course will review the current policy in the DOD to outsource to the private sector (non-DOD sources) the tasks and functions previously performed by in-house government workforce. (Prerequisite: DEFM310).

DEFM312 Defense Budget Development and Execution (3 hours)
This course is a study of the process by which the acquisition, personnel, and readiness (operations and maintenance) portions of the annual Defense Budget are integrated and executed. Students will learn of the politics behind the issues and will gain an appreciation for the complexity of the process. Following an in-depth review of the political scope of budgeting, the course will shift into a study of how budgeting actually works at each stage of executive and legislative action. From the preparation of the service and agency budgets, through the presentation of the president's budget, to the actual appropriation and expenditure of funds, the student will apply his knowledge of the politics of the process to appreciate the problems and issues in defense budgeting.

DEFM314 Military Logistics (3 hours)
This course is a survey of the role of logistics in support of warfighting from ancient times to the present. Students will analyze these warfighting efforts in terms of principles of logistics.

DEFM331 Military Reserve Couns. & Retention Mgmt. (3 hours)
This course is a study of issues associated with military managers ability to effectively guide subordinates in the retention and counseling of predominately part-time service members. Focusing on the unique needs of the military Reserve component, where issues vary greatly from procedures governing regular component counterparts, this course is a study in unique circumstances brought on by the need to balance a civilian career with the duties, responsibilities and potential hazards of the military. Course topics include in depth study of legal and regulatory rules and regulations governing the Reserve component. Additionally, it addresses the effective counseling and guidance that is required for personnel retention and reduced attrition rates. Scientifically applied practices and measures and historical examples are used. This course is ideally suited for the senior reserve personnel or retention manager or regular component or civilian manager who desires to bolster proficiency in Reserve Component military retention procedures.

DEFM332 Transition and the Military Family (3 hours)
This course is designed to provide students with knowledge of the theoretical and practical aspects of managing transitions with a focus on those issues incumbent on the military family. Course topics include change and choice, psychology of the self, interpersonal relations, health, dysfunction, grief, and building a life-career. Particular attention is focused on these topics' application to the military family lifestyle to include deployment separation, reunion, marriage and family, parenting, military casualty, and life-career. The following questions appear as themes throughout the course: what is transition; what transitions do military families experience; what are the affects on the body, mind, spirit, and interpersonal relationships; what is resilience; and how does one create a plan to strengthen resilience?

DEFM350 Military Human Resource Management (3 hours)
This course will concentrate on military human resource management or personnel management. This course will take two tracks. First, the course will explore human resource management from a business perspective. Secondly it will explore human resource management from a military perspective. Leading soldiers, sailors, Marines, and airmen in combat is categorically different in nature and function from anything in the business world and its subsystems. Combat leaders are not middle-tier managers. It is acknowledged that there are limitations in using the business model. In every organization, people make the difference between success and failure. In assessing the flow of history, Arnold Toynbee concluded that the rise and fall of societies has depended almost exclusively on the quality of the people and the leaders. For those in the military and defense establishment, the officers, NCOs, soldiers, sailors, marines, airmen, and civilians, are critical to whatever we do. Personnel issues can determine combat effectiveness as much or more than doctrine, logistics, or technology. Personnel are still at the heart of conflict.

DEFM351 History of Military Retention (3 hours)
This course starts with the Revolutionary War and progresses through all major events in United States history which impact upon the military retention process. The correlation between the nation's history and military retention policies have direct connections that will be examined closely to develop a better understanding for military counselors and other interested students. Understanding the history of retention provides the background for those who want to avoid past mistakes. It also helps the professional military counselor to place retention needs in a historical context when developing career counseling programs.

DEFM410 Program Appraisal (3 hours)
This course is designed to develop the basic skills essential to evaluate public programs. Knowledge of the policy process and of research methods are brought together in the execution of an ethical evaluation of how well the processes, and outcomes of a program meet the needs at which the program is targeted. This course will introduce the basic concepts of planning and carrying out an evaluation, the most commonly used analytical tools, and cost-benefit and cost-effectiveness methods. It will also introduce the basic format of evaluation reports.

DEFM412 Deliberate and Crisis Planning (3 hours)
This course is a survey of the two major types of planning employed by the Department of Defense. Differences between the two and the advantages/disadvantages of each will be examined.

DEFM415 Acquisition Test & Evaluation (3 hours)
Emphasizes the basic test and evaluation (T&E) principles, policies, organizations, processes, and practices used by DOD. Course topics include the role of T&E in systems acquisition, T&E planning, experimental design, measurement of systems effectiveness and suitability, instrumentation, and data collection, and management. Also covered are reliability, maintainability, and availability of systems, analysis and evaluation, software, modeling and simulation, and T&E of alternative acquisitions. Problem-solving situations engage students in the use of T&E concepts, principles, and theories.

DEFM465 Military Management Senior Seminar (3 hours)
The Military Management Capstone is designed to integrate the student's past work in their major field of study and to review as well as strengthen their understanding of their focus area in Military Management and Program Acquisition. After a review of the student's academic experience, the student and professor will design a course of study to round out the student's preparation for research and writing a major paper in their field of interest. Student must have SENIOR standing to register.

DEFM490 Independent Study: Military Management (3 hours)
This course is an opportunity for Military Management students to pursue an independent research project or examine a specific area of Management under the mentorship of a single professor. Students must have already completed 24 hours. Participation is at the discretion of the faculty member. The student will produce a major research paper. There will be no examination. Students will submit a proposal prior to the start of the project. To be eligible for an independent study, students must be enrolled in a bachelors degree program, must have completed 24 hours at APUS toward their current degree program, and should have already contacted a professor and gained approval for the independent study topic. Once these conditions are met the student should contact his/her academic advisor. Once the course is open the student must complete an official online registration for the course.

Nursing

NURS300 Professional Transitions in Nursing (3 hours)
This course is only open to students who are enrolled in the RN to Bachelor of Science in Nursing (RN to BSN) program. Students complete a professional self assessment using the indicators for the professional nursing role outlined in the Nurse Practice Act in the jurisdiction in which they are licensed. Self-assessments of competency and comfort with technology, oral, and written communication in nursing are also completed. Action plans are formulated to facilitate development in these areas. The practitioner, scientist, and leader roles of the professional nurse provide a framework for exploring reflective practice, evidencebased practice, nursing ethics, and patient safety. The histories of nursing, medicine, allied health, public health, and global health provide a lens and context for exploring the scope of the professional nursing role.

NURS310 Assessment, Evaluation and Clinical Decision-Making (3 hours)
This course is only open to students who are enrolled in the RN to Bachelor of Science in Nursing (RN to BSN) program. This course explores the science of nursing assessment, evaluation, and decision-making. A self-assessment of the student's understanding of the science supporting nursing care is completed and an action plan is formulated to further develop competencies in this area. Students develop case studies from their own practice to assess patients across the lifespan and evaluate the effectiveness of interventions. Online faculty-facilitated discussions provide the student with the opportunity to review and evaluate a variety of cases and patient presentations. (Prerequisite: NURS300).

NURS320 Integrated Pathophysiology and Clinical Pharmacology I (3 hours)
This course is only open to students who are enrolled in the RN to Bachelor of Science in Nursing (RN to BSN) program. This 2-course series explores common physiological patterns of co-morbidities and multiple functional problems and associated pharmacological interventions. Students continue work on the action plans formulated in NURS 310 to deepen their knowledge of the sciences supporting nursing practice. Traditional and simulated case studies strengthen clinical reasoning for patients experiencing multiple functional problems across the lifespan including end of life and palliative care. (Prerequisite: NURS310).

NURS330 Integrated Pathophysiology and Clinical Pharmacology II (3 hours)
This course is only open to students who are enrolled in the RN to Bachelor of Science in Nursing (RN to BSN) program. Students complete evaluations of proficiency with the sciences supporting nursing practice. Genetics, genomics, multi-generational family histories, and health screenings are explored within the context of the professional nursing role. Case studies are used to develop clinical reasoning and identify associated coordination of care problems. (Prerequisites: NURS320).

NURS340 Science of Evidence-Based Practice (3 hours)
This course is only open to students who are enrolled in the RN to Bachelor of Science in Nursing (RN to BSN) program. This course reviews evidence-based practice, the history of this movement, and the challenges to implementation in the practice setting. Students will further develop their skills with efficiently finding, reading, and comprehending published research and determine applicability to clinical practice. Students continue to explore means to assess, monitor, and develop cultures of safety in their own organizations and will become familiar with several national safety initiatives. (Prerequisites: MATH302, NURS330).

NURS350 Transformational Leadership and Cultures of Safety (3 hours)
This course is only open to students who are enrolled in the RN to Bachelor of Science in Nursing (RN to BSN) program. This course includes an assignment to shadow a nurse leader for 20 hours. It is recommended that students select a nurse leader for this assignment prior to the course start. This course builds on assessments related to professionalism, culture of safety, nursing ethics and effective use of healthcare technology completed in previous courses with an emphasis on leading change in complex organizational healthcare systems. Students integrate and apply this knowledge to improve quality and build cultures of safety in their workplaces. (Prerequisite: NURS340).

NURS400 Emerging Scholarship and Trends in Healthcare (3 hours)
This course is only open to students who are enrolled in the RN to Bachelor of Science in Nursing (RN to BSN) program. This course builds on assessments related to professionalism, culture of safety, nursing ethics and effective use of healthcare technology completed in previous courses with an emphasis on leading change in complex organizational healthcare systems. Students integrate and apply this knowledge to improve quality and build cultures of safety in their workplaces. (3 credit hours) (Prerequisite: NURS350).

NURS401 Complementary and Alternative Medicine for Health Professionals (3 hours)

NURS410 Community Health I (4 hours)
This course is only open to students who are enrolled in the RN to Bachelor of Science in Nursing (RN to BSN) program The course will begin with the history and theory of community health nursing and the influences of political and financial decisions. The course will provide an opportunity to investigate social, environmental, and economic issues and available community resources. Clinical experiences will allow for assessment and planning for health education and health problems, epidemiology and cultural issues. This course includes a clinical project, which will be completed in NURS420. Students must arrange for a BSN-prepared project mentor prior to the start of this course. Formal mentor agreements will be signed during the first week of the course. (Prerequisites: NURS400).

NURS420 Community Health II (4 hours)
This course is only open to students who are enrolled in the RN to Bachelor of Science in Nursing (RN to BSN) program In this course the student will study the community as a client. The student will gain knowledge of the vulnerable and under-served populations as well as how communities are affected by culture diversity and natural and man-made disasters. Clinical experiences will allow for assessment and planning of an individual, family, and community's health. This course includes the completion of a clinical project that began in NURS410. Students must arrange for a BSN-prepared project mentor prior to the start of this course. Formal mentor agreements will be signed during the first week of the course. (Prerequisite: NURS410).

NURS498 Senior Seminar in Nursing Studies (3 hours)
This course is only open to students who are enrolled in the RN to Bachelor of Science in Nursing (RN to BSN) program. This course is organized around individual student projects and serves as a capstone and culminating experience where students integrate knowledge and apply professional skills to improve the quality of health in the workplace. Students prepare formal written and oral presentations of the project. A final evaluation of progress toward meeting goals is completed. (3 credit hours) (Prerequisite: Senior status and completion of all core and major course requirements prior to enrollment).

Philosophy

PHIL101 Introduction to Philosophy (3 hours)
This course is intended to equip the student with a baseline understanding of issues and concepts that compose the Western philosophic enterprise and to serve as a point of departure for their further studies in Philosophy.

PHIL200 Introduction to Ethics (3 hours)
This course will examine the field of ethics and provide the tools for ethical decision-making. Students will analyze texts for meaning, apply theories learned to various areas of moral concern such as war, euthanasia, divorce, and poverty. The course will also provide an overview of how philosophers have thought about moral problems and some of the solutions they have proposed. Students will develop the ability to think about moral problems in a clear and logically consistent manner.

PHIL300 Logic (3 hours)
This course is an examination of the historical and contemporary concepts and techniques used in logic and emphasizes modern and classical treatments of topics such as quantification and rules of inference. The course will cover the principles of induction, informal fallacies, and uses of logic in everyday life. (Prerequisite: PHIL101). NOTE: THIS COURSE UTILIZES SOFTWARE THAT CAN ONLY BE RUN ON WINDOWS OR MAC SYSTEMS.

PHIL301 Ethical Theory and Concepts (3 hours)
This course examines the leading ethical thinkers, research, and writings that dominate the history of moral philosophy from the ancient to the contemporary periods including such traditional philosophers as Aristotle, Kant, and Mill. Students will compare and contrast traditional Western theories and non-traditional, non-Western ethical theories, and recognize the main objections to traditional Western ethical theories. (Prerequisite: PHIL101).

PHIL302 Ancient Western Philosophy (3 hours)
This course examines themes in the thought of Plato, Aristotle, and the Stoic, Epicurean, and neo-Platonist philosophers of the ancient world. It enables the student to enter the "great conversation" of western civilization as well as debate the fundamental questions that surround science, religion, self-awareness, ethics, and politics. (Prerequisite: PHIL101).

PHIL303 Medieval Philosophy (3 hours)
This course considers the synthesis of Christianity with classical pagan philosophy achieved by St. Augustine and St. Thomas Aquinas. What became of the ancients' ideal of human knowledge in an age when philosophy became the "handmaid of theology"? What were the underpinnings of the "natural law" conception of moral and political philosophy? How did this medieval synthesis break down, on the scientific side with Galileo's challenge to Aristotelian physics and astronomy, and on the moral and political side with Machiavelli's portrayal of a Renaissance prince? (Note to Students: The course materials, assignments, learning outcomes, and expectations in this upper level undergraduate course assume that the student has completed all lower level general education and career planning coursework necessary to develop research, writing, and critical thinking skills. Students who have not fulfilled all general education requirements through courses or awarded transfer credit should strongly consider completing these requirements prior to registering for this course. (Prerequisite: PHIL101).

PHIL310 Studies in Chinese Thought (3 hours)
This course is an introduction to the three great traditions of Chinese philosophy: Confucianism, Taoism, and Ch'an Buddhism. Modern translations and commentaries of the classical texts will be used.

PHIL311 Studies in Japanese Thought (3 hours)
This course is an introduction to the Japanese philosophical tradition. Zen Buddhist teachings will be examined through two quite different but equally representative schools: "zazen" - sitting in meditation, and "koan" - Zen riddles. The Bushido or Samurai teachings will also be examined. Modern translations and commentaries of the classical texts will be used.

PHIL320 Environmental Ethics (3 hours)
This course is a study of environmental issues from a moral and philosophical approach. Issues raised in the course include the moral obligation, or lack thereof, to preserve and protect the environment, the ethical presumptions that underlie environmental policy, the traditional theories of moral philosophy applicable to contemporary environmental problems, and the potential for a new conception of the relationship between humanity and nature.

PHIL400 Contemporary Issues in Philosophy (3 hours)
This course is an examination of specific topics in philosophy that are of central interest and interdisciplinary in nature. Topics are selected with reference to the areas of technology, aesthetics, philosophy of religion as well as ethics, social, and political philosophy. Topics include but are not limited to homosexuality, abortion, drugs, civil disobedience, capital punishment, and the rights of the individual versus the rights of society. (Prerequisite: PHIL101).

PHIL404 Epistemology (3 hours)
This course is a critical examination of problems concerning knowledge and belief; for example, how are beliefs acquired and justified, are there limits to knowledge, what is the scope and reliability of reason and experience, what counts as an explanation, how are truth, meaning and reality related? Readings will be from historical and contemporary sources, e.g., Descartes, Kant, Russell, Wittgenstein, Quine.

PHIL410 God and World (3 hours)
What is it that we name, what is it that we mean, when we say God? Although we may speak of God as if we are naming some entity or being whose identity we hold in common understanding, as we will see, God is a name used to express a range of concepts and experiences that have varying and often conflicting features. In this class we will examine some of these concepts and descriptions of experiences of the divine. Ultimately, however, this is not a study of God but of man and his attempt to understand his relation within and between God and the world.

PHIL415 Enlightenment Philosophy (3 hours)
This course follows the development of the European philosophical tradition through the age of religious upheaval, secular enlightenment, and scientific and democratic revolutions. The key themes addressed in the course include the social contract theory, toleration, freedom of thought, and the enlightenment ideal. (Prerequisite: PHIL101).

PHIL416 Modern & Post-Modern Philosophy (3 hours)
This course is the contemporary discussion of philosophic thought. It addresses the leading thinkers and theories of the past two centuries and includes but is not limited to Hegel, Marx, Nietzsche, Sartre, and Arendt. (Prerequisite: PHIL101).

PHIL498 Senior Seminar in Philosophy (3 hours)
This capstone course is an intensive study of major figure(s) and/or movement(s) in philosophic thought. Students will integrate knowledge acquired in previous courses into critical analyses of movements, theories and principles that have influenced historical and contemporary thought in philosophy.This is a capstone course to be taken after all other Philosophy courses have been satisfactorily completed. Student must have SENIOR standing to register.

Political Science

POLS210 American Government I (3 hours)
This is the first course in a two-course sequence in American Government. The course is designed to convey basic facts about the structure and functioning of the American political system. The philosophical foundation of the U.S. Constitution is explored and the federalist construct is examined. The functions of the three separate branches of government and their roles in policy making are a major focus.

POLS211 American Government II (3 hours)
This is the second course in a two-course sequence in American Government. The course is designed to provide research tools and writing skills that will build on the academic knowledge acquired in POLS210. The student will investigate issues in American government in greater detail through use of Internet-based research, seminar discussions, and point papers. (Prerequisite: POLS210).

POLS213 Political Theory (3 hours)
This course offers an overview of Western political thought from the Ancient Greeks to contemporary political theorists. It follows the rise of secularism and modernity through an Enlightenment tradition of social contract theory, shaping debates on human nature, equality, liberty, rights, and justice as the basis for civil society and democratic governance. This course is an essential foundation for the political science major.

POLS214 Ethnic Studies (3 hours)
This course examines distinct cultures and ethnicities in the United States and the impact of a multicultural system on political governance and social relationships. Through structured discussions, selected readings, and written assignments, students expand on theoretical arguments through an analysis of concepts such as race, class, and gender in American ethnic studies.

POLS311 Political Parties and Interest Groups (3 hours)
This course is a study of the various roles of political parties and interest groups in the American democratic process. Issues covered include the ideological differences among parties, the role of third party candidates, mobilization of voting blocks, the formation and types of interest groups, and political agenda development.

POLS312 State, Local, and Community Politics (3 hours)
Comparative analysis of state and local political systems in the United States. Emphasis is placed on the contemporary role of states and localities in the development and implementation of public policies. Additionally, there is an examination of the role of grass roots social movements in shaping local politics.

POLS410 Public Policy (3 hours)
Analyzes the formulation and execution of public policy in America. Includes study of decision-making theory, bureaucratic politics, and other models that seek to explain how policy is made. Issues explored include social, environmental, economic, homeland security, defense, and foreign policy. Additional issue areas may be covered depending on contemporary significance.

POLS491 Special Topics in Political Science (3 hours)
This course allows the students to examine an emergent issue or event in this field of study. The course will be taught in a structured seminar format. Students are required to complete a Research Paper.

POLS497 Senior Seminar in Political Science (3 hours)
Analyses of specific issues addressed at the national level that would include a review of American political institutions and decision-making; policymaking in the economic, social, and security arenas; instruments of foreign and defense policy; federalism and democratic political theories; and the electoral process. This capstone course will provide students with the opportunity to complete an approved academic research exercise that demonstrates their knowledge of their selected field of study.This is a capstone course to be taken after all other Political Science courses have been satisfactorily completed. Student must have SENIOR standing to register.

Professional Studies

BUSN120 Real Estate Principles (3 hours)
This course provides an introduction to real estate as a business and profession. Students will have the opportunity to discuss and review terminology, concepts and best practices for the real estate industry. Topics will include the real estate market, property rights, deeds and leases, contracts, the closing process, urban economics, brokerage, appraisal, land uses, and insurance.

BUSN121 Real Estate Practice (3 hours)
This course provides an introduction to real estate from an operations viewpoint. Students will have the opportunity to discuss and review terminology, concepts and best practices on how to manage the basic functions within the real estate industry. Topics will include structure of leases, real estate development, negotiations, marketing, and other issues associated with the real estate practice.

BUSN220 Real Estate Finance (3 hours)
This course is an investigation of institutions, instruments, and structures by which investment in real estate is financed. It reviews capital markets, the sources and use of real estate funds, and the role of government in real estate finance. The course also covers technical skills involved in real estate finance to include risk analysis, portfolio theory and management, REITs, and capital market trends.

BUSN221 Real Estate Appraisal (3 hours)
This course examines property rights and their valuations. Students will have the opportunity to discuss and review terminology, concepts, and best practices on the factors affecting the value of property rights as they relate to general economic theory and the real estate process. Topics will include real estate appraisal methods, valuation of residential and income producing property, influences on market value, and trends in the appraisal industry.

BUSN222 Real Estate Property Management (3 hours)
This course explores the role and major functions of the property manager. Students will have the opportunity to discuss and review terminology, concepts, and best practices for landlord policies, operational guidelines, leases and lease negotiations, tenant relations, habitability laws and the Fair Housing Act. Topics will include the impact of electronic technology on the industry and fair housing regulations.

Psychology

PSYC101 Introduction to Psychology (3 hours)
The course introduces students to the art and science of Psychology. Course emphasis is on applying the "science of human behavior" to a variety of settings: vocational, personal, academic, and clinical. Course content introduces the history of psychology, major theories of personality and learning, current research, and developmental issues. The course has a holistic approach and integrates the biological basis of behavior, social factors, learning, and the unique coping styles of the individual to understand human behavior.

PSYC102 Professional Careers and Education in Psychology (3 hours)
This course provides an overview of psychology as a profession and academic discipline. It focuses on the broad discipline of psychology and its subspecialty areas within the discipline, career opportunities available in the field and educational requirements for field entry, effective job and graduate program preparation strategies, and practical issues confronting psychologists and professionals in related occupations.

PSYC103 Introduction to Psychology NV (3 hours)
The course introduces students to the art and science of Psychology. Course emphasis is on applying the "science of human behavior" to a variety of settings: vocational, personal, academic, and clinical. Course content introduces the history of psychology, major theories of personality and learning, current research, and developmental issues. The course has a holistic approach and integrates the biological basis of behavior, social factors, learning and the unique coping styles of the individual to understand human behavior. (Equivalent to PSYC101). Students enrolling in this course must be deployed on a U.S. Naval ship, and must pay using military tuition assistance. They may not register for this course if they have already registered this semester for courses using student federal financial aid, or plan to use federal student aid within the next 12 months.

PSYC201 Introduction to Social Psychology (3 hours)
This course introduces students to historical and contemporary theories of social psychology, key theorists' contributions to the field of and practical applications of theoretical concepts in the real world of the individual functioning in group settings. The focus of study includes social judgments and decisions, attitudes and perception, social influence, attraction, aggression, altruism, and group pressure and their influences on human behavior, cognition and emotion, along with exposure to the methods of social scientists who study group influence on human behavior in the field.

PSYC221 Personality Theories (3 hours)
This course provides a broad overview of theories of personality. Course content includes psychodynamic, behavioral, cognitive, and humanistic perspectives, and examines contributions of major theorists from each school, key theoretical points from each perspective, and critiques of the value (and the limitations) of each theory.

PSYC300 Research Methods in Psychology (3 hours)
This course focuses on laboratory and field research methods applied in the study of human behavior. Course content emphasizes the development of sound methods of hypothesis testing, data interpretation and formal research report writing, the review of empirical, peer-reviewed literature, the critique and interpretation of applied research, and the ethical responsibilities and codes of conduct related to psychological research.

PSYC303 Learning and Cognition (3 hours)
This course examines basic learning processes within the context of classical, instrumental, and operant learning situations. Course content focuses on classical conditioning, instrumental learning, principles of reinforcement, punishment and avoidance conditioning, stimulus generalization and discrimination, retention and forgetting, nature and functioning of memory, and learning and performance of motor skills.

PSYC304 Perception (3 hours)
This course provides an introduction to the study of how humans organize and interpret stimulation arising from their environments. Course content includes a review of theory, methodology, and research findings. Illustrative case studies will be explored, particularly with regard to disorders of perception.

PSYC305 History and Systems of Psychology (3 hours)
This course examines the major antecedents of modern psychological theories and methodology. Course content focuses on the history of psychology as a field of scientific inquiry including an overview of development of schools of thought, prominent figures, and key theories. (Prerequisite: PSYC101).

PSYC324 Psychology of Addiction & Substance Abuse (3 hours)
This course focuses on the role of drugs in society, licit and illicit substances, the use and abuse of medical drugs, and the state of the field in terms of prevention and treatment for substance abuse and dependence.

PSYC325 Biopsychology (3 hours)
This course surveys anatomical structures and functioning as the biological bases for human functioning and psychological states. Topics investigated include sensory processing, movement, emotional expression, sleep, learning, memory, language, reproduction, and psychopathology.

PSYC343 Adult Development (3 hours)
This course is an in-depth study of the developmental processes from the transition to adulthood through old age. Course content examines the ways adults construct meaning including intellectual, moral, and personality development. Gender and culture are highlighted and particular emphasis is placed on understanding the influence of context on adult development.

PSYC360 Psychology of Terrorism (3 hours)
This course is an introduction to historic and contemporary terrorist groups and their motives and strategies. The psychological and social impact on individuals, communities and global societies of the achievement of terrorist goals as well as recruitment methods, the influence terrorist groups exert on their members and factors influencing the establishment and dissolution of terrorist groups will be examined.

PSYC406 Psychopathology (3 hours)
This course surveys syndromes of psychopathology by reviewing etiology, symptomatology, and treatment. Psychological, neurobiological, and genetic approaches to understanding mental disorders are considered. Topics also include depression, anxiety, schizophrenia, personality disorders, memory disorders, and childhood disorders.

PSYC431 Psychology of Disaster (3 hours)
This course focuses on the psychological and physiological human response to natural and man-made disasters. Using clinical research and case histories, students will examine normal and abnormal psychological reactions, the recovery process and principles of mental health care for victims of mass disasters. Differences between natural and man-made disasters are examined and factors that mitigate post-traumatic effects are reviewed. Psychological aspects of Weapons of Mass Destruction (WMD) disasters are also considered.

PSYC432 Psychology of Combat (3 hours)
This course is a study of acute and chronic behavioral response to battle. Students will review, analyze, and evaluate the range of psychological responses to combat, from "normal" reactions to variations of "Combat Stress Reaction." Case studies from combat action will provide material for application and synthesis of the concepts presented in the course. Topics include the U.S. military approach to psychiatric management of combat, POW experiences, mental adaptation for future warfare, and stress associated with other forms of conflict such as peacekeeping.

PSYC460 Sports Psychology (3 hours)
Students will examine human behavior in a sport and exercise setting. They will understand that enhancing individual performance is a primary objective of sport psychology. Students will learn how to create a psychological skills training program which incorporates theories of anxiety reduction, imagery training, and self-efficacy. Current theoretical perspectives of personality factors in exercise and sport, why people exercise, what motivates an individual, exercise/sport adherence, stress, anxiety, and arousal, and the psychological effects of exercise and sport will be investigated. Students will learn the key features of effective goal-setting, and apply this understanding to their own professional development.

PSYC490 Independent Study: Psychology (3 hours)
This Independent Study course provides an opportunity for undergraduate Psychology students to examine in depth, and with individualized guidance from a professor, a specific area within the discipline of psychology. The course is open to upper division Psychology majors only. Independent Study course sections are 8-weeks long and run during the University's regular monthly course offering cycles. Completing of this course off cycle or for less than 3 credits is not permitted. No exams are included in the course. Course completion will involve weekly in-classroom engagement with the Independent Study professor, to be accomplished via asynchronous discussion board engagements, assignment grading feedback and email, and the multi-phased completion of an in-depth peer-reviewed literature review paper with a required minimum length of 20 main body pages and formatted per the editorial requirements of the American Psychological Association (APA), along with the completion of any other supporting assignments to be determined by the professor. Independent Study involves advanced-level student work held to rigorous standards and it should not be attempted merely as a means of earning 3 credits needed to finish up a degree. To be eligible to register for the course, a student must be actively enrolled in the undergraduate Psychology degree program and must have completed 24 hours at APUS toward the degree. Prior to attempting PSYC490 registration, the student must first have identified an Independent Study topic focus of interest and must have discussed the proposed topic with and obtained a memo of commitment from a professor agreeing to teach the course. The student also must have subsequently obtained approval from the Psychology Program Director prior to any registration attempt. Ample time for meeting these responsibilities must be allowed and attempts to do so should not be made during the final week before the registration period for the target course session closes, as each required step in the process necessitates consultation and review turnaround time. A month of lead time is strongly recommended. Following completion of these responsibilities, the student will be notified that a section of PSYC490 Independent Study has been opened for individual registration. The student must then complete official online registration for the course prior to the ending of the regular course registration period (late registration for this course is not permitted), enter the classroom during Week 1 to connect with his/her professor, review the course syllabus and all other classroom materials, and subsequently complete each week of the course as required by the professor. Available to upper division APUS Psychology majors only. Must have completed 24 hours at APUS toward current degree program. (Prerequisite: PYSC101).

PSYC498 Senior Seminar in Psychology (3 hours)
This is a capstone course that explores both contemporary issues in psychology and events of particular historical importance to the discipline. Course content will include professional ethics, recent career trends, cross-cultural competency, and other selected topics dictated by current events in field. Students will integrate knowledge acquired in previous courses into critical analyses of research, theories, and principles that have influenced past and contemporary thought in psychological science. This is a capstone course to be taken after all other Psychology courses have been satisfactorily completed. Student must have SENIOR standing to register.

Public Administration

PADM300 Public Management (3 hours)
This course provides a systematic analysis and overview of the management of public organizations. The functions, operations, processes and tools of public management are examined to ensure the student has a broad understanding of the field and its role in American civic life. The overall theme of the course focuses on the need for results oriented management that improves the performance of public organizations.

PADM301 Public Economics (3 hours)
The course introduces the basic principles and application of micro and macro economics in the public sector as government interacts with the private sector. Analysis broadly includes supply and demand, operation of markets, consumer and enterprise behavior, competition and monopoly, income distribution, discrimination, and alternate approaches to ensure social economic wellbeing. Core principles within the framework of national income, national security planning and objectives, unemployment, inflation, economic growth, depression, prosperity, international economics, economic development, alternative approaches to economics, and current issues and controversies are also examined. The overarching intent of the course is to help students understand public policy issues from an economic perspective.

Public Health

PBHE111 Introduction to Health Care Administration (3 hours)
This course presents information and insight that identifies the challenging and overarching issues surrounding Heath Care Administration. It carefully examines the broad functions, operations, and tools of the field, and emphasizes the need for excellence in the management of health services. This course will assist students as they prepare for health services management careers and provides an ongoing program of professional development for those already employed in health professions. The course is divided into three parts: Managing in Health Services Environments, Managerial Tools and Techniques, and Managing Relationships.

PBHE112 Health Services Organization (3 hours)
This course examines Health Service Administration primarily The Structuring Policies of Federal, State, and Local Organizations. PBHE112 reveals the framework of the United States Healthcare System, the organization and administration of health services, the roles of international, federal, state, and local health organizations, and the barriers to health services delivery.

PBHE209 Wellness: Health Promotion and Disease Prevention (3 hours)
This course introduces students to the wellness concept which builds the foundation for health literacy and an appreciation for life-long health and physical fitness. The components of wellness will be studied in this class including physical, intellectual, emotional, social, spiritual, environmental, and occupational with the goal of promoting and advocating for self-responsibility, health literacy, and a life-long commitment to wellness.

PBHE211 Public Health in America (3 hours)
This course discusses the important role that public health plays in the United States. Students will examine how behavioral, epidemiological, environmental and social factors influence the public's health, and how public health professionals develop appropriate intervention strategies to improve the nation's health. Students will also explore future challenges facing public health professionals in the 21st century.

PBHE315 Health Economics and Finance (3 hours)
This course is designed to provide the student with tools used to express the financial and economic components of the health care industry. The student will develop a vocabulary in addition to gaining knowledge in the use of graphs, charts, tables, and reports. The student will utilize these tools to assess past and present analysis as well as projecting future developments.

PBHE361 Moral Issues in Health Care (3 hours)
This course is an examination of moral issues and dilemmas within the health care profession based on associated ethical theories and principles. The course puts special emphasis on patient's rights, social justice of health care, and evolving health care technologies.

PBHE413 Special Operations in Emergency Medical Services (3 hours)
This course deals with the specialized issues associated with emergency medical services—those issues that are not commonplace or part of everyday procedure. Topics include emergency medical services in mass casualty, biological, chemical, and radiological incidents. The course also covers unique topics in emergency medical services to include the employment of services in complex contingencies such as those faced when fire, police, terrorist, and other emergencies co-exist with the need to provide medical services on-scene and post-disaster.

PBHE426 Quarantine (3 hours)
This course is a study of the theoretical, historical, and contemporary issues associated with quarantine as a public health and safety measure. Students will learn quarantine strategy, implementation, effectiveness, and debate. The course topics will include the consideration of quarantine as a health and safety measure in modern homeland security strategy.

PBHE427 Epidemiology (3 hours)
This course provides an introduction to epidemiologic concepts and approaches to population problems in public health. It covers a wide spectrum of topics to include outbreak investigation, test properties, and study design. The course will provide understanding of disease and disease transmission, rates and proportions associated with different forms of outbreak, and epidemiological risk management methods and measures.

PBHE441 Comparative Public Health Systems (3 hours)
This course examines several countries' public health systems to uncover similarities and differences between and among them. Addressed in this pursuit are the political, economic, service, expense, and other major issues associated with the many different forms that public health takes around the world. Inherent in this course is the discussion of the various public health tradeoffs that are made in all societies based on limited resources and competitive priorities.

PBHE498 Senior Seminar in Public Health (3 hours)
This senior capstone course allows students majoring in public health to analyze specific program related issues and problems using the knowledge and understanding gained by completing the required courses in the program and a significant number of the major courses. This is a capstone course to be taken after all other Public Health courses have been satisfactorily completed. Student must have SENIOR standing to register.

Religion

RELS101 Introduction to the Study of Religion (3 hours)
This introductory course explores the basic nature of religion, both historical and contemporary, and familiarizes the student with a multidisciplinary approach to religious study. Students examine the importance of religious thought and expression from the viewpoints of both a participant and a critic.

RELS201 Introduction to World Religions (3 hours)
This course introduces the major religions of the world with attention to origin, history, beliefs and practices. The course provides a balanced consideration of both Eastern and Western religions. No force has influenced human life and civilization more than religion; no understanding of human affairs, on an individual scale or a global one, can succeed without comprehending it.

RELS202 Religion in America (3 hours)
This course examines the variety of ways in which religion is found in contemporary American experience. Course content focuses on the changes within traditional historical religions as well as new religious groups which have evolved within American society.

RELS211 Introduction to the Old Testament (3 hours)
This course acquaints students with the content and major themes of the Old Testament and familiarizes them with important contemporary scholarship which helps to illuminate the biblical documents. Course content explores the socio-political and religious forces that shape the thirty nine books of the Old Testament and examines the enduring significance of their diverse messages.

RELS212 Introduction to the New Testament (3 hours)
This course provides a detailed exploration of the historical and religious context, literary styles and theological themes of each of the twenty-seven books of the New Testament and offers an overview of current New Testament studies.

RELS311 Introduction to the Bible (3 hours)
This course explores the languages, canonization, organization and translation of the Bible. The genres of narrative, poetry, wisdom, law, prophecy, gospels, parables, letters, and apocalypse are analyzed in order to thoughtfully read the Bible without the aid of other reference works. This course is foundational to further Biblical study.

RELS314 Catholicism and the Modern World (3 hours)
This course examines the Catholic Church as a modern institution to include its political and social influences around the world, its primary leaders, its current doctrine, its organization, and the issues it faces for the future.

RELS321 Black Religion in America (3 hours)
This course examines black religious movements including the black church, black Jews, and the nation of Islam. Students will trace the history of black religious movements in America by starting with African-American religion as it was originally practiced in Africa, followed by the religion of the slaves, the beginning of the black church movement, and the de-Christianization of the black church by black Jews and by members of the nation of Islam.

RELS330 Religions of the Middle East (3 hours)
This course is a study of the three primary religions whose origins were in and which are still practiced in the Middle East: Judaism, Christianity, and Islam. For each religion, topics include history, culture, beliefs, scriptures and practices. Variations within the religions will be studied in context of their expression in the Middle East. In addition, the relationship of the three in the present day context will be studied as well the influence of the religions on political and social situations.

RELS350 Hinduism (3 hours)
This course introduces students to Hindu religious life with the primary focus being on the examination of some key concepts (such as dharma, samsara, atman, maya, moksha, artha, monism, and pantheism), along with an attempt to have a firm grasp of the meaning of religious ideas, symbols, and practices as related to the participants. Course topics include the disciplines (yogas) of devotion (bhakti), action (karma), knowledge (jnana), ethics, and the major schools of thought.

RELS351 Buddhism (3 hours)
This course is a study of Buddhism's major historical movements and cultural expressions. Students examine the origin and development of the teachings, rituals, and institutions of the Buddhist tradition in South Asia since the beginning of the common era to the present day. Course topics include the life and times of Siddhartha Gautama ("the Buddha"), implantation in East Asian societies of the various forms of Buddhism that developed in South Asia, development of new Buddhist "schools" in East Asia, relationships between Buddhism and the other religious traditions in East Asia, relationships between Buddhism and the State, early Buddhist community, popular Buddhist piety and social movements, development of the three main branches of the Buddhist tradition, and the role of women in Buddhism.

RELS352 Muhammad (3 hours)
The course examines the life and experience of Muhammad, the Spokesman of Allah, the Prophet of Allah, the Messenger of Allah, and Prophet of Islam. Course content includes the context of his role in a world religion and world politics and addresses the way Muhammad served as the ideal model for Muslim life, particularly in terms of being the Final Messenger, the Last Prophet.

RELS353 Islam (3 hours)
This course is an introduction to Islam - and its associated civilization - through readings, case studies, projects, and interaction within the classroom. Course content will examine the people and nations that practice this fascinating religion.

RELS405 Myth and Ritual (3 hours)
This course is a study of the role of myth and ritual in historical terms as well as modern myth and ritual developments. Students explore the influence of pervasive myths and rituals in society as they are infused throughout people and religious thought. Students will examine the continued influences of classical, religious and new myths in American popular culture and society today.

RELS411 Religious Existentialism (3 hours)
This course is a study of the set of philosophical ideals that emphasizes the existence of the human being, the lack of meaning and purpose in life, and the solitude of human existence. The course will cover the existentialist philosophy and its leading historical proponents.

RELS412 Religious Fundamentalism (3 hours)
The local and global significance of religious fundamentalism seems to be growing exponentially in recent times in terms of both media coverage and political influence. This course explores the historical development (i.e., trigger conditions), contemporary expressions, and potential forecast of fundamentalist movements across religious, socio-political ,and geographical boundaries.

RELS422 The Teachings of Jesus (3 hours)
Jesus Christ has impacted the world unlike any other person in history. Profound and multifaceted, Jesus' life and teachings are explored through the careful study of the history, culture, miracles and teachings presented in the four ancient Gospel accounts of Matthew, Mark, Luke and John.

RELS431 Islamic Law and Theology (3 hours)
This course is an introduction to the Islamic tradition with a focus on Islamic Law and Religious Ethics. Course content includes the Islamic ideas of obligation, justice, equality, and personal morality including an examination of the foundations of these ideas in scriptural and legal traditions.

RELS441 Modern and Contemporary Judaism (3 hours)
This course explores modern and contemporary Judaism. Students examine how Jewish traditions have adapted (or have not) within the context of modern society and study Jewish ideas and beliefs within the context of historical events and cultural trends.

RELS452 Religious Cults (3 hours)
This course examines religious cults that span specific times and religions. Its focus is on the causes of cult formulation, cult leadership, cult purpose, and cult interactions with the outside world. Course content also explores what is meant by the terms "cult," "new religious movement," and "alternative religion," using historical and contemporary examples to illustrate these ideas.

RELS480 Celtic Christianity (3 hours)
This course introduces the student to a unique period in the history and development of Christianity (4th through 9th centuries.) The Celtic lands were influenced by Christianity, yet remained somewhat apart from the mainstream religious views and effects. This course will explore the uniqueness of Celtic Christianity, both then and now, through its many aspects – spirituality, art, symbols, history, archaeology, music, writings, geography, education, influential individuals, saints, etc.

RELS498 Senior Seminar in Religion (3 hours)
This is a capstone course that explores contemporary issues and beliefs in religion and events of particular historical importance to the discipline. Course content includes the integration of a critical analysis of selected sacred scriptures, collection and review of religious adherents' expressions and experiences, and a synthesis of all research into a final written project. This is a capstone course to be taken after all other Religion courses have been satisfactorily completed. Student must have SENIOR standing to register.

Retail Management

RTMG150 Retail Organization Fundamentals (3 hours)
Students taking this course should not take MGMT201. Students will define the basics of retail management functions, principles and techniques found in today's marketplace. Students will also explore ideal characteristics and responsibilities of an effective department or store manager ranging from legal and safety scenarios to understanding the role and importance of logistics to various retail establishments. Embedded in this study of retail organization fundamentals is a focus on the individual as a contributor, their roles and responsibilities in the retail environment. While the organizational structure of a retail store may vary by the size and type of the business, most tasks involved with operating a retail business are similar. Some exceptions that are studied include the reality that small or independent retail stores may combine many sectors together under one division while larger stores create various divisions for each particular function along with many layers of management. A small specialty shop may have all of its employees under one category called Store Operations. A large department store may have a robust staff consisting of a manager, assistant manager and sales associates for its Sporting Goods department, Home and Garden, Bed and Bath, and each additional department. Students will have the opportunity to explore these variations.

RTMG200 Customer Relations (3 hours)
Students will receive an introduction to customer relations principles including the concepts and practices for delighting customers in ways that lead to effective customer satisfaction. Students will be introduced to the basics of customer relations functions, describe ideal characteristics of good customer relations, and apply them to individuals in both small and large retail organizations. Customer relations is the front line interface between an organization and its constituents. How customers are greeted and treated can influence decisions to do business with a particular retail enterprise. Effective customer relations strategies include effective listening, oral and written communication, analytical and problem solving skills, and teamwork based on the organization's commitment to meet customer needs while making customers feel welcome and valued. Customer service in this class is focused on applications and recognition of professional skills and culture required in a retail environment to provide outstanding customer service. Also included will be a discussion of impact that poor customer relations can have on company reputation, retail success, and sustainability of customer loyalty. Methods and approaches to addressing problems will be applied including management of conflicts when they occur.

RTMG201 Retail Inventory Management (3 hours)
Retail inventory management is a strategic factor in retail environment success. In this course, students review Retail inventory management processes and methods used to keep track of stock. These methods control ordering, shipping, receiving, tracking inventory, retail turn-over, and storage. Retail inventory management is a significant factor in managing a business' profits at a steady margin as well as reducing theft and loss of inventory. Many retail businesses lose money every year because they do not have a successful inventory management system in place. Students will review the following functions for a retail business: tracking and managing the inventory for the business to keep up with store markdowns; evaluating how well groups of products perform in sales; provides analysis for comparison shopping with competitors; collecting data on the sales and inventory of individual stores using SKU; and methods to accurately review inventory. Students will distinguish between large and small retail organizations and variations in inventory management based upon the nature of the inventory (perishable, seasonal, fashion, etc.). An analysis of skills, tools, and resources required for effective inventory management will be reviewed as well as strategies for keeping inventory current and ways to identify and mitigate inventory management challenges and risks in order to support retail organization profitability.

RTMG202 Risk Management (3 hours)
This course enables students to identify, define, and explain risk situations and to develop management concepts, techniques and processes and understand from a company perspective the impact of safety and compliance policies. To understand risk management students will examine risk management origins and trends from an insurance perspective in retail and develop skills in interpreting the impact that unresolved risk management issues can have on compliance, safety and the bottom line. Risk management is about insurance and developing policies to mitigate risk. This strategic focus and its application are covered in this class.

RTMG203 Commercial Safety (3 hours)
Students will define the commercial safety environment and extrapolate various trends in commercial safety to include strategies and characteristics of a safe work environment and ways to mitigate potential safety risks. Students will review and analyze case studies and scenarios about employee safety policies and practices and examine the manager's role to drive safety compliance in order to sustain brand image. In addition, they will examine team safety training and understand practices that emphasize the importance of individual compliance. Students will identify how to establish a corporate safety structure and define and explain the characteristics of an effective commercial safety training system. Finally, an examination of best practices to protect employees and to drive continuous improvement in safety practices will be conducted by students.

RTMG204 Finance Fundamentals (3 hours)
During this course, students will develop a basic vocabulary and application of finance functions and principles. Students will describe the importance of knowing retail based calculations such as retail pricing, markup, and gross profit. They will relate the concepts of retail math (initial margin, markdown, shrinkage, gross profit dollars, and percents) to finance and to the overall business success of the retail enterprise. They will define and apply ending inventory, retail cost, cost compliment, net profit, net sales, controllable expense, and non-controllable expense. Students will examine how retail finance can be applied to products and services in a wide variety of situations and how to review a project and evaluate the financial situation.

RTMG220 Retail Asset Protection (3 hours)
This course is an overview of the principles and issues in business asset protection. Students examine the challenges embodied in various aspects of physical, personnel, and information security. Principles of loss prevention and the protection of assets are also considered. The functions, operations, processes, and tools of security management are explored to ensure the student has a broad understanding of asset protection and its current role in business operations.

RTMG221 Retail Photo Operations (3 hours)
Students will define the basics of retail photo operations, principles, and techniques found in today's marketplace. Students will learn how to present the photo department to customers as well as the details of the supporting photo center operations. Students will learn the current types of photographic equipment, how to maintain inventory, and account for financial transactions. In addition, students will learn what advanced techniques are now available and be able to distinguish the differences from older film products. While the organizational structure of a retail store photo operation may vary by the size and type of the business, most tasks involved with operating a retail photo center are similar. Comparisons will be made to the advantages of a small specialty shop versus a department a in large retail operation. Students will have the opportunity to explore these variations.

RTMG295 Retail Management Seminar (3 hours)
This course is a culminating course for the Associate of Arts in Retail Management. It is designed to allow the student to review, analyze, and integrate the work the student has completed toward a degree in Retail Management. The student will complete an approved academic project or paper that demonstrates a grasp of management study. This is a culminating course to be taken after all other Associate of Arts in Retail Management courses have been satisfactorily completed. Student must have SOPHOMORE standing to register. This course is to be taken the LAST course in the A.A. in Management program.

RTMG300 Retail Strategy (3 hours)
Students in this course will use analytical techniques for diagnosing the competitive position of retail focused strategy and to discover specific retail options. They will discover the strategic perspectives of retail management by examining essential concepts in the retailing industry, determining and calculating how retail businesses increase returns, and determining ways they create economic value for owners and stakeholders. Students will contrast how today's managers assess and implement strategies and apply planning used by successful retailers. They will explore the retailer's role in society providing insights as to how consumers behave as shoppers, what retailers do to create demand as well as their role in satisfying customer demands. In addition, students will discuss strategy from the perspective of planning for success as well as identifying challenges and problems that occur when retailers do not react to rapid changes in the marketplace to remain competitive and meet the ever-changing demands of the consumer.

RTMG301 Retail Innovation (3 hours)
Retail innovation is a new or significantly improved service concept that is taken into practice. It includes examples such as new customer interaction channels, a distribution system, a technological concept, or a combination of them. A service innovation always includes replicable elements that can be identified and systematically reproduced in other cases or environments. The replicable element can be the service outcome or the service process as such or a part of them. Innovation benefits both the service producer and customers and it improves its developer's competitive edge. Retail innovation is a service product or service process that is based on some technology or systematic method. In retail however, the innovation does not necessarily relate to the novelty of the technology itself but the innovation often lies in the non-technological areas. Retail innovations can for instance be new solutions in the customer interface, new distribution methods, novel applications of technology in the service process, new forms of operation with the supply chain, or new ways to organize and manage services. The course provides a study of how retailers must continually review and introduce innovational concepts to remain competitive and explore how patterns change in markets creating both opportunities and threats to retailers.

RTMG302 Retail Operations (3 hours)
Retail Operations involves managing the day-to-day functions of retail establishments like department stores, grocery stores, and specialty shops. This course is concerned with the formulation and analysis of these operations and the policies that collectively determine how a retail oriented business positions itself to increase its returns and create economic value for its owners and stakeholders. Students will be introduced to analytical techniques for diagnosing the competitive position of retail focused strategy, and identifying and analyzing specific retail operation options (consisting of such things as the sale of goods or merchandise from a fixed location, a department store or kiosk, or by post, in small or individual lots for direct consumption by the purchaser. Students will cover the functions and applications of various retail operations theory and the needs of today's managers in assessing and implementing retail operations used in the supporting functions in the workplace.

RTMG303 Retail Merchandising Operations (3 hours)
Students in this course will review retail merchandising operations. Retail selling effort is the principal task of in-store sales personnel through the use of promotions designed by a manufacturer such as unique displays, giveaways, or discount and premium offers. In this case, merchandising is the act of managing and arranging the merchandise on display in a store so as to promote its sale. Its importance in a competitive market to include the relationship between retail merchandising operations and corporate profitability will be examined. Students will discover the various retail merchandising operations including planning, organizing, staffing, directing, leading, and controlling as well as analyzing the competitive market and how the many different concepts of retail merchandising operations are needed for today's managers to continue to increase profits for their shareholders. Students will discover how today's competitive and global organizations utilize techniques and resources to succeed and remain profitable.

RTMG390 Walmart Facility Manager Integration Course (3 hours)
This course is only for Walmart Store Managers, Walmart Market Managers or Sam's Club Managers either currently serving or those having served in the past as validated on their Career Portfolio. It is designed to integrate theories, literature, and practice in the areas of public speaking, ethics, communication, strategic management, retail strategy, operations and merchandising, consumer behavior, talent management, and risk management. Competency based assessment of job learning demonstrates that students taking this course have inherent practical and applied knowledge in all of these areas. The course will provide coverage in gaps in theories and discipline specific literature. On successful completion of this course, students will be awarded transfer credit for the designated courses for their position in the subject areas above.

RTMG391 Wal Mart Buyer Integration Seminar (3 hours)
This 16 week course is only for WalMart Buyer's or Sam's Club Buyer's either currently serving or those having served in the past as validated on their Career Portfolio. It is designed to integrate theories, literature and practice in the areas of public speaking, communication, strategic management, retail strategy, consumer behavior, retail operations, retail merchandising operations' customer relations, and finance fundamentals. Competency based assessment of job learning demonstrates that students taking this course have inherent practical and applied knowledge in all of these areas. The course will provide coverage in gaps in theories and discipline specific literature. On successful completion of this course, students will be awarded transfer credit for the designated courses for their position in the subject areas above.

RTMG495 Senior Seminar in Retail Management (3 hours)
This course is a capstone course designed to allow the student to review, analyze, and integrate the work the student has completed toward a degree in Retail Management. The student will complete an approved academic project or paper that demonstrates mastery of retail management studies. This is a capstone course to be taken after all other core courses have been satisfactorily completed. Student must have SENIOR standing to register.

RTMG499 Independent Study Retail Management (3 hours)

Reverse Logistics Management

RLMT301 Introduction to Reverse Logistics Management (3 hours)
This course provides students with a systems-centric view to explore what is seen as today's wide range of practices in reverse logistics applications in manufacturing, retail, and in the military. It includes the many definitions related to reverse logistics, the different scope, practices, procedures, and processes of reverse logistics as compared to forward logistics. It explores the various dilemmas practitioners face in designing a reverse logistics system. A practitioner approach is used to explore and examine the management functions and the interrelationships among the components of reverse operational logistics are provided. This course is intended for students and professionals working in reverse logistics, retail business management, general management, transportation management, supply chain management, and corporate and military decision makers.

RLMT302 Environmental Issues in Reverse Logistics (3 hours)
This course provides students with an overview of sustainment of materials recovered from waste management programs. Students will study environmental regulations and their impact on company's plans to dispose of unused or waste materials into landfills or recycling programs. Students will gain a perspective on how reverse logistics can work to improve the environment to help increase the value of the company's products and increase revenue in the process. The student will evaluate the direct and indirect impact of reverse logistics operations and the impact on the local and regional and world environment. The "green" movement will be explored as a competitive advantage. The student will study various recycling processes for various products from automotive to clothing to food and beverages.

RLMT303 Technology in Reverse Logistics (3 hours)
This course provides students with a systems-centric view to explore how tracking and tracing technology such as GPS, bar codes, and Radio Frequency Identification (RFID) tags can be used in reverse logistics operations for returns, recalls, recycling, and waste management. Case studies of today's best practices in reverse logistics technology used in manufacturing, retail and in the military will be studied and discussed. Packaging technology and the growth of new types of packages to reduce waste will be examined. A comparison will be conducted on how different technology is used in processes of reverse logistics as compared to forward logistics. A practitioner approach is used to explore and examine the management functions and the interrelationships regarding the use of technology to capture data for products flowing in the reverse logistics system. Data synchronization and the issues of interfacing legacy software systems or information technology systems will be explored. This course is intended for students and professionals working in reverse logistics, retail business management, general management, transportation management, supply chain management, and corporate and military decision makers.

RLMT304 Reverse Logistics Policies and Procedures (3 hours)
This course demonstrates the 21st century importance of strategic reverse logistics planning in contributing to corporate profits, customer service enhancements leading to higher sales, and a marketing weapon to gain sustainable competitive advantage. The importance of moving information becomes equal to the movement of goods but is different when working in forward logistics compared to reverse logistics operations. Federal and state regulations regarding waste management and the handling of recycled materials will be examined. Managerial perspectives are offered on aligning corporate planning, technology, financial controls and reverse logistics performance measurement. Students will also gain an overview on the interaction among stakeholders in the public and private sectors in aligning public policy with global uncertainties when implementing reverse logistics operations.

RLMT305 Cost and Benefit Analysis of Reverse Logistics (3 hours)
This course provides students with a systems-centric view to explore the financial management components needed to develop best practices in reverse logistics applications in manufacturing, retail and in the military. A systems view of total life cycle cost will be calculated and compared to the benefits or value added by incorporating a reverse logistics process to manufacturing and retail operations. Students will analyze a potential reverse logistics case study to determine the short and long term financial implications to the company and to the environment. The student will examine how to define the problem and the core assumptions that define the problem space. This course is intended for students and professionals working in an organization that uses or is considering using reverse logistics.

RLMT306 Green Logistics Programs and Issues (3 hours)
This course provides students with an understanding of sustainability and environmental issues and programs for today's logistics and supply chain manager. Students will examine recycling activities of several corporations and examine "green" technology initiatives from using energy-efficient lighting to using wind and solar power. Legislation and regulations will be examined and discussed that place boundaries on greenhouse gases in manufacturing and in retail operations. International impacts on U.S. policies and programs, such as Cap-and-Trade will be examined in relationship to similar programs in other countries. The definition and potential impact of global climate change will be discussed. The student will examine how different manufacturing and distribution companies are complying or not with the Carbon Footprint concerns.

RLMT307 Food and Beverage Reverse Logistics (3 hours)
This course provides students with a systems-centric view to explore what is seen as today's best practices in reverse logistics applications to the food production and distribution industry as well as the beverage industry. The student will study new container and packaging designs, such as the TEDSBOX, to help eliminate the spoilage factor of food and beverage movement in a reverse logistics operation. The issue of food and beverage is complex with many solutions from retail grocery giants. How to process returned food and beverage items will be explored and options discussed. Field survey of a grocery store or commissary near the student will be encouraged in order to obtain the unique language used in each type of retail store. Recycled food and beverage items will be examined in order to reprocess basic ingredients, such as sugar, to be resold in the marketplace next to virgin sugar. This course is intended for students and professionals working in manufacturing and retail reverse logistic who are concerned with returns and unsalable products.

RLMT308 Consumer Electronics Reverse Logistics (3 hours)
This course provides students with a systems-centric view to explore what is seen as today's best practices in reverse logistics applications to consumer electronic (e.g., cell phones, TVs, iPad, laptops, etc.) production and distribution industry. The issue of e-waste will be explored as part of the environmental impact on people. Case studies of e-waste will be discussed along with policies and procedures for curbing environmental impacts. The issue of consumer electronic returns and recycling is complex with many solutions from major computer manufacturers and retailers. How to process returned consumer electronic items will be explored and options discussed. Recycled electronic parts such as precious metals will be examined in order to reprocess these basic components, such as computer chips or special wiring, to be resold in the marketplace next to original raw or processed materials. This course is intended for students and professionals working in manufacturing and retail reverse logistics and policy makers who are concerned with returns and consumer electronic products.

RLMT309 Reverse Logistics Management and Operations (3 hours)
This course provides students with an overview of today's best practices in reverse logistics applications in manufacturing, retail, and in the military. It includes the nature, scope, practices, procedures, and processes of adding a reverse logistics operations center to a forward logistics supply chain. A practitioner approach is used to explore and examine the management functions and the interrelationships among the components of reverse operational logistics are provided. Case studies of Central Returns Centers are examined and core assumptions derived to help define the steps to follow in setting up a Central Returns Center. This course is intended for students and professionals working in logistics, retail business management, general management, transportation management, supply chain management, and corporate and military decision makers.

RLMT310 Hazardous Materials Handling in Reverse Logistics (3 hours)
This course focuses on the organizational use of hazardous materials, including the Environmental, Health, and Safety (EHS) impact of their use on the organization engaged in reverse logistics operations such as waste management, recycling, and returns management. Issues raised include the overall economic, social, and environmental costs of chemical and electronic parts usage. Emphasis is on actively reducing chemical use, chemical wastes, and toxic metals from consumer electronic equipment. A set of industrial applications will be used as an informal standard to create a working model adaptable to any organizational entity considering reverse operations. Full life cycle management is emphasized and the relationship between daily operations and compliance training will be examined for a reverse logistics operation. This course is also a study of the managerial and social issues associated with hazardous materials consumption as a result of returns, recycling, and waste management of products.

RLMT311 Reverse Logistics Economics (3 hours)
This course provides the student with a coherent and integrated framework for understanding aggregate reverse logistics activity based on micro and macro-economic principles. The student is presented examples and case studies to examine reverse logistics activities in the United States. Students will discuss and provide their own evaluation of key variables including patterns of demand, to be considered in generating or creating reverse logistics value and costs. Overall, this course balances traditional transportation and logistics economics theory with real-world reverse logistics demands. Topics that are discussed and analyzed include reverse logistics regulations, tariffs on moving goods across borders, the impact of interstate commercial policy on past and emerging reverse movement of goods and services policies, international trade barriers and benefits, reverse logistics impact on exchange rates, and how to view investment strategies that impact customer service in manufacturing and retail industries.

RLMT400 Recalls Best Practices and Issues (3 hours)
This course provides students with a systems-centric view to explore what is seen as today's best practices in product recalls in manufacturing and retail. There appears to be no one standard set of practices or steps to follow for recalls. Each time a recall is voluntary or is issued by a company or the government, different procedures seem to be followed. This course will examine case studies of recalls from the food and beverage industry, consumer electronics, automotive, toys, and home appliances and furniture. The student will examine these cases to discover a set of procedures or steps that are common and those that are unique. This course is intended for students and professionals working in reverse logistics, retail business management, general management, transportation management, supply chain management, and corporate and military decision makers.

RLMT401 Reverse Logistics Data and Security Resilience (3 hours)
This course provides students with a data-centric view to explore what is seen as today's best practices in capturing and securing reverse logistics data. Students will study why there is a need to manage excess inventory, why outsourcing this process may be profitable, how and why to access secondary markets for products, and how best to record and track the data for returns. The student will study methods of preventing products from entering the reverse logistics chain and one method of managing such a process. However, when the product does enter the reverse logistics process, the data capture at the entry point and along that chain become an expense if not properly managed and synchronized with data from the forward supply chain. The student will examine the role of 3PL in reverse logistics, the impact of distressed and fake merchandise, and how they contribute to the triple bottom line of the company. A practitioner approach is used to explore and examine the management functions and the interrelationships among the components of reverse operational logistics. This course is intended for students and professionals working in returns logistics, retail business management, general management, transportation management, supply chain management, and corporate and military decision makers.

RLMT402 International Reverse Logistics (3 hours)
This course is a case study approach to understanding how reverse logistics is implemented in the U.S., Europe, South America and Asia. Each geographic area will be explored following one type of product. The student will explore and discover the different cultural, economic , political and procedural barriers that are common from internal and external company factors. Transaction cost economics will be used to define the different approaches used by these countries. Problems encountered in each country as reverse logistics applications are implemented will be discussed. Students will learn how reverse logistics concepts are viewed in different countries.

RLMT495 Senior Seminar in Reverse Logistics Management (3 hours)
This course allows students majoring in Reverse Logistics Management (RLM) to analyze specific issues of defining the various components of reverse logistics operations both domestically and internationally. This course will provide students with the opportunity to complete an approved academic research project that demonstrates knowledge of a selected applications area in reverse logistics management. The project, chosen on a specific topic, will be completed by each student in the course.

Science

GEOG101 Introduction to Geography (3 hours)
This course is a basic overview of the Geographer's study of the location and distribution of features on the Earth's surface. These features are both natural and man-made, both physically and culturally determined. The relationship of people and place is central to an understanding of human history, contemporary events, and possible global futures. As an introductory course it covers the whole globe and all its greatest geographic features and relationships. This dictates that the approach is broad and not too deep. However, knowledge of the Geographer's art will enable students to delve as deeply as their interest and energy will allow, into the dynamic spatial realities that surround them.

GEOG103 Physical Geography (3 hours)
Physical Geography includes the study of processes of the atmosphere, hydrosphere, lithosphere, and biosphere. Specific topics include maps and map reading, temperature cycles, storms formation, plate tectonic theory, structures of volcanoes, flooding, coastline formation, glaciations, ice ages, and the distribution of plants and animals on the planet. This course is an excellent choice for anyone with interest in environmental studies, natural hazards, and the science behind earth processes.

GEOG200 Fundamentals of Geographic Information Systems I (3 hours)
The term "Geographic Information System" refers to the synthesis of information (data), software, and hardware for the express purpose of better understanding the world in which we live. Data are collected and managed within this system, and are ultimately used to question, analyze, and interpret patterns that occur throughout physical space. The interaction between different types of data reveal patterns and relationships that are not otherwise readily detectable. This course will provide students with the theoretical concepts necessary for advancement in the field of GIS and further enhance their experience in a wide range of multidisciplinary endeavors.

GEOG201 Fundamentals of Geographic Information Systems II (3 hours)
This course builds upon principles covered in Fundamentals of GIS I and will provide students an emphasis of hands-on Geographic Information Systems (GIS) experience while solidifying the foundation of the concepts learned in Fundamentals of GIS I. The objectives of this course are to begin establishing a solid foundation in the operation of GIS systems and to teach organizational skills needed for successful GIS project management. Overall this course prepares the student for learning beginning and intermediate functional applications of GIS as well as spatial data analysis.

GEOG307 Modern Military Geography (3 hours)
Warfare is inherently spatial in nature. People strive for the control of places using military art and science. The geographer's study of the location and distribution of features on the Earth's surface is central to this endeavor. These features are both natural and man-made, both physically and culturally determined. The effects of geographic factors on the planning, preparation, and conduct of military operations are the focus of this course.

SCIN130 Introduction to Biology with Lab (4 hours)
This course introduces students to the biological systems within their associated environments. The course furnishes an understanding of biological principles and the properties of life. Topics covered in this course include the structure and function of plants and animals, cell biology principles, genetics, reproduction, development and growth, biological diversity, principles of evolution, and interactions among organisms and with their environment. Online laboratory experiences are incorporated which are designed to correspond to, complement, and reinforce the concepts presented in the assigned reading material. The lab involves study through interactive simulations, videos, and animations which will be provided to the student in the form of exercises provided throughout the semester.

SCIN131 Introduction to Chemistry with Lab (4 hours)
This course introduces students to the principles of basic chemistry, the terminology, methodology, and world view of chemistry and the practical application to everyday living. Students will attain knowledge of chemical concepts, the environment and atmosphere, material and energy resources, and environmental pollution (including air, water, and soil). The Chemistry lab is designed for students in the sciences to learn how to make qualitative and quantitative observations about physical and chemical phenomena, to make calculations, and to test out their own reasoning. Students will acquire skills in laboratory techniques and study through interactive simulation laboratories designed to help reinforce and build upon the concepts presented in the lecture portion of the class.

SCIN132 Introduction to Human Anatomy & Physiology with Lab (4 hours)
This course introduces students to the fundamental principles associated with the structure and function of the human body. The course will begin with a general introduction to anatomy and physiology, an overview of organic chemistry, and a study of cellular and tissue structure and function and then move on to survey each of the following 11 organ systems of the human body: integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive. Online laboratory experiences and exercises are incorporated, which will provide the student with a deeper and practical understanding of the basic principles of human anatomy and physiology by using laboratory simulation software.

SCIN133 Introduction to Physics with Lab (4 hours)
This course offers an introduction to classical physics for nonscientists. Students will learn to apply Newtonian principles to the fundamental topics of motion, gravitation, momentum, work and energy, heat, wave behavior, sound and light, electricity, and magnetism. Basic algebra is used to demonstrate how mathematics can describe and predict the real-world behavior of objects, from electrons to planets. Students will be expected to relate physics principles to their daily lives. The Physics lab teaches students how to take measurements and make observations about physical phenomena, make calculations, and test out their own reasoning. Topics covered in this lab course range from motion to magnetism. This course also involves study through interactive simulation laboratories designed to help reinforce and build upon the concepts presented in the lecture portion of the course.

SCIN134 Introduction to Astronomy with Lab (4 hours)
This course will introduce students to the wonders of the universe. Topics will include deciphering the motions of objects in the sky, learning how astronomers decode the light coming to us from distant objects, exploring the Earth and other bodies in our solar system, and investigating the properties and structure of stars, galaxies, and the universe itself. Students will be encouraged to develop conceptual understanding of these topics beyond memorization of facts. In the laboratory component, students will engage in astronomical inquiry using online tools to learn how astronomers work: by asking research questions, collecting data, and defending evidence-based conclusions. While the course is conceptual in nature, students should expect to use some mathematics. Completion of at least college algebra prior to taking this course is highly recommended.

SCIN135 Introduction to Forestry with Lab (4 hours)
This course will examine basic forestry definitions, historical factors in U.S. forest history, forest flora and fauna, forest management, the relationship between forest resources and human uses, and case studies. The Forestry lab provides students with hands-on application of forestry principles with or without having access to forest resources. The course will involve learning techniques for measuring forest resources, identification procedures for soils, trees, and climate, and research techniques of current forestry concerns such as urban forestry and deforestation. If the student has access to forested areas, he or she will be able to conduct research in the field; however, if the student is located in a non-forested area, all necessary data will be available online.

SCIN136 Introduction to Oceanography with Lab (4 hours)
This course covers the principles of oceanography for students who are nonscientists. It introduces oceanographic terminology, research methodology, and the major concepts of physical, geological, chemical, and biological oceanographic systems. Students will become familiar with the scientific method and specific aspects of the ocean by focusing on problems involving, for example, icebergs, acoustics, pollution, fisheries, ship routing, and offshore minerals exploration. Laboratory exercises based on real-world data allow the student to apply oceanographic principles to real-world questions or problems and to practice data visualization, data analysis, multimedia integration, technology literacy, and transferable technology skills.

SCIN137 Introduction to Meteorology with Lab (4 hours)
Introduction to Meteorology covers the fundamental principles governing the behavior of our atmosphere and the duties and methods of the professional meteorologist. Students will gain insight into the exciting discipline of meteorology, discussing topics such as cloud formation, movement in the atmosphere, thunderstorms, tornadoes, meteorological satellites, and climate change. The Meteorology laboratory will take the student deeper into the aspects of our weather through the study and exploration of our atmosphere via online interactive modules prepared by professional meteorologists. Topics to be discussed range from hurricane formation and the impacts of extreme weather to forecasting local weather and toxic pollution. The online laboratory modules increase the student's awareness of our planet through hands-on activities.

SCIN138 Introduction to Physical Geology with Lab (4 hours)
Geology encompasses the study of our planet and students in this course will explore how it formed, the nature of its interior, the materials of which it is composed, landforms, earthquakes and volcanoes, geologic resources, and geologic history. Current events that students learn about in the news, ranging from volcanic eruptions, earthquakes, landslides, and more will fit into a larger picture of how Earth works and why such things happen. The Geology lab provides students with a laboratory manual, 36 rock and mineral samples, a topographic map, and other tools to give students a hands-on opportunity to explore geologic concepts covered in the lecture portion of the course as well as virtual field trips related to the geologic sciences.

SCIN139 Introduction to Human Ecology with Lab (4 hours)
This course is an introduction to the terminology, methodology, and general topics of human ecology. It provides a survey of the linkages between human populations and the ecological and environmental niches in which we live. Course material will center on core human ecological elements of diet, disease, demography, and development. Specific topical material will include ecological concepts, demographics, population growth, fertility rates, food energy, health, and diseases. Investigations are framed within the framework of human-environment interactions. The Human Ecology lab provides students with hands-on application of basic human ecological research principles. The student will be guided in areas of qualitative and quantitative data collection, investigations into human-environment relationships regarding health and environment, and human-environment investigations through survey creation and assessment.

SCIN140 Introduction to Environmental Science with Lab (4 hours)
This course will give students the opportunity to learn and connect with the central issues of environmental science. This is a course primarily for the non-scientist. The basic concepts of ecology, geography, chemistry, economics, ethics, policy, and many other disciplines will be used to examine the overarching role that humans play in our planet's environmental problems and successes. The laboratory exercises will allow students to use hands-on, field, and/or Internet resources to collect and evaluate qualitative and quantitative data regarding the human-environment relationship. Lifestyle examination, ethical considerations, and critical analysis of individual contributions to local and global impacts in regards to environmental sustainability will be emphasized in the laboratory portion of this course.

SCIN202 Introduction to Microbiology (3 hours)
Introduction to Microbiology includes the study of the history of microbiology as well as the fundamentals of microbe staining, culture, and growth. We will also focus on sterilization, disinfection and antimicrobial therapies that help to keep microbes in check. Finally, we will focus on microbial infections of the skin, eyes, and wounds as well as the urogenital, respiratory, oral gastrointestinal, and nervous systems.

SCIN206 Marine Biology (3 hours)
This course covers key principles and topics in oceanography and marine biology. It is focused on applied problems; it will use problems involving the basic biology of organisms, taxonomy, marine ecosystems, pollution, fisheries, aquaculture, and sustainable marine resources to investigate topics in marine biology. A working knowledge of the material in Introduction to Biology and Introduction to Oceanography will be assumed.

SCIN210 Introduction to Human Genetics (3 hours)
This course is an introduction to the basic principles of human genetics and heredity. Students will investigate both classical Mendelian genetics and modern molecular genetics. Topics include the transmission of genes from one generation to the next, the molecular structure of genes, the regulation of gene expression, genes and cancer, genetic technology, genetically modified foods, gene therapy and population genetics. The course is designed for all students interested in human genetics, the application of genetic principles, and genetic technology. (Prerequisite: SCIN130).

SCIN211 Principles of Genetics (4 hours)
This course is an introduction to the basic principles of human genetics and heredity. Students will investigate both classical Mendelian genetics and modern molecular genetics. Topics include the transmission of genes from one generation to the next, the molecular structure of genes, the regulation of gene expression, genes and cancer, genetic technology, genetically modified foods, gene therapy and population genetics. The course is designed for all students interested in human genetics, the application of genetic principles, and genetic technology. (Prerequisite SCIN130).

SCIN230 Hazardous Weather (3 hours)
Hazardous Weather takes an in-depth look at the many types of severe weather that impacts day to day life. Students will cover review the basics of meteorology and look at topics such as severe weather and tornadoes, hurricanes, winter weather, and fire weather. The course will focus on the "ingredients" that create these severe weather events as well as the tools necessary to diagnose current weather and forecasts. Students will finish this course with knowledge of data sources and interpretation of weather information.

SCIN233 Physics I with Lab (4 hours)
This fundamental Physics course is the first of two courses that examine basic Physics using Calculus techniques. Topics include Mechanics, Fluids, Oscillations, Waves, Temperature, Heat, and Thermodynamics. Calculus I should be taken prior to or concurrent with this course. The course involves study through interactive simulation laboratories designed to help reinforce and build upon the concepts presented in the lectures. (Prerequisite MATH225).

SCIN234 Physics II with Lab (4 hours)
This fundamental physics course is the second of two courses that examine basic physics using Calculus techniques. The course covers Electric Forces and Fields, Electric Currents and Circuits, Magnetic Forces and Fields, Electromagnetic Induction, Alternating Current, Electromagnetic Waves, Reflection and Refraction of Light, Optical Instruments, Interference and Diffraction, and an Introduction to Quantum and Particle Physics. Calculus I and Physics I should be taken prior to this course. Calculus II should be taken prior to or concurrent with this course. (Prequisite SCIN233 and MATH226).

SCIN260 Introduction to Planetary Science (3 hours)
This course is a tour of the planets and moons of the solar system and an introduction to their internal structures, atmospheres, and surface features. Processes that form planets and act continually to change them (e.g., earthquakes, volcanoes, giant impacts) are discussed as are comets, asteroids, rings, and life. Information gained from spacecraft missions is highlighted.

SCIN261 Introduction to Planetary Science (4 hours)
This course is a tour of the planets and moons of the solar system and an introduction to their internal structures, atmospheres, and surface features. Processes that form planets and act continually to change them (e.g., earthquakes, volcanoes, giant impacts) are discussed as are comets, asteroids, rings, and life. Information gained from spacecraft missions is highlighted.

SCIN262 Cosmology: The Past, Present, and Future of the Universe (3 hours)
This course covers what we know so far about the formation and structure of our universe. It will lead us back in time and out into deep space. By the end of the course, students will have a good overview of what we know, how we know it, and what big questions are still unanswered. Topics will include the history of cosmology, the Big Bang, the expansion of the universe, dark matter, dark energy, and ideas about what is in store for the future. A working knowledge of the material in Introduction to Astronomy, Introduction to Physics, Algebra, and Trigonometry will be assumed.

SCIN310 Vertebrate Zoology (3 hours)
The origin, diversity, and adaptations of the vertebrates. Phylogenetic systematics (cladistics) will be used as the basis for determining evolutionary relationships of organisms. Monophyletic groupings provide a framework for examining behavior, physiology, and ecology in an explicit evolutionary context. Vertebrates common to North America will be emphasized.

SCIN311 Fishery Biology (3 hours)
This course will present the principles and methods used in studying the biology of fishes, the ecological requirements of freshwater and anadromous fishes, and the principles and practices in sport fishery management. Students will participate in case studies and critically analyze existing fisheries management plans to ascertain their effectiveness and scientific validity. This course will also emphasize the value of collaboration in effective fisheries management.

SCIN314 Botany (3 hours)
An introduction to the structure, processes, and reproduction of higher plants with an emphasis on flowering plants. This course will use an integrative approach to examine the relationships between structure and function, diversity, and evolution. (Prerequisite SCIN130 Introduction to Biology with Lab).

SCIN316 Plant Identification, Taxonomy, and Systematics (3 hours)
An introduction to classification and evolution of vascular plants, with emphasis on flowering plants (angiosperms). This course will use structural terminology, characteristics of major plant families, and systematics. Student will use taxonomic keys, floras, and manuals for species identification. For students to be successful, Introduction to Botany is strongly recommended as a prerequisite to this course.

SCIN360 Advanced Human Anatomy and Physiology (3 hours)
This course is custom-designed for the student with little or no science background who wishes to go into or improve his or her understanding of the body as to sports or any of the allied health fields. The emphasis is on how the body is constructed and how it operates, with special applications to the maintenance and improvement of health and fitness. Therefore, it is not "overly detailed" as other courses that are taken by medical students; rather, it is a course that will help you understand your own body and why it acts and reacts the way it does to both internal and external stimuli. (Prerequisite: SCIN132).

SCIN401 Mammalogy (3 hours)
The goal of this course is to introduce students to the biology of the class Mammalia. The course will include a survey of the origins, evolution, diversity, and adaptations of mammals to diverse environments. Topics include taxonomy, reproduction, sensory perception, herbivory, population cycles, and behavior. Students will use case studies to apply the concepts of mammalogy to broader problems of species management, biodiversity, and the effects of development and habitat fragmentation on mammals.

SCIN402 Ornithology (3 hours)
Ornithology is the study of the anatomy, physiology, and behavior of birds. In this course, students will integrate ornithological study with the principles of bird conservation and management. Students will learn to identify birds by sight and call and will learn the names of the major orders and families of birds throughout the world. Due to the scientific complexity of the material presented, it is recommended that students complete introductory biology prior to taking this course.

SCIN403 Plant Science (3 hours)
This course will provide an overview of plant growth and development as it applies to the disciplines of agriculture, forestry, and horticulture. Topics presented will include plant production for food, fiber and fuel, the influence of soils on crops and plant propagation, biotechnology applications, pesticide use, impacts of insects and disease, the influence of genetically modified plants on agriculture, invasive species management, and the implementation of sustainable practices in agricultural and forestry operations. To be successful, Introduction to Botany is strongly recommended as a prerequisite to this course.

Security Management

SCMT319 Global Terrorism (3 hours)
This course examines various elements and aspects of International and Domestic Terrorism. Students explore the cultural and ideological philosophies as well as the social, economic, political, and religious conditions of select states, groups, and individuals that comprise the phenomena of terrorism. By examining the historical and contemporary aspects of terrorism students develop a working knowledge of the current Global War on Terror and are better prepared to comprehend terrorist motives and ideologies. Topics include: History and Development, Types of Terrorism, Conventional and Unconventional terrorist tactics, the Media's impact on terrorism including the U.S. Counterterrorism Policies. Particular attention is addressed to the Al-Qaeda terrorist network.

SCMT370 Principles and Theory of Security Issues (3 hours)
This course is an overview of the principles and issues in business and organizational security management. It reviews the classical management functions including the role of the Chief Security Officer and the principles of organizing the security function. It assesses the traditional management theories and concepts of planning, staffing, and span of control as they are applied to the organization. Students examine the challenges embodied in various aspects of physical, personnel, and information security. Principles of loss prevention and the protection of assets are also considered. The history, legal foundations, functions, operations, processes, and tools of security management are explored to ensure the student has a broad understanding of security management and its current role in government and business operations.

SCMT371 Legal and Ethical Issues in Security Management (3 hours)
This course assesses legal and ethical issues that inevitably affect security managers. It examines dimensions of security management including pertinent points of civil and criminal law, personnel law and obligations, negotiations, contract management, constitutional rights of individuals, legal compliance, liability, ethical standards and dilemmas, and decision-making.

SCMT373 Evaluation of Security Programs (3 hours)
This course explores industry standards, practices, and methods of determining the adequacy of security management programs. It reviews the interplay of management structures, functions, and processes as well as proper procedures for conducting physical security analyses and evaluations. The course examines the principles of operating technology-centered programs for the protection of assets.

SCMT374 Contemporary Issues in Security Management (3 hours)
This course focuses on the contemporary issues of security management such as substance abuse, violence, ideologies, adjudication and reconsideration reviews, security countermeasures, case management, use of examinations such as polygraphs, report writing, international commercial sales, and media relations. It also addresses the security manager's role in personnel management, security planning, organizational communication, recruitment, retention, training and development, and management of contracts as well as examines techniques and tools that help security managers understand bias, educate, and shift attitudes of employees towards more proactive security practices.

SCMT379 School and Campus Security (3 hours)
This course applies case studies, government reports, and best practices to the practical management of the campus and school security. Topics covered include the nature of campus and school criminality, risk analysis, countermeasure development, crisis management planning, staff awareness and training, proactive protective intelligence, and critical incident recovery.

SCMT390 Security Administration (3 hours)
This course focuses on principles and practices that security managers can put to immediate use. The bedrock requirements of effective organization, staff selection, and daily operating procedures are emphasized over abstract concepts. Topics include guard operations, plans, policies, and procedures, workplace violence, managing change, bomb threat management, security awareness training, physical security, securing information systems, investigations, and employee screening.

SCMT392 Industrial Espionage (3 hours)
Industrial espionage results in millions of dollars in lost revenue each year. This course provides a brief history of espionage and examines the World Wide Web as an enabler of espionage, the role of governments in industrial espionage, the rise of the competitive intelligence professional, tensions between openness and security, and the Economic Espionage Act of 1996.

SCMT395 WalMart and Sam's Asset Protection Manager's Integration Course (3 hours)
This course is open only to Walmart or Sam's Club market asset protection managers either currently serving or those having served in the past as validated on the Career Portfolio. This course is designed to integrate theories, best practices, case studies with practical application in the areas of human relations, public speaking, security issues and administration, physical security, crime analysis, commercial safety, talent management, and risk management. Competency based assessment of job learning demonstrates that students taking this course have inherent practical and applied knowledge in all of these areas. The course will provide coverage in gaps in theories and will include specific required readings. On successful completion of this course, students will be awarded transfer credit for the designed courses for their position in the subject areas above.

SCMT396 Protective Services (3 hours)
Executive protection is a growth industry. This course provides a thorough overview of the subject. Topics covered include basic principles, threat assessment, risk analysis, training opportunities, finding employment, organization and management of a protective services detail, working the principal, home and office security, technological considerations, vehicle security, conducting an advance, domestic and international travel, firearms selection and training, and self-defense fundamentals.

SCMT397 Physical Security (3 hours)
Effective physical security is based on an accurate threat assessment followed by the implementation of an overlapping system of physical and electronic safeguards designed for the specific needs of the client. Topics covered include threat assessment, the security survey, architectural design for security, physical and electronic security methodologies, security lighting, perimeter protection and the guard force, clear zones, wall materials, signage, and the importance of effective and continuous local, state, and federal governmental liaison.

SCMT491 Independent Study: Security Management (3 hours)
An opportunity for Security Management students to pursue an independent research project or examine a specific area of Security Management under the mentorship of a single professor. Participation is at the discretion of the faculty member. This course will require a major research paper of approximately 25-30 pages; there will be no examination. Students will submit a proposal prior to the start of the project, an annotated bibliography, and a final paper at week 8, all of which will count toward the final grade. To be eligible for an independent study, students must be enrolled in a bachelors degree program, must have completed 24 hours at APUS toward their current degree program, and should have already contacted a professor and gained approval for the independent study topic. Once these conditions are met the student should contact his/her academic advisor. Once the course is open the student must complete an official online registration for the course.

SCMT498 Senior Seminar in Security Management (3 hours)
The Capstone course is a senior level course designed to allow the student to review, analyze, and integrate the work the student has completed toward a degree in Security Management. The student will complete an approved academic project or paper that demonstrates mastery of their program of study in a meaningful culmination of their learning and to assess their level of mastery of the stated outcomes of their degree requirements. NOTE: All required, core, and major courses must be completed prior to enrollment in this course. Student must have SENIOR standing to register.

Social Science

ANTH100 Introduction to Anthropology (3 hours)
This course introduces students to human nature and behavior from the broad, holistic perspective of contemporary U.S. American anthropology. The four primary sub-fields of anthropology, biological, cultural, linguistics, and archeology, will be discussed in order to integrate various aspects of the human condition.

ANTH200 World Archaeology (3 hours)
This course is a worldwide survey of prehistoric cultural adaptations from the first use of bone and stone tools to the ancient mysterious civilizations of Asia, Africa, the Americas, and Europe including recent archaeological discoveries. Emphasis is on the development of technologies, social groups, and the patterns of cultural development. Archaeological excavation methods and archaeological artifacts are discussed in considerable detail. In the second half of this course the student will engage in a "virtual dig" of a Middle Paleolithic site in France, using a workbook and a CD-Rom.

ANTH201 Introduction to Physical Anthropology (3 hours)
This course is an introduction to the human species as revealed by living fossil primates, ancient forms of humanity, and the interaction of biological and cultural evolution. It examines the origin and evolution of the human species, primates, modern human variation, prehistoric societies, and linguistic classification.

ANTH202 Introduction to Cultural Anthropology (3 hours)
This course is designed to acquaint the novice anthropology student with anthropology and its various sub-fields examining crosscultural, global, comparative, and critical perspectives on human behavior and culture as well as the diversity of human cultures from hunter-gatherers to industrialized city dwellers. The implications of socio-cultural analysis of economic, social, symbolic, and religious systems are also considered.

ANTH203 Introduction to Forensic Anthropology (3 hours)
Forensic anthropology is the application of physical anthropology in a medico-legal context; forensic anthropologists use the tools of archaeology and physical anthropology to discover, recover, and identify human remains. Students will be exposed to the interdisciplinary, scientific basis of forensic anthropology, along with legal and ethical issues forensic anthropologists face. The course is designed to give students a broad overview of the field by introducing them to the process of human remains identification; the archaeological and laboratory methods incorporated in human remains recovery, and a review of the work forensic anthropologists work do with law enforcement, forensic pathologists, and odontologists in recovering and collecting victims of foul play as well as those of mass fatalities, such as the 9/11 terrorist attack on the World Trade Center.

SOCI490 Independent Study: Social Science (3 hours)
An opportunity for Social Science students to pursue an independent research project or examine a specific area of Social Science under the mentorship of a single professor. Course is open to upper division students only. Participation is at the discretion of the faculty member. The course will typically involve six or more professor contacts and produce a major research paper (30+ pages); there will be no examination. Students will submit a proposal prior to the start of the project, and a rough draft of the paper at week 10, both of which will count toward the final grade. Participation is at the discretion of the faculty member. To be eligible for an independent study, students must be enrolled in a bachelors degree program, must have completed 24 hours at APUS toward their current degree program, and should have already contacted a professor and gained approval for the independent study topic. Once these conditions are met the student should contact his/her student advisor. Once the course is open the student must complete an official online registration for the course.

Sociology

SOCI111 Introduction to Sociology (3 hours)
Introduction to Sociology introduces students to the sociological investigation of human interaction and behavior in society. Students will become familiar with the sociological perspective and develop a 'sociological imagination' – the ability to see the general in the particular, the new in the familiar, and to observe the impact social forces have on our lives. The course explores environmental, historical, cultural, and organizational influences on our interpersonal relationships and life-patterns within the context of contemporary society. Students will learn how to use sociological concepts, theory, and research to think critically about individuals, groups, institutions, and societies in any given situation.

SOCI212 Social Problems (3 hours)
This course examines a diverse sample of social problems facing the United States today and identifies how these problems affect and are affected by our institutions and culture. The sociological perspective and key theories will be used to understand the beginnings of the civil society, how problems develop and are defined, and the role of social change (particularly contemporary technological innovation). Key social problems covered will include social stratification/inequality, crime, drug abuse, prostitution, aging, infectious disease, family violence, health care, racial/ethnic conflict, terrorism, etc. Sociological research on social problems will be explored and social policies to remedy the negative consequences of these issues on society will be discussed.

SOCI213 Society, Interaction, and the Individual (3 hours)
This course surveys sociological theories and research on the relationship between the individual and society. It is a sociological approach to social psychology emphasizing symbolic interactionism and social constructionism. Students will learn how individuals participate in the construction of society through interaction and the impact of cultures and social structure on our everyday lives including individual behavior in group processes. Core topics covered will include the Social Construction of Reality, Ethnography and other key methods in Symbolic Interactionism; the Self in Context; the Sociology of Emotions; Interaction and Inequality.

SOCI215 Social Deviance (3 hours)
This course is a critical examination of the relationship between deviance and social control. It will include how and why certain forms of behavior come to be known as deviant. It will analyze the nature of formal and informal responses to deviance and explain the interaction of different social control institutions. Special attention will be given to an overview of general theories of deviance and the particular forms it takes.

SOCI220 American Popular Culture (3 hours)
This course is a contemporary study of popular culture in America – its development and characteristics, its role in shaping our individual lives and key social institutions, and its broad effects on our globalizing world. The course is designed around the interdisciplinary nature of cultural studies and students will learn how to use key concepts and theories to examine popular culture from a number of different fields including Sociology, Anthropology, Communications, History, Cultural Studies, English, Women's Studies, Ethnic Studies, and American Studies. Students will develop the skills to analyze the reciprocal relationship between culture and key stratification factors such as gender, race, ethnicity, class, age, region, and sexuality. The course will cover many facets of popular culture from all forms of media, to sports, fashion, and the influence of technology. Students will learn to situate popular culture within its social, historical, political, and economic contexts and their personal lives.

SOCI303 Classical Sociological Theory (3 hours)
This course examines the transition from social philosophy to sociology with special emphasis on the European theorists in the nineteenth and early twentieth centuries. (Prerequisites ENGL101 & SOCI111).

SOCI305 Contemporary Sociological Theory (3 hours)
This course offers a general survey of recent developments in social theory since the 1960's. It covers a variety of theories that have been or are influential in the social sciences. Focus will be directed towards both those social theories that have sought to understand modernity as a social epoch and those that claim we have entered a new postmodern era. Differences between European and American approaches will be considered as the substance of the course is developed. (Prerequisite SOCI111).

SOCI306 Race and Ethnicity (3 hours)
This course is a critical analysis of the structure of racism, stratification, hate violence, youth violence, poverty and human rights, stereotyping and ethnocentrism in the contemporary United States. Students examine the outstanding problems facing society and strategies for change including an exploration of the ethics of intervention. (Prerequisite: ENGL101).

SOCI311 Political Sociology (3 hours)
Political Sociology examines the broad social bases of politics and identifies how politics and actions by government can influence the fate of nations and their citizens. These influences include, but are not limited to, power and authority, economic policy, equality, forms of political rule, access to the political process, and the roles of political parties. (Prerequisite: SOCI111).

SOCI315 Food and Culture (3 hours)
This course is a theoretical and empirical exploration of human food choices from an ecological, political, and sociological perspective. Students will examine food taboos and cravings with their social, ideological, and biological sources. The course is designed to discuss the socio-cultural dimensions of food production, preparation, and consumption to include dimensions of individual, family, community, and societal structures as well as ideological, religious, and cultural identities embodied in gender, race, ethnicity, and socioeconomic status. Choices of pets, insects ,and people as food choices are considered in their socio-cultural contexts. Social issues include the 21st century locavore and organic movements, community food production, malnutrition, and hunger. (Prerequisite: ENGL101).

SOCI321 Environmental Sociology (3 hours)
Environmental problems are usually described in terms of the natural and life sciences; however, they are ultimately social problems caused by social practices that reflect entrenched social values. This course will examine historical and contemporary sociological perspectives that have informed human's relationship with nature, the role of social/political/economic organization in the evolution and definition of environmental problems, and how social stratification is related to the environment. Course materials will include a survey of current research and methods in the subfield such as social movement research and network analysis. (Prerequisite: SOCI111) This course replaces SOCI320.

SOCI331 Research Methods for Sociology (3 hours)
This course introduces students to the purpose and techniques in social research: problem definition, research design, sampling and data collection methods including observation, interviewing, questionnaire construction, and the use of documents and other unobtrusive data sources. The basic goal of all social research is to gather evidence in order to answer questions about the nature of relationships between individuals, groups, institutions, and societies. This course is designed to give the student a broad overview of the logic of social research, of the process of research design, and of the major types of data collection techniques and methods of data analysis.

SOCI332 Statistics for Social Science (3 hours)
This course is designed to provide a basic survey of the application, empirical use, and interpretation of a variety of statistics methods used in the social sciences. A key objective of the course is the instruction in best statistical practice through the use, exploration, and analysis of empirical data. Emphasis will be placed on understanding and interpreting the meaning of statistics. The practical aspects of statistics are emphasized and students are instructed in the use of the standard statistical package for the social sciences (SPSS) which is widely used in the social sciences and the in labor force.

SOCI403 Social Change (3 hours)
Beginning with industrialization, a structural and cultural approach will be used to study processes of human interaction resulting in social change. The concept of what 'change' is and how it happens will be clarified with a focus on the various factors and theories that explain it. Key topics will include industrialization, institutional change, social movements, modernization, world systems, economic development, globalization, and information society. (Prerequisite: SOCI111).

SOCI404 Gender and Society (3 hours)
This course is a critical analysis of the structure of sexism, stratification, poverty, and human rights in the contemporary United States. Students examine the outstanding problems facing society and strategies for change including an exploration of the ethics of intervention. The course is designed to discuss the way culture shapes and defines the positions and roles of both men and women in society. It will cover the historical development of gender roles and stereotypes, how gender roles are socially constructed, and the social conditions which may lead to the broadening or reduction of gender roles and stereotypes. (Prerequisite: ENGL101).

SOCI420 Sociology of Religion (3 hours)
This course will guide students through a critical and sociological exploration of religion. It will provide them with an opportunity to think about religious experience and religious organizations as a part of a larger social order. It will introduce basic concepts in the sociology of religion. This process involves analyzing the interrelationship of culture, society, and religion; religion and social stratification; religious, economic, and political institutions; social change and religion. There will be a general emphasis on American society and institutions, with global and historical contexts integrated throughout the course. The course is designed with a focus on reading, discussion, field observation, and critical writing. (Prerequisite: SOCI111).

SOCI421 Sociology of the Family (3 hours)
This course is a sociological analysis of the modern family and marriage, its structures and functions, variant patterns, and the influence of contemporary society on this institution. Course topics include dating, marital roles, divorce, child raising, and alternative lifestyles.

SOCI422 Sociology of the Law (3 hours)
This course is a study of law, law-making, law-enforcement, and legal systems in social life. Course content focuses on the American legal system from a sociological perspective–its origins, development, and current format, and examines the sources of the legal tradition, the function of legislation in society, and current trends in the social construction of norms. The course investigates the human need for social order and conflict resolution and how that takes shape in the social world. (Prerequisite: SOCI111).

SOCI423 Sociology of Health and Illness (3 hours)
This course examines the social contexts of health, illness and organized medical care. It focuses on the theories, research and debates of medical sociology. Topics covered will include the social, environmental, and occupational factors in health and illness; the meaning of health and illness from the patient's perspective; the historical transformation of the health professions and the health work force; the social and cultural factors surrounding the creation and labeling of diseases; disparities in health, access to healthcare, and the quality of healthcare received; organizational and ethical issues in medicine including rising costs and medical technology; and health care reform. (Prerequisite: SOCI111).

SOCI491 Sociology Independent Study (3 hours)
An opportunity for Sociology students to pursue an independent research project or examine a specific area of Sociology under the mentorship of a single professor. Course is open to upper division students only. Participation is at the discretion of the faculty member. To be eligible for an independent study, students must be enrolled in a bachelors degree program, must have completed 24 hours at APUS toward their current degree program, and should have already contacted a professor and gained approval for the independent study topic. Once these conditions are met the student should contact his/her academic advisor. Once the course is open the student must complete an official online registration for the course.

SOCI498 Senior Seminar in Sociology (3 hours)
The focus of this course is to review the major issues within the field of sociology and their relationship to current events. Theoretical and applied perspectives will be discussed, culminating in the students' completion of a major sociological research paper/project that synthesizes the body of acquired knowledge. This is a capstone course to be taken after all other Sociology courses have been satisfactorily completed. Student must have SENIOR standing to register. (Prerequisite: SOCI111 and all Core and Major courses).

Space Studies

SPST300 Introduction to Space Studies (3 hours)
REQUIRED FIRST COURSE before taking any 300 or 400 series core or major course in the B.S. in Aerospace. Space studies, by its very nature, is an interdisciplinary subject. These various disciplines will be surveyed in this course, at a level appropriate for the non-specialist including the space environment, policy, astrodynamics, systems design, technologies, business and management, law, applications, physical and life sciences, and space and society. This course provides a foundation for more in-depth study of these areas. (Prerequisite: MATH111).

SPST301 Introduction to Space Flight (3 hours)
Students in this course assess the major aspects of space flight. The course covers space flight from early rocketry through the development of satellite navigation, meteorology, and telecommunications, up to human space flight. Course topics also include rocket propulsion, basic orbital mechanics, the space environment, living and working in space, and an overview of non-U.S. space programs. (Prerequisite: IR477).

SPST302 Comets, Asteroids, and Meteorites (3 hours)
Asteroids, meteorites and comets, the leftover material from the formation of our solar system, are all key to understanding its origin. The composition, history and interrelationships of these objects will be covered as well as their influence on the Earth and other bodies and what they tell us about the early solar system. (Prerequisite: IR477).

SPST303 History of Space (3 hours)
This course is a history of human activity in space and includes rocketry, space associations, voluntary organizations, human flight, unmanned flight, satellites, science-fiction, and ballistic missiles. (Prerequisite: IR477).

SPST304 National Space Organization (3 hours)
This course addresses the United States organization for space operations to include exploration, satellite operations, military purposes, and research and development. Included in the organization will be the linkages between governmental and nongovernmental enterprises in or dealing with space. The course will also briefly address comparative organizations for space as witnessed in other industrialized nations. (Prerequisite: IR477).

SPST305 Introduction to Orbital Mechanics (3 hours)
Students taking this course compute and calculate satellite orbits, planetary orbits, solar system orbits, and other essential space orbits. Designed for the non-scientist student, this course provides a fundamental understanding of how orbital mechanics works in space. (Prerequisites: MATH111 and SPST300).

SPST306 Human Space Flight (3 hours)
This course evaluates the physical and psychological effects of spaceflight on humans, countermeasures for both short- and longduration spaceflight, and discussions of human factors in spacecraft engineering. (Prerequisite: IR477).

SPST307 Space Policy (3 hours)
This course assesses the various aspects of policy surrounding space activities and investigates how space policy evolves from historical contexts through policy outcomes including law, commerce, the environment, international cooperation, and national security. (Prerequisite: IR477).

SPST415 Space Station Systems and Operations (3 hours)
This course elaborates on Space Station flight operations, its supporting elements, and planned systems. Students will study commercial applications, logistical support, maintenance, and servicing design concepts. (Prerequisite: IR477).

SPST425 Satellite and Spacecraft Systems (3 hours)
Orbital satellites and spacecraft are discussed according to their application, design, and environment. The power system, shielding and communication systems are reviewed along with their missions, space environment, and limitations. This course elaborates on Space Station flight operations, its supporting elements, and planned systems. Students will study commercial applications, logistical support, maintenance, and servicing design concepts. (Prerequisite: IR477).

SPST435 Planetary and Space Exploration (3 hours)
This course is a summary of U.S. and international space programs. The student will assess the Earth and its space environment to include methods of scientific exploration and spacecraft and payload criteria at the basic physics level. This course elaborates on Space Station flight operations, its supporting elements, and planned systems. Students will study commercial applications, logistical support, maintenance, and servicing design concepts. (Prerequisite: IR477).

SPST445 Space Transportation Systems (3 hours)
This course evaluates Space Transportation Systems (STS) including manned space flight operations, supporting systems, and the Space Shuttle mission both present and future. A review of Space Shuttle flight profiles, guidance and navigation control, proximity operations and rendezvous, and a brief review of hypersonic orbiter aerodynamics are included. Also covered are future STS applications to space station logistical operations, commercial applications and Department of Defense operations. (Prerequisite: IR477).

SPST455 Space Weapons and Missile Defense (3 hours)
Weaponizing space and deploying a missile defense shield are two subjects that have inspired a great deal of controversy in the realm of military space and national defense. This course will discuss the historical development and deployment of anti-satellite and missile defense systems through the recent Ballistic Missile Defense system and exploration of Space Control technologies. Also covered will be the politics and policy that have governed these systems including the role of the United Nations and the international debate of fielding such systems. (Prerequisite: IR477).

SPST465 Space Weather (3 hours)
The relatively new science of space weather has significant influence on both the space program and our increasingly technology-dependent society. Space weather is largely the result of solar activity including sunspots, solar wind, and solar flares and their interaction with the Earth's magnetic field. This course will discuss this Sun-Earth connection, its implications for both Earth-bound and space activities, and the current state of space weather study and prediction.(Prerequisite: IR477).

SPST475 History of Astronomy (3 hours)
This course reviews the historical significance and discoveries made by astronomers ranging from the early Greek and Babylonians through the astronomical discoveries of modern times by such methods as the Hubble Space Telescope. Much attention will be devoted to the discussion of those key individuals briefly discussed in other Space Studies courses such as Copernicus, Galileo, Kepler, Brahe, and the tools and techniques that they developed and used to advance the science of astronomy. Also covered in this course is an overview of methods and scientific discoveries made by space missions and ground-based systems for solar system exploration as well as discoveries in distant galaxies.

SPST490 Independent Study - Aerospace (3 hours)
An opportunity for Aerospace students to pursue an independent research project or examine a specific area of Aerospace under the mentorship of a single professor. Course is open to upper division students only. Participation is at the discretion of the faculty member. The course will typically involve six or more professor contacts and produce a major research paper (30+ pages); there will be no examination. Students will submit a proposal prior to the start of the project, and a rough draft of the paper at week 10, both of which will count toward the final grade. To be eligible for an independent study, students must be enrolled in a bachelors degree program, must have completed 24 hours at APUS toward their current degree program, and should have already contacted a professor and gained approval for the independent study topic. Once these conditions are met the student should contact his/her academic advisor. Once the course is open the student must complete an official online registration for the course.

SPST499 Senior Seminar in Space Studies (3 hours)
Analyses of specific issues will be conducted that will include a review of national space organizations, objectives in past, current, and future aerospace exploration/exploitation, Space Law, government/military and commercial space industrial programs, and examine future trends in space operations. Students will review and analyze the problem solving process with consideration for the economic, social benefit, and security implications of these decisions on national and global scales. This capstone course will provide students with the opportunity to complete an approved academic research exercise that demonstrates their knowledge of their selected field of study. This is a capstone course to be taken after all other Space Studies courses have been satisfactorily completed. Students must have SENIOR standing to enroll.

Sports and Health

SPHE314 Exercise Physiology (3 hours)
This course is designed to provide students with the knowledge of the inner workings and physiological changes that occur in the body during exercise, after exercise, and during a training period. Topics include efficiency, needs and limitations of body systems and their interrelationships, gender roles in exercise, and developing a personalized exercise routine to meet your needs.

SPHE315 Training and Conditioning (3 hours)
This course concentrates on the science, planning, management, and analysis of training and conditioning as it relates to the human body. Through a series of assignments and case studies, you will learn the theory of muscle growth and how muscle growth applies to your body. The course will answer many questions including how can you build an impressive, muscular physique using free weights? How, for example, can you customize your workouts according to your body type? And how should diet including food supplements, factor into your fitness goals?

SPHE316 Sports and Recreation Facility Management (3 hours)
This course prepares students with an interest in pursuing a career in the fast growing industry of sports facility or event management. During the course, students will acquire professional skills that can be applied in a wide variety of career positions. A range of topics include facility financing, alcohol management, crowd management and box office management. Upon completion students will have basic fundamentals to comprehend the field of facility and event management.

SPHE317 Sports Medicine (3 hours)
THIS COURSE WILL REQUIRE A PROCTORED EXAM. This course in sports medicine explores the causes and prevention of common sports injuries. You will learn the prognosis and treatment of injuries by examining the anatomy of the injured area of the body through diagrams and interactive websites. Each section of the course covers a certain category of injuries; you will learn what sport or particular athlete is more at risk. Each student will be required to submit a course paper on a specific injury that includes case studies from appropriate references. It is recommended that students complete SPHE 421 Kinesiology before enrolling in this course.

SPHE318 Coaching Theory and Methodology (3 hours)
Students in this course will review Coaching Theory and Methodology within the coaching profession. They will examine theories or specific sports teams including the development of methodologies and the development of a team, principles for coaches to follow and pass on to teams, and the end of competitive careers in organized sports. Guiding questions include: What sport has done for the player and coach? Why is theory and methodology in sport important? How does leadership and strategy play a role? Students will develop a coaching philosophy that will drive their coaching theories and methods. Students will discover that teaching life lessons through sport is vital to the success of their athletes.

SPHE319 Sports and Drugs (3 hours)
This course is a broad investigation into the types and categories of pharmacological and nutritional performance enhancing substances used by athletes throughout history to present date. Students will use analytical techniques to identify, compare, and categorize the five major groups of performance enhancing drugs and nutritional supplements. They will discover the origins, physiological effects, prevalence, and usage trends of drug families, and from the information, the student will be able to formulate an understanding as to why certain drugs are used for specific sports, despite illegal consequences. Students will be able to list, define, explain, and fully understand therapeutic drugs, naturally produced hormones, nutritional supplements, cardiovascular enhancements, and stimulants through individual and collaborative research, discussion, and presentation opportunities. Engaging debate and exploratory discussion options will provide students the chance to critique, appraise, and ultimately formulate individual conclusions surrounding the moral, ethical, and social aspects of drug use in sport. Furthermore, students will have the opportunity to examine the legal aspects of drugs in sports, the administrative and political drug control processes, and how organizations have evolved over time through increased awareness of the need to control or eliminate the use of drugs in sports performance. Students will investigate and explore the numerous current event issues as well as the athletes and professionals associated and implicated in the illegal use of drugs in athletic performance.

SPHE320 Nutrition (3 hours)
What should you eat? When should you eat it? Why? Nutrition plays an integral part of our daily life. A healthy diet can protect us from a number of diseases including heart disease and cancer. Nutrition also plays an integral part of the athlete's success; often making a difference between success and failure. Improper use of diet and/or ergogenic aids can result in poor performance. Students in this course will explore basic nutrition concepts gaining an appreciation of the contribution of macro and micronutrients to a healthy diet and gaining an understanding of the importance of these nutrients as performance enhancers. They will identify a number of strategies for making healthy food selections, for integrating these selections into their lives, and for successfully maintaining a healthy diet. These concepts will be reinforced through the analysis of their own diets and the development of several new diets. The impact of excessive or deficient caloric intake on health and body composition will be determined. Finally, dietary supplements and performance enhancers are used by many people. Improper use of these can be detrimental to one's health as well as adversely impact athletic performance. Strategies for identifying and for using good and bad supplements/enhancers will be developed.

SPHE323 Sports Conditioning (3 hours)
This course will provide the student with the skills necessary to develop an annual training program for athletes of all levels. Emphasis will be placed on the principles of periodization and how to determine the appropriate training program for each sport. The topics of plyometrics, speed, agility, strength, and power will be demonstrated in videos and through other course materials. Students will be required to complete a 52 week training plan for an athlete based on the principles of periodization.

SPHE324 Biomechanics (3 hours)
Students in this course will use qualitative and quantitative analysis to understand the biomechanics of human movement. This course will focus on biomechanics in sports and how biomechanical evaluation can improve performance and prevent injuries. Through the use of videos and personal observations, students will learn to apply mathematical equations to various sports skills to develop an understanding of how the laws of physics affect performance. Linear and angular kinematics and kinetics will be applied to sport skills. Students will complete a course project which will require the student to observe a sport skill, qualitatively analyze the athlete performing the skill and make recommendations for improvement. It is highly recommended that students complete College Algebra and Physics before taking this course.

SPHE325 Gender Issues in Sports (3 hours)
Students in this course will examine how gender and sexuality are impacted within sport and sports organizations. The relationship between sexuality, masculinity, femininity, and sport has been a slow evolving process throughout history. This course is broken down into three main topics: masculinity in sport, media representation in sport, and transgressing femininities in sport. The visibility of professional athletes in the media has opened doors of opportunity for both male and female athletes. Students will discuss the equality of sports coverage based on gender along with career opportunity in sports organizations. The ratio of male to female athletic administrators is severely lopsided even in this modern era. This course will examine why and what the future holds for gender issues in sport.

SPHE326 Ethics in Sports (3 hours)
Students will examine morality and ethical issues pertaining to sport. During this course, students will become involved with discussions on sportsmanship, fan behavior, performance-enhancing drugs, gender equity in sport, deviant behavior in athletics, and issues related to youth sports participation. Students will be required to examine their current rules, morals, and philosophies to their career aspirations and reflect on them in an ethical as well situational manner. Students will be immersed in ethical situations through the use of videos and relevant current event articles.

SPHE350 Coaching Baseball Technical and Tactical Skills (3 hours)
This course will help you learn how to teach the skills, strategies, techniques, and tactics of baseball. You'll learn about approaches to coaching including the games approach (an alternative to drills-based coaching), develop a season plan and a series of practice plans, and improve your ability to coach during games. This course is suitable for high school coaches and for serious club coaches and college coaches.

SPHE351 Coaching Basketball Technical and Tactical Skills (3 hours)
This course will help you learn how to teach the skills, strategies, techniques, and tactics of basketball. You'll learn about approaches to coaching including the games approach (an alternative to drills-based coaching), develop a season plan and a series of practice plans, and improve your ability to coach during games. This course is suitable for high school coaches and for serious club coaches, college coaches and advanced coaches at the youth level.

SPHE352 Coaching Football Technical and Tactical Skills (3 hours)
Students in this course will explore the techniques and tactical skills within the sport of American Football. Basic offensive, defensive, and special team skills are taught while exploring various teaching strategies for effective implementation. Football is a game that goes well beyond the obvious physical struggle on the field of play. Below the surface is a complex game which calls for strategic learning and specific methods of movement in accordance to the basic laws of physics. Coaching football calls for an understanding of these concepts in addition to strong organizational and instructional abilities. This course is designed for coaches at all levels. For coaches just beginning in the profession or looking to begin in the future, this course will discuss a number of basic areas that are essential to being successful such as coaching philosophy, practice planning, and game preparation. For those individuals that have been coaching for some time, this course will give you a chance to re-evaluate your philosophy, technique, style, and communication ability. In summary, the approach is toward teaching the student the theory, principles, concepts, and practices that can be applied in the dynamic, ever changing, challenging, and rewarding field of coaching football.

SPHE379 Contemporary and Social Issues in Sport (3 hours)
Students in this course will use analytical techniques to examine the scope and effect of sport on society. They will explore sociological concepts on how sports and sport participation impact the lives of individuals and groups in a society. Students will explore several significant contemporary issues. These contemporary sport sociology issues will include drug abuse, race, ethnicity, gender inequity, ethics, gambling, and violence. To increase their sociological understanding of sport, students will identify and discuss sociological perspectives about the components of sport and physical activity.

SPHE383 Disabilities in Sport (3 hours)
This course offers a comprehensive and practical look at the past, present and future of disability sport. Topics covered are inclusive of youth through adult participation with in-depth coverage of the essential issues involving athletes with disabilities. Modern challenges and controversies dealing with disabilities in sport will be examined along with sport opportunities for athletes with disabilities, coaching and training of athletes with disabilities, sports medicine issues, activity modifications, equipment uses, and event management for both adults and children with disability.

SPHE388 Stress and Health Management (3 hours)
This course examines the direct relationship between psychological stress and the human body. Everyday approximately ONE MILLION Americans are absent from work due to stress. Some studies have suggested that stress has caused an increase in workplace violence. And yet while many of us have heard of the term "stress", few of us understand what it means. It asks the questions: What is stress and what causes it? Can being overly stressed increase your chances of catching the cold or flu? How can work related stress cause you to become burned out on the job? And how can you reduce the negative affects of stress in your life? Through a series of assignments, case studies and group activities, we will focuses on the mechanisms by which psychological and physical stress can affect your health, the different ways you respond to stress, and the factors contributing to these differences. It serves to enlighten students on the complex interrelations between the body and mind with a special emphasis on stress reduction techniques.

SPHE400 Sports Management Foundations (3 hours)
Sports management is evolving at a rapid pace. This course provides an overview of the sports industry and teaches the basics of sport management to future sport managers. Students will explore the sports industry in different segments that will help guide them to what area of expertise they might choose as a career path. Topics will include ethics, finances, high school and youth sports, marketing, and legal issues. This course also examines specific industries involving management such as the fitness industry, facility management, sporting goods, and event management.

SPHE401 Prevention of Catastrophic Injuries (3 hours)
Students will look at and will learn how head and spine injuries occur, the frequency and causes of deaths in athletes, catastrophic injury and sudden death in sport, how injuries are sustained in team sports such as soccer, basketball, ice hockey, baseball, and lacrosse, the incidence of injuries in individual sports such as gymnastics, swimming, wrestling, track and field, and cheerleading, and general guidelines for injury prevention as well as sport-specific recommendations. Students will learn a team approach to assessing injuries and preventions of injuries from occurring or reoccurring in sport. Students will be immersed in injury situations through the use of videos and relevant current event articles.

SPHE402 Sports Psychology for the Injured Athlete (3 hours)
In this course you will learn how to teach athletes basic psychological skills they can apply to facilitate their rehabilitation. You'll learn how to motivate athletes to stick to their treatment programs, manage pain more effectively, and rebuild their confidence in their physical skills. By giving athletes a more active role in the rehabilitation process you give them a sense of control over their own recovery. In addition, this course helps you understand how to ensure athletes are psychologically prepared to return to competition after their physical injury is healed.

SPHE405 Sports First Aid (3 hours)
Sports First Aid is the recognition and emergency treatment of sports injuries sustained during the participation in a sporting event. Students in this course will learn basic first aid principles in order to provide emergency care to injured athletes. Students will develop a basic knowledge of common sports injuries to be able to administer appropriate sports first aid. This course will introduce the role of the coach as well as other medical professionals that provide first aid to athletes. Focus is placed on techniques and concepts used to treat these sports injuries. Students taking this course will become a competent first aid responder for basic athletic injuries.

SPHE412 Sports Finance (3 hours)
Sports Finance will provide students with a vast overview of the financial and contemporary economic issues related to sports, athletes, and the sport industry. The course will examine the market power in sports, impact of teams and facilities on neighborhood economics, issues relating to a professional sports lockout as well as the relationship among academics, athletics, and the economy. Contemporary topics will include sports franchises, agents, contracts, sports industry financing, and financial and legal issues.

SPHE413 Sports Marketing (3 hours)
This course focuses on the promotions, public relations, advertising, and other marketing functions involved in the multi-billion dollar sports industry. The course provides research, case analysis, and other opportunities to learn of the effective principles, theories, practices, and methods involved with all aspects of sports communications.

SPHE414 Human Resource Management in Sport and Recreation (3 hours)
This course places an emphasis on managerial competencies, the strategic importance of human resource management, and the implications of organizational justice used in the sports industry. This course also examines human resource practices such as job design, staffing and career considerations, leadership, and performance appraisal.

SPHE416 Athletic Programs Administration (3 hours)
Athletic programs administration focuses on the coach and their administrative responsibilities of their profession. Coaching goes beyond knowledge of the game, strategies to win or practice design. Coaches and administrators, much like managers in the business world, are decision makers and resource allocators. They make sure player to player and coach relations are operating smoothly. Their duties also include fundraising, facility management, scheduling and maintaining budgets much like any business manager. This course examines the key concepts and skills to becoming an effective sports manager that includes program promotion, leadership, personal organization, public relations ,and risk management.

SPHE417 Leadership Concepts in Coaching (3 hours)
This course will introduce Coaching Leadership on a sports level but show how that leadership can relate to personal, business, and everyday successes for individuals. Creating success in the sports arena, a leader has to communicate to bring a set of individuals together to accomplish one common goal. To be a good leader and coach, one must motivate teamwork and reveal the powerful characteristics of success. Leadership can be universal and used in any walk of life. Coaches are faced with many hurdles to overcome on different levels. The best coaches are able to work through these barriers and develop systems that bring teammates together with a common purpose. Course objectives will be reached by means of selected case studies and focused assignments, reinforced by study of proven coaching leaders.

SPHE418 Coaching Strategy Concepts (3 hours)
This course will introduce the strategy involved in coaching a sports team. Coaching requires a focused leadership to direct individuals into playing for a common cause. Coaches must determine the short and long term goals throughout the course of the season and off-season. Many hurdles, barriers, and circumstances develop through the season that, with the right tools and strategies, a coach can direct a team towards a common goal. Many strategies will be examined from some of the best minds in coaching. Course objectives will be reached by means of selected case studies and focused assignments, reinforced by research done through coaching references.

SPHE419 Recovery and Rehabilitation (3 hours)
THIS COURSE WILL REQUIRE A PROCTORED EXAM. Students in this course will learn how to apply treatment interventions during the recovery and rehabilitation process related to the injured athlete. This class will cover the prevention, recognition, and treatment of injuries and other medical conditions sustained during the participation in sporting events. Students will learn about the pre-participation exam and the importance of screening for pre-existing medical conditions. They will focus on acute, chronic, and overuse injuries commonly seen in sports. Students will gain an understanding of basic anatomical and physiological principles as they pertain to the treatment of sports injuries. Focus is placed on the etiology and therapeutic techniques used to treat these injuries during the rehabilitation process.

SPHE420 Exercise Programming and Testing (3 hours)
This course is designed to be a culminating experience of the undergraduate degree in Sports and Health Sciences. Students will combine knowledge from prior classes such as Anatomy, Exercise Physiology, Nutrition, and Training and Conditioning and will be prepared to implement your knowledge in a professional setting. Application of basic exercise training principles will be expanded as the course progresses allowing the student to execute a wide range of exercise training principles such as anaerobic and aerobic conditioning, plyometric training, speed, and agility. This course incorporates advanced exercise programming techniques and allows for evaluation of exercise guidelines. This text is used for the Certified Strength and Conditioning Specialist (CSCS) examination offered by the National Strength and Conditioning Association. Upon successful completion and graduation with a Bachelor of Science (B.S.) in Sports and Health Sciences students are eligible for this examination.

SPHE421 Kinesiology (3 hours)
Kinesiology develops a practical understanding of the neuromotor system in relation to anatomical structures responsible for human movement along with their respective functions. Students will learn how to analyze movement and determine specific muscles responsible for a particular movement along with the associated joint action and neural control mechanisms. Students will contrast movements and exercises to determine their appropriateness and fit for specific and common goals in real world settings. Additionally, students will discuss Kinesiology principles and critical concepts as they relate to athletics, rehabilitation, and recreational exercise. The course will also explore how to improve human performance through effective exercise and training program design. Students learn concepts in this course which apply in coaching, athletics, rehabilitation, and fitness settings. (Prerequisite: MC360).

SPHE430 Sports Communication (3 hours)
An introduction and overview of the field of sport communication; specific topics include models of sport communication, print and electronic media, sport advertising, public relations, media relations, and employment opportunities. Students will have the opportunity to critically assess the communication efforts of sports organization as well as construct their own communications in the field of sport. These goals will be accomplished through writing and discussion assignments, reflective reading worksheets, and a final paper.

SPHE440 Sports Event Management and Planning (3 hours)
Sports Event Management and Planning involves a comprehensive overview of the development and implementation process involved with managing a successful sporting event. The student will examine detailed event criteria including timeline, budget analysis, sponsorship, event location, staff and consumer management as well as the development of television and talent contracts. The course shall provide the knowledge necessary to cultivate, organize, and execute any sporting event from a managerial standpoint.

SPHE450 Sports Governance (3 hours)
This course will focus on the policies, structure and politics that shape sport at the regional, national, and international levels. With a focus on the Olympic movement, the course will also examine the organization and development of amateur and professional sport including the need for Paralympic Games, Gay Games, and Special Olympics. The student will analyze the different membership guidelines, organizational goals, and administrative roles of the many governing bodies as well as learn about the historical politics and boycotts, the international development of sport and the bidding process for an international event.

SPHE490 Senior Seminar in Sports and Health Science (3 hours)
This senior capstone class is the final course in the degree sequence for students majoring in Sports and Health Sciences. In this dynamic and interactive course, learners will review, assess, and then apply many of the concepts they have researched during undergraduate studies through the creation of a customized graduation portfolio. This portfolio can be used for future career or academic goals and serve as a tangible job aid that houses previously acquired knowledge. Real life, hands on tools for career advancement will be examined and then applied including the creation of a professional resume. An investigation of the job market in the field of sports and health will also take place through case study analysis and lively, career focused discussions. Alternative career paths for sports and health sciences degree holders will also be explored. Student must have SENIOR standing to register.

Transportation and Logistics

TLMT311 Introduction to Transportation Management (3 hours)
This course is an overview of the transportation sector including providers, users, and government agencies. It examines contemporary public policy issues, such as deregulation, along with managerial strategies in transportation.

TLMT312 Transportation Economics (3 hours)
This course focuses on the micro and macro economic issues associated with international, national, and local transport, logistics, and other issues in the transportation industry. Topics include the economic aspects of rail, water, air, ground, and other transport modes; inventory, and supply.

TLMT313 Supply Chain Management (3 hours)
This course is a study of supply chain management from the consumer back to raw materials. The entire process is studied from the standpoint of the leading theory and practice of cutting-edge organizations.

TLMT318 Hazardous Materials Transportation (3 hours)
This course is a study of the packaging, transportation, and delivery of hazardous materials. Course topics include container, vehicular, storage, mode, onload/offload, and other considerations associated with hazardous materials transportation.

TLMT331 Fundamentals of Intermodal Transportation (3 hours)
This course examines the United States and worldwide commercial freight transportation systems with an emphasis on international intermodal surface transportation. Modal/intermodal economic and operating characteristics will be surveyed along with cost, pricing, and regulation of transportation services. In addition, students will be introduced to electronic data interchange (EDI) in commercial transportation and the use of computer software applications in transportation management—all with the goal of providing students with an in-depth understanding of the principles of intermodal transportation systems, a grasp of transportation terminology, and the interrelationship between the Defense Transportation System (DTS) and the global commercial transportation infrastructure.

TLMT341 Logistics Management (3 hours)
This course studies the logistics functions of business involved in the movement and storage of supplies, work-in-progress, and finished goods. It examines the trade-offs between cost and service and the purchase and supply of raw materials, the warehousing and control of inventory, industrial packaging, materials handling within warehouses, and the distribution of finished goods to customers required to minimize costs, maximize profits, or increase customer service levels. STUDENTS ARE STRONGLY ADVISED TO COMPLETE TLMT311 PRIOR TO TAKING THIS COURSE.

TLMT342 International Logistics Management (3 hours)
This course addresses the design and operation of international logistics systems. Topics include export-import issues, multinational sourcing and distribution strategies, channel management, and comparative transportation systems and policies.

TLMT351 Packaging (3 hours)
This course examines the role of packaging, marking, and labeling as part of the physical distribution process. It examines inner, outer, and intermediate packing, packaging media, dunnage, lading, and ISO & non-ISO containers. Topics include: packaging as containment; packaging as a physical barrier, packaging as an impediment to in-transit visibility and handling; packaging as a carrier of arachnids, nematodes and plant and animal life; and contaminated packaging incompatibilities.

TLMT352 Distribution Systems (3 hours)
This course addresses the principles and practices of transportation and its role in the distribution process. Topics include the physical transportation system of the United States and its performance; carrier responsibilities and services; economic and legal bases of rates, freight classification and tariffs; public policy regarding regulation; and transportation issues and problems.

TLMT353 Logistics Management and Operations (3 hours)
An overview of the general area of logistics, its nature, scope, and process. It is a critical examination of logistics management functions and the interrelationships among strategic support and operational logistics.

TLMT381 Hazardous Materials Management (3 hours)
This course will cover the requirements and regulations associated with packaging, handling, storage, transport, and incident response at the operational level for all forms of Hazardous Material. The emphasis will be on the federal regulations and their often-competing goals and contradictory provisions.

TLMT405 Best Practices in Reverse Logistics (3 hours)
This course provides students with a systems-centric view to explore what is seen as today's best practices in reverse logistics applications in manufacturing, retail and in the military. It includes the nature, scope, practices, procedures and processes of reverse logistics as compared to forward logistics. A practitioner approach is used to explore and examine the management functions and the interrelationships among the components of reverse operational logistics are provided. This course is intended for students and professionals working in logistics, retail business management, general management, transportation management, supply chain management, and corporate and military decision makers.

TLMT411 Air Transportation (3 hours)
This course covers the history, management, and future trends in air transportation. It covers the four principal segments of air transportation: major carriers, regional carriers, all-cargo carriers, and general aviation. In each segment, the issues of aircraft design, market share, finance, insurance, and operations are discussed. The course analyzes the development and application of national and international regulations that impact air transportation. Topics include: cost structure, air fares, flight crews and safety, environmental impacts of aircraft and airports, operating and service characteristics, technological advances, world competition, and intermodal operations.

TLMT415 Airport Operations (3 hours)
This course is a study of managerial and leadership issues associated with airport operations to include human resource, union, commercial, legal, security, air and air support operations, and other issues.

TLMT416 Air Cargo Operations and Security (3 hours)
This course provides students with an understanding of air cargo theft and proper control for safety and security of people, the cargo and the environment. This remains the focal point of cargo security management despite the justifiably increased concern for disruptions due to natural catastrophes, accidents, and global terrorism. Topics include introduction to cargo security, benchmarking against best practices in the industry, and conduct of an effective cargo theft investigation. At the completion of this course the student will be able to assess transportation as a conveyance and evaluate the impact of transportation disruptions on the supply chain, understand the role of airport management operations focused on air cargo movement and control through an airport system.

TLMT441 Advanced Business Logistics (3 hours)
Business Logistics is the set of activities involved in the flow of materials and products through an organization and through the supply chain to the market. This course examines and applies management tools and principles to these supply and distribution problems. Emphasis is first placed on developing a broad overview of the logistics field: what are its principle activities, decisions, and how these activities produce value by supplying customer service through order fulfillment. Interfunctional coordination is reviewed by examining how logistics is coordinated or integrated with marketing and corporate strategy. Next, a thorough grounding in concepts, alternatives, and tools for the primary activities of logistics: inventory, transportation, warehousing and order processing are presented. This provides the basis for examining issues in logistics system design including stock location, sourcing, number and location of facilities, and flow management. The organizational design of the logistics system across the internal supply chain is examined if time permits.

TLMT442 International Trade and Regulations (3 hours)
This course is a study of international trade to include the theories and practice of international trade and their economic outcomes from both global and local vantages. Topics of the course include free and restrictive trade theories, free trade agreements, general and specialized tariffs, and trade as an arm of foreign and/or domestic policy.

TLMT498 Senior Seminar in Transportation and Logistics (3 hours)
This senior capstone course allows students majoring in transportation and logistics to analyze specific program related issues and problems using the knowledge and understanding gained by completing the required courses in the program and a significant number of the major courses. This is a capstone course to be taken after all other Transportation and Logistics courses have been satisfactorily completed. Student must have SENIOR standing to register.

Women's Studies

WOMS319 Transnational and Global Issues in Women's Studies (3 hours)
This course seeks to explore global perspectives on a number of the key ethical debates in Women's Studies involving basic human rights and women's lived experience including human trafficking and sex work, transnational mothering and domestic labor, reproductive and cosmetic technologies, and legislated multi-culturalism. In particular, this course considers how these debates are framed by secular and religious feminists and womanists globally and how they are portrayed across cultures in novels, film, poetry, religious texts, and other cultural artifacts. The aim of the course is to investigate how these issues might better be identified, negotiated, and/or addressed effectively in terms of global, political, legislative, and civic action in communities, and by the academy based on feminist ethic of care.

WOMS320 Introduction to Feminist Thought (3 hours)
This course is an interdisciplinary survey of historical and contemporary feminist theories in the United States and international contexts.

WOMS321 Contemporary Women's Issues (3 hours)
This course is a critical analysis of major contemporary women's issues covering a range of research, writing, and cutting-edge topical issues in the arts, politics, business, humanities, and social and natural sciences.

WOMS330 The Black Woman (3 hours)
This course examines the Black woman in contemporary times with emphasis on Black women in the United States. Issues covered will include the changing role of the Black woman in society, the image and social constructions of the Black woman, Black women and the workplace, Black feminist thought as well as Black women and their communities. The role of U.S. public policy in shaping each of these issues will be investigated. Key issues and topics will include analyzing the ways in which race, gender, and class are intertwined resulting in complex forms of oppression.

WOMS343 Native American Women (3 hours)
This course examines Native American women from historical to contemporary times. Topics include the traditional and changing role of the woman in Native American society in relation to her duties, responsibilities, and obligations in family, tribe, workplace, and other settings.

WOMS361 History of Women in Latin America (3 hours)
This course is a survey of human and cultural elements of women's lives in contemporary Latin America. Students explore women's roles in traditional Latin American societies undergoing modernization. Students also examine the issues of development and industrialization felt by Latin American women in both cities and rural areas.

WOMS378 Women and Sports (3 hours)
This course is an interdisciplinary survey of historical and contemporary analysis of women's experiences in sport in the United States as well as globally. Students will explore women in sports of all kinds and analyze the experiences of a variety of women across the world and how sports has made an impact on their lives to include the development of sports for women in general. The course is designed to include critically reading, discussing, and writing about feminist literature and its applicability to women's lives with a particular emphasis on the ways in which gender and sport interacts with race, class, culture, ability, sexual orientation, age, and ethnicity. These will be addressed through the lens of gender roles in sports in relation to cultural, legislative issues, the media, political and contemporary issues, and other controversies within our society.

WOMS400 Women of Color: Cross-Cultural Comparison (3 hours)
This course is a global examination of the cultures and ideologies (belief and value systems) of women of color. Topics include specific minority ethnic groups in the United States, Europe, developing countries, and elsewhere throughout the world. The course is designed using a cultural constructionist and systems approach to a global examination and comparison of gender relations. It introduces students to contemporary theoretical perspectives used in the study of culture and gender. The emphasis will be on developing an understanding of the interrelated nature and stratifying effects of gender, ethnicity, and class in the lives of women both in the United States and globally.

WOMS410 Women and Leadership (3 hours)
This course explores contemporary issues related to leadership in relation to current research in women's studies to include gender models of leadership. Course topics include styles of leadership, women and competition, sexism in the workplace, and gender communication differences.

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For the most current program, concentration, and degree path details, please consult the catalog at www.apus.edu/catalog

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2013 GRADUATE COURSE CATALOG

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Service. Leadership. Relevance in a global society. These values define our mission at American Public University System. They guide how we educate and support more than 100,000 distance learners studying in 50 states and more than 100 countries. They shape the growth of our two institutions, American Military University and American Public University. They are a roadmap for how we provide you with a degree that can prepare you for successful careers.

How do we set ourselves apart from other distance learning and traditional "brick-and-mortar" universities?

Our programs, your career.

Above all, we exist to serve you. Our students quickly discover a tight-knit community of professors, staff, and students. Lessons are creative, always demanding, and up-to-date with what's happening in the world today.

You'll engage in one-on-one discussions with professors. You may work on a class project with other students or join online chats about your course work. Your classmates might live across town or across an ocean. The learning environment becomes fascinating and lesson planning becomes creative and relevant. In fact, we commit ourselves to providing the best in careerrelevant programs. We want to deliver an education that will enable you to make a real difference in today's world. We offer some of the nation's best programs in homeland security, intelligence, criminal justice, emergency management, and more. We offer an impressive curriculum with more than 85 undergraduate and graduate degree programs.

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Join us

Since our founding in 1991 as American Military University, we've grown to become a leader in distance education. And serving our students has always been our number one priority.

I encourage you to learn more about us. Talk to one of our students. Chat with a professor or department chair. Explore our web site. Find out how American Public University System is helping others - and how we can help you grow, achieve, and succeed.

Dr. Wallace E. Boston, Jr.
President and Chief Executive Officer

Mission, Vision, and Core Values

Mission Statement

To provide quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible and affordable, and student-focused online programs, which prepare them for service and leadership in a diverse, global society.

Vision

The University System is a respected higher-learning organization known for its distinctive strengths in providing superior and relevant distance learning programs to its learners. In pursuing this vision, the University System:

- Creates interactive, effective learning environments for all constituents.
- Serves its constituents' diverse personal and professional development needs.
- Expands access to affordable programs to underserved learners.

Core Values

The University System is guided in fulfilling its mission by these shared principles and core values:

- **Learning:** The University System fosters an environment that promotes a life of learning for its constituents and uses feedback from its participants and supporters to improve the quality of its teaching, learning, and support.
- **Quality:** The University System holds a strong commitment to high standards in all aspects of its educational activities, learning outcomes, and support services. It seeks to continuously strengthen the overall effectiveness of its operations.
- **Integrity:** The University System conducts its operations and makes its public representations in an ethical manner. It assesses its operations in an open and collaborative manner and practices fairness, honesty, and objectivity in dealing with its constituencies.
- **Accountability:** The University System is accountable to its constituencies and the public for fulfilling its mission in an appropriate manner by openly assessing its operations and by inviting external evaluations by public agencies.
- **Access to Underserved:** The University System seeks to broaden access to its higher education programs by underserved communities who wish to engage the organization in their learning goals.
- **Adaptive and Responsive:** The University System anticipates and adapts to its changing environment and responds to the needs of the organization and its constituencies in manners both appropriate and timely.
- **Innovation:** The University System seeks imaginative and effective solutions to its challenges and innovative ways to fulfill its mission.
- **Collaboration:** The University System seeks and nurtures partnerships with its constituents and the communities it serves in creating effective learning environments for its learners.
- **Freedom of Inquiry and Expression:** The University System supports the rights of its constituents to freely inquire and express their opinions. It engages and encourages an open exchange of ideas and seeks input from all who wish to participate in its learning programs.
- **Diversity:** The University System embraces and promotes diversity in its policies and practices to prepare its learners to live and work successfully in an increasingly diverse society. It strives to create diverse learning environments by welcoming teachers, learners, and staff that bring diverse ideas, values, backgrounds, and beliefs to the learning and work environment.

History

The American Public University System (APUS) traces its history to June 11, 1991 with the establishment of American Military University (AMU) in the Commonwealth of Virginia. AMU was founded by retired Marine Corps Major James P. Etter as a graduate school of military studies for the purpose of providing military officers an opportunity to earn an advanced degree in a discipline associated with their profession of arms.

AMU offered all of its programs exclusively through distance learning. At that time, it was one of the first American degree-granting institutions operating exclusively at a distance. This method was adopted to accommodate the special needs of military students who moved often and served under uncertain conditions associated with training, exercises, and extended deployments. Distance learning allowed them the flexibility and accessibility to continue their studies under these demanding conditions with an institution that followed them through mail, email, phone, and fax around the globe.

The University began operations and accepting students in January 1993 with 18 graduate students registering for 22 courses in Land, Naval, or Air Warfare. AMU's curriculum was gradually expanded to include related disciplines such as Unconventional Warfare, Civil War Studies, Intelligence, Defense Management, and National Security Studies.

In June1995, AMU achieved initial accreditation with the Accrediting Commission of the Distance Education and Training Council (DETC). With this national accreditation, AMU students became eligible for Department of Defense Tuition Assistance Programs, the Veterans Administration Entitlement Programs, and federal and corporate tuition reimbursement benefits.

In January 1996, AMU introduced its undergraduate program with three initial areas of study: Military History, Military Management, and Intelligence Studies. These programs were intended to provide military personnel an opportunity to earn a relevant baccalaureate degree. Later, AMU began offering an Associate of Arts degree in General Studies to fulfill the needs of service members seeking a two-year degree. The University continued to expand its curriculum in response to the needs of its students and the military. Accordingly, programs such as Criminal Justice, Management, International Relations, Homeland Security, Security Management, Transportation and Logistics Management, Sports Management, Emergency and Disaster Management, and later a full range of liberal arts programs were introduced to meet the diverse interests and aspirations of the University's growing student body. With these new degree programs, AMU began attracting students from professions outside the military, primarily those in public service with law enforcement, fire and rescue, emergency planning, government, and defense contractors.

In 1998, AMU began transitioning its programs and services from a correspondence format to online to leverage the accessibility of online electronic classrooms, administrative services, and learning support facilities. At this time, AMU also outsourced its bookstore and textbook fulfillment services to an industry leader and began developing its proprietary student information system, Partnership At a Distance, or PAD. This system enabled students to apply for admission, complete an online orientation, register for courses, check degree progress, and apply for graduation from the convenience of their home or office with constant access to these online services.

In 2002, AMU expanded into the American Public University System and established American Public University to serve the educational needs of the public service community. Adopting the slogan of "Educating Those Who Serve", the APUS Mission expanded "to serve the nation's military and public service community with superior, relevant, and affordable distance learning programs which prepare them for leadership and service in a diverse, global society." With this organizational and mission expansion, the University System continued to expand and refine its curriculum to meet the special educational needs of its diverse student body.

In 2007, the APUS Mission evolved into "to educate the nation's military and public service communities by providing respected, relevant, affordable, and student-focused online programs, which prepare them for service and leadership in a diverse, global society" to more accurately define the institution's charge.

APUS was established in West Virginia, located within the region accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA). Accordingly, APUS underwent the process of regional accreditation achieving this status in May 2006. The NCA's Higher Learning Commission is recognized by the U.S. Department of Education and the History Council for Higher Education Accreditation.

Today, APUS and its member institutions, American Military University and American Public University, serve more than 100,000 military and public service professionals with relevant distance learning programs. APUS serves students in all U.S. states and territories and in more than 100 foreign countries. APUS is appropriately a wholly-owned subsidiary of a publicly-owned company, American Public Education, Incorporated (APEI) which issued an initial public offering of its stock in November 2007 and is now trading on the NASDAQ as APEI.

Address and Phone Numbers

APUS has two administrative offices – our headquarters is in Charles Town, WV, and supporting administrative offices are in Manassas, VA. Our university offices are open 9 a.m. to 5 p.m. Eastern Time, Monday through Friday, all year except for recognized federal holidays.

Please follow this link for contact information to specific departments: http://www.apus.edu/contact_us/.

All faculty may be reached through the classroom and will respond to a student within 48 hours.

Headquarters

111 West Congress Street
Charles Town, WV 25414
Phone: 304-724-3700
Toll Free: 877-468-6268

Administrative Offices

10110 Battleview Parkway
Suite 114
Manassas, VA 20109
Phone: 703-330-5398
Toll Free: 877-468-6268

Accreditation

The U.S. Department of Education formally recognizes accrediting commissions that meet all federal standards. Further, the Council on Higher Education Accreditation (CHEA) extends recognition to accrediting bodies and their institutions that meet established quality standards. Generally, accrediting bodies fall into three major categories: national, regional, and specialized/professional.

Accreditation within higher education is a voluntary, nongovernmental process that gives public recognition to institutions that meet certain published standards of academic and administrative quality. The purpose of accreditation is to assure the public as to the quality of an institution and its commitment to high standards through a system of continuous improvement.

APUS cannot guarantee that its credit will be accepted as transfer credit into another university. Accreditation does not provide automatic acceptance by an institution of credit earned at another institution, as acceptance of credit is always the prerogative of the receiving institution.

Regional Accreditation

American Public University System is accredited by the Higher Learning Commission and a member of the North Central Association (www.ncahlc.org, 312-263-0456). The Higher Learning Commission accredits degree-granting institutions located in a 19-state region, including West Virginia. The Higher Learning Commission is recognized by the U.S. Department of Education and CHEA.

As an accredited institution, APUS is eligible to participate in federal educational entitlement programs such as military tuition assistance, government tuition reimbursement programs, the Department of Veterans Affairs GI Bill, and many corporate education assistance programs.

Credits and degrees earned through APUS are recognized for promotion, assignment, and position qualification standards within the military and federal government. For students transferring to other colleges, APUS credit is considered transfer eligible based on our accreditation, but it is up to each receiving school whether or not they will accept individual transfer credit for courses completed at APUS. APUS cannot guarantee that another school will accept our credit, as all transfer credit decisions are made by the receiving school. In addition, APUS has been granted approval by the Department of Education to participate in Title IV Federal Student Aid Programs.

For questions, please contact Accreditation@apus.edu.

Further information on recognition policies and standards may be found on the following websites:

- U.S. Department of Education at www.ed.gov
- Council on Higher Education Accreditation (CHEA) at www.chea.org
  1601 18th St. NW, Washington, DC 20009
  (202) 955-6126
- Distance Education and Training Council (DETC) at www.detc.org
  1601 18th Street, NW, Washington, DC 20009
  (202) 234-5100
- The Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools at www.ncahhlc.org
  30 North LaSalle Street, Suite 2400, Chicago, IL 60602
  (800) 621-7440
- Defense Activity for Nontraditional Education Support (DANTES) at www.voled.doded.mil

Licensure

American Public University System is authorized to operate as an institution of higher education by the West Virginia Higher Education Policy Commission (HEPC). APUS is also permitted to operate as an out-of-state institution in the Commonwealth of Virginia by the State Council of Higher Education for Virginia (SCHEV). These are the states in which the University System maintains a physical presence and conducts its academic and service operations. Additionally, American Public University System is engaged in a continuous process to certify that it is recognized as an accredited institution of higher learning by all 50 states and the District of Columbia. In this regard, the University is committed to ensuring that its academic programs, business practices, and operational activities remain in compliance with applicable regulations specific to each jurisdiction.

State-specific Details

American Public University System is approved to operate in most U.S. states, either through licensure, registration, or exemption. Some states require that the University post approval-related statements on the APUS website, and some states list "approved" institutions on their websites.

Alabama: The University has received a Private School License from the State of Alabama Department of Postsecondary Education. The University has received a Certificate of Approval from the Alabama Commission on Higher Education. The ALHE requests that all marketing material describing the degree requirements in the College of Education contain the following disclaimer: "Alabama Students: Contact the Teacher Education and Certification Division of the Alabama State Department of Education at 334-242-0035 or www.alsde.edu to verify that these programs qualify for teacher certification, endorsement, and/or salary benefits."

Alaska: APUS is exempt from authorization under AS 14.48 and 17.015 because the program is online or distance delivered and does not have a physical presence in the state.

Arizona: The programs of the University are not under the jurisdiction of the Arizona State Board for Private Postsecondary Education. This exemption states the University does not have any physical presence in Arizona.

Arkansas: The Arkansas Department of Higher Education approved initial certification of the Associate of Arts in General Studies, Bachelor of Arts in Business Administration, Bachelor of Arts in Criminal Justice, Bachelor of Arts in Management, Bachelor of Arts in Psychology, Associate of Arts in Management, Bachelor of Arts in General Studies, Bachelor of Arts in Emergency and Disaster Management, Bachelor of Arts in Homeland Security, Bachelor of Arts in Intelligence Studies, Bachelor of Sciences in Sports and Health Science, Master of Arts in Homeland Security, Master of Business Administration, and Bachelor of Arts in Transportation and Logistics Management. Any advertisement or published materials using the name Arkansas Higher Education Coordinating Board or the Arkansas Department of Higher Education must contain the following statement: "Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301. In order to meet Arkansas Department of Higher Education requirements, Arkansas students will be expected to take 35 hours of general education coursework that meets the Arkansas general education requirements including 8 hours of science and one course in U.S. History OR one course in Government.

California: The California Bureau for Private Postsecondary Education regulates through licensure all private colleges and universities that are not formally accredited by an agency recognized by the U.S. Department of Education. Since APUS is regionally accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, the university is not required to be licensed by the Bureau.

Colorado: No regulatory authorization required: the University does not meet the Colorado requirement for physical presence. The University is not required to and cannot be authorized to operate in Colorado. This does not limit the University from enrolling students that happen to live in Colorado.

Connecticut: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Delaware: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Florida: The University maintains a current agent license for Danny Roby and Daniel Allen, Education Coordinators in Florida. The University was required to submit the Orientation and Training Module that was developed to support the university's admissions, marketing and recruiting personnel and the Florida Agent Training Questionnaire.

Georgia: The University maintains a Certification of Authorization from the Nonpublic Postsecondary Education Commission in Georgia.

Note to Georgia Students: All academic appeals will be handled in accordance with the normal University hearing process. Grievances that are not resolved through normal, APUS administrative processes should be referred to the Georgia Nonpublic Postsecondary Education Commission. Students may contact the Commission at 2082 East Exchange Place, Suite 220, Tucker, GA 30084; (770) 414-3300 (www.gnpec.org).

Hawaii: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Idaho: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground in the state.

Illinois: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Indiana: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Iowa: NOTE TO STUDENTS: A student seeking an Iowa educator license is advised that successful completion of this institution's program(s) of educator preparation does not qualify you for initial educator licensure by the Iowa Board of Educational Examiners. A candidate seeking licensure in the State of Iowa must first be licensed/ certified as an educator in the state in which preparation was completed. This institution shall assist a candidate in contacting the appropriate licensing board in the state in which the candidate's preparation was completed. This institution shall assist the candidate in understanding the requirements of the appropriate licensing board prior to the candidate's completion of this institution's program(s) of educator preparation. A candidate seeking subsequent licensure from the Iowa Board of Educational Examiners must contact that Board (515/281-5849; http://www.boee.iowa.gov/ for licensure requirements in Iowa.

Kansas: Certificate of Approval, #2010254.

Kentucky: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Louisiana: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Maine: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Maryland: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Massachusetts: The University has registered as a foreign corporation in the Commonwealth of Massachusetts. No formal application for licensure has been submitted.

Michigan: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Minnesota: The University is approved to offer the Master of Arts in Homeland Security. Catalogs, applications and enrollment material must contain the following language: "The American Public University System is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may or may not transfer to all other institutions."

Mississippi: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Missouri: No formal application for licensure has been submitted.

Montana: The University submitted regional accreditation notification to the Office of Commissioner of Higher Education. This will serve as evidence that the University has complied with all of the laws and regulations concerning out-of-state institutions that come into Montana to offer coursework and programs.

Nebraska: The University submitted to the Coordinating Commission for Postsecondary Education an Affirmation of Intent to offer on-line courses in Nebraska – No physical presence in the state.

Nevada: APUS has been approved by the Nevada Commission on Postsecondary Education to offer educational courses in Nevada.

New Hampshire: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

New Jersey: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

New Mexico: The University is registered as an out-of-state proprietary institution with the New Mexico Higher Education Department (NMHED) to actively recruit students in New Mexico.

NOTE: New Mexico Higher Education Department will receive complaints that were unable to be resolved through the institution's internal complaint process. Generally, in order to file a complaint with NMHED, you must have already filed with and received a response from the institution which you are complaining against. If you have legitimate reasons preventing you from filing a complaint with the institution, you must provide supporting documentation to that regard. Please visit this website for additional information: http://hed.state.nm.us/ Complaint.aspx.

New York: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

North Carolina: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

North Dakota: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Ohio: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Oklahoma: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Oregon: Oregon does not regulate degree programs offered by regionally accredited institutions.

Pennsylvania: The University has received a Certificate of Authority for the purpose of marketing and recruiting in the state.

NOTE to Pennsylvania students: Teacher education programs, have not been reviewed or approved by Pennsylvania, and candidates will have to apply for certification and meet requirements for certification as out-of-state candidates.

Rhode Island: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

South Carolina: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

South Dakota: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Tennessee: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Texas: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Utah: APUS has received The Accredited Institution Certificate of Exemption. Certificate #8072345-9985.

Vermont: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

Virginia: The State Council of Higher Education for Virginia (SCHEV) has certified the school to operate in Virginia.

Note to Virginia students: Students have the right to file a grievance with the State Council of Higher Education for Virginia (SCHEV). A representative from SCHEV can be reached at the following: 101 N. 14th Street, James Monroe Building, Richmond, VA 23219; telephone (804) 225-2600. Retaliation against any individual who, in good faith, reports or who participates in the investigation of alleged violations is strictly forbidden.

Washington: APUS is exempt from licensure since it does not maintain physical facilities or offer instructional programs on the ground within the state.

West Virginia: The University has received Category II status from the West Virginia Higher Education Policy Commission, which represents the final step in achieving full authorization to operate in the state. No further action is required.

Wisconsin: APUS has been approved by the State of Wisconsin Education Approval Board (EAB) as a private school subject to the provision of Wisconsin Statues 38.50. A representative for the EAB can be reached at the following: 30 West Mifflin Street, 9th floor, Madison, WI 53708; telephone (608) 266-1996; email eabmail@eab.state.wi.us.

Wyoming: The University maintains a Private School Registration from the Wyoming Department of Education (Certificate number 12-002-30).

The District of Columbia: The University maintains an Agent's License to operate in the District of Columbia.

Employment Disclosure

American Military University and American Public University are part of the American Public University System (APUS). APUS offers academic programs leading to degrees and certificates in a number of fields for which professional practice requires licensure or certification by state, local, or professional boards. In addition, employers consider a range of factors when determining whether a candidate is eligible for a job, including, among other things, work experience, results of criminal background checks and military discharge information. Students and former students are solely responsible for determining and complying with state, local, or professional licensure and certification requirements and with other employment requirements. APUS makes no representation or guarantee that successful completion of a degree or certificate program at APUS will enable a student to obtain professional licensure or certification or particular employment. Prior to enrolling in any program, all students are strongly encouraged to research carefully all licensure, certification and employment requirements related to their desired fields of study. To assist our students and alumni in their career search and in pursuing their career goals, the APUS Office of Career Services provides a variety of tools, resources, guidance, and information. For more information on career services, visit www.amu.apus.edu/community/career-services/index.htm or www.apu.apus.edu/community/career-services/index.htm

Financial Disclosure

The American Public University System provides summarized audited financial information to individuals who wish to determine the financial status of the University System and its institutions. The University System's fiscal year runs from January 1 - December 31 each year. Individuals who wish to review published financial information can do so by visiting the American Public Education, Inc. website at http://www.americanpubliceducation.com.

Harassment, Discrimination, and Retaliation Policy

American Public University System (the University) is committed to providing an environment that is free of all forms of unlawful harassment and discrimination. In keeping with this commitment, we maintain a strict policy prohibiting all forms of unlawful harassment and discrimination in interactions that take place in the university environment, whether physical or virtual.

Harassment is unwelcome and disrespectful conduct and communication. Discrimination is any treatment – including harassment – on the basis of a protected characteristic. The University does not engage in and will not tolerate harassment or discrimination based on sex, race, color, religion, national origin, age, marital status, veteran status, handicap, disability, or any other characteristics protected by applicable federal, state, or local law.

If you experience, observe, or become aware of behavior that you believe to be harassing or discriminatory in nature, or that is inappropriate or offensive, you are strongly encouraged to report the behavior immediately to the appropriate authority.

To report harassment or discrimination, contact Frank Turner, APUS Student Conduct Officer at fturner@apus.edu. You should provide a description of the issue (including factual details about the people involved, names of any witnesses, and dates of incidents of objectionable behavior) and any steps that have been taken to resolve the issue informally. You may also choose to report harassment or discrimination on the basis of sex to the Office for Civil Rights of the U.S. Department of Education.

Persons reporting incidents of harassment, discrimination, or retaliation may be concerned about the confidentiality of information they are sharing. The right to confidentiality, both of the complainant and the accused, will be respected to the extent possible insofar as it does not interfere with the university's legal obligations or ability to investigate or to take corrective action when it is found that misconduct has occurred.

It is our policy to promptly and equitably investigate any report of harassment, discrimination or retaliation. Appropriate action will be taken against any individual who violates this policy. Harassment or discrimination by any student to another student or a University faculty or staff member will result in disciplinary action up to and including expulsion. Harassment or discrimination by a University faculty or staff member to another employee or student will result in disciplinary action up to and including termination. In addition, any individual who engages in conduct prohibited by this policy may be personally liable in legal action brought against him or her.

You will be protected from retaliation for making a report or participating in an investigation under this policy. All complaints of retaliation should be reported in accordance with the procedure outlined above. Any person who retaliates against any individual filing a claim of harassment or discrimination will be considered to have violated this policy; retaliation will result in corrective action up to and including separation or expulsion.

Cyber-Harassment Policy

The University is committed to providing a safe, positive learning environment for students, faculty and administrators. The University believes that preventing cyberstalking and cyber-harassment is critical to creating and maintaining a safe and secure culture, which supports academic achievement. Cyber-harassment can create an atmosphere of fear and intimidation, which may lead to more serious violence. Cyberstalking and cyber-harassment are prohibited at the University.

Cyberstalking is threatening behavior or unwanted advances directed at another using the Internet and other forms of online and computer communications.

Cyber-harassment differs from cyberstalking in that it generally does not involve a credible threat. Cyber harassment is the willful and repeated use of cell phones, computers, and other electronic communication devices to harass and threaten one or more students, faculty, or staff members, which occurs in the school setting or through the use of technology with an effect of doing any of the following:

- Substantial interference with a student's education;
- Creation of a threatening environment;
- Substantial disruption of the orderly operation of the university.
- Harassment, Discrimination, and Retaliation Policy

Examples of cyber-harassment:

- Using the Internet, cell phone, email or any other form of electronic communication to intimidate someone;
- Online fighting/trash talking;
- Offensive harassing messages;
- Sending unsolicited text messages to another user;
- Publicly disclosing someone's personal information;
- Breaking into an account and sending damaging messages;
- Taking pictures of someone and posting the pictures without their consent;
- Creating a fictitious online account using legitimate personal information and then placing damaging or harassing information in the account.

Cyberstalking and cyber-harassment are prohibited, whether in the classroom, online, through the use of social networking sites, email or any other form of electronic communication. The use of the University email server to send harassing messages to individuals outside of the university is also prohibited. Any harassment not listed above is covered by this policy if the incident results in the disruption of the university's learning environment.

Cyberstalking and cyber-harassment are criminal offenses. Cyberstalking and cyber-harassment based on protected characteristics may also implicate federal, state, and local non-discrimination laws. The University reserves the right to report an incident to the appropriate law enforcement agencies and it will participate in any investigation by law enforcement of an alleged cyberstalking or cyber-harassment offense. In addition, the University will apply its policies and procedures regarding adverse actions as it deems appropriate. Those policies and procedures are described in the Student Handbook. For example, those policies and procedures provide that students who are perceived to be a possible danger to other students or to themselves may be involuntarily withdrawn from the University. To initiate this process, a University member must contact Frank Turner, APUS Student Conduct Officer at fturner@apus.edu. If a person is convicted of cyber stalking or cyber-harassment, the person may face serious criminal sanctions and the University may take adverse action against the student in accordance with its policies and procedures.

University General Grievance Procedure

American Public University System (the University) is dedicated to open communication and the exchange of ideas and/or concerns. Recognizing that, at times, a student may wish to voice a concern, the University has this procedure for addressing students' general complaints.

- If a student has a complaint or concern regarding the University, the student should first communicate the complaint or concern directly and informally with the appropriate department or faculty member. If the complaint or concern is not resolved within the department, the student should continue with the process described below. A student who believes informal resolution is not appropriate due to the sensitive nature of the complaint (for example, sexual harassment or sexual violence) may initiate the appropriate process described below without communicating directly to the department or faculty member involved. Complaints should be filed as soon as possible. For academic issues (classroom issues, grades, faculty concerns): Student emails academics@apus.edu outlining the complaint or concern and what steps have been taken toward resolution. Academic issues can be complex and require multiple steps to be taken before they can be resolved. The time it takes to resolve individual complaints may vary, but students can expect an initial response outlining next steps and timelines within 3-5 business days.

For non-academic issues (service complaints, refunds, etc.): Student emails studentservices@apus.edu outlining the complaint and concern and what steps have been taken toward resolution. The time it takes to resolve individual complaints may vary, but students can expect an initial response outlining next steps and timelines within 3-5 business days.

- Complaints regarding disability accommodations should go to DSA@apus.edu. The time it takes to resolve individual complaints may vary, but students can expect an initial response outlining next steps and timelines within 3-5 business days.
- For complaints regarding discrimination or harassment (including sexual harassment and sexual violence), please refer to the Policy against Harassment, Discrimination, and Retaliation outlined in the University's Student Handbook.
- Certain other issues, known as adverse actions, cannot be addressed through the general complaint procedure. These issues include being placed on academic probation, dismissal, sanctions, and expulsions. Students wishing to challenge an adverse action or request an exception to university policy are required to file a formal appeal. Detailed information about the appeals process can be found in the Student Handbook at http://www.apus.edu/student-handbook/rightsresponsibilities/#Adverse_Actions.
- If a student is unsure about the appropriate contact for a particular concern, the student may always email studentservices@apus.edu to share the concern and the concern will be routed to the appropriate University representative.

To complete a thorough investigation, the University may interview, consult, or request information from the student making the complaint or any other individuals believed to have relevant information, including faculty, staff, and other students. At the conclusion of the investigation, the University will report its findings and any proposed resolution to the student.

The findings of the University under this grievance procedure are final and are not subject to appeal. If, however, your grievance was handled under another applicable policy and procedure and that policy and procedure includes an appeal process, then you may submit an appeal under that policy and procedure.

The University will consider fairly all complaints and comments and not engage in retaliatory action against any student who has submitted such information. Any person who retaliates against any individual filing a complaint or concern will be considered to have violated this policy and will be subject to disciplinary action.

Third Party General Grievance Procedure

The University is also required to provide its students or prospective students with contact information for filing complaints with its accreditor(s) and with its State approval or licensing entity and any other relevant State official or agency that would appropriately handle a student's complaint.

State of West Virginia: The West Virginia Higher Education Policy Commission attempts to provide an avenue for informal resolution of matters concerning institutions; however, the Commission cannot require an institution to take any specific action University General Grievance Procedure and cannot provide legal advice to students or prospective students. When contacted, Commission staff will refer the complainant to the specific institution for clarification and response. If, after exhausting internal grievance procedures, the institution has not responded to the student's satisfaction, the student can contact the West Virginia Office of the Attorney General, Consumer Protection Division. Instructions for filing a complaint with the West Virginia Office of the Attorney General, Consumer Protection Division can be found at http://www.wvago.gov/takeaction.cfm.

Students also are provided with information for filing complaints with other state agencies in the event that they wish to contact an agency in their state of residence. Contact information for agencies handling student complaints in all other states and the District of Columbia can be accessed through the following link: State Agencies – Higher Education Grievances and Complaints.

Higher Learning Commission: The Commission has established a clear distinction between individual grievances and complaints that appear to involve broad institutional practices. Where a complaint raises issues regarding the institution's ongoing ability to meet the Criteria of Accreditation, the Commission forwards the complaint to the institution and requests a formal response. Instructions for filing a complaint with the Higher Learning Commission of the North Central Association of Colleges and Schools can be found at http://www.ncahlc.org/Information-for-the-Public/complaints.html.

Catalog Changes

This publication is not a contract between the University System and any party or parties, and should not be regarded as such. At the date of publication, reasonable effort was made to ensure that this publication and its provisions were factually accurate. However, the publication is not a complete statement of all policies, procedures, and program information. American Public University System reserves the right to make changes and additions to the information in this publication without notice. In cases where significant modification or discontinuation of a program occurs, students can expect to be contacted by a University System staff member to discuss and resolve the matter with the students' interests in mind. Addendums may be posted to the website.

Technology Requirements

Studying online requires that you use a computer, an internet connection, and desktop productivity software to complete your degree. To access the full functionality of our campus and classrooms, you are expected to meet or exceed the requirements below. Some programs and classes may require additional software.

Basic Requirements

- Internet access
- Email client and an email address
- Windows XP or higher or Mac OS X
- Sound card, speakers, and a microphone
- 20 GB of free hard disk space
- Monitor and video card (350 Mhz or better) capable of 1024 x768 resolution
- Inkjet or laser jet printer
- 2 GB of RAM
- CD-ROM

Software Requirements

- Internet Explorer 8.0 or higher or Firefox 3.6.x
- Microsoft Office 2003 or higher/Open Office/Mac Office 08
- Adobe Flash Player 9 or higher
- Windows Media Player 7 or higher
- Java 1.5.0 or higher
- QuickTime 7 or higher
- Adobe Acrobat Reader 8 or higher
- A current anti-virus software regularly updated according to the software manufacturer
- .docx converstion pack

** Students using adaptive technology are recommended to use one of these screen readers for use with Sakai: JAWS version10.0 or later; Window-Eyes version 7.0 or later.*

The American Public University System offers several options for graduate study: Master's degrees and graduate certificates. Master's degree programs range from 36 to 48 semester hours (12-15 courses) of study and require either a comprehensive exam, a thesis, or an integrative practicum and a GPA of 3.0 for graduation. Students must have completed a bachelor's degree program from an accredited institution to be admitted to a master's degree program. Certificate programs are available to students who seek a shorter program focused on career development or knowledge of a specific discipline. Certificates range from 18 to 27 semester hours; typically 6-9 courses.

Program Completion Rates, Median Debt, and More

For more about the graduation rates and median debt of students who completed each program, as well as other important information—visit www.APUS.edu/disclosure.

Master's Programs

The Graduate programs require 36 to 48 semester hours of course work. In addition to a required research methodology course, each major consists of core and major or concentration requirements. Core requirements provide the theoretical underpinning for future work. Major and concentration requirements allow students to select special areas of interest depending on their professional and personal goals. Additionally, most degree programs have elective requirements. Lastly, each student completes the final program requirements with a comprehensive exam, a thesis, or an integrative practicum; the options may vary according to the degree program.

Master of

- Business Administration
- Public Administration
- Public Health

Master of Arts

- Criminal Justice
- Emergency and Disaster Management
- History
- Homeland Security
- Humanities
- Intelligence Studies
- International Relations and Conflict Resolution
- Legal Studies
- Management
- Military History
- Military Studies
- National Security Studies
- Political Science
- Psychology
- Reverse Logistics Management
- Security Management
- Transportation and Logistics Management

Master of Education

- Administration and Supervision
- School Counseling
- Teaching
- Teaching - Concentration in Elementary Education
- Teaching - Concentration in Secondary Social Studies

Master of Science

- Accounting
- Environmental Policy and Management
- Information Technology
- Space Studies
- Sports and Health Sciences
- Sports Management

Graduate Certificates and Endorsements

Students may earn a certificate en route to the master's degree, but it is the student's responsibility to ensure that requirements for both programs are met. Students seeking the Master's degree may not receive a certificate in their Master's degree major or a closely related area because the value of the student's work and the academic credentials are diminished. For example, students pursuing a graduate degree in Military Studies/Naval Warfare may not receive a Naval Warfare Certificate en route to their degree, but a student pursuing a graduate degree in Military Studies/Land Warfare may receive a Naval Warfare Certificate by selecting Naval Warfare courses that are applicable in the Certificate program as his/her elective courses towards the Land Warfare degree. Students who wish to pursue a certificate in an unrelated area en route to the Master's degree will be required to take a minimum of two courses beyond the Master's degree program to receive the certificate and degree (a total of 42 semester hours or more).

Students may earn an endorsement en route to the master's degree, but it is the student's responsibility to ensure that requirements for both programs are met. Students may pursue an endorsement separate from a Master's degree and at a later date apply these credits to their Master's degree. Students may also take the courses in the endorsement program for professional development credits and then apply these toward either the endorsement or the Master's degree. An endorsement is an additional certification and teaching credential.

- American History
- American Revolution
- Ancient and Classical History
- Athletic Administration
- Civil War Studies
- Competitive Intelligence
- Counterintelligence
- Criminal Justice
- Cybercrime
- Digital Forensics
- Emergency and Disaster Management
- Environmental Hazard Mitigation and Restoration
- Environmental Planning and Design
- Environmental Risk Assessment
- Environmental Sustainability
- European History
- Fish and Wildlife Management
- Global Environmental Management
- Homeland Security
- Information Assurance
- Information Systems Security
- Intelligence Analysis
- Intelligence Studies
- IT Project Management
- Joint Warfare
- K-12 Online Teaching Endorsement
- Leadership and Logistics
- Logistics Management
- Middle Eastern Studies
- National Security Studies
- Nonprofit Management
- Object-Oriented Application Development
- Organizational Management
- Post-Baccalaureate Teacher Preparation Certification
- Security Management
- Space Studies
- Sports Management
- Strategic Leadership
- Terrorism Studies
- World War II Studies

Fall 2012 Term	Start	End
October Sessions		
Fall A: 16-week courses	October 1, 2012	January 20, 2013
Fall B: 8-week courses	October 1, 2012	November 25, 2012
November Sessions		
Fall K: 16-week courses	November 5, 2012	February 24, 2013
Fall I: 8-week courses	November 5, 2012	December 30, 2012
December Sessions		
Fall C: 16-week courses	December 3, 2012	March 24, 2013
Fall D: 8-week courses	December 3, 2012	January 27, 2013

Winter 2013 Term	Start	End
January Sessions		
Winter A: 16-week courses	January 7, 2013	April 28, 2013
Winter B: 8-week courses	January 7, 2013	March 3, 2013
February Sessions		
Winter K: 16-week courses	February 4, 2013	May 26, 2013
Winter I: 8-week courses	February 4, 2013	March 31, 2013
March Sessions		
Winter C: 16-week courses	March 4, 2013	June 23, 2013
Winter D: 8-week courses	March 4, 2013	April 28, 2013

Spring 2013 Term	Start	End
April Sessions		
Spring A: 16-week courses	April 1, 2013	July 21, 2013
Spring B: 8-week courses	April 1, 2013	May 26, 2013
May Sessions		
Spring K: 16-week courses	May 6, 2013	August 25, 2013
Spring I: 8-week courses	May 6, 2013	June 30, 2013
June Sessions		
Spring C: 16 week courses	June 3, 2013	September 22, 2013
Spring D: 8-week courses	June 3, 2013	July 28, 2013

Summer 2013 Term	Start	End
July Sessions		
Summer A: 16-week courses	July 1, 2013	October 20, 2013
Summer B: 8-week courses	July 1, 2013	August 25, 2013
August Sessions		
Summer K: 16-week courses	August 5, 2013	November 24, 2013
Summer I: 8-week courses	August 5, 2013	September 29, 2013
September Sessions		
Summer C: 16-week courses	September 2, 2013	December 22, 2013
Summer D: 8-week courses	September 2, 2013	October 27, 2013

Graduate Student Profile

The University System's graduate programs are open to all qualified students. Students come from areas such as the armed forces, federal, state, and local government, government contracting firms, law enforcement, and many others with abiding interest in the comprehensive curriculum. Our students study from locations in all 50 states as well as from more than 100 foreign countries. Most students are adult learners who hold full-time positions within their profession.

Graduate Admissions Criteria and Status

Graduate Admission Criteria

Prospective students are required to possess a bachelor's degree from a regionally or nationally accredited institution recognized by the U.S. Department of Education.

Graduate Admission Status

Students are admitted to a University System institution after an online application has been submitted and the online New Student Orientation has been completed, but their student admission record is not complete until all required admission documents are submitted. The student may login anytime to view what documents may be required to complete his admission record and which have already been received in his personal Document Log.

Student Identity

Students enrolling in APUS will be identified by the matching of data on the incoming transcripts or military documents. However, students may also be asked to submit a valid Social Security Card, current Driver's License, and/or proof of address to maintain their enrollment.

Equal Opportunity

The University System is committed to equal opportunity in student admissions, financial assistance, and other policies and procedures without regard to age, sex, race, color, religious belief, national origin, status as a qualified person with a disability or handicap, marital status, or sexual orientation. All interested individuals are encouraged to apply. Admissions questions should be emailed to info@apus.edu.

Course Registration

The Course Schedule is posted online and displays a schedule of the courses offered, the professors teaching the courses, and the required course materials. When registration for a particular session opens, students may register online through the student portal by selecting "Register Now" and choosing the appropriate course. Students having difficulty accessing the online registration page should contact the staff at registrar@apus.edu for assistance.

Examinations & Proctors

APUS professors use examinations as one method of evaluating student performance during a course. Examinations may be proctored or unproctored, and professors can set any exam so that a proctor is required. Proctors are individuals who ensure the integrity of the examination process by monitoring student work during the exam and verifying that the student complied with exam instructions regarding the use of outside materials, doing his/her own work, etc. If a proctor is required, the student must locate a suitable proctor who will be able to give the student access to a computer for 3-4 hours and who has an email address. Proctors must meet certain qualifications, as described in the Student Handbook section covering the Online Examination Process. Prior to exam day, the professor will email a password to your proctor. On the day of your exam, your proctor will provide the password and monitor you as you take your final exam online.

Special Needs

APUS complies with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding students with disabilities. In compliance with federal and state regulations, reasonable accommodations are provided to qualified students with disabilities.

A request for accommodation is deemed reasonable if the request:

- is based on documented individual needs.
- does not compromise essential requirements of a course or program.
- does not impose a financial or administrative burden upon APUS beyond that which is deemed reasonable and customary.

A qualified student can, with or without reasonable accommodations, perform the essential functions of program or course requirements. The essential requirements of an academic course or program need not be modified to accommodate an individual with a disability.

Final responsibility for selection of the most appropriate accommodation rests with the Disability Services Accommodations Office (DSA) and is determined on an individual case-by-case basis, based on the nature of the student's disability. Students are encouraged to email DSA@apus.edu to discuss potential academic accommodations and begin the review process.

It is the student's responsibility to follow the DSA process as published in the Student Handbook.

Tuition and Fees

The University System operates nearly exclusively through tuition revenue and provides affordable education. Tuition for courses taken for academic credit is $250 per semester hour for undergraduate classes and $325 per semester hour for graduate classes. The following is the current tuition/fee schedule:

Tuition

8- and 16-Week Sessions	3 semester hours	4 semester hours
Undergraduate Academic Credit	$750	$1,000
Graduate Academic Credit	$975	N/A
Audit	$300	$400

Fees

Admission Fee	$0
Registration Fee	$0
Late Registration Fee	$50
Transfer Credit Evaluation - United States Active Duty Military, Guard, or Reserve personnel	$0
Transfer Credit Evaluation - All other	$50
Technology Fee - United States Active Duty Military, Guard, or Reserve personnel (per course)	$0
Technology Fee - All other (per course)	$50
Average Undergraduate Course Materials (per course)	$0
Average Graduate Course Materials (per course)	$125-$175
Completion Fee: Certificate	$25
Graduate Comprehensive Exam	$250
Graduation Completion Fee for most degrees	$100
Transcripts (each):	
Official electronic	$10
Official paper	$20
Unofficial electronic	$5

Withdrawal, Refund, and Extension Policy

Tuition refunds are given for courses taken for academic credit under the guidelines listed below. Students registered for a course are expected to complete all scheduled requirements (as listed in the classroom's course syllabus) within the allotted time frame: 8 weeks or 16 weeks. Students experiencing difficulties that prevent them from completing their coursework on time should discuss their situation with their instructor. In extreme situations, they may wish to consult the Student Handbook to determine whether they should submit a formal request for a course extension or withdraw from the course entirely. Procedures for both actions are explained in the Student Handbook. Students who elect to submit a request for a course extension forfeit the option to withdraw from the course, but in most cases, a course extension is preferable because it allows time for students to complete the course and advance towards their academic goals. In addition, a course withdrawal will reduce the number of credit hours being taken during the semester and may have a negative impact on students' status as a full-time or part-time student, which in turn may affect eligibility for some forms of financial aid. Required forms are available in the Online Campus.

If a student decides to drop from a course, the online Drop/Withdrawal from Course form must be submitted during the first week of the course. APUS will not consider appeals for a penalty-free drop after the first week of the course has ended because of late book arrival as it is the student's responsibility to drop the course on time.

If a student earning academic credit submits an online Drop/Withdrawal from Course form after the first week of the course, s/he will be withdrawn administratively and will receive a grade of "W" as long as the withdrawal was requested during the allowed timeframe. A "W" grade does not carry a grade point value and has no effect on the student's cumulative APUS GPA. Students taking courses as Audit (not seeking academic credit) will receive a "W" if they withdraw at any time during the course.

Course Withdrawals may be requested after the start of the second week until the beginning of the last week of the course. The date of withdrawal will be the date the request is received. Refunds are processed as follows:

- APUS refunds 100% of tuition for course drops occurring before or during Week 1 of a course taken for academic credit or as an Audit.
- After a course begins, refunds will be based on the weekly course schedule.
- Go Army Ed Students: The withdrawal date in Go Army Ed is considered by the Army to be the withdrawal date of record for refund purposes.

Please find the appropriate semester-length on the Refund Schedule to determine your refund. Students should allow 30 days for the processing of tuition refunds.

8-Week Course Tuition Refund Schedule

Withdrawal Request Date	Tuition Refund Percentage
Before or During Week 1	100%
During Week 2	75%
During Weeks 3 and 4	50%
During Weeks 5 through 8	No Refund

16-Week Course Tuition Refund Schedule

Withdrawal Request Date	Tuition Refund Percentage
Before or During Weeks 1 or 2	100%
During Weeks 3 and 4	75%
During Weeks 5 through 8	50%
During Weeks 9 through 16	No Refund

Financial Assistance

APUS offers several educational financing options including Federal Student Aid, grants and loans, alternative loans, and an automatic debit payment plan. Students are encouraged to begin their application process by completing their Statement of Intent Form online and entering the online Financial Aid Office at least 37 days prior to the start of the semester. Additionally, APUS is authorized to accept funds from the U.S. Department of Defense Tuition Assistance (TA) programs as well as the Veterans Administration GI Bill programs (including REAP and Vocational Rehabilitation). Students employed in the private sector should consult with their Human Resources department regarding employer-based tuition assistance programs.

Automatic Debit Plan

The University System offers an Automatic Debit Plan (ADP) to enable students to spread tuition payments over time by having them automatically charged to a credit card on a preset schedule. The amount and number of payments is proportional to the length of the course. Students in 16-week courses make four ADP payments. Students in 8-week courses make two ADP payments. To be eligible for the ADP plan, the student must be registered for credit-bearing courses. Audit students are not eligible for ADP.

ADP Schedules

16-Week ADP Schedule	
Upon Registration	1/4 tuition due
15th of Session's First Month	1/4 of tuition due (i.e., for May 5th course, payment due 5/15/XX)
15th of Session's Second Month	1/4 of tuition due (i.e., for May 5th course, payment due 6/15/XX)
15th of Session's Third Month	1/4 of tuition due (i.e., for May 5th course, payment due 7/15/XX)

8-Week ADP Schedule	
Upon Registration	1/2 tuition due
15th of Session's First Month	1/2 tuition due (i.e., for May 5th course, final 1/2 due 5/15/XX)

ADP Late Payments
If a credit card is declined, the student will be notified to immediately to contact stuaccounts@apus.edu and make the payment. A $25 fee is charged to the student's account. If payment is not received, the student's account is placed on "balance due hold".

VA Benefits and GI Bill

Students who are not certain if they qualify for VA Benefits should first contact the VA Education Call Center at 888-442-4551 or go online at www.gibill.va.gov. The Veterans Administration will help to determine exactly which benefits students are eligible to receive and which form(s) they will need. The process for each benefit type can also be found at http://www.apu.apus.edu/ After being accepted as a student, anyone using GI Bill benefits needs to complete the Application for VA Education Benefits (Form 22-1990) from the VA website, and send it to the Veterans Affairs office at APUS. Discharged veterans also will need to send a copy of their DD-214 to our administrative office. Additional questions about VA Benefits, the GI Bill, or the Top-Up program can be found on the APUS websites under Tuition and Financing and Paying for school.

Course Load and Student Status

The following table equates semester hours with student status for Alternative Loans and VA Benefits. Students who are applying for Federal Student Aid will adhere to a different enrollment status. Please see the Financial Aid Website for more information on financial assistance.

Graduate: 8-Week Courses

Semester Course Load	Student Status
6 semester hours	Full-time
3 semester hours	Three-quarter time

Graduate: 16-Week Courses

Semester Course Load	Student Status
9 semester hours	Full-time
6 semester hours	Three-quarter time
3 semester hours	Half time

Undergraduate: 8-Week Courses

Semester Course Load	Student Status
6 semester hours	Full-time
3 semester hours	Half-time

Undergraduate: 16-Week Courses

Semester Course Load	Student Status
12 semester hours	Full-time
9 semester hours	Three-quarter time
6 semester hours	Half-time
3 semester hours	Less than Half-time

A most distinguished and diversified faculty of over 1,800 scholars, educators, and authors combine relevant theory with realworld experience. Their academic credentials include such institutions as the University of Chicago, University of Southern California, University of Notre Dame, Stanford University, Cambridge University, and Harvard University. Many are executives in government, business, and non-profit organizations, including the United Nations, the State Department, the Department of Defense, the Department of Homeland Security, the Central Intelligence Agency, the National Security Agency, and the Federal Emergency Management Agency.

Provost

- **Karan Powell, PhD,** Education with concentration in Organization Development and Organizational Learning, *George Mason University, Fairfax, VA*

Academic Operations Officer

- **Gwendolyn Hall, PhD,** National Security Studies, *University of Maryland, College Park, MD*

Registrar

- **Lyn Geer, MA,** Law and Diplomacy, *Fletcher School, Tufts University, Medford,* MA and BA, Comparative Literature, *University of Illinois, Champaign, IL*

Prior Learning Assessment

- **Tedi Thompson-Magrini, MS,** Management, *University of Maryland University College, College Park, MD*

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- **School of Arts and Humanities –** Linda Moynihan, **PhD,** English, *Miami University, Oxford, OH*
- **School of Business –** L. A. Chad Patrizi, **PhD,** Education/Adult Education Leadership, *Touro University International, Cypress, CA*
- **School of Education –** Conrad Lotze, **PhD,** Mathematics Education, *American University, Washington, DC*
- **School of Management –** Shawn Black, **PhD,** Organizational Management, *Capella University, Minneapolis, MN*
- **School of Public Service and Health –** Constance St. Germain-Driscoll, **JD,** *University of Baltimore School of Law, Baltimore, MD*
- **School of Science and Technology –** Dan Benjamin, MTech, Electronic Instrumentation, *Kakatiya University, Warangal, AP, India*
- **School of Security and Global Studies –** Elena Mastors, **PhD,** Political Science, *Washington State University, Pullman, WA*
- **Dean of Graduate Studies –** Patricia Campbell, **PhD,** Korbel School of International Studies, *University of Denver, Denver, CO*
- **Dean of Assessment –** Jennifer Helm, **PhD,** Educational Psychology, *Texas A&M University, College Station, TX*
- **Dean of Library and Educational Materials –** Fred Stielow, **PhD,** History and American Studies, *Indiana University, Bloomington, IN*
- **Dean of Program Development –** Gary Berry, **PhD,** Education/Adult Education Leadership, *Touro University International, Cypress, CA*
- **Dean of the Center for Teaching and Learning –** Chris Reynolds, **EdD,** Education, *Argosy University, Sarasota, FL*

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- **Director of Faculty Scheduling –** Brian Blodgett, **PhD,** Business Administration, *Northcentral University, Prescott Valley, AZ*
- **Director of Teaching and Curriculum Quality –** Phylise Banner, **MS,** Instructional Technology and Distance Education, *Nova Southeastern University, Fort Lauderdale, FL*

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- **Business Administration –** Kathleen Irwin, **PhD,** Organization Management, *Capella University, Minneapolis, MN*
- **Child and Family Development and Family Studies –** Nancy Heath, **PhD,** Child Development and Family Studies, *Purdue University, Richmond, IN*
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- **Electrical Engineering –** D. Stephen Daniel, **PhD,** Electrical Engineering, *The University of Tennessee, Knoxville, TN*
- **Emergency and Disaster Management and Fire Science –** TBD
- **English –** Kim Jacobs, **MA,** Education, *The University of Texas at San Antonio, San Antonio, TX*
- **Environmental Studies –** Carol Pollio, **PhD,** Environmental Science and Public Policy, *George Mason University, Fairfax, VA*

Program Directors (continued)

- **Finance & Accounting –** William Whitley, EdD, Higher Education Administration, *The University* of Alabama, Tuscaloosa, AL
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- **Graduate Information Technology –** Novadean Watson-Stone, DBA, Information Systems, *Argosy University, Sarasota, FL*
- **Guidance and Counseling –** Kimberlee Ratliff, EdD, Counseling Psychology, *Argosy University, Sarasota, FL*
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- **Homeland Security –** Patrick Forrest, JD, *Syracuse University, College of Law, Syracuse, NY*
- **Hospitality Management –** Sheri Hernandez, MBA, *Lehigh University, Bethlehem, PA*
- **Information Technology Management –** Irena Kageorgis, MS, Computer Information Systems, *University of Phoenix, Temple, AZ*
- **Intelligence Studies –** TBD
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- **Legal Studies –** TBD
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- **Marketing & Economics –** Thomas Schaefer, DBA, Management, *Argosy University, Sarasota, FL*
- **Mathematics –** Bill Owen, MEd, Adult and Higher Education, *University of Oklahoma, Norman, OK*
- **National Security Studies and Military Studies –** Ed Hagerty, PhD, History, *Temple University, Philadelphia, PA*
- **Nursing –** Elaine Keavney, MSN, Nursing Education, *Saint Joseph's College, Rensselaer, IN*
- **Philosophy, Religion, Humanities & Foreign Languages –** Ev Corum, PhD, Theatre and Media Arts, *University of Kansas, Lawrence, KS*
- **Political Science –** Stephen Schwalbe, PhD, Public Administration and Public Policy, *Auburn University, Auburn AL*
- **Psychology –** Carol Passman, PhD, Counseling Psychology, *University of Akron, Akron, OH*
- **Public Health –** Michael Jackson, PhD, Education, *Southern Illinois University, Carbondale, IL*
- **Retail Management & Real Estate –** Kevin Forehand, MBA, *Thomas University, Thomasville, GA*
- **Reverse Logistics Management & Defense Management –** Oliver Hedgepeth, PhD, Engineering Management, *Old Dominion University, Middletown, VA*
- **Science –** Daniel Welsch, PhD, Environmental Sciences, *University of Virginia, Charlottesville, VA*
- **Security Management and Public Administration –** TBD
- **Sociology –** Victoria Stay, MA, Sociology, *Arizona State University, Temple AZ*
- **Space Studies –** Brian Anderson, PhD, Engineering Management, *The University of Alabama, Tuscaloosa, AL*
- **Sports Sciences and Sports Management –** Brian Freeland, Master of Sports Science, Sport Management, *United States Sports Academy, Daphne, AL*
- **Teaching –** Kathleen Tate, PhD, Elementary Education, *Florida State University, Tallahassee, FL*
- **Transportation and Logistics Management –** Jennifer Batchelor, PhD, Management, *Colorado Technical University, Colorado Springs, CO*

Faculty Directors

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- **Science and Technology** – Daniella Messina, Doctor of Chiropractic, *New York Chiropractic College, Seneca Falls, NY*
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Librarians

- Mustafa Abdelwahid, PhD, in Public Policy & Administration from *Auburn*; M.L.I.S., WI; B.A., MA in Political Science & International Development, *UNC, L.L.M., Law, Baku, Russia*
- Kimberly Adams, M.L.I.S., *The Catholic University of America;* M.A. in History, MA in Teaching English as a Second Language Reference

Librarians (continued)

- **Christy Cechman, M.L.I.S.,** *Valdosta;* Doctor of Chiropractic
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- **Susan Fingerman, M.L.I.S.,** *Simmons College*
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- **Susan Gilroy, M.L.S.,** M.Ed. in Education, M.P.A in Business
- **Neville Grow, M.L.S.,** *The University of North Carolina at Chapel Hill,* M.B.A.
- **Emily Harrell, M.L.I.S. and RN,** *Florida State University*
- **Susan Hyland, M.L.S.,** *University of Maryland, College Park*
- **Jeanette Moyer, M.L.I.S.,** *University of Pittsburgh*
- **Carole Nowicke, PhD,** Library & Information Science, *Indiana University;* M.L.S.
- **A. Marissa Smith, M.L.S.,** *San Jose State University*
- **Susan Sartory, M.L.S.,** *University of Maryland*
- **Christy Stevens, M.L.I.S.,** *The University of Iowa,* M.A. in English, *University of California, Irvine;* M.A., Women's Studies, *San Diego State University*
- **Fred Stielow, dual PhD,** History & American Studies, M.A. in History, *Indiana University*; M.L.S., *URI*
- **Raymond Uzwyshyn, PhD,** & M.A. Media Studies, *New York University*; M.L.I.S., *University of Western Ontario*
- **Tyler Veak, PhD,** Science and Technology, *University of Virginia;* M.L.I.S., *University of South Carolina*
- **Bradley Wiles, M.A.,** History; M.L.I.S., *University of Wisconsin*

Course Materials

The APUS Undergraduate Course Materials Grant provides textbooks and other course reading material for all undergraduate students seeking academic credit. This grant is awarded upon admission with the expectation that students will successfully complete their course(s) each semester. Course materials are ordered from our vendor (MBS), after tuition payment (TA, FSA, check) has been received. Course materials are shipped within the timeframes listed in the student handbook. Military TA students serving overseas who have successfully completed previous courses with APUS will have their course materials ordered at the time of course registration, not at time of payment to ensure that their materials will be released within the 30-day timeframe listed in the student handbook.

APUS provides course materials in a variety of formats. Some courses use electronic textbooks (eBooks) which are available in the APUS Online Library, the electronic classroom, websites, or elsewhere as identified by the course instructor.

Please note that course materials are not provided for students who are auditing courses. Audit students may obtain course materials through MBS or another bookstore of their choice.

Students are required to keep their mailing address correct at all times to ensure their books are shipped to the proper location. Failure to do so will cause books to be returned to MBS or lost in the mail system.

If a student withdraws from a course, they must re-register for the course within 6 months or they will incur the cost of the course materials.

Students are encouraged to read the Course Materials section in the student handbook for additional course materials policy information.

Students should contact books@apus.edu for questions or additional assistance concerning their course materials.

Online Library

The APUS Online Library provides an award-winning reflection of a new era in information services, as well as friendly human faces for University's students and faculty members. The best of tradition now combines with the newest forms of education on the Information Highway.

Available to students and faculty 24/7, the Library contains millions of pages of books and scholarly articles licensed from the Deep Web. These are joined by our expert-selected "trusted" selections from the free, or Open Web, as well as an array of specialized research tools and tutorial assistance. Moreover, the site is designed for the cutting-edge of Information Literacy–a budding range of skills required for scholarly success and advanced employ of the Web. Such assets are built by arguably the finest group of subject- and Web-specialist librarians in Online Education.

Research Resources

- **Article/Scholarly Journal Databases:** The strength of the Library is an accumulation of multi-year runs of 39,500+ scholarly journals. Such specialized literature sits at the heart of university research, and its use is a vital part of your learning curve as a college student/scholar.
- **Books:** The Library has assembled a growing collection of primarily electronic books. Currently numbering over 132,000, these holdings are focused on the University's educational programs. They include a small collection of land-based holdings with concentration on the School's specializations in Intelligence, Military History, and Military Studies.
- **Departmental Study Portals/Course Guides:** Librarians work with faculty to create innovative Study Portals. These are designed to help launch scholarly and advanced research in our Deep Web holdings and the Open Web. Moreover, the Portals open to hundreds of electronic pathfinders that are tailored to specific courses.
- **InterLibrary Loan (ILL):** If unable to find needed research materials, Librarians will hunt and request those.

Textbook/Course Materials: The Online Library works in tandem with Bookstore operations in what is a nationally leading model for Course Materials and an evolving switch to fully electronic classes. This transition is in keeping with other online universities, but carefully orchestrated over several years and with allowances for overseas military students and those with bandwidth problems. It reflects APUS commitment and struggle to continue to maintain low tuition costs and grant free course materials for its undergraduates–even in the face of extreme textbooks inflation.

Tutorial Center/Study Help: Students are also provided a portal to an array of self-help tools, career center, and tutorials including access to individual tutors. The Tutorial Center provides Style Manual pages along with examples of syllabuses, other student papers and masters' theses--as well as links to the campus radio station, Web 2.0, and other advanced applications.

Student Learning Outcomes Assessment

There are three levels of student learning outcomes used to describe the knowledge, skills, and values expected of students who complete academic programs at the University System: institutional (which are outlined in this catalog); degree program (which are identified in the degree program descriptions on the AMU/APU websites); and classroom level (which are identified in the syllabi for each graduate or undergraduate course).

Institutional Level Student Learning Outcomes

The University System's institutional student learning outcomes are reflected in its published mission document, vision statement, and core values. Student learning at the institutional level is assessed through required participation in periodic surveys and interviews that evaluate the effectiveness of students achieving desired learning outcomes at the university level.

AMU and APU students are expected to achieve each of the five outcomes listed below upon completion of any academic program in any academic discipline.

Academic Skill

Graduates of APUS will possess academic skill related to their specific discipline. The graduate will master the generally accepted theories, concepts, principles, and/or practices associated with their discipline enabling them to live and work productively in a global, diverse, and technological society.

Communication

Graduates of APUS will be able to clearly communicate ideas in written form.

Critical Thinking

Graduates of APUS will be able to analytically identify issues with the ability to evaluate problems, formulate solutions, and evaluate the consequences. Graduates will be able to express a variety of other viewpoints and methods of inquiry.

Information Literacy

Graduates of APUS will be technologically proficient in accessing and using information. The graduate will be able to gather information from a variety of sources, use information in an appropriate manner to address issues, and take action.

Lifelong Learning

Graduates of APUS will have the ability to identify, pursue and acquire specific and new knowledge after the end of formal schooling. They will be able to apply this knowledge in real world settings.

Degree Program Level Student Learning Outcomes

The University System's student learning outcomes at the degree program level are skills, values, and knowledge that students are expected to have upon graduation from a particular degree program.

Student learning at the degree program level is assessed through participation in senior seminar and comprehensive examination courses to ensure that the student has proficient knowledge of the substantive content expected of a professional in the respective field. Subject-specific standardized national testing is used to measure student learning at the degree program level. National testing assessment results are used only to inform the University System and the student of the student's performance in a given subject area; their results are not calculated in the student's grade point average or considered as part of the student's academic performance. Students will be informed in advance if they are required to participate in these assessment exams. Writing rubrics are also used to evaluate the effectiveness of students achieving desired learning outcomes at the degree program level.

Course Level Student Learning Outcomes

The University System's student learning outcomes at the classroom level are skills, values, and knowledge that students are expected to have upon completion of a course.

Student learning at the classroom level is assessed through faculty members' summarization of assessment results for the entire class, rather than for individual students. Classroom level summary results are used to continually improve courses and teaching effectiveness. Course developed tests, student participation in discussion boards, student research projects/papers, and writing assignments are some of the requirements used to evaluate the effectiveness of APUS students achieving desired learning outcomes at classroom level. Student satisfaction results are also used to monitor and develop teaching effectiveness as well as to maintain and improve the overall quality and soundness of programs and courses.

Assessment of Student Learning Outcomes

APUS is committed to student learning assessment and its impact on the quality of teaching and learning. The learning outcomes assessment program at APUS:

- provides students with useful information about their current skills, values, and knowledge
- enables the University System to evaluate the effectiveness of its academic programs in terms of achieving the desired learning outcomes for its students
- is used for continuous improvement at all levels of the institution

The University System uses a variety of direct and indirect assessment measures to document student learning at the undergraduate and graduate level. Periodic surveys, standardized national testing, comprehensive examinations, capstone courses, and other assessment measures are used to improve the quality of teaching and learning at APUS. The assessment of student learning at APUS is guided by the student learning outcomes posted in the catalog, AMU/APU websites, and course syllabi. Learning outcomes assessment for students is conducted at the institutional, degree program, and classroom level. Each level is designed to complement each other, providing a comprehensive view of the effectiveness of the University System's academic programs.

Students are required to participate in learning outcomes assessment activities at APUS and will be given adequate notice of any course and/or non-course related assessment activities they are responsible for completing. APUS is committed to protecting the privacy of its students including ensuring the confidentiality of student work submitted for assessment as well as the feedback resulting from assessment activities. For more information, the APUS Learning Outcomes Assessment website (http://www.apus.edu/community-scholars/learning-outcomes-assessment/index.htm) establishes the framework for the conduct of student assessment across the institution.

Grading Policies

The APUS grading system is provided in the following chart. Additional information regarding the posting of grades and the petitioning of grades is available in the Student Handbook.

Grade	Quality Points	Description
A	4.0	All: Very high quality, clearly above average work
A-	3.67	
B+	3.33	
B	3.0	Undergraduate: Above average
B-	2.67	Graduate: Expected performance level
C+	2.33	
C	2.0	
C-	1.67	Undergraduate: Below Average Graduate: Failing
D+	1.33	Undergraduate: Unsatisfactory Graduate: Failing
D	1.0	Undergraduate: Unsatisfactory Graduate: Failing
D-	.67	Undergraduate: Unsatisfactory Graduate: Failing
F	0.0	Undergraduate: Failing Graduate: Failing
P	NONE	Undergraduate: Pass Graduate: Pass
PD	NONE	Graduate Comprehensive Exam Only: Pass with Distinction
FAIL	NONE	Graduate Comprehensive Exam Only: Failed the Exam
I	NONE	All: Incomplete
DP	NONE	Dropped
W	NONE	All: Withdrawn
WF	NONE	A Withdrawal that was allowed but instructor requested a failing notation
X	NONE	Audit grade: No Academic Credit awarded
R	NONE	Previously failed course that was retaken
S	NONE	Satisfactory: No Academic Credit awarded
U	NONE	Unsatisfactory: No Academic Credit awarded
RW	NONE	A retroactive withdrawal from a course
PLA	NONE	Credit awards for prior learning

Repeat Coursework

Students may only repeat courses for which a failing grade was earned. If the course start for the retaken course was prior to August 1, 2008, the original failing grade remains on the student's record. Both grades will be displayed on the transcript and both will be incorporated into the GPA.

Courses that are retaken with course start dates after August 1, 2008, may be used to forgive a previous failing grade from calculation in the student's current program GPA if:

- The failed course was not part of a program that has already been completed. If a student has started a new program, the failing grade in a previous program cannot be forgiven.
- The course retaken must be the same course as the failed course.

Students may only repeat courses for which a failing grade was earned. If the course start for the retaken course was prior to August 1, 2008, the original failing grade remains on the student's record. Both grades will be displayed on the transcript and both will be incorporated into the GPA. Courses that are retaken with course start dates after August 1, 2008, may be used to forgive a previous failing grade from calculation in the student's current program GPA if:

Satisfactory Academic Progress (SAP)

Students must maintain Satisfactory Academic Progress (SAP) to receive Federal Student Aid.

- According to Federal Regulations, students who fail to make satisfactory progress towards their degree or certificate will lose their ability to receive Federal Student Aid.
- This regulation applies to all students including those that have not previously received financial aid.
- Students who lose their aid may appeal the loss provided there are mitigating circumstances that inhibited their academic progress.
- If mitigating circumstances do not exist, you may take classes at your own expense to demonstrate improvement for a future appeal.
- To otherwise restore eligibility students, must achieve the GPA and hours target as defined in the policy.

Our university system evaluates SAP at the beginning of each semester, defined as a 16-week period of academic study, and prior to the student receiving FSA for the first time at our university.

- APUS may grant administrative waivers or probationary terms (i.e., grades are not posted before the start of the next term in consecutive terms).
- The requirements of each criterion must be met and are described in detail below. There are three criteria used to measure Satisfactory Academic Progress:
  - Cumulative grade point average (qualitative)
  - Credit hour completion (quantitative)
  - Program deadline

Cumulative Grade Point Average (CGPA):

- Cumulative GPA is the qualitative measure of SAP, meaning that it looks at the quality of the grades that each student earns in their courses.
- Cumulative GPA is calculated after 6 undergraduate credits or 6 graduate credits are completed at APUS.
- Evaluation thereafter occurs in the segments listed in the table below. Only credits completed at APUS with a final grade of A through F are included in the Cumulative GPA calculation.
- To meet SAP requirements, students must maintain a Cumulative GPA that meets or exceeds our minimum as shown in the chart below.
- Students who fail to meet CGPA requirements also fail to meet SAP requirements and will be denied Federal Student Aid (Information on Loss of FSA Eligibility is located under Policies and Procedures for Award of FSA.).

Satisfactory Academic Progress (SAP) Criteria Based on Cumulative GPA and Credits Completed

	Total Credits Completed (including transferred credits*)	Minimum CGPA Required for Financial Aid
Undergraduate Students	6-12	1.00
	13-24	1.25
	25-36	1.50
	37-96	1.75
	97+	2.00
Graduate Students	9	2.00
	10-18	2.50
	19-27	2.75
	28+	3.00

* *Credits transferred in from another college or university via an official Transfer Credit Evaluation are factored into the calculation of how many credits a student has completed in determining the minimum Cumulative GPA threshold from the chart. For example, an undergraduate student with no transfer credits must have a minimum Cumulative GPA of 1.00 once they have completed (with a passing grade) their first 12 credits at APUS. However, a student who transferred in 15 credits and then earned his/her first 12 credits at APUS must have a minimum Cumulative GPA of 1.50 (15 transfer credits plus 12 credits completed equals 27 completed credits which falls into the 25-36 total credits completed range in the chart above).*

Credit Hour Completion:

- Credit hour completion is the quantitative measure of SAP, meaning that you must complete a certain percentage of your courses to maintain eligibility for Federal Student Aid.
- Each academic program within our university system has a defined number of credit hours required for completion.
- A student must complete his/her program within 150% of the published credits.
  - For example, if your program requirements are 120 credits, you must satisfy all requirements of your program without having to attempt more than 180 credits.
  - For example, if your program requirements are 18 credits, you must satisfy all requirements of your program without having to attempt more than 27 credits.
- Courses with a final undergraduate grade of A through D- or a final graduate grade of A through C will be counted towards credits completed.
- Final grades that fall below the minimums (D- for undergraduates and C for graduates) are not counted as credits completed but will be used to determine credits attempted.
- Students who withdraw from a course are considered as having attempted the course. Students who drop a course are considered as having not attempted the course.
- Courses with grades of incomplete ("I") will not be counted as attempted until a final grade is earned by the student or the Registrar or instructor converts the "I" grade to an "F."
- Courses that are dropped prior to the course start date or during the add/drop period in Week One will not count towards attempted credits. Please note: All students are required to log into each of their courses during Week One and to submit a class discussion board post of at least 250 words. Students who do not submit this assignment during the first week of class will be automatically dropped from any courses in which this assignment has not been completed. Detailed information on classroom attendance is available at http://www.apus.edu/student-handbook/registration/index.htm#Attendance.
- Remedial courses do not count towards attempted credits.
- Any course in which the student remains beyond Week One will count towards attempted courses regardless of the grade received.
- Repeated courses will count as attempted courses.
- To maintain SAP, students must achieve a minimum percentage of credits earned versus credits attempted.

Satisfactory Academic Progress (SAP) Criteria
Based on Credits Attempted versus Credits Completed

	Credits Attempted	Credits Completed %
Undergraduate Students	6-12	50%
	13-24	60%
	25-36	65%
	37+	67%
Graduate Students	9	50%
	10-18	60%
	19+	67%

Credits transferred from another college or university are included in determining the credits completed percentage for the quantitative measure - completed hours divided by attempted hours. Likewise, the total of APUS and transfer credits that a student has from another college or university will be added to determine where they fall on the chart above.

Example 1: A student registers for 12 credits as an undergraduate student at APUS. The student also has 12 transfer credits from College A. At the end of the semester, here are the grades for the student:

Courses Attempted	Grades
Course 1 (3 credits)	W
Course 2 (3 credits)	F
Course 3 (3 credits)	B
Course 4 (3 credits)	C

- This student has attempted 12 credits at APUS but has only successfully completed 6 of those credits (Course 3 and Course 4).
- The credits completed at APUS would be added to the credits transferred (6 credits plus 12 credits), and the credits attempted at APUS would be added to the credits transferred (12 credits plus 12 credits).
- The credits completed percentage would be 75% (18 completed hours divided by 24 attempted hours).
- The next step is to look at the chart above and determine what percentage is needed to make SAP.
- You then find where 24 credits attempted falls on the chart above, and you will see that the student needs to have completed 60% of their courses to make SAP.
- In this example, the student is making SAP and will be eligible for their Federal Student Aid.

Example 2: A student registers for 15 credits as a graduate student at APUS and has 3 transfer credits. The student drops 3 credits during add/drop week of the semester. Here are the grades for the student at the end of the semester:

Courses Attempted	Grades
Course 1 (3 credits)	W
Course 2 (3 credits)	DP
Course 3 (3 credits)	B
Course 4 (3 credits)	F
Course 5 (3 credits)	F

- This student has attempted 12 credits at APUS but has only successfully completed 3 of those credits (Course 3).
- Dropped courses do not count toward attempted courses.
- The credits completed at APUS would be added to the credits transferred (3 credits plus 3 credits), and the credits attempted at APUS would be added to the credits transferred (12 credits plus 3 credits).
- The credits completed percentage would be 40% (6 completed hours divided by 15 attempted hours).
- Again, look at the chart above and determine what percentage is needed to make SAP.
- You then find where 15 credits falls on the chart, and you will see that the graduate student needs to have completed 60% of their APUS courses to make SAP. So this student is not making SAP and will no longer be eligible for their Federal Student Aid.

Program Deadline

Program deadline start dates are determined when the student completes Week One of their initial course(s). Students must complete their program within the timeframe allowed as follows:

Associate Degree: 7 years from start date

Bachelor's Degree: 10 years from start date

Master's Degree: 7 years from start date

Certificate Program: 3 years from start date

Student Rights and Responsibilities

An academic community is based on personal integrity and respect for others. APUS follows the letter and spirit of applicable federal and state laws pertaining to the administration of an institution of higher education (e.g., laws governing student records, equal opportunity, etc.) and adheres to the guidelines published by appropriate professional groups with respect to admissions procedures, required credentials of faculty, and business ethics. Information regarding student right and responsibilities, including appeals processes, can be found in the Student Handbook at: http://www.apus.edu/student-handbook/rights-responsibilities/.

Academic Integrity

APUS supports and promotes academic honesty and personal integrity. Academic dishonesty can take the following forms:

- Submitting another person's work
- Writing a paper for someone else
- Working in a group effort without faculty consent
- Buying a paper from a research service, an online service, or paying a friend to write it
- Getting outside help or giving outside help without a teacher's expressed permission
- Submitting the same work for credit without approval (e.g., submitting the same assignment twice for different courses)

Any form of academic dishonesty has no place in higher learning. The University System does not tolerate dishonest efforts by its students.

The most frequently observed form of academic dishonesty is plagiarism. Plagiarism is the adoption or incorporation of another's ideas without proper attribution of the source. It is more simply defined as taking the writings of another person or people and representing them to be one's own. To avoid plagiarism, a student must credit the sources used when writing as essay, research paper, or other assignment in accordance with the appropriate style manual or format required in the student's course. Specific approaches to appropriate citation are found in various writing style handbooks. The required citation style for each course is specified in the syllabus for each course.

It is the student's obligation to read, understand, and comply with the University System's plagiarism policy. If the student does not understand this policy, s/he needs to ask his or her professor for assistance before a plagiarism problem arises. Students should note that plagiarism can result in dismissal from the University System.

Consequences of Academic Dishonesty

Students who are guilty of academic dishonesty can expect to be penalized. Any student who knowingly assists another student in dishonest behavior is equally responsible. Students who are found guilty of plagiarism will have an entry made in their student record. An additional violation of the standards of academic honesty may result in dismissal from the University System. Academic dishonesty is considered an Adverse Action. Details regarding Academic Dishonesty and other adverse actions can be reviewed in the Student Rights and Responsibilities section of the Student Handbook.

Professors shall have the authority to deal with instances of academic dishonesty in a variety of ways including, but not limited to, the following:

- Work may be redone for full or partial credit.
- Alternate assignments may be given for full or partial credit.
- Work may not be redone and no credit will be given for that particular assignment.
- The student may be given an "F" in the course.

If an instance of plagiarism is suspected, the faculty member shall immediately contact the student involved, provide evidence of cheating or plagiarism, discuss the matter, determine whether an infraction has occurred, and decide on a penalty.

Faculty members must also report any academic integrity incident to their Program Director or School Dean and the Registrar. The Registrar will ensure an entry is made in the student's file. Supporting documentation, in the case of a plagiarized paper or other cheating, will be forwarded to the Registrar at registrar@apus.edu for proper archiving. Following two documented instances of academic dishonesty, action will be initiated that could lead to the student's dismissal from the University. The student has the right to appeal all adverse actions through the appeal process published in the Student Handbook.

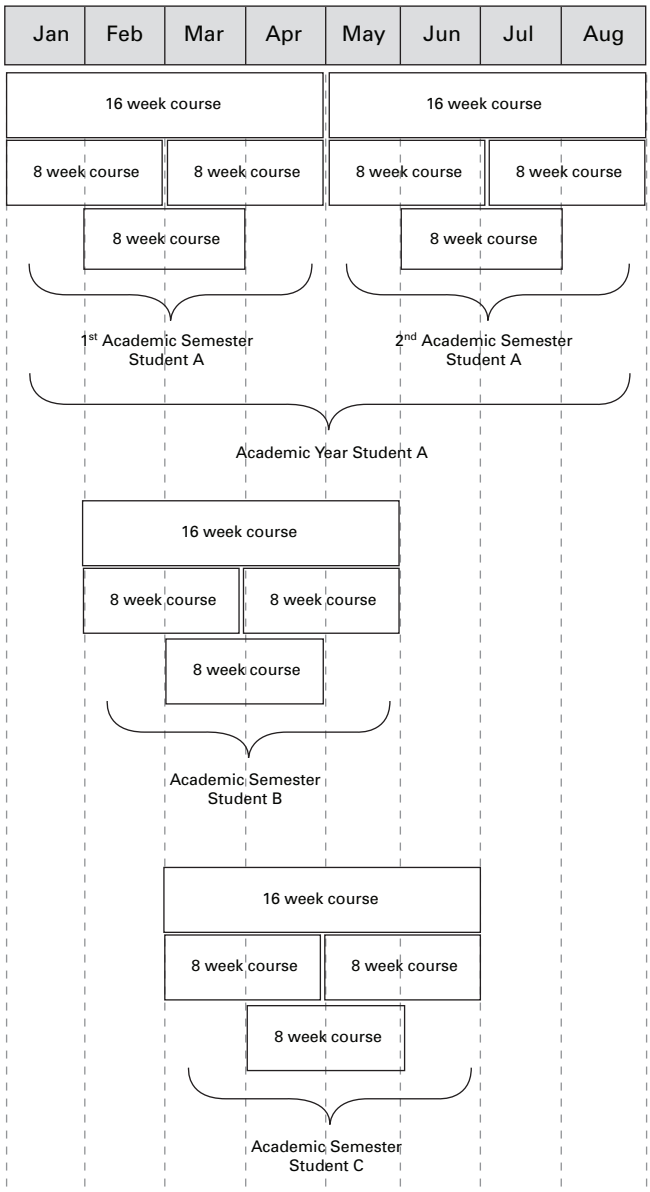
Students failing a comprehensive exam or graduate capstone course due to plagiarism or cheating are subject to processes outlined in the Graduate End of Program Guidelines which may include failure of the End of Program option and ineligibility to graduate or an alternate directed final option to retake the exam at an APUS facility proctored by APUS staff on APUS provided computer (in the case of a comp exam) or a final option for the end of program capstone course. The decision for this option resides with the Dean of the School and/or the Academic Dean or his/her delegate.

Academic Semesters and Years

APUS has a rolling academic year that is different from traditional institutions which typically operate on an academic year normally defined by fall and spring semesters. At APUS, courses start each month and are offered in 8- and 16-week formats. Students may take a combination of 8- and 16-week classes and may overlap class starts to fit their individual schedules.

To comply with the rules established by the Department of Education for disbursement of Federal Student Aid under the provisions of Title IV of the Higher Education Act, students receiving Federal Student Aid must take classes on a defined 16-week academic semester schedule. Two consecutive 16-week academic semesters (32 weeks) comprise the student's academic year, and students receiving FSA may not take classes that overlap semesters. When students first start their studies at APUS, the start date of their first class defines the start date of their individual 16-week academic semester, during which they must take a prescribed number of classes (semester hours) to be eligible for FSA. Counseling for students receiving FSA will be conducted by the APUS financial aid staff and other appropriate staff during the registration process to ensure that they understand the rules for number of semester hours attempted, academic semester restrictions, etc.

The diagram below depicts an example of student-defined APUS academic semesters and years:



- Each student defines his/her own academic semesters based on start date of their first course
- Semesters are 16 weeks long; the academic year is 2 successive semesters
- Students receiving Federal Student Aid may not take courses that overlap semesters
- Students may take a combination of 8- and 16-week courses during a semester, so long as each course starts and ends within the semester

Master of Business Administration

The Master of Business Administration (MBA) degree is sought by those who seek graduate level understanding, research and analytical capability, and practical application in the corporate world of the theory and practice of business marketing, management, finance, law, information systems, and strategy. Developed to provide advanced business knowledge and know-how as a foundation for the corporate executive or entrepreneur, the MBA also dovetails with several university specialties so students can specifically concentrate in areas of professional or personal interest including entrepreneurship, global business management, information technology management, accounting, finance, nonprofit management, and national security resource allocation.

Statement of Mission - School of Business
APUS's School of Business mission is to prepare students to be principled leaders in the global business community through a flexible learning environment that leverages technology and best practices focused on the practical application of knowledge.

Priorities:
- Curriculum: Provide a well-rounded curriculum that blends practical, real-world application and theoretical aspects of business and economics in a global context.
- Teaching: Foster understanding through strategic goals, quality instruction and continuous evaluation by faculty who are real-world practitioners and scholars.
- Student Interaction: Encourage students to reach their highest potential through collaborative relationships that motivate and sustain growth individually and organizationally.
- Learning Outcomes: Build competencies in effective communication, critical thinking, quantitative experience, knowledge-based decision-making, and ethical behavior.

DEGREE PROGRAM OBJECTIVES
In addition to the institutional and degree level learning outcomes objectives, this degree also seeks the following specific learning outcomes of its graduates. Graduates in this degree program will be able to:

- Conduct advanced business analysis by incorporating the use of various data tools in the discovery of possible solutions for implementation.
- Compare and contrast various organizational managerial approaches to analyze their effect on the individual, group, and organization.
- Analyze the legal, regulatory, and compliance issues affecting managers in today's market place and emphasize the importance of continuing education for managers for future legal changes.
- Evaluate and analyze advanced analysis methods and techniques to determine their interdisciplinary applicability to meet current and business needs and evaluate the need for changes in policies and procedures.
- Distinguish and implement analytical financial tools to conduct business analysis and to communicate possible solutions and implementation plans for business decisions.
- Focus on business strategies and approaches used by organizations in their mission to sustain and obtain various marketing segments to increase their growth potential and integrate business functions into a coherent business strategy.
- Compare and contrast market-driven strategies used by organizations to effectively plan for current and future needs of customers.

DEGREE PROGRAM REQUIREMENTS

CORE REQUIREMENTS (27 SEMESTER HOURS)
- BUSN601 – Global Management Perspective
- BUSN602 – Managerial Analysis
- BUSN603 – Quantitative Analysis
- BUSN620 – Strategic Management
- BUSN623 – Legal and Ethical Issues in Management
- BUSN625 – Applied Decision Making
- ECON600 – Managerial Economics
- FINC600 – Corporate Finance
- MKTG600 – Marketing Management

Students are required to take BUSN601 as the first course and then should take BUSN602 and BUSN603 as the first three Core Requirements.

Students who hold a degree from a School of Business accredited by ACBSP/AACSB (the Accreditation Council for Business Schools & Programs, ACBSP, or the Association to Advance Collegiate Schools of Business, AACSB) may request a waiver review of these three courses through their admissions representative.

Students must choose a concentration for this degree program and may select from a General Concentration, Accounting, Entrepreneurship, Finance, Global Business Management, Homeland Security Resource Allocation, Information Technology Management, Marketing, or the Nonprofit Management concentrations.

GENERAL CONCENTRATION REQUIREMENTS (9 SEMESTER HOURS)
Select 3 courses from the following:

- ACCT600 – Intermediate Accounting I
- ACCT601 – Intermediate Accounting II
- ACCT605 – Cost Accounting
- ACCT610 – Advanced Accounting
- ACCT615 – Individual Tax Research and Planning
- ACCT620 – Forensic Accounting
- BUSN500 – Quantitative Methods for Decision Making
- BUSN621 – Entrepreneurship
- BUSN624 – Principles of E Commerce
- BUSN630 – Virtual Organizations
- BUSN631 – Technology and Innovation
- BUSN635 – Business Plan Development
- BUSN640 – Nonprofit Law, Governance, and Ethics

- BUSN641 – The Nonprofit Organization and Executive Leadership
- BUSN642 – Financial Management in Nonprofit Organizations
- BUSN643 – Nonprofit Fundraising Planning and Implementation
- ECON610 – Global Economics
- FINC605 – Financial Accounting
- FINC610 – Financial Institutions
- FINC615 – Investment Management
- FINC620 – International Finance
- FINC625 – Entrepreneurship Finance
- HRMT605 – Strategic Human Resource Management Practices
- ITMG624 – Information Technology Project Management
- MGMT600 – Organizational Management
- MGMT601 – Organizational Behavior
- MGMT605 – Leadership
- MGMT610 – Cross-Cultural Management
- MKTG601 – Strategic Internet Marketing
- MKTG602 – Global Marketing Strategy

CONCENTRATION IN ACCOUNTING (9 SEMESTER HOURS)

Objectives

Students who successfully complete this program will be able to:

- Apply accounting knowledge into any branch of the accounting profession including public, corporate, governmental, and not-for-profit accounting.
- Identify accounting concepts, standards, and regulations in preparing, auditing, and analyzing financial statements.
- Analyze financial planning, budgeting, and interpretation of financial results.
- Apply accounting principles for non-accounting careers and personal life.

Concentration Requirements (9 semester hours)

- ACCT600 – Intermediate Accounting I

And select 2 courses from the following:

- ACCT601 – Intermediate Accounting II
- ACCT605 – Cost Accounting
- ACCT610 – Advanced Accounting
- ACCT615 – Individual Tax Research and Planning
- ACCT620 – Forensic Accounting
- FINC605 – Financial Accounting

CONCENTRATION IN ENTREPRENEURSHIP (9 SEMESTER HOURS)

Objectives

Students who successfully complete this program will be able to:

- Analyze business opportunities and formulate business strategies.
- Analyze marketing strategies and develop product and pricing strategies.
- Develop business plans for successful entry to business areas.
- Formulate, execute, and manage business budgets and finances.

Concentration Requirements (9 semester hours)

- BUSN621 – Entrepreneurship
- BUSN635 – Business Plan Development
- FINC625 – Entrepreneurship Finance

CONCENTRATION IN FINANCE (9 SEMESTER HOURS)

Objectives

Students who successfully complete this program will be able to:

- Apply both finance theory and analytical tools to make effective judgments in resolution of financial problems.
- Differentiate financial topics including business finance, security markets, commercial bank management, investment valuations, portfolio management, and capital budgets.
- Develop skills for careers in business financial management, commercial and investment banking, investments, and government finance.

Concentration Requirements (9 semester hours)

- FINC610 – Financial Institutions
- FINC615 – Investment Management
- FINC620 – International Finance

CONCENTRATION IN GLOBAL BUSINESS MANAGEMENT (9 SEMESTER HOURS)

Objectives

Students who successfully complete this program will be able to:

- Examine the policies, practices, communications, and conflict resolution in the context of a cross-cultural, international workforce.
- Analyze the interactions and trends between the world economies.
- Assess the tools and techniques used to mitigate financial risk in conducting international business.
- Evaluate the challenges of virtual organizations; also appraise the business models and tools used to manage virtual teams distributed in time and space.

Concentration Requirements (9 semester hours)
Select 3 courses from the following:

- BUSN630 – Virtual Organizations
- ECON610 – Global Economics
- FINC620 – International Finance
- MGMT610 – Cross-Cultural Management

CONCENTRATION IN HOMELAND SECURITY RESOURCE ALLOCATION (9 SEMESTER HOURS)

Objectives
Students who successfully complete this program will be able to:

- Analyze and conduct research on the direct and indirect economic losses associated with disaster.
- Apply pre-emergency functions that are critical in emergency management and disaster relief systems including mitigation, risk management, planning, and process.
- Assess current policy and plans associated with interagency cooperation, shortfalls in interagency and intergovernmental efforts, principles for effective inter-organizational behavior, and concepts for closer inter-organizational action.

Concentration Requirements (9 semester hours)

- EDMG503 – Emergency and Disaster Planning and Management
- EDMG509 – Interagency Disaster Management
- EDMG530 – Economics of Disaster

CONCENTRATION IN INFORMATION TECHNOLOGY MANAGEMENT (9 SEMESTER HOURS)

Objectives
Students who successfully complete this program will be able to:

- Evaluate various System Development Life Cycle (SDLC) models.
- Examine strategies to apply technology to enhance productivity in organizations.
- Assess and mitigate risk in Information Technology initiatives.
- Appraise technologies, policies, and practices to assure security in information systems.

Concentration Requirements (9 semester hours)

- ITMG624 – Information Technology Project Management

And select 2 courses from the following:

- BUSN631 – Technology and Innovation
- HRMT605 – Strategic Human Resource Management Practices
- ISSC621 – Computer Forensics
- ISSC640 – Computer Networks and Data Systems
- ISSC641 – Telecommunications and Network Security
- ISSC642 – Intrusion Detection and Incident Handling
- ISSC660 – Information Assurance
- ISSC680 – Information Security Management

CONCENTRATION IN MARKETING (9 SEMESTER HOURS)

Objectives
Students who successfully complete this program will be able to:

- Analyze e-commerce business opportunities and formulate business strategies.
- Analyze global and electronic marketing strategies.
- Develop product and pricing strategies.
- Analyze supply chain management.
- Develop business plans for successful entry to business areas.
- Formulate, execute, and manage global business plans.

Concentration Requirements (9 semester hours)

- BUSN624 – Principles of E Commerce
- MKTG601 – Strategic Internet Marketing
- MKTG602 – Global Marketing Strategy

CONCENTRATION IN NONPROFIT MANAGEMENT (9 SEMESTER HOURS)

Objectives
Students who successfully complete this program will be able to:

- Demonstrate knowledge of nonprofit organizations' legal, financing, and governance structures and the key management issues nonprofit organizations encounter.
- Analyze the context in which nonprofits deliver services, raise money, and promote their missions.
- Apply management skills to the operations of nonprofits and achieve success in leadership roles within their nonprofit organizations and the nonprofit sector.

Concentration Requirements (9 semester hours)
Select 3 courses from the following:

- BUSN640 – Nonprofit Law, Governance, and Ethics
- BUSN641 – The Nonprofit Organization and Executive Leadership
- BUSN642 – Financial Management in Nonprofit Organizations
- BUSN643 – Nonprofit Fundraising Planning and Implementation

ELECTIVE REQUIREMENTS (0 OR 3 SEMESTER HOURS)

Select from other graduate courses not taken to meet core or concentration requirements.

FINAL PROGRAM REQUIREMENTS (0 OR 3 SEMESTER HOURS)

- BUSN698 – Separate Comprehensive Examination (0 semester hours) - Taken once all other requirements have been met.
- BUSN699 – Business Administration Practicum and Integration Project (3 semester hours) - *Taken once all other requirements have been met. The Practicum Version Option will satisfy 3 semester hours of an elective requirement.*

TOTAL = 39 semester hours

Master of Public Administration

This degree program provides a unique program of study in administrative theory, the program and policy development process, and specific case studies in public policy. The degree program is designed to offer graduates of various undergraduate programs an opportunity to obtain high levels of proficiency of technical and managerial skills to enhance public service work. It aims at broad-level understanding of the goals and challenges of public administration and the relationship of these to more specialized aspects of planning, organization, management, and analysis in the public sector at the national, state, and local levels. The degree program is designed to provide advanced study and prepare current and future government employees for management positions in government at all levels. Because of its focus on management and the expanding role of the private sector in providing traditional government services, the degree program is also applicable to industry and the nonprofit sector.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and degree level learning outcomes objectives, this degree also seeks the following specific learning outcomes of its graduates:

- Apply leading theories and approaches to managing public organizations and administering federal, state, and local levels.
- Test the concepts, theories, and methodologies to conduct research in the public sector.
- Evaluate the philosophical and practical issues related to ethical decision-making in the public sector.
- Formulate and articulate positions and issues that intersect the dynamics of politics, policy, economics, administration, and management in the public sector.
- Compare and contrast the government and private sector budgeting process and the funding of specific government programs and activities.
- Analyze the role of federal administrative organizations including Congress, the president, the courts, and interest groups in public policy development and implementation.
- Assess the emerging trend and implications of the private and not-for-profit sectors providing government services.
- Formulate a strategy for developing a needs assessment, outcome expectations, program outcome evaluations, and impact assessments.

DEGREE PROGRAM REQUIREMENTS

CORE REQUIREMENTS (18 SEMESTER HOURS)

- PADM510 – Administration Theory
- PADM520 – Public Administration in Society
- PADM530 – Public Policy
- PADM610 – Public Management
- PADM611 – Law and Public Policy
- POLS500 – Research Methods in Social Science (Required as the first course in this program)

MAJOR REQUIREMENTS (6 SEMESTER HOURS)

Select 2 courses from the following:

- PADM612 – Public Finance
- PADM615 – Program Appraisal
- PADM620 – Local Political Administration
- POLS510 – The U.S. Presidency, Congress, and Bureaucracy
- POLS620 – Legislatures and Legislative Behavior

Students must choose a concentration for this degree program and may select from a Concentration in Disaster Management, Environmental Policy, Health Policy, Human Resources, National Security, Organizational Management, or Security Management.

DISASTER MANAGEMENT CONCENTRATION REQUIREMENTS (9 SEMESTER HOURS)

Select 3 courses from the following:

- EDMG502 – Emergency and Disaster Theory
- EDMG503 – Emergency and Disaster Planning and Management
- EDMG509 – Interagency Disaster Management
- EDMG530 – Economics of Disaster

ENVIRONMENTAL POLICY CONCENTRATION REQUIREMENTS (9 SEMESTER HOURS)

Select 3 courses from the following:

- EVSP501 – Environmental Management
- EVSP502 – Environmental Economics
- EVSP503 – Environmental Policy, Regulation, and Law
- EVSP628 – Global Environmental Change

HEALTH POLICY CONCENTRATION REQUIREMENTS (9 SEMESTER HOURS)

- PBHE501 – Public Health in America
- PBHE502 – Health Policy
- PBHE601 – Health Care Administration

HUMAN RESOURCES CONCENTRATION REQUIREMENTS (9 SEMESTER HOURS)
Select 3 courses from the following:

- HRMT600 – Human Resource Management
- HRMT602 – Employment Law and Labor Relations
- HRMT603 – Human Resource Policy
- HRMT605 – Strategic Human Resource Management Practices

NATIONAL SECURITY CONCENTRATION REQUIREMENTS (9 SEMESTER HOURS)
Select 3 courses from the following:

- NSEC501 – Institutions of National Security
- NSEC503 – U.S. National Security
- NSEC610 – National Security and Globalization
- NSEC613 – Current and Emerging Threats to U.S. National Security
- NSEC620 – Foundations in Military Strategy and National Security Policy

ORGANIZATIONAL MANAGEMENT CONCENTRATION REQUIREMENTS (9 SEMESTER HOURS)
Select 3 courses from the following:

- MGMT600 – Organizational Management
- MGMT601 – Organizational Behavior
- MGMT603 – Organizational Development
- MGMT604 – Organizational Crisis Management

SECURITY MANAGEMENT CONCENTRATION REQUIREMENTS (9 SEMESTER HOURS)
Select 3 courses from the following:

- SCMT507 – Assets Protection and Loss Prevention Management
- SCMT508 – Evaluation of Security Programs
- SCMT509 – Contemporary Issues in Security Management
- SCMT553 – Security Program Administration

ELECTIVE REQUIREMENTS (0 SEMESTER HOURS)
There are no elective requirements for this program.

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- PADM699 – Master's Capstone Seminar in Public Administration - *Taken once all other degree requirements have been met.*

TOTAL = 36 semester hours

Master of Public Health

The mission of the Master of Public Health degree program is to enhance the health of the public through educational and leadership development of the public health work force, and through academic-community partnerships dedicated to both community-based research and service that will enhance human health. This program provides a professionally focused understanding of public health issues in America and abroad including the science, psychology, and sociology associated with public health issues. Students will study public health law, policy, and administration associated with the effective and efficient administration of public health. They will learn the health system, its management, finances, and structure. Students in the program are typically interested in some aspect of the health system, concerned about the public health situation in the United States and/or abroad, or are generally interested scholars who seek a public-minded degree. Inclusion of the concentration courses will create skilled public health professionals who could provide service to the public health community in these vital areas.

Program Values
The MPH faculty, students, and staff are committed to the over-arching principles of respect for the dignity and worth of people regardless of gender, race, religious or ethnic affiliations, or social standing. Program values are reflected in:

- Advancing community-based learning, community-based research, and community-based service.
- Strengthening academic-community partnerships.
- Infusing core competencies into courses and other learning experiences.
- Providing the knowledge and skills necessary to develop and foster leaders that will promote the health of the public.
- Fostering professional diversity to meet the changing public health needs of a diverse and dynamic public.
- Emphasizing moral and ethical precepts that underlie goals of the public health profession.

DEGREE PROGRAM OBJECTIVES
MPH Program graduates will be able to:

- Evaluate the role they play in a global community and how the health of one nation or community affects the planet as a whole.
- Evaluate the profession of public health as dynamic, political, and controversial. To face public health issues, the professional must define the public as diverse, with many views, beliefs, values, and concerns.
- Possess the training and competence in the use of technologies to deliver health care services to their community.
- Choose and use the appropriate policies, educational programs, and incentives to develop and maintain individual and community lifestyles which promote optimal health.
- Develop a continuum of supportive public health and health care services appropriate for their community.

- Resolve conflicts over public health and health care issues.
- Ensure that the results of current public health research are communicated to their communities in an appropriate manner.
- Assure their communities of the right to receive sufficient information from suppliers of health care technologies, health care providers, and relevant governmental and non-governmental agencies.
- Explain and assist in the development of a safe community environment.
- Maintain involvement with their communities to assure appropriate education regarding public health matters.
- Maintain the utmost ethical standards in their personal and professional conduct.

DEGREE PROGRAM REQUIREMENTS

CORE REQUIREMENTS (24 SEMESTER HOURS)

- PBHE501 – Public Health in America (Required as the first course in this program)
- PBHE525 – Statistics for Public Health
- PBHE526 – Public Health and Environment
- PBHE527 – Social and Behavioral Aspects of Health
- PBHE531 – Public Health Program Planning and Evaluation
- PBHE550 – Research Methods in Public Health (Prerequisite: PBHE525 - Statistics for Public Health)
- PBHE601 – Health Care Administration
- PBHE607 – Epidemiology (Prerequisite: PBHE550 - Research Methods in Public Health)

MAJOR REQUIREMENTS (15 SEMESTER HOURS)

Select 5 course from the following:

- EVSP501 – Environmental Management
- EVSP502 – Environmental Economics
- EVSP503 – Environmental Policy, Regulation, and Law
- EVSP508 – Environmental Ethics
- EVSP594 – Environmental Toxicology
- EVSP628 – Global Environmental Change
- MGMT603 – Organizational Development
- PADM510 – Administrative Theory
- PADM520 – Public Administration in Society
- PADM530 – Public Policy
- PADM610 – Public Management
- PADM615 – Program Appraisal
- PBHE502 – Health Policy
- PBHE532 – Ethical Issues in Public Health
- PBHE533 – Public Health Seminar
- PBHE540 – Emergency Management Health and Medical Issues
- PBHE605 – Quarantine
- PBHE606 – Disaster Health Management
- PBHE690 – Independent Study: Public Health

ELECTIVE REQUIREMENTS (3 SEMESTER HOURS)

Select from other graduate courses not taken to meet core, major, or concentration requirements.

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- PBHE528 – Public Health Practicum - *Taken once all other degree requirements have been met. The Practicum option version will satisfy 3 semester hours of an elective requirement.*

TOTAL = 45 semester hours

Master of Arts in Criminal Justice

This program focuses on developing the professional skills necessary for students to assume leadership positions within the criminal justice field. The degree program's interdisciplinary approach provides students with academically rigorous and empirically-oriented methodologies and builds on the multidisciplinary strength and practical experience of the faculty. Students are provided with a comprehensive understanding of crime and the justice system, administration, and public policy. The curriculum also provides the background and educational experience necessary for those who may wish to later pursue doctoral work in criminal justice or related fields.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and degree level learning outcomes objectives, this degree also seeks the following specific learning outcomes of its graduates. Graduates in this degree program will be able to:

- Distinguish between the major systems of Criminal Justice and how the functions of police, prosecution, courts, and corrections interface.
- Analyze biological and psychological theories and philosophies of criminal behavior as they influence modern developments in punishment, sentencing, and corrections.
- Evaluate definitions, objectives, and issues of new or emergent criminal threats such as terrorism and how they compare and contrast with traditional criminal behavior theories.
- Assess the rule of law and changes to it as it pertains to direct and indirect influence and impact on social reactions to crime, corrections, and victims of crime.
- Critically examine landmark criminal justice cases from the Supreme Court down to local levels, and determine their cultural, social, and economic impact.
- Apply the concepts of professional and ethical behavior within the criminal justice system.

DEGREE PROGRAM REQUIREMENTS

CORE REQUIREMENTS (18 SEMESTER HOURS)

- CMRJ500 – Criminal Justice Ethics
- CMRJ501 – Criminology
- CMRJ505 – Research Methods in Criminal Justice and Security
- CMRJ512 – Police Administration
- LSTD502 – Criminal Law
- LSTD503 – Criminal Justice Process

MAJOR REQUIREMENTS (15 SEMESTER HOURS)

Select 5 courses from the following:

- ACCT620 – Forensic Accounting
- CMRJ504 – Drugs, Justice, and Society
- CMRJ506 – International Crime
- CMRJ515 – Sexual Exploitation/Children
- CMRJ518 – Deviant Behavior
- CMRJ522 – Forensics
- CMRJ524 – Organized Crime
- CMRJ525 – Negotiations: Crisis and Hostage
- CMRJ526 – Drug Cartels and the Narcotics Threat
- CMRJ531 – Criminal Profiling
- CMRJ601 – Cases in Executive Decision Making
- CMRJ690 – Independent Study: Criminal Justice
- EDMG541 – Mass Casualty Incident Management
- INTL623 – Human Intelligence
- INTL631 – Criminal Intelligence Analysis
- INTL650 – Counterterrorism
- LSTD510 – Constitutional Law
- LSTD513 – Media Law
- MATH530 – Applied Statistics
- MGMT600 – Organizational Management
- MGMT605 – Leadership
- PADM530 – Public Policy
- PADM612 – Public Finance
- SCMT529 – International Terrorism
- SCMT537 – Computer Crime

ELECTIVE REQUIREMENTS (0 OR 3 SEMESTER HOURS)

Select from other graduate courses not taken to meet core or major requirements.

FINAL PROGRAM REQUIREMENTS (0 OR 3 SEMESTER HOURS)

Select 1 course from the following:

- CMRJ698 – Separate Comprehensive Examination (0 semester hours) - *Taken once all other requirements have been met.*
- CMRJ699 – Master's Capstone Seminar in Criminal Justice (3 semester hours) - *Taken once all other requirements have been met. The Capstone Seminar will satisfy 3 semester hours of an elective requirement.*

TOTAL = 36 semester hours

Master of Arts in Emergency and Disaster Management

This degree provides students with graduate level knowledge and associated critical thinking/decision-making involved in planning, management, relief, and recovery for, in, and from public crises. As a core of study, students will be exposed to the history, theory, planning, management, response, relief, recovery, economics, and specific cases associated with public emergencies, disasters, and catastrophes. Included in the curriculum are natural, technical, and human-induced crises.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and degree level learning outcomes objectives, this degree also seeks the following specific learning outcomes of its graduates. Graduates in this degree program will be able to:

- Develop a research proposal for emergency and disaster management and report the findings including an estimation of economic impacts.
- Select, evaluate, and prioritize research projects and proposals in community preparedness and emergency response.
- Organize emergency management functions and activities using contemporary emergency and disaster management concepts and federal guidelines.
- Formulate plans that clearly differentiate disaster response actions including recovery operations and their funding from routine emergency operations.
- Design and promote inter-disciplinary training to assure integration between all aspects of an Emergency Operations function including: planning and pre-event preparedness; threat and vulnerability assessments; capability and capacity evaluation; public policy issues; mitigation strategies; exercises and training; and program evaluation.
- Develop plans and policies that ensure the strong organizational and personal relationships necessary to be able to work with the key federal agencies to ensure interagency cooperation at all levels during any large scale incident.
- Formulate policies procedures and protocols to allow seamless agency integration in both small and large Emergency Operations Centers (EOCs) assuring compliance with the National Response Plan and National Incident Management System.
- Perform economic and social analyses necessary to provide funding recommendations to appropriate fiscal authorities; develop and manage budgets.

DEGREE PROGRAM REQUIREMENTS

CORE REQUIREMENTS (15 SEMESTER HOURS)

- EDMG502 – Emergency and Disaster Theory
- EDMG503 – Emergency and Disaster Planning and Management
- EDMG509 – Interagency Disaster Management
- EDMG540 – Research Methods in Emergency and Disaster Management
- EDMG560 – Crisis Action Planning

MAJOR REQUIREMENTS (15 SEMESTER HOURS)

Select 5 courses from the following:

- EDMG501 – Emergency Management and Public Law
- EDMG515 – Hazard Mitigation and Resilient Communities
- EDMG530 – Economics of Disaster
- EDMG541 – Mass Casualty Incident Management
- EDMG548 – Disaster: Human Services and Administration
- EDMG565 – Consequence Management: Terrorism Preparation & Response
- EDMG611 – Case Analysis: Crisis and Disaster
- EDMG612 – Risk Communications
- HLSS522 – Weapons of Mass Destruction and the New Terrorism
- MATH530 – Applied Statistics
- MGMT604 – Organizational Crisis Management
- PADM610 – Public Management
- PADM620 – Local Political Administration
- PBHE540 – Emergency Management Health and Medical Issues
- PBHE606 – Disaster Health Management
- PBHE607 – Epidemiology

ELECTIVE REQUIREMENTS (3 OR 6 SEMESTER HOURS)

Select from other graduate courses not taken to meet core or major requirements.

FINAL PROGRAM REQUIREMENTS (0 OR 3 SEMESTER HOURS)

Select 1 course from the following:

- EDMG698 – Separate Comprehensive Examination (0 semester hours) - *Taken once all other degree requirements have been met.*
- EDMG699 – Master's Capstone Seminar in Emergency and Disaster Management (3 semester hours) - *The Capstone Seminar will satisfy 3 semester hours of an elective requirement.*

TOTAL = 36 semester hours

Master of Arts in History

The Master of Arts in History provides its students with an exhaustive array of opportunities to pursue the world's great personalities, events, nations, trends, periods, conflicts, and markings of progress. The degree program ensures that students will learn about the "big picture" through exposure to four historical perspectives or concentrations in Ancient and Classical, American, European, and Global History, while allowing options to tailor the major to individual needs during graduate study.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and degree level learning outcomes objectives, this degree also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of history, graduates in this degree program will be able to:

- Appraise different approaches to history and historical method to evaluate and propose a specific methodology for a particular research project or examination.
- Define, classify, and articulate in oral or written form the major trends, events, and people that have shaped world history and evaluate them in context by comparison and contrast.
- Define, classify, and articulate in oral or written form the major trends, events, and people that have shaped ancient, European, American, and global history and evaluate them in context by comparison or contrast.
- Examine, analyze, and evaluate at least one specialized historical sub-discipline.
- Synthesize historical issues into a coherent and comprehensive paradigm of the human condition.
- Analyze data, information, and concepts pertinent to various methodologies of historical research.
- Create a historical research proposal in which data, information, and concepts can be evaluated and synthesized.

DEGREE PROGRAM REQUIREMENTS

CORE REQUIREMENTS (6 SEMESTER HOURS)

- HIST500 – Historical Research Methods
- HIST501 – Historiography

Students must choose a concentration for this degree program and may select from American History, Ancient and Classical History, European History, or the Global History concentrations. Students who choose the Masters program - Practicum Version Option may also select from a Concentration in Public History.

CONCENTRATION IN AMERICAN HISTORY (21 SEMESTER HOURS)

Objectives

Upon successful completion of this concentration, the student will be able to:

- Compare and contrast historical context of 18th century British and colonial American political and constitutional philosophies, social norms and societal structure, economics, religious concepts, and foreign and diplomatic policy.
- Discern and assess the political, economic, cultural, and social aspects of the Civil War including the causes and the conflict's aftermath.
- Explain changes in American society such as industrialization, immigration, and urbanization; isolationism and collective security; World War I; changing values; stock market crash; the Great Depression, and the cultural, social, political, military, and economic growth to the present.
- Critique the history of expressive and material culture; historical contexts of various artistic movements; cultural imperialism; cultural appropriation, creativity, and identity; and expressions of social difference and deviance in the United States.
- Discern the origins, content, and judicial interpretations of the U.S. Constitution and the Supreme Court's evolving decisions on issues such as States' rights, civil rights, the Commerce Clause, due process in criminal and other proceedings, and protected freedoms.

Concentration Requirements (21 semester hours)

- HIST520 – Graduate Seminar in U.S. History
- HIST551 – The American Revolution in Context
- HIST552 – Civil War: Seminal Event in American History
- HIST555 – The United States in the 20th Century
- HIST556 – U.S. Constitutional History
- HIST557 – History and Popular Culture

And select 1 course from the following:

- HIST651 – America's Indian Wars
- HIST652 – African-American History
- HIST653 – History of American Women
- HIST680 – Special Topic: History - *Students will need permission from the Department Chair to take this course.*
- HIST681 – Special Topic: Teaching New American History
- HIST690 – Independent Study - *Students will need permission from the Department Chair to take this course.*
- HIST691 – Independent Study: Writing a Thesis Proposal - *Students will need permission from the Department Chair to take this course.*

CONCENTRATION IN ANCIENT AND CLASSICAL HISTORY (21 SEMESTER HOURS)

Objectives

Upon successful completion of this concentration, the student will be able to:

- Explain and critique Ancient Greece's political, economic, social, and intellectual movements.
- Explain and critique Roman history from its beginnings until the Age of Constantine including the political and social developments in the Republic and the early empire.
- Examine and appraise great Byzantium leaders, the spread of Christianity throughout the Roman Empire, the recapture of Constantinople from the crusaders, and the impact of Byzantium culture on Western intellect.
- Explain and assess European social, political, economic, and religious institutions and cultural and intellectual phenomena in the light of the changing historical environment from the end of the Ancient World to the Renaissance.
- Explain and assess the medieval church and rise of the Renaissance papacy; growth of humanism, including painters, architects, and sculptors; city-states and monarchies of the Holy Roman Empire; religious upheavals of Protestantism; Anabaptists; the Catholic Reformation.

Concentration Requirements (21 semester hours)

- HIST510 – Graduate Seminar in World History
- HIST531 – The Greek Civilization
- HIST532 – The Roman Republic and Empire
- HIST533 – Late Antiquity and Byzantium
- HIST534 – Medieval Europe
- HIST535 – Renaissance and Reformation

And select 1 course from the following:

- HIST611 – Ancient Warfare
- HIST612 – The Wars of Ancient Greece and Macedonia
- HIST613 – The Wars of Ancient Rome
- HIST680 – Special Topic: History - *Students will need permission from the Department Chair to take this course.*
- HIST690 – Independent Study - *Students will need permission from the Department Chair to take this course.*
- HIST691 – Independent Study: Writing a Thesis Proposal - *Students will need permission from the Department Chair to take this course.*

CONCENTRATION IN EUROPEAN HISTORY (21 SEMESTER HOURS)

Objectives

Upon successful completion of this concentration, the student will be able to:

- Distinguish the major social, political, and cultural changes of the Enlightenment in Europe from the death of Louis XIV to the fall of Napoleon.
- Investigate the intellectual, social, and economic history including the industrial revolutions, the age of ideologies, the new imperialism, and the coming of the Great War.
- Discern the origins of World War I in Europe and assess the combatants, strategy and tactics, technological innovation; war in France; war at sea; the peace settlement; and the occupation.
- Compare and contrast the economies, industry, society, and culture of the United States, Great Britain, Japan, and Germany during World War II.
- Assess modern European history since the Congress of Vienna including social, economic, cultural and political experiences common to Europe and how developments differentiated from those in most other parts of the world.

Concentration Requirements (21 semester hours)

- HIST510 – Graduate Seminar in World History
- HIST536 – History of the Enlightenment
- HIST543 – 18th and 19th Century Europe
- HIST558 – The Great War
- HIST560 – World War II in Context
- HIST570 – Modern European History

And select 1 course from the following:

- HIST642 – Nazi Germany and the Holocaust
- HIST645 – Russia and the Soviet Union
- HIST680 – Special Topic: History - *Students will need permission from the Department Chair to take this course.*
- HIST690 – Independent Study - *Students will need permission from the Department Chair to take this course.*
- HIST691 – Independent Study: Writing a Thesis Proposal - *Students will need permission from the Department Chair to take this course.*

CONCENTRATION IN GLOBAL HISTORY (21 SEMESTER HOURS)

Objectives

Upon successful completion of this concentration, the student will be able to:

- Contrast and compare the history, scope, and consequences of the American, French, Mexican, Russian, Chinese, Cuban, Vietnamese, and Iranian revolutions.
- Analyze the relationships among technology, culture, and politics in a variety of social and historical settings ranging from 19th century factories to 21st century techno dance floors.

- Explore the recent historiographical approaches within the history of science from the 17th through the 20th centuries from the physical sciences to natural history and medicine.
- Examine the practice of piracy in ancient times in the 18th century and the rise of modern piracy with high-speed boats and automatic weapons in the 21st century.
- Distinguish the historical development, central beliefs, and practices of each of the major world religions.

Concentration Requirements (21 semester hours)

- HIST510 – Graduate Seminar in World History
- HIST581 – The Great Revolutions
- HIST585 – Cultural History of Technology
- HIST586 – History of Science
- HIST587 – Global History of Piracy
- HIST588 – History of Religion

And select 1 course from the following:

- HIST670 – History and Culture of Latin America
- HIST671 – History and Culture of Central Asia
- HIST672 – History and Culture of Southeast Asia
- HIST680 – Special Topic: History - *Students will need permission from the Department Chair to take this course.*
- HIST690 – Independent Study - *Students will need permission from the Department Chair to take this course.*
- HIST691 – Independent Study: Writing a Thesis Proposal - *Students will need permission from the Department Chair to take this course.*

CONCENTRATION IN PUBLIC HISTORY (18 SEMESTER HOURS)

Whether in archives, museums, cultural resources, historical editing, or heritage tourism, public history is the presentation and interpretation of the past to the public. Public historians should not merely learn the technical aspects of a given field; they should also be versed in the historiography and methodologies of contemporary scholarship so that they can apply skills and knowledge in the public realm. In that regard, even if they work in a variety of professional venues usually outside the academy, public historians share roles as researchers and interpreters of history with their academy colleagues. Public historians find employment in archives, museums, historic preservation agencies, historic sites, cultural resource firms, national parks and forests, editorial positions, and historical agencies.

Objectives

Upon successful completion of this concentration, the student will be able to:

- Categorize and assess important historical developments in public history and identify the intellectual, ethical, and professional issues that public historians confront.
- Evaluate and verify current institutional collection policy and practices based on standard archival and records practice.
- Establish and reconstruct the processing of a collection: arrangement and description, preservation and digitization, and develop the skills necessary to successfully undertake applied research.
- Test and apply the use of oral history techniques and methodology to demonstrate how oral history supports a diverse resource base and audience across interdisciplinary fields.
- Distinguish and prioritize issues such as the relationship of collections and landscapes to identify the intersection of commerce and culture; and the influence of museums and exhibitions in preserving a view of the past and developing an image of progress.
- Prescribe and test the selection criteria for strategies for preservation, metadata to support digital preservation, maintaining the integrity and authenticity of digital materials, management of digitization and digital preservation programs, risk management, and disaster recovery.
- Manage and improve field experience and practicum in applied public history.

Concentration Requirements (18 semester hours)

- HIST521 – Seminar in Public History
- HIST522 – Archives and Manuscript Management
- HIST523 – Theory and Practice of Oral History
- HIST634 – History, Theories, and Contemporary Issues in Historic Preservation
- HIST635 – Museum and Exhibition Culture
- HIST636 – History and Digital Preservation

ELECTIVE REQUIREMENTS (6 OR 9 SEMESTER HOURS)

Select from other graduate courses not taken to meet core or concentration requirements. It is recommended that students choose courses from Military Studies, Military History, or History courses to fulfill elective requirements.

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

Select 1 course from the following:

- HIST696 – Practicum in Applied History (3 semester hours) - *Taken once all other degree requirements have been met. Students who select a concentration in Public History are required to take this course as their final program requirement.*
- HIST699 – Master of Arts in History - Thesis (3 semester hours) - *Taken once all other degree requirements have been met.*

TOTAL = 36 semester hours

Master of Arts in Homeland Security

This degree is designed to provide broad coverage of the major homeland security threats, organization, and challenges through course study in homeland defense, intelligence and homeland security, terrorism, consequence management, and interagency government issues. Students may select courses based on their professional, personal, or research interests including weapons of mass destruction, crisis management, narcotics as a homeland security issue, international homeland security, general national security, terrorism, security management, intelligence methods, transportation security, information security, emergency management, and public health.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and degree level outcomes objectives, this degree seeks the following specific learning outcomes of its graduates. Graduates in this degree program will be able to:

- Evaluate specific domestic security challenges for the 21st Century that face the United States and other industrialized nations.
- Evaluate and propose changes at federal, state, and/or local levels, to reflect the evolving strategic policy issues associated with a statutory and presidential direction for homeland security.
- Recognize terrorist groups' proclivities in order to forecast the risks, types, and orders of magnitude of terrorist threats most likely to confront the nation-state.
- Define and describe by example the statutory, policy, strategy and legal differences between homeland security and homeland defense. Describe the roles/missions of USNORTHCOM, and the DSCA mission, compare and contrast these with the DHS mission.
- Predict the likelihood of a Chemical, Biological, Radiological, Nuclear, and High-Explosive (CBRNE) incident, and their consequences using existing research and resources. Analyze/defend your position.
- Recognize the interdisciplinary nature of Homeland Security functions and be able to assess and integrate various functional areas.
- Evaluate existing policies, procedures and protocols by DHS and inter-agency community to allow seamless agency integration through prevention, protection, incident response and recovery scenarios. Validate literal and procedural alignment/compliance with the National Response Framework, National Incident Management System, and Homeland Security Presidential Directives (HSPDs).

DEGREE PROGRAM REQUIREMENTS

CORE REQUIREMENTS (15 SEMESTER HOURS)

- HLSS500 – Research Methods in Homeland Security (Required as the first course in this program)
- HLSS501 – Homeland Defense
- INTL613 – Intelligence and Homeland Security
- NSEC613 – Current and Emerging Threats to U.S. National Security
- POLS524 – Homeland Security Policy

MAJOR REQUIREMENTS (SELECT 15 SEMESTER HOURS)

Select 5 courses from the following:

- EDMG509 – Interagency Disaster Management
- EDMG565 – Consequence Management: Terrorism Preparation and Response
- EDMG612 – Risk Communications
- HLSS522 – Weapons of Mass Destruction and the New Terrorism
- HLSS523 – Domestic Terrorism and Extremist Groups
- HLSS645 – Port Security
- INTL652 – Terrorism: Assessing the Past to Forecast the Future
- INTL655 – Intelligence and Weapons of Mass Destruction
- ISSC631 – Cyber Ethics: Privacy and Intellectual Property
- ISSC642 – Intrusion Detection and Incident Handling
- LSTD512 – Immigration Law
- PADM530 – Public Policy
- PBHE605 – Quarantine
- PBHE606 – Disaster Health Management
- SCMT537 – Computer Crime
- SCMT544 – Security Architecture
- SCMT545 – Airport Security Design
- TLMT605 – Cargo Security Management

ELECTIVE REQUIREMENTS (3 OR 6 SEMESTER HOURS)

Select from other graduate courses not taken to meet core or major requirements.

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- HLSS699 – Master's Capstone Seminar in Homeland Security - *Taken once all other degree requirements have been met.*

TOTAL = 36 semester hours

Master of Arts in Humanities

The Master of Arts in Humanities is based on the great ideas, works, and thinkers that have defined civilization as embodied in the "great books" tradition established at the University of Chicago and now in use at other leading institutions such as the University of Notre Dame, Boston University, and Columbia University. The curriculum addresses humankind's fundamental topics through study of courses in humanities, social sciences, and natural sciences. Students who pursue this degree will find it excellent preparation for careers in writing, presenting ideas, and creative problem solving, or they may use it as a classical foundation for the doctoral degree. ALL students in this degree program MUST take HUMN699 as their final course, after all other coursework has been completed.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and degree level learning outcomes objectives, this degree also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of humanities, graduates in this degree program will be able to:

Research, Thinking, and Writing

- Critically analyze literary works for their contribution to the body of human knowledge.
- Articulate written positions on ideas that stem from the great works of human thought.
- Apply classical logic to historical and contemporary issues of human behavior, society, and civilization.

Advanced Knowledge of the Great Works

- Examine the human experience from multidimensional perspectives from antiquity to modern times through examining leading authors and works of each age.
- Analyze the origins and implications of the concept of individualism as it applies in concepts of tradition, power, society, and culture.
- Use advanced science and social science knowledge, methods, and logic to inform and influence scientific and/or social processes and structures.

DEGREE PROGRAM REQUIREMENTS

CORE REQUIREMENTS (21 SEMESTER HOURS)

- HUMN500 – Humanities: Research, Study, and Use (Required as the first course in this program)
- HUMN510 – The Ancient World
- HUMN520 – Antiquity and Medieval World
- HUMN530 – The Renaissance
- HUMN541 – Enlightenment and the Modern World
- HUMN551 – Evolution of Life and Intelligence
- HUMN555 – The 19th Century: Romantic and Industrial Revolutions

MAJOR REQUIREMENTS (12 SEMESTER HOURS)

Select 4 courses from the following:

- HIST557 – History and Popular Culture
- HIST585 – Cultural History of Technology
- HIST586 – History of Science
- HIST588 – History of Religion
- HUMN550 – Evolution of Earth and Universe
- HUMN561 – Society, Class, and Wealth
- HUMN571 – Individuals, Societies, and the Spirit
- RELS531 – Buddhism
- RELS532 – Hinduism

ELECTIVE REQUIREMENTS (0 OR 3 SEMESTER HOURS)

Select from other graduate courses not taken to meet core or major requirements.

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- HUMN699 – Master's Capstone Seminar in Humanities - *Taken once all other degree requirements have been met.*

TOTAL = 36 semester hours

Master of Arts in Intelligence Studies

The Master of Arts in Intelligence Studies provides professional, graduate-level academic education in the interdisciplinary field of intelligence studies. The program's core courses impart substantive knowledge and analytic skills required by all professionals in the Intelligence Community. Students may also pursue concentrated study in functional areas, regional studies/intelligence subfields. Student learning is greatly enhanced by the diversity of program professors with strong professional and academic backgrounds in intelligence studies, many who currently work in the U.S. Intelligence Community.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and degree level outcome objectives, this degree also seeks the following specific learning outcomes of its graduates. Graduates in this degree program will be able to:

- Examine the evolution, structures, functions, capabilities, and activities of the national intelligence community, both from the pre-and post September 11, 2001, perspectives.
- Explain the structures, functions, capabilities, and contributions of national intelligence consumers to include the national command authority, executive departments, Congress, military services, joint/unified commands, and law enforcement agencies.
- Appraise the intelligence cycle, including intelligence planning, data collection, data exploitation, analysis, production, and dissemination phases.
- Investigate the fundamental capabilities, limitations, and means of tasking human, geographic/imagery, signals, measurement, and technical and open intelligence data sources.
- Assess and predict traditional and non-traditional threats to national and international security.
- Conduct advanced research and compose professional and academic analyses on issues critical to intelligence consumers.
- Evaluate the latest techniques and procedures for improving interagency cooperation and intelligence sharing.

DEGREE PROGRAM REQUIREMENTS

CORE REQUIREMENTS (18 SEMESTER HOURS)

- INTL500 – Research Methods in Security and Intelligence Studies-Intelligence Majors (Required as the first course in this program)
- INTL501 – Strategic Intelligence
- INTL502 – Collection
- INTL506 – Analytics II
- INTL507 – Intelligence Operations
- INTL634 – Threat Analysis

Students must choose a concentration for this degree program and may select from a General Concentration, Criminal Intelligence, Homeland Security, Intelligence Analysis, Intelligence Collection, Intelligence Operations, or the Terrorism Studies Concentrations.

GENERAL CONCENTRATION REQUIREMENTS (12 SEMESTER HOURS)

Select 4 courses from the following:

- CMRJ524 – Organized Crime
- CMRJ526 – Drug Cartels and the Narcotics Threat
- HLSS522 – Weapons of Mass Destruction and the New Terrorism
- HLSS523 – Domestic Terrorism and Extremist Groups
- HLSS645 – Port Security
- INTL604 – Interagency Operations
- INTL610 – Counterintelligence
- INTL613 – Intelligence and Homeland Security
- INTL614 – Assassination: History, Theory, and Practice
- INTL616 – Ethical Challenges in the Intelligence Community
- INTL621 – Signals Intelligence (SIGINT)
- INTL623 – Human Intelligence (HUMINT)
- INTL624 – Geographic Information Systems and Spatial Analysis
- INTL625 – Imagery Intelligence
- INTL635 – Indications and Warnings
- INTL637 – Intelligence Profiling
- INTL640 – Intelligence and National Security
- INTL641 – Intelligence in Low Intensity Operations
- INTL643 – Information Operations
- INTL646 – Transnational Crime and Narcotics
- INTL650 – Counterterrorism
- INTL652 – Terrorism: Assessing the Past to Forecast the Future
- INTL653 – Deception, Propaganda, and Disinformation
- INTL655 – Intelligence and Weapons of Mass Destruction
- ISSC630 – Advanced Cybercrime Analysis
- MILS671 – The Non-State Soldier
- NSEC611 – Covert Action and National Security
- NSEC614 – Political Psychology of Terror and Extremist Groups
- POLS524 – Homeland Security Policy

CONCENTRATION IN CRIMINAL INTELLIGENCE (12 SEMESTER HOURS)

Objectives

Upon successful completion of this concentration, the student will be able to apply intelligence processes and procedures in the criminal justice community.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- CMRJ524 – Organized Crime
- CMRJ526 – Drug Cartels and the Narcotics Threat
- INTL610 – Counterintelligence
- INTL631 – Criminal Intelligence Analysis
- INTL646 – Transnational Crime and Narcotics

CONCENTRATION IN HOMELAND SECURITY (12 SEMESTER HOURS)

Objectives

Upon successful completion of this concentration, the student will be able to apply intelligence processes and procedures in the defense of the United States.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- HLSS522 – Weapons of Mass Destruction and the New Terrorism
- HLSS523 – Domestic Terrorism and Extremist Groups
- HLSS645 – Port Security
- INTL613 – Intelligence and Homeland Security
- NSEC614 – Political Psychology of Terror Groups
- POLS524 – Homeland Security Policy

CONCENTRATION IN INTELLIGENCE ANALYSIS (12 SEMESTER HOURS)

Objectives

Upon successful completion of this concentration, the student will be able to apply advanced intelligence analysis methods in composing professional and academic analyses on issues critical to intelligence community consumers.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- INTL635 – Indications and Warning
- INTL637 – Intelligence Profiling
- INTL646 – Transnational Crime and Narcotics
- INTL652 – Terrorism: Assessing the Past to Forecast the Future
- INTL653 – Deception, Propaganda, and Disinformation
- INTL655 – Intelligence and Weapons of Mass Destruction
- NSEC614 – Political Psychology of Terror Groups

CONCENTRATION IN INTELLIGENCE COLLECTION (12 SEMESTER HOURS)

Objectives

Upon successful completion of this concentration, the student will be able to apply advanced intelligence data collection methods in supporting analyses on issues critical to intelligence community consumers.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- INTL610 – Counterintelligence
- INTL621 – Signals Intelligence (SIGINT)
- INTL623 – Human Intelligence (HUMINT)
- INTL624 – Geographic Information Systems and Spatial Analysis
- INTL625 – Imagery Intelligence
- ISSC630 – Advanced Cybercrime Analysis

CONCENTRATION IN INTELLIGENCE OPERATIONS (12 SEMESTER HOURS)

Objectives

Upon successful completion of this concentration, the student will be able to employ intelligence management skills required by planning and management positions in the intelligence community.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- INTL604 – Interagency Operations
- INTL610 – Counterintelligence
- INTL614 – Assassination: History, Theory, and Practice
- INTL616 – Ethical Challenges in the Intelligence Community
- INTL637 – Intelligence Profiling
- INTL641 – Intelligence in Low Intensity Operations
- INTL643 – Information Operations
- INTL653 – Deception, Propaganda, and Disinformation
- NSEC611 – Covert Action and National Security

CONCENTRATION IN TERRORISM STUDIES (12 SEMESTER HOURS)

Objectives

Upon successful completion of this concentration the student will be able to appraise the causes of and threats from U.S. domestic and international terrorism.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- HLSS522 – Weapons of Mass Destruction and the New Terrorism
- HLSS523 – Domestic Terrorism and Extremist Groups
- INTL650 – Counterterrorism
- INTL652 – Terrorism: Assessing the Past to Forecast the Future
- MILS671 – The Non-State Soldier
- NSEC614 – Political Psychology of Terror Groups

ELECTIVE REQUIREMENTS (3 SEMESTER HOURS)

Select from other graduate courses not taken to meet core or concentration requirements.

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- INTL699 – The Master's Capstone in Strategic Intelligence - *Taken once all other requirements have been met.*

TOTAL = 36 semester hours

Master of Arts in International Relations and Conflict Resolution

Students in this program will research, study, and write in the field of international relations and conflict resolution. The approach to International Relations is firmly embedded in the Social Sciences as a whole. The rapid pace of globalization is blurring the boundaries of the state. Traditionally, state borders used to regulate the flows of things foreign into the state. Today, borders are becoming ever more permeable to the transnational flows of goods, finance, ideas, communications, images, and crime and terrorism. Traditional thinking is also that state borders define the boundaries of a political community implying that domestic politics is qualitatively different than international politics. The fact is that individuals increasingly participate in growing networks of international civil society where political activities take place transnationally. Consequently, both the external and internal political functions of borders are dissolving. The rapid changes taking place in global society make it difficult to comprehend International Relations by focusing only on the state as the principal unit of analysis and therefore the discipline of International Relations is increasingly connected with insights from sociology, political economy, psychology, anthropology, and international law.

This program offers:

- Inter-cultural understanding, cooperation, and cosmopolitanism reflected in the staff and student body.
- An insight into the dynamics of international relations across a number of issue areas and the different ways of approaching them to prepare students for a number of career paths.
- An insight into the nature of change as an endemic feature of politics on a national, regional, and global scale.
- An understanding of the causes of change and mechanisms to manage change.
- An insight into the role of various international actors - state and non-state - as participants on the international scene.
- Training in research methods in the social sciences.
- A solid foundation in the philosophical aspects of the study of international relations.
- Insights into the complex relationship between the concerns of domestic and international politics.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and degree level learning outcomes objectives, this degree also seeks the following specific learning outcomes of its graduates. Graduates in this degree program will be able to:

- Construct and criticize the theory and politics of conflict, war, diplomatic relations, and the evolving nature of the international system.
- Provide students with a research-active teaching environment to provide a grounding in the study of international relations including its political, social, and economic aspects.
- Assess how state, non-state, and supra-national actors behave and interact through a dynamic appreciation of different levels of analysis.
- Critique the theories of international relations, the heritage and development of the discipline, its major debates, its inherent nature as an interdisciplinary study, and a critical appreciation of the essentially contested nature of politics in general, and international relations in particular.
- Evaluate the nature and distribution of power in the international systems, the problems of political order, and the social economic, historical, and cultural context within which international actors operate.
- Assess the current challenges to international order, cooperation, identity, social formations, and global issues, and possible strategies to address them.
- Evaluate the changing role of the state in the context of globalization and regional integration and the implications for international peace and security.
- Conceptualize the different kinds of actors on the international scene, their respective interests, and their influence across a range of issues.

In addition to the program objectives, this Master's Degree in International Relations will provide the student with transferable skills that include:

- Communication: You will be encouraged to communicate effectively and fluently in speech and writing; to organize information clearly and coherently; and to use communication and information technology for the retrieval and presentation of information.
- Information technology: You will be required to produce written documents and undertake online research.
- Working with others: You will be encouraged to define and review the work of others; to work cooperatively on group tasks; to understand how groups function; and to collaborate with others and contribute effectively to the achievement of common goals.

- Improving own learning: You will develop autonomy in learning, be expected to work independently, and demonstrate initiative and self organization. You will enhance your research skills toward presenting a clear statement of the purposes and expected results of the research and develop appropriate means of estimating and monitoring resources and use of time.
- Problem Solving: The courses and classroom exercise will emphasize the need to identify and define problems and help you to explore alternative solutions.

DEGREE PROGRAM REQUIREMENTS

CORE REQUIREMENTS (18 SEMESTER HOURS)

- IRLS500 – International Relations Theory
- IRLS501 – Comparative Political Systems
- IRLS502 – International Political Systems
- IRLS503 – International Organizations
- IRLS504 – International Political Economy
- NSEC500 – Research Methods in Security and Intelligence Studies-Nat Sec Majors (Required as the first course in this program)

Students must choose a concentration for this degree program and may select from the Concentration in Comparative and Security Issues, Conflict Resolution, International and Transnational Security Issues, or Peacekeeping.

CONCENTRATION IN COMPARATIVE AND SECURITY ISSUES (12 SEMESTER HOURS)

Objectives

Students in this concentration undertake an in-depth review of regional issues and actors which allows the student to determine the significant political, economic, security, diplomatic, and social challenges facing a selected region - individually as separate nations and collectively as a region.

Upon successful completion of this concentration the student will be able to:

- Evaluate the potential for conflict in a specific region based on existing theories of causation.
- Apply the approaches to peace through coercive power, nonviolence, world order, personal and community transformation in a specific geographic region.
- Understand the concepts and theories of comparative analysis of different political regimes.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- IRLS507 – Selected Topics in International Relations
- IRLS600 – Strategic Geography and Geopolitics
- IRLS605 – Comparative Defense Policies
- IRLS631 – Government and Security in Korea
- IRLS655 – Latin American Security Issues
- IRLS660 – Seminar in Middle East Politics and Security
- IRLS661 – Politics and Security in the Persian Gulf
- IRLS662 – Middle Eastern Culture
- IRLS663 – Islam
- LSTD507 – International Law
- NSEC620 – Foundations in Military Strategy and National Security Policy

CONCENTRATION IN CONFLICT RESOLUTION (12 SEMESTER HOURS)

Objectives

Students in this concentration undertake an in-depth analysis of the principles and foundations of peace, conflict theory, conflict analysis and resolution, negotiation strategies and concepts, and the factors necessary to build a lasting peace.

Upon successful completion of this concentration the student will be able to:

- Evaluate the potential for conflict in a society/state/region based on theories of causation.
- Assess the approaches to peace through coercive power, nonviolence, and world order constructs.
- Reconstruct the phenomenon of peace through examples and case studies.
- Synthesize the rationale for negotiation versus historical tendencies toward coercion.
- Evaluate the development of multiparty mediation and assess the value of such an approach.
- Analyze the complexity and limitations of negotiating across cultures and historical divides.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- IRLS507 – Selected Topics in International Relations
- IRLS610 – Foundations of Peace
- IRLS611 – Conflict Analysis and Resolution: Theory and Practice
- IRLS613 – International Negotiation
- IRLS614 – International Civil Order
- LSTD507 – International Law

CONCENTRATION IN INTERNATIONAL AND TRANSNATIONAL SECURITY ISSUES (12 SEMESTER HOURS)

Objectives

Students in this concentration undertake an in-depth examination of international and transnational issues that affect the global community as a whole and nation-states as individual entities.

Upon successful completion of this concentration the student will be able to:

- Construct a theory about the distinct nature of conflict in the post-Cold War era.
- Assess the norms and purposes of international structures and regimes.
- Critique the various manifestations of globalization and the impact on various political, economic, and social systems.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- IRLS507 – Selected Topics in International Relations
- IRLS603 – Politics and War
- INTL646 – Transnational Crime and Narcotics
- LSTD507 – International Law
- NSEC504 – International Security
- NSEC608 – Regional Security Cooperation
- NSEC609 – National Security and Foreign Assistance
- NSEC610 – National Security and Globalization
- NSEC614 – Political Psychology of Terror Groups

CONCENTRATION IN PEACEKEEPING (12 SEMESTER HOURS)

Objectives

Students in this concentration undertake an in-depth study of the principles and foundations of peace operations within the context of international and regional mechanisms. The student gains valuable insight into the skills necessary to step into international incidents between countries and among peacemakers to assist in the resolution of difficult problems.

Upon successful completion of this concentration the student will be able to:

- Assess the evolving theory and practices of United Nations Peacekeeping operations.
- Evaluate the role of UN and regional peacekeeping initiatives in specific peace-building, peace-making, and peace-keeping operations in conflict areas.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- IRLS507 – Selected Topics in International Relations
- IRLS614 – International Civil Order
- IRLS615 – Peacekeeping: Structure and Process
- LSTD507 – International Law
- MILH564 – History of Peacekeeping: 1945 - 1987
- MILH565 – History of Peacekeeping: 1988 - Present

ELECTIVE REQUIREMENTS (3 OR 6 SEMESTER HOURS)

Select from other graduate courses not taken to meet core or concentration requirements.

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- IRLS699 – Capstone in International Relations - *Taken once all other requirements have been met.*

TOTAL = 36 semester hours

Master of Arts in Legal Studies

The Master of Arts in Legal Studies degree program seeks to expand students' academic and professional development by providing a solid foundation in legal doctrine and concepts, while expounding on students' ability to identify and analyze legal issues within the workplace environment. It is designed for students who are not interested in practicing law, but who wish to develop a better understanding of the law as it affects their legal and non-legal careers, interdisciplinary research, or other areas of interest. The program prepares its graduates to pursue career opportunities in law and law-related fields, government, business, or as a background for further graduate study.

Note: This program does not prepare students for the practice of law. Graduates of this program are not eligible for admission to the Bar of any state based solely on their completion of this program, although some states do not require a Juris Doctor degree for Bar entry.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and degree level learning outcomes objectives, the Master of Arts in Legal Studies seeks the following specific learning outcomes of its graduates. Graduates in this degree program will be able to:

- Analyze the constitutional, juridical, philosophical, and ethical perspectives of the law.
- Generate analytical and critical thinking in legal writing.
- Evaluate and identify areas and issues needing study and analysis using legal research.
- Assess the relationship between the social organization of legal institutions and the legal profession in society.
- Evaluate the complex relation between the law and justice as dictated and mediated by societal conditions and forces.

DEGREE PROGRAM REQUIREMENTS

CORE REQUIREMENTS (24 SEMESTER HOURS)

- LSTD502 – Criminal Law
- LSTD503 – Criminal Justice Process
- LSTD504 – Methods of Legal Research and Writing I
- LSTD505 – Methods of Legal Research and Writing II *(Prerequisite: LSTD504 – Methods of Legal Research and Writing I)*
- LSTD506 – Property Law
- LSTD508 – Contract Law
- LSTD509 – Tort Law
- LSTD510 – Constitutional Law

MAJOR REQUIREMENTS (9 SEMESTER HOURS)

Select 3 courses from the following:

- BUSN623 – Legal and Ethical Issues in Management
- BUSN640 – Nonprofit Law, Governance, and Ethics
- EDMG501 – Emergency Management and Public Law
- EDUC670 – Education Law, Ethics, and Politics
- EVSP503 – Environmental Policy, Regulation, and Law
- HRMT602 – Employment Law and Labor Relations
- LSTD507 – International Law
- LSTD511 – Independent Study in Legal Studies
- LSTD512 – Immigration Law
- LSTD513 – Media Law
- LSTD539 – Federal Rules of Evidence
- LSTD601 – Sports Law
- PADM611 – Law and Public Policy
- POLS640 – Judicial Politics, Process, and Policy Making
- SPST671 – Space Law

ELECTIVE REQUIREMENTS (0 SEMESTER HOURS)

There are no electives for this program.

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- LSTD520 – Master's Capstone in Legal Studies - *Taken once all other requirements have been met.*

TOTAL = 36 semester hours

Master of Arts in Management

The Master of Arts degree in Management is for students who seek an understanding of the principles, theory, and cutting-edge practices of management in the 21st century. This program is versatile with the knowledge gained applicable in the military, government, or corporate world. Graduates of this program typically go on to executive employment with the military, government, or corporate environments.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and degree level learning outcomes objectives, this degree also seeks the following specific learning outcomes of its graduates. Graduates in this degree program will be able to:

- Conduct business problem-focused management research including collection and analysis of data and communication of findings by using qualitative and quantitative research methods.
- Develop a strategic business plan applying the theories and practices of management and planning for a particular organizational setting.
- Develop an analytical framework using a variety of approaches to apply leadership and management theory and practice to address the challenges of organizations in this century.
- Examine complex organizations from an analysis perspective including the individual, interpersonal, group, and organizational level perspectives.
- Evaluate management issues in the context of technological, structural, cultural, human, and environmental factors.

DEGREE PROGRAM REQUIREMENTS

CORE REQUIREMENTS (21 SEMESTER HOURS)

- HRMT600 – Human Resource Management
- MGMT501 – Research Methods in Management Sciences (Required as the first course in this program)
- MGMT600 – Organizational Management
- MGMT601 – Organizational Behavior
- MGMT610 – Cross-Cultural Management
- MGMT615 – Strategic Planning (to be taken after completion of other core courses)
- MGMT618 – Ethics in Leadership

Students must choose a concentration for this degree program and may select from the General Concentration, Defense Management, Human Resource Management, Organizational Leadership, Public Administration, or Strategic Consulting Concentrations.

GENERAL CONCENTRATION (12 SEMESTER HOURS)

Objectives

Upon completion of this concentration, the student will be able to:

- Evaluate and articulate models of organization and business consulting.
- Use a variety of concepts, skills, and practices required for effective consulting.
- Develop a consulting practice using a variety of concepts, skills, and practices.
- Build an effective business plan for a consulting practice.
- Apply the concepts and theory to assess and or build a strategic consulting practice.

Concentration Requirements (12 semester hours):

Select 4 courses from the following:

- BUSN621 – Entrepreneurship
- BUSN624 – Principles of E-Commerce
- DEFM510 – Strategic Planning in the Military and Governmental Agencies
- HRMT610 – Workforce Planning
- INFO531 – Management Information Systems
- MGMT500 – Quality Management in Contemporary Organizations
- MGMT603 – Organizational Development
- MGMT604 – Organizational Crisis Management
- MGMT605 – Leadership
- MGMT608 – Independent Study: Management Department
- MGMT617 – Leading Teams
- MGMT620 – Project Management
- MKTG600 – Marketing Management
- SCMT507 – Assets Protection and Loss Prevention Management
- SCMT553 – Security Program Administration

CONCENTRATION IN DEFENSE MANAGEMENT (12 SEMESTER HOURS)

Objectives

Upon completion of this concentration, the student will be able to:

- Assess how military organizations conduct research in the field and use this data to assist with military operations.
- Define and evaluate the economics of defense operations using model analysis tools.
- Construct and criticize the theory and concepts of military operational research.

Concentration Requirements (12 semester hours):
Select 4 courses from the following:

- DEFM510 – Strategic Planning in the Military and Governmental Agencies
- DEFM511 – Research and Technology in the Military
- DEFM530 – Defense Economics
- DEFM600 – Military Operations Research I
- DEFM601 – Military Operations Research II

CONCENTRATION IN HUMAN RESOURCE MANAGEMENT (12 SEMESTER HOURS)

Objectives
Upon completion of this concentration, the student will be able to:

- Compare and contrast various managerial approaches to employment law as well as defend or criticize the application of various rules, regulations, and laws applied to labor-related situations and work settings.
- Analyze and evaluate the strategic factors influencing the various levels of rewards systems in the marketplace.
- Assess methods used to measure performance and determine pay level and associated compensation packages.
- Identify and analyze the role and function of the Human Resource Professional in the development and implementation of policy and procedures encompassing legislative, regulatory, and organizational issues affecting the management of human resources in today's workforce.

Concentration Requirements (12 semester hours):

- HRMT602 – Employment Law and Labor Relations
- HRMT603 – Human Resource Policy
- HRMT605 – Strategic Human Resource Management Practices

And select 1 course from the following:

- HRMT601 – Compensation and Benefits
- HRMT604 – Employment Relations
- MGMT603 – Organization Development
- MGMT605 – Leadership

CONCENTRATION IN ORGANIZATIONAL LEADERSHIP (12 SEMESTER HOURS)

Objectives
Upon completion of this concentration, the student will be able to:

- Analyze and evaluate various leadership theories and models used by contemporary leaders in the field of management to develop and nurture followership.
- Compare and contrast various leadership approaches to diversity in the workplace, ethics, motivation, and knowledge management.
- Distinguish and critique the various roles and functions of an effective leader in today's workplace in the areas of decision making, conflict resolution, motivation, and risk-taking.

Concentration Requirements (12 semester hours):

- MGMT603 – Organizational Development
- MGMT605 – Leadership
- MGMT617 – Leading Teams

And select 1 course from the following:

- BUSN621 – Entrepreneurship
- DEFM500 – Military Leadership
- MGMT500 – Quality Management in Contemporary Organizations

CONCENTRATION IN PUBLIC ADMINISTRATION (12 SEMESTER HOURS)

Objectives
Upon completion of this concentration, the student will be able to:

- Apply theories and approaches to managing public organizations and administering federal, state, and local levels and evaluate the interpersonal relationships among these levels of government.
- Formulate and articulate positions and issues that intersect the dynamics of politics, policy, economics, administration, and management in the public sector.
- Analyze public policy initiatives from political and administrative aspects as to their intentions, achievable aims, and outcomes.

Concentration Requirements (12 semester hours):

- PADM510 – Administrative Theory
- PADM520 – Public Administration in Society
- PADM530 – Public Policy

And select 1 course from the following:

- EVSP503 – Environmental Policy, Regulation, and Law
- HRMT603 – Human Resource Policy
- MGMT605 – Leadership
- PADM611 – Law and Public Policy
- PBHE501 – Public Health in America

CONCENTRATION IN STRATEGIC CONSULTING (12 SEMESTER HOURS)

Objectives

Upon completion of this concentration, the student will be able to:

- Evaluate and articulate models of organization and business consulting.
- Use a variety of concepts, skill, and practices required for effective consulting.
- Develop a consulting practice using a variety of concepts, skills, and practices.
- Build an effective business plan for a consulting practice.
- Apply the concepts and theory to assess and or build a strategic consulting practice.

Concentration Requirements (12 semester hours):

- MGMT603 – Organizational Development
- MGMT630 – Consulting Skills
- MGMT631 – The Practice of Consulting: Creating and Managing The Business

And select 1 course from the following:

- MGMT605 – Leadership
- MGMT617 – Leading Teams

ELECTIVE REQUIREMENTS (0 SEMESTER HOURS)

There are no elective requirements for this program.

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- MGMT699 – Management Practicum and Integration Project - *Taken once all other requirements have been met.*

TOTAL = 36 semester hours

Master of Arts in Military History

The Master of Arts in Military History ensures that students will learn historical research methods, historiography, and historical perspectives before concentrating in American Military History, the American Revolution, the Civil War, Military and Diplomatic History, World War II, or War since 1945. The curriculum not only focuses on diplomacy, statecraft, strategy, command, leadership, battles, tactics, and weapons systems, but also on social structures, military attitudes, relationships between officers and the rank-and-file, and on the interrelations between military and civil society. The degree emphasizes reading, discussion, writing, and research and prepares students for advanced graduate study.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and degree level learning outcomes objectives, this degree also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of military studies, graduates in this degree program will be able to:

- Appraise different approaches to history and historical method to evaluate and propose a specific methodology for a particular project.
- Define, classify, and articulate in oral or written form the major trends, events, and people that have shaped military history, and evaluate them in context by comparison and contrast.
- Define, classify, and articulate in oral or written form the major trends, events, and people that have shaped U.S. military history, and evaluate them in context by comparison or contrast.
- Examine, analyze, and evaluate at least one specialized historical sub-discipline such as American Military History, the American Revolution, the Civil War, Military and Diplomatic History, World War II, and War since 1945.
- Synthesize historical issues into a coherent and comprehensive paradigm of the human condition.
- Analyze data, information, and concepts pertinent to various methodologies of historical research.
- Create a historical research proposal in which data, information, and concepts can be evaluated and synthesized.

DEGREE PROGRAM REQUIREMENTS

CORE REQUIREMENTS (12 SEMESTER HOURS)

- HIST500 – Historical Research Methods
- HIST501 – Historiography
- MILH510 – Studies in U.S. Military History
- MILH511 – Great Military Philosophers

Students must choose a concentration for this degree program and may select from the Concentrations in American Military History, the American Revolution, the Civil War, Military and Diplomatic History, World War II, or War Since 1945.

CONCENTRATION IN AMERICAN MILITARY HISTORY (18 SEMESTER HOURS)

This Concentration in American Military History focuses on the major conflicts from the Revolution to the Cold War period. The course selection includes the methodology and historiography of the military periods under study and an examination of theoretical concepts including the nature of warfare, strategy, and leadership as well as civil-military relations and foreign relations. The courses offer students a clear understanding of key historical events and human behavior in relation to the history of American warfare including the economics, politics, and social issues.

Objectives

Upon completion of this program students will be able to:

- Analyze the characteristics of leadership common to great military leaders and decision-making skills that are inbred and/or learned by the great leaders throughout military history.
- Dissect and critique the American Revolution from its antecedents to its legacy including events leading to the revolt, Declaration of Independence, strategy and tactics, campaigns, and the aftermath of war on the new nation.
- Discern and assess the political, economic, cultural, social, and military aspects of the Civil War specifically including their impact on causative factors, conduct of the war, and post-war aftermath.
- Compare and contrast all theaters of World War II and events in Europe, Africa, the Middle East, Southeast and Southwest Asia, the Pacific, and Latin America as well as the role of diplomacy and strategy, the impact of war upon society, and the fighting on land, at sea, and in the air.
- Examine the Cold War between the Soviet Union and the United States with emphasis on the actual scene of superpower conflict in the Third World and an analysis of the varied levels of power and their interrelationships that made the Cold War unique.

Concentration Requirements (18 semester hours)

- HIST551 – The American Revolution in Context
- HIST552 – Civil War: Seminal Event in American History
- HIST560 – World War II in Context
- MILH620 – War Since 1945
- MILS512 – Great Military Leaders

And select 1 course from the following:

- MILH571 – Diplomatic Strategy and Military Doctrine
- MILH572 – Dynamics of Wartime Diplomacy
- MILH670 – Case Studies in Territorial Expansion and Conflict
- MILH680 – Special Topic: Military History - *Students will need permission from the Department Chair to take this course.*
- MILH690 – Independent Study: Military History – *Students will need permission from the Department Chair to take this course.*
- MILH691 – Independent Study: Writing a Thesis Proposal - *Students will need permission from the Department Chair to take this course.*

CONCENTRATION IN THE AMERICAN REVOLUTION (18 SEMESTER HOURS)

APUS offers one of the nation's only graduate concentrations on the American Revolution. Students study the philosophies, personalities, strategies, leadership, and other factors that led to, influenced, and resulted from the United States of America's foundation and permanent break from Great Britain. As a major event in the larger sweep of the Enlightenment, the following aspects of the American Revolution are analyzed: principles of colonialism, monarchy, democracy, republic, and nation-building; military leadership, strategies and individual soldiers on each side; international diplomacy; economics; and American culture.

Objectives

Upon completion of this program students will be able to:

- Dissect and critique the American Revolution from its antecedents to its legacy including events leading to the revolt, Declaration of Independence, strategy and tactics, campaigns, and the aftermath of war on the new nation.
- Analyze the American Revolution in reference to the operational contributions of American and British military leadership using selected land battles as examples of the strategies and tactics involved.
- Evaluate an early and pivotal campaign in the American Revolution by critiquing the strategy, tactics, and results of campaign on the subsequent course of the Revolution and post-war Anglo-American relations.
- Explain the perspective of the American Revolution from the British viewpoint in relation to colonial policies, diplomacy, military leadership, and other influences in Great Britain during and after the war.
- Assess and critique the conclusive military strategy of the American Revolution and why the strategy was distinctive from other military theatres of operation.

Concentration Requirements (18 semester hours):

- HIST551 – The American Revolution in Context
- MILH531 – Strategy, Tactics, and Leadership of the American Revolution
- MILH532 – The British Perspective of the American Revolution
- MILH533 – The American Revolution Canadian Campaign
- MILH534 – The American Revolution Southern Campaign

And select 1 course from the following:

- MILH637 – The Seven Years War
- MILH639 – America's Early Conflicts (Post-Revolution)
- MILH680 – Special Topic: Military History - *Students will need permission from the Department Chair to take this course.*

- MILH690 – Independent Study: Military History – *Students will need permission from the Department Chair to take this course.*
- MILH691 – Independent Study: Writing a Thesis Proposal - *Students will need permission from the Department Chair to take this course.*

CONCENTRATION IN THE CIVIL WAR (18 SEMESTER HOURS)

Often referred to as the "seminal event" in American history, this program studies the political, cultural, economic, and military issues related to the War Between the States. The degree covers (1) major figures, such as Abraham Lincoln and Jefferson Davis, Robert E. Lee and Ulysses S. Grant, (2) obscure figures unknown to the casual observer yet critical to how one understands of the war, and (3) minor figures that are rarely provided the coverage deserved of history such as the common soldier on each side of the conflict. The major campaigns are analyzed using cutting edge texts and professors' expert analyses. The war itself is viewed in context; the issues leading up to it and resulting from it are critically analyzed. Graduates of the program can expect to be on their way to becoming "experts" in the Civil War; several graduates of this program have published books and/or articles related to the war.

Objectives

Upon completion of this program students will be able to:

- Place events of the Antebellum period, the Civil War, and Reconstruction into the broader scope of American History by assessing the similarities and differences in social, cultural, economic, and political developments in North and South.
- Discern and assess the political, economic, cultural, social, and military aspects of the Civil War to specifically include their impact on causative factors, conduct of the war, and post-war aftermath.
- Examine the operational contributions of Union and Confederate military leaders by critiquing selected land battles of the war as examples of the strategies and tactics involved.
- Compare and contrast the national, theater, and operational command structures of the Union and Confederacy in relation to leadership styles of key military leaders on both sides and the evolution of command and control during the war.
- Identify, assess, and explain the diverse historical assessments and interpretations of the Antebellum, Civil War, and Reconstruction eras as presented in the writings of prominent and influential historians.

Concentration Requirements (18 semester hours):

- HIST552 – The Civil War: Seminal Event in American History
- HIST657 – Antebellum America: Prelude to the Civil War
- HIST658 – Reconstruction and Post-Civil War America
- MILH541 – Civil War Strategy and Tactics
- MILH542 – Civil War Command and Leadership

And select 1 course from the following:

- MILH647 – Intelligence Operations in the Civil War
- MILH648 – Civil War Cavalry: Theory, Practice, and Operations
- MILH649 – The Mexican–American War: 1846-1848
- MILH680 – Special Topic: Military History – *Students will need permission from the Department Chair to take this course.*
- MILH690 – Independent Study: Military History – *Students will need permission from the Department Chair to take this course.*
- MILH691 – Independent Study: Writing a Thesis Proposal – *Students will need permission from the Department Chair to take this course.*

CONCENTRATION IN MILITARY AND DIPLOMATIC HISTORY (18 SEMESTER HOURS)

The concentration in Military and Diplomatic History examines pivotal moments in diplomacy and wartime that have directed the use of force on behalf of American national interests. Key themes include the making of strategy by those who are directly involved with the causes and conduct of war and in particular, analyzing how statecraft and military planning are inescapably intertwined. Students focus on the levels and types of diplomatic and military actions in past and present events across the continental and international scene. Special emphasis in how expansion and territorial conflicts are defined and their historical dimensions.

Objectives

Upon completion of this program students will be able to:

- Examine the historical context and various interpretations of American diplomatic relations from the entry of the United States onto the world scene to the present time.
- Evaluate the application of strategy and process of making of strategy, both of which deal with the preparation and use of military power to serve the ends of politics.
- Assess how doctrine provides the military an authoritative body of statements on how military forces conduct operations and provides the framework for use by military planners and leaders.
- Compare and contrast the how diplomacy has affected the nature and conduct of war in total and limited war scenarios.
- Analyze expansion and territorial conflicts on the continent and insular territories using case study methodologies.

Concentration Requirements (18 semester hours):

- MILH570 – American Military and Diplomatic History
- MILH571 – Diplomatic Strategy and Military Doctrine
- MILH572 – Dynamics of Wartime Diplomacy
- MILS514 – The Making of Strategy

And select 2 courses from the following:

- MILH667 – The Balkans: Conflict and Peace
- MILH669 – Arab-Israeli Conflict: Contemporary Politics and Diplomacy
- MILH670 – Case Studies in Territorial Expansion and Conflict
- MILH680 – Special Topic: Military History – *Students will need permission from the Department Chair to take this course.*
- MILH690 – Independent Study: Military History – *Students will need permission from the Department Chair to take this course.*
- MILH691 – Independent Study: Writing a Thesis Proposal – *Students will need permission from the Department Chair to take this course.*

CONCENTRATION IN WORLD WAR II (18 SEMESTER HOURS)

Students in the World War II concentration study the history, politics, leaders, strategies, and campaigns under which the 20th century's history, (and some would argue, the modern world's), seminal events unfolded. The World War II student takes a course of study that includes study of the major political and military leaders of both Allied and Axis powers as well as study of the war's major theaters. Students then have the opportunity to study of major and lesser campaigns and battles, military strategy and leadership, and World War II political and military institutions.

Objectives

Upon completion of this program students will be able to:

- Discern and critique the strategies, tactics, leaders, and lessons learned during the fighting in the China-Burma-India Theater, New Guinea, the Solomon Islands, the Aleutians, and in the Philippines.
- Explain and assess the strategy, tactics and leadership from the blitzkriegs into France, the Balkans, and the Soviet Union to the campaigns in North Africa and Italy.
- Explain and assess the Allied victory in Europe to include the generalship and decisions concerning the amphibious invasions, airdrops, and the crossing of the Rhine.
- Distinguish the politics, political leadership, and diplomacy in Germany, Japan, and Italy that enabled the rise of the respective countries' Axis leadership that ruled during World War II.
- Distinguish the political leadership that defined the Allied powers of the United States, Great Britain, and Russia before, during, and after World War II.

Concentration Requirements (18 semester hours)

- HIST560 – World War II in Context
- MILH551 – World War II in Europe
- MILH552 – World War II in the Pacific
- MILH553 – Axis Powers: Politics, Political Leadership, and Diplomacy
- MILH554 – Allied Powers: Politics, Political Leadership, and Diplomacy

And select 1 course from the following:

- HIST642 – Nazi Germany and the Holocaust
- MILH659 – Red Storm over the Third Reich
- MILH680 – Special Topic: Military History - *Students will need permission from the Department Chair to take this course.*
- MILH690 – Independent Study: Military History – *Students will need permission from the Department Chair to take this course.*
- MILH691 – Independent Study: Writing a Thesis Proposal - *Students will need permission from the Department Chair to take this course.*

CONCENTRATION IN WAR SINCE 1945 (18 SEMESTER HOURS)

Students will focus on the American culture of war from World War II to the present. It traces the history and evolution of American strategic, operational, and tactical doctrine during the Cold War as well as United Nations peace-keeping operations in this time period. Topics cover national security interests including foreign policy and military operations and their relation to domestic political, economic, and social components as well as the major foreign wars and the emergence of the United States as a world power. In addition, students have the opportunity to examine our response to selected regional issues in the Balkans, Middle East, and other threat situations in the world.

Objectives

Upon completion of this program, students will be able to:

- Examine the Cold War between the Soviet Union and the United States with emphasis on the actual scene of superpower conflict in the Third World and an analysis of the varied levels of power and their interrelationships that made the Cold War unique.
- Contrast the evolution and functioning of United Nations peacekeeping operations during the Cold War period to include comparative assessments of each peacekeeping operation as a tool of conflict management.
- Analyze of the origins and structures of insurgency and revolution to include the actual history of specific groups of insurgents and revolutionaries such as the Chinese Communists, the Viet Minh/Viet Cong, and the militant Islamist insurgents.
- Assess great and middle power military interventions into civil wars during the 1990s and extraordinary security enjoyed by the great and middle powers of the Western world in the Cold War's aftermath.
- Evaluate turbulent areas in the history of the world

with emphasis on modern political and military issues including the Balkans, Israel, Iraq, Afghanistan, and other regions.

Concentration Requirements (18 semester hours)

- MILH564 – History of Peacekeeping: 1945-1987
- MILH565 – History of Peacekeeping: 1988-Present
- MILH620 – War Since 1945
- MILH621 – The Cold War Era and Aftermath
- MILH622 – Great Power Military Interventions

And select 1 course from the following:

- MILH667 – The Balkans: Conflict and Peace
- MILH668 – The War in Vietnam
- MILH669 – Arab-Israeli Conflict: Contemporary Politics & Diplomacy
- MILH680 – Special Topic: Military History - *Students will need permission from the Department Chair to take this course.*
- MILH690 – Independent Study: Military History – *Students will need permission from the Department Chair to take this course.*
- MILH691 – Independent Study: Writing a Thesis Proposal - *Students will need permission from the Department Chair to take this course.*

ELECTIVE REQUIREMENTS (3 OR 6 SEMESTER HOURS)

Select from other graduate courses not taken to meet core or concentration requirements. It is recommended that students select courses from Military Studies, Military History, or History courses to fulfill elective requirements.

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- MILH699 – Master's Capstone Seminar in Military History

TOTAL = 36 semester hours

Master of Arts in Military Studies

This program ensures that students will learn about the "big picture" through exposure to strategic and operational perspectives while allowing students to tailor graduate study to individual needs by choosing from concentrations in Joint Warfare or Strategic Leadership. Graduates of this program typically go on to serve in government or military occupations, write articles and/or books, and/or pursue the doctorate in a related field.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and degree level learning outcomes objectives, this degree also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of military studies, graduates in this degree program will be able to:

- Define, classify, and articulate the major trends, events, and people that have shaped military studies and evaluate them in context by comparison and contrast.
- Examine, analyze, and evaluate at least one specialized operational sub-discipline.
- Synthesize operational issues into a coherent and comprehensive paradigm of the human condition.
- Analyze data, information, and concepts pertinent to various methodologies of historical research.
- Create a research proposal in which data, information, and concepts can be evaluated and synthesized.
- Appraise different approaches to military studies in order to evaluate and propose a specific methodology for a particular project.
- Create a publication-quality presentation for reporting current analysis and synthesis.

DEGREE PROGRAM REQUIREMENTS

CORE REQUIREMENTS (15 SEMESTER HOURS)

- MILS512 – Great Military Leaders
- MILS514 – The Making of Strategy
- MILS521 – Strategy, Tactics, and the Operational Art
- MILS560 – Joint Warfare Theory and Practice
- NSEC500 – Research Methods in Security and Intelligence Studies-National Security Majors (Required as the first course in this program)

Students must choose a concentration for this degree program and may select from the Joint Warfare or the Strategic Leadership Concentrations.

CONCENTRATION IN JOINT WARFARE (15 SEMESTER HOURS)

This concentration studies modern joint warfare operations, leadership, and management. Students will learn of the theory, practice, planning, implementation, command and control, and overarching military philosophy that pervades today's joint military environment. Going beyond the specific joint military community, students will also study coalition warfare and future war. The application of air, land, and sea power in joint operations can be analyzed as well as seen through past joint operations. Most popular among students from all military services and inter-governmental agencies,

this major is open to any interested military or civilian student who seeks to know more of military philosophy, strategy, tactics, history, and contemporary issues.

Objectives
Upon completion of this concentration, the student will be able to:

- Examine the theory and practice of joint warfare in every major conflict since the mid-19th century with special emphasis on American joint warfare from the 1980s through the present.
- Discern and assess the contemporary factors influencing planning for combined and joint operations at the strategic and operational levels of war.
- Evaluate the doctrinal and technical aspects of Joint Warfare command and control as well as operational differences among the services.
- Debate the varied dimensions of coalition warfare and combined operations in both a historical and contemporary perspective.
- Assess the conventional and unconventional joint warfare of the future in light of technological change and the information age, non-state military threats, rogue regimes, and clashes of culture between regions.

Concentration Requirements (15 semester hours)
- MILS561 – Joint Warfare Planning and Implementation
- MILS562 – Joint Warfare Command and Control
- MILS563 – Case Studies in Joint Warfare
- MILS620 – Studies in Future War

And select 1 course from the following:

- MILS533 – Air Warfare in the 21st Century
- MILS542 – Contemporary Tactical Thought
- MILS570 – Seminar in Asymmetrical Warfare
- MILS571 – Special Operations and National Policy
- MILS572 – Special Operations Forces Applications
- MILS583 – Insurgency and Revolution
- MILS635 – Air Power in Joint Warfare
- MILS637 – Specials Operations: Air
- MILS645 – Land Power in Joint Warfare
- MILS655 – Naval Power in Joint Warfare
- MILS657 – Special Operations: Naval/Shore
- MILS671 – The Non-State Soldier
- MILS680 – Special Topic: Military Studies – *Students will need permission from the Department Chair to take this course.*
- MILS690 – Independent Study: Military Studies – *Students will need permission from the Department Chair to take this course.*

CONCENTRATION IN STRATEGIC LEADERSHIP (15 SEMESTER HOURS)
This concentration is for students who seek an understanding of the principles, theory, and practices of strategy and leadership from historical and contemporary perspectives. This program provides students with the opportunity to focus on strategic leadership lessons learned under military, civil-military, and government settings and conditions. With critical analytical thinking skills, students can apply the classic strategies, tactics, and teachings of the great military philosophers and leaders to key national strategic issues and international concerns that are relevant in modern times.

Objectives
Upon completion of this concentration, the student will be able to:

- Discern and assess the domestic and international contexts that shape the behavior of state and non-state actors, and affect the formulation of national security policies.
- Explain the history of strategic developments and geopolitical concerns that are influencing military planning and execution from the mid-20th Century through the modern era.
- Compare and contrast the defense policies of nations in Europe and Asia that have had to deal with enormous changes following the Eastern Bloc's collapse.
- Compose an analysis of the characteristics of leadership common to great military leaders and appraise the decision-making skills that are inbred and/or learned by the great leaders.
- Assess the conventional and unconventional joint warfare of the future in light of technological change and the information age, non-state military threats, rogue regimes, and clashes of culture between regions.

Concentration Requirements (15 semester hours)
- IRLS600 – Strategic Geography and Geopolitics
- IRLS605 – Comparative Defense Policies
- MILS562 – Joint Warfare Command and Control
- MILS620 – Studies in Future War

And select 1 course from the following:

- MILS571 – Special Operations and National Policy
- MILS583 – Insurgency and Revolution
- MILS671 – The Non-State Soldier
- MILS680 – Special Topic: Military Studies - *Students will need permission from the Department Chair to take this course.*
- MILS690 – Independent Study: Military Studies - *Students will need permission from the Department Chair to take this course.*
- NSEC501 – Institutions of National Security

ELECTIVES REQUIREMENTS (3 HOURS)
Select from other graduate courses not taken to meet core or concentration requirements.

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)
- MILS699 – Master's Capstone Seminar in Military Studies - *Taken once all other requirements have been met.*

TOTAL = 36 semester hours

Master of Arts in National Security Studies

This program prepares students for mid- and senior-level positions in national and international security policy, security and intelligence analysis, and related fields. Graduates of the program can be found across the national and international security community as civilian and military policy-makers, action-officers, analysts, instructors, and consultants. The degree program is an excellent substitute for military or civilian personnel unable to attend a staff or war college, but who require a strong background in the substantive knowledge and analytic skills required of security specialists. It is also excellent preparation for those who will eventually attend a staff or war college as it incorporates instruction in advanced security analysis not normally taught in senior military schools.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and degree level outcome objectives, this degree seeks the following specific learning outcomes of its graduates. Graduates in this degree program will be able to:

- Appraise classic and contemporary theories, strategies, doctrines, and procedures related to the causes, conduct, and termination of armed conflict and the maintenance of peace.
- Assess and predict traditional and non-traditional threats to national and international security.
- Compare the structures, functions, capabilities, and activities of national and international security community members.
- Conduct advanced research and compose professional and academic analyses on issues critical to national and international security.

DEGREE PROGRAM REQUIREMENTS

CORE REQUIREMENTS (18 SEMESTER HOURS)

- NSEC500 – Research Methods in Security and Intelligence Studies-For National Security Majors (Required as the first course in this program)
- NSEC501 – Institutions of National Security
- NSEC503 – U.S. National Security
- NSEC504 – International Security
- NSEC610 – National Security and Globalization
- NSEC613 – Current and Emerging Threats to U.S. National Security

Students must choose a concentration for this degree program and may select from the General Concentration, Homeland Security, Regional Security Studies, Security and Intelligence Analysis, or the Terrorism Studies Concentrations.

GENERAL CONCENTRATION REQUIREMENTS (12 SEMESTER HOURS)

Select 4 courses from the following:

- CMRJ526 – Drug Cartels and the Narcotics Threat
- DEFM530 – Defense Economics
- HLSS501 – Homeland Defense
- HLSS522 – Weapons of Mass Destruction and the New Terrorism
- HLSS523 – Domestic Terrorism and Extremist Groups
- HLSS645 – Port Security
- INTL501 – Strategic Intelligence
- INTL502 – Collection
- INTL506 – Analytics II
- INTL507 – Intelligence Operations
- INTL613 – Intelligence and Homeland Security
- INTL640 – Intelligence and National Security
- INTL646 – Transnational Crime and Narcotics
- INTL652 – Terrorism: Assessing the Past to Forecast the Future
- IRLS600 – Strategic Geography and Geopolitics
- IRLS603 – Politics and War
- IRLS605 – Comparative Defense Policies
- IRLS613 – International Negotiation
- IRLS631 – Government and Security in Korea
- IRLS655 – Latin American Security Issues
- IRLS660 – Seminar in Middle East Politics and Security
- IRLS661 – Politics and Security in the Persian Gulf
- MILS671 – The Non-State Soldier
- NSEC502 – Concepts of National Security
- NSEC608 – Regional Security Cooperation
- NSEC609 – National Security and Foreign Assistance
- NSEC611 – Covert Action and National Security
- NSEC612 – National Security and Diplomacy
- NSEC614 – Political Psychology of Terror Groups
- NSEC620 – Foundations in Military Strategy and National Security Policy

CONCENTRATION IN HOMELAND SECURITY (12 SEMESTER HOURS)

Objective

Upon successful completion of this concentration, the student will be able to appraise the contemporary threats to the United States; and the organizations, capabilities, and activities of the national defense community.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- CMRJ526 – Drug Cartels and the Narcotics Threat
- HLSS501 – Homeland Defense
- HLSS522 – Weapons of Mass Destruction and the New Terrorism
- HLSS523 – Domestic Terrorism and Extremist Groups
- HLSS645 – Port Security
- INTL613 – Intelligence and Homeland Security

CONCENTRATION IN REGIONAL SECURITY STUDIES (12 SEMESTER HOURS)

Concentration Requirements (12 semester hours)

- NSEC608 – Regional Security Cooperation

And select 3 courses from the following:

- HIST670 – History and Culture of Latin America
- HIST671 – History and Culture of Central Asia
- HIST672 – History and Culture of South-East Asia
- IRLS605 – Comparative Defense Politics
- IRLS613 – International Negotiation
- IRLS615 – Peacekeeping: Structure and Process
- IRLS631 – Government and Security in Korea
- IRLS655 – Latin American Security Issues
- IRLS660 – Seminar in Middle East Politics and Security
- IRLS661 – Politics and Security in the Persian Gulf
- IRLS662 – Middle Eastern Culture
- IRLS663 – Islam
- MILH669 – Arab-Israeli Conflict: Contemporary Politics and Democracy
- NSEC502 – Concepts of National Security
- NSEC609 – National Security and Foreign Assistance
- NSEC612 – National Security and Diplomacy

CONCENTRATION IN SECURITY AND INTELLIGENCE ANALYSIS (12 SEMESTER HOURS)

Objective

Upon successful completion of this concentration, the student will be able to apply advanced security and intelligence analysis methods in composing professional and academic analyses on issues critical to national and international security.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- INTL501 – Strategic Intelligence
- INTL502 – Collection
- INTL506 – Analytics II
- INTL507 – Intelligence Operations
- IRLS600 – Strategic Geography and Geopolitics
- NSEC608 – Regional Security Cooperation
- NSEC609 – National Security and Foreign Assistance

CONCENTRATION IN TERRORISM STUDIES (12 SEMESTER HOURS)

Objective

Upon successful completion of this concentration, the student will be able to appraise the causes of and threats from domestic and international terrorism and the organizations, capabilities, and activities of the international security community in the Global War on Terrorism.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- HLSS522 – Weapons of Mass Destruction and the New Terrorism
- HLSS523 – Domestic Terrorism and Extremist Groups
- INTL650 – Counterterrorism
- INTL652 – Terrorism: Assessing the Past to Forecast the Future
- MILS671 – The Non-State Soldier
- NSEC614 – Political Psychology of Terror Groups

ELECTIVE REQUIREMENTS (3 SEMESTER HOURS)

Select from other graduate courses not taken to meet core or concentration requirements.

FINAL PROGRAM REQUIREMENT (3 SEMESTER HOURS)

- NSEC699 – Master's Capstone Seminar in Security - *Taken once all other requirements have been met. The Capstone Seminar will satisfy 3 semester hours of an elective requirement.*

TOTAL = 36 semester hours

Master of Arts in Political Science

This degree program offers students an opportunity to obtain proficiency in traditional fields of study within political science. Topics include: American government theory and process, comparative politics, contemporary political institutions, defense and security policy, foreign policy analysis, international law, international organizations, legislative behavior, policy analysis, political philosophy, and regional and transnational organizations.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and degree level learning outcomes objectives, this degree seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of security management, graduates in this degree program will be able to:

- Analyze the fundamental theories and philosophies of government, governance, economy, and civil society and apply them to contemporary political systems.
- Evaluate the political elements of representative democracy and compare and contrast those elements with other political systems.
- Assemble and evaluate the appropriate information and data used in the social, economic, foreign affairs, and security policy-making realm.
- Assess the actors and processes involved in policymaking and evaluate policy implementation outcomes in various sectors to include the social, economic, foreign policy, and security policy domains.

DEGREE PROGRAM REQUIREMENTS

CORE REQUIREMENTS (18 SEMESTER HOURS)

- IRLS502 – International Political Systems
- PADM530 – Public Policy
- PADM611 – Law and Public Policy
- POLS500 – Research Methods in Social Science
- POLS501 – Political Philosophy
- POLS510 – The U.S Presidency, Congress, and Bureaucracy

Students must choose a concentration for this degree program and may select from the General Concentration, American Politics and Government, Comparative Government and Development, International Relations, or the Public Policy Concentrations.

GENERAL CONCENTRATION (12 SEMESTER HOURS)

Select 4 courses from the following:

- HIST556 – U.S. Constitutional History
- IRLS500 – International Relations Theory
- IRLS503 – International Organizations
- IRLS506 – History of American Foreign Policy
- IRLS600 – Strategic Geography and Geopolitics
- IRLS631 – Government and Security in Korea
- IRLS655 – Latin American Security Issues
- IRLS660 – Seminar in Middle East Politics and Security
- LSTD507 – International Law
- NSEC501 – Institutions of National Security
- PADM615 – Program Appraisal
- POLS511 – Political Parties and Interest Group Behavior
- POLS514 – Gender and American Politics
- POLS524 – Homeland Security Policy
- POLS620 – Legislatures and Legislative Behavior
- POLS630 – The Presidency: Institution and Performance
- POLS640 – Judicial Politics, Process, and Policy Making
- POLS650 – Federalism: The American Governance Process

CONCENTRATION IN AMERICAN POLITICS AND GOVERNMENT (12 SEMESTER HOURS)

Objectives

Upon successful completion of this concentration the student will be able to:

- Interpret the philosophical theories of constitutional democracy and federalist principles that form the basis of the U.S. political structure.
- Analyze the three institutions of government that create and implement federal policy.
- Assess why the American system of local, state, and federal government and their intergovernmental relations is an invitation to struggle.
- Evaluate the evolution of interest groups in the United States and their various roles assumed in both historical and modern democratic processes.
- Analyze the perspectives of political parties and their impact on federal, state, and local government.
- Judge the emerging impact of gender, race, language, ethnic traditions, sexual orientation, and moral principles on federal, state, and local government.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- HIST556 – U.S. Constitutional History
- POLS511 – Political Parties and Interest Group Behavior
- POLS514 – Gender and American Politics
- POLS620 – Legislatures and Legislative Behavior
- POLS630 – The Presidency: Institution and Performance
- POLS640 – Judicial Politics, Process, and Policy Making
- POLS650 – Federalism: The American Governance Process

CONCENTRATION IN COMPARATIVE GOVERNMENT AND DEVELOPMENT (12 SEMESTER HOURS)

Objectives

Upon successful completion of this concentration the student will be able to:

- Evaluate the "national interest" and how it is formulated through a comparative studies approach.

- Assess the role of culture, politics, economics, the defense establishment, and domestic constraints in decision making and policy making in various political regimes.
- Analyze the impact of foreign policy on domestic decisions as well as domestic considerations on foreign policy.
- Critically assess the unique principles, structure, and organization of the major international organizations.
- Evaluate the role of international organizations in addressing issues of economic development, free and unrestricted trade, capital investment, conflict resolution, threats to international order, terrorism, and war crimes.
- Assess the economic and political processes in international development; diagnose social issues in international development; appraise the need for sustainable international development.
- Examine the prospects of governance by international organizations.
- Evaluate the multidimensional effects of globalization.
- Assess alternatives to current policies in the post-Cold War era and examine their impact on the United States, its allies, regional powers, and the international system.

Concentration Requirements (12 semester hours)

- IRLS501 – Comparative Political Systems

And select 3 courses from the following:

- HUMN561 – Society, Class, and Wealth
- IRLS603 – Politics and War
- IRLS613 – International Negotiation
- NSEC608 – Regional Security Cooperation
- SCMT529 – International Terrorism

CONCENTRATION IN INTERNATIONAL RELATIONS (12 SEMESTER HOURS)

Objectives

Upon successful completion of this concentration the student will be able to:

- Construct a theory about the distinct nature of conflict in the post-Cold War era.
- Assess the norms and purposes of international structures and regimes.
- Critique the political, economic, military, and cultural differences between the Northeast Asian, Latin American, and Middle Eastern regions.
- Analyze global military developments since the mid-twentieth century.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- IRLS500 – International Relations Theory
- IRLS503 – International Organizations
- IRLS600 – Strategic Geography and Geopolitics
- IRLS631 – Government and Security in Korea
- IRLS655 – Latin American Security Issues
- IRLS660 – Seminar in Middle East Politics and Security
- LSTD507 – International Law

CONCENTRATION IN PUBLIC POLICY (12 SEMESTER HOURS)

Objectives

Upon successful completion of this concentration the student will be able to:

- Assess the prioritization of American domestic, economic, and foreign policy issues.
- Evaluate the policy-making environment and the role of economic, political, cultural, and organizational factors that affect decision making in the United States.
- Analyze the role of the Executive Branch, Congress, the Department of Defense, appropriate Cabinet Departments and the separated armed services in the formulation of security and domestic policy.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- HLSS501 – Homeland Defense
- PADM510 – Administrative Theory
- PADM520 – Public Administration in Society
- PADM610 – Public Management
- PADM612 – Public Finance
- PADM615 – Program Appraisal
- PADM620 – Local Political Administration

ELECTIVE REQUIREMENTS (3 SEMESTER HOURS)

Select from other graduate courses not taken to meet core or concentration requirements.

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

Select 1 course from the following;

- POLS699 – Master's Capstone in Political Science - *Taken once all other requirements have been met.*

TOTAL = 36 semester hours

Master of Arts in Psychology

The Master of Arts in Psychology program guides students through in-depth exploration of the discipline. At the core of the program is the "generalist model," a conceptual framework that emphasizes foundational study of theories and research methods, and factors related to human behavior including lifespan development, social and cultural diversity, assessment, personality, and psychopathology. It is not considered a terminal degree in the field, but rather prepares graduates to enter doctoral and other graduate studies and supports the development of knowledge and skills that may promote the graduate's career advancement.

This program has specific admission requirements.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and degree-level learning outcomes objectives, the M.A. in Psychology requires the following specific learning outcomes of its graduates. Graduates in this degree program will be able to:

- Examine and critique historical and contemporary trends occurring across multiple domains of the degree discipline.
- Apply concepts of psychology to normal and abnormal individual, social, cultural, and organizational functioning.
- Demonstrate knowledge of how to develop discipline related research models and analyze statistical data.
- Access and evaluate scholarly resources pertinent to the discipline.
- Write competently according to the standards of the American Psychological Association.
- Acquire knowledge of professional and career opportunities in the discipline.
- Develop knowledge of and adhere to the American Psychological Association's Ethical Principles.

DEGREE PROGRAM REQUIREMENTS

CORE REQUIREMENTS (33 SEMESTER HOURS)

- PSYC500 – Orientation to Graduate Learning in Psychology (must be taken as the first course but may be taken concurrently with other courses)
- PSYC501 – Research and Statistical Methods
- PSYC502 – Tests and Measurements (Prerequisite: PSYC501)
- PSYC510 – Lifespan Development
- PSYC511 – Learning and Cognition
- PSYC515 – Social Psychology
- PSYC520 – Personality and Counseling Theories
- PSYC525 – Physiological Psychology
- PSYC526 – Psychopathology (Prerequisite: PSYC525)
- PSYC550 – Professional Ethics and Standards
- PSYC590 – Contemporary Issues in Psychology

MAJOR REQUIREMENTS (3 SEMESTER HOURS)

Select 1 course from the following:

- PSYC610 – Multicultural Issues in Human Behavior
- PSYC620 – Substance Abuse and Addiction
- PSYC630 – Crisis and Emergency Intervention

ELECTIVE REQUIREMENTS (0 SEMESTER HOURS)

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- PSYC699 – Master's Capstone with Integrative Project in Psychology - *Taken once all other requirements have been met.*

TOTAL = 39 semester hours

Master of Arts in Reverse Logistics Management

The Master of Arts in Reverse Logistics Management provides an industry-based group of courses designed to educate professionals in advanced subjects in reverse logistics as a key component in logistics management. Students will analyze how reverse logistics is being used in their military or civilian logistics organization. It will provide students with advanced knowledge of current applications of reverse logistics use and opportunities to study practical applications in domestic and international transportation and logistics scenarios. In today's competitive global transportation and logistics business climate, organizations are always under pressure to adapt to new procedural and technological trends to improve the visibility of product and cargo flows through an ever-widening and complex supply chain. Within the next three to five years, there will be an increase in reverse logistics as a separate organizational component reporting directly to the CEO or CFO.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and general education level learning objectives, this degree also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of reverse logistics management, graduates in this degree program will be able to:

- Analyze and present the best practices of a reverse logistics operation.
- Classify and explain the differences between forward and reverse logistics.
- Compare and contrast different historical case studies of when a reverse logistics operation was a success and when it was a failure.
- Explain the military and commercial industry history of reverse logistics compared to its current uses.
- Conduct an informal survey of military or manufacturing or retail decision makers and explain how to appraise qualitative as well as quantitative data and reports in the use of reverse logistics processes.
- Differentiate the financial impact of reverse logistics from financial components within a business environment.
- Examine and compare how a real-world application of reverse logistics is improving logistics visibility in a military, manufacturing, and retail environment.
- Design and write an implementation plan to use reverse technology processes and technology within a manufacturing, retail, or military organization.

DEGREE PROGRAM REQUIREMENTS

CORE REQUIREMENTS (15 SEMESTER HOURS)

- RLMT500 – Reverse Logistics Management
- RLMT501 – Practical Applications in Economics Analysis
- RLMT502 – Decision Making Strategies in Reverse Logistics Management
- RLMT503 – Reverse Logistics Policies and Regulations
- RLMT525 – Research Methods in Reverse Logistics Management

MAJOR REQUIREMENTS (18 SEMESTER HOURS)

Select 4 courses from the following:

- RLMT600 – Global Reverse Logistics Management
- RLMT610 – Technology in Reverse Logistics Operations
- RLMT620 – Resource Commitment and Performance in Reverse Logistics
- RLMT630 – Recalls and Returns Management
- RLMT640 – Network Design in Reverse Logistics

And select 2 courses from the following:

- RLMT645 – Advanced Green Logistics
- RLMT650 – Reverse Logistics in the Retail Industry
- RLMT655 – Reverse Logistics and Hazardous Materials

ELECTIVE REQUIREMENTS (0 SEMESTER HOURS)

There are no elective requirements for this program.

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- RLMT699 – Reverse Logistics Theory Capstone - *Taken once all other requirements have been met.*

TOTAL = 36 semester hours

Master of Arts in Security Management

In this degree program, students examine and analyze the principles, theories, and application of security including international to informational security. Graduates of this program typically pursue careers in federal or local government civil service, general public or private management, military service, law enforcement, or private security.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and degree level learning outcomes objectives, this degree also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of security management, graduates in this degree program will be able to:

- Recognize and critically analyze the various forms of liability associated with the security management industry.
- Provide cost-effective measures for architectural security design for facilities, airport security, and critical infrastructures.
- Integrate and adapt security concepts and services from traditional approaches to address vulnerabilities to new technologies.
- Evaluate the technologies of security systems, information security, and asset protection methodologies, and construct a reasonable view through critical thinking to draw logical conclusions towards objective perspectives.
- Assess the security function as it pertains to complex specializations in safety, safeguarding sensitive assets, and conducting vulnerability assessments.
- Relate and associate historical, economic, equity, and social perspectives of security measures and associate them to contemporary needs of protection and loss prevention.
- Apply the principles of scientific management to security management as a unique discipline.
- Apply the concepts of professional and ethical behavior to security programs and organizations.

DEGREE PROGRAM REQUIREMENTS

CORE REQUIREMENTS (18 SEMESTER HOURS)

- CMRJ505 – Research Methods in Criminal Justice and Security
- SCMT507 – Assets Protection and Loss Prevention Management
- SCMT508 – Evaluation of Security Programs
- SCMT509 – Contemporary Issues in Security Management
- SCMT510 – Security Management Ethics
- SCMT553 – Security Program Administration

MAJOR REQUIREMENTS (15 SEMESTER HOURS)

Select 5 courses from the following:

- CMRJ601 – Cases in Executive Decision Making
- CMRJ690 – Independent Study: Criminal Justice
- HLSS501 – Homeland Defense
- SCMT529 – International Terrorism
- SCMT531 – International Security Management
- SCMT536 – Protective Services
- SCMT537 – Computer Crime
- SCMT538 – Industrial Espionage
- SCMT544 – Security Architecture
- SCMT545 – Airport Security Design
- SCMT552 – Physical Security Systems Design

ELECTIVE REQUIREMENTS (0 OR 3 SEMESTER HOURS)

Select from other graduate courses not taken to meet core or major requirements.

FINAL PROGRAM REQUIREMENTS (0 OR 3 SEMESTER HOURS)

Select 1 course from the following:

- SCMT698 – Separate Comprehensive Exam (0 semester hours) - *Taken once all other requirements have been met.*
- SCMT699 – Master's Capstone Seminar in Security Management (3 semester hours) - *Taken once all other requirements have been met. The Capstone Seminar will satisfy 3 semester hours of an elective requirement.*

TOTAL = 36 semester hours

Master of Arts in Transportation and Logistics Management

This graduate degree program is designed for (1) serving military transportation logisticians, transportation personnel, or related specialists; (2) government or corporate civilians involved in the transportation industry on a local, regional, national, or global scale, and; (3) students interested in joining the transportation industry but lack professional expertise in the field. Portions of this program have been developed in partnership with the United States Merchant Marine Academy - Global Maritime and Transportation School (USMMA-GMATS).

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and degree level learning outcomes objectives, this degree also seeks the following specific learning outcomes of its graduates. Graduates in this degree program will be able to:

- Apply economic principles to evaluate the performance of a transportation system.
- Analyze the history, pattern, and impact of laws and regulation on the various modes of transportation in the United States.
- Evaluate the importance of transportation at the organizational and national levels.
- Examine global transportation issues including systems, documentation, providers, and challenges in international transportation.
- Contrast and compare buyer/seller relationships, third-party relationships, negotiations, bidding, contracts, and the challenges of relationship management in transportation.

DEGREE PROGRAM REQUIREMENTS

CORE REQUIREMENTS (15 SEMESTER HOURS)

- TLMT500 – History of Transportation
- TLMT525 – Research Methods in Transportation and Logistics Management
- TLMT601 – Transportation Economics
- TLMT603 – Strategic Inter-modal Transportation
- TLMT611 – Global Logistics Management

Students must choose a concentration for this degree program and may select from the General Concentration, Concentration in Maritime Engineering Management, or the Concentration in Reverse Logistics Management.

GENERAL CONCENTRATION REQUIREMENTS (15 SEMESTER HOURS)

Select 5 courses from the following:

- HLSS645 – Port Security
- SCMT545 – Airport Security Design
- TLMT501 – Transportation Policy and Planning
- TLMT502 – Comparative Transportation Systems
- TLMT600 – National Transportation Management
- TLMT605 – Cargo Security Management
- TLMT607 – Port and Terminal Operations

CONCENTRATION IN MARITIME ENGINEERING MANAGEMENT REQUIREMENTS (15 SEMESTER HOURS)

Select 1 course from the following:

- MGMT500 – Quality Management in Contemporary Organizations
- MGMT605 – Leadership

Select 4 courses from the following:

- HLSS645 – Port Security
- INFO531 – Management Information Systems
- MGMT603 – Organizational Development
- TLMT607 – Port and Terminal Operations
- TLMT650 – Maritime Engineering Management I: GMATS Shipyard Process Management *(Not Available at AMU)*
- TLMT651 – Maritime Engineering Management II: GMATS Senior Vessel Management *(Not Available at AMU)*

CONCENTRATION IN REVERSE LOGISTICS MANAGEMENT (15 SEMESTER HOURS)

This concentration is designed to educate professionals in advanced subjects in reverse logistics as a key component in logistics management. Students will analyze how reverse logistics is being used in their military or civilian logistics organization. It will provide students with advanced knowledge of current applications of reverse logistics use and opportunities to study practical applications in domestic and international transportation and logistics scenarios. In today's competitive global transportation and logistics business climate, organizations are always under pressure to adapt to new procedural and technological trends to improve the visibility of product and cargo flows through an ever-widening and complex supply chain. Within the next three to five years, one will see an increase in reverse logistics as a separate organizational component reporting directly to the CEO or CFO.

Objectives

Upon completion of this concentration, students will be able to:

- Analyze and present the best practices of a reverse logistics operation.
- Classify and explain the differences between forward and reverse logistics.
- Compare and contrast different historical case studies of when a reverse logistics operation was a success and when it was a failure.
- Explain the military and commercial industry history of reverse logistics compared to its current uses.
- Conduct an informal survey of military or manufacturing or retail decision makers, and explain how to appraise qualitative as well as quantitative data and reports in the use of reverse logistics processes.
- Differentiate the financial impact of reverse logistics from financial components within a business environment.
- Examine and compare how a real-world application of reverse logistics is improving logistics visibility in a military, manufacturing and retail environment.
- Design and write an implementation plan to use reverse technology processes and technology within a manufacturing, retail or military organization.

Concentration Requirements (15 semester hours)

Select 5 courses from the following:

- RLMT500 – Reverse Logistics Management
- RLMT610 – Technology in Reverse Logistics Operations
- RLMT620 – Resource Commitment and Performance in Reverse Logistics
- RLMT630 – Recalls and Returns Management
- RLMT640 – Network Design in Reverse Logistics
- RLMT645 – Advanced Green Logistics
- RLMR650 – Reverse Logistics in the Retail Industry
- RLMT655 – Reverse Logistics and Hazardous Materials

ELECTIVE REQUIREMENTS (3 OR 6 SEMESTER HOURS)

Select from other graduate courses not taken to fulfill core or concentration requirements.

FINAL PROGRAM REQUIREMENTS (0 OR 3 SEMESTER HOURS)

- TLMT698 – Separate Comprehensive Examination - (0 semester hours) - *Taken once all other requirements have been met.*
- TLMT699 – Master's Capstone Seminar in Transportation and Logistics Management (3 semester hours) - *Taken once all other requirements have been met. The Capstone Seminar will satisfy 3 semester hours of an elective requirement.*

TOTAL = 36 semester hours

Master of Education in Administration and Supervision

The Master of Education: Administration and Supervision program is designed for educational leaders who wish to specialize in educational administration and supervision in PreK-12 settings. This program provides practical applications in educational administration and supervision settings that will help participants acquire the knowledge, skills, and dispositions that can lead to state certification or licensure. Coursework is designed to prepare successful graduates for a variety of leadership roles to include:

- Principal, Assistant Principal, or other school-site administrative and supervisory positions in public schools.
- Federal and state positions in educational administration and supervision.
- Other areas of educational administration.

This West Virginia state-approved program is guided by the Praxis II, Educational Leadership Constituent Council (ELCC), International Society for Technology in Education (ISTE), and West Virginia Professional Teaching (WVPT) standards. The course of study is comprised of 11 three-semester hour online courses, 30 hours of observation during coursework, and a three-semester hour internship (150 field hours) for a total of 36 semester hours. All courses in this program are 16 weeks in length.

DEGREE PROGRAM OBJECTIVES

This program seeks the following specific learning outcomes of its graduates. Upon completion of this program, students will be able to:

- Manage a school setting with awareness of historical, social, political, legal, and economic influences on education, show effective leadership, and also recognize the importance of community and collaboration.
- Demonstrate effective interpersonal communication skills to work well with school personnel, pupils, and parents and to acknowledge and appreciate diversity in its many forms to assess and instruct without influence of bias.
- Use educational technology as an effective tool to promote student learning as well as a means to improve communication among colleagues, staff, parents, students, and the larger community.
- Develop school policy, implement strategic plans and new programs, exhibit problem-solving skills, analyze and respond to emerging issues and trends in education, and put into practice the accepted norms and principles of educational research.
- Manage daily school operations including record keeping, finances, and reports, and show effective leadership in the areas of supervision, evaluation, professional development, legal issues, and school reform.
- Evaluate and effectively use performance-based assessments, and implement assessment, instruction, evaluation, and intervention plans as appropriate for diverse learner needs.

Students in this program must be physically located in proximity to a school district where the right to conduct on-site observations and an internship is approved.

Background check requirements, including fees, for the selected school placement(s) are the student's responsibility.

DEGREE PROGRAM REQUIREMENTS

CORE REQUIREMENTS (33 SEMESTER HOURS)

Students receiving financial aid may be required to enroll in six (6) semester hours to maintain full-time status.

- EDUC504 – Curriculum, Instruction, and Assessment *(Prerequisite - or take concurrently with EDUC509 - The Professional School Leader - Certification Track)*
- EDUC509 – The Professional School Leader - Certification Track *(Required as the FIRST COURSE in the program but may be taken concurrently with another course.)*
- EDUC514 – Critical Perspectives on Diversity and Culture - Certification Track *(Prerequisite or take concurrently with EDUC509 - The Professional School Leader - Certification Track)*
- EDUC520 – The Principalship *(Prerequisite - or take concurrently with EDUC509 - The Professional School Leader - Certification Track)*
- EDUC523 – Supervision of Instruction - Certification Track *(Prerequisite - or take concurrently with EDUC509 - The Professional School Leader - Certification Track)*
- EDUC570 – Personnel and Human Resource Management
- EDUC580 – School Finance and Facilities *(Prerequisite - or take concurrently with EDUC509 - The Professional School Leader - Certification Track)*
- EDUC641 – Research Methods in Education - Certification Track *(Prerequisite - or take concurrently with EDUC509 - The Professional School Leader - Certification Track)*
- EDUC651 – Technology Leadership in Education *(Prerequisite - or take concurrently with EDUC509 - The Professional School Leader - Certification Track)*
- EDUC664 – Emerging Issues and Trends in Education Leadership - Certification Track *(Prerequisite - or take concurrently with EDUC509 - The Professional School Leader - Certification Track)*
- EDUC669 – Education, Law, Ethics, and Politics - Certification Track *(Prerequisite - or take concurrently with EDUC509 - The Professional School Leader - Certification Track)*

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

Must take the following in this section

- EDUC680 – Principal Internship *(Prerequisites: successful completion of all courses in the program, but may be taken concurrently with EDUC522).*

TOTAL = 36 semester hours

Master of Education in School Counseling

The Master of Education: School Counseling program prepares individuals to advise and meet students' needs in collaboration with parents, teachers, and other school and community personnel in K-12 school settings. Graduates of the program are prepared to promote the academic achievement, career planning, personal, and social development of school-aged youth. The program features a strong research and theoretical base in human development while involving the APUS student in practical, real-life, school-based experiences. In addition, the degree plan follows the American School Counselor Association national model which advocates comprehensive, data-driven school counseling programs. The degree adheres to the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards and is comprised of 12 online three semester hour core courses followed by a six semester hour practicum (100 field hours) and a 6 semester hour internship (600 field hours), both onsite, for a total of 48 semester hours. Courses in this program are a combination of 8 and 16 weeks in length.

DEGREE PROGRAM OBJECTIVES

This program seeks the following specific learning outcomes of its graduates. Upon completion of this program, candidates will be able to:

- Plan, design, implement, and evaluate a comprehensive school counseling program that is responsive to all students.
- Understand the roles, functions, and professional identity of school counselors as an integral part of the educational system.
- Develop professional dispositions in accordance with the ethical and legal foundations of the counseling profession as it relates to practice in a K-12 setting.
- Demonstrate the use of developmentally appropriate individual and group counseling theories and techniques to address the academic, career, and personal/social needs of K-12 students.
- Develop an ability to review and apply research to evaluate school counseling program effectiveness.
- Demonstrate an understanding of assessment and evaluation to address the academic, career, and personal/social needs of students.
- Develop skills in leadership, advocacy, consultation, and collaboration to promote student success and effect systemic change.
- Develop self-awareness, knowledge, and skills in working with diverse populations in a K-12 setting.
- Develop an understanding of human growth, development, and wellness across the life span.

Candidates in this program must be physically located in proximity to a school district where the right to conduct on site observations will be allowed.

Any background check requirements, including fees, for the selected school district(s) are the candidate's responsibility.

DEGREE PROGRAM REQUIREMENTS

CORE REQUIREMENTS (36 SEMESTER HOURS)
Students receiving financial aid may be required to enroll in six (6) semester hours to maintain full-time status.

- EDUC501 – Human Growth and Development *(Prerequisite: EDUC505 - The Professional School Counselor)*
- EDUC505 – The Professional School Counselor *(Required as the FIRST COURSE in the program but may be taken concurrently with another course)*
- EDUC507 – Professional Orientation and Ethical Practice *(Prerequisite: EDUC505 - The Professional School Counselor and recommended as second course in degree program but may be taken concurrently with another course)*
- EDUC515 – Helping Relationships *(Prerequisite: EDUC505 - The Professional School Counselor and EDUC507 - Professional Orientation and Ethical Practice)*
- EDUC530 – Assessment, Evaluation, and Testing I *(Prerequisite: EDUC505 - The Professional School Counselor and recommended that students must have completed a statistics course)*
- EDUC533 – Assessment, Evaluation, and Testing II *(Prerequisite: EDUC505 - The Professional School Counselor and recommended that students must have completed an introduction to psychology course)*
- EDUC535 – Theories of Counseling *(Prerequisite: EDUC505 - The Professional School Counselor and EDUC507 - Professional Orientation and Ethical Practice)*
- EDUC627 – Group Counseling - Theory and Practice *(Prerequisite: EDUC505 - The Professional School Counselor and EDUC515 - Helping Relationships)*
- EDUC628 – Social and Cultural Diversity Counseling *(Prerequisite: EDUC505 - The Professional School Counselor and EDUC515 - Helping Relationships)*
- EDUC640 – Research Methods in Education *(Prerequisite: EDUC503 - The Professional Educator, EDUC505 - The Professional School Counselor, and EDUC506 - The Professional School Leader)*
- EDUC645 – Career Counseling and Development *(Prerequisite: EDUC505 - The Professional School Counselor and EDUC507 - Professional Orientation and Ethical Practice)*
- EDUC655 – Counseling Children, Adolescents, and Teens *(Prerequisite: EDUC505 - The Professional hool Counselor and EDUC507 - Professional Orientation and Ethical Practice)*

FINAL PROGRAM REQUIREMENTS (12 SEMESTER HOURS)
Must take the following in this section

- EDUC696 – Practicum (6 semester hours) - *Taken once all other requirements have been met.*
- EDUC699 – Internship (6 semester hours) - *Taken after EDUC696 AND once all other requirements have been met.*

TOTAL = 48 semester hours

Master of Education in Teaching

The Master of Education in Teaching (with multiple concentrations) has been developed to meet the needs of licensed classroom practitioners by linking what has been learned about effective teaching to best practices in the classroom. Coursework is structured within the context of three essential areas that affect today's classroom teachers: instruction, curriculum, and professional development. Through interaction with faculty members who are committed to the collaborative and integrative investigation of problems in practice, students will experience a comprehensive study of current educational research and critical analysis of classroom teaching and learning. Graduates of the program will earn a Master of Education (M.Ed.): Teaching degree. The Master of Education (M.Ed.): Teaching program is not designed to lead to certification or licensure. See instead the M.Ed.: Teaching - Elementary Education, the M.Ed.: Teaching - Secondary Social Studies, and the Post-Baccalaureate Teacher Preparation Certification Program (Graduate Certificate.)

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and degree level outcome objectives, this degree also seeks the following specific learning outcomes of its graduates. Graduates in this degree program will be able to:

- Demonstrate commitment to students and their learning.
- Evaluate the subjects they teach and how to teach those subjects to students.
- Manage and monitor student learning.
- Systematically assess their practice and learn from experience.
- Engage as members of learning communities.
- Integrate problem-based inquiry in course experiences.
- Interact with program mentors, academic specialists, colleagues, parents, and community stakeholders.
- Integrate the use of action research to enhance student achievement and address problems in practice.

Students must choose a concentration for this degree program and may select from concentrations in Curriculum and Instruction for Elementary Teachers, Elementary Reading, English Language Learners, Instructional Leadership, Online Learning, or Special Education.

DEGREE PROGRAM REQUIREMENTS

CORE REQUIREMENTS (24 SEMESTER HOURS)

Students receiving financial aid may be required to enroll in six (6) semester hours to maintain full time status.

- EDUC503 – The Professional Educator
- EDUC513 – Critical Perspectives on Diversity and Culture
- EDUC524 – The Exceptional Classroom Manager (Prerequisite: EDUC503 - The Professional Educator)
- EDUC531 – Maximizing Student Achievement through Effective Assessment (Prerequisite: EDUC503 - The Professional Educator)
- EDUC637 – Meaningful Inclusive Instruction and Co-Teaching (Prerequisite: EDUC503 - The Professional Educator)
- EDUC640 – Research Methods in Education (Prerequisite: EDUC503 - The Professional Educator, EDUC505 - The Professional School Counselor, and EDUC506 - The Professional School Leader)
- EDUC652 – Powerful Technology Applications for Active Learning Environments (Prerequisite: EDUC503 - The Professional Educator)
- EDUC670 – Education Law, Ethics, and Politics (Prerequisite: EDUC503 - The Professional Educator)

CONCENTRATION IN CURRICULUM AND INSTRUCTION FOR ELEMENTARY TEACHERS (9 SEMESTER HOURS)

This concentration is for K-12 teachers who wish to further their studies with an advanced degree focused on elementary education curriculum and instruction for grades K-6. Upon successful completion of this concentration, the student will be able to demonstrate an understanding of the issues that continue to influence professional practice in the field. Candidates will use research, experience, and professional judgment to collaborate and work with others in the planning, implementation, and evaluation of effective instruction and services for elementary students. Candidates will have an advanced understanding of the developmental characteristics, culture, and background of elementary aged, special needs learners and how the differences among them influence the learning condition. The program meets the needs of students with interests within the traditional public and private school arenas and includes an emphasis on the National Board for Professional Teaching Standards (NBPTS), research-based teacher leadership skills, and 21st Century professional practices in instruction. Completion of the concentration does not lead to state certification or licensure. The program includes a total of 36 semester hours and is comprised of 12 online courses including a capstone action research project conducted on a school or other pre-approved professional site.

Concentration Requirements (9 semester hours)

- EDUC561 – Issues and Ideas in Special Education
- EDUC671 – Integrated Elementary Mathematics and Science
- EDUC672 – Integrated Elementary Language Arts and Social Studies

CONCENTRATION IN ELEMENTARY READING (9 SEMESTER HOURS)

This concentration is designed for K-12 teachers who wish to further their studies by achieving an advanced degree with a focus on working with students to promote elementary level reading and literacy development in grades K-6. Upon successful completion of this concentration, the student will be able to demonstrate knowledge of the foundations of best practices in elementary reading curriculum and instruction, use a range of research-based practices, methods, and materials to support curriculum development, and will use a variety of assessment practices and tools to diagnose, plan, implement, and evaluate effective literacy instruction. The program meets the needs of candidates with interests within the traditional public and private school arena and includes an emphasis on the National Board for Professional Teaching Standards (NBPTS), International Reading Association (IRA) standards, research-based teacher leadership skills, and 21st Century professional practices in instruction. Completion of the concentration does not lead to state certification or licensure. The program includes a total of 36 semester hours and is comprised of 12 online courses including a capstone action research project conducted on a school or other pre-approved professional site.

Concentration Requirements (9 semester hours)

- EDUC596 – Literacy Instruction for Struggling and Challenging Students (Prerequisite: EDUC503 - The Professoinal Educator)
- EDUC611 – Identifying and Diagnosing Reading Difficulties
- EDUC612 – Issues and Models of Language Arts Education

CONCENTRATION IN ENGLISH LANGUAGE LEARNERS (9 SEMESTER HOURS)

This concentration is for K-12 teachers who wish to further their studies with an advanced degree focused on working with students whose primary language is not English. Upon successful completion of this concentration, the candidate will be able to use the knowledge of major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that foster English Language Learners (ELL) language development and content area learning. The candidate will demonstrate and use knowledge of culture and identity to cultivate learning environments that support ELL language development and content area learning. Candidates will also use research-based practices to plan, manage, and implement instruction in supportive environments for ELL students, act as English language models, and incorporate standards-based ELL and content curriculum in mixed-ability classrooms. The program meets the needs of students with interests within the traditional public and private school arenas and includes an emphasis on the National Board for Professional Teaching Standards (NBPTS), Teachers of English for Speakers of Other Languages (TESOL) standards, research-based teacher leadership skills, and 21st Century professional practices in instruction. Completion of the concentration does not lead to state certification or licensure. The program includes a total of 36 semester hours and is comprised of 12 online courses including a capstone action research project conducted on a school or other pre-approved professional site.

Concentration Requirements (9 semester hours)

- EDUC600 – Diversity and Cultural Issues in TESOL Education
- EDUC601 – Methods and Materials in TESOL Education
- EDUC603 – Applied Linguistics in TESOL Education

CONCENTRATION IN INSTRUCTIONAL LEADERSHIP (9 SEMESTER HOURS)

This concentration is designed for individuals who want to broaden their knowledge of instructional leadership in K-12 settings and includes an emphasis on research-based teacher leadership skills and 21st century professional practices in instruction. Upon successful completion of this concentration, the student will be able to evaluate and effectively use performance-based assessments and implement assessment, instruction, evaluation, and intervention plans as appropriate for diverse learner needs. Successful candidates will demonstrate effective interpersonal communication skills to work well with school personnel, pupils, and parents, acknowledging and appreciating diversity in its many forms and being able to assess and instruct without influence of bias. Candidates will also use educational technology as an effective tool to promote student learning as well as a means to improve communication among colleagues, staff, parents, students, and the larger community. The program meets the needs of students with interests within the traditional public and private school arenas and includes an emphasis on the National Board for Professional Teaching Standards (NBPTS) and research-based teacher leadership skills. Completion of the concentration does not lead to state certification or licensure. The program includes a total of 36 semester hours and is comprised of 12 online courses including a capstone action research project conducted on a school or other pre-approved professional site.

Concentration Requirements (9 semester hours)

- EDUC522 – Supervision of Instruction
- EDUC561 – Issues and Ideas in Special Education
- EDUC665 – Emerging Issues and Trends in Education Leadership

CONCENTRATION IN ONLINE LEARNING (9 SEMESTER HOURS)

This concentration will provide a learning framework for potential students who wish to teach online at either the K-12 or higher education levels. The demand for teachers with in-depth knowledge of how to use technology together with curriculum design and teaching methods is growing dramatically. The online learning environment continues to expand and there is a need for experienced and knowledgeable instructors to deliver instruction in a distance learning or web-based environment. In this program, comprehensive aspects of online learning will be explored so that the graduating student will have a firm knowledge base with which to function in the online-learning instructional setting. The concentration will present students with an overarching philosophy that raising student achievement is best achieved in instructional environments where the software, web-based, or online instruction is interactive and individualized or personalized.

This concentration will provide students with course work that addresses online learning with the following instructional strands:

- Ethics and Legal Issues
- Student Achievement
- Social Communities in Online Learning
- Assessment
- Instructional Design
- Developmental Characteristics of Learners
- Personalized Learning and Self Directed Learning

Concentration Requirements (9 semester hours):
Select 3 courses from the following:

- EDUC621 – Online Learning for the Adult and the K-16 Learner
- EDUC622 – Ethics and Legal Issues in Online Learning
- EDUC623 – Online Learning and Student Achievement
- EDUC624 – Assessment of Online Learning
- EDUC625 – Instructional Design in Online Learning
- EDUC626 – Web 2.0-Technology Integration
- EDUC629 – Personalized and Individualized Online Learning

CONCENTRATION IN SPECIAL EDUCATION (9 SEMESTER HOURS)

This concentration is for K-12 teachers who wish to further their studies with an advanced degree focused on working with students with special needs. The program provides a strong, research-based background in professional teaching practices and provides development for teachers who are knowledgeable of the foundations and theoretical basis for special education, the developmental characteristics of special needs learners, and the instructional practices that best serve them. Upon successful completion of this concentration, the candidate will be able to demonstrate an understanding of the foundations of special education including the philosophy, history, legislation, and theory that continue to influence professional practice in the field. Candidates will be able to use research, experience, and professional judgment to collaborate and work with others in the planning, implementation, and evaluation of effective instruction and services for students with disabilities. Candidates will demonstrate knowledge of the developmental characteristics, culture, and background of special needs learners and how these differences influence the learning condition. The program meets the needs of students with interests within the traditional public and private school arenas and includes an emphasis on the National Board for Professional Teaching Standards (NBPTS), the Counsel for Exceptional Children (CEC) standards, research-based teacher leadership skills, and 21st Century professional practices in instruction. Completion of the concentration does not lead to state certification or licensure. The program includes a total of 36 semester hours and is comprised of 12 online courses including a capstone action research project conducted on a school or other pre-approved professional site.

Concentration Requirements (9 semester hours)

- EDUC614 – Living and Learning with Exceptional Students
- EDUC616 – Foundations in Special Education and the Individuals with Disabilities Education Act
- EDUC618 – Classroom Accommodations and Modifications for Special Needs Learners

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- EDUC698 – Capstone: Action Research - *Taken once all other requirements have been met.*

TOTAL = 36 semester hours

Master of Education in Teaching - Concentration in Elementary Education

The Master of Education: Teaching - Concentration in Elementary Education program is designed for post-baccalaureate students who wish to teach a comprehensive curriculum to students in grades K-6 that prepares students for the 21st Century and ensures that equal education opportunities exist for all students. Candidates complete both a master's degree and are prepared to receive certification through the state of West Virginia in Elementary Education.

Students found deficient in required content areas will need to complete undergraduate content area courses in addition to the coursework required in the M.Ed. Elementary Education program. All content area deficits must be completed prior to student teaching. Applicants are required to submit official undergraduate transcripts for admission to this program. The transcripts will be reviewed by the School of Education for content area coursework requirements as part of the admission process and the applicant will be notified of all content area deficits at the time of admission to the program The Elementary Education program requires 125 hours of field experience and student teaching on an approved school site. All courses other than the student teaching are offered online. This West Virginia State approved program is aligned with West Virginia Professional Teaching Standards (WVPTS), national content standards for elementary education, and International Society for Technology in Education (ISTE) standards.

Please be advised, effective September 1, 2010, only applicants residing in the following states are eligible to enroll in School of Education programs that lead to teacher certification: West Virginia, Virginia, Ohio, Maryland, New Jersey, Texas, Florida, and South Carolina. We regret any inconvenience this may cause and encourage you to revisit frequently for updates on this policy.

DEGREE PROGRAM OBJECTIVES

The Master of Education: Teaching - Concentration in Elementary Education program seeks the following specific learning outcomes of its graduates. Upon completion of this program, students will be able to:

- Apply the central concepts, tools of inquiry, structures, contemporary theories, and paradigms in education that develop a classroom climate to enhance the social, emotional, physical, and psychological aspects of students.
- Create and deliver lesson segments that reflect theory and practice.
- Demonstrate effective interpersonal communication skills of speaking, listening, reading, and writing when interacting with pupils, parents, teachers, and other school personnel.
- Design performance-based assessments and implement assessment, instruction, evaluation, and intervention plans.
- Use media and technology as tools for professional development and to promote student learning.
- Adjust teaching style and strategies without influence of bias to meet the needs of students regardless of cultural background, ethnicity, gender, learning style, at-risk condition and/or disability.
- Model professionalism and high ethical standards in the classroom and develop appropriate strategies for self-evaluation as a means of assessing one's own professionalism and teaching effectiveness.
- Follow guidelines established by school board policies, negotiated agreements, and school law.
- Demonstrate knowledge and skill in classroom management and discipline using effective means to develop and maintain a positive classroom climate.

Students in this program must be physically located in proximity to a school district where the right to conduct on site observations will be allowed.

Any background check requirements, including fees, for the selected schools district are the student's responsibility.

DEGREE PROGRAM REQUIREMENTS

CORE REQUIREMENTS (15 SEMESTER HOURS)
Students receiving financial aid may be required to enroll in six (6) semester hours to maintain full time status.

- EDUC502 – Foundations of Curriculum and Instruction *(Required as the FIRST COURSE in the program but may be taken concurrently with another course).*
- EDUC518 – Educational Psychology
- EDUC560 – Special Education Topics
- EDUC636 – Effective Instruction for the Inclusive Classroom *(Prerequisite or take concurrently with: EDUC502 - Foundations of Curriculum and Instruction)*
- EDUC650 – 21st Century Teaching and Learning *(Prerequisite or take concurrently with: EDUC502 - Foundations of Curriculum and Instruction)*

MAJOR REQUIREMENTS (24 SEMESTER HOURS)
Must take the following in this section

- EDUC512 – Diversity and Communication in Education *(Prerequisite - or take concurrently with: EDUC502 - Foundations of Curriculum and Learning)*
- EDUC525 – Classroom Management
- EDUC541 – Elementary School Mathematics
- EDUC542 – Elementary School Science
- EDUC544 – Literature for Elementary School Children
- EDUC545 – Reading and Writing in the Elementary School
- EDUC547 – Elementary School Social Studies
- EDUC552 – Inclusive Literacy Strategies

FINAL PROGRAM REQUIREMENTS (9 SEMESTER HOURS)
Must take the following in this section

- EDUC690 – Student Teaching (9 semester hours) - *Taken once all other requirements have been met.*

TOTAL = 48 semester hours

Master of Education in Teaching - Concentration in Secondary Social Studies

The Master of Education: Teaching - Concentration in Secondary Social Studies program, in alignment with the West Virginia 21st Century standards for teaching social studies, is for post-baccalaureate students who wish to teach students to understand the political, geographic, economic, and social world. The program encourages the development of teachers who can assist students to work independently and collaboratively using critical thinking and problem-solving skills necessary to develop civic responsibility for the 21st Century. Candidates will complete both a master's degree and be prepared to receive certification through the state of West Virginia in Secondary Social Studies.

Secondary Social Studies candidates need to have completed the equivalent of a history or social studies major (48 hours.) Gaps may be satisfied through undergraduate coursework (preferably 300-400 level courses) to meet the equivalent credit hours to equal the major. Specific history courses are not required (except WV history for licensure in the state); however, state certification tests do reflect a broad range of social studies content. Candidates must have completed the equivalent of a content major in Social Studies (48 semester hours) prior to student teaching. Those seeking West Virginia certification must also have taken a West Virginia studies/history course as part of the 48 semester hour requirement. Candidates may not complete the Master of Education: Teaching - Concentration in Secondary Social Studies degree if they are lacking content area coursework. Applicants are encouraged to submit their official undergraduate transcripts for review prior to starting courses. The Secondary Social Studies program requires 125 hours of field experience and student teaching on an approved school site. All courses other than the student teaching are offered online. This West Virginia state approved program is aligned with West Virginia Professional Teaching Standards (WVPTS), National Council for the Social Studies (NCSS) standards, and International Society for Technology in Education (ISTE) standards.

Please be advised, effective September 1, 2010, only applicants residing in the following states are eligible to enroll in School of Education programs that lead to teacher certification: West Virginia, Virginia, Ohio, Maryland, New Jersey, Texas, Florida, and South Carolina. We regret any inconvenience this may cause and encourage you to revisit frequently for updates on this policy.

DEGREE PROGRAM OBJECTIVES

This program seeks the following specific learning outcomes of its graduates. Upon completion of the program, students will be able to:

- Apply the central concepts, tools of inquiry, structures, contemporary theories, and paradigms in education that develop a classroom climate to enhance the social, emotional, physical, and psychological aspects of students.
- Create and deliver lesson segments that reflect theory and practice.
- Demonstrate effective interpersonal communication skills of speaking, listening, reading, and writing when interacting with pupils, parents, teachers, and other school personnel.
- Design performance-based assessments and implement assessment, instruction, evaluation, and intervention plans.
- Use media and technology as tools for professional development and to promote student learning.
- Adjust teaching style and strategies without influence of bias to meet the needs of students regardless of cultural background, ethnicity, gender, learning style, at-risk condition, and/or disability.
- Model professionalism and high ethical standards in the classroom and develop appropriate strategies for self-evaluation as a means of assessing one's own professionalism and teaching effectiveness.
- Demonstrate knowledge and skill in classroom management and discipline using effective means to develop and maintain a positive classroom climate.

Students in this program must be physically located in proximity to a school district where the right to conduct on site observations will be allowed.

Any background check requirements, including fees, for the selected schools district are the student's responsibility.

DEGREE PROGRAM REQUIREMENTS

CORE REQUIREMENTS (15 SEMESTER HOURS)

Students receiving financial aid may be required to enroll in six (6) semester hours to maintain full time status.

- EDUC502 – Foundations of Curriculum and Instruction *(Required as the first course in the program but may be taken concurrently with another course).*
- EDUC518 – Educational Psychology
- EDUC560 – Special Education Topics
- EDUC636 – Effective Instruction for the Inclusive Classroom *(Prerequisite - or taken concurrently with: EDUC502 - Foundations of Curriculum and Instruction)*
- EDUC650 – 21st Century Teaching and Learning *(Prerequisite - or taken concurrently with: EDUC502 - Foundations of Curriculum and Instruction)*

MAJOR REQUIREMENTS (24 SEMESTER HOURS)

- EDUC500 – Philosophy of Education *(Prerequisite - or taken concurrently with: EDUC502 - Foundations of Curriculum and Instruction)*
- EDUC512 – Diversity and Communication in Education *(Prerequisite - or taken concurrently with: EDUC502 - Foundations of Curriculum and Instruction)*
- EDUC525 – Classroom Management
- EDUC526 – Secondary Teaching Strategies
- EDUC543 – Issues, Methods, and Materials in Teaching Social Studies
- EDUC546 – Social Studies Curriculum Development *(Prerequisite: EDUC543 - Issues, Methods, and Materials in Teaching Social Studies)*
- EDUC548 – Content Area Literacy

And select 1 course from the following:

- HIST525 – West Virginia History and Culture
- HIST535 – Renaissance and Reformation
- HIST536 – History of the Enlightenment
- HIST551 – The American Revolution in Context
- HIST552 – The Civil War: Seminal Event in American History
- HIST555 – The United States in the 20th Century
- HIST556 – U.S. Constitutional History
- HIST557 – History and Popular Culture
- HIST581 – The Great Revolutions
- HIST585 – Cultural History of Technology
- HIST586 – History of Science
- HIST651 – America's Indian Wars
- HIST652 – African-American History
- HIST653 – History of American Women
- HIST681 – Special Topic: Teaching New American History
- HUMN530 – The Renaissance
- IRLS501 – Comparative Political Systems

FINAL PROGRAM REQUIREMENTS (9 SEMESTER HOURS)

- EDUC690 – Student Teaching (9 semester hours) - *Taken once all other requirements have been met.*

TOTAL = 48 semester hours

Master of Science in Accounting

The Master of Science in Accounting emphasizes the theoretical knowledge, practical skills, and research skills needed to address the complex accounting issues found in private corporations, governmental entities, public accounting and various types of not-for-profit organizations. This program extends the knowledge gained in an undergraduate accounting program to enhance skills in written communication, research, and complex problem solving. The successful completion of this program may satisfy the educational requirements for the Certified Public Accountant (CPA) exam. Educational requirements for the CPA exam vary by state. Students are responsible for checking on the requirements with the state board of accountancy where they expect to sit for the CPA exam.

This program has specific admission requirements.

DEGREE PROGRAM OBJECTIVES

- Prepare students to enter the workforce as professional accountants.
- Provide the additional hours needed to sit for the CMA, CPA or other exams.
- Develop a more in-depth understanding of accounting theory.
- Provide students with the skills needed to research and solve complex accounting problems.
- Prepare students to work in international and global accounting situations.

DEGREE PROGRAM REQUIREMENTS

CORE REQUIREMENTS (24 SEMESTER HOURS)

- ACCT600 – Intermediate Accounting I
- ACCT601 – Intermediate Accounting II
- ACCT602 – Financial Statement Analysis
- ACCT605 – Cost Accounting
- ACCT610 – Advanced Accounting
- ACCT612 – International Accounting
- ACCT615 – Individual Tax Research and Planning
- ACCT620 – Forensic Accounting

ELECTIVE REQUIREMENTS (9 SEMESTER HOURS)

Select from other graduate courses not taken to meet core requirements.

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- ACCT630 – Financial Accounting Theory Capstone - *Taken once all other requirements have been met.*

TOTAL = 36 semester hours

Master of Science in Environmental Policy and Management

This degree provides the student with curriculum and research opportunities in one of the world's most significant science and policy issues: the environment. Students will study environmental ecosystems, the impact of industrialization, economics, regulation, ethics, law, and management issues. Students also have the opportunity to focus their study in directions of environmental administration, emergency management, and waste management/pollution control. This degree is applicable for government and industry environmentally related professions. It also can serve as a foundation degree for study at the doctorate level in related fields.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and degree level learning outcomes objectives, the Master of Science in Environmental Policy and Management also seeks the following specific learning outcomes of its graduates. Graduates in this degree program will be able to:

- Develop management strategies that incorporate environmental compliance standards and achieve organizational missions.
- Analyze and assess the interconnections among subfields of environmental systems to comprehend treatment, remediation, and disposal systems.
- Assess the direct and indirect costs of environmental regulation, problems, and corrective actions.
- Use the theory and practice of environmental policy and management to develop and evaluate global and local environmental strategies and policies including analysis of environmental issues, industrial-environmental relations, public and private environmental issues, and global environmental issues.
- Quantitatively and qualitatively evaluate the consequences of ecological destruction on public health, productivity, and social and economic welfare.

DEGREE PROGRAM REQUIREMENTS

CORE REQUIREMENTS (18 SEMESTER HOURS)

- EVSP500 – Research Methods for Environmental Science and Policy
- EVSP501 – Environmental Management
- EVSP502 – Environmental Economics
- EVSP503 – Environmental Policy, Regulation, and Law
- EVSP508 – Environmental Ethics
- EVSP594 – Environmental Toxicology

Students must choose a concentration for this degree and may select from the General Concentration, Environmental Planning, Environmental Sustainability, Fish and Wildlife Management, or the Global Environmental Management Concentrations.

GENERAL CONCENTRATION REQUIREMENTS (12 SEMESTER HOURS)

Select 4 courses from the following:

- EDMG530 – Economics of Disaster
- EDMG611 – Case Analysis: Crisis and Disaster
- EVSP558 – Watershed Management
- EVSP561 – Elements of Sustainable Design
- EVSP605 – Energy Policy and Sustainability
- EVSP610 – Fundamentals of Environmental Systems
- EVSP620 – Political Ecology
- EVSP627 – Landscape Ecology and Planning
- EVSP628 – Global Environmental Change
- EVSP629 – Environmental Impact Analysis
- EVSP630 – Waste Management and Pollution Control
- PADM520 – Public Administration in Society
- PADM530 – Public Policy
- PADM610 – Public Management
- PADM615 – Program Appraisal

CONCENTRATION IN ENVIRONMENTAL PLANNING REQUIREMENTS (12 SEMESTER HOURS)

Objectives

- Detail the elements necessary to design, implement, and evaluate sustainable developments, landscapes, and environments.
- Analyze the complex and dynamic interactions between humans and their environment.
- Explain the role of government policy at municipal, regional, national, and global levels to achieve sustainable development.
- Apply theoretical concepts to practical applications in order to design and implement sustainable environmental planning.
- Apply principles of environmental policymaking and environmental legislation, as well as socio-political influences to the field of environmental planning.
- Critically analyze complex, and often competing development plans for adherence to professional environmental planning and sustainability principles.

Select 4 courses from the following:

- EDMG515 – Hazard Mitigation and Resilient Communities
- EVSP558 – Watershed Management
- EVSP561 – Elements of Sustainable Design
- EVSP627 – Landscape Ecology and Planning
- EVSP629 – Environmental Impact Analysis
- INTL624 – Geographic Information Systems and Spatial Analysis I

CONCENTRATION IN ENVIRONMENTAL SUSTAINABILITY REQUIREMENTS (12 SEMESTER HOURS)

Objectives

- Detail the principles of sustainability and the roles of multiple disciplines in their effective implementation.
- Analyze the complex and dynamic interactions between humans and their environment.
- Assess the role of government policy at municipal, regional, national, and global levels in achieving sustainable development.
- Analyze the political, regulatory, and economic barriers that prevent full implementation of sustainable products, goods and services.
- Apply the principles of sustainability to complex environmental problems.
- Analyze the role of sustainability in meeting critical resource needs, such as renewable energy and water quality and quantity, on the local, regional, national, and global scale.

Select 4 courses from the following:

- EVSP558 – Watershed Management
- EVSP561 – Elements of Sustainable Design
- EVSP605 – Energy Policy and Sustainability
- EVSP620 – Political Ecology
- EVSP627 – Landscape Ecology and Planning
- EVSP628 – Global Environmental Change
- EVSP629 – Environmental Impact Analysis

CONCENTRATION IN FISH AND WILDLIFE MANAGEMENT (12 SEMESTER HOURS)

Objectives

- Describe the fundamental concepts and principles of the management of fish and wildlife resources.
- Assess the impact of human activities on the survival and management of fish and wildlife populations.
- Analyze the regulations, policies, and politics that influence the management of fish and wildlife in the U.S.
- Analyze the complex and dynamic interactions between fish and wildlife resources and their environment.
- Assess the political, regulatory, and economic barriers that prevent the preservation and restoration of species and populations.
- Analyze the role of collaboration and partnerships in meeting critical fish and wildlife resource needs, such as species restoration, threatened and endangered species management, and landscape level conservation, both on the national and global scale.

Select 4 courses from the following:

- EVSP504 – Fisheries Management
- EVSP505 – Wildlife Management
- EVSP506 – Restoration Ecology
- EVSP507 – Conservation Biology
- EVSP558 – Watershed Management
- EVSP627 – Landscape Ecology and Planning
- EVSP629 – Environmental Impact Analysis
- EVSP697 – Fish and Wildlife Seminar

CONCENTRATION IN GLOBAL ENVIRONMENTAL MANAGEMENT REQUIREMENTS (12 SEMESTER HOURS)

Select 4 courses from the following:

- EDMG503 – Emergency and Disaster Planning and Management
- EVSP558 – Watershed Management
- EVSP620 – Political Ecology
- EVSP627 – Landscape Ecology and Planning
- EVSP628 – Global Environmental Change
- MGMT615 – Strategic Planning

ELECTIVE REQUIREMENTS (3 SEMESTER HOURS)

Select from other graduate courses not taken to meet core or concentration requirements.

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- EVSP699 – Master's Capstone Seminar in Environmental Policy - *Taken once all other requirements have been met.*

TOTAL = 36 semester hours

Master of Science in Information Technology

The explosive growth of the Internet has enabled Information Technology (IT) to become the core business driver in organizations; it gives organizations the competitive edge in developing and delivering products and services to the marketplace. Information Technology has been identified as a National Critical Infrastructure by the Department of Homeland Security and, according to the Bureau of Labor Statistics, three of the top ten fastest growing occupations are IT related. This rapid growth in IT has generated a significant demand for credentialed Information Technology, Information Technology Management, Information Assurance, Information Systems Security, and Digital Forensics Professionals to be productive difference makers in our global Ecommerce-based economy. The Master of Science in Information Technology was designed to meet the educational component of this market need for credentialed IT professionals. This degree program focuses on the theory, principles, best industry practices, methodologies, tools, and technologies associated with the Information Technology Marketplace. It uses scholarly research methods to develop analytic, problem-solving, and research skills that are required to solve real world business problems.

This degree program is market driven and prepares learners to exploit the high demand for IT professionals in various market sectors. It focuses on the development and implementation of information systems and includes topics such as database systems, object-oriented analysis and design, IS architectures, IT project management, security, and computer forensics. Students completing this IT program can apply for a broad range of IT-related positions, such as Systems Analyst, Business Systems Analyst, Enterprise Systems Analyst, Infrastructure Architect, Systems Analyst, Database Analyst, Application Development Manager, IT Project Manager, IT Security Manager, IT Security Analyst, Disaster Recovery Manager, Forensics Analyst, and EDiscovery Specialist.

This program has specific admission requirements.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and general education level learning objectives, the Master of Science in Information Technology also seeks the following specific learning outcomes of its graduates:

- Appraise the processes, phases, domains, and measures for effectively managing complex IT projects.
- Examine the methodologies, tools, technologies, and practices to analyze, design, and develop object-oriented applications.
- Design, normalize, and optimize enterprise database systems; and assess the impact of Information Technology on global ecommerce.
- Examine the principles and assess the challenges in incorporating emerging network architectures, technologies, and protocols into information technology systems.

- Examine the legal, social, ethical, and technical issues related to Information Systems and to securing information systems.
- Appraise the vulnerabilities of information systems with respect to security and examine the methodologies to mitigate this risk.

DEGREE PROGRAM REQUIREMENTS

CORE REQUIREMENTS (18 SEMESTER HOURS)

- INFO531 – Management Information Systems
- INFO620 – Enterprise Database Systems
- ISSC640 – Computer Networks and Data Systems
- ISSC680 – Information Security Management
- ITCC500 – Research Methods in Information Systems and Technology *(must be taken as the first core course)*
- ITMG624 – Information Technology Project Management

Students must choose a concentration for this degree program and may select from the Concentration in Enterprise Software Development, Concentration in Digital Forensics, Concentration in Information Assurance and Security, or Concentration in IT Project Management.

CONCENTRATION IN ENTERPRISE SOFTWARE DEVELOPMENT (15 SEMESTER HOURS)

The lifeblood of an organization is Information Technology; it is a key business driver. This concentration examines the principles, practices, and methodologies of object-oriented analysis and design (OOAD), object-oriented programming (OOP), and object-oriented application delivery. It also assesses enterprise software development methodologies and appraises the principles of multidimensional databases for data warehousing and business intelligence.

Objective

Upon successful completion of this concentration, the student will be able to:

- Appraise the principles and practices of object-oriented analysis and design (OOAD).
- Examine the methodologies for developing enterprise applications.
- Inspect the steps, techniques, and procedures to design develop object-oriented applications.
- Profile and analyze the various data ware housing models.

Concentration Requirements (15 semester hours)

- ENTD600 – Object-Oriented Analysis and Design (OOAD)
- ENTD610 – Object-Oriented Applications: Design and Development
- ENTD620 – Object-Oriented Applications: Integration, Quality Assurance, and Deployment
- ENTD640 – Enterprise Software Development Methodologies
- INFO640 – Data Warehousing and Decision Support Systems

CONCENTRATION IN DIGITAL FORENSICS (15 SEMESTER HOURS)

The societal impact of cybercrime has become commonplace; it is broadcast on the evening news and is a favorite playing field for television shows and moviemakers. Technology is a boon to society, but, in malicious hands, it becomes a valuable instrument in a dark and sinister underworld; and, unfortunately, cyber legislation and forensics have been lagging way behind when it comes to cybercrime. The process of forensics investigation can destroy the very evidence it is seeking to assimilate. The window of opportunity for collecting evidence can be a few seconds or minutes depending on the sophistication of the perpetrator. This concentration pertains to the study of various forensics models to identify, preserve, collect, examine, analyze, prepare, and present evidence for prosecuting cybercrime.

Objective

Upon successful completion of this concentration, the student will be able to:

- Evaluate data security, integrity, exposure from multifunctional devices, tracking techniques, and forensics models for analysis and examine the inherent challenges in the processes for seizing electronic evidence.
- Evaluate the principles, practices, and inherent challenges of the e-discovery process and assess the tools, techniques, and procedures to legally seize and forensically evaluate digital crime scenes.
- Analyze concealment and cloaking techniques and technologies such as cryptography, steganography, and data hiding and investigate corresponding legislation and mitigation techniques.
- Assess and mitigate potential exposures and the risks of the chain of custody and examine the methodologies to mitigate the potentially narrow window of opportunity for collecting digital evidence.
- Investigate models to examine the financial and societal impact of technology-related crime.
- Appraise the legal and regulatory compliance requirements in investigating and prosecuting technology-related crimes.

Concentration Requirements (15 semester hours)

- ISSC621 – Computer Forensics
- ISSC630 – Advanced Cybercrime Analysis
- ISSC631 – Cyber Ethics: Privacy and Intellectual Property
- ISSC650 – Advanced Digital Forensics *(Prerequisite: ISSC621 - Computer Forensics)*
- ISSC651 – Advanced e-Discovery *(Prerequisite: ISSC621 - Computer Forensics)*

CONCENTRATION IN INFORMATION ASSURANCE AND SECURITY (15 SEMESTER HOURS)

The primary challenge for ecommerce is assuring the security and integrity of information systems. We are bombarded daily by news of viruses, worms, malware, breaches, infiltrations, denial-of-service attacks, and the like. The ability of an organization to secure and assure its information technology assets is essential to conducting global commerce and to establishing a robust economy; this is a particular challenge given the rapidly changing face and assets of the virtual intruder. The ability to compromise an origination's information assets is a direct threat to their competitive advantage; and the ability to protect the information assets of an organization is essential to maintaining clientele, trust, revenue streams, credibility, and the survival of the organization. This concentration focuses on securing the information technology assets of an organization. Areas include network security, telecommunications security, computer forensics, legal and ethical issues, cybercrime, computer forensics, information assurance, security risk mitigation, information systems audit and certification, intrusion detection, and incident handling.

Objective

Upon successful completion of this concentration, the student will be able to:

- Profile the emerging security threats and trends, and analyze the information systems vulnerabilities that they exploit.
- Assess the methods and techniques for recognizing and profiling attack patterns.
- Categorize and analyze the different types of cryptography, encryption keys, malicious software, and types of attacks.
- Analyze the methodologies for investigating computer-related crime and for incident handling.
- Appraise the legal and regulatory compliance requirements related to Information Assurance and Information Systems Security and assess the social, ethical, economic, and technical impact of information systems security.
- Analyze the challenges encountered in establishing information systems security, information assurance, and business continuity.
- Examine the models and methodologies for performing security vulnerability assessment and risk mitigation; also analyze the principles and practices for appraising and certifying systems security.

Concentration Requirements (15 semester hours)

- ISSC641 – Telecommunications and Network Security
- ISSC642 – Intrusion Detection and Incident Handling
- ISSC660 – Information Assurance
- ISSC661 – Information Assurance: Assessment and Evaluation *(Prerequisite: ISSC660 - Information Assurance)*
- ISSC662 – Information Assurance: Capability Maturity and Appraisal *([Prerequisite: ISSC660 - Information Assurance)*

CONCENTRATION IN IT PROJECT MANAGEMENT (15 SEMESTER HOURS)

The world of Information Technology is replete with projects that were abandoned because of runaway scope and cost. On the other hand, the trend in the world economy is shrinking budgets and shorter deadline, all this while projects are getting more complex. This concentration focuses on meeting industry needs for IT Managers that can manage cost, time, scope, quality, risk, and people to ensure that projects come in on time and under budget. It also addresses strategic planning and business systems analysis.

Objective

Upon successful completion of this concentration, the student will be able to:

- Appraise the principles and practices for organizing, allocating, and managing project resources.
- Analyze the project management framework, including the stakeholders, domains, phases, processes, integration, and lifecycle.
- Examine the potential complexities and pitfalls in initiating and closing projects; and assess methods to mitigate this risk.
- Appraise the unique challenges in managing the scope, time, and cost of Information Technology projects.
- Examine various project cost models; also analyze the principles of earned value management (EVM).
- Assess the principles, strategies, challenges, and measures for managing quality and risk on IT projects. Analyze the phases, procedures, deliverables, and best practices for business systems analysis.

Concentration Requirements (15 semester hours)

- ITMG625 – IT Project Management: Integration, Scope, and Time *(Prerequisite: ITMG624 - Information Technology Project Management)*
- ITMG626 – IT Project Management: Cost and Communications *(Prerequisite: ITMG624 - Information Technology Project Management)*
- ITMG627 – IT Project Management: HR and Procurement *(Prerequisite: ITMG624 - Information Technology Project Management)*
- ITMG628 – IT Project Management: Quality and Risk *(Prerequisite: ITMG624 - Information Technology Project Management)*
- ITMG630 – Project Management for e-Business

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- ITCC698 – Information Technology: Capstone - *Taken once all other requirements have been met.*

TOTAL = 36 semester hours

Master of Science in Space Studies

The Master of Science in Space Studies program is devoted to the study of the political, economic, commercial, scientific and operational issues associated with the exploration and commercial/military use of space. The program develops well-rounded scholars ready to face both the current and future challenges associated with humankind's exploration and use of the space environment.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and degree level learning outcomes objectives, this degree also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of space studies, graduates in this degree program will be able to:

Advanced Research and Analysis

- Conduct quantitative and qualitative research and statistical analysis of data related to the support of space exploration and sustained flight.
- Analyze the concepts for placing manned and unmanned vehicles in space.
- Assess scientific principles and calculate problems related to space science and exploration.

Scientific Investigations

- Using the laws of planetary motion and gravitation, calculate and illustrate the effects that gravity has on two-body mechanics including spacecraft maneuvers such as transfer orbits and rendezvous.
- Examine liquid and solid rocket performance fundamentals including propellants, combustion principles, components, and general turbo-pump, and motor design.

National and International Security

- Assess the institutions of space law and determine how these institutions affect applications such as remote sensing, communications, navigation, launch services, satellite exports, and arms control.
- Distinguish organizations that are critical to the success of the technological advance of space infrastructure in the United States.
- Evaluate the political and commercial significance of major national and international space missions, projects, and operations.
- Articulate the dynamics that influenced the development of nuclear policies and strategies and how those forces evolved over time.
- Compare and contrast the advantages and disadvantages of a space control versus a space denial strategy and how each fits into the national strategy of an ally or adversary.
- Estimate the evolving capabilities and vulnerabilities of space command and control systems related to strategic nuclear weapons employment and how those capabilities and vulnerabilities influence strategy and targeting.

DEGREE PROGRAM REQUIREMENTS

CORE REQUIREMENTS (21 SEMESTER HOURS)

- SPST500 – Research Methods in Space Studies *(Prerequisite: SPST501 or may be taken concurrently with SPST501)*
- SPST501 – Introduction to Space Studies *(must be taken as the first core course)*
- SPST502 – Introduction to Orbital Mechanics *(Prerequisites: SPST500 and SPST501)*
- SPST504 – Remote Sensing Satellites *(Prerequisites: SPST500 and SPST501)*
- SPST613 – Satellite Communications *(Prerequisites: SPST500 and SPST501)*
- SPST619 – The Psychology and Physiology of Space *(Prerequisites: SPST500 and SPST501)*
- SPST671 – Space Law *(Prerequisites: SPST500 and SPST501)*

Students must choose a concentration for this degree program and may select from the General Concentration, Aerospace Science Concentration, or Planetary Science Concentration.

GENERAL CONCENTRATION REQUIREMENTS (12 SEMESTER HOURS)

Select 4 courses from the following:

- SPST503 – Chronology of Space
- SPST505 – Space Warfare
- SPST611 – Aircraft Propulsion Systems
- SPST612 – Rocket Propulsion
- SPST615 – Aerodynamics
- SPST616 – Aircraft Design
- SPST620 – National Missile Defense
- SPST621 – Current and Emerging Space Powers
- SPST622 – Space Policy
- SPST623 – National Space Organization
- SPST628 – Space Operations Structure and Design
- SPST629 – Sacred Space
- SPST690 – Independent Study: Space Studies

CONCENTRATION IN AEROSPACE SCIENCE (12 SEMESTER HOURS)

Objective

Upon successful completion of this concentration, the student will be able to:

- Analyze aircraft and rocket propulsion systems and determine their propulsion capabilities.
- Apply aerodynamic theory and concepts to solve real-world airfoil design problems.
- Integrate aircraft systems and sub-systems in order to meet specific design requirements.

Concentration Requirements (12 semester hours)

- SPST611 – Aircraft Propulsion Systems
- SPST612 – Rocket Propulsion
- SPST615 – Aerodynamics
- SPST616 – Aircraft Design

CONCENTRATION IN PLANETARY SCIENCE (12 SEMESTER HOURS)

Objective

Upon successful completion of this concentration, the student will possess a well grounded, interdisciplinary approach to the scientific study of the planets and the Solar System.

Concentration Requirements (12 semester hours)

- SPST630 – Planetary and Solar System Studies
- SPST631 – Astrophysical Studies
- SPST632 – Lunar Geology
- SPST633 – Astronomical Instrumentation

FINAL PROGRAM REQUIREMENTS (3 SEMESTER HOURS)

- SPST699 – Master's Capstone Seminar in Space Studies - *Taken once all other requirements have been met.*

TOTAL = 36 semester hours

Master of Science in Sports and Health Sciences

The Master of Science in Sports and Health Sciences focuses on the study of physical, physiological, psychological and functional adaptations to humans. Students develop an understanding of how to design effective movement programs for varied populations to reach athletics, fitness, and general health goals. Students will also learn to critically think and apply their knowledge as it relates to human bioenergetics, nutrition, movement and learning. These students will gain a greater understanding of the scientific principles needed to optimize sports performance and improve functionality and quality of life in humans.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and degree level learning outcomes objectives, this degree also seeks the following specific learning outcomes of its graduates. Graduates in this degree program will be able to:

- Apply qualitative and quantitative research practices to relevant issues and problems in sports and health sciences through the development and assessment of research proposals and concluding with the analysis and communication of data.
- Dissect the relationships between psychological behaviors such as personality, motivation, stress, and aggression on sport performance.
- Examine physical activities and lifestyle behaviors designed to promote positive health and quality of life.
- Analyze sport movements and design movement-oriented exercise prescriptions.
- Illustrate the potential for enhancement of muscle strength, muscular endurance, power, flexibility, and motor performance during anaerobic training.
- Assemble protein, carbohydrate, and fat recommendations for athletes, and discern between dietary recommendations for disease prevention and recommendations for performance.
- Evaluate best practices to measure selected parameters related to athletic performance, and explain how to administer field tests appropriately.

DEGREE PROGRAM REQUIREMENTS

CORE REQUIREMENTS (21 SEMESTER HOURS)

- SPHS500 – Statistics for Sports and Health Sciences
- SPHS501 – Advanced Exercise and Sport Physiology
- SPHS502 – Motor Learning
- SPHS503 – Nutrition for Sports Performance
- SPHS504 – Advanced Methods of Strength and Conditioning
- SPHS505 – Sport Psychology
- SPMT600 – Research Methods in Sports and Health Sciences

GENERAL CONCENTRATION REQUIREMENTS (12 SEMESTER HOURS)

- SPHS506 – Essentials of Human Performance and Exercise Science
- SPHS507 – Advanced Biomechanics
- SPHS508 – Current Topics in Exercise Science and Human Performance
- SPHS509 – Optimal Sports Performance

FINAL PROGRAM REQUIREMENTS (0 OR 3 SEMESTER HOURS)

Select 1 course from the following:

- SPHS698 – Separate Comprehensive Exam for Sports and Health Sciences (0 semester hours) - *Taken once all other requirements have been met.*
- SPHS699 – Sports and Health Sciences Practicum and Integration Project (3 semester hours) - *Taken once all other requirements have been met. The Practicum option will satisfy 3 semester hours of an elective requirement.*

TOTAL = 36 semester hours

Master of Science in Sports Management

This degree is for those interested in sports management, coaching, and administration. The core curriculum includes the social contexts of sport in historical and modern society, fundamentals of the sports industry, and specific focuses in sports law, marketing, promotion, public relations, finance, and economics. Students can select a concentration in three areas of specific interest including sports administration for the aspiring collegiate, community, or high school athletic official; coaching theory and strategy for leading and coaching teams; or the general concentration program for sports management and business administration.

DEGREE PROGRAM OBJECTIVES

In addition to the institutional and degree level learning outcomes objectives, this degree also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of sports management, graduates in this degree program will be able to:

- Discuss the context of sports in contemporary society and business through an analysis of the historical and cultural evolution of the sports industry and enterprise.
- Analyze and apply relevant business, legal, and ethical issues such as models of ethical analysis, codes of professional ethics, and situational analysis to the sports industry and enterprise.
- Evaluate cultural and economic dynamics that have affected the emergence and development of sports and the sports industry in contemporary society.
- Analyze economic decision making and apply advanced finance theory and concepts to sports and sports-related enterprises as related to sports in contemporary society.
- Identify and apply concepts and theories of marketing to sports-related enterprises to include internal and external sources of marketing information, marketing theory, industry segmentation, marketing mix, sport sponsorship, licensing, venue and event marketing, and image enhancement.
- Apply qualitative and quantitative research practices to sports management issues and problems through developing and assessing research proposals and concluding with the analysis and communication of data.

DEGREE PROGRAM REQUIREMENTS

CORE REQUIREMENTS (21 SEMESTER HOURS)

- LSTD601 – Sports Law
- SPMT600 – Research Methods in Sports and Health Sciences
- SPMT601 – History, Culture, and Social Contexts of Sport
- SPMT607 – The Sports Industry
- SPMT609 – Sports Marketing, Promotion, and Public Relations
- SPMT610 – Sports Finance
- SPMT620 – Leadership and Management in Sports

Students must choose a concentration for this degree program and may select from the General Concentration, Coaching Theory and Strategy or the Sports Administration Concentrations.

GENERAL CONCENTRATION REQUIREMENTS (12 SEMESTER HOURS)

Select 4 courses from the following:

- SPMT500 – Sports Broadcasting
- SPMT602 – Collegiate Sports Administration
- SPMT603 – High School Athletic Administration
- SPMT605 – Coaching Leadership
- SPMT606 – Techniques in Coaching Strategy
- SPMT611 – Economics of Sport
- SPMT612 – Sports Event Management
- SPMT613 – Sports Entrepreneurship
- SPMT614 – Coaching Theory, Methods, and Issues
- SPMT630 – Sales and Promotions in Sports
- SPMT640 – Sport Governance and Policy Development

CONCENTRATION IN SPORTS ADMINISTRATION (12 SEMESTER HOURS)

Objectives

Upon successful completion of this concentration, the student will be able to:

- Analyze and discuss the complexities and issues of academic sports administration from either a collegiate, interscholastic, or recreational context.
- Assess and develop your leadership and management styles as a sports administrator.
- Assess and discuss the role of stakeholders in the sports industry including associations, the community, and recreation administration and discuss all related regulations and guidelines.
- Develop, design, and assess a comprehensive sports event management plan to include functional plans, training plans, legal, financial, accounting, public relationships, human resources, promotions and leadership.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- SPMT602 – Collegiate Sports Administration
- SPMT603 – High School Athletic Administration
- SPMT612 – Sports Event Management
- SPMT613 – Sports Entrepreneurship
- SPMT630 – Sales and Promotions in Sport
- SPMT640 – Sport Governance and Policy Development

CONCENTRATION IN COACHING THEORY AND STRATEGY (12 SEMESTER HOURS)

Objectives

Upon successful completion of this concentration, the student will be able to:

- Analyze and discuss the complexities and issues of academic sports administration from a collegiate or interscholastic context.
- Assess the strengths, qualities and weaknesses of a successful coach, including an analysis of the leadership style and multiple roles required of coaches in contemporary sports.
- Select, predict, and evaluate current ethical, management, and controversial issues in coaching today.
- Compare and contrast the roles and responsibilities of a coach and assistant coaches and discuss the levels of coaching relevant to these roles.

Concentration Requirements (12 semester hours)

Select 4 courses from the following:

- SPMT602 – Collegiate Sports Administration
- SPMT603 – High School Athletic Administration
- SPMT605 – Coaching Leadership
- SPMT606 – Techniques in Coaching Strategy
- SPMT614 – Coaching Theory, Methods, and Issues

ELECTIVE REQUIREMENTS (0 OR 3 SEMESTER HOURS)

Select from other graduate courses not taken to meet core or concentration requirements.

FINAL PROGRAM REQUIREMENTS (0 OR 3 SEMESTER HOURS)

Select 1 course from the following:

- SPMT698 – Separate Comprehensive Examination - (0 semester hours) - *Taken once all other requirements have been met.*
- SPMT699 – Sports Management Practicum and Integration Project (3 semester hours) - *Taken once all other requirements have been met. The Practicum option will satisfy 3 semester hours of an elective requirement.*

TOTAL = 36 semester hours

American History

Not open to students who select this as a concentration in the MA - Military Studies or the MA - History.

Upon completion of this certificate, the student will be able to:

- Compare and contrast historical context of 18th century British and colonial American political and constitutional philosophies, social norms and societal structure, economics, religious concepts, and foreign and diplomatic policy.
- Discern and assess the political, economic, cultural, and social aspects of the Civil War including the causes and the conflict's aftermath.
- Explain changes in American society such as industrialization, immigration, and urbanization; isolationism and collective security; World War I; changing values; stock market crash; the Great Depression, and the cultural, social, political, military, and economic growth to the present.
- Critique the history of expressive and material culture; historical contexts of various artistic movements; cultural imperialism; cultural appropriation, creativity, and identity; and expressions of social difference and deviance in the United States.
- Discern the origins, content, and judicial interpretations of the U.S. Constitution and the Supreme Court's evolving decisions on issues as states' rights, civil rights, the Commerce Clause, due process in criminal and other proceedings, and protected freedoms.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- HIST520 – Graduate Seminar in U.S. History
- HIST551 – The American Revolution in Context
- HIST552 – The Civil War: Seminal Event in American History
- HIST555 – The United States in the 20th Century
- HIST556 – U.S. Constitutional History
- HIST557 – History and Popular Culture

TOTAL = 18 semester hours

American Revolution

Not open to students who select this as a concentration in the MA - Military Studies or the MA - Military History.

CERTIFICATE OBJECTIVES:
Upon completion of this certificate, the student will be able to:

- Dissect and critique the American Revolution from its antecedents to its legacy to include events leading to the revolt, Declaration of Independence, strategy and tactics, campaigns, and the aftermath of war on the new nation.
- Analyze the American Revolution in reference to the operational contributions of American and British military leadership using selected land battles as examples of the strategies and tactics involved.
- Evaluate an early and pivotal campaign in the American Revolution by critiquing the strategy, tactics, and results of campaign on the subsequent course of the Revolution and post-war Anglo-American relations.
- Explain the perspective of the American Revolution from the British viewpoint in relation to colonial policies, diplomacy, military leadership, and other influences in Great Britain during and after the war.
- Assess and critique the conclusive military strategy of the American Revolution and why the strategy was distinctive from other military theatres of operation.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- HIST551 – The American Revolution in Context
- MILH510 – Studies in U.S. Military History
- MILH531 – Strategy, Tactics, and Leadership of the American Revolution
- MILH532 – The British Perspective of the American Revolution
- MILH533 – The American Revolution Canadian Campaign
- MILH534 – The American Revolution Southern Campaign

TOTAL = 18 semester hours

Ancient and Classical History

Not open to students who select this as a concentration in the MA - History.

CERTIFICATE OBJECTIVES:
Upon completion of this certificate, the student will be able to:

- Explain and critique Ancient Greece's political, economic, social, and intellectual movements.
- Explain and critique Roman history from its beginnings until the Age of Constantine including the political and social developments in the Republic and the early empire.
- Examine and appraise great Byzantium leaders, the spread of Christianity throughout the Roman Empire, the recapture of Constantinople from the crusaders, and the impact of Byzantium culture on Western intellect.
- Explain and assess European social, political, economic, and religious institutions and cultural and intellectual phenomena in the light of the changing historical environment from the end of the Ancient World to the Renaissance.
- Explain and assess the medieval church and rise of the Renaissance papacy; growth of humanism, including painters, architects, and sculptors; city-states and monarchies of the Holy Roman Empire; religious upheavals of Protestantism; Anabaptists; the Catholic Reformation.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- HIST510 – Graduate Seminar in World History
- HIST531 – The Greek Civilization
- HIST532 – The Roman Republic and Empire
- HIST533 – Late Antiquity and Byzantium
- HIST534 – Medieval Europe
- HIST535 – Renaissance and Reformation

TOTAL = 18 semester hours

Athletic Administration

Not open to students who select Sports Administration as a concentration in the MS - Sports Management.

CERTIFICATE OBJECTIVES:
Upon completion of this certificate, the student will be able to:

- To compare and contrast various approaches to the administration of sports programs in a variety of sports settings.
- To recognize the various roles and functions of internal and external stakeholders in the administration and management of sports programs.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- LSTD601 – Sports Law
- SPMT602 – Collegiate Sports Administration
- SPMT603 – High School Athletic Administration
- SPMT612 – Sports Event Management
- SPMT613 – Sports Entrepreneurship
- SPMT620 – Leadership and Management in Sport

TOTAL = 18 semester hours

Civil War Studies

Not open to students who select this as a concentration in the MA - Military History.

CERTIFICATE OBJECTIVES:
Upon completion of this certificate, the student will be able to:

- Place events of the Antebellum period, the Civil War, and Reconstruction into the broader scope of American History by assessing the similarities and differences in social, cultural, economic, and political developments in North and South.
- Discern and assess the political, economic, cultural, social, and military aspects of the Civil War to specifically include their impact on causative factors, conduct of the war, and post-war aftermath.
- Examine the operational contributions of Union and Confederate military leaders by critiquing selected land battles of the war as examples of the strategies and tactics involved.
- Compare and contrast the national, theater, and operational command structures of the Union and Confederacy in relation to leadership styles of key military leaders on both sides and the evolution of command and control during the war.
- Identify, assess, and explain the diverse historical assessments and interpretations of the Antebellum, Civil War, and Reconstruction eras as presented in the writings of prominent and influential historians.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- HIST552 – The Civil War: Seminal Event in American History
- HIST657 – Antebellum America: Prelude to the Civil War
- HIST658 – Reconstruction and Post-Civil War America
- MILH510 – Studies in U.S. Military History
- MILH541 – Civil War Strategy and Tactics
- MILH542 – Civil War Command and Leadership

TOTAL = 18 semester hours

Competitive Intelligence

Not open to students who select this as a concentration in the MA - Intelligence Studies.

CERTIFICATE OBJECTIVES:
Upon completion of this certificate, the student will be able to:

- Synthesize the salient themes of competitive intelligence.
- Assess the application of intelligence studies processes and procedures to the commercial business environment.
- Develop an original analysis of a competitive intelligence issue using current open source data and information.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- INTL504 – Analytics I
- INTL610 – Counterintelligence
- INTL634 – Threat Analysis

And select 3 courses from the following:

- BUSN623 – Legal and Ethical Issues in Management
- FINC600 – Corporate Finance
- INTL631 – Criminal Intelligence Analysis
- INTL637 – Intelligence Profiling
- SCMT537 – Computer Crime
- SCMT538 – Industrial Espionage

TOTAL = 18 semester hours

Counterintelligence

CERTIFICATE OBJECTIVES:
Upon completion of this certificate, the student will be able to:

- Acquire in-depth knowledge of general counterintelligence work.
- Assess U.S. counterintelligence successes in the form of debated case studies.
- Analyze threats in the counterintelligence environment.
- Demonstrate proficiency in the use of selected research methods and tools.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- INTL500 – Research Methods in Security and Intelligence Studies-Intelligence Studies Focus
- INTL610 – Counterintelligence
- INTL634 – Threat Analysis
- INTL653 – Deception, Propaganda, and Disinformation

And select 2 courses from the following:

- INTL604 – Interagency Operations
- INTL621 – Signals Intelligence
- INTL623 – Human Intelligence
- INTL637 – Intelligence Profiling

TOTAL = 18 semester hours

Criminal Justice

CERTIFICATE OBJECTIVES:
Upon completion of this certificate, the student will be able to:

- Evaluate the functions of the Criminal Justice systems including the organizational aspects as they relate to the interrelationships of the executive, judicial, and legislative branches.
- Assess the criminal behavior theories and distinguish between biological, psychological, and sociological approaches.
- Distinguish between criminal law and civil law including the aspects of procedural law, substantive law, punishment philosophies, and constitutional issues.
- Evaluate the roles of the police, prosecution, courts, and corrections including the functions and interrelationships.
- Determine the magnitude and application of legal issues regarding criminal profiling and its application in law enforcement.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- CMRJ501 – Criminology
- CMRJ512 – Police Administration
- CMRJ531 – Criminal Profiling
- CMRJ601 – Cases in Executive Decision Making
- LSTD502 – Criminal Law
- LSTD503 – Criminal Justice Process

TOTAL = 18 semester hours

Cybercrime

Cybercrime is on the rise! The global reach of the Internet, the low cost of online activity, and the relative anonymity of users has led to an increase in computer-related crimes. This certificate focuses on cybercrime investigation and prevention. It appraises the legal issues related to online criminal conduct, the collection of electronic evidence, and the onslaught of new technology for cybercrime investigations with a careful examination of the technical, legal, and social issues relating to the search and seizure of digital evidence and computer forensics.

This certificate prepares the student to seek mid-level career positions such as Cyber Investigations Manager, Computer/Digital Forensics Analyst, Security Analyst, Security Investigation Specialist, Investigative Specialist for the Justice Department, Evidence Analyst. Forensics Systems Analyst, IT Forensics Manager, Multi-media Exploitation Specialist, Information Systems Analyst, Information Systems Operations Analyst, Computer Forensics Analyst, Cyber Ninja, Cyber Athlete, and Cyber Gladiator. Program graduates will have been exposed to the selection and use of various tools, techniques, and methods to detect, recognize, document, certify, and verify cybercrime, cyber terrorism, cyber war, cyber stalking, and cyber bullying.

This program has specific admission requirements.

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

- Analyze the domains of knowledge, strategies, countermeasures, and challenges in the areas of cyber terrorism, cyber war, cyber stalking, and cyber bullying.
- Examine the phases, processes, and challenges of cybercrime investigations.
- Appraise the technical, legal, economic, and societal issues related to cybercrime.
- Evaluate the principles, practices, tools, techniques, and procedures to process cybercrime scenes.
- Appraise the legal and regulatory compliance requirements in investigating and prosecuting cybercrime.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- ISSC621 – Computer Forensics
- ISSC630 – Advanced Cybercrime Analysis
- ISSC631 – Cyber Ethics: Privacy and Intellectual Property
- ISSC642 – Intrusion Detection and Incident Handling
- ISSC650 – Advanced Digital Forensics *(Prerequisite: ISSC621 - Computer Forensics)*
- ISSC651 – Advanced e-Discovery *(Prerequisite: ISSC621 - Computer Forensics)*

TOTAL = 18 semester hours

Digital Forensics

This certificate pertains to the study of various forensics models to identify, collect, examine, analyze, prepare, and present evidence for prosecuting cybercrime. The societal impact of cybercrime has become commonplace; it is broadcast on the evening news and is a favorite playing field for popular television shows (such as CSI) and moviemakers. Technology is a boon to society, but in malicious hands, it becomes a valuable instrument in a dark and sinister underworld. And, unfortunately, cyber legislation and forensics have been lagging behind. The process of forensics investigation can destroy the very evidence it is seeking to assimilate. The window of opportunity for collecting evidence can be a few seconds or minutes depending on the sophistication of the perpetrator.

This certificate prepares the student to seek mid-level career positions such as Computer/Digital Forensics Examiner, Forensics Systems Analyst, Forensics System Engineer, IT Forensics Manager, Multi-media Exploitation Specialist, Information Systems Analyst, Information Systems Operations Analyst, Information Assurance Engineer, Computer Forensics Analyst, Cyber Ninja, Cyber Athlete, and Cyber Gladiator. Through various tools, techniques, and methods, program graduates will know how to properly acquire and collect evidence for use in legal proceedings for criminal or civil forensics requirements, present rules of evidence, and maintain integrity of the chain of custody.

This program has specific admission requirements.

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

- Evaluate data security, integrity, and exposure from multifunctional devices.
- Analyze various digital forensics models and examine the inherent challenges in the processes for seizing electronic evidence.
- Analyze concealment and cloaking techniques and technologies such as cryptography, steganography, and data hiding and investigate corresponding legislation and mitigation techniques.
- Assess and mitigate potential exposures and the risks of the chain of custody and examine the methodologies to mitigate the potentially narrow window of opportunity for collecting digital evidence.
- Investigate models to examine the financial and societal impact of technology related crime.
- Appraise the principles, practices, and inherent challenges of the e-discovery process and assess the tools, techniques, and procedures to legally seize and forensically evaluate digital crime scenes.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- ISSC621 – Computer Forensics
- ISSC630 – Advanced Cybercrime Analysis
- ISSC641 – Telecommunications and Network Security
- ISSC650 – Advanced Digital Forensics
- ISSC651 – Advanced e-Discovery
- ISSC680 – Information Security Management

TOTAL = 18 semester hours

Emergency and Disaster Management

CERTIFICATE OBJECTIVES:

Upon completion of this certificate, the student will be able to:

- Assess the impact of federal national security legislation and regulation and the placement of FEMA within the Department of Homeland Security on FEMA's ability to perform in its traditional emergency and disaster role.
- Develop budgetary guidance for emergency management functions.
- Assess the threats to the community that derive from actual and potential "mass casualty–high impact" incidents and judge the effectiveness of the National Incident Management system (NIMS) upon the results of such incidents.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- EDMG501 – Emergency Management and Public Law
- EDMG502 – Emergency and Disaster Theory
- EDMG503 – Emergency and Disaster Planning and Management
- EDMG509 – Interagency Disaster Management
- EDMG530 – Economics of Disaster
- EDMG611 – Case Analyses: Crisis and Disaster

TOTAL = 18 semester hours

Environmental Hazard Mitigation and Restoration

CERTIFICATE OBJECTIVES:

Upon completion of this certificate, the student will be able to:

- Define the principles of ecological restoration and hazard mitigation.
- Analyze the complex and dynamic interactions between humans and their environment.
- Explain the role of government policy at municipal, regional, national, and global levels to achieve sustainable natural disaster response and environmental mitigation.
- Apply theoretical concepts of emergency and disaster management planning to complex environmental problems and issues.
- Apply principles of ecological restoration in the post-disaster environment.
- Critically analyze complex and often competing social, environmental, and economic interests in developing hazard mitigation and restoration plans.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- EDMG502 – Emergency and Disaster Theory
- EDMG503 – Emergency and Disaster Planning and Management
- EVSP503 – Environmental Regulations, Policy and Law
- EVSP628 – Global Environmental Change

Select 2 courses from the following:

- EDMG515 – Hazard Mitigation and Resilient Communities
- EVSP506 – Restoration Ecology
- EVSP594 – Environmental Toxicology

TOTAL = 18 semester hours

Environmental Planning and Design

CERTIFICATE OBJECTIVES:
Upon completion of this certificate, the student will be able to:

- Detail the elements necessary to design, implement, and evaluate sustainable developments, landscapes, and environments.
- Analyze the complex and dynamic interactions between humans and their environment.
- Explain the role of government policy at municipal, regional, national, and global levels to achieve sustainable development.
- Apply theoretical concepts to practical applications in order to design and implement sustainable environmental planning.
- Apply principles of environmental policymaking and environmental legislation, as well as socio-political influences to the field of environmental planning.
- Critically analyze complex, and often competing development plans for adherence to professional environmental planning and sustainability principles.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- EDMG515 – Hazard Mitigation and Resilient Communities
- EVSP558 – Watershed Management
- EVSP561 – Elements of Sustainable Design
- EVSP627 – Landscape Ecology and Planning
- EVSP629 – Environmental Impact Analysis
- INTL624 – Geographic Information Systems and Spatial Analysis

TOTAL = 18 semester hours

Environmental Risk Assessment

CERTIFICATE OBJECTIVES:
Upon completion of this certificate, the student will be able to:

- Define the principles of environmental risk assessment, including detailing the steps in the risk assessment process.
- Determine the toxicity of a compound through literature research and explain in terms of human health and ecosystem impacts.
- Explain the role of government policy to address environmental risk assessment and management.
- Analyze scientific data to identify and characterize risk for both humans and ecosystems.
- Critically assess the effectiveness of site remediation plans.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- EVSP503 – Environmental Policy, Regulation, and Law
- EVSP560 – Environmental Risk Assessment
- EVSP594 – Environmental Toxicology
- EVSP610 – Fundamentals of Environmental Systems
- EVSP630 – Waste Management and Pollution Control
- PBHE607 – Epidemiology

TOTAL = 18 semester hours

Environmental Sustainability

CERTIFICATE OBJECTIVES:
Upon completion of this certificate, the student will be able to:

- Detail the principles of sustainability and the roles of multiple disciplines in their effective implementation.
- Analyze the complex and dynamic interactions between humans and their environment.
- Assess the role of government policy at municipal, regional, national, and global levels in achieving sustainable development.
- Analyze the political, regulatory, and economic barriers that prevent full implementation of sustainable products, goods and services.
- Apply the principles of sustainability to complex environmental problems.
- Analyze the role of sustainability in meeting critical resource needs, such as renewable energy and water quality and quantity, on the local, regional, national, and global scale.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- EVSP502 – Environmental Economics
- EVSP503 – Environmental Policy, Regulation, and Law
- EVSP561 – Elements of Sustainable Design
- EVSP605 – Energy Policy and Sustainability
- EVSP620 – Political Ecology
- EVSP628 – Global Environmental Change

TOTAL = 18 semester hours

European History

Not open to students who select this as a concentration in the MA - History.

CERTIFICATE OBJECTIVES:
Upon completion of this certificate, the student will be able to:

- Explain and assess the medieval church and rise of the Renaissance papacy; growth of humanism, city-states, and monarchies of the Holy Roman Empire; religious upheavals; and the Catholic Reformation.
- Distinguish the major social, political, and cultural changes of the Enlightenment in Europe from the death of Louis XIV to the fall of Napoleon.
- Discern the origins of World War I in Europe and assess the combatants, strategies and tactics, technological innovation; war in France; war at sea; the peace settlement; and the occupation.
- Compare and contrast the economies, industry, society, and culture of the United States, Great Britain, Japan, and Germany during World War II.
- Assess modern European history since the Congress of Vienna to include social, economic, cultural, and political experiences common to Europe; developments sharply differentiated from those in most other parts of the world.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- HIST510 – Graduate Seminar in World History
- HIST536 – History of the Enlightenment
- HIST543 – 18th and 19th Century Europe
- HIST558 – The Great War
- HIST560 – World War II in Context
- HIST570 – Modern European History

TOTAL = 18 semester hours

Fish and Wildlife Management

CERTIFICATE OBJECTIVES:
Upon completion of this certificate, the student will be able to:

- Describe the fundamental concepts and principles of the management of fish and wildlife resources.
- Assess the impact of human activities on the survival and management of fish and wildlife populations.
- Analyze the regulations, policies, and politics that influence the management of fish and wildlife in the U.S.
- Analyze the complex and dynamic interactions between fish and wildlife resources and their environment.
- Assess the political, regulatory, and economic barriers that prevent the preservation and restoration of species and populations.
- Analyze the role of collaboration and partnerships in meeting critical fish and wildlife resource needs, such as species restoration, threatened and endangered species management, and landscape level conservation, both on the national and global scale.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- EVSP502 – Environmental Economics
- EVSP503 – Environmental Policy, Regulation, and Law
- EVSP504 – Fisheries Management
- EVSP505 – Wildlife Management
- EVSP506 – Restoration Ecology
- EVSP507 – Conservation Biology

TOTAL = 18 semester hours

Global Environmental Management

CERTIFICATE OBJECTIVES:
Upon completion of this certificate, the student will be able to:

- Describe the social, economic, and political impacts of global environmental change and explain these influences on the practice of sustainability.
- Describe the temporal and spatial scales of global environmental change.
- Integrate complex interdisciplinary concepts affecting global change and influencing sustainability with traditional disciplinary boundaries in the natural and social sciences.
- Determine the factors that are directly or indirectly contributing to global environmental change.
- Critically analyze data presented in the debate on global environmental change and assess public policy implications.
- Critique community or government sustainability projects based upon currently available and emerging sustainable development practices and technology.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- EDMG503 – Emergency and Disaster Planning and Management
- EVSP501 – Environmental Management
- EVSP503 – Environmental Policy, Regulation, and Law
- EVSP605 – Energy Policy and Sustainability
- EVSP620 – Political Ecology
- EVSP628 – Global Environmental Change

TOTAL = 18 semester hours

Homeland Security

Not open to students who select this as a concentration in the MA - National Security Studies.

CERTIFICATE OBJECTIVES:
Upon completion of this certificate, the student will be able to:

- Predict the need to conduct and/or contract for research related to high probability chemical, biological, radiological, nuclear or energetic (CBRNE) events and their consequences in any community of interest.
- Design and modify plans and programs at federal, state, and/or local levels to reflect the evolving strategic policy issues associated with a statutory and presidential direction for homeland security.
- Evaluate the strengths and weaknesses of public, private and military efforts to reduce patterned and non-patterned "warfare" by overt and covert means of both nation states and transnational terrorist groups.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- HLSS500 – Research Methods in Homeland Security
- HLSS501 – Homeland Defense
- HLSS522 – Weapons of Mass Destruction and the New Terrorism
- HLSS523 – Domestic Terrorism and Extremist Groups
- INTL613 – Intelligence and Homeland Security
- POLS524 – Homeland Security Policy

TOTAL = 18 semester hours

Information Assurance

Information Assurance (IA) focuses on protecting and securing sensitive information at organizational, governmental, national, and federal levels. The Federal Information Security Management Act (FISMA) and NSA's Security Directive 42 requires servicing employee and military personnel to achieve the recommended IA guidance levels. This certificate assesses and demonstrates that the student has established credibility in vulnerability and threat analysis, IA security solutions, tiered security assessments, specific solutions for specialized needs, network security solutions that enable assured information sharing across security domains or between communities of interest, continuous monitoring, activity analysis, threat detection, threat warnings, attack alerts, security awareness training and support, cryptography, and infrastructure security engineering.

This certificate prepares an IT professional to seek higher level career positions such as Information Systems Security Engineer, Intelligence Analyst, Information Assurance Manager, Information Systems Manager, Security Policy Analyst, Security Planner, Security Auditor, and Chief Security or Technology Officer. Program graduates will master skills to contribute vital recommendations to the security of any organization through the protection and defense of the organization's networks, systems, and information.

This program has specific admission requirements.

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

- Analyze the components of an information assurance and certification plan.
- Assess security governance objectives and risk management objectives.
- Examine the phases, processes, standards, the levels, and the process areas of the INFOSEC Assessment Capability Maturity Model (IA-CMM).
- Appraise and conduct a complete threat, vulnerability, impact, and risk assessment; and synthesize risk mitigation strategies based on the analysis of this data.
- Evaluate the processes and deliverables of the INFOSEC assessment methodology (IAM).
- Design relevant information security management metrics by analyzing incident management and response data.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- ISSC640 – Computer Networks and Data Systems
- ISSC641 – Telecommunications and Network Security
- ISSC660 – Information Assurance
- ISSC661 – Information Assurance: Assessment and Evaluation
- ISSC662 – Information Assurance: Capability Maturity and Appraisals
- ISSC680 – Information Security Management

TOTAL = 18 semester hours

Information Systems Security

This certificate assesses and demonstrates competence in 10 information security domains: Access Control, Application Security, Business Continuity and Disaster Recovery Planning, Cryptography, Information Security and Risk Management, Legal, Regulations, Compliance and Investigations, Operations Security, Physical (Environmental) Security, Security Architecture and Design, and Telecommunications and Network Security based on the principles of proven and universally-accepted information security models. These domains are the common knowledge areas for testing for the international information security gold standard certification: Certified Information Systems Security Professional (CISSP).

This certificate prepares an IT professional to seek higher level career positions such as Information Systems Analyst, Information Systems Manager, Security Policy Analyst, Security Planner, Security Auditor, and Chief Security or Technology Officer. Program graduates will know how to design secure networks, develop security policies, use cryptography, and create business continuity and information security plans.

This program has specific admission requirements.

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

- Compare and contrast the differences between the various network topologies (both physical and logical) and appraise the various types of Security Architecture and Design models.
- Examine the seven-layer OSI networking model and its relation to common protocol stacks and inspect the components of a packet (header, body, CRC, etc.).
- Examine the principles of network security and assess cellular architecture.
- Evaluate the process for securing current and next generation telecommunications networks.
- Examine the principles of intrusion detection and intrusion prevention.
- Differentiate between the different types of cryptographic algorithms.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- ISSC621 – Computer Forensics
- ISSC640 – Computer Networks and Data Systems
- ISSC641 – Telecommunications and Network Security
- ISSC642 – Intrusion Detection and Incident Handling
- ISSC660 – Information Assurance
- ISSC680 – Information Security Management

TOTAL = 18 semester hours

Intelligence Analysis

Not open to students who select this as a concentration in the MA - Intelligence Studies.

Intelligence analysis is fundamental to understanding the issues, problems, and threats faced by the intelligence community. The intelligence discipline of analysis requires critical thinking. Analysts focus on a wide variety of domestic, regional and transnational issues. Fundamental knowledge of the threat environment that the intelligence community faces is also of importance.

CERTIFICATE OBJECTIVES:
Upon completion of this certificate, the student will be able to:

- Analyze the foundation and application of psychological concepts to the study of intelligence analyses.
- Apply critical thinking skills to the analyses of case studies on intelligence issues.
- Produce advanced analyses in areas important to intelligence consumers.
- Demonstrate proficiency in the use of selected research methods and tools.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- INTL500 – Research Methods in Security and Intelligence Studies - for Intelligence Studies Majors
- INTL506 – Analytics II
- INTL634 – Threat Analysis

And select 3 courses from the following:

- INTL631 – Criminal Intelligence Analysis
- INTL635 – Indications and Warnings
- INTL637 – Intelligence Profiling
- INTL653 – Deception, Propaganda and Disinformation

TOTAL = 18 semester hours

Intelligence Studies

Intelligence studies encompasses many different aspects to include how the intelligence community evolved and continue to evolves, how it is structured and functions, and the nature of intelligence collection, and analysis. Understanding the threat environment is also fundamentally important to addressing key issues in intelligence.

CERTIFICATE OBJECTIVES:
Upon completion of this certificate, the student will be able to:

- Assess the evolution, structures, functions, capabilities, and activities of the national intelligence community.
- Evaluate the fundamental capabilities and limitations of intelligence collection.
- Analyze the foundation and application of psychological concepts to the study of intelligence analyses.
- Demonstrate proficiency in the use of selected research methods and tools.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- INTL500 – Research Methods in Security and Intelligence Studies-Intelligence Studies Focus
- INTL501 – Strategic Intelligence
- INTL502 – Collection
- INTL506 – Analytics II
- INTL634 – Threat Analysis

And select 1 course from the following:

- INTL507 – Intelligence Operations
- INTL610 – Counterintelligence
- INTL637 – Intelligence Profiling
- INTL641 – Intelligence in Low Intensity Operations
- INTL643 – Information Operations
- INTL646 – Transnational Crime and Narcotics

TOTAL = 18 semester hours

IT Project Management

The world of Information Technology is replete with projects abandoned because of runaway scope and cost. On the other hand, the trend in the world economy is shrinking budgets and shorter deadlines; all this while, projects become more complex. This certificate focuses on meeting industry needs for IT Managers that can manage cost, time, scope, quality, risk, and people to ensure that projects come in on time and under budget. It also addresses strategic planning and business systems analysis.

This certificate prepares an IT professional to seek higher level career positions such as IT Project Manager, IT Manager, e-Business Project Manager, Web Content Manager, SEO Analyst, IT Cost Analyst, and IT Planner.

This program has specific admission requirements.

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

- Analyze the project management framework, including the stakeholders, domains, phases, processes, integration, and lifecycle.
- Examine the potential complexities and pitfalls in initiating and closing projects and assess methods to mitigate this risk.
- Appraise the unique challenges in managing the scope, time, and cost of Information Technology projects.
- Appraise the principles, practices, and models for organizing, allocating, and managing project resources.
- Examine the models, methods, principles, practices, and challenges pertaining to project cost management and analyze the principles of earned value management (EVM).
- Apply the qualitative and quantitative approaches of risk analysis to risk assessment and management.
- Examine the various tools, techniques, principles, and practices of quality control and quality assurance (QA/QC) programs.
- Examine the phases, methodologies, and processes in the e-Business project lifecycle.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- ITMG624 – Information Technology Project Management
- ITMG625 – IT Project Management: Integration, Scope and Time *(Prerequisite: ITMG624 - Information Technology Project Management)*
- ITMG626 – IT Project Management: Cost and Communications *(Prerequisite: ITMG624 - Information Technology Project Management)*
- ITMG627 – IT Project Management: HR and Procurement *(Prerequisite: ITMG624 - Information Technology Project Management)*
- ITMG628 – IT Project Management: Quality and Risk *(Prerequisite: ITMG624 - Information Technology Project Management)*
- ITMG630 – Project Management for e-Business

TOTAL = 18 semester hours

Joint Warfare

Not open to students who select this as a concentration in the MA - Military Studies.

CERTIFICATE OBJECTIVES:
Upon completion of this certificate, the student will be able to:

- Examine the theory and practice of joint warfare in every major conflict since the mid-19th century with special emphasis on American joint warfare in the 1980s and 90s.
- Discern and assess the contemporary factors influencing the planning for combined and joint operations at the strategic and operational levels of war.
- Evaluate the doctrinal and technical aspects of Joint Warfare command and control as well as operational differences among the services.
- Debate the varied dimensions of coalition warfare and combined operations in both a historical and contemporary perspective.
- Assess the conventional and unconventional joint warfare of the future in light of technological change and the information age, non-state military threats, rogue regimes, and clashes of culture between regions.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- MILS514 – The Making of Strategy
- MILS560 – Joint Warfare Theory and Practice
- MILS561 – Joint Warfare Planning and Implementation
- MILS562 – Joint Warfare Command and Control
- MILS563 – Case Studies in Joint Warfare
- MILS620 – Studies in Future War

TOTAL = 18 semester hours

K-12 Online Teaching Endorsement

Today's educators must provide a learning environment that takes students beyond the walls of their classrooms and into a world of endless opportunities, real-world learning. Technology standards promote this classroom transformation by ensuring that digital-age students are empowered to learn, live, and work successfully today and tomorrow.

As technology dramatically changes our society, educators need to demonstrate the skills and behaviors of digital-age professionals. Competence with technology is the foundation. Societies are changing, expectations are changing, teaching is changing, and educators must lead using new paradigms of teaching and learning integrating technology. You will learn best practices for integrating technology into your K-12 classrooms, using totally online web-based methods or a combination of technology with traditional methods, or hybrid environment.

The K-12 Online Teaching Endorsement program and courses will examine the current best practices for personalization for each individual student in our K-12 classrooms. Personalization is closely related to two additionally important terms; individualization and differentiation. All three terms require a shift in focus from a teacher centered approach to an authentic, student-centered approach. A true student-centered focus requires that we tailor our lessons to the abilities, interests, preferences, future life dreams, self-esteem, socio-emotional attributes, and other needs of the individual student.

The K-12 Online Teaching Endorsement program will allow teachers to earn an additional certification or endorsement. Students can take the K-12 Online Teaching Endorsement program as a stand-alone option, add it to any School of Education program (certification or non-certification), add it to other APUS degree programs, or take courses from the endorsement program for professional development or recertification.

ENDORSEMENT OBJECTIVES:
Upon completion of this endorsement, the student will be able to:

- Use the knowledge of major concepts, theories, and research related to online learning and course development to design and construct online coursework.
- Demonstrate and use knowledge of online learning instructional formats to assess both the formats and their impact on student achievement.
- Evaluate and synthesize K-12 personalization best practices and their potential effect on learning. Examples include differentiated instruction, Response to Intervention (RTI), etc. Incorporate assessment instruments to help customize and personalize instruction; examples include Rosenberg's Self-Esteem Scale, Success Predictor, Personal Growth Initiative Scale, Emotional Intelligence Quotient, etc.
- Develop the ability to evaluate instructional technology and its value with regard to the improvement of student achievement including the application of SMART (Specific, Measurable, Achievable, Realistic, Timely) goals.
- Exhibit problem solving skills and the ability to analyze and respond to emerging trends and issues in education especially as they relate to technology instruction.
- Develop the depth of understanding required to discern student learning styles, whole child needs and their effect on online instruction required to effectively individualize or personalize online instruction for each student.
- Develop, identify, and evaluate the legal and ethical tests for fair use of copyrighted materials on the internet as well as development of ethical frameworks for use of computers and learning objects in educational settings.
- Successful integration of technology best practices into daily instruction in traditional classroom settings.

ENDORSEMENT REQUIREMENTS (15 SEMESTER HOURS)

- EDUC621 – Online Learning for the Adult and the K-16 Learner
- EDUC623 – Online Learning and Student Achievement
- EDUC625 – Instructional Design in Online Learning
- EDUC626 – Web 2.0 - Technology Integration
- EDUC629 – Personalized and Individualized Online Learning

TOTAL = 15 semester hours

Leadership and Logistics

This certificate is designed to provide students with a solid foundation with regard to leaders, the leadership process, and motivation as they explore the basic principles of business logistics. Topics include the theories of leadership and motivation, leadership power, leadership behavior, and leadership characteristics. Today's logistics leader operates not in a vacuum, but within an organization, a team, a department, a social system, and an intricate network of policies, communications, and procedures.

CERTIFICATE OBJECTIVES:

Upon completion of the certificate, the student will be able to:

- Define and compare the different concepts relating to supply chain management, logistics, and transportation and its usage in industry today.
- Conduct analysis of the different leadership styles in business today, with a focus on the logistics business in the public and private sector.
- Compare and contrast different leadership traits and strategies at all levels of a logistics and supply chain organization in the public and private sector.
- Demonstrate how to determine the necessary assessment techniques to quantify successful supply chain management.
- Analyze and explain different methods for establishing and reaching personal and professional goals.
- Define and demonstrate how to resolve management controversies, problems, and conflicts.
- Analyze different modes and models of management interactions and impacts as compared to public and private logistics organizations.
- Define and discuss the various facets and concepts in business logistics today.
- Evaluate possible solutions to issues from various business logistics problems, situations, and controversies.
- Demonstrate knowledge of how to evaluate the economic and international situations will influence management's assessment of logistics.
- Define how to leverage Internet and e-business capabilities for conducting logistics business in today's global marketplace.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- MGMT600 – Organizational Management
- MGMT605 – Leadership
- MGMT615 – Strategic Planning
- TLMT600 – National Transportation Management
- TLMT603 – Strategic Intermodal Transportation
- TLMT611 – Global Logistics Management

TOTAL = 18 semester hours

Logistics Management

CERTIFICATE OBJECTIVES:

Upon completion of this certificate, the student will be able to:

- Evaluate the importance of the maritime industry to the global economy.
- Evaluate the role of the maritime industry as part of the U.S. national defense.
- Measure the ways in which logistics processes contribute to meeting the financial goals of businesses.
- Evaluate customer service requirements and their relationships to the goal of driving logistics.
- Assess the role of logistics in optimizing supply chain management.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- TLMT501 – Transportation Policy and Planning
- TLMT600 – National Transportation Management
- TLMT601 – Transportation Economics
- TLMT603 – Strategic Intermodal Transportation
- TLMT607 – Port and Terminal Operations
- TLMT611 – Global Logistics Management

TOTAL = 18 semester hours

Middle Eastern Studies

This certificate will provide students seeking employment or career advancement in the area of Middle Eastern Studies the opportunity to gain a deeper understanding of the Middle East. With particular focus on culture, religion, and security, the certificate provides the student with a comprehensive understanding and appreciation of the region's complexity and uniqueness.

CERTIFICATE OBJECTIVES:
Upon completion of this certificate, the student will be able to:

- Explain the role of religion in the political, economic, and cultural life of the area.
- Assess the security issues of the region.
- Evaluate the impact of the Arab-Israeli conflict on the region.
- Examine the impact of U.S. policy on the region.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- IRLS660 – Seminar in Middle East Politics and Security
- IRLS661 – Politics and Security in the Persian Gulf
- IRLS662 – Middle Eastern Culture
- IRLS663 – Islam
- IRLS664 – Politics and Culture in Central Asia
- MILH669 – Arab-Israeli Conflict: Contemporary Politics & Diplomacy

TOTAL = 18 semester hours

National Security Studies

CERTIFICATE OBJECTIVES:
Upon completion of this certificate, the student will be able to:

- Appraise classic and contemporary theories, strategies, doctrines, and procedures related to the causes, conduct, and termination of armed conflict and the maintenance of peace.
- Compare the structures, functions, capabilities, and activities of national and international security community members.
- Assess and predict traditional and non-traditional threats to national and international security.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- NSEC501 – Institutions of National Security
- NSEC502 – Concepts of National Security
- NSEC503 – U.S. National Security
- NSEC504 – International Security

And select 2 courses from the following:

- HLSS501 – Homeland Defense
- INTL604 – Interagency Operations
- INTL652 – Terrorism: Assessing the Past to Forecast the Future
- MILS560 – Joint Warfare Theory and Practice
- MILS561 – Joint Warfare Planning and Implementation
- NSEC610 – National Security and Globalization
- NSEC611 – Covert Action and National Security
- NSEC612 – National Security and Diplomacy

TOTAL = 18 semester hours

Nonprofit Management

CERTIFICATE OBJECTIVES:
Upon completion of this certificate, the student will be able to:

- Know the role nonprofit organizations play in strengthening democratic and capitalistic societies.
- Understand the legal and moral responsibilities of executive and governance positions within nonprofit corporations.
- Appreciate the implications of tax-exempt status and its relationship to public service obligations under the law.
- Analyze the financing of nonprofit enterprise and obtain an appropriate mix of funding from the variety of funding streams available to nonprofit corporations.
- Achieve proficiency in designing and implementing a fundraising plan for a charitable nonprofit to augment other funding.
- Analyze the structure of the nonprofit enterprise to maximize the work of the organization through paid and volunteer staff and board members.
- Advocate for a nonprofit organization's mission including for changes in public policy to further the nonprofit's mission.
- Manage the human resources needed to staff charitable organizations.
- Craft policies for the governance and operation of nonprofit corporations.
- Analyze the performance of the governing body of the organization and attend to recruiting practices to build future capacity to fulfill the charitable mission.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- BUSN640 – Nonprofit Law, Governance, and Ethics
- BUSN641 – The Nonprofit Organization and Executive Leadership
- BUSN642 – Financial Management in Nonprofit Organizations
- BUSN643 – Nonprofit Fundraising, Planning and Implementation
- BUSN644 – Nonprofit Advocacy and Government Relations
- BUSN645 – Nonprofit Communications and Marketing

TOTAL = 18 semester hours

Object-Oriented Application Development

The lifeblood of an organization is Information Technology; it is a key business driver. This certificate examines the principles, practices, and methodologies of object-oriented analysis and design (OOAD), object-oriented programming (OOP), and object-oriented application delivery. It also assesses enterprise software development methodologies and appraises the principles of multidimensional databases for data warehousing and business intelligence.

This certificate prepares an IT professional to seek higher level career positions such as Systems Analyst, Senior Systems Analyst, Programmer Analyst, Senior Programmer Analyst, Application Designer, Application Developer, Software Designer, Software Developer, Data Warehousing Analyst, and Configuration Manager.

This program has specific admission requirements.

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

- Examine the phases, processes, deliverables, workflows, and methodologies used in object-oriented software development.
- Assess design processes using UML diagrams to perform object-oriented application design and development.
- Appraise the principles of design patterns and categorize the various application models into standard design patterns.
- Appraise the procedures, practices, and challenges in collaborative development of enterprise software applications.
- Analyze the principles of data modeling as applicable to multi-dimensional databases.
- Assess the principles and practices of software configuration management and version control.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- ENTD600 – Object-Oriented Analysis and Design (OOAD)
- ENTD610 – Object-Oriented Applications: Design and Development
- ENTD620 – Object-Oriented Applications: Integration, Quality Assurance, and Deployment
- ENTD640 – Enterprise Software Development Methodologies
- INFO640 – Data Warehousing and Decision Support Systems
- ITMG624 – Information Technology Project Management

TOTAL = 18 semester hours

Organizational Management

CERTIFICATE OBJECTIVES:
Upon completion of this certificate, the student will be able to:

- Examine complex organizations from the individual, interpersonal, group, and organizational level perspectives.
- Evaluate management issues in the context of technological, structural, cultural, human, and environmental factors.
- Manage organization change by assessing an organization and planning for and intervening in the organization for change.
- Engage in strategic planning in a meaningful and or leadership capacity.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- MGMT500 – Quality Management in Contemporary Organizations
- MGMT600 – Organizational Management
- MGMT603 – Organizational Development
- MGMT615 – Strategic Planning

And select 2 courses from the following:

- HRMT600 – Human Resource Management
- INFO531 – Management Information Systems
- MGMT604 – Organizational Crisis Management
- MGMT605 – Leadership
- PADM610 – Public Management

TOTAL = 18 semester hours

Post–Baccalaureate Teacher Preparation Certification

The Post-Baccalaureate Teacher Preparation Certification program is for secondary teacher candidates interested in preparing students for the future by improving the quality of teaching and learning in the public schools and ensuring that equal education opportunities exist for all K-12 learners. This is not a degree program, but rather meets the pedagogical requirements for teacher certification and is supplemented by teaching experience and/or testing, as per West Virginia state certification requirements. Twenty-four hours (24) of coursework are required at the graduate level.

Students found deficient in a particular content area may need to complete additional undergraduate courses in order to meet program requirements and to pass state certification tests. This West Virginia state-approved program is aligned with West Virginia Professional Teaching Standards (WVPTS) and International Society for Technology in Education (ISTE) standards. Candidates seeking certification in teaching are required to complete 125 hours of field experience prior to student teaching.

CERTIFICATE OBJECTIVES:
The Post-Baccalaureate Teacher Preparation Certification program seeks the following specific learning outcomes of its graduates. Upon completion of this certificate, the student will be able to:

- Apply the central concepts, tools of inquiry, structures, contemporary theories, and paradigms in education that develop a classroom climate to enhance the social, emotional, physical, and psychological aspects of students.
- Create and deliver lesson segments that reflect theory and practice.
- Demonstrate effective interpersonal communication skills of speaking, listening, reading, and writing when interacting with pupils, parents, teachers, and other school personnel.
- Design performance-based assessments and implement assessment, instruction, evaluation, and intervention plans.
- Use media and technology as tools for professional development and to promote student learning.
- Adjust teaching style and strategies without influence of bias to meet the needs of students regardless of cultural background, ethnicity, gender, learning style, at-risk condition and/or disability.
- Model professionalism and high ethical standards in the classroom, and develop appropriate strategies for self-evaluation as a means of assessing one's own professionalism and teaching effectiveness.
- Demonstrate knowledge and skill in classroom management and discipline using effective means to develop and maintain a positive classroom climate.

Students in this program must be physically located in proximity to a school district where the right to conduct on site observations will be allowed.

Any background check requirements, including fees, for the selected schools district are the student's responsibility.

CERTIFICATE REQUIREMENTS (24 SEMESTER HOURS)

- EDUC502 – Foundations of Curriculum and Instruction *(required first course but may be taken concurrently with another course)*
- EDUC518 – Educational Psychology
- EDUC526 – Secondary Teaching Strategies
- EDUC548 – Content Area Literacy
- EDUC560 – Special Education Topics
- EDUC636 – Effective Instruction for the Inclusive Classroom
- EDUC650 – 21st Century Teaching and Learning
- EDUC697 – Clinical Supervision *(must be completed as final course)*

TOTAL = 24 semester hours

Security Management

CERTIFICATE OBJECTIVES:
Upon completion of this certificate, the student will be able to:

- Ascertain and evaluate the aspects of vulnerabilities, threats, and countermeasures, as they pertain to assets protection.
- Analyze the security concepts in various programs including personnel security, information security, and physical security.
- Assess the methodologies of resource allocation as it pertains to applying appropriate security through the use of protective services.
- Conduct risk assessment analysis of computer facilities including identifying types of threats and probabilities of occurrences.
- Describe and apply various security management plans and principles appropriate to crisis situations and distinguish the management approaches to threats.
- Distinguish between industrial and economic espionage that present threats to either business or government organizations.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)
Select 6 courses from the following:

- CMRJ601 – Cases in Executive Decision Making
- SCMT507 – Assets Protection and Loss Prevention Management
- SCMT508 – Evaluation of Security Programs
- SCMT509 – Contemporary Issues in Security Management
- SCMT536 – Protective Services
- SCMT537 – Computer Crime
- SCMT538 – Industrial Espionage
- SCMT544 – Security Architecture

TOTAL = 18 semester hours

Space Studies

CERTIFICATE OBJECTIVES:
Upon completion of this certificate, the student will be able to:

- Assess the laws of planetary motion and gravitation illustrating the effects that gravity has on two-body mechanics and analyze spacecraft maneuvers including transfer orbits and rendezvous.
- Distinguish organizations that are critical to the success of the technological advance of space infrastructure in the United States.
- Evaluate the political and commercial significance of major national and international space missions, projects, and operations.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- SPST500 – Research Methods in Space Studies
- SPST501 – Introduction to Space Studies
- SPST502 – Introduction to Orbital Mechanics
- SPST503 – Chronology of Space
- SPST504 – Remote Sensing Satellites
- SPST505 – Space Warfare

TOTAL = 18 semester hours

Sports Management

CERTIFICATE OBJECTIVES:
Upon completion of this certificate, the student will be able to:

- Recognize the impact of laws, rules, and regulations on the sports industry.
- Distinguish and interpret how the sports industry is influenced by economic and financial pressures.
- Compare and contrast how marketing professionals use the media to capture the attention of the public in terms of increasing the visibility of sports in today's marketplace.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- LSTD601 – Sports Law
- SPMT607 – The Sports Industry
- SPMT609 – Sports Marketing, Promotion, and Public Relations
- SPMT610 – Sports Finance
- SPMT611 – Economics of Sport
- SPMT613 – Sports Entrepreneurship

TOTAL = 18 semester hours

Strategic Leadership

Not open to students who select this as a concentration in the MA - Military Studies.

CERTIFICATE OBJECTIVES:
Upon completion of this certificate, the student will be able to:

- Discern and assess the domestic and international contexts that shape the behavior of state and non-state actors and affect the formulation of national security policies.
- Explain the history of strategic developments and geopolitical concerns that influence military planning and execution from the mid-20th century through the modern era.
- Compare and contrast the defense policies of nations in Europe and Asia that have had to deal with enormous changes following the Eastern Bloc's collapse.
- Compose an analysis of the characteristics of leadership common to great military leaders and appraise the decision-making skills that are inbred and/or learned by the great leaders.
- Assess the conventional and unconventional joint warfare of the future in light of technological change and the information age, non-state military threats, rogue regimes, and clashes of culture between regions.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- IRLS506 – History of American Foreign Policy
- IRLS600 – Strategic Geography and Geopolitics
- IRLS605 – Comparative Defense Policies
- MILS512 – Great Military Leaders
- MILS514 – The Making of Strategy
- MILS620 – Studies in Future War

TOTAL = 18 semester hours

Terrorism Studies

Not open to students who select this as a concentration in the MA - National Security Studies or the MA - Intelligence Studies.

In the aftermath of September 11, 2001, attacks on the United States, political and military leaders are still grappling with strategies to combat terrorism. Terrorist groups and their strategies and tactics continue to evolve and mature in their capabilities posing ongoing challenges to counterterrorism community.

CERTIFICATE OBJECTIVES:
Upon completion of this certificate, the student will be able to:

- Assess the terrorist threat to U.S. National Security.
- Analyze the likelihood of future terrorist attacks.
- Assess the role of the U.S. intelligence community in addressing the terrorist threat.
- Demonstrate proficiency in the use of selected research methods and tools.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- INTL500 – Research Methods in Security and Intelligence Studies - Intel Majors
- INTL650 – Counterterrorism
- INTL652 – Terrorism: Assessing the Past to Forecast the Future

And select 3 courses from the following:

- EDMG565 – Consequence Management: Terrorism Preparation and Response
- HLSS522 – Weapons of Mass Destruction and the New Terrorism
- HLSS523 – Domestic Terrorism and Extremist Groups
- INTL614 – Assassination: History, Theory, and Practice
- INTL634 – Threat Analysis
- NSEC614 – Political Psychology of Terror Groups

TOTAL = 18 semester hours

World War II Studies

Not open to students who select this as a concentration in the MA - Military History.

CERTIFICATE OBJECTIVES:
Upon completion of this certificate, the student will be able to:

- Discern and critique the strategies, tactics, leaders, and lessons learned during the fighting in the China-Burma-India Theater, New Guinea, the Solomon Islands, the Aleutians, and in the Philippines.
- Explain and assess the strategy, tactics, and leadership from the blitzkriegs into France, the Balkans, and the Soviet Union to the campaigns in North Africa and Italy.
- Explain and assess the Allied victory in Europe to include the generalship and decisions concerning the amphibious invasions, airdrops, and the crossing of the Rhine.
- Distinguish the politics, political leadership, and diplomacy in Germany, Japan, and Italy that enabled the rise of the respective countries' Axis leadership that ruled during World War II.
- Distinguish the political leadership that defined the Allied powers of the United States, Great Britain, and Russia before, during, and post-World War II.

CERTIFICATE REQUIREMENTS (18 SEMESTER HOURS)

- HIST560 – World War II in Context
- MILH510 – Studies in U.S. Military History
- MILH551 – World War II in Europe
- MILH552 – World War II in the Pacific
- MILH553 – Axis Powers: Politics, Political Leadership, & Diplomacy
- MILH554 – Allied Powers: Politics, Political Leadership, & Diplomacy

TOTAL = 18 semester hours

Business

BUSN500 Quantitative Methods for Decision Making (3 hours)
This course prepares the graduate student for quantitative and qualitative methods used in business administration. BUSN500 is a methodological foundation from which the student can apply proven statistical and scientific methods in the remainder of the graduate program.

BUSN601 Global Management Perspective (3 hours)
This course examines issues and functions that business managers face within the context of day-to-day operations and long-term planning of the organization. Topics include strategic management, legal issues, marketing, law and ethics, and global dimensions of businesses.

BUSN602 Managerial Analysis (3 hours)
This course introduces fundamental concepts of accounting principles, financial tools, and economic analysis for effective managerial decision-making. Topics include the role of the financial manager in the organization, concepts, and principles underlying financial accounting practices, financial statement analysis, budgeting, and economic analysis for decision makers.

BUSN603 Quantitative Analysis (3 hours)
This course explores management problems and the role of decision-making models and tools in resolving business problems. The application and use of information systems in decision-making is assessed. Students apply system and quantitative analysis to an integrated case study.

BUSN620 Strategic Management (3 hours)
THIS COURSE WILL REQUIRE A PROCTORED EXAM. This course is a culmination of the business functions to incorporate them into a coherent, profitable, sustainable business strategy. This course includes strategy information, decisions, and techniques of industry leaders.

BUSN621 Entrepreneurship (3 hours)
This course will provide an experiential introduction to the creation of a new business enterprise. Topics will include the traits of successful entrepreneurs, generating business opportunities, screening opportunities, "the window of opportunity," the venture team, family businesses, management/marketing/financial skills needed, "entrepreneurship," etc.

BUSN622 Small Business Strategy (3 hours)
This course focuses on problems and opportunities encountered by small business owner-managers as they seek to accomplish growth in their enterprises. Approaches to selecting growth opportunities, acquiring and allocating resources, motivating employees, and maintaining control while not stifling the entrepreneurial spirit are emphasized. Topics covered include models of growth, the manager's propensity for and ability to manage growth, organizational life cycles, professionalizing family and lifestyle businesses, financial planning, control and accountability, market analysis, and the changing role of the board of directors. Students will develop a business plan emphasizing growth of an existing business.

BUSN623 Legal & Ethical Issues in Management (3 hours)
This course examines the area of business law and applies it to the business environment. Traditional topics covered include: the legal environment of business, contract law, property, sales contracts, commercial paper, agency law, ethics and the regulatory environment. The course also examines the issue of the global economy from the view that the largest companies dominate in the creation of jobs and technological innovation.

BUSN624 Principles of E Commerce (3 hours)
This course introduces the student to the concepts and terminology of modern e-commerce approaches. It includes topics on marketing, web technologies, security, legal issues, imaging, search engines. The emphasis will be to develop an understanding of the underlying principles of e-business.

BUSN625 Applied Decision Making (3 hours)
This is a course in business analysis. This course investigates the advanced analysis methods and techniques used to solve modern business problems. The course emphasizes the most successful methods from business statistics, production and operations management, management science, and operations research fields of study. Students will be required to synthesize material from several major fields of study in order to apply it in this course. The capabilities of Microsoft Office will be used extensively throughout the course to illustrate the application of these methods and techniques to the analysis and solution of modern business problems. The course will first investigate the types of problems faced by businesses in the both the production and service areas. Methods of analysis will be investigated to solve these type problems including probability concepts and their applications, statistical quality control, process design, forecasting, inventory control, waiting line models, transportation and assignment methods, decision analysis, and simulation modeling.

BUSN630 Virtual Organizations (3 hours)
This course focuses upon the problems and challenges of managing individuals, groups, and organizations in a virtual or distributed environment. Virtual means that work is accomplished by interdependent people performing at different time or places, or across organizations. This course addresses current topics associated with the new forms of organizing that new technology and accompanying strategic changes promote. The student will examine online business models, sources of competitive advantage in e-commerce, and techniques for evaluating opportunities. In this context, the student will also discuss ways in which e-commerce organizations differ from conventional organizations and how to create e-commerce alliances. Issues include a focus on social interactions; the social, political, economic, and technological contexts of virtual communities and the limits for their sustenance.

BUSN631 Technology and Innovation (3 hours)
This course will investigate and demonstrate the planning and implementation of strategies that help organizations improve productivity, satisfaction, and responsiveness to the environment. The course views management from the perspective of human systems and organizational development, technological innovation, and strategic management.

BUSN635 Business Plan Development (3 hours)
This course is designed to provide the student the skills necessary for developing a comprehensive effective written implementation plan for a new business venture. The key to this class is that a "business plan is more than a strategic plan". The key differences are both implementation and possible review by "outsiders." This course deals with the critical decisions and action steps that entrepreneurs must make in both planning and executing a new venture. The course focuses on "doing" rather than on mere "facts about business development and plan writing." It will concentrate on creative solutions to resource generation and utilization. The business plan is often a selling document to those who may be interested in the business venture for a variety of reasons. Therefore it must reflect the concept's viability and business model, the environment in which the firm operates, and the expertise of the management team to execute the plan.

BUSN640 Nonprofit Law, Governance, and Ethics (3 hours)
A survey of the legal structure that defines and regulates the nonprofit sector and an examination of fundamental governance issues in nonprofit corporations. The focus of the course is on the board of directors (trustees) and the executive director and their fiduciary responsibilities established both by law and by the moral imperatives from actions on behalf of the public interest.

BUSN643 Nonprofit Fundraising Planning and Implementation (3 hours)
A comprehensive analysis of the dimensions of philanthropy in the United States, the structure of effective fundraising programs, and the competencies needed by successful fundraisers. The course also examines the motivations of donors, impact of tax policy on giving, and resources available for nonprofit fundraisers.

BUSN644 Nonprofit Advocacy and Government Relations (3 hours)
This course is a specialized course for nonprofit managers and those involved in advocacy and lobbying activities on behalf of a nonprofit organization. A pervasive myth claims that charitable nonprofits, 501(c)(3)s are not permitted to engage in lobbying activities. In fact, the Internal Revenue Code allows generous provisions for lobbying. In addition, advocacy has been recognized as an important function for nonprofit managers to further their charitable missions. As with other functions of the nonprofit organization, advocacy and government relations activities must be planned, budgeted for, and managed.

BUSN645 Nonprofit Communications and Marketing (3 hours)
Nonprofit organizations advance their missions through marketing and communications strategies. This course presents the basics of marketing principles that nonprofit managers need to develop and implement a marketing plan. This overview demonstrates various reasons for marketing, either for a specific fundraising goal, such as a capital campaign, or communicating a position on a policy issue. Students learn specific steps needed to craft a marketing plan. Steps include a context analysis, an analysis of strengths and weaknesses, creation of core message development, and audience identification. The course provides tools for identifying the objectives, goals, strategies, and tactics needed to implement a marketing plan. Students work with case exercises throughout in order to shed light on trends and best practices in nonprofit communications and marketing, including social media, crisis management, and working with the press.

BUSN698 Separate Comprehensive Examination (0 hours)
Comprehensive final examination for students in the Master of Business Administration program. The "Comprehensive Final Exam" is tailored specifically to each program and must be taken after students have completed 36 or 39 hours of study, depending upon the student's catalog requirements (i.e. during the semester following the final course) and successfully completed before the award of a degree.

BUSN699 Business Administration Practicum and Integration Project (3 hours)
The Master of Business Administration is a multi-faceted degree that allows a student to select one of several areas of specialization within business including entrepreneurship, global business management, organization behavior, and information technology management. At its core the MBA program seeks to develop an advanced understanding of organizational theory to the complex business enterprise's operations, to leverage technology to enhance business capabilities and apply the knowledge of financial theory and strategy to achieve management objectives. The ability to apply learning to practice is a key requirement for demonstrated success in learning. To achieve and demonstrate learning, a practicum and integration seminar is offered to students in this degree as an alternative to the comprehensive exam. This option can be undertaken by any student seriously interested in the integration and application of theory and practice. Students selecting this option are exempt from comprehensive exams. The course requires that the student:

- Identify and obtain approval for an organization or project of interest
- Select and obtain an approval for a workplace mentor
- Complete a 120 hour practicum in the approved organization under the guidance of the mentor
- Keep a log of work completed to be signed by the mentor
- Submit a 25 page integrative applied research paper using Kolb's experiential learning cycle as the basis for reflection on that experience.

The experiential or practical component of the class aims to apply learning in an aspect of interest related to the degree and concentrations of the student's areas of specialization. It is understood to be a supervised practicum that requires approval by APUS before entering into the relationship with the organization. The selection of an organization or site for the practicum must relate to the content of the student's course work and/or concentration. Goals of the applied practicum and integration seminar will be submitted by the student for approval using an application for approval to the Faculty member, Program Director and Dean of Graduate Studies. The organization will serve as an opportunity to experience the practice of an area of management related to the focus of the student's degree. This option will act as a capstone of the student's program and is to be completed in the student's final semester.

Criminal Justice

CMRJ500 Criminal Justice Ethics (3 hours)
This course is an examination of issues of professional and ethical behavior within the criminal justice system. Key issues examined include professional behavior of the individual and the agency. Current topics such as sexual harassment, accreditation and maintenance standards, and community relations are discussed.

CMRJ501 Criminology (3 hours)
This course will review and describe the various theories and implications of criminal acts in relation to behavior discipline, causative and scientific aspects. Analysis of criminal and non-criminal behavior is addressed regarding certain causes, controls, and legal aspects. Crime is analyzed from an interdisciplinary study of social problems and social responsibility perspectives. Distinctions are addressed regarding criminal behavior of perpetrators of serious criminal acts and the concept of social relativity to the study of criminality.

CMRJ504 Drugs, Justice, and Society (3 hours)
This course will discuss the role in establishing alcohol and other drug policies and the development of regulations for the implementation of federal policy. In addition, this course will focus on federal, state, and local agencies effects on addressing the drug problem and examine the impact of federal policy at the local level.

CMRJ505 Research Methods in Criminal Justice & Security (3 hours)
This course focuses on research design for criminological studies or security principles depending on the major selected. There is an emphasis on data collection methods and measurements of validity and reliability. The successful student will be able to gather and develop criminal justice/security research material into analytic data that can be easily interpreted. Students will learn the appropriate methods of assessing quantitative and qualitative data. Additionally students will learn the proper citation methods in APA. This course should be taken as one of the student's first three courses.

CMRJ506 International Crime (3 hours)
This graduate course examines and compares the legal and criminal justice systems of different nations. It focuses on historical, political and social factors, and explains their influence on legal institutions and systems of justice with a particular focus on the nations of Europe, South America, Asia and the Middle East. The course will place particular emphasis on law enforcement, courts and corrections across the globe. Students will focus on criminal justice systems across the globe in order to help enhance the understanding of how the criminal justice system of the United States functions within the community of nations.

CMRJ507 Principles and Theory of Security Management (3 hours)
The course focuses on advanced administration and management issues related to corporate security functions, including strategic and operational management, risk management, contract security services, management of emergencies and loss prevention. Students will assess vulnerabilities and recommendations of the 9/11 Commission Report on terrorist attacks upon the Unites States. Facility protection standards are used to determine appropriate courses of action, from a security management perspective, using threat models and risk assessment concepts. Research is required and application of critical thinking is applied to address external threats and countermeasures. Practical exercises are conducted to apply research findings.

CMRJ512 Police Administration (3 hours)
The student will develop and evaluate policies and procedures in all phases of police administration. These include judicial decisions, which impact the legal status of the operation of police agencies. Additionally, administrative issues inherent in both large and small police organizations are assessed including: the history and context of police administration, police organizational tasks, leadership in the police organization, the role of the police manager, and the role of citizen oversight. Oversight committees addressing police accountability for community enforcement services are analyzed.

CMRJ515 Sexual Exploitation/Children (3 hours)
This course will discuss the social and legal problems involved with sexual exploitation of children. Major issues that will be examined in this course will be child pornography, prostitution, pedophiles, law enforcement sexual offender databases, and victimization.

CMRJ518 Deviant Behavior (3 hours)
This course addresses the definitions of deviant behavior and the causes and roots of violent behavior. It identifies what social deviance is and who is considered to be deviant in today's society. The sociological and psychological issues are reviewed as they pertain to the methods of sentencing and the criminal justice system's approach to violence. In addition, the theory of prevention and treatment methods are studied as they relate to the criminal justice system.

CMRJ522 Forensics (3 hours)
Students will examine the role of forensic science in the investigation of crime by introducing the non-scientific student to the field. Through applications to criminal investigations, clear explanations of the techniques, and the abilities and limitations of modern crime labs, the course covers the realm of forensics. The various types of physical evidence normally encountered in criminal investigations will be studied with regard to collection and packaging techniques. Combining case stories with applicable technology, this course serves as an introduction to the field of forensic science investigations.

CMRJ524 Organized Crime (3 hours)
This course examines the historical roots of organized criminality. Structural models are compared for understanding emerging groups. Special attention is paid to dependencies and cooperation among ethnicities. Additionally, there will be a review of the activities associated with organized strategic aspects (i.e. profit-oriented ventures such as extortion, credit card fraud, counterfeiting, prostitution, drug trafficking, smuggling) and tactical issues (i.e. activities that support the criminal organization such as money laundering, violence, corruption, recruitment).

CMRJ525 Negotiations: Crisis and Hostage (3 hours)
An examination of how to effectively manage critical incidents and hostage situations in law enforcement and corrections. Combining principles and applications from criminal justice, psychology, sociology, communications, business and other disciplines, this course presents an effective conceptual framework students can apply in high-pressure situations.

CMRJ526 Drug Cartels and the Narcotics Threat (3 hours)
This course covers the development of the cartels and their organization, production, and distribution networks. It also provides an overview of U.S. counter-drug efforts and basic information on illicit drugs.

CMRJ531 Criminal Profiling (3 hours)
This course will examine in detail crimes such as murder, serial killing, rape, and related crimes of violence from a sociopsychological profiling perspective. Topics covered will include the foundations of criminal profiling, the elements and goals of criminal profiling, multidisciplinary theory, victimology, geographic profiling, the scientific method as applied to behavioral theories, and ethical considerations. Modus Operandi and Signature behaviors will be analyzed, and inductive and deductive profiling methods will be assessed.

CMRJ601 Cases in Executive Decision Making (3 hours)
This course is a study in the major decisions made by law enforcement executives from a variety of levels and locales. These decisions include issues in crisis management as well as inter-relationships among community leaders with police executives. Management styles are addressed to determine the most effective methods of implementing solutions to macro social community problems. Additionally, strategic decision-making processes are assessed to evaluate fairness and the aspects of voluntary cooperation and attitudes of all parties. The intent of the course is to provide a thorough analysis of executive decision making from which the student can appreciate the strengths and weaknesses executive decisions while reflecting on the student's own style and approach to decision making.

CMRJ690 Independent Study: Criminal Justice (3 hours)
This Independent Study is an opportunity for Criminal Justice or Security Management graduate students to pursue an independent research project under the mentorship of a single professor. Students must complete 24 credits of study before taking this course. Participation is at the discretion of the faculty member. The course requires a major research paper; there will be no examination. Students will submit a request to take the independent study to the Registrar and will include the name of a faculty with whom they have coordinated. Prior to registering, students should first contact the professor with whom they wish to mentor their independent study, coordinate an agreement on the grading requirements, and then NOTIFY their academic advisor with the name of their professor. The final approval to take the independent study will be made by the Program Director.

CMRJ698 Separate Comprehensive Examination (0 hours)
THIS COURSE WILL REQUIRE A PROCTORED EXAM. Comprehensive final examination for students in the Master of Arts in Criminal Justice program. The "Comprehensive Final Exam" is tailored specifically to each program and must be taken after students have completed 36 hours of study (i.e. during the semester following the final course) and successfully completed before the award of a degree.

CMRJ699 Master's Capstone Seminar in Criminal Justice (3 hours)
Preparation for the Criminal Justice research seminar begins on day one of a student's graduate program of study. The theories, research methods and analytical skills, and substantive knowledge obtained through their master's curriculum provide the basis for the research seminar project. Students will support the thesis effort, including gathering bibliographic and reference materials on the research seminar topic including developing individual course research papers that may become sections of the final research seminar. Students will address the requirements as described in the syllabus and classroom assignments. The research seminar proposal shall be prepared in accordance with the standards of the academic discipline. The research seminar proposal must provide a clear and lucid description of a question or problem and a proposed method of answering the question or solving the problem. Guidance on the format of the research seminar proposal and a sample proposal are contained in the APUS Thesis Manual. Students may take the research seminar after all other course completions. It is an option in lieu of the Comprehensive Exam.

Education

EDUC500 Philosophy of Education (3 hours)
This course explores the underlying principles and philosophical foundations of teaching and education and examines how teachers function on the basis of a set of assumptions and beliefs regarding what they teach, how they teach, and to what end they teach. Candidates will consider the origin, tensions and arguments surrounding the character of American education. They will also explore their own assumptions and gain a critical understanding of the philosophical foundations by entering into conversation with others that have also engaged in a deep exploration of the perennial human questions as they pertain to the conceptualization and practice of education. Prominent philosophies that underlie current educational thought and practice of education/teaching are also examined.

EDUC501 Human Growth and Development (3 hours)
This course examines theories of child, adolescent, and young adult development and learning. It introduces a comprehensive view of human development across the lifespan, drawing on the application of major theoretical positions - both historical and current. Developmental themes are discussed in terms of their application to typical and atypical human development in children, adolescents, and young adults. Concepts related to the significant role that transitions play in development throughout the lifespan will be integrated throughout the course. Application of theory to the school setting in the areas of learner development, learner styles/differences, the nature of the learner, and learner motivation are discussed. Topics also include the impact of culture and diversity on learning. (Prerequisite: EDUC505).

EDUC502 Foundations of Curriculum and Instruction (3 hours)
The Foundations of Curriculum and Instruction course focuses on applying curricular theory to best practices to the 21st century classroom setting. Planning for instruction and evaluation of learning are the two focal points of this experience. This course is designed as an introduction to the systematic process of planning for effective classroom instruction and assessment, as these tasks relate to contemporary curricular concepts. The skills needed for writing learning objectives and instructional plans for various domains of learning will be taught by placing an emphasis on setting goals and objectives for instruction; planning activities and assessments based on cognitive, social, affective, and psychomotor factors; and designing appropriate means of assessing those learning objectives. Special attention will be given to the related use of technology in the development of effective and systematic learning environments in the 21st Century classroom. This will include a basic recognition of computer hardware and software, capabilities and limitations of technology, evaluating programs and technological resources, and the effective use of various technologies in the classroom.

EDUC503 The Professional Educator (3 hours)
This course is intended to provide individuals with the knowledge and skills needed to succeed in the Master of Education program. Students will explore what it means to develop as a professional educator and how this impacts teaching and learning. The course examines the significance of various educational theories, historical developments, philosophies, pedagogical approaches, basic research designs, and educational paradigms. Students will discover how different social, emotional, physical, and ethical issues impact various aspects of K-12 classrooms, and other instructional settings. Effective use of technology as a tool in educational situations will be emphasized, as well as how educational research can alter classroom practice.

EDUC504 Curriculum, Instruction, and Assessment (3 hours)
This course examines curriculum, instruction, and assessment in the context of various standards and accountability and their relationships to improvement in student learning, based on sound pedagogical approaches. It explores theories, methods, and procedures underlying the development and design of instruction and also the interrelationships among curriculum, instruction, and assessment. The methodology for developing curriculum which will meet the needs of a heterogeneous student body, including the special needs of exceptional students, is presented. The importance of alignment to learning outcomes and the necessity for valid assessments are discussed. Methods of record keeping, grading, and reporting; use of assessment data; and test preparation are presented; and implementation issues related to accountability, planning, and collaboration are addressed. The use of technology to assist with accurate assessments is presented.

EDUC505 The Professional School Counselor (3 hours)
The Professional School Counselor is an introductory course that sets the stage for future in-depth study in the School Counseling program. This course covers the history of the School Counseling profession and its integration into the total educational program. The roles and functions of professional school counselors presented are in alignment with the American School Counselor Association (ASCA) National Model and the standards established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Candidates are required to conduct interviews with practicing school counselors during this course. While observation hours are not required they are strongly encouraged for a full course experience. Candidates are therefore advised to verify that they will have access to a practicing school counselor and preferably also to classroom settings prior to scheduling the course during summer months.

EDUC506 The Professional School Leader (3 hours)
This course is intended to provide the requisite skills one needs to become an effective school leader. Course activities involve having the potential leader examine the qualities of effective leadership. Definitions of leadership, effective approaches to leading change, the importance of transitions when one is attempting to lead change, and the need for effective communication are key course topics. Students will be expected to construct an administrative philosophy that will function as a hybrid between an evaluation of the school community and the administrative approach they would wish to take if given the opportunity to lead.

EDUC507 Professional Orientation and Ethical Practice (3 hours)
Professional Orientation and Ethical Practice covers the development of professional dispositions and ethical and legal foundations of the counseling profession especially as it relates to practice in the public schools. This course examines critical issues in the practice of the profession of school counseling, providing information relating to ethical standards and codes, legal responsibilities, counselor responsibilities and professional identity, and related professional organizations. Overall, candidates are prepared to provide fundamental school counseling services to diverse populations in an ethical and professional manner

EDUC508 The Professional Educator Certification Track (3 hours)
This course is intended to provide certified teachers with the knowledge and skills needed to succeed in the Master of Education program. Students will explore what it means to develop as a professional educator and how this impacts teaching and learning. The course examines the significance of various educational theories, historical developments, philosophies, pedagogical approaches, basic research designs, and educational paradigms. Students will discover how different social, emotional, physical, and ethical issues impact various aspects of K-12 classrooms. Effective use of technology as a tool in educational situations will be emphasized, as well as how educational research can alter classroom practice.

EDUC509 The Professional School Leader-Certification Track (3 hours)
This course is intended to provide the requisite skills one needs to become an effective school leader. Course activities involve having the potential leader examine the qualities of effective leadership. Definitions of leadership, effective approaches to leading change, the importance of transitions when one is attempting to lead change, and the need for effective communication are key course topics. Students will be expected to construct an administrative philosophy that will function as a hybrid between an evaluation of the school community and the administrative approach they would wish to take if given the opportunity to lead.

EDUC512 Diversity and Communication in Education (3 hours)
This course examines issues relating to the skills that promote equal learning opportunities in the classroom, including effective approaches to working with colleagues, staff, parents, and students who are culturally, ethnically and socio-economically diverse. Interpersonal communication skills – to include speaking, listening, reading, and writing - and their effect on individuals, organizations, and communities will be discussed. Topics examined include ethnic, cultural, gender, class, religious, and linguistic diversity, as well as human exceptionality. The use of technology as an aid to effective communication will be presented. Laws and issues that have a bearing on curriculum and instruction for exceptional students will be examined.

EDUC513 Critical Perspectives on Diversity and Culture (3 hours)
This course, designed for educators, examines issues related to promoting equitable learning opportunities in the classroom, including effective approaches to encourage collaboration among colleagues, staff, parents, and students who are culturally, ethnically and socio-economically diverse. Interpersonal communication skills – to include speaking, listening, reading, and writing - and their effect on individuals, organizations, and communities will be discussed. Topics examined include ethnic, cultural, gender, class, religious, and linguistic diversity.

EDUC514 Critical Perspectives on Diversity and Culture Certification Track (3 hours)
This course, designed for practicing educators, examines issues related to promoting equal learning opportunities in the classroom, including effective approaches to encouraging collaboration among colleagues, staff, parents, and students who are culturally, ethnically and socio-economically diverse. Interpersonal communication skills – to include speaking, listening, reading, and writing - and their effect on individuals, organizations, and communities will be discussed. Topics examined include ethnic, cultural, gender, class, religious, and linguistic diversity.

EDUC515 Helping Relationships (3 hours)
Helping Relationships provides an understanding of the counseling process especially as it relates to practice in school settings. Special attention is given to the counselor qualities and skills that influence helping. Candidates develop fundamental counseling and consultation skills including listening, relationship building, interviewing, and assessment. Discussions also include the effects of social and cultural diversity on the helping relationship. Candidates learn how to incorporate skills into a comprehensive school counseling program that helps facilitate the development of children, adolescents, and teens. Professional issues as they relate to ethics, legal considerations and diversity concerns also are examined. (Prerequisite: EDUC505 and EDUC507).

EDUC518 Educational Psychology (3 hours)
This course examines the theoretical and applied aspects of learning, motivation, human development, personality, assessment, and evaluation in the educational setting. Content includes the study of learning theories as well as cognitive, emotional, and social learning processes that underlie education and human development to include affective processes and socialization. Emphasis is placed on developing skills to better understand learners to foster improved learning, influence and manage classroom learning, and recognize and consider individual differences.

EDUC520 The Principalship (3 hours)
This course examines the role of the principal as an instructional leader and how the principal can manage educational programs, personnel, and facilitate professional development among staff. Particular emphasis will be given to the role of the principal as the facilitator of learning and school improvement, as well as supervising and evaluating teachers for the improvement of instruction. Emphasis will also be given to the organization and structure of schools, and the necessary skills for effective district and building management. Students will learn how to organize tasks and projects. The administrative skills required for practice teacher supervision and observation techniques, model, theories, and systems will be presented. System and continuous-improvement processes as they apply to school improvement will be discussed. Students explore community attitudes, cultures, communication strategies, and resources to evaluate and improve internal and external home-school-community relations and adjust local policy to state and federal requirements, and use technology to obtain information on policy and political influences. Students will demonstrate an understanding of the role of technology in improving learning for all students and promoting professional development activities for faculty and staff.

EDUC522 Supervision of Instruction (3 hours)
This course will study the ways in which teachers and educational professionals incorporate instructional leadership into their organizational behavior and create instructional practices that raise levels of teaching and learning. The course focuses on teachers as leaders, the importance of teacher leadership to improve outcomes in educational settings, and Professional Learning Communities (PLCs). (Prerequisite: EDUC503).

EDUC523 Supervision of Instruction Certification Track (3 hours)
This course will study the ways in which school personnel can incorporate instructional leadership into their organizational behavior and work with teachers to create instructional practices that raise the level of teaching and learning in the classroom. Candidates will learn how to use aspects of effective teaching strategies when working with teachers during the observation/walk-through process. Strategies for coaching and mentoring teachers for improved student achievement will be presented. Candidates will apply new communication concepts and tools and practice coaching and feedback strategies. Attention will also be given to analyzing and interpreting assessment results and other instructional data and how to deliver effective professional development to improve teaching and learning. (Prerequisite: EDUC509).

EDUC524 The Exceptional Classroom Manager (3 hours)
This course is designed for the education professional and focuses on positive classroom management approaches and strategies. This course reviews models of classroom management as well as the fundamentals of behavioral change. Students will explore the impact of legislation such as No Child Left Behind (NCLB) and the Individuals with Disabilities Education Act of 2004 (IDEA) including Positive Behavioral Interventions and Supports (PBIS). In this course, students will focus on implementing strategies for class-wide, small group, and individual intervention as well as methods for monitoring student progress. (Prerequisite: EDUC503).

EDUC525 Classroom Management (3 hours)
This course examines classroom-management models and theoretical and empirical approaches to classroom management. The course helps candidates develop appropriate classroom-management decision making and problem solving skills, explores the merits and limitations of each classroom-management model, and examines the rationale when each approach to classroom management could be most appropriately implemented. The course also presents concepts of extrinsic and intrinsic motivation; the concept of self-motivation; assertive, positive, and cooperative discipline; and examines the relationships among classroom environment, classroom behavior, and learning. In this course s will focus on implementing interventions for preventing and managing routine and disruptive discipline problems in a practical manner to include establishing effective classroom rules and procedures, relationships, role of parents, and helping students contribute to a positive learning environment that is relevant to their lives. Information provided in this course is directly linked to the Interstate New Teacher Assessment and Support Consortium (INTASC) standards.

EDUC526 Secondary Teaching Strategies (3 hours)
This course introduces candidates to a variety of pedagogical approaches from the objectivist, constructivist and social family of learning models. Through case study analysis, candidates will critically assess the syntax of instructional models that can be applied across a variety of content areas. Candidates will demonstrate their understanding of various teaching models and integrated model constructs through the development of lesson plans in their content area. As part of this process it is expected that cross-modal approaches to content exploration will be developed, which in turn can be transitioned into classroom application. In addition, candidates will become engaged in critical analysis and evaluation of these lesson plans in order to develop a selfreflective approach to praxis.

EDUC530 Assessment, Evaluation, and Testing I (3 hours)
This course examines individual and group approaches to assessment, evaluation, and the basic concepts of standardized and nonstandardized educational and psychological testing. Candidates learn the appropriate methods for selection, administration, and interpretation of tests. Research and statistical concepts such as reliability, validity, and standard error of measurement are reviewed. Candidates also become familiar with the most frequently used personality, educational, clinical, intelligence, and special population instruments. Discussions include historical perspectives regarding assessment, testing ethics, and use of instruments with diverse populations. (Prerequisite: EDUC505).

EDUC531 Maximizing Student Achievement Through Effective Assessment (3 hours)
Educators learn the appropriate methods for selection, administration, and interpretation of assessments in K12 education, and other instructional settings. Research and statistical concepts such as reliability, validity, and standard error of measurement are reviewed. Educators also become familiar with the most frequently used personality, educational, intelligence, formative, and summative assessments. Discussions include historical perspectives regarding assessment, testing ethics, and use of instruments with diverse populations. (Prerequisite: EDUC503).

EDUC532 Assessment, Evaluation, and Testing I Certification Track (3 hours)
This course examines individual and group approaches to assessment, evaluation, and the basic concepts of standardized and nonstandardized educational and psychological testing. Candidates learn the appropriate methods for selection, administration, and interpretation of tests. Research and statistical concepts such as reliability, validity, and standard error of measurement are reviewed. Candidates also become familiar with the most frequently used personality, educational, clinical, intelligence, and special population instruments. Discussions include historical perspectives regarding assessment, testing ethics, and use of instruments with diverse populations.

EDUC533 Assessment, Evaluation, and Testing II (3 hours)
Assessment, Evaluation, and Testing II addresses the various factors that may affect personal, social, and academic functioning of K-12 students. Some of the topics include understanding of mental health diagnoses, suicide assessment, peer relationships, stress, substance abuse, child abuse, eating disorders, self-esteem, and systemic problems. Candidates will design developmentally and culturally appropriate prevention and intervention plans based on objective and comprehensive assessment of student needs. This course also covers Response to Intervention, Individuals with Disabilities Education Act (IDEA), Section 504, and initiating referrals to appropriate school and community resources. (Prerequisite: EDUC505).

EDUC534 Assessment, Evaluation, and Testing II-Certification Track (3 hours)
Assessment, Evaluation, and Psycho-educational Testing II: Special Topics Related to Diagnosis of Children and Adolescents spans a comprehensive study of abnormal behavior in modern times, with special attention to the mental health challenges faced by elementary and secondary students. Topics include peer relationships, stress, anxiety disorders, eating disorders, adjustment disorders, drug abuse, anger, self-esteem, family problems, attention deficit hyperactivity disorder (ADHD) and other psychological disorders. Causes and treatments are discussed. This course makes use of the current American Psychiatric Association's (DSM-IV-TR) classification system of mental disorders.

EDUC535 Theories of Counseling (3 hours)
Introduces the fundamental counseling theories with special emphasis on how they would be applied in educational settings. Candidates develop an appreciation of the relationship between theories, issues affecting students, and the utilization of key helping strategies. Theories covered range from psychoanalytic, humanistic, existential, behavioral, cognitive, gestalt, and postmodern approaches. Ethical and multicultural considerations are also discussed. (Prerequisite: EDUC505 & EDUC507).

EDUC541 Elementary School Mathematics (3 hours)
This course explores mathematics in the elementary school setting. The class is approached from the following four sections: 1) Higher level mathematical content or educational theory; 2) Math content practice or reflection on educational theories; 3) Connection between elementary math and the higher level content; and 4) Best practices for teaching mathematics at the elementary level. Throughout the course, candidates will be asked to make connections between higher level mathematics and how that relates to the depth and complexity of the content. Candidates will then explore those connections through creating practical methods to be used in a class setting. The use of instructional technology and resources as an enhancement to their understanding and teaching of math will also be explored.

EDUC542 Elementary School Science (3 hours)
The course explores the objectives, methods, and instructional emphasis of elementary school science. It examines research related to elementary school science instruction with emphasis on innovative science programs. It includes an analysis of teaching science to elementary school children with emphasis on current science education trends, science curricular materials, and techniques applicable in the teaching of science in the elementary school. Objectives, philosophy, selection, and organization of science materials and methods are also addressed. Please be aware that candidates in the M.ED Teaching Elementary Education program will need to purchase a classroom science lab pack for EDUC 542: Elementary School Science. The set contains items that can be used in your elementary classrooms and is an investment for you and your future students. The lab materials will be ordered from a company

called "LabPaq" will need to be ordered 1 – 3 months prior to the anticipated start of the course, EDUC 542. You can order the lab materials from www.LabPaq.com. The item is # SM-1 and costs $289. You must have purchased and received the LabPaq prior to the start of EDUC 542 in order to successfully complete the course assignments. Therefore, please plan accordingly.

EDUC543 Issues, Methods, and Materials in Teaching Social Studies (3 hours)
This course examines the purposes, significant issues, and current trends which affect social science and history subject matter in the elementary and secondary schools. It includes an exploration of the materials and techniques for effective teaching of the social studies with an emphasis on the selection and organization of classroom methods and materials to accelerate the preadolescent and adolescent child's understanding of their social and global environment; the criteria to select appropriate social studies content, skills, and attitudinal objectives; teaching strategies; the inclusion of instructional technology in the classroom setting; and the evaluation procedures that facilitate the social learning of young children and adolescents. It also addresses the cultural, economic, political, and social development of students living in a multicultural and global environment, as well as the scope and sequencing of history and social studies courses in the school curriculum.

EDUC544 Literature for Elementary School Children (3 hours)
This course examines the building blocks of teaching children to read. It focuses on the stages of literacy acquisition. It provides an overview of the core components of literacy instruction, which are phonemic awareness, phonics, fluency, vocabulary, and text comprehension. The course includes an exploration of instructional strategies to implement a coordinated literature program and plan an appropriate curriculum in literacy development.

EDUC545 Reading and Writing in the Elementary School (3 hours)
This course examines the methods and materials for teaching reading and writing in the elementary school classroom. It includes a review of the research and literature pertaining to the basic concepts underlying reading and writing methods; an introduction to emergent literacy in the elementary classroom, the psychological and linguistic factors that influence the reading and writing process; reading comprehension strategies, vocabulary development, phonemic awareness, and the use of technology in teaching reading and writing. The course also explores the relationship between reading and writing; strategies for developing listening and speaking skills; reading materials and methods for students with special needs; expository writing; integrating the language arts across all areas of the elementary school curriculum and the effect of current reading process theory on teaching practices.

EDUC546 Social Studies Curriculum Development (3 hours)
This course examines the development of behavioral objectives, materials, classroom instructional procedures, subject matter, diagnosis and remediation, and evaluation procedures consistent with the 10 national themes for social studies. In this course candidates develop necessary knowledge and skills to design, plan, and implement a secondary level social studies program. This course includes an overview of the social science disciplines and their concepts and generalizations; the methodology of historical study; strategies for teaching which include a variety of media and both teacher-centered and student-centered activities; and a discussion of the diverse settings in which social studies are taught. Current issues and topics in social studies education are also examined.

EDUC547 Elementary School Social Studies (3 hours)
This course includes an exploration of the materials and techniques for effective teaching of the social studies, with an emphasis on the selection and organization of classroom methods and materials to accelerate the preadolescent and adolescent child's understanding of their social and global environment. Topics covered include developing and using criteria to select appropriate social studies content, skills, and attitudinal objectives; teaching strategies; the inclusion of 21st Century tools in the classroom setting; and the evaluation procedures that facilitate the social learning of young children and adolescents. It also addresses the cultural, economic, political, and social development of students living in a multicultural and global environment. Current issues and topics in social studies education are also examined.

EDUC548 Content Area Literacy (3 hours)
This course presents essential literacy skills and examines ways in which they may be developed in K-12 subject area classrooms. The course will provide an overview of the reading process based on current theory and scientifically based research as well as best practices for promoting content area reading and learning. A variety of instructional strategies for reading and writing will be presented for use in all content areas and grade levels. The use of technology to expand students' literacies will also be investigated.

EDUC552 Inclusive Literacy Strategies (3 hours)
This course examines best practices in literacy instruction. The course exposes candidates to research-based strategies that can be used with a variety of diverse learners at all levels of text acquisition. It focuses on planning appropriate curriculum before, during, and after students are engaged in a text. The course is designed to give candidates a sound understanding of the most important factors affecting student learning today.

EDUC560 Special Education Topics (3 hours)
This course provides pre-service and in-service teachers with an examination of the characteristics of exceptional students to include gifted, developmentally disabled, learning disabled, and emotionally/behaviorally disordered. The course includes identification and implications for planning instruction for these exceptional students as well as exploring legislation, philosophy, least restrictive approaches, parent involvement, and due process safeguards. Federal legislation including Individuals with Disabilities Education Improvement Act, IDEA, ADA, and Section 504 are discussed. Finally, major contemporary issues related to field of special education to include legal, curricular, and instructional procedures appropriate for students at the elementary, middle, and secondary school levels are examined.

EDUC561 Issues and Ideas in Special Education (3 hours)
This course provides educators with an opportunity to critically examine major contemporary issues related to field of special education to include legal, curricular, and instructional procedures appropriate for students at the elementary, middle, and secondary school levels, or in other instructional settings. (Prerequisite: EDUC503).

EDUC570 Personnel and Human Resource Management (3 hours)
This course will focus on the skills necessary for principals to effectively work with faculty and staff. Concepts and approaches for planning and implementing activities for effective human resource management will be explored. Current theories and practices relating to recruitment, development, and appraisal of personnel will be covered. The course will examine specific personnel functions such as recruitment, selection, retention, and evaluation. Additional topics include conflict resolution, effective communication skills, managing the change process, and creating and maintaining a positive school environment. Special attention will be given to evaluation strategies, measuring results, and designing training and development programs for faculty and staff. Evaluation of personnel for the purpose of meeting school objectives and for professional development will receive emphasis.

EDUC580 School Finance and Facilities (3 hours)
This course explores the principles of public school financing and the roles of federal, state and local governments and agencies in financing public education. The content will incorporate forces of economic change, development of new societal and educational infrastructures, and implications for social spending. Techniques and methods of estimating local, state, and federal revenues; alternative methods of school budget planning and control; managing human resources, and cost analysis will be covered. Taxation for school purposes, the economics of education, equity and disparity issues, budgetary concerns, strategic planning, and procedures for school-site management are included. An analysis of federal and state legal issues pertaining to the provision of funds for public education is covered. Other topics include facilities management, purchasing, budgeting, accounting, payroll management, auditing, financial reporting, insurance, and administration of teaching and non-teaching personnel and services.

EDUC590 Differentiation for Learners in Mixed Ability Classrooms (3 hours)
This course is designed to give regular education teachers strategies to use in academically and culturally diverse classrooms. Using case studies as a launching point, course participants will examine the complexities of balancing the needs of gifted education, general education, special education, and culturally diverse students in a standards-driven climate. Use of tiered assignments, alternative assessments targeting different intelligences, and other modifications will be evaluated, implemented, and refined. Course participants will collaborate to address beliefs, best practices, challenges, current research, and ways to apply them to their own teaching practice.

EDUC591 Differentiating Instruction for Academically and Intellectually Gifted Learners (3 hours)
Course participants will examine rationales for differentiating instruction to meet the needs of gifted learners. They will investigate and apply strategies for differentiating the content, process, products, and learning environment in response to varying learner readiness, interests, and learning profiles. In addition, the instructional and leadership skills needed to support and encourage differentiation in today's schools will be explored. Using the cases as a launching point, teachers will be given the opportunity to participate in on-line collaboration regarding beliefs, best practices, challenges, current research, and ways to apply them to their own teaching practice.

EDUC592 Socio-Emotional Needs of Academically and Intellectually Gifted Learners (3 hours)
Course participants will develop an understanding of the unique socio-emotional needs of gifted students and the instructional implications of this framework. Participants will explore characteristics of the gifted, developmental traits, vulnerabilities, and subsequent guidance and counseling needs, such as grade acceleration. Participants will apply current research on best practices for working with this unique group to their own teaching situation and explore ways to share this information with their colleagues.

EDUC593 Special Populations of Academically and Intellectually Gifted Learners (3 hours)
This course will focus on traditionally underserved learners who possess unique characteristics and needs. Participants will explore issues related to the identification and development of appropriate educational services for gifted learners. Educators will analyze and apply research on best practices for differentiating instructional content, processes, and products. Participants will reflect on beliefs and challenges involved in meeting the needs of students with advanced learning capabilities while providing the effective implementation of gifted and talented education curriculum.

EDUC594 Emergent Reading and Phonemic Awareness (3 hours)
Phonemic awareness and phonics skills are critically linked to reading achievement. This course focuses on the developmental continuum of these skills, as well as recommended assessment procedures and instructional strategies associated with both. The characteristics of phonemic awareness and phonics instruction for second language learners are also explored. Last, course participants learn to evaluate phonemic awareness and phonics curricula for elements critical for student success.

EDUC595 Research in Vocabulary Development (3 hours)
Vocabulary instruction plays an important role in reading proficiency and in an effective literacy program. Course participants learn about the different types of vocabulary, fostering word consciousness, modeling robust vocabulary, vocabulary assessment, and creating environments that encourage vocabulary growth. Educators will explore and practice a variety of strategies to provide repetition and multiple exposures to interesting words.

EDUC596 Literacy Instruction for Struggling and Challenging Students (3 hours)
This course is designed for the education professional and focuses on positive classroom management approaches and strategies. This course reviews models of classroom management as well as the fundamentals of behavior change. Students will explore the impact of legislation such as No Child Left Behind (NCLB) and the Individuals with Disabilities Education Act of 2004 (IDEA) with emphasis on systematic approaches including Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS). In this course, students will focus on implementing strategies for class-wide, small group, and individual intervention as well as methods for monitoring student progress. (Prerequisite: EDUC503).

EDUC600 Diversity and Cultural Issues in TESOL Education (3 hours)
This course provides an in depth discussion of the concept of culture and helps educators and other instructional personnel recognize the influence of culture on learning, communication, belief systems and value orientations, and patterns of thinking and behaving. Opportunities for instructional application, including creating an appropriate learning environment and/or curriculum and materials for culturally diverse students, will be provided.

EDUC601 Methods and Materials in TESOL Education (3 hours)
This course is intended for both regular education and English Language Learners teachers and will focus on developing instructional strategies for supporting ELL students in content area learning. Course participants will develop instructional and leadership skills needed for teaching ELL. Participants will reflect upon using proven assessment and instructional practices to enhance learning in today's challenging classroom environments. Cases will be used to facilitate online discussions regarding beliefs, best practices, challenges, current research, and applications to individuals' own teaching practice.

EDUC603 Applied Linguistics in TESOL Education (3 hours)
Through this course, participants will become knowledgeable about the nature and structure of language and how first and second languages develop. Participants will explore language teaching strategies consistent with the current understanding of the nature, structure and development of language. By developing a repertoire of effective strategies, participants will become more proficient at supporting students' second language development. Educators will investigate best practices and current research and consider how to adapt and integrate these principles into their own educational practice.

EDUC605 Foundations of Education for the Academically and Intellectually Gifted (3 hours)
This core course provides a basic understanding of the characteristics and needs of gifted and talented children. Emphasis is placed upon current issues in the study of gifted and talented students and the programs designed to meet their needs.

EDUC606 Curriculum for the Academically and Intellectually Gifted (3 hours)
The course explores how appropriate curricula for the gifted is a response to the cognitive and affective needs which may be unique to gifted learners as well as those they share with their peers. Participants will examine modifications in the content, process, product, affect, and learning environment of classroom and curricula as they relate to gifted learners. They will gain experience in developing concept-based, open-ended, flexibly paced curriculum that can be implemented in the classroom immediately.

EDUC607 Assessment of Academically and Intellectually Gifted Learners (3 hours)
Course participants will develop instructional strategies and leadership skills needed to support the identification and teaching of gifted students. Examination of assessment options, gifted services, and student creativity will help inform instructional practices suitable for today's challenging classroom environment. Case studies will serve as a launching point and teachers will be given the opportunity to collaborate and explore beliefs, best practices, challenges, current research, and ways to apply these to their own teaching practice.

EDUC608 Models and Strategies for Teaching the Academically and Intellectually Gifted (3 hours)
Course participants will examine and apply educational models and instructional strategies currently advocated for use with gifted learners. Course participants should develop an understanding of both theoretical and practical implications of the methods and strategies and learn how appropriate instructional approaches can contribute to developing learning environments that promote academic challenge and learner independence.

EDUC610 Foundations of Reading and Literacy Instruction (3 hours)
This survey course addresses reading using a developmental stage approach. Participants learn about reading development (characteristics, assessment, and instruction) from the most emergent stage through adulthood. In addition, course participants learn about literacy from a multitude of perspectives— historical perspectives, second language learners, and students with reading disabilities. Educators will gain practical knowledge to help them understand the literacy level of all students.

EDUC611 Identifying and Diagnosing Reading Difficulties (3 hours)
This course is designed for general education classroom teachers and focuses on classroom reading assessment. Participants will learn how to administer formal and informal measures of reading assessment, including screening, diagnostic, and progress monitoring measures. The assessment to instruction link will be emphasized during each session. Educators will use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

EDUC612 Issues and Models of Language Arts Education (3 hours)
This course is designed to assist educators in the teaching of reading and language arts. The focus will be on reading, writing, listening, and speaking. The emphasis will be on creating environments conducive to developing all students' skills in the four language arts using research-based instructional strategies. The course also focuses on differentiating instruction for students of varying literacy levels.

EDUC613 Teaching Reading and Writing across the Content Areas (3 hours)
This course concentrates on interdisciplinary teaching and learning in elementary, middle, and high schools. Witnessing and discussing a range of cross-curricular activities, participants will develop an understanding of the benefits, challenges, and essential components of effective integrated instruction.

EDUC614 Living and Learning with Exceptional Students (3 hours)
Course participants will develop instructional and leadership skills required for teaching students with special learning needs, as well as students at-risk for academic and social failure. The concepts of educator collaboration, least restrictive environment, accommodations and modifications, confidentiality, behavior management, identification, and giftedness will be reviewed using authentic case studies. Participants will reflect upon how these concepts drive instructional practices in today's challenging classroom environment. Case studies will be used to facilitate online discussions regarding beliefs, best practices, challenges, current research, and applications to individuals' own teaching practice. The cases in this course depict problems and opportunities related to classroom management, individual behavior management strategies and systems, functional behavioral assessments, developmentally appropriate behavior management goals, and zero tolerance policies. (Prerequisite: EDUC503).

EDUC615 Understanding and Diagnosing the Needs of the Special Learner (3 hours)
Course participants will develop instructional and leadership skills needed for teaching students with special learning needs, as well as students at-risk for academic and social failure. The concepts of teacher collaboration, least restrictive environment, accommodations and modifications, confidentiality, behavior management, identification, and giftedness will be reviewed using authentic case studies. Participants will reflect upon how these concepts drive instructional practices in today's challenging classroom environment. Using the cases as a launching point, teachers will be given the opportunity to participate in on-line discussions regarding beliefs, best practices, challenges, and current research.

EDUC616 Foundations in Special Education and the Individuals with Disabilities Education (3 hours)
This course addresses legal trends and issues related to the Individuals with Disabilities Education Act (IDEA), including the identification process that schools must follow: child study, assessment, eligibility, IEP development, and placement. Educators will analyze the legal requirements as defined in IDEA, specifically, the requirements for Free and Appropriate Education (FAPE), the Least Restrictive Environment (LRE), and the development of Individualized Education Plans (IEPs). Cases will be used to facilitate online discussions regarding beliefs, best practices, challenges, current research, and applications to individuals' own teaching practice.

EDUC617 Issues and Strategies for Working with Children with Challenging Behaviors (3 hours)
This course examines behavior management practices within general and special education classrooms. Cases focus on behavior management strategies for special learners with a range of disabilities from learning disabilities to emotional behavioral disorder (EBD) to autism. Individuals with Disabilities Education Act (IDEA) regulations, state and district policies, and ethical principles regarding behavior management practices will be introduced. The cases in this course depict problems and opportunities related to classroom management, individual behavior management strategies and systems, functional behavioral assessments, developmentally appropriate behavior management goals, and zero tolerance policies. Course participants will develop instructional and leadership skills needed for teaching students with special learning needs, as well as students at-risk for academic and social failure.

EDUC618 Classroom Accommodations and Modifications for Special Needs Learners (3 hours)
This course explores accommodations and modifications for special learners within the Least Restrictive Environment (LRE) and enhances regular and special educators' understanding of how best to address the individual needs of special learners. Cases and readings focus on the creation of appropriate accommodations, the integration of accommodations into a general education classroom, the legal requirement for accommodations, and the roles of the general and special education educators within the LRE. Course participants will contribute to online discussions regarding beliefs, best practices, challenges, current research, and ways these affect their own teaching practice.

EDUC620 Curriculum Issues in Teaching English to Speakers of Other Languages (3 hours)
This course is ideal for ESOL educators and classroom teachers working with students for whom English is a second or other language. Course participants will explore the relationship of culture to language learning as well as ways to support learners' adaptations to new schools and settings. Increased knowledge of language acquisition and function will help course participants refine curriculum structures and instructional strategies that support effective language learning. Finally, key issues surrounding the legal implications of working with second language learners will be addressed.

EDUC621 Online Learning for the Adult and the K-16 Learner (3 hours)
This course will examine the differences between the learning needs and abilities of the adult and the younger learner. The course will highlight the importance of differentiating instruction and course development between adult learners and K-12 learners. The adult learner may be viewed as a student who is a mature worker and approaching the achievement of a degree after they are more self-guided in their learning. The adult learner seeks learning to make sense and will rarely perform an activity that is not related or aligned. These adult learning attributes differ from the younger learner, who may need guidance in how to be selfdirected and apply new information toward an important purpose and future direction.

EDUC622 Ethics and Legal Issues in Online Learning (3 hours)
The course will focus on the issue of ownership of certain types of intellectual property on the Internet, which has become a critical issue especially with emerging Web 2.0 technologies becoming so prevalent in our schools and culture. In this course the future online and hybrid educator will learn about the different types of potential copyright infringement and its implication for course development. There will be an attempt to dispel the common notion that since material is readily available on the Internet, it is now public domain and is free from copyright concerns.

EDUC623 Online Learning and Student Achievement (3 hours)
In this course students will develop an understanding of the structure of the different types of software/genres (application, drill and practice, tutorial and simulation), and their effect on raising student achievement. Future instructors (degree students) will gain an appreciation for the types of online learning experiences that will enhance the online student experience. Scholarly literature that addresses student achievement gains via technology will be examined. Students will be introduced to a typology for software and interactive web experiences that predicts the effect of student achievement based on the unique features of interactive product.

EDUC624 Assessment of Online Learning (3 hours)
In this course students will examine various approaches to the assessment of online learning. The assessment will be focused toward a specific singular online offering in that students will learn to evaluate whether the online course achieved its goals and that effective instruction has actually occurred. Comprehensive models of assessment such as Stufflebeam's CIPP model will be applied to the evaluation of an entire program. This model will look at all aspects of instruction, such as frequent evaluation of textbooks and curriculum frameworks.

EDUC625 Instructional Design in Online Learning (3 hours)
In this course students will explore and evaluate the different types of online learning platforms, as well study the different components of asynchronous and synchronous instructional delivery. Students will demonstrate an ability to develop a complete online course for delivery in the Blackboard, Sakai, eCollege, Moodle, or other LMS environment.

EDUC626 Web 2.0 Technology Integration (3 hours)
This course will examine the different technology applications that have emerged as a result of the development of Web 2.0. Students will learn about the potential for using social networking sites as vehicles for effective communication that can promote as well as inform. Students will be introduced to the new world of writing applications for Apple proprietary products such as IPhone and IPad and other smart phones and tablet devices. In addition students will be exposed to cloud computing and GoogleDocs, and WebQuest applications for blended learning in traditional K-16 content curricula and delivery.

EDUC627 Group Counseling - Theory and Practice (3 hours)
Explores the theories and techniques associated with group counseling especially as they apply to school settings. The role of group counseling is discussed in relation to the effectiveness of the overall comprehensive counseling program. Candidates discuss the types, stages, and methods of organizing and facilitating groups. Consideration of issues involved in group work with persons from different cultural, religious, racial, and ethnic backgrounds is included. Ten hours of participation in a growth group is required during the eight week course. Students experience group counseling from a participant's perspective and reflect on group counseling skills. (Prerequisite: EDUC515).

EDUC628 Social and Cultural Diversity Counseling (3 hours)
Examines the influence of cultural and ethnic differences and the delivery of counseling services. Candidates explore a variety of topics including culture, ethnicity, race, nationality, age, gender, sexual orientation, mental and physical characteristics, education, values, and socioeconomic status. Candidates discuss how cultural variables affect the counseling relationship. Topics include theories, strategies for effective multicultural counseling, ethical delivery of services, and culturally responsive assessments. This course is designed to develop self-awareness, knowledge, and skills in working with diverse populations. (Prerequisite: EDUC515).

EDUC629 Personalized and Individualized Online Learning (3 hours)
This course will examine the current best practices for personalization for each individual student in our K-16 classrooms. Personalization is closely related to two additionally important terms; individualization and differentiation. All three terms require a shift in focus from a teacher centered approach to an authentic, student-centered approach. A true student centered focus requires that we tailor our lessons to the abilities, interests, preferences, future life dreams, socio-emotional attributes, and other needs of the individual student

EDUC636 Effective Instruction for the Inclusive Classroom (3 hours)
This course examines the particular role of the classroom educator in understanding a systematic approach to planning curriculum and instruction for academically diverse learners. This approach to effective instruction will focus on the classroom factors relating to the nature of the student and the essential meaning of the curriculum. Particular emphasis will be placed on classroom elements that the educator can differentiate – or modify – to increase the likelihood that each student will learn as much as possible, as efficiently as possible. This would include the areas of content, process, products, affect and learning environment. Additionally, there are three core student characteristics that educator must consider when creating curriculum and instruction: readiness, interest, and learning profile. The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education.

EDUC637 Meaningful Inclusive Instruction and Co-Teaching (3 hours)
This course examines the role of the educator working collaboratively with other school and instructional personnel in an inclusion model. This approach to effective instruction will focus on the classroom factors relating to the nature of the student and the essential meaning of the curriculum. Particular emphasis will be placed on classroom elements that educators can differentiate – or modify – to increase the likelihood that each student will learn as much as possible, as efficiently as possible. This would include the areas of content, process, products, affect and learning environment. The idea of differentiating instruction to accommodate the different ways that students learn often involves working with others to reach this goal. (Prerequisite: EDUC503).

EDUC640 Research Methods in Education (3 hours)
This course provides an overview of approaches to research; rationales for methodological choices; uses and abuses of research processes and findings; tools and techniques for finding or generating data; tools and techniques for analyzing data; decisionmaking and interpretation; making conclusions public; and ensuring that research participants are respected and valued throughout the process. Thorough coverage of these topics is designed to equip practitioners with the knowledge and skills necessary to select, evaluate, and apply findings from extant research related to issues at the individual, classroom, school, or district levels. Additionally, the course is designed to prepare practitioners to conduct high quality action research projects aimed at the individual, classroom, school, or district levels, or additional educational environments. (Prerequisite: EDUC503, EDUC505, OR EDUC506).

EDUC641 Research Methods in Education Certification Track (3 hours)
This course provides an overview of approaches to research; rationales for methodological choices; uses and abuses of research processes and findings; tools and techniques for finding or generating data; tools and techniques for analyzing data; decisionmaking and interpretation; making conclusions public; and ensuring that research participants are respected and valued throughout the process. Thorough coverage of these topics is designed to equip practitioners with the knowledge and skills necessary to select, evaluate, and apply findings from extant research related to issues at the individual, classroom, school, or district levels. Additionally, the course is designed to prepare practitioners to conduct high quality action research projects aimed at the individual, classroom, school, or district levels. (Prerequisite: EDUC502, EDUC503, EDUC505, OR EDUC506).

EDUC645 Career Counseling and Development (3 hours)
Career Counseling and Development explores career development theories and the career decision making process. Special emphasis is placed on strategies used by school counselors to assist children, adolescents, and teens in making career and educational decisions. Candidates learn how to encourage motivation by connecting personal values and interests with academics. Topics include multicultural considerations, the relationship between careers and other life roles, and assessment instruments relevant to career planning. The process of career development will be covered as well as the implications for students with disabilities. (Prerequisite: EDUC505 & EDUC507).

EDUC650 21st Century Teaching and Learning (3 hours)
This course explores how technology may be used as a tool in the 21st Century classroom to facilitate changes in the ways teachers teach and students learn, and ultimately to stimulate positive changes in education. It also examines how educators can increase their own productivity by using technology for communication and collaboration among colleagues, staff, parents, students, and the larger community. Candidates will examine the benefits and possible drawbacks of technology use in their classrooms and learn how to integrate technology effectively into their teaching as a means to promote student learning. Candidates will discover how technology can be an engaging and effective tool in the classroom. Candidates will also have the opportunity to learn how to incorporate the latest technology and software into the curriculum to support learning. This course addresses the standards developed by the International Society for Technology in Education (ISTE). It also incorporates 21st Century Learning Skills. The importance of ICT (information and communication technologies) literacy is emphasized.

EDUC651 Technology Leadership in Education (3 hours)
The course is designed to help school administrators develop an understanding of how to create and support technological change through a systems approach. Topics include sources of resistance to change, tools for planning, decision-making and change, creating and supporting a culture for learning and change, and managing and institutionalizing change systems. Administrators will learn the essential 21st century skills for success in today's world, such as critical thinking, problem solving, communication, creativity and collaboration, as well as skills and strategies for leading their school or district into the ongoing process of technology integration. (Prerequisite: EDUC503, EDUC506 or EDUC509).

EDUC652 Powerful Technology Applications for the Active Learning Environments (3 hours)
This course explores how technology may be used as a tool to facilitate changes in the ways teachers teach and students learn, and ultimately to examine how teachers can use technology more efficiently and effectively to improve student achievement. The course also examines how educators can increase their productivity by using technology for communication and collaboration among colleagues, staff, parents, students, and the larger community. This course addresses the National Educational Technology Standards for Teachers (NETS•T), developed by the International Society for Technology in Education (ISTE). (Prerequisite: EDUC503).

EDUC655 Counseling Children, Adolescents, and Teens (3 hours)
Expands on the Counseling Theories (EDUC 535) course by providing a further evaluation of the theories, techniques, and strategies especially helpful when working with school age populations and their families in the context of a comprehensive school counseling program. The course explores counseling issues and provides specific techniques and strategies that are developmentally appropriate and applicable to the school setting. Discussions include methods for designing and evaluating intervention strategies and the application of ethical standards and legal requirements with this population. (Prerequisite: EDUC505 & EDUC507).

EDUC664 Emerging Issues and Trends in Education Leadership Certification Track (3 hours)
This course examines a framework to address the emerging issues and trends in administration and supervision that have the potential to significantly influence the future direction of education. It describes how the educational leader can address emerging issues and trends, build the necessary leadership competence to respond to these issues and trends, and develop into a more accountable leader who can deal effectively with the need for school reform. Time will be spent studying the effects of media on student learning, taking into account that the K-12 students of the 21st Century are "digital learners" whose learning styles are likely to be quite different from those of K-12 teachers. Research, study, discussion, and writing assignments will enable candidates in this course to systematically analyze various issues and trends such as accountability, privatization, national standards, voucher plans, organizational change, the diverse school community, community resources and partnerships, marketing strategies and process, and other topics. (Prerequisite: EDUC509).

EDUC665 Emerging Issues and Trends in Education Leadership (3 hours)
This course examines a framework to address the emerging issues and trends in administration and supervision that have the potential to significantly influence the future direction of education. It describes how the educational leader can address emerging issues and trends, build the necessary leadership competence to respond to these issues and trends, and develop into a more accountable leader who can deal effectively with the need for school reform. Time will be spent studying the effects of media on student learning, taking into account that the K-12 and adult students of the 21st Century are "digital learners" whose learning styles are likely to be quite different from those of K-12 teachers and adult instructors. Research, study, discussion, and writing assignments will enable candidates in this course to systematically analyze various issues and trends such as accountability, privatization, national standards, voucher plans, organizational change, the diverse educational community, community resources and partnerships, marketing strategies and process, and other topics. (Prerequisite: EDUC503).

EDUC669 Education, Law, Ethics, and Politics Certification Track (3 hours)
This course explores legal, ethical and politics issues governing K-12 education in America and the legal responsibilities and powers of state and local governing bodies and individuals that arise in elementary and secondary schools. Topics include confidentiality, testing, liability for student injury, due process, search and seizure, staff appraisal, employment discrimination, church/state conflicts, control over the curriculum, the expression of controversial views, issues related to the financing and adequacy of state school finance plans, and the schools' authority to make rules governing student and teacher conduct. Issues surrounding in-school and in-district politics will also be discussed. Contracts, dismissals, tenure, retirement, liability of personnel and district, school district boundary changes, and bonding are also explored. Emphasis is given to federal and state statutes and case law affecting due process, liability, equal protection, and the rights of teachers and students in order to better understand the risks in education management and possible strategies to reduce those risks. (Prerequisite: EDUC509).

EDUC670 Education Law, Ethics, and Politics (3 hours)
This course explores legal, ethical, and political issues governing K-16 education in America and the legal responsibilities, powers of state, and local governing bodies that arise in elementary and secondary schools. Topics include confidentiality, testing, liability for student injury, due process, search and seizure, staff appraisal, employment discrimination, church/state conflicts, control over the curriculum, the expression of controversial views, issues related to the financing and adequacy of state school finance plans, and the schools' authority to make rules governing student and teacher conduct. Issues surrounding in-school and in-district politics will also be discussed. Contracts, dismissals, tenure, retirement, liability of personnel and district, school district boundary changes, and bonding are also explored. Emphasis is given to federal and state statutes and case law affecting due process, liability, equal protection, and the rights of teachers and students in order to better understand the risks in education management and possible strategies to reduce those risks. (Prerequisite: EDUC503).

EDUC671 Integrated Elementary Mathematics and Sciences (3 hours)
This course is intended to allow the educator to examine the objectives, methods, instructional emphasis, and integration of elementary school mathematics and science. Educators are given the opportunity to examine research related to elementary school mathematics and science instruction with an emphasis on innovative programs. The course also includes an analysis of teaching mathematics and science to elementary school children with emphasis on current educational trends, curricular materials, and techniques. The use of instructional technology and resources as an enhancement to understanding the teaching of math and science will also be explored.

EDUC672 Integrated Elementary Language Arts and Social Studies (3 hours)
This course explores the keys to successful integration of language arts into the elementary social studies curriculum. It will enhance understanding and appreciation of social studies content and processes and language arts skills that promote progress toward social education goals. Social studies is integrative by nature (National Council for the Social Studies, 2009). Powerful and purposeful social studies incorporates language arts skills to help young learners use context clues to suggest meaning, decipher maps and charts, and interpret primary and secondary source documents. Knowing innovative ways to integrate language arts into the social studies curriculum is extremely important. A high quality integrative social studies and language arts curriculum brings forth carefully chosen Big Ideas and Essential Understandings with authentic action to promote social understanding and civic efficacy. This course will delineate the integrative nature of elementary social studies and explore the ways in which literature adds depth and breadth. (Prerequisite: EDUC503).

EDUC680 Principal Internship (3 hours)
This is an experiential course where candidates intern as school principals in K-12 schools under the direct supervision of qualified professionals. The intern candidate will work in either an elementary or secondary school setting to develop professional skills related to supervision and demonstrate mastery of the essential skills required by school principals. Interns are placed under the supervision and coaching of an APUS faculty member and an onsite certified school principal.

EDUC690 Student Teaching (9 hours)
This course, the required semester of student teaching, provides the teacher candidate classroom experiences under the direction of a fully licensed teacher. At least half of the classroom time must be spent in supervised direct teaching activities in the concentration area sought. Candidates are expected to participate in school opening sessions if the student teaching is conducted in the fall semester; or school closing activities if the student teaching is conducted during the winter semester. In addition, candidates are expected to fully participate in the life of the school community. EDUC 690 will only be offered during the months when classes are in regular session in order to ensure that candidates have an authentic experience. Candidates must coordinate start dates with the Coordinator of Field Experience.

EDUC696 Practicum (6 hours)
This course will offer the candidate an opportunity to observe and experience 100 hours of counseling activities in the school setting under direct supervision of an experienced school counselor. Candidates are required to complete specialized assignments that enhance their understanding of the role of the counselor in the school environment. Candidates observe and engage in activities with experienced school counselors which may include classroom guidance, group counseling, and individual counseling in addition to other school counseling related activities. Candidates are required to participate in group supervision sessions and complete weekly journals that document their on-site experiences and theoretical knowledge. Discussions include ethics, working with

different populations, and practical issues in delivering a comprehensive school counseling program. All other degree requirements must be completed prior to registration.Prior permission is required in order to take one other course concurrent with the Counseling Practicum.

EDUC697 Clinical Supervision (3 hours)
Clinical supervision is a professional candidate teaching experience that is a result oriented, performance based experience requiring the demonstration of a satisfactory level of teaching performance. The clinical requires demonstration of teaching competencies in a school setting under the direction of cooperating teachers and university supervisors. The clinical experience provides the candidate teacher with the opportunity to learn, in depth, the full role and meaning of teaching in a supervised school setting. Experiences include planning and organizing for instruction, developing classroom teaching competencies and skills, evaluating student progress, participating in extra-curricular activities, working with special school personnel, and utilizing 21st Century Learning Resources in the instructional program. The candidate teacher is placed in the clinical for a minimum of 12 weeks. Throughout the course, candidate teachers are required to keep logs and journals of their experiences and to review the teaching/learning process with their supervisors.

EDUC698 Capstone: Action Research (3 hours)
Accomplished teachers have a rich understanding of the subject(s) they teach and associated content area pedagogical practices. In this course, candidates will assess their teaching practice in the context of previous coursework, observational experiences, and teaching. They will apply content area knowledge to contemporary theory through the development of artifacts and reflective pieces related to praxis. Candidates will also engage in discourse related to emerging social and philosophical issues in teaching to prepare them to be informed practitioners. This course will focus on action research in a classroom situation. Its purpose is to inform candidates with respect to ongoing pedagogical practices.

EDUC699 Internship (6 hours)
During this 600-hour internship course the counselor candidate will work in either an elementary and/or secondary school setting (K-12) to develop professional skills related to counseling and demonstrate mastery of the essential skills required by school counselors as identified by CACREP standards. This experience will provide an opportunity for candidates to apply knowledge and skills while working under the supervision of an approved, experienced, and certified/licensed school counselor. Candidates are also required to meet weekly with their university supervisor for group supervision and engage in weekly individual/triadic supervision. Candidates are placed in settings which align with career goals and interests and provide services in alignment with the ASCA National Model including individual counseling, group counseling, consultation, collaboration, advocacy, and other activities typical in that setting. This course is offered when school is in active session in order to ensure that candidates have an authentic experience (Prerequisite: EDUC696). Successful completion of Practicum must be completed before candidates are approved to register for this course.

HIST681 Special Topic: Teaching New American History (3 hours)
This course prepares teachers to offer a professional development workshop based on the principles of Powerful and Authentic Social Studies (PASS), a program developed by the National Council for the Social Studies. Teachers will learn the three criteria of PASS and how these are applied to standards for developing curriculum, creating assessments, and providing effective instruction. Using content from "new" American history that reflects a change in perspective or interpretation, teachers will learn how to critique and create their own curriculum units, assessment tasks, and instructional video-recordings. Teachers will consider a variety of factors in providing PASS workshops to others.

Emergency Management

EDMG501 Emergency Management and Public Law (3 hours)
This course identifies the public law, regulation, and associated policy that facilitates and in some cases restricts emergency management planning, recovery, and relief. Topics include national, state, and local issues and examples of public law. The course also covers issues associated with intergovernmental (fire, police, EMS, emergency management, military, etc.) action in emergencies as such action relates to regulation or public law.

EDMG502 Emergency and Disaster Theory (3 hours)
This course addresses the fundamental principles and theory of emergency and disaster. It covers the conceptual necessities for effective preparation, response, and recovery. It identifies specific examples of effective theory in practice in different systems.

EDMG503 Emergency and Disaster Planning and Management (3 hours)
This is a survey course that is designed to introduce students to the concepts of emergency management. Topics covered include the history of the field, hazard analysis, mitigation, planning, communication, response, recovery, and terrorism. Students conduct interview research with an emergency manager and conduct a site visit of an emergency operations center.

EDMG509 Interagency Disaster Management (3 hours)
This course deals with the interaction, coordination, and facilitation between federal, state, and local AND the different functions associated with emergency and disaster management (fire, police, emergency medical, military, public health, etc.) during public crises. Included in the course is in-depth study of current policy and plans associated with interagency cooperation, shortfalls in interagency and intergovernmental efforts, principles for effective interorganizational behavior, and concepts for closer interorganizational action.

EDMG515 Hazard Mitigation and Resilient Communities (3 hours)
This course provides an overview of what is known about natural hazards, disasters, recovery, and mitigation, how research findings have been translated into policies and programs; and a sustainable hazard mitigation research agenda. The course also provides an examination of past disaster losses and hazards management over the past 50 years, including factors--demographic, climate, social--that influence loss.

EDMG530 Economics of Disaster (3 hours)
This course is a study of the economics associated with international, national, state, or local level disaster. Students will study, analyze, and conduct research on the direct and indirect economic losses associated with disaster. The course will cover the economics associated with both public and private institutions.

EDMG540 Research Methods in Emergency and Disaster Management (3 hours)
This course in research methods will prepare the emergency and disaster management graduate student to understand material and issues associated with but not limited to the logic of the scientific method, research design, and qualitative and statistical analysis of data. Students will be afforded to opportunity to begin to conduct research on topics within the field of emergency and disaster management. This course is intended to provide a foundation from which the student may use the knowledge and practices gained in this course throughout the rest of their graduate program.

EDMG541 Mass Casualty Incident Management (3 hours)
This course deals with the casualty consequences of large scale emergency, disaster, and/or destruction. Public health, emergency casualty services, mortuary, and other issues are addressed using case examples, theory, and principles that have been researched, studied, and documented in international, national, and local settings.

EDMG548 Disaster: Human Services and Administration (3 hours)
This course examines the emergency and disaster management role in caring for people. The roles of the Department of Health and Human Services are examined, along with those of other federal agencies. The course then evaluates the range of threats that could endanger people and society, including war and terrorism. Services supporting physical protection, psychological recovery, and considerations of special populations are analyzed. Crisis interventions are discussed, as well as the concepts of stress management and resiliency.

EDMG560 Crisis Action Planning (3 hours)
This course is a survey of the capabilities and limitations of the systems and procedures that affect joint planning in time-sensitive situations, and the criteria for the use of force and the need for Crisis Action Planning (CAP).

EDMG565 Consequence Management: Terrorism Preparation & Response (3 hours)
This course addresses the potential results from nuclear, biological, and chemical incidents or uses. Topics include public health consequences of such incidents, emergency planning and response measures in place among U.S. agencies, and emerging detection and management technologies. Existing vulnerabilities to these types of incidents and attacks will also be discussed.

EDMG611 Case Analysis: Crisis and Disaster (3 hours)
This course is an in-depth look at specific public crises to examine preparation, response, and recovery from them. Included in the course are issues of leadership and decision making, organizational structure, and training, among many other issues that are brought to bear when a crisis strikes a nation, state, locality, or community.

EDMG612 Risk Communications (3 hours)
This course gives the student an arsenal of usable tools and techniques that are universally prescriptive and can be implemented in nearly every risk-associated situation, from public health to accidents to terrorist attacks and even to challenges to corporate reputation management. Students who complete this course will be prepared to make the best possible decisions during a crisis emergency about the effected population's well being, and communicate those decisions, within nearly impossible time constraints, and ultimately, to accept the imperfect nature of choices as the situation evolves.

EDMG698 Separate Comprehensive Exam (0 hours)
THIS COURSE WILL REQUIRE A PROCTORED EXAM. Comprehensive final examination for students in the Master of Arts in Emergency Management program. The "Comprehensive Final Exam" is tailored specifically to each program and must be taken after students have completed 36 hours of study (i.e. during the semester following the final course) and successfully completed before the award of a degree.

EDMG699 Master's Capstone Sem. In Emerg. and Dis. Mgmt (3 hours)
This course is available to graduate students majoring in emergency and disaster management. Students may enroll in this course or take the comprehensive examination option. This course will involve a major research paper or thesis option that demonstrates understanding of the program objectives. The research paper and thesis option will demonstrate understanding of social science research methodology. A Research Manual with explicit guidance for the research paper and thesis option will be available. Students electing this option must use this as one of the graduate electives. The student shall select their research paper or thesis option professor from designated APUS faculty. Students should confer with the professor overseeing the research paper or thesis option to determine which exit option is the best for the student's needs.

Environmental Science

EVSP500 Research Methods for Environmental Science and Policy (3 hours)
RECOMMENDED AS FIRST PROGRAM COURSE. REQUIRED AS ONE OF FIRST THREE PROGRAM COURSES. This course presents the research methods commonly used by environmental scientists and professionals. The course will prepare the student to understand the scientific method, the principles of research design, and the statistical analysis of data. The course is intended to provide the student with a foundation in research methods that will be employed throughout the their graduate program.

EVSP501 Environmental Management (3 hours)
This course focuses on the analysis and resolution of complex environmental management issues. Environmental Management investigates the use of management tools and strategies to resolve complex environmental problems and controversies, including application of adaptive management, structured decision-making, and negotiation principles, and incorporating stakeholders, economic drivers, and the human element. Environmental leadership, collaboration, and conflict resolution will be emphasized, with due consideration to the use of sound scientific data in environmental decision making. Students will be expected to use critical thought, innovation, and creativity to formulate an adaptive management plan for a highly controversial environmental issue or policy as their course final project.

EVSP502 Environmental Economics (3 hours)
This course is a qualitative and quantitative study of the public and private economic costs and effects of environmental programs, industrialization, regulation, and international and national environmental policies, among other issues.

EVSP503 Environmental Policy, Regulation, and Law (3 hours)
This course is a study of the major legal, regulatory, and policy framework that encompasses environmental programs and projects in the United States and with international political, commercial, and non-governmental institutions. The primary learning approach used in this course will be case studies.

EVSP504 Fisheries Management (3 hours)
This course examines the principles and theory of fisheries management with major emphasis on the human dimension in fisheries management, fishery assessment, population dynamics, and common management practices. Course Objectives:

- Apply ecological concepts and principles to problems in fisheries management.
- Select and apply the quantitative methods of fisheries assessment.
- Assess the habitat requirements of both common and threatened and endangered fisheries resources.
- Apply a variety of methods and techniques used to manage fish populations and their habitats.
- Apply the concept of ecosystem management to fisheries management activities.
- Analyze the regulations and issues (social, economic, ethical, and ecological) in the management and conservation of fisheries resources.

EVSP505 Wildlife Management (3 hours)
This course examines the principles of managing wildlife resources with emphasis on the history of wildlife resources in the United States, population ecology, wildlife values, and the administration of wildlife resources and resources agencies. Course Objectives:

- Apply ecological concepts and principles to problems in wildlife management and conservation.
- Discriminate between the various methods of estimating population abundance, growth, and survivorship.
- Assess the habitat requirements of both common and threatened and endangered species.
- Assess the role of collaborative efforts in the management of wildlife populations.
- Apply the concept of ecosystem management to wildlife conservation and management activities.
- Analyze regulations and issues (social, economic, ethical, and ecological) in the management and conservation of wildlife populations.

EVSP506 Restoration Ecology (3 hours)
This course will examine the concept of restoration ecology, which employs science, applied techniques, and environmental design principles to restore ecological processes and biological communities on disturbed, degraded, or altered landscapes. Students will conduct scientific study and explore techniques used in restoring endangered species, native prairie, rare plants, riparian areas, streams, rivers, lakes, wetlands, watersheds, woodlands, and wildlife habitat. Course Objectives:

- Explain the philosophy, scientific foundation, and challenges of restoration ecology.
- Apply the principles of restoration ecology through the development of a detailed restoration plan.
- Analyze habitat requirements, ecosystem function, and anthropocentric influences to determine the restoration approach for a species or population.
- Assess the various scales of restoration (organism to landscape) to develop a holistic approach to ecosystem restoration and management.
- Analyze the impacts and threat of climate change on ecosystems.

EVSP507 Conservation Biology (3 hours)
This course examines the development of major areas in conservation-oriented research that include patterns of biodiversity, extinction, conservation genetics, conservation of populations, communities and landscapes, and ecological sustainability. Course Objectives:

- Describe the processes of extinction, species conservation, and biodiversity.
- Analyze the regulations, policies, and treaties that support biological conservation.
- Assess the role of conservation genetics theory in the preservation of biodiversity.
- Select and apply quantitative methods to conduct for population viability analyses.
- Identify potential management strategies that incorporate the human dimensions in conserving species.
- Develop defendable strategies for conservation of a species or a system of concern.

EVSP508 Environmental Ethics (3 hours)
This course is an advanced study of environmental issues from a moral and philosophical approach. Issues raised in the course and through student research and writing will include: the moral obligation or lack thereof, to preserve and protect the environment; the ethical presumptions that underlie environmental policy; the traditional theories of moral philosophy applicable to contemporary environmental problems; and the potential for a new concept of the relationship between humanity and nature.

EVSP558 Watershed Management (3 hours)
In recent years, water resource management in the United States has begun a shift away from top-down, government agencydirected decision processes toward a collaborative approach of negotiation and problem solving. Rather than focusing on specific pollution sources or specific areas within a watershed, this course will present this new process, considering the watershed as a whole, and seeking solutions to an interrelated set of social, economic, and environmental problems. Through readings, discussions, and current and historical case studies, students will explore a wide range of threats to the productivity and health of watersheds and explore new, collaborative approaches to watershed management.

EVSP560 Environmental Risk Assessment (3 hours)
An overview of the concepts of risk assessment. Topics include the four core parts of a risk assessment, as denoted by the National Academy of Sciences: hazard assessment, dose-response assessment, exposure assessment and risk characterization. Methods of measurement and modeling are discussed, along with key questions concerning uncertainty. Differences in the risk characterizations of substances under different use conditions and legal requirements are studied. Case studies will serve to illustrate the risk assessment and site remediation processes.

EVSP561 Elements of Sustainable Design (3 hours)
This course is an introduction to the philosophical and practical principles of green and sustainable design through the exploration of environmental issues, sustainable materials and methods, and public policy and decision making. Sustainability principles, policies, and programs that encourage and guide current initiatives are analyzed. Innovative strategies for implementing sustainable projects, programs, and practices are investigated through the review of case studies and completion of a final course project.

EVSP594 Environmental Toxicology (3 hours)
This course presents an introduction to the dynamics of ecosystems and the effects of toxic substances on its living and nonliving components, and incorporating human health issues and concerns. Students will examine the regulatory framework for environmental contaminants issues and detail the federal regulations, policies, and guidelines under which current environmental remediation is done. A key aspect of the course will be the application of risk assessment principles through case studies to gain an understanding of how to develop remediation plans and restoration alternatives that meet or exceed established regulatory guidelines.

EVSP605 Energy Policy and Sustainability (3 hours)
This course is an introduction to energy policy and decision making, primarily in the United States. Students will examine the nature and scope of environmental, energy, and resource problems, analyze the goals and strategies of the renewable energy movement, investigate ideological, political, and institutional forces that shape policymaking and implementation, and conduct indepth analyses of the various approaches to U.S. energy needs. An exploration of renewable energy technology, feasibility, and implementation is incorporated through the analysis of case studies and current events.

EVSP610 Fundamentals of Environmental Systems (3 hours)
This course focuses on the major human, technological, and natural dynamics that factor into environmental systems. The course includes the study of natural systems, change, and the life-cycle of environmental systems.

EVSP620 Political Ecology (3 hours)
Political ecology is an interdisciplinary field of research that integrates the methods and materials of anthropology, economics, geography, history, political theory, and sociology. This course will present political ecological perspectives in the context of the study of the history and politics of American and global environmentalism. Political ecology examines the historical role of economic systems, science, language and discourse, ideology, gender, property systems, and the everyday politics and culture of the community and the household in shaping human relationships with nature.

EVSP627 Landscape Ecology and Planning (3 hours)
Landscape planning and ecology is a rapidly developing area of study that explicitly examines the effects of spatial pattern and scale on ecological processes that unfold over areas of several square miles or larger. Thus, landscape ecology and planning provides many concepts, tools, and approaches that will enhance the effectiveness of endeavors such as watershed management, ecosystem management, design of conservation reserves and green infrastructure, and smart growth. The goal of this course is to give students a firm grasp of the concepts of landscape ecology and planning and how they can be applied to enhance the effectiveness of environmental policy, management, regulation, and assessment.

EVSP628 Global Environmental Change (3 hours)
The study and consideration of global environmental and climate change are of increasing significance to society. In this course, students will examine the evidence for and causes of global environmental change and will analyze potential impacts on environmental policy and society. Emphasis will be on the implications of environmental change for environmental managers, including management decision-making, the adequacy of the current regulatory framework in addressing these problems, and the effect on future policy and legislation.

EVSP629 Environmental Impact Analysis (3 hours)
This course focuses on the study and review of the National Environmental Policy Act of 1969 (NEPA) and related environmental legislation. Emphasis will be on the practical, rather than the theoretical, application of NEPA requirements. Students will conduct detailed analyses of the environmental assessment process, and assess the environmental, societal, and economic impacts of large-scale federal projects and programs. Course assignments will require students to write and review environmental impact documents, formal letters of comment, and procedural documents.

EVSP630 Waste Management and Pollution Control (3 hours)
This course addresses the history, contemporary situation, and future outlook for waste management and pollution control. Topics covered in the course include the major waste management and pollution legislation and public law at international, national, and local levels; major private companies and non-profit organizations involved in waste management and pollution control; leaders in the industries from both public and private sides; societal costs and benefits for the waste management and pollution control industry, among other issues.

EVSP697 Fish and Wildlife Seminar (3 hours)
This course will consist of an internship or practicum at a park, refuge, or other land managed for fish and wildlife or at an approved non-profit organization that allows the student to gain field experience in the discipline. The experiential or practical component of the class aims to apply learning in an aspect of interest related to the field of fish and wildlife management. It is understood to be a supervised practicum that requires approval by APUS before entering into a relationship with the organization. The selection of an organization or site for the practicum must relate to the content of the student's course. Goals of the applied practicum seminar will be submitted by the student for approval to the Instructor and Program Director. The practicum will serve as an opportunity to experience the practice of an area of fish and wildlife management related to the focus of the student's degree. This seminar should be completed in one of the student's last few semesters. Course Objectives:

- Apply ecological concepts of fish and wildlife management in applied situations.
- Collaborate with professional fish and wildlife managers to implement a project or program.
- Demonstrate scientific writing and professional speaking skills.
- Analyze contemporary fish and wildlife management problems and develop appropriate approaches to conservation of species and habitats.
- Critique fish and wildlife management techniques and methods in a field context.
- Exhibits professionalism in the field of fish and wildlife management.

EVSP698 Separate Comprehensive Exam (0 hours)
Comprehensive final examination for students in the Master of Science in Environmental Policy and Management program. The "Comprehensive Final Exam" is tailored specifically to each program and must be taken after students have completed 36 hours of study (i.e, during the semester following the final course) and successfully completed before the award of a degree.

EVSP699 Master's Capstone Seminar in Environmental Policy and Management (3 hours)
The Master's Capstone Seminar option includes a thesis, or a major research project or paper in lieu of the final comprehensive examination, which has no credit hours. Those who elect this option may reduce their electives by three semester hours to accommodate the seminar option credit. This option is desirable for those students who wish to focus on specific subject matter of an interdisciplinary nature or who would like to continue their education at a higher level. Students electing this option must use this as one of the graduate electives.

Finance and Accounting

ACCT600 Intermediate Accounting I (3 hours)
A comprehensive study of the financial statements, with special emphasis on valuation of each class of asset. Also reviewed are the concepts and principles underlying accounting and their application in the accounting process. Students must have access to Microsoft Word and Microsoft Excel software.

ACCT601 Intermediate Accounting II (3 hours)
A continuation of Intermediate Accounting I, emphasizing liability and stockholders' equity accounts, revenue recognition, inflation accounting, statement of cash flows and financial analysis are included. Students must have access to Microsoft Word and Microsoft Excel software. (Prerequisite: ACCT600).

ACCT602 Financial Statement Analysis (3 hours)
A study of the techniques used to interpret and analyze financial statements effectively. Managers, accountants, investors and analysts often perform analytical procedure to learn more about what is being reported by public corporations. The viewpoint is that of the user of financial statements. This course is designed primarily for students who expect to be intensive users of financial statements as part of their professional responsibilities. Students must have access to Microsoft Word and Microsoft Excel software. (Prerequisite: ACCT 695 or an equivalent graduate level course in Principles of Accounting).

ACCT605 Cost Accounting (3 hours)
A basic analysis of accumulating and reporting of costs of operations, budgets and other tools of management for measuring profitability of a business enterprise are studied. Emphasis is given to the various cost systems —job order, process cost, standard cost and variable costing. Students must have access to Microsoft Word and Microsoft Excel software. (Prerequisite: ACCT60).

ACCT610 Advanced Accounting (3 hours)
An advanced analysis of accounting theory and practice designed to prepare the accounting major for complex problems that arise from partnerships, consolidations and mergers, receiverships, and governmental units. Also a study of the theoretical and practical approach of accounting, budgeting, reporting and auditing for governmental units, colleges and universities, hospitals and other not-for-profit organizations. Students must have access to Microsoft Word and Microsoft Excel software. (Prerequisite: ACCT601).

ACCT612 International Accounting (3 hours)
A study of financial reporting for international firms who operate in the global environment. Course topics include International Financial Reporting Standards (IFRS), auditing the global firm, financial reporting outside of the United States, international financial disclosure issues, accounting harmonization, ethics, foreign exchange, and cultural issues. Students must have access to Microsoft Word and Microsoft Excel software. (Prerequisite: ACCT600).

ACCT615 Individual Tax Research and Planning (3 hours)
A study of income determination and concepts for individuals with emphasis of the impact of taxation on personal and/or business decisions, elementary research techniques, and an understanding of the IRS tax code. Students must have access to Microsoft Word and Microsoft Excel software.

ACCT616 Advanced Federal Taxation (3 hours)
This course is a continuation of ACCT615 Individual Tax Research and Planning for students with an interest in continuing their study of Federal Taxation. The course will consider tax reporting issues for regular C Corporations, S Corporations, and Partnerships. A brief introduction to International Tax transactions and Federal Estate and Gift Taxes is included. Students must have access to Microsoft Word and Microsoft Excel software. (Prerequisite: ACCT615).

ACCT620 Forensic Accounting (3 hours)
A survey of the rapidly developing and increasingly relevant discipline of forensic accounting with emphasis on such topics as identifying fraudulent financial statements, skimming, cash larceny, check tampering, billing schemes, payroll and expense reimbursement irregularities, non-cash misappropriations, corruption, and interviewing witnesses; emphasis on the techniques for detecting, measuring and preventing fraud from an analysis of organizations such as WorldCom, Enron, Cendant, Adelphia, Freddie Mac, Fanny Mae and others. Students must have access to Microsoft Word and Microsoft Excel software. (Prerequisite: ACCT610).

ACCT630 Financial Accounting Theory Capstone (3 hours)
A study of the accounting function, its role in society, and the theory that provides the underpinning for modern financial reporting. The course will provide an understanding of Generally Accepted Accounting Principles and how these principles affect financial accounting and reporting for business entities. Topics covered include revenue recognition principles, accounting for leases, accounting changes, error corrections, and other related topics. All core courses must be taken prior to the capstone course. Students must have access to Microsoft Word and Microsoft Excel software.

ACCT695 Accounting Theory and Concepts (3 hours)
A study of how organizations process and report accounting information. Topics include the accounting cycle, adjusting and closing entries, financial reporting, and analyzing financial reports. Students must have access to Microsoft Word and Microsoft Excel software.

ECON600 Managerial Economics (3 hours)
This course is designed to use economic analysis to enhance business decision-making within private businesses, not-for-profit institutions, and public agencies. Economic concepts covered include demand analysis, production and cost analysis, linear programming applications, pricing policies and regulation.

ECON610 Global Economics (3 hours)
This course is a study of theory and concepts fundamental to understanding the global economy. Students learn to analyze the global business environment of industrialized developing countries, and to think strategically, using micro and macroeconomics principles.

FINC600 Corporate Finance (3 hours)
This course is a study of the major corporate finance and financial management theory, strategy, processes, functions, and other issues. Topics include the finance function, concepts of sources and uses of funds, analysis and estimation of need for funds (short- and long-term), short-term sources, working capital management policy, long-term sources, capital structure policy and implementation, capital budgeting and the cost of capital. Students must have access to Microsoft Word and Microsoft Excel software.

FINC605 Financial Accounting (3 hours)
This course examines the nature of accounting theory and practice, procedures, and preparation and interpretation of financial statements. The various uses of accounting information in decision-making, accounting issues concerning income and cash flows, economic resources and capital will be discussed. Students must have access to Microsoft Word and Microsoft Excel software.

FINC610 Financial Institutions (3 hours)
This course provides students with an overview of the basic contributions in the modern theory of corporate finance and financial institutions. The course is methodology oriented in that students are required to master necessary technical tools for each topic. The topics covered may include capital structure, distribution policy, financial intermediation, incomplete financial contracting, initial and seasoned public offerings, market for corporate control, product market corporate finance interactions, corporate reorganization and bankruptcy, financing in imperfect markets, security design under adverse selection and moral hazard, and some selected topics. In-depth analysis of the financial system in which banks, other intermediaries, and non-financial organizations function. Students must have access to Microsoft Word and Microsoft Excel software.

FINC615 Investment Management (3 hours)
The Investment Management course is designed to provide students with rigorous preparation in the areas of portfolio management and investment analysis. The course will focus on topics including risk, return and the institutional structure of stock and bond markets, theory of portfolio analysis and performance evaluation. Methods employed in managing portfolio choices and asset allocation will also be presented. Students must have access to Microsoft Word and Microsoft Excel software.

FINC620 International Finance (3 hours)
This course provides an understanding of current academic research in the areas of international finance and international macroeconomics. Students will learn the tools for conducting research in this field. A comprehensive overview of currency, equity, and international bond markets around the world. Institutional, theoretical issues, and current trends will be analyzed. A strong emphasis will be placed on the hedging techniques and tools used to reduce the risks associated with those financial markets. Students must have access to Microsoft Word and Microsoft Excel software.

FINC625 Entrepreneurship Finance (3 hours)
This course is designed to provide the student with the ability to analyze the various processes and sources of seed and venture capital for funding a new enterprise – debt and equity. Planning for the funding aspect of a new venture is critical and this course will address the alternative sources of funds for carrying out the mission of the venture. Students must have access to Microsoft Word and Microsoft Excel software.

History

HIST500 Historical Research Methods (3 hours)
The course addresses the development of core research skills for advanced historical study. Through case studies analyses, the evaluation of different types of historical evidence, and the consideration of how valid research questions are formulated and applied, it is designed to refine the critical thinking, research, and writing skills that are fundamental to valid historical scholarship.

HIST501 Historiography (3 hours)
This course is the study of historical thought from its emergence in the classical world to the present. Students concentrate on how history has been interpreted, rather the facts of history themselves as well as contemplate the fundamental questions about the nature of history, and investigate the relationships between theory and evidence in historical writing. Emphasis is on the narratives historians have used to reconstruct the past, and the major historiographical schools of thought that have developed over time.

HIST510 Graduate Seminar in World History (3 hours)
This course is a comprehensive seminar in world history designed to provide a foundation in historical theory, trends, and concepts for further study of topical history at the graduate level. Students examine the broad sweep of world history, major interpretive questions in world historiography, and major periods of interaction between civilizations. This course is not designed as a refresher of undergraduate history survey courses; rather, it is a concentrated study of world history for serious history students and professionals.

HIST520 Graduate Seminar in U.S. History (3 hours)
This course is a comprehensive seminar in U.S. history designed to provide a foundation in U.S. historical theory, trends, and concepts for the further study of specialized and topical history at the graduate level. Students should be expected to read and write intensely on both broadly and narrowly addressed topics of history. This course is not designed as a refresher of undergraduate history survey courses; rather, it is a concentrated study of U.S. history for serious history students and professionals.

HIST521 Seminar in Public History (3 hours)
The Seminar in Public History examines the varied and interdisciplinary "field" of Public History--such as community/local history, historic preservation, archives, historical archaeology, museum studies, business and policy history, documentary editing and publishing, and documentary films--through readings, class discussions, occasional guest speakers, and occasional field trips. The central theme explores some of the many ways people create and convey history, some of the major themes in community and social history, and the problems and possibilities of working as historians in public settings.

HIST522 Archives and Manuscript Management (3 hours)
This course examines the theory and practice of managing archival documents, such as personal papers, institutional records, photographs, electronic records, and other unpublished materials. Topics include: manuscript and records acquisition and appraisal, arrangement and description, conservation and preservation, reference, and access. The course provides in-depth study of current issues and practices in archives, addressing fundamental problems, theoretical principles, techniques, and practical administration of archives and manuscripts; the importance of records in the modern information age; discussion of the types and varieties of archival repositories and the value of historical records beyond traditional research use.

HIST523 Theory and Practice of Oral History (3 hours)
This course explores oral history as a research methodology and studies the current "historiography of oral history." The topics examine how oral history projects are initiated, how projects are administered, how interviews are conducted, and how oral history interviews are preserved and made available to researchers. Special emphasis is on the use of technology in making oral histories available to researchers on the Web. Students will gain practical experience in oral history interviewing and related aspects of oral history, such as transcribing, editing, and publishing oral histories.

HIST525 West Virginia History and Culture (3 hours)
This course is an historical survey of West Virginia and the Central Appalachian's development from prehistoric times to the present time. Areas stressed include Native American settlements, colonial migrations, revolutionary activities, Civil War and statehood, industrialization, and the region's assimilation into the national economy.

HIST531 The Greek Civilization (3 hours)
This course is a study of Greek civilization from its beginnings to the collapse of the independent city-states in the 4th century BC. Emphasis is on ancient Greece's constitutional, political, economic, social, diplomatic, military, artistic, philosophical and intellectual dynamics. Key topics include the Greek way of land and naval warfare, maritime trade and the economy, Peloponnesian and Persian Wars, the "Age of Pericles" and the Classical Age of Athens, the rise and fall of Spartan power, the rise of Athenian democracy, and the impact of Ancient Greece on the evolving Western Civilization.

HIST532 The Roman Republic and Empire (3 hours)
This course is a study of Roman civilization from its beginnings to the collapse of the Western Roman Empire in the 5th century AD. The course emphasizes ancient Rome's constitutional, political, economic, social, diplomatic, military, naval, maritime, artistic, architectural, engineering, legal, philosophical and intellectual dynamics. Key topics include the Roman way of land and naval warfare, maritime trade and the economy, Punic and Gallic Wars, imperial expansion, transition from Republic to Empire, the Imperial system, Republic and Imperial constitutions, and the impact of Ancient Rome on the evolving Western Civilization.

HIST533 Late Antiquity and Byzantium (3 hours)
This course covers the period from the eighth century B.C. colonization of the Mediterranean and the founding of the Byzantium seaport in 667 B.C. through the First and Second Golden Ages, to the fall of Constantinople in 1453 to the Ottoman Turks. The roles of great Byzantium leaders such as Constantine the Great, the spread of Christianity throughout the Roman Empire, the recapture of Constantinople from the crusaders, and the impact of Byzantium culture on Western intellect are studied.

HIST534 Medieval Europe (3 hours)
This course is a study of European social, political, economic and religious institutions and cultural and intellectual phenomena in the light of the changing historical environment from the end of the Ancient World to the Renaissance. Students examine major milestones from roughly 300 to 1500 AD. Special emphasis includes the importance of the Crusades, development of the Mediterranean as an important venue for the exchange of goods and ideas, and changes in medieval military organization, strategy and technology.

HIST535 Renaissance and Reformation (3 hours)
This course examines the history of the Renaissance as a European wide movement emanating from the Italian peninsula; the crisis of the church medieval and the rise of the Renaissance papacy; Humanism, with special emphasis on the great painters, architects, and sculptors; the Renaissance city-states, Machiavelli, and the Renaissance monarchies of France, England, Spain, and the Holy Roman Empire; the continuing crisis of the church medieval and the religious upheavals of Protestantism; the work of Luther, Calvin, Zwingli, and the Anabaptists; the Catholic Reformation; the age of civil and religious wars.

HIST536 History of the Enlightenment (3 hours)
This course is a study of the major social, political and cultural changes in Europe from the death of Louis XIV to the fall of Napoleon. Topics include the intellectual history of the Enlightenment, the causes of the Revolution, the development of radical ideologies, social and political instability, the French impact on Europe, and the achievements of Napoleon as civil administrator, military strategist, and commander.

HIST543 18th and 19th Century Europe (3 hours)
This course investigates the intellectual, social, and economic history of Europe from the Glorious Revolution of 1688 to the onset of the Great War in 1914. The major focus is on the Enlightenment, the Industrial Revolution, the Age of Ideologies, and the new imperialism prior to the World War I. While emphasizing the intellectual history of Europe, the course also investigates the social and economic structure of 18th and 19th century Europe.

HIST551 The American Revolution in Context (3 hours)
This course is a comparative study to demonstrate the importance of the historical context of any great military event. Context includes all aspects of a society or culture and in this case, 18th century British and colonial American political and constitutional philosophies, social norms and societal structure, economics, religious concepts, and

foreign and diplomatic policy. Students examine issues such as divergent historiographical opinions on the degree of American constitutional conservatism versus political and social radicalism, and the nature of the soldiery of the continental Army.

HIST552 The Civil War: Seminal Event in American History (3 hours)
This course is a study of the political, economic, cultural, and social aspects of the Civil War as a seminal event in our nation's history. Students explore the causes of the war, how a nation coped with the struggle across multiple dimensions, and how we dealt with the conflict's aftermath. Special emphasis is on the continuing debate that the impact of the Civil War had on both the North and the South.

HIST555 The United States in the 20th Century (3 hours)
This course examines the changes in American society at the end of the 19th century as it confronted the issues of industrialization, immigration, and urbanization. It explores the open conflict between the advocates of isolationism and collective security and studies the impact of World War I. It also studies the changing values of the 1920s, the stock market crash of 1929, the Great Depression, and the cultural, social, political, military, and economic growth of the United States from World War II to the present.

HIST556 U.S. Constitutional History (3 hours)
This course examines the origins, content, and judicial interpretations of the U.S. Constitution. The course involves study of the Supreme Court's evolving decisions on such issues as States' rights, civil rights, the Commerce Clause, Due Process in criminal and other proceedings, and protected freedoms (speech, religion, assembly, etc.) under the Constitution.

HIST557 History and Popular Culture (3 hours)
This course explores the history of expressive and material cultures around the world, with emphasis on industrialized nations. Topics include aesthetics, social identification, and production, consumption, and reception of cultural forms. Using literature, films, pictures, and music, students study theories of popular culture and aesthetic hierarchy; explicate historical contexts of artistic movements; discuss cultural imperialism; address problems of cultural appropriation, creativity, and identity; and examine cultural expressions of social difference and deviance. Topics also include the social history of culture in the age of mass society, including popular arts and the culture of consumption.

HIST558 The Great War (3 hours)
This course examines the origins of World War I; the combatants, strategy and tactics, technological innovation vs. conservatism; the war in France; the war at sea; America's role; the peace settlement; and the occupation. While military aspects of the conflict are studied, the primary focus places the Great War in the context of European and World history, and specific areas include political and diplomatic developments, new developments in weapons technology, economic aspects of the war, and the impact of the war on the culture and social order of the nations involved in the struggle.

HIST560 World War II in Context (3 hours)
This course is a global history of the Second World War. Emphasis is on the theaters of war and related events in Europe, Africa, the Middle East, Southeast and Southwest Asia, the Pacific, and Latin America in relation to their impact on the national and military objectives. In this context, students compare and contrast the economies, industry, society, and culture of the United States, Great Britain, Japan, and Germany as major participants during the war. The role of diplomacy and strategy, the impact of war upon society, and the fighting on land, at sea, and in the air are also examined in terms of modern warfare.

HIST570 Modern European History (3 hours)
This course analyzes modern European history since the 1815 Congress of Vienna with emphasis upon national security within the region. Special emphasis is on the great mass movements which have provided the main themes of the history of the past century —liberalism, imperialism, fascism, socialism, communism—as described in their historical context.

HIST581 The Great Revolutions (3 hours)
This course compares and contrasts revolutions recognized as monumental in scope and/or consequences they are labeled "great"; specifically, the American, French, Mexican, Russian, Chinese, Cuban, Vietnamese, and Iranian. Students examine their causes and consequences, to include the transformation of economic, social, and political systems of social stratification. Of particular interest is the relationship among the structural and intentional elements, the impact of revolutionary crisis in a society, and various insurgent challenges to the ancient regime.

HIST585 Cultural History of Technology (3 hours)
This course examines the relationships among technology, culture, and politics in a variety of social and historical settings ranging from 19th century factories to 21st century techno dance floors. Students focus on three questions: What cultural effects and risks follow from treating biology as technology? How have computers and information technologies changed the ways we think about ourselves? How are politics built into the infrastructures within which we live? The cross-cutting themes address whether or not technologies facilitate and undermine inequality, and if resulting changes in technology produce a better world.

HIST586 History of Science (3 hours)
This seminar explores past and recent historiographical approaches within the history of science. Students examine a wide variety of topics primarily from the 17th through the 21st centuries, to include the fields of physical sciences, natural history, and medicine. Emphasis is placed on deciphering various theoretical approaches; the pros and cons of different research questions, subjects, and sources of evidence; and what makes the history of science valuable to our understanding of global change.

HIST587 Global History of Piracy (3 hours)
This course examines the far-ranging exploits of pirates, including the practice of piracy in ancient times and the rise of modern piracy with high-speed boats and automatic weapons. Topics emphasize the relationship between piracy and sea power as well as the evolution of organizations and practices of piracy and efforts to combat it. Lessons of past events – successful and unsuccessful – show how challenges related to piracy have existed consistently throughout our global history.

HIST588 History of Religion (3 hours)
This course explores the historical development and central beliefs and practices of each of the major world religions. Students employ a multi-disciplinary approach to religious study (e.g., the use of literary criticism, anthropology, psychology, phenomenology and other tools) to examine the importance of religious thought and expression within each religion. The scope of the course is international, and each religious movement is approached from both a chronological and geographical perspective.

HIST611 Ancient Warfare (3 hours)
This course is a study of warfare in the ancient world with emphasis on the great empires of the Near East and the Mediterranean, particularly the Greeks and Romans. Students examine the origins of warfare in the Neolithic period to the decline and fall of the Western Roman Empire in the fifth century. Special emphasis will be placed on the military history of Mesopotamia and the Near East (Sumerian, Akkadian, Babylonian, Hittite, Assyrian and Persian), Egypt (Old, Middle and New Kingdom), Greece (Mycenaean, Archaic, Hellenic and Hellenistic) and Rome (Republican and Imperial). The phalanx, the legion, Greek Fire and the importance of roads are discussed in detail.

HIST612 The Wars of Ancient Greece and Macedonia (3 hours)
This course examines the major conflicts and campaigns of the Greeks and Macedonians, to include coverage of the three major historical works that have formed the Western understanding of warfare. Course topics include the linkage of the nature of war and its conduct in the ancient Mediterranean, the rise of Macedonia, and the campaigns and leadership of Alexander the Great.

HIST613 The Wars of Ancient Rome (3 hours)
This course charts the course of the rise and fall of history's greatest imperial power. Special attention is devoted to the Punic Wars against Carthage, Rome's subjugation of the eastern Mediterranean, Julius Caesar's campaigns, the transformation from republic to empire, and the debate over how and why the Empire collapsed. Attention is also directed to some of history's greatest soldiers: Hannibal, Scipio Africanus, and Julius Caesar.

HIST634 History, Theories, and Contemporary Issues in Historic Preservation (3 hours)
This course examines the history, theory, and current issues of preservation practices in the United States. and beyond. The themes center on the historical roots of preservation, rather narrowly focused on repairing old buildings, and the modern, broad field of preservation in terms of individuals, societies, and cultures and their relationships to the built environment and cultural landscape. Special emphasis is on the multidisciplinary nature of the preservation field and the public nature of its practice.

HIST635 Museum and Exhibition Culture (3 hours)
This course is a study of objects, buildings, and landscapes and how to evaluate their contexts of display through threedimensional stories over the course of two centuries, drawing mainly on examples in the United States. Students examine issues such as the relationship of collections and landscapes to identity; the intersection of commerce and culture; and the influence of museums on intellectual culture. Key themes focus on the role of museums and exhibitions in preserving a view of the past and developing an image of progress; and how they change in response to the various contexts in which and for which they exist.

HIST636 History and Digital Preservation (3 hours)
This advanced course explores the nature of the Web for historical research. Students will be exposed to techniques for evaluating and discovering "trusted" resources, as well as participation in related scholarly communities. In addition, the class provides theoretical underpinnings for the digitization of analog materials and controls for "born-digital" resources as part of a preservation program. Topics to be explored include: selection for preservation, copyright issues, digital longevity, formats and strategies for preservation, metadata to support digital preservation, maintaining the integrity and authenticity of digital materials, management of digitization and digital preservation programs, risk management, and disaster recovery.

HIST642 Nazi Germany and the Holocaust (3 hours)
This course offers a study of the origins and history of the Holocaust within National Socialist Germany and throughout Eastern Europe. Students examine the organizations involved at the grass roots level as well as the escalation of events from open murder to the implementation of concentration and death camps. Topics include the birth of National Socialism through the final days of the Holocaust, including the political, social, economic and scientific contributions during the Third Reich.

HIST643 The Ottoman Empire (3 hours)
This course investigates the roots of the Ottoman people, the development of their empire, the spread of their culture and their impact on early modern Europe. Students examine the reasons why the Ottoman Empire was one of the most successful empires in the history of the world. Starting in a corner of Anatolia with Byzantine and Seljuk lands in the 13th century, the emphasis is on how the Ottomans managed to expand their authority until they controlled territory on three continents: Asia, Europe and Africa until its demise after World War I. (Prerequisite: All degree requirements except HIST699).

HIST645 Russia and the Soviet Union (3 hours)
This course investigates the political, economic, diplomatic, and cultural history of Russia and the Social Union from the reign of Tsar Nicholas II to the present. Topics include the causes of the Russian Revolution; the rise of the Soviet system under Stalin; the development of Soviet bureaucracy; and the significant shifts in the political and social climate under Khrushchev, Brezhnev and Gorbachev. The course will conclude with an analysis of the collapse of the Soviet Union and the current "new Cold War" agenda under Vladimir Putin.

HIST650 Economic History of the United States (3 hours)
This seminar focuses on the evolution of modern economic thought and growth in the United States from colonization to present day with emphasis on institutional change. While chronological in design, thematic topics provide a detailed perspective of the watershed developments in the American economy from colonization to the present economic turmoil. Additionally, students weigh the watershed events and developments in America's economic history to the present day financial "crisis," market turmoil, and economic approach in an attempt to understand how monetary and fiscal policy impact the lives of America's citizens.

HIST651 America's Indian Wars (3 hours)
This course is an in-depth study of the westward expansion of Europeans and the United States from colonial times to the 1890s as it resulted in military conflict with the Native American Indian tribes living between the Atlantic and the Pacific oceans. Students focus on the military strategy and tactics, leaders and groups, economic conditions, diplomatic efforts, and cultural conflicts.

HIST652 African-American History (3 hours)
This course is a study in the history of African-Americans in the United States, with emphasis on the social forces underlying transitions from West Africa to the New World, from slavery to freedom, and from rural to urban life. Topics include the Atlantic slave trade, American slave societies, maroon communities, free blacks in the antebellum United States, Reconstruction and free labor, colonization, emigration, and urban migrations.

HIST653 History of American Women (3 hours)
This course is a study of the historical experience of women in America from the colonial period through modern times. Topics include the evolution of women's work, education, legal and political status, religious experience and sex roles as well as age, class, race, sexual preference and region as significant variables in women's experience.

HIST657 Antebellum America: Prelude to the Civil War (3 hours)
This course is an analysis of the conditions existing in the United States in the first half of the 19th century. The course focuses on the political, cultural/social, economic, security, leadership, and other issues that played roles in starting and shaping the Civil War. Students will analyze the issues in the context of war and peace to determine whether or not such conflicts as civil wars can be avoided prior to their inception.

HIST658 Reconstruction and Post-Civil War America (3 hours)
This course is designed to examine the interrelationship between the Presidents Abraham Lincoln and Andrew Johnson and the U.S. Congress, compare/contrast the Reconstruction plans developed by both, and determine why the Reconstruction Period played out in the manner that it did.

HIST670 History and Culture of Latin America (3 hours)
This course examines the heritage of Latin America from pre-Columbian civilizations (Aztec, Maya, and Inca) and Iberian colonial patterns, through the independence movements of the early 19th century, and the global relationships that oriented the region toward Europe and the United States. Purpose is to distinguish early Latin American history, from the arrival of the first peoples on the American continents through the 19th century, and Latin American culture, economics, and politics.

HIST671 History and Culture of Central Asia (3 hours)
This course is a study of central Asia's history, culture, and ways of thinking. The focus is on the political and social organization of central Asia, cultural changes as expressed in art and literature, and formal and informal interactions with China, India and the Middle East. Students examine the sweep of Central Asian history and culture from the earliest times to the present time, and distinguish cultural, religious, social, military-security, political, and economic developments in the region, with special focus on the impact of Islam, as well as Soviet and Russian influences, concluding with the post-9/11 era.

HIST672 History and Culture of South-East Asia (3 hours)
This course examines Southeast Asia as an historical and cultural area through the 20th century. Students compare and contrast Vietnam, Laos, Cambodia, Myanmar, Thailand, Indonesia, Malaysia, the Philippines, Singapore, and Brunei and distinguish different socio-political systems and development levels, geographical conditions, cultural origins, values, and interests in national independence. Special emphasis is on the cultural patterns in the formation of Southeast Asia nations, including traditional notions of authority, political and cultural identity, state-society relations, and regionalism.

HIST680 Special Topic: History (3 hours)
This course, when offered, is a one-time offering on an area of special interest that will vary each term. These are open to graduate students as an elective, or to fulfill concentration requirements. A student may appeal to take this course twice, if the subject matter is different enough to merit separate credit.

HIST690 Independent Study: History (3 hours)
This course is an opportunity for History students to pursue an independent research project or examine a specific area of history under the mentorship of a single professor. Students must complete 24 credits of study before taking this course. The course will typically involve a major research paper; there will be no examination. Students will submit a proposal prior to the start of the project, and a rough draft of the paper, both of which will count toward the final grade. (Prerequisite: University approval and Upper Level standing). Prior to registering, students should first contact the professor with whom they wish to mentor their independent study, coordinate an agreement on the grading requirements, and then NOTIFY their academic advisor with the name of their professor.

HIST691 Writing a Thesis Proposal (3 hours)
This course is an opportunity for students to write a research proposal in their field of interest under the mentorship of a single professor who is an expert in the field. Students must contact their Academic Adviser at least thirty (30) days prior to registering for this course and must have completed all degree requirements excluding HIST699 – Master of Arts - Thesis. The Program Director will approve the statement of the topic so that the concept can be implemented into a complete syllabus with readings and activities to warrant academic credit. The selection of the professor depends upon the choice of topic and content area.

HIST696 Practicum in Applied History (3 hours)
The experiential or practical component of the course aims to apply learning in an aspect of interest related to the degree and concentration in Public History. It is understood to be a supervised practicum that requires approval by APUS before entering into the relationship with the organization. The selection of an organization or site for the practicum must relate to the content of the student's course work and/or concentration. Goals of the applied practicum and integration seminar will be submitted by the student for approval using an application for approval to the Faculty member, Program Director and Dean of the School, Arts and Humanities. The organization will serve as an opportunity to experience the practice of an area of management related to the focus of the student's degree.

HIST698 Separate Comprehensive Exam - History (0 hours)
This course prepares graduate students for the Comprehensive Examination in the Master of Arts in History program. The purpose of this course is to provide a structured weekly review of key concepts, theories, and knowledge skill sets in their degree and particular concentration. Students are required to submit responses to a number of assignments over the 8-week course prior to taking the exam. Students apply historical methodology in preparation for the exam and consult texts, journal articles, print & media reports, and documentaries, as well as collaborate with other students enrolled in the course to help them prepare for the exam. Assignments serve as a means of final preparation for the student and calibration with the course instructor, who will grade the exam. The exam requires an approved proctor and is scheduled prior to the last week of the course. Students may not schedule the exam early and will not receive a grade until the end of the course. The "Comprehensive Final Exam" is tailored specifically to each student's program. This option requires a minimum of 36 hours of coursework. A minimum of 21 hours must be taken within the concentrations and 6 credits in electives. A non-thesis student receives the MA degree upon successful completion of the required coursework and passing.

HIST699 Master of Arts in History - Thesis (3 hours)
Preparation for the Master of Arts in History Capstone (Thesis) seminar begins on day one of a student's graduate program of study. The theories, research methods and analytical skills, and substantive knowledge obtained through their master's curriculum provide the basis for the thesis project. Students are required to develop primary and secondary source materials on their research topic and address the writing requirements as described in the syllabus and classroom assignments. The thesis proposal must provide a clear description of a question or problem and a proposed method of answering the question or solving the problem. Guidance on the format of the research proposal and a sample proposal are contained in the APUS Thesis Manual. Students may not take the thesis seminar until all other courses are successfully completed.

MILH510 Studies in U.S Military History (3 hours)
This course examines the military heritage of the United States from the colonial period to the present time. Through an in-depth study of the extensive literature in American military history, students assess the key individuals, military policies, postures, organizations, strategies, campaigns, tactics, and battles that define the American military experience.

MILH532 British Perspective of the American Revolution (3 hours)
This course details the British view of the Revolution and the long hidden perspective of the American Revolution. Topics include British colonial politics, diplomacy, political and military leadership, factors of influence in Great Britain during the Revolution, and post-war views of America.

MILH551 World War II in Europe (3 hours)
This course examines the Allied victory in Europe in World War II. Students assess how the American Army, trained for speed and mobility, performed during campaigns in Italy, France and Germany. The focus is on Eisenhower's generals and their decisions concerning amphibious invasions (e.g., Sicily, Salerno, Anzio and Omaha Beach), airdrops (e.g., Italy and Holland), the race across France and slogging through Italy (e.g., the Gothic siege line and the Huertgen Forest), as well as counter strokes such as Monte Cassino and the Ardennes Bulge.

MILH552 World War II in the Pacific (3 hours)
This course is a comprehensive analysis of the fighting during World War II in the China-Burma-India Theater, New Guinea, the Solomon Islands, the Aleutians, and the Philippines. Students assess the amphibious campaigns in the central Pacific theatre and evaluate the impact of one of the most massive movements of men and arms in history. Primary focus is on land warfare, its strategies, tactics, leaders and lessons learned.

MILH553 Axis Powers: Politics, Political Leadership & Diplomacy (3 hours)
This course is an in-depth study of the politics, political leadership, and diplomacy in Germany, Japan, and Italy during World War II. Topics address the factors that facilitated their rise to power; the key political structures, relations, and personalities; the inter- Axis relations among political elites versus the Allied powers; and the diplomatic efforts employed by the Axis powers as they postured against the Allies and the rest of the world during the war.

MILH554 Allied Powers: Politics, Political Leadership & Diplomacy (3 hours)
This course is an in-depth study of the politics, political leadership, and diplomacy that defined the Allied Powers of the United States, Great Britain, and Russia before, during, and after World War II. Students compare and contrast key political leaders in relation to the enormity of the war effort, including "lesser" political leaders at the time of Churchill, Stalin, and Roosevelt. Special emphasis includes political situations within occupied countries in light of the Allied Power contributions during the post war period.

MILH564 History of Peacekeeping: 1945 - 1987 (3 hours)
This course is a comprehensive survey of the overall evolution and functioning of United Nations peacekeeping operations during the Cold War period. The focus of this course is the detailed analysis and comparative assessment of each peacekeeping operation as a tool of conflict management within the unique parameters in which it was established and conducted.

MILH565 History of Peacekeeping: 1988 - Present (3 hours)
This course is a comprehensive survey of the overall evolution and functioning of United Nations peacekeeping operations from the end of the Cold War to the present. The focus of this course is the detailed analysis and comparative assessment of each peacekeeping operation as a tool of conflict management within the unique parameters in which it was established and conducted, and future trends for similar types of intervention and conflict resolution.

MILH621 The Cold War Era and Aftermath (3 hours)
This course is a seminar on the US-USSR Cold War period, which dominated geopolitics and military affairs from the end of World War II to the fall of the Berlin Wall, as well as the first decade of the post-Cold War era culminating with the events of 9/11. Students assess military conflicts and confrontations between the United States, Soviet Union, and their respective allies in the years since 1945. Focus is on the proxy wars of the US and USSR to include wars of national liberation in Africa, Asia, and Latin America; the Arab-Israeli conflict; the Indo-Pakistani conflict; and post-Cold War conflicts in Africa, Asia, and Latin America.

MILH622 Great Power Military Interventions (3 hours)
This course is an in-depth seminar on the military interventions of the United States and Soviet Union/Russia since the end of World War II. Students examine the military interventions of the United States and Soviet Union/Russia. Special emphasis includes the analysis of military interventions in Greece, Korea, Suez, Vietnam, Afghanistan, Somalia, Chechnya, and Iraq.

MILH637 The Seven Years War (3 hours)
This course is a comprehensive study of the "first global war" as events unfolded in Europe, North America, the Indian subcontinent, and on the seas during the 18th century. Students discern, as a prelude to the American Revolution, how the practice of warfare among the eighteenth century nations was firmly established among European nations. In the distrust and distaste among the French, British, and Americans, the Seven Years War set a pattern that has remained central to the American way of understanding our colonial history.

MILH649 The Mexican - American War: 1846-1848 (3 hours)
This course covers the military history of the 1846-1848 war with Mexico to include the major battles and campaigns, the experience of the common soldier, the role of the major leaders, the war's causes and consequences, and the key social, economic, and political factors. Students also evaluate the technical innovations achieved during the war, its impact upon the military science, and the legacy of the war with other American wars of the 19th century.

MILH657 BARBAROSSA: Blitzkrieg into Russia (3 hours)
This course is an analysis of the first major period of the German-Soviet war campaign. Students examine how the Wehrmacht invades Russia as the Nazis try to take over the Soviet Union in a matter of months. And why the thrust falls just barely short of Moscow when the snows put an end to the German attack in 1941. Students will develop an alternative history to include an interactive online war game simulating tactics and strategy on the Russian Front.

MILH667 The Balkans: Conflict and Peace (3 hours)
This course examines the military history of the region known as the Balkans and explores the turbulence behind long standing political, religious, and economic issues. Students assess the post World War II era from 1945 to the present, by focusing on past and present conflicts and confrontations, UN and NATO interventions, transitions in government, and the pursuit of stability within the European community. Special emphasis is on further research into the rise and fall of Yugoslavia and emerging new states.

MILH668 The War in Vietnam (3 hours)
This seminar examines the origins, evolution and impact of the Vietnam War. In addition to reviewing the history of U.S. involvement in Vietnam, students explore the political, cultural and social forces and military developments that shaped the behavior of the various Vietnamese and American parties. Purpose is to develop a coherent perspective on what became one of the costliest and most divisive wars in American history.

MILS550 History of Sea Power (3 hours)
This course is an in-depth study of the art of war at sea from Salamis to the naval operations in Desert Shield/Desert Storm, and examines the expanding role of sea power in supporting operations in combating terrorism. Students evaluate the development of the classical theories of naval warfare, as reflected by Mahan, in light of today's world conditions, threats, and roles.

MILS647 The War in Afghanistan (3 hours)
This course presents a cross-disciplinary examination and analysis of the recent experiences of war in Afghanistan. The chronology includes the "Soviet Vietnam" with the Communist Coup in 1978 through the fall of the Najibullah regime in 1992 to the post 9/11 U.S. invasion, the overthrow of the Taliban and the present situation, including Afghanistan's place in the war against terrorism. Students evaluate the military and political aspects of the wars in relation to the cultural and religious issues in Afghanistan.

Homeland Security

HLSS500 Research Methods in Homeland Security (3 hours)
The course introduces the philosophy of social science and detailed procedures for designing a social science research project. Emphasis is placed on research ethics and the collection of empirical data using a number of social science procedures. Students are also introduced to the latest homeland security intelligence methods for the analysis of competing hypotheses and predictive analysis techniques. Establishing a grant management system for hypothesis-based and need-based projects and preparation of winning grant proposals are also covered.

HLSS501 Homeland Defense (3 hours)
This course explores the boundaries of this 21st century national security mission by examining the threats, the actors, and the organizational structures and resources required to defend the American homeland. It examines how we have shifted the emphasis to protect the US homeland from the defensive measures taken during the Cold War to both reactive and proactive actions against the wide variety of asymmetric threats posed by Global Terrorism.

HLSS522 Weapons of Mass Destruction and the New Terrorism (3 hours)
This course explores the threat of weapons of mass destruction (WMD) as a new phenomenon. WMD, possibly wielded by terrorists, is the ultimate nightmare of a world society which likes to think of itself as having moved to a new plane of conduct. The U.S. government takes the matter seriously and it is presently devoting tens of millions of dollars to prepare for an incident. This course explores this new potential threat and the various responses to prevent, prepare, and respond to its use.

HLSS523 Domestic Terrorism and Extremist Groups (3 hours)
This course traces the history, emergence, and growth of paramilitary and terrorist groups within the United States. Students will assess various groups' intentions, capabilities, and activities within contexts of and ramifications on political, national security, and legal paradigms.

HLSS645 Port Security (3 hours)
This course will survey the critical importance of ports to trade, their vulnerability to disruption and attack, and defensive measures to mitigate risk focusing on international cooperation and legislation. Special emphasis will be placed on defensive measures to protect ports from disruption or asymmetric attack, international cooperation, and national legislation.

HLSS698 Separate Comprehensive Examination (0 hours)
Comprehensive final examination for students in the Master of Arts in Homeland Security program. The "Comprehensive Final Examination" is tailored specifically to each program and must be taken after students have completed 36 hours of study (i.e. during the semester following the final course) and successfully completed before the award of a degree.

HLSS699 Master's Capstone in Homeland Security (3 hours)
The Master's Capstone Seminar option in Homeland Security is a 16 week course that must be taken after all other courses in your program are complete and it cannot be taken concurrently with other courses.

Humanities

ENGL600 Effective Writing (3 hours)
This is a graduate level course designed to improve the student's rhetorical skills in writing. The course examines syntax, grammar, and rhetorical problems and develops effective choices for the writer who seeks clarity, effectiveness, and specific results for specific types of readers. The course involves a variety of reading and writing assignments, culminating in a complex research paper. This course can be applied to elective credit requirements in graduate programs where such an option exists.

HUMN500 Humanities: Research, Study and Use (3 hours)
This is the first course in the graduate humanities program. It is designed to introduce the student to the theory, concept, and general approach to a program of study centered on civilization's great works, authors, and ideas. Course topics include how to approach study of the great works, authors, and ideas; a philosophy grounded in the classical/liberal tradition; and the university and curricular concepts centered on the great ideas. Students are expected to use this course to orient themselves for the remainder of the graduate humanities curriculum, prepare for a life of focused and purposeful study based on fundamental concepts and a particular modus of thought and reflection, and apply themselves within a general framework of knowledge acquisition and application. Readings for this course include Adler and Van Doren's How to Read a Book: The Classic Guide to Intelligent Reading.

HUMN510 The Ancient World (3 hours)
This course acquaints students with the Hebrew Scriptures and the world of the ancient Greeks. The Egyptians, Babylonians, Assyrians, and other peoples to whom the Hebrews and Greeks are indebted are also considered. Among the topics to which the course attends are the human experience of the divine, man's struggle with human and natural forces, warfare and the meaning of justice, the development of logos as human reason or cognition, and the emergence of science, technology, and artistic experience. Readings for this course include The Epic of Gilgamesh; The Bible; Homer's Odyssey; Thucydides' The Peloponnesian War; Aeschylus' The Oresteia; and Plato's The Republic.

HUMN520 Antiquity and Medieval World (3 hours)
This course addresses the possibility of the existence of a proper way or path through life. The course topics address works from history's most esteemed authors. Included among the topics are Aristotle, seminal works of art and literature from the Far and Middle East, the Hellenistic world, and the Roman Empire. Religious issues of Hinduism, Buddhism, and Christianity are covered in depth. Readings for this course include: Aristotle's Nicomachean Ethics; Confucius' Analects; Lao Tzu's Tao Te Ching; The Bhagavad Gita; Epictetus' The Encheridion; Virgil's Aeneid; The Bible; and Dante's Inferno, Purgatorio and Paradisio.

HUMN530 The Renaissance (3 hours)
This course provides an overview of works of the Renaissance, and offers a detailed study of its major thinkers. Issues include the birth of rationalism, individualism, skepticism, and secularism. Questions address the problem of what the knower knows, the war between intellectual tradition and change, and the dominance of the sphere of science. Readings for this course include: Petrarch's Selections from the Canzoniere and Other Works; Machiavelli's The Prince; Francois Rabelais' Gargantua and Pantagruel; Miguel de Cervantes Saavedra's Don Quixote; Shakespeare's King Lear; Michael de Montaigne's Selections from the Essays; John Donne's Selected Poems; Rene Descartes' Discourse on Method, and his Meditations; and John Milton's Paradise Lost.

HUMN540 Beginnings of the Enlightenment (3 hours)
This course provides philosophical, artistic, and literary views of the human condition as it has been viewed in recent history, beginning with the Enlightenment. There will be an examination of the lyric poetry and the novel of the era, an assessment of the philosophic tradition and its opponents, and a closer look at the modern condition developed into the twentieth century. Readings for this course include: Jonathan Swift's Gulliver's Travels; Jean Jacques Rousseau's The Confessions; Immanuel Kant's Groundwork of the Metaphysic of Morals; and Jane Austen's Pride and Prejudice.

HUMN541 Enlightenment and the Modern World (3 hours)
This course focuses on the culmination of Enlightenment principles as they develop in the New World and into the 19th Century. Readings for this course include Walt Whitman's Leaves of Grass, Song of Myself, and There Was a Child Went Forth; Friedrich Nietzsche's Beyond Good and Evil; Fyodor Dostoesvsky's Crime and Punishment; and Edward Gibbon's The History of the Decline and Fall of the Roman Empire.

HUMN550 Evolution of Earth and Universe (3 hours)
This course provides study of the logic and methods of science in relation to the development of the universe. It addresses the path by which scientific description of the universe has been made possible. It covers the origin of the universe, the nature of reality, and the relationship between observer and nature. Course topics include cosmology and the future of the human race. Readings for this course include Stephen Hawking's A Brief History of Time and other emerging relevant contemporary documents.

HUMN551 Evolution of Life and Intelligence (3 hours)
This course is a study of issues related to genetics, the human nervous system, and artificial intelligence. Course topics include computers, computation, and its limitations; natural and machine intelligence; and the ethical responsibility of the scientist, the politician, the philosopher, and the artist as they relate to emerging issues. Philosophical, ethical, and scientific points of view will be discussed. Readings for this course include selected works of Mary Shelley, Charles Darwin, Richard Dawkins, Paul Churchland, and Edwin O. Wilson, among others.

HUMN555 The 19th Century: Romantic and Industrial Revolutions (3 hours)
In this course students will explore diverse representations of nineteenth century literature. Students will seek to critically identify and analyze literary meanings from interdisciplinary perspectives. They will question how the works discussed reflect and impact a range of cultural issues in the nineteenth century– a time of radical social change. Through the lens of literature students will look at social upheaval in terms of national identities, urbanization, science, music, class, popular culture, gender, industry and, in the U.S, slavery.

HUMN560 Society and the World I (3 hours)
This course provides a study of distinctive perspectives of the social sciences. Course topics include the development of modern political and social understanding. Seminar discussions revolve around key issues in knowledge of societies—the state of nature, the social contract, the invisible hand, class conflict, and self-denial. Readings for this course include: Ibn Khaldun, The Muqaddimah; Thomas Hobbes, The Leviathan; John Locke, Second Treatise on Government; Adam Smith, Theory of Moral Sentiments; Alexis de Tocqueville, Democracy in America; Emile Durkeim, Suicide.

HUMN561 Society, Class and Wealth (3 hours)
This course builds upon the study of distinctive perspectives of the social sciences. Course topics include the development of modern political and social understanding as it relates to the impact of economic issues on societies. Readings for this course include: Jean-Jacques Rousseau, Discourse on the Origin of Inequality; Max Weber, The Protestant Work Ethic and the Spirit of Capitalism; Adam Smith, Wealth of Nations; Karl Marx and Friedrich Engels, Selected Works.

HUMN570 The Individual in Society (3 hours)
This course presents a study of the modern individual in relation to, and as a product of, social environment. It addresses the forces of family, sex, economy, and others that shape the psyche. Course topics include the concept of the self, the history and role of the family, and the individual in free and totalitarian societies. American cultural traditions are studied against the backdrop of other societies in this contemporary-minded course. Readings for this course include: Gerth, From Max Weber; Sigmund Freud, Autobiographical Study; Erving Goffman, The Presentation of Self in Everyday Life; Margaret Mead, Sex and Temperament in Three Primitive Societies; Frantz Fanon, Black Skin, White Masks; Robert Bellah, et. al., Habits of the Heart: Individualism and Commitment in American Life.

HUMN571 Individuals, Societies, and the Spirit (3 hours)
This course continues the study of the development of the individual in modern society. Readings for this course include: William James, Varieties of Religious Experience; Emile Durkheim, Elementary Forms of Religious Life; Ernest Gellner, Nations and Nationalism; Sigmund Freud, Civilization and Its Discontents; Erik Erikson, Childhood and Society; Thomas Kuhn, The Structure of Scientific Revolutions.

HUMN573 A Cultural History of Gardens (3 hours)
Human engagement with nature has a very rich and complex history, and gardening (or landscaping) is the only art that at once links us to our natural surroundings and to our human past. Nature and culture meet and coexist in spaces created through landscaping, and this course wishes to explore the rich heritage of this complex relationship through exploration of gardens, art history and written (often literary) accounts. Special focus is given to the interrelations of gardening and visual arts, and how this relationship is interpreted through theoretical accounts. The course will focus on two great gardening traditions, that of the British Isles and that of Japan, and will develop an understanding of the background, history and aesthetics of landscape art in an interdisciplinary setting.

HUMN698 Comprehensive Examination: Humanities (0 hours)
This will be a comprehensive final examination for students in the Master of Arts in Humanities program. The Comprehensive Examination: Humanities is tailored specifically to each student and must be taken after students have completed 36 hours of study (i.e. during the semester following the final course) and successfully completed before the award of a degree.

HUMN699 Master's Capstone Seminar in Humanities (3 hours)
This course provides the framework for students to write a thesis, a major research paper, or develop a creative project in lieu of the comprehensive examination. Those students who elect this course may reduce their electives by three hours.

Information Technology

ENTD511 Systems Analysis and Design (3 hours)
This course is a study of the principles involved in designing and evaluating information management systems. Topics covered include the concept of the system life cycle, the iterative nature of the processes of analysis and design, data modeling, network modeling, and process modeling. Additional topics to be covered are object oriented design and analysis as well as the spiral method for analysis and design. Students must have access to MS Visio 2000 or higher.

ENTD600 Object Oriented Analysis and Design (OOAD) (3 hours)
Object oriented analysis and design is an essential precursor to developing the new generation of information systems. This course uses sound academic principles coupled with a pragmatic methodology to perform object-oriented analysis and design (OOAD). This course appraises and applies the widely adapted Unified Process framework, the Unified Modeling Language (UML), and various analysis and design methodologies subscribed to by acknowledged modeling experts. This course examines various OOAD technologies, performance analysis techniques to optimize performance, and methods to correct performance deficiencies. The course also assesses the principles and processes for gathering, defining, and analyzing the requirements (including the stakeholders' interviews), system architecture, and software design.

ENTD610 Object Oriented Applications: Design and Development (3 hours)
This course appraises the object-oriented approach to application design and development of information systems. The course examines software development and design methodologies; it also assesses the principles, benefits, techniques and practical applications to measure the quality of object-oriented design and development. It also applies object-oriented application design and development techniques such as Unified Modeling Language (UML), Unified Process, use case analysis, problem domain analysis, activity diagramming, interaction diagramming, design heuristics, and design patterns to improve system adaptability and component reuse.

ENTD620 Object Oriented Applications: Integration, Quality Assurance, and Deployment (3 hours)
The course examines the use of unified modeling language (UML) across various object-oriented application implementation technologies; it specifically addresses implementation factors, such as: components, composite structure, and deployment diagrams. It appraises the processes and the potential pitfalls related to application delivery. This course also assesses relevant, real-world approaches to distributed, object-oriented application development delivery and operations. This course also analyzes component testing, application testing, integration planning, incremental builds, test plans, build testing, staging, and configuration management. This course also appraises the principles of communicating with users and performing strategic, justin- time training to effectively utilize the applications.

ENTD640 Enterprise Software Development Methodologies (3 hours)
The course is an advanced study of enterprise software and its role in meeting the needs of an organization and solving business problems. The course also examines the phases, processes, and deliverables in various enterprise software development methodologies; it also assesses related concepts such as enterprise resource planning, customer relationship management, operational risk management, enterprise content management, and enterprise architectures. The course also appraises the procedures, practices, and challenges in collaborative development of enterprise software applications.

INFO531 Management Information Systems (3 hours)
This course addresses information systems, to include their nature and role as key management resources. This course covers the information systems infrastructure, to include databases, knowledge management systems, enterprise information portals, telecommunications, the Internet, and wireless technology. It examines the topics of e-commerce, information systems in the global economy, managing global systems, securing information systems, and ethical and social issues in information systems.

INFO620 Enterprise Database Systems (3 hours)
This course examines the principles, practices, and methodologies of enterprise database systems from conceptual design to implementation; this includes architectures, models, design, management, implementation, and security. Included is a total life-cycle database design and implementation project that entails conceptual design, data modeling, normalization, optimization, and implementation. This course appraises object-relational and relational databases, examines Entity-Relationship (ER), Extended Entity-Relationship (EER), and Unified Modeling Language (UML) data models, and investigates relational algebra, calculus, dependencies, keys, relationships, cardinality, and referential integrity. It also evaluates query processing, performance tuning, transaction processing, concurrency, data integrity, database recovery, data security, data warehousing, data mining, and emerging technologies. Prior knowledge in a procedural database language such as PL/SQL or T/SQL using Oracle or MSSQL respectively is highly recommended.

INFO640 Data Warehousing and Decision Support Systems (3 hours)
This course appraises emerging data warehousing technologies that play a strategic role in giving business organizations the competitive edge. This course assesses phases, processes, strategies, deliverables, and challenges of the extract, transform, and load (ETL) process to populate data warehouses to enable data analysis. It analyzes the principles of data modeling for multidimensional databases and it assesses the processes, practices, and tools of Master Data Management (MDM) to aggregate, assure quality, persist and distribute data. It examines data mining techniques and the process used to facilitate decisions and to find patterns and relationships in data. The course analyzes the principles of decision sciences, decision support systems and architectures, decision process models, computer-supported decision making, decision tables, and decision trees, and applies these principles to improve organizational performance.

ISSC621 Computer Forensics (3 hours)
This course examines information concealment techniques, technologies, hardware, software, and relevant legislation for cyber forensics to reveal and track legal and illegal activity. The course examines the process for investigation and introduces the tools and procedures required to legally seize and forensically evaluate a suspect machine. Also covered are the rules of evidence, chain of custody, standard operating procedures, and the manipulation of technology to conceal illegal activities, and revealing concealed information using cyber forensics.

ISSC630 Advanced Cybercrime Analysis (3 hours)
The global reach of the Internet, the low cost of online activity, and the relative anonymity of users has led to an increase in computer related crimes. This course focuses on cybercrime investigation and prevention; it appraises the legal issues related to on-line criminal conduct, the collection of electronic evidence, and the onslaught of new technology. This course also analyzes the phases, processes, and challenges of cybercrime investigations, and it examines technical, legal, and social issues relating to the search and seizure of digital evidence and computer forensics. Students will encounter the challenges of the latency between technology and the law.

ISSC631 Cyber Ethics: Privacy and Intellectual Property (3 hours)
This course is an advanced study of information ethics, cyber privacy, and intellectual property. It examines the ethical, economic, and societal issues that face today's information-entrenched society; this includes intellectual property rights, privacy, accessibility and censorship. The explosive growth of information technology, the increased competition in the global marketplace, and the surge in the use of information to protect society from terrorism has led to the unintended erosion of fundamental rights and values. This course appraises the current state of information ethics, the dangers and opportunities presented by information technology, and the potential solutions to the inherent risks in today's information-bound society.

ISSC640 Computer Networks and Data Systems (3 hours)
This course is a study of computer networks and the evolution of modern communication systems. It examines the various layers of the basic reference models such as the five-layer IP model or the seven-layer OSI model, by scale, connection method, network architecture, or topology. This course also includes an in-depth analysis of transmission protocols, communications systems, and networks. A prior knowledge of networks and networking is recommended.

ISSC641 Telecommunications and Network Security (3 hours)
Telecommunications networks are a critical component of the global economic and social infrastructures. Securing critical infrastructure is an established priority within Information Security Management. This course examines the field of secure telecommunications networks, including emerging threats, system vulnerability, network evolution, and network defense mechanisms.

ISSC642 Intrusion Detection and Incident Handling (3 hours)
This course examines the tenets of Intrusion Detection, Intrusion Prevention, and Incident Handling. Intrusion Detection focuses on the methods to detect attempts (attacks or intrusions) to compromise the confidentiality, integrity or availability of an information system. Also included is an analysis of the principles and practices of intrusion detection, intrusion prevention, and incident handling; network-based, host-based, and hybrid intrusion detection; identifying attack patterns; deployment of resources and responses to handle the incident, surveillance, damage assessment, risk assessment, data forensics, data mining, attack tracing, system recovery, and continuity of operation.

ISSC650 Advanced Digital Forensics (3 hours)
This course is an advanced study of the models of investigative methods for finding evidence in a wide scope of disparate digital devices such as computers, networks, mobile phones, PDAs, MP3 players, and any device or appliance that carries an electronic circuit board which could potentially store data or information. It also examines the science, the evidence, and the law related to digital forensics, the validation of findings, and determination of acceptable and irrefutable evidence in a court of law. It also evaluates various digital forensics models for data identification, preservation, collection, examination, analysis, preparation, and presentation. (Prerequisite: ISSC621 or equivalent).

ISSC651 Advanced eDiscovery (3 hours)
This course is an advanced study of the principles and methodologies of the e-discovery process and the increasing importance of digital evidence in litigation. Topics include contemporary investigative methods, legal issues, cost containment, collecting and prioritizing data sets, preservation of digital evidence, document review, metadata and spoliation considerations, comparative assessments, and forensic investigations. (Prerequisite: ISSC621).

ISSC660 Information Assurance (3 hours)
The course analyzes computer and systems security measures by examining a model for information assurance; it also examines the components of a comprehensive Information Assurance plan. Topics included are: asset identification, human factors, compliance with regulations, personnel security, risk assessment and ethical considerations, IA policy, as well as computer and network security tools.

ISSC661 Information Assurance: Assessment and Evaluation (3 hours)
This course is an advanced study of the principles, practices, procedures, and methodologies to assure the protection and availability of vital digital information systems assets. It examines information assurance, incident management and response, and security standards; and it appraises the convergence between information security, information systems security, and information warfare. This course appraises organizational, legal, technical, and ethical issues related to securing vital digital assets. Topics include: the role of the corporate security officer, corporate cybercrime, electronic commerce, cryptography, and international standards, policies, and security acts. (Prerequisite: ISSC660).

ISSC662 Information Assurance: Capability Maturity and Appraisals (3 hours)
This course examines the phases, processes, standards, the levels, and the process areas of the INFOSEC Assessment Capability Maturity Model (IA-CMM). The IA-CMM minimizes false indications of quality and maturity by relating the IA-CMM process areas to the INFOSEC Assessment Methodology (IAM). This course appraises the principles and methodologies of the IA-CMM; and applies it to develop an organizational ratings profile to provide a measure of maturity. The ratings profile is used to develop strategies to mature the organizational processes (Prerequisite: ISSC660).

ISSC680 Information Security Management (3 hours)
Information Security includes an evaluation of the techniques, policies and strategies to ensure that data stored in an organization's computers cannot be accessed or processed without the consent of the organization. Also included, is an analysis of Information Security & Risk Management, Access Control, Physical Security, Security Architecture & Design, Business Continuity & Disaster Recovery Planning, Telecommunications & Network Security, Application Security, Operations Security, Law, Compliance & Investigations. This course also reviews the building blocks of information systems and cryptography is provided to reinforce the scope of security management.

ITCC500 Research Methods in Information Systems and Technology (3 hours)
REQUIRED AS FIRST PROGRAM COURSE; MAY TAKE ANOTHER COURSE WITH IT. This course focuses on the research methods, tools, instruments, and devices used in Information Sciences and Information Technology; it appraises the logic of the scientific method, research design, qualitative and quantitative analysis of data for the purpose of conducting and reporting basic research in a scholarly and academic setting. Through concentration-based case studies, it investigates current trends, legal and ethical issues, global and societal impact, policies, and applications in the fields of information technology, information security, cyberlaw, digital forensics, and media management. This course evaluates methods to collect, classify, categorize, evaluate, assess, and report research data, to formulate valid research questions, and to derive logical conclusions. The principles, practices, tools, and methodologies presented in this course are applicable throughout the program of graduate studies.

ITCC698 Information Technology: Capstone (3 hours)
Capstone course of studies completed toward the graduate degree in Information Technology. This course will only be offered in 16 week sessions. The student will complete a research thesis or creative project that demonstrates mastery and application of advanced research and analytic skills related to the learning outcomes of this degree program. The student must submit a research proposal, preferably two months prior to enrolling in the course, and obtain approval from the Director of Graduate Information Technology Programs.

ITMG624 Information Technology Project Management (3 hours)
This course explores successful project management for information technology projects. The System Development Life Cycle (SDLC) models are defined including the waterfall, spiral, incremental release, and prototyping models. Students will differentiate between these models and apply corresponding project management methods to identify critical checkpoints and reviews. Risk management, as applied to technology projects, is examined. Key project indicators are discussed, and students will explore defining measurement criteria for determining critical success factors on a project. The course defines the application of knowledge, skills, tools, and techniques to project activities and includes a tutorial for Microsoft Project. Emphasis is placed on the three dimensions of the information technology project constraints: scope, time, and cost. Students are recommended to have access to Microsoft Project. Course software requirements with the appropriate versions are listed under the course materials site.

ITMG625 IT Project Management: Integration, Scope and Time (3 hours)
The course is an advanced study of project management; it takes a systems approach to project management and examines project integration, project management knowledge areas (domains), project lifecycle, software development lifecycles, phases, and process groups, such as project initiation, planning, executing, controlling, and closing. This course also appraises the challenges and the techniques for managing scope on IT projects. This course also assesses methods, tools, and techniques to perform time management. Students must have access to Microsoft Project. Course software requirements with the appropriate versions are listed under the course materials site. (Prerequisite: ITMG624).

ITMG626 IT Project Management: Cost and Communications (3 hours)
This course is an advanced study of the models, methods, principles, practices, and challenges pertaining to project lifecycle cost management, including earned value management (EVM). This course also examines the process for developing project communications plans, and it analyzes various communications and technology tools to enhance project communications. Students must have access to Microsoft Project. Course software requirements with the appropriate versions are listed under the course materials site. (Prerequisite: ITMG624).

ITMG627 IT Project Management: HR and Procurement (3 hours)
This course is an advanced study of Human Resource Planning and Development; it also analyzes various human resource organizational structures for project success. It appraises various theories of human motivation and applies these theories to develop effective project teams. This course also appraises the inherent risk in various kinds of contracts and examines the principles of effective contract creation and administration. Students must have access to Microsoft Project. Course software requirements with the appropriate versions are listed under the course materials site. (Prerequisite: ITMG624).

ITMG628 IT Project Management: Quality and Risk (3 hours)
This course is an advanced study of engineering high quality on IT projects. Quality does not happen; it must be planned, promoted, and practiced intentionally and deliberately. This course also examines the various models and methods for assessing and managing project risk. This course also applies both qualitative and quantitative risk analysis to minimize project risk. Students must have access to Microsoft Project. Course software requirements with the appropriate versions are listed under the course materials site. (Prerequisite: ITMG624).

ITMG630 Project Management for e-Business (3 hours)
E-Business projects have become even more commonplace than the neighborhood bowling alley; e-Business development timelines have shrunk dramatically while costs have increased significantly. While traditional IT project managers have filled the gap, it should be recognized that e-Business introduces challenges over and above that of traditional IT project management. This course is a study of the project management framework related to e-Business, it includes: strategic planning, risk management, web content management, customer relationship management, security and privacy management, web usability, agile application development, application deployment, search engine optimization (SEO), internet marketing, and vendor management.

Intelligence Studies

INTL500 Research Methods in Security and Intelligence Studies-Intel Majors (3 hours)
Learn basic research methods skills for addressing security and intelligence studies problems and issues. You focus on the detailed procedures for conducting qualitative case studies, which is the foundation for most basic security and intelligence research conducted in academic, government, and business circles. You become well versed in research planning, secondary data collection, and qualitative data analysis methods and how these methods relate to the larger field of social science research. You will also learn the analysis of competing hypotheses approach to research design. You are also introduced to basic social theory which supports security and intelligence research. The course prepares you for later learning intermediate and advanced security and intelligence methods.

INTL501 Strategic Intelligence (3 hours)
RECOMMENDED AS SECOND PROGRAM COURSE. Strategic Intelligence is an examination of the current structure, function, capabilities, and contributions of individual U.S. national intelligence community members. Students appraise the intelligence cycle, including an overview of the intelligence planning, collection, exploitation, analysis, production, and dissemination phases. A review is also made of intelligence oversight structures and restrictions on U.S. national intelligence community activities as prescribed by federal law, executive and agency directives, and the intelligence oversight system.

INTL502 Collection (3 hours)
This course is a study of intelligence collection and information gathering. It focuses on a variety of aspects related to how both the United States and foreign nations gather and process intelligence. The student will develop a comprehensive understanding of the role collection plays in the intelligence community, how various policies affect collection, and how different intelligence agencies monitor and collect intelligence.

INTL506 Analytics II (3 hours)
This course provides an overview of intelligence analysis. This course first explores the nature of human thought processes: why we think the way we do, and the many analytical, perceptual, and cognitive errors we frequently make in conducting our own analysis. The course also provides the student a foundation from which to understand and conduct critical analysis. Once these are understood, students are then given a series of historical case studies to examine and analyze (INTL504 - Analytics I is NOT a prerequisite for this course.)

INTL507 Intelligence Operations (3 hours)
This course provides an introduction to the theory and practice of intelligence operations. The course will focus on the intelligence resources necessary to carry out the full range of intelligence operations using the tools, techniques, and resources available to intelligence agencies.

INTL604 Interagency Operations (3 hours)
Learn how to improve interagency relationships among security, defense, and intelligence agencies. This course introduces the student to theoretical and practical material for understanding the behavior of individual organizations and what can be done to make organizations work more closely together at the federal, state, and local levels. Students are introduced to theoretical material on organizational cultures; bureaucracy; social trust; individual, group, and organizational decision-making; and interagency collaboration. Emphasis is placed on explaining why organizations act the way they do and how to improve interagency coordination. (Prerequisite: INTL500 Research Methods in Security and Intelligence Studies or other APUS 500-level graduate research methods course).

INTL610 Counterintelligence (3 hours)
The course focuses on both U.S. and foreign aspects of counterintelligence, including the history and evolution of counterintelligence, the differences between passive and active CI measures, principles and processes of counterintelligence and its relationship to covert action, the ethics of counterintelligence, and the evaluation of CI successes and an estimate of the damage caused by failures. The student will develop a comprehensive knowledge of the use and practices of counterintelligence, especially in protecting homeland security and national security interests against foreign adversaries. Additionally, the collection process and the changes for the future in the infusion of CI technology will be discussed.

INTL613 Intelligence and Homeland Security (3 hours)
Examines intelligence community responses to threats to the U.S. homeland from transnational and domestic terrorists, including the employment of Weapons of Mass Destruction. Threats to the U.S. borders, including illegal immigration, narcotics smuggling, money laundering, commercial smuggling, and other organized crime activities are also covered.

INTL614 Assassination: History, Theory, and Practice (3 hours)
This course is a study of the historical, theoretical, political, moral, and legal dynamics and implications associated with assassination, targeted killing, and related topics in modern warfare and intelligence operations. Through case studies, public law, and historical example, students will explore the reasons behind, the objectives sought, and implications of assassination, targeted killing, and other ethical dilemmas in intelligence and modern warfare.

INTL616 Ethical Challenges in the Intelligence Community (3 hours)
This course examines issues of ethics and morality in the context of Intelligence. It begins with an in-depth critical analysis of the functioning and capability of contemporary U.S. Intelligence from the viewpoint of professional ethics. It then goes on to address the potential for shortcomings and gaps, and discusses firm, coherent solutions. Students will research the moral, psychological and legal issues pertaining to military decision-making in counter-terrorism, homeland security, asymmetric warfare and conventional military campaigns. Following an examination of administrative evil in different contexts and on several historical scales, the course concludes with an evaluation of prevarication and related ethical-moral choices faced in Intelligence, military and civilian life.

INTL621 Signals Intelligence (SIGINT) (3 hours)
This course examines Signals Intelligence focusing on the underlying technology of SIGINT and its application to various military and civilian intelligence questions at both the tactical and strategic level primarily through the use of the case study approach. Focusing primarily on communications intelligence (COMINT) and electronic intelligence (ELINT) this course will also address the lesser-known disciplines of MASINT, FISINT, etc. Collection platforms will be studied in relation to their inherent capabilities and application against various intelligence targets. The peculiar constraints on intelligence analysis in the SIGINT environment will be explored with the purpose of understanding the limitations of SIGINT and SIGINT's role in the broader all-source intelligence analysis process. The course is held at the unclassified, open-source level.

INTL623 Human Intelligence (HUMINT) (3 hours)
This course provides an overview of HUMINT operations include mission-target analysis, operational planning, execution and evaluation, cover, security and communications, collection and reporting, and financial management. Students will be expected to demonstrate the ability to assess, articulate and defend the soundness of operational concepts, plans and budgets.

INTL624 Geographic Information Systems and Spatial Analysis (3 hours)
This course will provide the student with a solid foundation in Geographic Information Systems (GIS), powerful tools used for the collection, analysis and display of spatial data. The true link between GIS and intelligence studies is the ability to make informed decisions based on the data available, by assigning weight in terms of importance to the various datasets, and finally creating associative analyses to determine a course of action pertaining to a person, group, nation or region. This course will help the student to achieve this important objective. (Prerequisite: INTL500). Note: The ESRI course software will not run on computers using Macintosh [3 Semester Hours]

INTL625 Imagery Intelligence (3 hours)
Students explore the contribution of imagery intelligence to the all-source effort, the advantages and disadvantages of imagery intelligence, the collection sensors' capabilities and limitations, and the interpretation process of the imaged subject.

INTL631 Criminal Intelligence Analysis (3 hours)
This course provides the student with an introduction to the methods and techniques of criminal intelligence analysis and strategic organized crime. The rapid increase in multinational analysis and transnational organized crime, corporate drug trafficking organizations, and the impact of crime on national and international policy has created a critical need for law enforcement intelligence experts in the relatively new field of criminal intelligence. The course shows how to use criminal intelligence analysis to predict trends, weaknesses, capabilities, intentions, changes, and warnings needed to dismantle criminal organizations. This course provides knowledge needed by law enforcement professionals at the federal, state, and local level, by criminal intelligence analysts working in private industry, and by military intelligence personnel making a transition from a military to a law enforcement career. The course provides a background of the use of intelligence to dismantle criminal organizations and businesses. This course emphasizes criminal/law enforcement intelligence, as opposed to criminal investigation.

INTL634 Threat Analysis (3 hours)
This course is a study and analysis of international threats to security. It focuses on a variety of aspects related to both U.S. and foreign threat analysis and action, including the evolution of responses to threats, perspectives on threat action since World War II, principles of threat analysis and response, and assessments of successes and failures of such actions. The student will develop a comprehensive knowledge of threat analysis, how intelligence agencies in the U.S. assess and counter international threats in order to guard U.S. global interests and protect U.S. national security from adversaries, and how various threats affect national security policy and decision-making.

INTL635 Indications and Warnings (3 hours)
The purpose of this course is to teach the student how the current I&W system is organized, how it is supposed to work in theory, and how it has actually worked in practice. In addition, students will examine the traditional and alternative approaches to the I&W process. Students will learn about the various types of intelligence indicators and how they fit into the process of intelligence prediction, which is an implied function of I&W. Students will also examine various historical case studies to learn about the four basic "sources of error" in I&W.

INTL637 Intelligence Profiling (3 hours)
This course provides an overview of the analysis of political leaders. It explores various political psychological approaches to studying leaders to include biographies, psychoanalysis, traits, characteristics and motivations. Examples of specific political leaders are discussed throughout the course to offer the student a broad knowledge of world leaders. The course also provides students with a solid foundation from which to conduct their independent analysis of political leaders.

INTL640 Intelligence and National Security (3 hours)
Students review the relationships between intelligence and national security strategy using an historical case study approach, analyzing both past and contemporary national security issues from an intelligence perspective. Students also analyze the evolving relationship between intelligence and national security strategy from the beginning of World War I to the present. THIS COURSE NOT OFFERED AT APUS, BUT MAY BE FULFILLED THROUGH TRANSFER AGREEMENTS OR A SUBSTITUTION COURSE. PLEASE CONTACT YOUR ACADEMIC ADVISOR FOR DETAILS.

INTL641 Intelligence in Low Intensity Operations (3 hours)
This course covers the role of intelligence in counterinsurgency, short-term interventions, and peace operations. Particular attention is given to how well the intelligence system has succeeded in using human intelligence in low intensity operations.

INTL642 Information Warfare (3 hours)
Students in this course synthesize the elements of information warfare or what is more commonly called today, Information Operations (IO). The course will cover actions taken to deny, degrade, disrupt, destroy or influence an adversary, while protecting/defending own force information with extensive coverage of Cyber Warfare. Students will be introduced to Computer Network Operations (CNO), Electronic Warfare (EW), Psychological Operations (PSYOP), Military Deception (MILDEC), and Operations Security (OPSEC).

INTL643 Information Operations (3 hours)
This course addresses the core elements of Information Operations (IO). Students will be introduced to the core IO disciplines referred to as Electronic Warfare (EW), Computer Network Operations (CNO), Psychological Operations (PSYOP), Military Deception (MILDEC), and Operations Security (OPSEC). Students will also be introduced to supporting IO disciplines of Information Assurance (IA), support to Civil-Military Operations (CMO), support to Public Affairs (PAO) and support to Public Diplomacy (PD).

INTL646 Transnational Crime and Narcotics (3 hours)
This course will provide an overview of transnational crime and narcotics and its effects on national security, political, social, and economic development of countries around the world. The focus of this class will be the proliferation and expanding influence of organized crime groups, the increasing links among crime groups, corruption, and links to terrorism from transnational crime and narcotics. This class will examine the diverse dimensions of transnational crime and narcotics in the context of increasing globalization and the exponential impact of technology advances. Recent developments in narco-trafficking, illicit finance, corruption, the rule of law in conflict areas, the use of technology to facilitate crime, and terrorist ties to crime and narcotics will be discussed.

INTL648 Electronic Warfare I (3 hours)
EW plays a key role in today's ever changing information driven battle space. This course provides a thorough introduction to EW, including basic radar theory, electronic attack (EA), electronic warfare support (ES), and electronic protect (EP) terms and concepts. IT IS HIGHLY RECOMMENDED THAT YOU HAVE SUCCESSFULLY COMPLETED COLLEGE ALGEBRA BEFORE TAKING THIS COURSE.

INTL650 Counterterrorism (3 hours)
This course is a study of the evolution of intelligence and counterterrorism while analyzing U.S. and international policies for combating terrorism, terrorist tactics worldwide, and the scope of terrorism in the twenty-first century. The course focuses on the problems presented by terrorism to U.S. national security, suggested political solutions, and alternatives to the current counterterrorism policy.

INTL652 Terrorism: Assessing the Past to Forecast the Future (3 hours)
This course will expose the students to a variety of counter-terrorism intelligence methodologies and analytic tools, and extensive academic, government, policy literature on the challenges, opportunities, and assumptions related to forecasting terrorism. The course will provide students with the analytic capability to understand the types of terrorist threats that are most likely to confront the U.S. and its allies, in addition to challenging students to evaluate the efficacy and impact of prediction-based efforts in counter-terrorism intelligence.

INTL653 Deception, Propaganda and Disinformation (3 hours)
This course provides an overview of deceptive techniques. These techniques are often referred to as deception, propaganda, disinformation and dirty tricks. Throughout the course, students will be exposed and will analyze the use of deception in various contexts. These deceptive techniques are illustrated with a series of historical and current case studies.

INTL655 Intelligence and Weapons of Mass Destruction (3 hours)
Students in this course examine a top national intelligence priority, weapons of mass destruction, and some of the intelligence techniques used against them. Topics include scientific and technical intelligence and its emergence since World War II, sessions on each of the four dominant WMD (chemical warfare, biological warfare, nuclear weapons and radiological dispersal devices) and important issues related to potential terrorist usage of these weapons. The course ends with a discussion on US response capabilities to a WMD attack within our borders and the role US Northern Command plays in this response.

INTL687 Electronic Warfare II (3 hours)
EW-2 is an advanced course in EW, focusing on the physics/engineering concepts and theory that form the foundation for the development and operation of modern electronic attack (EA) systems.

INTL690 Independent Study: Intelligence (3 hours)
An opportunity for Intelligence students to pursue an independent research project or examine a specific area of Intelligence and its history under the mentorship of a single professor. Students must complete 24 credits of study before taking this course. Participation is at the discretion of the faculty member. Students will typically produce a major research paper (50+ pages); there will be no examination. Prior to registering, students should first contact the professor with whom they wish to mentor their independent study, coordinate an agreement on the grading requirements, and then NOTIFY their academic advisor with the name of their professor.

INTL698 Separate Comprehensive Examination (0 hours)
THIS COURSE WILL REQUIRE A PROCTORED EXAM. Comprehensive final examination for students in the Master of Strategic Intelligence program. The comprehensive examination is only an option for students that started their degree program prior to 1 January 2009. The "Comprehensive Final Exam" is tailored specifically to each program and must be taken after students have completed 36 hours of study (i.e. during the semester following the final course) and successfully completed before the award of a degree.

INTL699 Master's Capstone in Strategic Intelligence (3 hours)
This is a 16 week course that must be taken after all other courses in your program are complete.

International Relations

IRLS500 International Relations Theory (3 hours)
This course provides an analysis of the three important theoretical debates of international relations: Idealism vs. Realism, Traditionalism vs. Behavioralism, and Realism vs. Neo-realism. The course also addresses the level of analysis problem, as well as the central assumptions and key concepts of various theories of international relations, with special emphasis on the basic concepts, propositions, and current critique of realism and neo-realism.

IRLS501 Comparative Political Systems (3 hours)
This course examines a broad range of governments utilizing the comparative method of analysis. Students will study democracies, monarchies, dictatorships and authoritarian forms of government. Students will participate in various class projects emphasizing contemporary problems of the various forms of governments of nation states today. This will take into consideration cultural differences and similarities, human nature, and the approaches of individual governments different from that of the American norm in carrying out their basic responsibility to maintain and strengthen society by equal justice for all of its citizens.

IRLS502 International Political Systems (3 hours)
This course examines how the international political system-–the patterns of interaction among world political actors—has changed and how some of its fundamental characteristics have resisted change. Students will investigate how the global system works and how the process of globalization is remaking the political and economic world.

IRLS503 International Organizations (3 hours)
This course introduces issues surrounding the two major categories of international institutions: intergovernmental organizations (IGOs) such as the United Nations, and nongovernmental organizations (NGOs) such as the International Committee of the Red Cross. The course studies the theories, origins, principles, organization, activities, legal authority and performance of major international organizations as world actors in areas of economic development, international security, trade, and humanitarian assistance. IGOs serve as forums for communications, as regulators, as distributors, as organs of military security, and as peacekeepers. A few IGOs, such as the European Union (EU), have taken on supra-national political functions; they have power to make decisions that bind member-states, and their failures are not inherent, but are often caused by the reluctance of states to surrender sovereignty.

IRLS504 International Political Economy (3 hours)
This seminar allows the student to research some of the primary theoretical perspectives and analytical approaches for studying international political economy. The course includes a survey of contemporary literature, with special emphasis on theory, the phenomenon of globalization, an exploration of the market economy, the role of international and transnational actors, and relations between the Global North and the Global South with the international economic system, as well as instructions in how to critically evaluate research and set up a research project.

IRLS506 History of American Foreign Policy (3 hours)
The purpose of this course is to provide students with the analytical tools and knowledge skill sets to assess American foreign policy and America's role in a changing world. Specifically, this course attempts to make sense of the change dynamics by exploring the policy process and the core values that have defined America's role in the world.

IRLS507 Selected Topics in International Relations (3 hours)
This course allows the students to examine emergent issues and/or events in International Relations. The course will be taught in a structured seminar format.

IRLS600 Strategic Geography and Geopolitics (3 hours)
This course of study examines the history of political, tactical and strategic developments and concepts regarding geopolitical concerns regarding political and military planning and execution from the mid-20th Century through the modern era. The comparative analysis of these concepts from the applicable secondary literature will provide a stepping stone to understanding the nature of modern combined arms and joint forces warfare.

IRLS603 Politics and War (3 hours)
This course examines the relationship between military affairs and statecraft, ranging from how war is a logical consequence of political behavior. Case studies in the great powers' use of force and military issues clarify the connection between politics and the use of force, including war in its international context, attitudes toward war and its causes, the notion of "vital interests," why humans fight, and aspects of past areas of conflict that appear relevant to the future.

IRLS605 Comparative Defense Policies (3 hours)
This course examines the defense policies of a number of nations in Europe and Asia that had to deal with enormous changes following the East Bloc's collapse. It concentrates on the effect of post-Cold War induced changes on these nations.

IRLS610 Foundations of Peace (3 hours)
This course is a history, development, and future outlook for the approaches to peace, with particular emphasis on peace through coercive power, peace through nonviolence, peace through world order, and peace through personal and community transformation. The course will study the phenomenon of peace through examples and cases from the international/strategic level down to the local/tactical levels.

IRLS611 Conflict Analysis and Resolution: Theory and Practice (3 hours)
The course will consider the rationalist approach to conflict analysis, along with other theoretical approaches to international relations theory. It will examine the generic nature of conflict, whether between individuals or nations. It also directly addresses international conflict, its origins, discernible patterns, routine components, range of outcomes, and modes of conflict prevention or amelioration. Conflict resolution theory will be applied to various cases of contemporary conflict among nations. Students will develop a thorough awareness of the origins of conflict, various approaches to conflict analysis and resolution, as well as strategies for conflict prevention.

IRLS613 International Negotiation (3 hours)
This course is a study of the theory and literature on the history and practice of international negotiations for purposes of peace; mediation between opposing factions, groups, or states; settlement of hostilities; preemption; among other issues. The course includes contending approaches to international negotiations, their basic assumptions and methodologies, and their application to current conflict situations. The role of culture and cross-cultural communication in international negotiation is explored. Also included in the course is discussion and study of skills development in international negotiation.

IRLS614 International Civil Order (3 hours)
This course will explore the role of international civilian police in peacekeeping operations in establishing a rule of law sufficient to support an emerging democratic society and a sustainable peace. Emphasis will be placed on exploring civilian police relationships with other actors in theater and on understanding public order maintenance through the lenses of peace building, justice and reconciliation.

IRLS615 Peacekeeping: Structure and Process (3 hours)
An examination of the strategic, operational, and tactical elements required for conducting both UN and non-UN sponsored peace operations. Special emphasis is placed on understanding the reasons for success or failure of previous and ongoing peacekeeping missions.

IRLS631 Government and Security in Korea (3 hours)
An examination of the governments and the militaries of the two Koreas. This course will closely examine the reasons behind the Korean peninsula playing such a pivotal role in overall Northeast Asian security. The course will examine domestic political, economic and social problems and prospects of North Korea and South Korea; the prospects for reunification; the military balance and the changing strategic environment; and the relations of Pyongyang and Seoul with their key allies. Includes an examination of U.S. relations with Korea.

IRLS655 Latin American Security Issues (3 hours)
Latin America continues as one of the most important areas to the United States -- even as it remains one of the least understood. In particular, the internal dimension of security has not yet been resolved in many Latin American nations to the extent that domestic stability can be taken for granted, a reality which could have profound consequences for the United States.

IRLS660 Seminar in Middle East Politics and Security (3 hours)
This course examines evolution of the contemporary Middle East politics. It studies political, social, and cultural, interactions both within and among the countries located in the Eastern Mediterranean basin, the Persian Gulf region, and the North Africa. The course aims to present detailed and multidimensional analysis of the political attitudes and behaviors of prominent players biased through religious motives, regimes, patterns of patrimonial leadership, and diverse aspirations and goals of traditional social groups rooted in the Middle East. In this framework, focusing, first, on the birth and rise of Islam and religious motives in social life, the course sets the stage for historic developments which brought about structural dilemmas of today. Emphasizing on the period starting with the industrial revolution early in the nineteenth century, it also draws attention to the political economic motives of the region shaped by petroleum as well as the rise of mass politics. Correspondingly, involvement of the great powers into the politics of region is, in the final analysis, another topic that adds up flavor to the discussions and perspectives related to the Middle East politics. Finally, it takes up the analysis of current developments, like the U.S. led Middle East Partnership Initiative (MEPI) and democratization efforts in the Broader Middle East area in the context of U.S. war on terror.

IRLS661 Politics and Security in the Persian Gulf (3 hours)
This course examines the political, economic and security forces that impact on the government and politics of countries in the Middle East, specifically the Persian Gulf, as well as U.S. foreign policy toward this important region. It will touch on the historic, religious, social and cultural aspects that have helped shape the political dynamics of the Persian Gulf as well as the strategic factors which have tied the region to the West generally and to the U.S. in particular. The first part of the course will focus on the historical background of the region, the role of religion, and the emergence of nation-states after centuries of foreign domination. The latter part will concentrate on contemporary issues and problems -- The issue of terrorism and the recent Gulf conflict caused by Iraq's invasion of Kuwait. The course will examine the political systems and the political elites of the major players in the Middle East including Iraq, Iran, Saudi Arabia, and Kuwait. The course will conclude with an overview of current U.S. involvement in the region.

IRLS662 Middle Eastern Culture (3 hours)
This course covers the geography, culture, society, economy, and religions of the major ethnic and linguistic groups in the Middle East. The course will introduce students to important events and developments, such as the changing concepts of politics in Islam; the evolving sociological bases of states and societies in the Middle East; and the early impact of Europe on the Middle East, first through trade and then through colonialism.

IRLS663 Islam (3 hours)
This course will enable students to put the contemporary Islamist challenge to the West into historical, political, and cultural context and to understand Islam and the Islamic world more broadly. It does not focus on Islamism specifically, but does include it. The breadth of the course content reflects the inconsistent and uncertain usage of the term Islam. Strictly defined, Islam refers only to the religion founded by Muhammad. It is not a political, ethnic, geographic or cultural term any more (or less) than Christianity is. The central theme of the course will be to address the question of whether the relationship of theology to polity within Islamic societies is unique to that religious tradition.

IRLS664 Politics and Culture in Central Asia (3 hours)
The region of Central Asia—located between Russia, China, India, and Europe—has emerged from obscurity in recent decades to become a key front in the war against international terrorism and radical Islam. This course explores the political and cultural history of Central Asia, as well as religious and social issues that impact the region's governmental structures, foreign relations, and security. Students will explore the impact of Russian conquest and Soviet domination of Kazakhstan, Uzbekistan, Turkmenistan, Kyrgyzstan, and Tajikistan, as well as the Soviet- Afghan War (1979-1989), before moving on to an analysis of contemporary issues in government and politics in the region. Emphasis will be on the rise of Islamism, great power politics, U.S. involvement in the region after 9/11, "managed democracy," corruption and economic development, and petropolitics.

IRLS698 Separate Comprehensive Examination (0 hours)
THIS COURSE WILL REQUIRE A PROCTORED EXAM. Comprehensive final examination required of students in the Master of Arts in International Relations and Conflict Resolution program. The "Comprehensive Final Exam" is tailored specifically to each program and must be taken after students have completed 36 hours of study (i.e., during the semester following the final course) and successfully completed before the award of a degree.

IRLS699 Capstone in International Relations (3 hours)
The Master's Capstone Seminar option in International Relations and Conflict Resolution is a 16 week course that must be taken after all other courses in your program are complete and it cannot be taken concurrently with other courses.

Legal Studies

LSTD502 Criminal Law (3 hours)
This course focuses on the fundamental principals, concepts, and development of criminal law and the constitutional provisions which govern it. The course further discusses the relationship of the individual to the state and includes an examination of the general framework of criminal law as a means of social control.

LSTD503 Criminal Justice Process (3 hours)
This course addresses the specific constitutional rights, including the fourth, fifth and sixth amendments as those that have a direct impact on the defendant and prosecution in the judicial process. The course will review issues of the pre-arrest stage to post conviction remedies, as well as the procedural laws in the criminal justice process and their limits. The parameters of these limits will be analyzed by studying various court decisions.

LSTD504 Methods of Legal Research and Writing I (3 hours)
Part one of this graduate level two-part intensive legal writing program is designed to develop students' research and writing skills. Students will learn and practice the skills necessary for identifying, locating, and using legal resources, including primary sources of administrative, statutory, and case law; secondary authority; and research reference tools, to include computer research tools, commonly used in the practice of law. Students will also explore the process of legal analysis, incorporating the results of their legal research into correspondence, case briefs, legal memoranda, and motions.

LSTD505 Methods of Legal Research and Writing II (3 hours)
Part two of a two-part graduate level intensive legal writing program is designed to develop students' research and writing skills. Students will further develop their research, legal analytical, and writing, with emphasis on logical reasoning and clear, concise, and convincing writing. Students will complete several legal writing assignments, which will synthesize research, analytical, and technical writing skills. (Prerequisite: Methods of Legal Research and Writing I).

LSTD506 Property Law (3 hours)
This graduate course is an introduction to real property concepts. The course surveys present and future estates in land, ownership, and concurrent ownership. Leasehold interests, gifts and bequests, covenants and servitudes, conveyancing, various land use restrictions, and eminent domain are also considered.

LSTD507 International Law (3 hours)
The course is designed to introduce students to the concepts and sources of international law that evaluate the various components, processes, and functions of the international legal process and consider how international law impacts the laws within the United States. Additionally, the current state of the international legal order is reviewed with legal opinions regarding major philosophies, components and current practices and problems of the field of international law.

LSTD508 Contract Law (3 hours)
This graduate course is designed to introduce students to the concepts and sources of contract law. This course evaluates the various components of a legally binding agreement or promise and surveys the major issues affecting such enforceable agreements. Students will examine what constitutes breach of contract and the remedies available. The role of contracts in the commercial arena and in society will also be analyzed.

LSTD509 Tort Law (3 hours)
This graduate course will focus on the fundamental principles, concepts, and development of tort and personal injury law, while combining theoretical and practical applications of such principles and concepts. The course presents an overview of the substantive law governing compensation for injuries to property and to the person. Specific areas of study include negligence and defenses to negligence; products liability and strict liability; negligent infliction of emotional distress; injury to property; tort immunities and tort investigations. Students will examine the analytical process used both to understand court opinions and hypothetical problems in this area of the law. The course highlights the public policy objectives and social forces behind the development of tort and personal injury legislation.

LSTD510 Constitutional Law (3 hours)
This graduate course will explore advanced principles, doctrines and controversies regarding the structure of and division of powers in American government. Specific topics include judicial review, jurisdiction, standing to sue, federalism, federal and state powers and immunities, the separation of powers among the branches of the federal government, the First Amendment, and the Equal Protection Clause.

LSTD511 Independent Study in Legal Studies (3 hours)
This Independent Study is an opportunity for Legal Studies graduate students to pursue an independent research project under the mentorship and discretion of a faculty member. The course requires a major research paper; there will be no examination. Students will submit a request to take the independent study to the Registrar and will include the name of a faculty with whom they have coordinated. Prior to registering, students should first contact the professor with whom they wish to mentor their independent study, coordinate an agreement on the grading requirements, and then NOTIFY their academic advisor with the name of their professor. The final approval to take the independent study will be made by the Program Director.

LSTD512 Immigration Law (3 hours)
This graduate course focuses on the procedural and substantive law surrounding immigration. Emphasis is given to legal changes enacted in the field since September 11, 2001, as well as current events. It provides students with the background, processes, and tools necessary for a working knowledge of immigration issues. Important topics such as immigrant status, citizenship, refugees, and asylum seekers will be explored. Students will analyze immigration law and policy.

LSTD513 Media Law (3 hours)
This graduate course focuses on the procedural and substantive law that influences the media field. Recent developments in this area will be addressed. Emphasis is given to constitutional issues such as privacy and freedom of speech, as well as regulation of the industry and intellectual property rights. It provides students with an overview of problems affecting speech across the print, broadcast, cable and Internet media. Important topics such as defamation, invasion of privacy, copyright and the Freedom of Information act will also be explored.

LSTD520 Master's Capstone in Legal Studies (3 hours)
Preparation for the Legal Studies research seminar begins on day one of a student's graduate program of study. The theories, research methods and analytical skills, and substantive knowledge obtained through their master's curriculum provide the basis for the research seminar project. Students will support the thesis effort, including gathering bibliographic and reference materials on the research seminar topic including developing individual course research papers that may become sections of the final research seminar. Students will address the requirements as described in the syllabus and classroom assignments. The research seminar proposal shall be prepared in accordance with the standards of the academic discipline. The research seminar proposal must provide a clear and lucid description of a legal issue and a proposed method of analysis of the problem. Guidance on the format of the research seminar proposal and a sample proposal are contained in the APUS Thesis Manual. Prerequisite: Students may take the research seminar after all other course completions.

LSTD539 The Federal Rules of Evidence (3 hours)
This graduate course will examine the rules governing the admission, exclusion, and presentation of evidence in judicial proceedings. The law of evidence governs the proof of facts and the inferences flowing from such facts during the trial of civil and criminal lawsuits. Topics to be covered in this course include relevance; authentication; categorical rules of exclusion; character and habit evidence; witness qualification, competency, and examination; privileges; the "Best Evidence" rule; the hearsay rule and its exceptions; judicial notice; burdens of proof and presumptions; impeachment and rehabilitation of witnesses; and appellate review of evidentiary rulings.

LSTD601 Sports Law (3 hours)
This course is an introduction to sports-related legal issues and concepts. Its focus is on providing an overview of the major legal issues associated with sports, sports management, and the sports industry. Students will conduct research, read, and write on issues associated with the sports legal industry. Topics include but are not limited to discrimination, legislation, regulation and rights, competition, contract, labor, tort and trademark law, and administrative, antitrust and constitutional law.

Management

BUSN641 The Nonprofit Organization and Executive Leadership (3 hours)
A comparative analysis of the various theories, principles, and styles of leadership and how they apply to the management and governance challenges in nonprofits; complex organizations with a wide range of stakeholders and often fragile and fragmented financing.

BUSN642 Financial Management in Nonprofit Organizations (3 hours)
A comprehensive study of the key financial statements to help monitor the organization's financial health. An analysis of fund accounting, the importance of quality financial reporting and financial controls to protect and sustain nonprofit organizations, and the budget as a tool to direct the organization are included in this course.

HRMT600 Human Resource Management (3 hours)
This course serves as an advanced course in human resource management with particular emphasis on the strategic planning process for each of the functions. Students will explore the historical evolution and philosophical foundation of the field as well as examine the current practices that are being used to support Human Resources in the workplace. Future human resource management challenges will be examined and the emerging concept of strategic Human Resource professionals as business partners will be highlighted.

HRMT601 Compensation and Benefits (3 hours)
This course serves as an advanced course in compensation and benefits with particular emphasis on global compensation and benefit issues. Students will explore strategic, operational and tactical approaches to global compensation and benefits as they relate to an overall corporate multinational strategy. There will be an examination of expatriate and local staff compensation and benefit practices as students prepare effective compensation and benefits strategies through case studies, class discussions and other assignments.

HRMT602 Employment Law and Labor Relations (3 hours)
This course is a conceptual and functional analysis of the legal framework and principles of employment law, with emphasis on discrimination in the workplace. Primary topics include the employment relationship; discrimination based on race, gender, age, national origin, religion, and disability; sexual harassment; affinity orientation; testing and performance appraisal; labor/management issues; privacy; health, safety, worker's compensation, and employee benefits. Issues are addressed from a management perspective so that students understand how to manage efficiently with a full understanding of the legal ramifications of their decisions. Students are shown how to analyze employment law facts so that they can arrive at good management decisions based on relevant legal considerations.

HRMT603 Human Resource Policy (3 hours)
This course is a comprehensive view of human resource policy development with emphasis on the interdependence of human resource and operating functions. Students will have the opportunity to analyze human resource functions of recruitment, development, training, compensation, integration into the workforce, and maintenance of Human resource for the purpose of contributing to organizational, societal, and individual goals. Special emphasis will be placed on human resource policy and strategy as government, corporate, small business, and other entities fashion their human resources to meet the needs of a 21st Century workforce.

HRMT604 Employment Relations (3 hours)
This course is designed to familiarize the student with a basic understanding of the roles and responsibilities of the Human resource manager with regard to employee assistance, safety, occupational health and security in the workplace. It examines the elements that go into guaranteeing a safe environment in the workplace, "soft-landing," organization and evaluation of safety training and policies, occupational health education as well as compliance with the Occupational Health and Safety Administration (OSHA) rules and regulations. It examines the basics of network security, industrial espionage and the relationship of the Human Resource Manager with experts in the safety, health and security fields within the organization.

HRMT605 Strategic Human Resource Management Practices (3 hours)
The course examines the techniques, policies, processes, strategies, and practices used by companies and managers to effectively and efficiently leverage their human capital. Students will learn how the various "core" areas of human resource management including staffing, performance management, work and job design, training, and compensation are aligned to accomplish business objectives. Additionally, because HRM is becoming less of a functional responsibility and more of manager's responsibility, the theories and techniques taught in the course are applicable for many positions in a wide variety of organizations. The goal is that by the end of the course, students will have a greater appreciation for the importance of human capital for achieving an organization's goals.

HRMT610 Workforce Planning (3 hours)
Students in this class will master the basic concepts, theories, and skills of workforce planning. Workforce planning is a critical human resource function and practice about winning the "war for talent" in today's workplace. This course will address issues of attracting, staffing, and retaining a high valued and productive workforce. Succession planning is a key concept to be examined as well. Other topics to be addressed in this course include aligning business and staffing needs; assessing diversity, retirement and turnover; and developing competency models and the use of these models for staff development. Case studies, scenarios, and problem resolution in addition to readings and research in areas of interest are the focus of this course experience.

MGMT500 Quality Management in Contemporary Organizations (3 hours)
A comprehensive analysis of the theory and practice of Total Quality Management, including the use of Statistical Process Control, as developed and espoused by Juan and Deming, through extensive readings of books by and about these two management pioneers, and use of up-to-date TQM "how-to" handbooks used by businesses and the Federal Government.

MGMT501 Research Methods in Management Science (3 hours)
This course aims at providing students with an in-depth understanding of the various methodological approaches to the study of management. The course provides a deep insight into various scientific and methodological approaches as well as practical training in the design and implementation of research projects. This includes data collection methods, sampling techniques, survey design, interview techniques, observation methods, analysis, interpretation and how to write scientific reports. This course is required as the first course in the M.A. in Management.

MGMT600 Organizational Management (3 hours)
This is an introductory course that focuses on the concepts and methods of managing an organization. The overall course objective is to identify, apply, and evaluate techniques for structuring and resolving managerial problems in public and private organizations. The main educational tool used in the course is the analysis and class discussion of case studies. Readings and lectures are used to supplement the case analyses. Topics include: culture and change; managing globally and ethically; strategic planning and implementation; organization structure; human resource management; groups, teams and motivation; leadership; and operational management.

MGMT601 Organizational Behavior (3 hours)
This course will provide a framework for understanding individual and group behaviors within dynamic organizations. Topics to be covered will be human behavior principles in individual, groups/teams, and organizational settings. The main emphasis of this course will be on developing effective administrative/managerial skills in improving employee performance.

MGMT602 Quantitative Methods (3 hours)
Quantitative Methods introduces the students to the fundamentals of quantitative methods and analysis for operations management and business management. This course is designed to help students achieve a greater understanding of the methods and models available to analyze and solve business management problems. The skills, tools and methodologies needed to quantitatively analyze systems and to make decisions are provided. State of the art analytical tools and quantitative methods, including computer-based solutions are discussed. Topics covered include operations management, forecasting, systems design, quality and supply chain management.

MGMT603 Organizational Development (3 hours)
This course consists of a collection of classic and contemporary readings in Organizational Development covering a broad range of topics including interpersonal relations, motivation, decision making and group behavior in organizations. Included are experiential exercises that give students an opportunity to practice their skills and cases that allow students to draw on their own experiences to apply the concepts and theories in managerial situations. Special emphasis will be placed on the role of the leader.

MGMT604 Organizational Crisis Management (3 hours)
This course examines the variables involved in crisis planning, communication and management. To do so, we must consider the organization's vulnerabilities, the environment in which it thrives, the stakeholders who can influence its operation and the strategies best suited to maintaining or enhancing its reputation. The media plays a crucial role in crisis management and we will discuss this factor throughout the course. We will consider how the media acts as a catalyst as well as intermediary in this process. Some of the questions that will arise will be: Is the relationship inherently antagonistic? Should it be? By the conclusion of the course, participants should have developed a deeper understanding of the range of crises facing organizations, an enhanced appreciation of communication tactics that can be brought to bear in such situations and a greater familiarity with the historical antecedents of current crises.

MGMT605 Leadership (3 hours)
This course covers the elements of contemporary leadership and delineates the principles that are important in the development of a leader for the 21st century. Discussion of the role and function of leadership will include an in-depth analysis and study of needs impacting individuals, organizations and society. The course provides students with a set of leadership skills and competencies on which to build an individual model for effective leadership that can be tested over time.

MGMT608 Independent Study: Management Department (3 hours)
An opportunity for Department of Management students to pursue an independent research project or examine a specific area of Management under the mentorship of a single professor. Students must complete 24 credits of study before taking this course. Participation is at the discretion of the faculty member. The course will typically involve six or more telephone calls and produce a major research paper (50+ pages); there will be no examination. Students will submit a proposal prior to the start of the project, and a rough draft of the paper at week 10, both of which will count toward the final grade. Prior to registering, students should first contact the professor with whom they wish to mentor their independent study, coordinate an agreement on the grading requirements, and then NOTIFY their academic advisor with the name of their professor.

MGMT610 Cross-Cultural Management (3 hours)
This course is an examination of individual dimensions of global executive leadership, organizational behavior, inter-group relations, and strategies for internal corporate communication. Course topics include management and global trade, special aspects of operating successfully in the global environment, the executive's role in solving conflicts and creating corporations in the world marketplace, cultural aspects of international operations management and ethical corporate strategies in an international context.

MGMT615 Strategic Planning (3 hours)
This course outlines successful Strategic Management and Planning techniques. Students taking this course will gain an understanding of Strategic Planning techniques that have been successful in the industrial base companies. This course has been designed and developed to provide management teams and leaders with state of the art practices and theories, strategies and techniques relative to the Strategic Management and Planning Process.

MGMT617 Leading Teams (3 hours)
This course utilizes an experiential format to focus on a variety of concepts and practices associated with developing and managing an effective team. The course addresses different approaches to management, motivation, and performance, along with some barriers to effective team efforts. Case studies and problem resolution are the focus of this experience. Expected student outcomes include mastering the basic concepts, theories, and fundamental techniques in team management, identifying current challenges and issues confronting managers in human service organizations, and identifying positive team management strategies and their application to human services.

MGMT618 Ethics in Leadership (3 hours)
This course addresses the ethical dimensions of management with a special focus on the processes managers may use to raise and resolve ethical dilemmas and conflicts in organizational settings. Policies pertaining to treatment of those raising ethical issues will be considered. The legal and regulatory requirements of ethical conduct will be examined. Policies and codes of conduct established by various organizations and industry groups will be critically examined. The course will feature case studies involving alleged breaches of ethical conduct among publicly held corporations.

MGMT620 Project Management (3 hours)
This course examines the organization, planning, and controlling of projects and provides practical knowledge on planning, managing project scope, scheduling resources, and dealing with risk management. Topics include project life cycle, project initiation, work breakdown structure and Gantt charts, network diagrams, scheduling techniques, contracts, and resource allocation decisions. Project execution including selecting and managing teams will also be analyzed and discussed. Students will be required to use software packages (Crystal Ball and MS Project) and to already have working knowledge of these packages in order to complete some of the assignments for the course. The software will be included with the textbook.

MGMT630 Consulting Skills (3 hours)
This course utilizes an experiential format to focus on a variety of concepts, skills and practices required for effective consulting. Students will be asked to experiment with consulting skills and submit papers which critically reflect on that experience in light of the concepts and theories discussed in class. The course addresses different approaches to consulting including management consulting, coaching, and strategic business consulting. Students will explore, analyze and practice consulting skills of entry and contracting, assessment, feedback, implementation and change plan development and execution, managing resistance, and working with executive and management teams to execute change effectively. Consulting will be discussed from both an internal and external consultant perspective. Case studies and problem resolution are the focus of this experience. Expected student outcomes include mastering the basic concepts, theories, and fundamental skills in consulting, identifying challenges, steps, and plans for developing an effective consulting practice (either internal or external to an organization) and identifying consulting strategies and their application to both human services and for profit organizations.

MGMT631 The Practice of Consulting: Creating and Managing The Business (3 hours)
This course will focus on a variety of concepts, skills and practices required for understanding, developing and managing an effective consulting business. When thinking about consulting most individuals focus on the practice of consulting and the offerings of the consulting practice to clients. This course focuses on the business of the consulting practice as a professional service business. The course addresses different approaches to establishing and managing a consulting practice including starting up, financing the business, building a business plan, staffing the business, marketing etc. Case studies and problem resolution are the focus of this experience. Expected student outcomes include mastering the basic concepts, theories, and fundamental skills in establishing a consulting practice, identifying challenges, steps, and plans for developing an effective consulting business.

MGMT698 Separate Comprehensive Examination (0 hours)
Comprehensive final examination for students in the Master of Arts in Management program. The "Comprehensive Final Exam" is tailored specifically to each program and must be taken after students have completed 36 hours of study (i.e. during the semester following the final course) and successfully completed before the award of a degree.

MGMT699 Management Practicum and Integration Project (3 hours)
The APUS Master of Arts in Management examines complex organizations from a level of analysis perspective developing competence in organization analysis, management theory and practice, strategy formulation and execution, leadership, human resources management, technology and global issues related to management, and other related areas. Specializations in this degree include: general management, leadership, and human resource management. This program aims to educate professionals for management and business practice in global military, government and business environments. The ability to apply learning to practice is a key requirement for demonstrated success in learning. To achieve and demonstrate learning a practicum and integration seminar is offered to students in this degree as an alternative to the comprehensive exam. This option can be undertaken by any student seriously interested in the integration and application of theory and practice. Students selecting this option are exempt from comprehensive exams. The course requires that the student:

- Identify and obtain approval for an organization or project of interest
- Select and obtain an approval for a workplace mentor
- Complete a 120 hour practicum in the approved organization under the guidance of the mentor
- Keep a log of work completed to be signed by the mentor
- Submit a 25 page integrative applied research paper using Kolb's experiential learning cycle as the basis for reflection on that experience.

The experiential or practical component of the class aims to apply learning in an aspect of interest related to the degree and concentrations of the student's areas of specialization. It is understood to be a supervised practicum that requires approval by APUS before entering into the relationship with the organization. The selection of an organization or site for the practicum must relate to the content of the student's course work and/or concentration. Goals of the applied practicum and integration seminar will be submitted by the student for approval using an application for approval to the Faculty member, Program Director and Dean of Graduate Studies. The organization will serve as an opportunity to experience the practice of an area of management related to the focus of the student's degree. This option will act as a capstone of the student's program and is to be completed in the student's final semester.

Marketing

MKTG600 Marketing Management (3 hours)
This course is designed to illustrate development, implementation, and reformulation of business strategy, with both domestic and international implications. Emphasis is placed on the need for, awareness of, and accommodation to changes in an organization's internal and external environments. Generic types of business strategies and techniques for analyzing strategies are also covered.

MKTG601 Strategic Internet Marketing (3 hours)
This course investigates today's global environment of electronic commerce and that influence on today's business enterprises. The learning's in Strategic E-Commerce Marketing spotlight E-Commerce opportunities, issues, options and techniques necessary to create an appropriate ECommerce marketing plan for an enterprise. The course also provides the students with the real world experience of developing a pseudo working website in coincidence and in support of the Marketing plan. Other issues examined include channel structures given an electronic environment and the impact on supply chain management, e-tools, and ECommerce marketing as viewed through the traditional marketing mix. Critical evaluations of web sites, web tools, promotions, advertising, selling and communications are also explored.

MKTG602 Global Marketing Strategy (3 hours)
This course is a study of the elements involved in such key global marketing functions as product, price, place and promotional activities. Students will evaluate global marketing opportunities, develop strategy, and simulate implementation of it as it relates to total organizational strategy.

Mathematics

MATH530 Applied Statistics (3 hours)
This course is an interactive course designed to help students achieve a greater understanding of the statistical methods and models available to analyze and solve business management problems. The course is designed for students majoring in a business administration or management course of study. Topics covered include inferential statistics, averages, measures of variation, the Normal distribution and its uses, sampling distributions, hypothesis testing for large and small samples, regression and correlation, and Chi-Square distributions The skills, tools and methodologies needed to analyze systems and to make decisions are provided. State of the art analytical tools and quantitative methods, including computer-based solutions are discussed. The emphasis of the course will be on the proper use of statistical techniques and their implementation rather than on mathematical proofs. However, some mathematics is necessary in order to understand the proper application of the techniques. This course will use Microsoft Excel for some of the work. Students should have a basic familiarity with Excel and have access to this software application.

Military History

MILH510 Studies in U.S Military History (3 hours)
This course examines the military heritage of the United States from the colonial period to the present time. Through an in-depth study of the extensive literature in American military history, students assess the key individuals, military policies, postures, organizations, strategies, campaigns, tactics, and battles that define the American military experience.

MILH511 Great Military Philosophers (3 hours)
This course examines the origin and development of military concepts and ideas by studying the wisdom of the great military thinkers of the past. Among the philosophers are Sun Tzu and Machiavelli, Clausewitz and Jomini, Mahan and Corbett, Douhet and Mitchell, T.E. Lawrence, and the counterinsurgency theorist and practitioner David Galula. Students compare and contrast these great thinkers to gain an understanding of the nature and conduct of war at the strategic, operational, and tactical levels.

MILH531 Strategy, Tactics & Leadership of the American Revolution (3 hours)
This course is an examination of the American Revolution with emphasis on the operational contributions of American and British military leadership. Students assess the basic concepts and principles of the war's strategic and operational levels, the tactical employment of forces, and the element of leadership to the planning and execution of the war by both sides. Special emphasis is on comparing and contrasting American and British peer-level commanders.

MILH532 British Perspective of the American Revolution (3 hours)
This course details the British view of the Revolution and the long hidden perspective of the American Revolution. Topics include British colonial politics, diplomacy, political and military leadership, factors of influence in Great Britain during the Revolution, and post-war views of America.

MILH533 The American Revolution Canadian Campaign (3 hours)
This course is a focused examination of an early and pivotal campaigns in the American Revolution. Students assess the strategy, tactics and effect of this ultimately unsuccessful campaign on the subsequent course of the Revolution and post-war Anglo- American relations in detail.

MILH534 The American Revolution Southern Campaign (3 hours)
The course analyzes historical episodes during this period of the American Revolution. Students chronologically move through antecedents to colonial controversy with Britain, relations between American Southern colonies and Britain, the strategy followed by both sides in the South, armed hostilities between American and British military forces in the Southern theatre, and the aftermath of the American rebellion in the southern colonies.

MILH535 American Revolution in the Northern and Middle Colonies (3 hours)
This course addresses the War for American Independence in the Northern and Middle colonies from the outset in April 1775 with the events at Concord and Lexington, Massachusetts, through the return of the British main force to New York in the summer of 1778 and the Battle of Monmouth Court House, leading up to the British decision to shift the main theatre of war to the Southern Colonies. The course analyzes not only the specific events - battles, campaigns, and engagements - but also addresses the nature of strategic decision-making, political issues, leadership, and nature of the opposing forces as well as the context of the War for American Independence in general. (Prerequisite: All degree requirements except MILH699).

MILH541 Civil War Strategy and Tactics (3 hours)
This course is a study of the American Civil War with emphasis on operational contributions of Union and Confederate military leadership. Students examine Civil War battles on two levels: the strategic doctrine as formed by the major commanders and tactical developments that affected the conduct of battle at a lower echelon of command. Special emphasis is on the interplay between these levels in order to gain a comprehensive view of strategy and tactics in both armies from 1861-1865.

MILH542 Civil War Command and Leadership (3 hours)
This course is a study of national, theater, and operational command structures of the Union and Confederacy, the leadership styles of key military leaders on both sides, and the evolution of command and control in the war. Major themes include the relationship between the commanders in chief and the generals who led the armies in the field, the relationships between the generals themselves, and the ways in which the relationships described above either served to facilitate or debilitate the causes those commanders served.

MILH551 World War II in Europe (3 hours)
This course examines the Allied victory in Europe in World War II. Students assess how the American Army, trained for speed and mobility, performed during campaigns in Italy, France and Germany. The focus is on Eisenhower's generals and their decisions concerning amphibious invasions (e.g., Sicily, Salerno, Anzio and Omaha Beach), airdrops (e.g., Italy and Holland), the race across France and slogging through Italy (e.g., the Gothic siege line and the Huertgen Forest), as well as counter strokes such as Monte Cassino and the Ardennes Bulge.

MILH552 World War II in the Pacific (3 hours)
This course is a comprehensive analysis of the fighting during World War II in the China-Burma-India Theater, New Guinea, the Solomon Islands, the Aleutians, and the Philippines. Students assess the amphibious campaigns in the central Pacific theatre and evaluate the impact of one of the most massive movements of men and arms in history. Primary focus is on land warfare, its strategies, tactics, leaders and lessons learned.

MILH553 Axis Powers: Politics, Political Leadership & Diplomacy (3 hours)
This course is an in-depth study of the politics, political leadership, and diplomacy in Germany, Japan, and Italy during World War II. Topics address the factors that facilitated their rise to power; the key political structures, relations, and personalities; the inter- Axis relations among political elites versus the Allied powers; and the diplomatic efforts employed by the Axis powers as they postured against the Allies and the rest of the world during the war.

MILH554 Allied Powers: Politics, Political Leadership & Diplomacy (3 hours)
This course is an in-depth study of the politics, political leadership, and diplomacy that defined the Allied Powers of the United States, Great Britain, and Russia before, during, and after World War II. Students compare and contrast key political leaders in relation to the enormity of the war effort, including "lesser" political leaders at the time of Churchill, Stalin, and Roosevelt. Special emphasis includes political situations within occupied countries in light of the Allied Power contributions during the post war period.

MILH564 History of Peacekeeping: 1945 - 1987 (3 hours)
This course is a comprehensive survey of the overall evolution and functioning of United Nations peacekeeping operations during the Cold War period. The focus of this course is the detailed analysis and comparative assessment of each peacekeeping operation as a tool of conflict management within the unique parameters in which it was established and conducted.

MILH565 History of Peacekeeping: 1988 - Present (3 hours)
This course is a comprehensive survey of the overall evolution and functioning of United Nations peacekeeping operations from the end of the Cold War to the present. The focus of this course is the detailed analysis and comparative assessment of each peacekeeping operation as a tool of conflict management within the unique parameters in which it was established and conducted, and future trends for similar types of intervention and conflict resolution.

MILH570 American Military and Diplomatic History (3 hours)
The course is a seminar in the history of American Military and Diplomatic history from the Revolutionary War through the First Gulf War. It examines both major and minor conflicts as well as insular operations. Special emphasis includes the many ways that military action has been used by civilian leaders to implement aspects of American foreign policy and the many instances when soldiers have been de facto diplomats. It also considers the ways that diplomatic necessity has driven the development of military capabilities and institutions, and instances in which military capabilities have limited diplomatic options.

MILH571 Diplomatic Strategy and Military Doctrine (3 hours)
This course is a study of the key elements of grand strategy, including consideration of the diplomatic, informational, military, and economic instruments of power. Students focus extensively on the diplomatic component of grand strategy, and how this diplomacy interrelates with development and application of military doctrine. Both diplomatic strategy and military doctrine are inherently dependent on a country's grand strategy, and are products of a given time and place.

MILH572 Dynamics of Wartime Diplomacy (3 hours)
The course examines how a state's wartime diplomacy relates to its behavior, and the behavior of its adversaries, during both wartime and the ensuing post-war period. Although frequently presumed that diplomacy takes a back seat to combat operations during wartime, students are asked to study how wartime diplomacy can influence the development of post-war aims, which, in turn, helps shape the conduct of war and the peace that follows.

MILH620 War Since 1945 (3 hours)
This course is a seminar in global conflict and confrontations since the end of World War II. Students assess specific military conflicts since 1945 to include limited wars by the United States and Soviet Union; counterinsurgencies and wars of national liberation; the Arab-Israeli conflict; post-Cold War conflicts; and conflict post-9/11. Recommended prior to enrolling in MILH 621, The Cold War and Its Aftermath, and MILH 622, Great Power Military Interventions, which cover the Cold War period in greater detail.

MILH621 The Cold War Era and Aftermath (3 hours)
This course is a seminar on the US-USSR Cold War period, which dominated geopolitics and military affairs from the end of World War II to the fall of the Berlin Wall, as well as the first decade of the post-Cold War era culminating with the events of 9/11. Students assess military conflicts and confrontations between the United States, Soviet Union, and their respective allies in the years since 1945. Focus is on the proxy wars of the US and USSR to include wars of national liberation in Africa, Asia, and Latin America; the Arab-Israeli conflict; the Indo-Pakistani conflict; and post-Cold War conflicts in Africa, Asia, and Latin America.

MILH622 Great Power Military Interventions (3 hours)
This course is an in-depth seminar on the military interventions of the United States and Soviet Union/Russia since the end of World War II. Students examine the military interventions of the United States and Soviet Union/Russia. Special emphasis includes the analysis of military interventions in Greece, Korea, Suez, Vietnam, Afghanistan, Somalia, Chechnya, and Iraq.

MILH637 The Seven Years War (3 hours)
This course is a comprehensive study of the "first global war" as events unfolded in Europe, North America, the Indian subcontinent, and on the seas during the 18th century. Students discern, as a prelude to the American Revolution, how the practice of warfare among the eighteenth century nations was firmly established among European nations. In the distrust and distaste among the French, British, and Americans, the Seven Years War set a pattern that has remained central to the American way of understanding our colonial history.

MILH639 America's Early Conflicts (Post-Revolution) (3 hours)
This course is a military history of the United States between 1789 and 1815 to include the social, economic, political, diplomatic, and operational aspects of the Quasi War, the Barbary States conflict, and the War of 1812. Topics include battles and campaigns, contemporary strategies and tactics, weapons and technology of the day, and the experiences of soldiers and civilians. Special emphasis is placed upon the land campaigns of the War of 1812.

MILH647 Intelligence Operations in the Civil War (3 hours)
This course examines the gathering and analysis of military intelligence on both sides during the Civil War. Areas investigated include espionage, Bureau of Military Information, secret services, cavalry forays, covert activities, and secret missions (including the Lincoln assassination plot). Focus of the course will be to compare and contrast the efforts of both the Union and Confederacy to stay ahead in the game of "knowing the enemy."

MILH648 Civil War Cavalry: Theory, Practice & Operations (3 hours)
This is a four part course covering the theory, practice and operations of Civil War cavalry. The first part will cover the development of the mounted arm and its traditional role. The theory of cavalry tactics taught by West Point will provide a knowledge base for the ideas and developed tactics by Civil War officers. The second part will address personalities, to include Nathan Bedford Forrest, Jeb Stuart, Wade Hampton, John Buford, George Custer, and others. The third part will address John Singleton Mosby and his use of guerrilla warfare. Finally, the fourth part will address cavalry combat situations.

MILH649 The Mexican - American War: 1846-1848 (3 hours)
This course covers the military history of the 1846-1848 war with Mexico to include the major battles and campaigns, the experience of the common soldier, the role of the major leaders, the war's causes and consequences, and the key social, economic, and political factors. Students also evaluate the technical innovations achieved during the war, its impact upon the military science, and the legacy of the war with other American wars of the 19th century.

MILH657 BARBAROSSA: Blitzkrieg into Russia (3 hours)
This course is an analysis of the first major period of the German-Soviet war campaign. Students examine how the Wehrmacht invades Russia as the Nazis try to take over the Soviet Union in a matter of months. And why the thrust falls just barely short of Moscow when the snows put an end to the German attack in 1941. Students will develop an alternative history to include an interactive online war game simulating tactics and strategy on the Russian Front.

MILH658 Stalingrad to Kursk (3 hours)
This course is an analysis of the second major period of the German-Soviet war, from Stalingrad's urban warfare beginning in the fall of 1942 to history's largest tank battle in the summer of 1943. Students will develop an alternative history to include an interactive online war game simulating tactics and strategy on the Russian Front.

MILH659 Red Storm over the Third Reich (3 hours)
This course is an analysis of the third major period of the German-Soviet war which began after the summer 1943 tank battle at Prokhorovka, swept across the Vistula and the Oder Rivers and finally ended with die gotterdammerung in Berlin. Students will develop an alternative history to include an interactive online war game simulating tactics and strategy on the Russian Front.

MILH667 The Balkans: Conflict and Peace (3 hours)
This course examines the military history of the region known as the Balkans and explores the turbulence behind long standing political, religious, and economic issues. Students assess the post World War II era from 1945 to the present, by focusing on past and present conflicts and confrontations, UN and NATO interventions, transitions in government, and the pursuit of stability within the European community. Special emphasis is on further research into the rise and fall of Yugoslavia and emerging new states.

MILH668 The War in Vietnam (3 hours)
This seminar examines the origins, evolution and impact of the Vietnam War. In addition to reviewing the history of U.S. involvement in Vietnam, students explore the political, cultural and social forces and military developments that shaped the behavior of the various Vietnamese and American parties. Purpose is to develop a coherent perspective on what became one of the costliest and most divisive wars in American history.

MILH669 Arab-Israeli Conflict:Contemporary Politics & Diplomacy (3 hours)
This course examines the Middle East peace process surrounding the Arab-Israeli conflict and focuses on the historical perspectives, the roles of the various Middle Eastern countries in the process, Western intervention efforts, and the inherent successes and failures over the years. Purpose is to develop a comprehensive understanding of the background and history of conflict resolution, the hope for peace in the future, and the ability of the various nations to coexist.

MILH670 Case Studies in Territorial Expansion and Conflict (3 hours)
This course focuses on the interaction between civil and military authorities as they worked in concert to implement policies of expansion into specific territories. Students focus on specific cases of American expansion and conflict, including the Louisiana Purchase, the Mexican War, the Pacific Northwest, the Indian Wars, the Spanish American War, the Philippine Insurrection, the Panama Canal and the Interventions in Cuba, Haiti, Nicaragua, and the Dominican Republic.

MILH680 Special Topic: Military History (3 hours)
This course, when offered, is a one-time offering on an area of special interest that will vary each term. These are open to graduate students as an elective, or to fulfill concentration requirements. A student may appeal to take this course twice, if the subject matter is different enough to merit separate credit.

MILH690 Independent Study: Military History (3 hours)
This course is an opportunity for Military History students to pursue an independent research project or examine a specific area of history under the mentorship of a single professor. Students must complete 24 credits of study before taking this course. The course will typically involve a major research paper; there will be no examination. Students will submit a proposal prior to the start of the project, and a rough draft of the paper, both of which will count toward the final grade. Prerequisite: University approval and Upper Level standing. Prior to registering, students should first contact the professor with whom they wish to mentor their independent study, coordinate an agreement on the grading requirements, and then NOTIFY their academic advisor with the name of their professor.

MILH691 Writing a Thesis Proposal (3 hours)
This course is an opportunity for students to write a research proposal in their field of interest under the mentorship of a single professor who is an expert in the field. Students must contact their Academic Adviser at least thirty (30) days prior to registering for this course and must have completed all degree requirements excluding MILH699 – Master of Arts - Thesis. The Program Director will approve the statement of the topic so that the concept can be implemented into a complete syllabus with readings and activities to warrant academic credit. The selection of the professor depends upon the choice of topic and content area.

MILH698 Separate Comprehensive Exam - Military History (0 hours)
This course prepares graduate students for the Comprehensive Examination in the Master of Arts in Military History program. The purpose of this course is to provide a structured weekly review of key concepts, theories, and knowledge skill sets in their degree and particular concentration. Students are required to submit responses to a number of assignments over the 8-week course prior to taking the exam. Students apply historical methodology in preparation for the exam and consult texts, journal articles, print & media reports, and documentaries, as well as collaborate with other students enrolled in the course to help them prepare for the exam. Assignments serve as a means of final preparation for the student and calibration with the course

instructor, who will grade the exam. The exam requires an approved proctor and is scheduled prior to the last week of the course. Students may not schedule the exam early and will not receive a grade until the end of the course. The "Comprehensive Final Exam" is tailored specifically to each student's program. This option requires a minimum of 36 hours of coursework. A minimum of 21 hours must be taken within the concentrations and 6 credits in electives. A non-thesis student receives the MA degree upon successful completion of the required coursework and passing.

MILH699 Master's Capstone Seminar in Military History (3 hours)
Preparation for the Master of Arts in Military History Capstone (Thesis) seminar begins on day one of a student's graduate program of study. The theories, research methods and analytical skills, and substantive knowledge obtained through their master's curriculum provide the basis for the thesis project. Students are required to develop primary and secondary source materials on the research topic and address the writing requirements as described in the syllabus and classroom assignments. The thesis proposal must provide a clear description of a question or problem and a proposed method of answering the question or solving the problem. Guidance on the format of the research seminar proposal and a sample proposal are contained in the APUS Thesis Manual. Students take the research seminar after all other course completions.

Military Management

DEFM500 Military Leadership (3 hours)
A study of military leadership based upon the careers of selected military officers. The topics examined include: strategic and tactical vision, battlefield competence, force utilization, morale building, and post-war reconstruction.

DEFM510 Strategic Planning in the Military and Governmental Agencies (3 hours)
This course is designed for the participant who wants to understand staff/leadership positions within large complex organizations. The core of the course is found at the intersection of strategic leadership, strategic planning, and strategic decision making. The course has a national strategic perspective, with an emphasis on military and United States government planning, leadership and decision-making, but the essential elements to be discussed are also applicable to non-military, non-governmental activities.

DEFM511 Research and Technology in the Military (3 hours)
This course is a study of the relationship between the military and the fields of research and technology with particular emphasis on the "pull - push" theory of that relationship.

DEFM530 Defense Economics (3 hours)
This course is an application of modern politico-economic insights to improve general understanding of the resource dimensions of a range of national security issues -- from alliances, defense spending and budgeting, the defense industry, arms control and disarmament, and unconventional warfare to the effects of defense on economic growth and development.

DEFM540 Program and Acquisition Management (3 hours)
This course is a detailed and practical examination of DOD acquisition regulations and procedures. Duties and responsibilities of the Program Manager at each point in the systems acquisition process continuum will be stressed.

DEFM541 Defense Management Ethics (3 hours)
This course focuses on studies in the ethical dimension of military and defense leadership and command, while examining the development of character for today's leader. Selected readings and assignments will guide the student in assessing the appropriate management of both civilians and troops in peacetime and combat situations.

DEFM600 Military Operations Research I (3 hours)
This course covers the history of Operations Research, techniques of cost and operational effectiveness analysis, test and evaluation (T&E), quantification of logistics and transportation systems. This course is a prerequisite for DEFM601.

DEFM601 Military Operations Research II (3 hours)
Following on the concepts explored in DEFM600, the student undertakes the study and application of various war-gaming and simulation models as essential elements of defense management. (Prerequisite: DEFM600).

DEFM698 Separate Comprehensive Examination (0 hours)
THIS COURSE WILL REQUIRE A PROCTORED EXAM. Comprehensive final examination for students in the Master of Arts in Military Studies with a Major in Defense Management program. The "Comprehensive Final Exam" is tailored specifically to each program and must be taken after students have completed 36 hours of study (i.e. during the semester following the final course) and successfully completed before the award of a degree.

Military Studies

MILS512 Great Military Leaders (3 hours)
This course is an in-depth analysis of the characteristics of leadership common to great military leaders. It focuses on those personalities and decision making skills that are inbred and/or learned by the great leaders. Students compare and contrast the characteristics of great military leaders and choose a specific leader to assess the persona of that individual. Special emphasis is on investigating the biographical literature and what sources reveal about personality and leadership style.

MILS514 The Making of Strategy (3 hours)
This course addresses the application of strategy and process of the making of strategy, both of which deal with the preparation and use of military power to serve the ends of politics. The treatment is chronological, as determined by the various case studies, and two themes run throughout: the relationship of strategy and the strategic level of war to other levels of war, especially policy and the political level of war; and the difficulty inherent in the process of the making of strategy. Note: Not available for students who have previously taken MILS520.

MILS521 Strategy, Tactics, & the Operational Art (3 hours)
This course is a comprehensive study that explores the strategic, operational, and tactical dimensions of war through an examination of military theory in the context of historical experience. Purpose is to promote critical thinking about war based on the clash of ideas and critical inquiry and analysis. Toward that end, students examine some of the masters in the art of war in terms of their ideas and influence regarding strategy, tactics, and especially operational art.

MILS530 Air Power (3 hours)
This course is a study of the advent of air power and the changes it has wrought on the nature and conduct of war in the modern age. Topics include aviation's role in revolutionizing the battlefield by expanding the scale and scope of conflict from two to three dimensions. Special emphasis is on air power methods and strategy and geopolitical implications of air power's destructive capacity vis-a-vis civilian populations, economies, and collateral damage.

MILS531 Strategic Air Power Theory (3 hours)
This course explores the strategic theories of airpower in terms of their origin, development, and future potential. Airpower concepts are considered against the backdrop of its history during the last century and the current scenarios in the 21st century. Students evaluate the advantages and disadvantages of strategic airpower as the appropriate support for surface forces or the independent key to victory in war.

MILS532 Tactical Air Power Theory (3 hours)
This course seeks to explore the theory of tactical airpower beginning with an examination of the formative experience in North Africa during World War II, followed by an examination of how tactical airpower has been employed in the present, and concluding with an exploration of possible future uses of tactical airpower based upon analyses conducted during the course.

MILS533 Air Warfare in the 21st Century (3 hours)
This course seeks to explore the future of airpower by examining its past as a means to assess how airpower might manifest itself in the 21st century. As we enter into the 21st century, pre-Cold War and Cold War paradigms that served to shape the evolution and character of airpower and air warfare are giving way to as yet to be clearly defined post-Cold War modalities.

MILS541 Campaign and Battle Analysis (3 hours)
This course enables students to visualize the principles of war based upon the study of actual campaigns from various historical periods. Students "re-fight" selected campaigns using knowledge of war-fighting principles from course readings. Designed for students who need analytical tools to sharpen their military analysis of how campaigns are fought and won.

MILS542 Contemporary Tactical Thought (3 hours)
This course is a study of the contemporary tactical thought applicable to today's exigencies of conflict (i.e., conflicts requiring immediate attention or remedy). Students distinguish and analyze the conduct of warfare and practices of fighting believed to have the strongest potential against contemporary military and paramilitary forces.

MILS543 Urban Warfare (3 hours)
This course uses the case study approach to compare and contrast modern urban warfare in different settings. Students study three urban conflicts [Stalingrad (1942/43), Hue City (1968), and Mogadishu (1992)] along with additional readings to gain an appreciation of urban warfare and its potential in the 21st century.

MILS550 History of Sea Power (3 hours)
This course is an in-depth study of the art of war at sea from Salamis to the naval operations in Desert Shield/Desert Storm, and examines the expanding role of sea power in supporting operations in combating terrorism. Students evaluate the development of the classical theories of naval warfare, as reflected by Mahan, in light of today's world conditions, threats, and roles.

MILS551 Great Naval Philosophers and Strategists (3 hours)
This course focuses on great naval military philosophers and strategists by examining writings that have influenced the use of sea power and the conduct of naval warfare between nation states. Special emphasis is on selected historical examples of how these individuals impacted or failed to impact their world (or nation state).

MILS560 Joint Warfare Theory and Practice (3 hours)
This course covers the theory and practice of joint warfare, by examining major conflicts since the mid-19th and joint warfare in the 1980s and 1990s. Students assess, through case studies, the impact of the Goldwater-Nichols Act of 1986 on the Department of Defense and U.S. national security strategy.

MILS561 Joint Warfare Planning and Implementation (3 hours)
This course is a study of the contemporary factors essential and necessary to function effectively in joint or coalition warfare exercises at joint or combined headquarters. Students learn steps, techniques and concepts for effective joint operations planning and implementation appropriate to the operational or strategic levels of war.

MILS562 Joint Warfare Command and Control (3 hours)
This course examines doctrinal aspects of command and control through a study of joint warfare theory in the current Joint Professional Military Education (JPME) curriculum. Emphasis is on Joint Vision, Joint Expeditionary Task Forces, Joint Air Support, and Accelerated Cumulative Warfare. Students use the Joint Military Operations Historical Collection series to explore antecedents to modern applications from the Battle of Vicksburg to Operation Uphold Democracy.

MILS563 Case Studies in Joint Warfare (3 hours)
This course offers a series of case studies in joint warfare from World War II to the present. Students examine the U.S. military experience with joint operations, combined operations, and coalition warfare and assess the changing nature of joint warfare in the Cold War, post-Cold War, and post-9/11 global environments in light of specific operations against nation-states and nonstate/ transnational actors, such as terrorist networks. Special emphasis is on analysis of how joint and combined doctrine has evolved and influenced the American way of war.

MILS570 Seminar in Asymmetrical Warfare (3 hours)
This course is an in-depth seminar in asymmetrical warfare in relation to the U.S. military history and operational experience. Students explore the changing nature of asymmetrical warfare in terms of current theory, conjecture, and definition. Key issues of asymmetry and adaptation are assessed in relation to insurgency, counterinsurgency force doctrine, and action-reaction counteraction cycle. Special emphasis is on the value of approaches that employ innovative tactics, weapons, or technologies across the spectrum of military operations.

MILS571 Special Operations and National Policy (3 hours)
This course explores the advantages and disadvantages of special operations as an instrument of national policy by examining authorities in the field. Students explore the "theory" of special operations to critically examine the utility of special operations in national strategy. Key topics include determining whether Special Forces are critical to strategic levels of engagement in the post- Cold War security environment.

MILS572 Special Operations Forces Application (3 hours)
This course examines the history and mission of United States special operations forces and roles within operational and tactical environments. Students explore special operations doctrine and tactics from past to present in the global war on terror. Students compare and contrast the use of special operations forces for pre-conflict, operations, and post-conflict scenarios in Afghanistan, Iraq, and the Philippines.

MILS580 Seminar in Unconventional Warfare (3 hours)
This course is a seminar in the operational art of unconventional warfare through a broad spectrum of military and paramilitary operations. Students examine operations of long duration, predominately conducted by indigenous or surrogate forces, organized, trained, equipped, and supported by external sources. Attention is given to insurgency, guerrilla warfare, low-visibility, covert, or clandestine operations as well as the indirect influencers of subversion, sabotage, and intelligence activities.

MILS583 Insurgency and Revolution (3 hours)
This course is a critical analysis of the origins and structures of insurgency and revolution. Various theories and analyses are presented and tested against the historical record. Students assess how these ideas have assisted or hindered the study of and interaction with specific groups of insurgents and revolutionaries. Special emphasis is on revolutionary movements as represented by the Bolsheviks, the Chinese Communists, the Viet Minh/Viet Cong, and militant Islamist insurgents.

MILS620 Studies in Future War (3 hours)
This course considers the nature of future military conflict, the history of future war doctrine, and the impact of current conflict on the conceptualization of the "next war." Students examine current, past, and future low-intensity as well as high-intensity conflicts, and the appropriate use of military force in the power projection role to influence a diplomatic resolution to a conflict. Rogue nations, and related cultural clashes, and religious factors are related to planning for future war.

MILS635 Air Power in Joint Warfare (3 hours)
This course is a study of the air component of joint warfare in the modern age. Students address the air component strengths and weaknesses in working in interagency, inter-service environments as seen through analysis of several modern military operations.

MILS637 Special Operations: Air (3 hours)
This course examines the origins, development, and nature of special air operations beginning in World War II and tracing the evolution of this mission through the Korean War, Vietnam, the Gulf War, as well as some lesser known conflicts during the Cold War, and concluding with an examination of its continuing viability.

MILS645 Land Power in Joint Warfare (3 hours)
This course examines the evolution of tactical as well as strategic developments and concepts related to combined arms operations and joint forces planning and execution from WW I through the modern era. The comparative analysis of these concepts from the secondary literature offers a stepping stone to understanding the nature of modern combined arms and joint forces warfare.

MILS647 The War in Afghanistan (3 hours)
This course presents a cross-disciplinary examination and analysis of the recent experiences of war in Afghanistan. The chronology includes the "Soviet Vietnam" with the Communist Coup in 1978 through the fall of the Najibullah regime in 1992 to the post 9/11 U.S. invasion, the overthrow of the Taliban and the present situation, including Afghanistan's place in the war against terrorism. Students evaluate the military and political aspects of the wars in relation to the cultural and religious issues in Afghanistan.

MILS655 Naval Power in Joint Warfare (3 hours)
This course is a comprehensive study of the naval doctrines, strategies, and force components involved in joint warfare in the modern age. Students address the naval component strengths and weaknesses in working in interagency, interservice environments as seen through analysis of several modern military operations.

MILS657 Special Operations: Naval/Shore (3 hours)
This course examines the critical importance of naval/shore special operations in the recent past and present. It introduces professional knowledge in the uses of shore operations and analyzes the historical development of operations from first use in World War II through its role in Korea, Vietnam, and other conflicts.

MILS671 The Non-State Soldier (3 hours)
This course is a study of militant foreign ethnic/religious groups not outwardly affiliated with a sovereign state. Students address specific individuals and groups as case studies in order to draw out the implications and principles associated with actual non-state military, terrorist, events and actions. Focus is on the individuals and cells that carry out the military and terrorist plans to further insurgencies and revolutions.

MILS680 Special Topic: Military Studies (3 hours)
This course, when offered, is a one-time offering on an area of special interest that will vary. NOTE: Open to graduate students as an elective. Any substitution as a Concentration or Major course must have Dean Approval through your academic advisor.

MILS690 Independent Study: Military Studies (3 hours)
This course is an opportunity for Military Studies students to pursue an independent research project or examine a specific area of history under the mentorship of a single professor. Students must complete 24 credits of study before taking this course. The course will typically involve a major research paper; there will be no examination. Students will submit a proposal prior to the start of the project, and a rough draft of the paper, both of which will count toward the final grade. Prerequisite: University approval and Upper Level standing. Prior to registering, students should first contact the professor with whom they wish to mentor their independent study, coordinate an agreement on the grading requirements, and then NOTIFY their academic advisor with the name of their professor.

MILS698 Separate Comprehensive Exam- Military Studies (0 hours)
THIS COURSE WILL REQUIRE A PROCTORED EXAM. This course prepares graduate students for the Comprehensive Examination in the Master of Arts in Military Studies program. The purpose of this course is to provide a structured weekly review of key concepts, theories, and knowledge skill sets in their degree and particular concentration. Students are required to submit responses to a number of assignments over the 8-week course prior to taking the exam. Students apply historical methodology in preparation for the exam and consult texts, journal articles, print & media reports, and documentaries, as well as collaborate with other students enrolled in the course to help them prepare for the exam. Assignments serve as a means of final preparation for the student and calibration with the course instructor, who will grade the exam. The exam requires an approved proctor and is scheduled prior to the last week of the course. Students may not schedule the exam early and will not receive a grade until the end of the course. The "Comprehensive Final Exam" is tailored specifically to each student's program. This option requires a minimum of 36 hours of coursework. A minimum of 21 hours must be taken within the concentrations and 6 credits in electives. A non-thesis student receives the MA degree upon successful completion of the required coursework and passing.

MILS699 Master's Capstone Seminar in Military Studies (3 hours)
This is a 16 week course that must be taken after all other courses in your program are complete. Preparation for the Master of Arts in Military Studies Capstone (Thesis) seminar begins on day one of a student's graduate program of study. The theories, research methods and analytical skills, and substantive knowledge obtained through their master's curriculum provide the basis for the thesis project. Students are required to develop primary and secondary source materials on the research topic and address the writing requirements as described in the syllabus and classroom assignments. The thesis proposal must provide a clear description of a question or problem and a proposed method of answering the question or solving the problem. Guidance on the format of the research seminar proposal and a sample proposal are contained in the APUS Thesis Manual. Students take the research seminar after all other course completions.

National Security Studies

NSEC500 Research Methods in Security and Intelligence Studies-Nat Sec Majors (3 hours)
Learn basic research methods skills for addressing security and intelligence studies problems and issues. You focus on the detailed procedures for conducting qualitative case studies, which is the foundation for most basic security and intelligence research conducted in academic, government, and business circles. You become well versed in research planning, secondary data collection, and qualitative data analysis methods and how these methods relate to the larger field of social science research. You will also learn the analysis of competing hypotheses approach to research design. You are also introduced to basic social theory which supports security and intelligence research. The course prepares you for later learning intermediate and advanced security and intelligence methods.

NSEC501 Institutions of National Security (3 hours)
HIGHLY RECOMMENDED AS YOUR SECOND CLASS in National Security Studies. The course will cover the roles, missions, organization, capabilities, unique cultures and strategic purposes of the President, the Departments of State and Defense, Congress, National Security Council, Armed Forces, intelligence community, and NGOs, as well as how these actors interact to formulate national security strategy. Students will examine some of the successes and failures of the interagency process and will gain an appreciation of the capabilities, limitations and organizational cultures of the players in the national security community, as well as providing an overview of legal and ethical issues that impact on the development of national security policy.

NSEC502 Concepts of National Security (3 hours)
Students will appraise the contributions of classic philosophers to security strategy and assess the theoretical explanations for the causes of war and peace. In addition, they will compare differing strategies for the conduct and termination of war and appraise just and unjust war doctrines in light of international law. Students will also assess deterrence strategy and its use in the nuclear age; compare differing doctrines for guerrilla war, revolution, and terrorism; and assess strategies for peacekeeping and peacemaking. The student will complete a number of small writing assignments and a final research paper that develops contemporary strategy and operational art for some aspect of national security.

NSEC503 U.S. National Security (3 hours)
This course assesses the major concepts of strategic thinking that underpin the national security decision making process in the U.S. Students analyze the fundamental nature of power in the international arena, how national security objectives are determined, grand strategies available to attain national security objectives and the ways in which the elements of national power are applied to achieve desired objectives. The course surveys national security policies since the end of the Cold War, examines regional security concerns to the U.S., covers the concept and principal components of national security strategy and evaluates the most important theories that explain how states and non-state actors interact in the international arena. The student examines current challenges to U.S. national security interests, especially terrorism and the proliferation of Weapons of Mass Destruction, and evaluates future national security policies and challenges.

NSEC504 International Security (3 hours)
During this course, the student analyzes the domestic and international contexts that shape the behavior of state and non-state actors, and which affect the formulation of national security policies. The course provides an assessment of major social, cultural, political, military, economic, technological, and historical issues that influence the international context; the roles and influence of international organizations and non-state actors; and the key transitional challenges to national security such as weapons proliferation and terrorism. The student will examine the issues and national security interests of the U.S. in regions of the world, how the U.S. has carried out its foreign policy in those regions to protect its national security, and the security interests of the nations in those regions. This course will prepare the student to conduct strategic assessments of selected organizations, regions, states, and other actors on the international stage.

NSEC522 American Defense Policy (3 hours)
This course examines the theory and practices associated with American Defense policy. The course will include investigations of contemporary issues such as force structure and force planning, use-of-force theories, threat analysis, and alliance relations. The roles of the President and the Congress, Department of Defense, Joint Staff, and the military Services are analyzed.

NSEC608 Regional Security Cooperation (3 hours)
This course examines the forces reshaping world politics and analyzes the institutions that are fostering new forms of global governance. The course will allow the student to analyze models of international cooperation and identify the states that have most actively challenged the existing order. There will be a focus on the examination of leading and emergent international institutions such as the G-20, the nascent regime for sovereign wealth funds, the International Atomic Energy Agency, and the forums organized to foster cooperation in the war on terror.

NSEC609 National Security and Foreign Assistance (3 hours)
This course provides an analysis of the complex relationship between a nation's national security and its involvement with foreign assistance programs, both economic and military, in furtherance of its national security. The course will examine definitions of national security, and analyze and compare the kinds of foreign assistance provided by various nations in recent decades. It will provide the foundation for understand the linkages implicit between foreign assistance and national security objectives. Finally, the course will cause the student to assess the effectiveness and implications of such assistance for a nation's national security strategy, both donor and recipient nations.

NSEC610 National Security and Globalization (3 hours)
This course will examine the implications of rising world-wide economic interdependence upon relevant aspects of U.S. national security policy. The phenomenon of globalization will be analyzed from an economic standpoint and related security issues, such as the effectiveness of sanctions, the ability to regulate commerce in weapons and technology, and the changing global balance in military capabilities will be considered in this context.

NSEC611 Covert Action and National Security (3 hours)
This course examines Covert Action in the context of National Security. The syllabus includes a spectrum of activities concerning related Intelligence, Counterintelligence, unconventional warfare and assassination issues. Students go on to assess related espionage spycraft, technology and agent activity, and conclude the course by weighing the political and executive aspects of the Presidential powers exercised in Covert Action, with their attendant moral, national security and historical burdens. Students engage in group discussions, written assignments and exams on syllabus topics.

NSEC612 National Security and Diplomacy (3 hours)
This course examines the role of diplomacy in national security policy development and implementation. It investigates diplomacy as an element of national power and how diplomacy is used by senior diplomats and military officials who regularly engage in the international sphere. The course provides an overview of the history, development and trends in diplomacy, including methods of building relationships and cross-cultural norms and challenges of communication in the international environment, as well as the integration of traditional and public diplomacy with the other elements of national power. The basic organization and staffing of US Missions and Combatant Commands who are engaged in day-to-day diplomatic activities, the interplay between diplomacy and security, cross-cultural management and diplomatic signals and bilateral summitry are also investigated.

NSEC613 Current and Emerging Threats to U.S. National Security (3 hours)
This course examines contemporary globalization, its links to emergent threats, and potential U.S. responses. To familiarize students with the types and effects of emergent threats, the course considers several topics including the history and future of: cyber conflict, bioterrorism and public health, climate change, radicalization of U.S. citizens, transnational organized crime, terrorism WMD, state failure and civil war, and emerging technologies. The relationship between globalization and emergent threats is explored with a focus on U.S. national security strategy. The course is about the politics of emergent threats and does not require any specialized technical background.

NSEC614 Political Psychology of Terror Groups (3 hours)
This course focuses on analyzing terror groups from a political psychological perspective. In particular, the course approaches terror groups from two different political psychological perspectives, individual and group processes. Together these two perspectives provide a solid foundation from which to understand terror groups.

NSEC620 Foundations in Military Strategy and National Security Policy (3 hours)
This course examines some of the major concepts of strategic thinking that underpin the national security strategy of the U.S. Students will analyze the primary inputs in the development of national security policy and investigate strategy components that are necessary in the post-Cold War. They will also explore and debate the major issues affecting strategy, to include the impact of rapid technological change and special operations. This course is especially suited to students in the Defense Senior Leadership Development Program.

NSEC690 Independent Study: National Security Studies (3 hours)
An opportunity for National Security Studies students to pursue an independent research project or examine a specific area of national security under the mentorship of a single professor. Students must complete 24 credits of study before taking this course. Participation is at the discretion of the faculty member. The course typically involves six or more telephone calls and production of a major research paper; there will be no examination. Students will submit a proposal prior to the start of the project, and a rough draft of the paper at week 10, both of which will count toward final grade. Prior to registering, students should first contact the professor with whom they wish to mentor their independent study, coordinate an agreement on the grading requirements, and then NOTIFY their academic advisor with the name of their professor.

NSEC698 Separate Comprehensive Examination (0 hours)
THIS COURSE WILL REQUIRE A PROCTORED EXAM. Comprehensive final examination for students in the Master of Arts in National Security Studies program. The "Comprehensive Final Exam" is tailored specifically to each program and must be taken after students have completed 36 hours of study (i.e. during the semester following the final course) and successfully completed before the award of a degree. The course number for the exam will be the Area of Study or Major, followed by (i.e. for Strategic Intelligence, the Comprehensive Exam course number is INTL698, for Management, the Comprehensive Exam course number is MGMT698).

NSEC699 Master's Capstone Seminar in Security (3 hours)
The Master's Capstone Seminar option in National Security Studies is a 16 week course that must be taken after all other courses in your program are complete and it cannot be taken concurrently with other courses.

Political Science

POLS500 Research Methods in Social Science (3 hours)
This course presents the research methods commonly used by all social scientists. Consequently, the course will prepare the student to understand material and issues associated with but not limited to the logic of the scientific method, research design, and statistical analysis of data. The course is intended to provide a foundation from which the student may use the knowledge and practices acquired throughout the rest of their graduate program in their selected field of study. This course is required as the first course in the M.A. in Political Science.

POLS501 Political Philosophy (3 hours)
This course takes the student into the exciting world of ideas that have always captivated mankind and inspired the great advances in Western civilization. The course examines some eternal questions: On what philosophical precepts does the rule of law depend? What are the philosophical justifications for respect for the individual? What legal and moral implications arise from these precepts? How should we behave? How should we govern ourselves and each other? Through reading, studying, and reflecting upon the works of the great philosophers ranging from Socrates to Marx and beyond, the class will enter into these "great conversations" and examine how political philosophers throughout time have relevance to the modern world.

POLS510 The U.S. Presidency, Congress, & Bureaucracy (3 hours)
The course covers a combination of theories and applications that will provide the student with basic tools required to understand, navigate, and communicate with the three administrative elements of the federal government. The emphasis of the course is based on a study of composing, legislating, implementing, and enforcing public policy set against a background of both historical and current elements.

POLS511 Political Parties and Interest Group Behavior (3 hours)
This course examines the organization and behavior of political parties and interest groups within the American political system. The course emphasizes the extent to which these organizations operate differently across the national, state, and local levels of government.

POLS514 Gender and American Politics (3 hours)
This course will study women as political players in society--their history as outsiders, strategies for gaining political power, the evolution of public policies that affect the lives and opportunities of women, and the present political status of women in the U.S. (and globally). The course begins with a historical analysis of the gendering of American politics and addresses the cultural changes in women's lives, the forces behind those changes and their reflection in public policies in education, health care, reproductive rights, employment, the economy, family law, childcare, and criminal justice. The course will review the history of women's political participation and the challenges and opportunities for women as candidates and officeholders.

POLS524 Homeland Security Policy (3 hours)
Explores the theory, practice, challenges and prospects for securing America against terrorist attack and protecting citizens and resources from the consequences of natural disaster, with special emphasis on how policy makers are resolving this dilemma. The primary focus is on fundamental challenges to the American political order and the strategic issues raised by the prospect of a long war against terrorism, and the dedication of significant resources for responding to catastrophic disasters which may come into conflict with the resources needed to fight a long-term War on Terrorism. The course draws heavily on current events and emerging policy solutions.

POLS620 Legislatures and Legislative Behavior (3 hours)
This course focuses on legislative structure and decision-making. Through reading, studying, and reflecting upon legislatures, legislators, and legislative processes, students will examine the U.S. legislative structure and conduct an analysis of comparative legislative behavior.

POLS630 The Presidency: Institution and Performance (3 hours)
This course offers a perspective on the U.S. presidency that examines the institutional development while assessing the leadership behavior of office holders from George Washington through the present. Through reading, studying, and reflecting upon Presidential administrations and Presidential leadership styles, students will examine the development of the presidency and the role of the President in U.S. government and abroad.

POLS640 Judicial Politics, Process, and Policy Making (3 hours)
This course introduces students to the role of the judiciary in American politics and policymaking and explores the questions asked and the methods employed by political scientists studying courts and the legal system. An equally important objective of this course is to familiarize students with the seminal works in judicial research, with particular emphasis on Supreme Court cases. Students will study the judicial process in the United States from a variety of perspectives in order to examine the role of law and courts in the larger political arena and social environment.

POLS650 Federalism: The American Governance Process (3 hours)
This course focuses on the political, legal, financial, and administrative relationships among national, state, and local governmental units. Topics include the nature of federal and other political systems and the issues presented in each system at all levels; the evolution of the American federal system from its origins through present day; intergovernmental cooperation and conflict; and the various theory and concepts associated with a breakdown of responsibilities among federal, state, and local governments.

POLS690 Independent Study: Political Science (3 hours)
An opportunity for political science and international peace and conflict resolution students to pursue an independent research project or examine a specific area of their academic discipline under the mentorship of a single professor. Students must complete 24 credits of study before taking this course. Participation is at the discretion of the faculty member. Students will typically produce a major research paper (50+ pages); there will be no examination. Prerequisite: University approval and Upper Level standing. Prior to registering, students should first contact the professor with whom they wish to mentor their independent study, coordinate an agreement on the grading requirements, and then NOTIFY their academic advisor with the name of their professor.

POLS698 Separate Comprehensive Examination (0 hours)
Comprehensive final examination for students in the Master of Arts in Political Science program. The "Comprehensive Final Exam" is tailored specifically to each program and must be taken after students have completed 36 hours of study (i.e., during the semester following the final course) and successfully completed before the award of a degree.

POLS699 Masters Capstone Seminar in Political Science (3 hours)
The Master's Capstone Seminar option includes a thesis, or a major research project or paper in lieu of the final comprehensive examination, which has no credit hours. Those who elect this option may reduce their electives by three semester hours to accommodate the seminar option credit. This option is desirable for those students who wish to focus on specific subject matter of an interdisciplinary nature or who would like to continue their education at a higher level. Students electing this option must use this as one of the graduate electives.

Psychology

PSYC500 Orientation to Graduate Learning in Psychology (3 hours)
This course orients and prepares students for entry into advanced level study of psychology. It provides an overview of the field and guides students in the development, honing and application of critical thinking, research and writing skills necessary for successful completion of the Master of Arts in Psychology graduate degree. This course must be taken during the student's first term.

PSYC501 Research and Statistical Methods (3 hours)
This course provides an overview of quantitative and qualitative methodology and design and examines ethical and legal considerations for research practices relevant to the field of psychology. Skills needed to evaluate published research reports are also emphasized.

PSYC502 Tests and Measurements (3 hours)
This course serves to introduce students to the topic of psychological testing. In addition to describing the various types of psychological testing, it will also provide information about test design and construction, administration and scoring, and reliability and validity. (Prerequisite: PSYC501 Research and Statistical Methods).

PSYC510 Lifespan Development (3 hours)
This course reviews social, emotional, cultural, cognitive, biological, and learning theories and research related to human development. Emphasis is on both healthy development and challenges experienced by individuals and groups across the human life cycle. Cultural differences and commonality noted in the developmental process are examined.

PSYC511 Learning and Cognition (3 hours)
This course guides students through advanced level, in-depth and detailed study of classic and contemporary models of human cognition and learning through the lenses of the principle schools of psychology. Specific theories addressed include: functionalistic, associationistic, and cognitive.

PSYC515 Social Psychology (3 hours)
This course is a graduate level study of cultural issues and social influences on human functioning. Classic foundations combine with new research, recent methodological and up-to-date theoretical innovations to form the basis of a study that integrates scholarship and applied social psychology for everyday living.

PSYC520 Personality and Counseling Theories (3 hours)
This course explores the processes of normal and abnormal personality development and models of counseling and psychotherapy including psychoanalytic, behavioral, cognitive, and existential approaches.

PSYC525 Physiological Psychology (3 hours)
This advanced level course focuses on the physiological processes underlying normal and pathological behavior. Neurological features of disorders such as schizophrenia and depression are examined.

PSYC526 Psychopathology (3 hours)
This course guides graduate level learners in in-depth study of classic and contemporary theories and treatment of abnormal human functioning. Students will undertake extensive investigation of cultural factors related to the expression and effective assessment of pathology. (Prerequisite: PSYC525 Physiological Psychology).

PSYC550 Professional Ethics and Standards (3 hours)
This course is an advanced level study of the ethical, legal and professional issues relevant to the practice of professional psychology. Topics include APA ethical standards and codes related to confidentiality, competence, and duty to warn, ethical decision-making guidelines, as well as federal and state laws pertinent to psychology. Application of ethics to professional psychology activity is emphasized.

PSYC590 Contemporary Issues in Psychology (3 hours)
This course requires students to critically and creatively examine psychological topics that are currently relevant in the field of psychology within contemporary society. Some of the topics covered include: media influence and how the discipline of psychology is represented through media; the application of technology in treatment (e.g. online counseling), new issues in childhood/adolescence, the increasing incidence of specific disorders (i.e., autism spectrum disorders), and teen issues (e.g., eating disorders, pregnancy, self-injury), post-traumatic stress disorder (PTSD), and war and the emerging psychological needs of today's military.

PSYC610 Multicultural Issues in Human Behavior (3 hours)
This graduate level course covers the historical, research and theoretical underpinnings of multicultural psychology. It guides students in a comprehensive examination of diverse cultural groups and in-depth analysis of contemporary multicultural trends and issues related to ethnicity, race, gender, sexual orientation, socioeconomic status, disability, age and religion. Students will research issues in cultural psychology through the development and design of their own empirical study.

PSYC620 Substance Abuse and Addiction (3 hours)
This course guides graduate learners in advanced level study of addictive disorders, including the historical and social context of the addictive process and the neurobiology of substance dependence. Course foci include the assessment of addiction, the substances of abuse, issues experienced by special populations, and available treatments for substance abuse and addiction.

PSYC630 Crisis and Emergency Intervention (3 hours)
This course offers an in-depth analysis of crisis and trauma events, survivor responses and needs, and competent strategic interventions. A theoretical approach draws on systems and developmental constructs to provide an assessment and intervention model that is both holistic and integrated within particular environments. Unique crisis events are addressed, including sexual assault, domestic violence, disasters (both natural and man-made), service provider stress, complicated bereavement, child abuse and neglect, and school crises.

PSYC699 Master's Capstone with Integrative Project in Psychology (3 hours)
This course is designed to guide students through a review of the content domains covered along the degree path of the Master of Arts in Psychology degree. It affords an opportunity to synthesize and articulate knowledge obtained during degree progression via the selection of multiple threads of inquiry and analysis of peer-reviewed, scholarly literature related to successfully completed coursework. The course requires informed library research and concise exposition. Students completing this phase of their degree will receive substantial guidance and support from their instructor and classmates throughout the course. (Prerequisite: Successful completion of all program coursework).

Public Administration

PADM510 Administrative Theory (3 hours)
This course covers the major administrative theories that drive macro-level public behavior. It will begin with a consideration of the broad significance of the study of public organizations for individuals in modern society. It will then examine how theorists and practitioners have sought to develop more formal perspectives on public management. It will examine those ideas that are of greatest relevance to the construction of an integrated theory of public organizations. The progression of the course follows the evolution of administrative theory from the pioneering work of Weber, Taylor and Woodrow Wilson to current theories regarding the "New Public Management."

PADM520 Public Administration in Society (3 hours)
The study and practice of public administration is explored in its political context. The student is introduced to the environment within which public administration functions and the dynamics of behavior within large organizations. How choices are made among competing policies, factors affecting the implementation of policy, and the role of policy evaluation in shaping policy choices are examined. Managing large scale bureaucratic organizations is analyzed including the role of leadership, the management of personnel and finances, and the role of communication in inter- and intra-organizational relations.

PADM530 Public Policy (3 hours)
This course examines the way government policies emerge from the political process and are implemented through participating institutions. In this class students will investigate how good analysis can contribute to informed policy-making and review the factors that go into developing effective implementation strategies. In addition, today's need for enhanced public accountability and the challenging problems of measuring program performance are examined.

PADM610 Public Management (3 hours)
This course examines a range of management issues and strategies within the context of managing public organizations. The core focus is on an enhanced understanding of the theoretical and practical approaches to public management, an examination of enduring and day-to-day dilemmas faced by competent public managers, and the application of relevant theories to public management within the United States.

PADM611 Law and Public Policy (3 hours)
This course critically examines the complex and ongoing role of courts in the public policy process. With renewed emphasis on economic stability, financial and non-financial regulation, decentralization, downsizing and re-engineering, there is an increasing awareness that public policy, and the administrative law system that manages it, are subject to intense political and cultural pressures. The attempt to address social concerns with new laws and regulations has created increased pressure on the administrative law process in the courts and legislative chambers. This course examines the sources, influences, operation and consequences of law and public policy formation, and analyzes public policy initiatives from political and legal aspects as to their intentions, achievable aims, and intended and unintended outcomes.

PADM612 Public Finance (3 hours)
This course focuses on financial issues in the public sector. It is designed as an overview of key elements in public budgeting, public finance, and public financial management. Various government activities with respect to government spending and taxation are analyzed by applying basic principles and quantitative models of finance. Decisions about public spending, raising revenue, borrowing, and managing public debt are studied extensively in this course.

PADM615 Program Appraisal (3 hours)
This course is designed to develop fundamental skills essential for students to evaluate public programs. Knowledge of the policy process and research methods is brought together in the ethical assessment of program needs, processes, and outcomes.

PADM620 Local Political Administration (3 hours)
This course is an analysis and provides research on legislatures, legislators, and the legislative process at national, state, and local levels. It focuses on legislative structures, decision making, and behavior among nations, U.S. states, and local governments.

PADM698 Separate Comprehensive Examination (0 hours)
THIS COURSE WILL REQUIRE A PROCTORED EXAM. Comprehensive final examination for students in the Master of Public Administration program. The "Comprehensive Final Exam" is tailored specifically to each program and must be taken after students have completed 36 hours of study (i.e. during the semester following the final course) and successfully completed before the award of a degree.

PADM699 Master's Capstone Seminar in Public Administration (3 hours)
The capstone seminar option includes a thesis, or a major research project or paper in lieu of the final comprehensive examination, which has no credit hours. Those who elect this option may reduce their electives by three semester hours to accommodate the seminar option credit. This option is desirable for those students who wish to focus on specific subject matter of an interdisciplinary nature or who would like to continue their education at a higher level. Students electing this option must use this as one of the graduate electives.

Public Health

PBHE501 Public Health in America (3 hours)
This course introduces students to the role of public health systems in America. The function of federal, state, and local public health agencies will be examined, as well as current political, environmental, epidemiologic, legal and ethical issues impacting the field public health. Students will also explore future challenges facing public health professionals in the 21st century.

PBHE502 Health Policy (3 hours)
This course is designed to give the student an in-depth understanding of the roles that government and the consumer (the patient) can, and do, play in the ever-evolving health care industry. This course places special emphasis on politics and ethics and the results when they clash, as well as how politics and ethics form the mental attitudes of decision makers. This course is rich in information on the various political and ethical dilemmas facing the patients in the new millennium.

PBHE525 Statistics for Public Health (3 hours)
This course is an introduction to basic concepts of statistics as applied to public health. Major topics to be covered include statistical models, distributions, probability, measures of central tendency, measures of variability, percentiles, sampling, correlation, standard scores, and tests of significance.

PBHE526 Public Health and Environment (3 hours)
The study and analysis of a variety of environmental problems, issues, and exposures emphasizing the interrelationship between humans and the myriad environmental concerns.

PBHE527 Social and Behavioral Aspects of Health (3 hours)
This course reviews the conceptual, empirical, and theoretical contributions of the Social and Behavioral Sciences as they contribute to an understanding of health and illness.

PBHE528 Public Health Practicum (3 hours)
This course is intended to give the student practical experience in public health. This practicum is spent in an appropriate program, under the guidance of an administrator qualified by education and/or experience. Development and utilization of original activities is stressed, and periodic progress reports are required. Students may take the practicum after all other courses are completed. Students must secure a place of internship prior to beginning this course. Students are encouraged to consult with their academic advisor with any questions, prior to registration.

PBHE531 Public Health Program Planning and Evaluation (3 hours)
This course is an analysis of public health program planning, implementation and evaluation, with examination of consumer participation, data collection, consultation, negotiation, training, budgeting, and writing program reports.

PBHE532 Ethical Issues in Public Health (3 hours)
This course will investigate ethical issues in public health through discussion of case studies and applicable ethical theories.

PBHE533 Public Health Seminar (3 hours)
This course is intended to serve as the capstone experience for the Master of Public Health student. A variety of topics will be covered relating to the practice of the public health professional. Topics such as leadership, systems thinking, public health competencies, professionalism, and continuing education will be covered in this class.Students may take the seminar after all other courses and the Public Health Practicum are completed.

PBHE540 Emergency Management Health and Medical Issues (3 hours)
This course is a fascinating study of the concepts of medical and healthcare issues in emergency management in mass-casualty and high-impact incidents. The student will learn about the planning and coordination--from the national to the local levels-- necessary to respond to disasters that are natural (such as earthquakes, floods, tornadoes and heat waves); industrial, technological and transportation (such as hazardous materials, air crashes and mass gatherings); conflict-related (such as terrorist attacks and mass shootings); as well as the education, training and research done before, during and after these events.

PBHE550 Research Methods in Public Health (3 hours)
This course teaches the student to design their own empirical research, and evaluate the research of others, in any of the subfields of public health. The course begins with an introduction to the field of public health. It introduces the philosophy of social science and several theoretical approaches used in public health. The course then concentrates on teaching the details of public health research design. The course takes the student step-by-step through qualitative, comparative, and quantitative research design and analysis methods. (Prerequisite: PBHE525).

PBHE601 Health Care Administration (3 hours)
This course is a study of the forces that now shape, and will shape, health care in the new millennium. The emphasis is on administration. It also provides the student with a summary of the skills necessary to be an effective administrator in this evolving industry. Additionally, it details the various elements that exist in the current system, so as to provide the departure point for new ideas, proposals and restructuring under both voluntary and involuntary (legislated) provisions.

PBHE605 Quarantine (3 hours)
This course is a study of the theoretical, historical, and contemporary issues associated with quarantine as a public health and safety measure. Students will learn of quarantine strategy, implementation, effectiveness, and debate. The course topics will include consideration of quarantine as a health and safety measure in the modern homeland security strategy.

PBHE606 Disaster Health Management (3 hours)
This course focuses on the principles, types, and forms of health management systems that exist to serve public needs during society's most threatening crises. Topics range from international and national political and policy views of disaster health management down to local levels where leading hospitals and emergency managers must respond to public health disasters on a daily basis.

PBHE607 Epidemiology (3 hours)
This course provides a graduate level study of epidemiologic concepts and approaches to population problems in public health. It covers a wide spectrum of topics, to include outbreak investigation, test properties, and study design. The course will provide understanding of disease and disease transmission, rates and proportions associated with different forms of outbreak, and epidemiological risk management methods and measures. (Prerequisite: PBHE550).

PBHE690 Independent Study: Public Health (3 hours)
Graduate level independent study of an approved topic. Prerequisites: Graduate Public Health Program major, or permission of the instructor. Requires a minimum of 150 hours of graduate level work for class credit.

PBHE698 Separate Comprehensive Exam (0 hours)
This course is available as the last step in the pursuit of an Masters in Public Health degree. Students must successfully pass this exam in order to graduate. The examination ensures that the student has mastered the research skills and substantive content expected of a professional in the Public Health field. This course includes an intensive review of the textbooks, lesson handouts, other readings, course notes, etc., from the student's required, core, major, and elective courses. The questions answered in the comprehensive examination will be tailored for each student based on their MPH program and concentration.

PBHE699 Masters Capstone Seminar in Public Health (3 hours)
This course is available to graduate students majoring in public health. Students may enroll in this course or take the comprehensive examination option. Students should confer with the professor overseeing the research paper or thesis option to determine which exit option is the best for the student's needs. This course will involve a major research paper or thesis option that demonstrates understanding of the program objectives. The research paper and thesis option will demonstrate understanding of social science research methodology. A Research Manual with explicit guidance for the research paper and thesis option will be available. Students electing this option must use this as one of the graduate electives. The student shall select their research paper or thesis option professor from designated APUS faculty. Students should confer with the professor overseeing the research paper or thesis option to determine which exit option is the best for the student's needs.

Religion

RELS531 Buddhism (3 hours)
This course examines the major historical movements and cultural expressions, relative to Buddhism, from India and Tibet to China and Japan. Course content includes the origin and development of the teachings, rituals, and institutions, of the Buddhist tradition, in South Asia, over the period since the beginning of the common era, to the present day.

RELS532 Hinduism (3 hours)
This course examines Hindu religious life, within the framework of the historical and thematic contexts, as embedded in the sociocultural structure of India. Course topics include the disciplines (yogas) of devotion (bhakti), action (karma), knowledge (jnana), ethics, and the major schools of thought. Students will explore some key concepts (such as, dharma, samsara, atman, maya, moksha, artha, monism, and pantheism), along with an attempt to have a firm grasp of the meaning of religious ideas, symbols, and practices, as related to the participants. Also examined are the functional implications of religion, in traditional and contemporary Hindu social life, in India and abroad.

Reverse Logistics Management

RLMT500 Reverse Logistics Management (3 hours)
This course is a comprehensive review of the major applications of reverse logistics principles, problems and best practices in manufacturing, retail and the military. The student will study applications from apparel, aviation, automotive, electronics, food and beverage, retailers, and sporting goods. It includes an analysis of Green applications and Carbon Footprint credits for companies.

RLMT501 Practical Applications in Economics Analysis (3 hours)
This course is a comprehensive study of problem formulation and calculating return on investment (ROI) in project management such as applications for reverse logistics. The student will develop engineering economic analysis solutions to case study problems of returns, recalls, recycling, repackaging, waste management, as part of learning how to design a reverse logistics network or supply chain.

RLMT502 Decision Making Strategies in Reverse Logistics Management (3 hours)
This course investigates the advanced analysis methods and techniques used to solve the pricing and packing needs of products entering the reverse logistics supply chain. The course emphasizes the most successful methods from business statistics, production and operations management, management science, and operations research fields of study. Students will be required to synthesize material from several major fields of study in order to apply it in this course. Methods of analysis will be investigated to solve these problems including probability concepts and their applications, statistical quality control, process design, forecasting, inventory control, waiting line models, transportation and assignment methods, decision analysis, and simulation modeling.

RLMT503 Reverse Logistics Policies and Regulations (3 hours)
This course covers government rules, regulations, policies, etc. that govern reverse logistic operations. These policies and regulations will be analyzed toward their impact on product production, manufacturing, and retail industry. The impact of the overall reverse logistics network designs and distributions will be studied from case studies. The impact on the financial elements of a company engaging in reverse logistics practices will be examined from a return on investment and sound business planning.

RLMT525 Research Methods in Reverse Logistics Management (3 hours)
This course in research methods will prepare the reverse logistics management graduate student to understand material and issues associated with, but not limited to, the logic of the scientific method, research design, and qualitative and statistical analysis of data focused on any aspect of reverse logistics issues or problems. Students will be afforded the opportunity to begin to conduct research on topics within the field of reverse logistics management. This course is intended to provide a foundation from which the student may use the knowledge and practices gained in this course throughout the rest of their graduate program

RLMT600 Global Reverse Logistics Management (3 hours)
This course is a comprehensive examination of the global factors affecting reverse logistics drivers from major companies to small businesses. The student will examine and analyze disaster logistics and how it affects the resiliency of a global supply chain.

RLMT610 Technology in Reverse Logistics Operations (3 hours)
This course studies the use of GPS, RFID and bar coding technology used to track and trace products through the forward supply chain and the reverse logistics process. The student will study the complex issues of data synchronization facing today's reverse logistics manager.

RLMT620 Resource Commitment and Performance in Reverse Logistics (3 hours)
Students in this course analyze the resources needed to establish and implement a reverse logistics operations in manufacturing and in retail stores. Emphasis is placed on analysis and way to measure the return on investment and other performance measures to ensure a successful reverse logistics operation.

RLMT630 Recalls and Returns Management (3 hours)
This course is a focused and comprehensive examination of the recalls programs of major manufacturing companies around the world, as a thorough study of how a returns program can enhance the revenue stream of a retail store.

RLMT640 Network Design in Reverse Logistics (3 hours)
A comprehensive study of the central returns centers, its layout, the facilities, and training needed to successfully operate in today's global market place. Emphasis on project management knowledge, use of diagrams and flowcharts are used to design a network process for a manufacturing firm and for a retail organization.

RLMT645 Advanced Green Logistics (3 hours)
This course examines the organization, planning, and controlling of recycling, reclaimed materials, and reclaim centers projects that are designated as Green. The student is provided practical knowledge on Green project planning, managing Green project scope, and sustainment and environmental risk management.

RLMT650 Reverse Logistics in the Retail Industry (3 hours)
This course is a focused and comprehensive examination of how different retail industries implement reverse logistics programs. The focus is on food and beverage, apparel, automotive, sports, hotel operations, and consumer electronics. Attention is focused on data synchronization inventory management comparing the forward and reverse logistics chains.

RLMT655 Reverse Logistics and Hazardous Materials (3 hours)
This course studies the handling of hazardous materials in reverse logistics operations. The study designs a forward and reverse logistics chain to identify and analyze the point where the product become hazardous to workers in recycling, returns, and waste movement. The student will study the regulatory issues that govern the legal and illegal activities of returns through case studies.

RLMT699 Reverse Logistics Theory Capstone (3 hours)
A study of the reverse logistics function, its role in society, and the theory that provides the underpinning manufacturing and retail management business today. The course will provide an understanding of general principles of reverses logistics as compared to forward logistics and the supply chain concept. Topics covered include revenue generation, return on investment, Green technologies and related topics. All core courses must be taken prior to the capstone course.

Security Management

SCMT507 Assets Protection & Loss Prevention Management (3 hours)
The course focuses on advanced administration and management issues related to corporate security functions, including strategic and operational management, risk management, contract security services, management of emergencies and loss prevention. Students will assess vulnerabilities and recommendations of the 9/11 Commission Report on terrorist attacks upon the Unites States. Facility protection standards are used to determine appropriate courses of action, from a security management perspective, using threat models and risk assessment concepts. Research is required and application of critical thinking is applied to address external threats and countermeasures. Practical exercises are conducted to apply research findings.

SCMT508 Evaluation of Security Programs (3 hours)
The course provides a comparative analysis of relevant security programs in the public and private sectors. The concept of defensible space, internal and external access control and psychological security barriers are examined and evaluated during this course.

SCMT509 Contemporary Issues in Security Management (3 hours)
This course is an in-depth study of contemporary issues in security management. The course will focus on tools that the professional security manager can use to increase productivity and lower operational cost. Topics explored: personnel security issues (background checks), budgeting, security liability, human resources issues and equal opportunity rights.

SCMT510 Security Management Ethics (3 hours)
This course is an examination of issues of professional and ethical behavior within the security industry. Key issues examined include professional behavior of the individual and the agency. Current topics such as sexual harassment, professionalism, and industry standards are discussed.

SCMT529 International Terrorism (3 hours)
This course examines the global terrorism phenomenon and the social, economic, political, and religious conditions of select states, groups, and individuals that influence the terrorist mindset. Students examine the definitions, origins and development of terror as a means of influencing public policy decisions and in fostering transitions in public power to promote group goals. Specific historical instances of the use of terror are evaluated, assessed, and analyzed. Examples of groups such as the Al-Qaeda terrorist network are assessed including focused discussions on current events. Topics include: geography and geopolitics of terrorism, origins and history of terrorism, characteristics and goals of terrorism, role of politics and religion in terrorism, media impact on terrorism recruiting, and Al-Qaeda in Iraq organization.

SCMT531 International Security Management (3 hours)
This course thoroughly examines the special challenges presented by planning a physical security system overseas. Specific considerations include hiring and managing a multi-national guard force, the importance of local liaisons, local hiring practices, outsourcing, terrorism, health issues, and pre-deployment planning. Students mastering this course will be well-placed to take advantage of the current trend for U.S. businesses to create manufacturing facilities and other installations overseas.

SCMT536 Protective Services (3 hours)
This course provides a detailed history of protective services. Topics covered include training and background requirements, obtaining contracts, selecting, training, and managing a security team, security surveys, dealing with clients, legal issues, importance of networking, information sources, and special considerations for clients in high profile industries.

SCMT537 Computer Crime (3 hours)
This course will examine cybercrime and the legal, social and technical issues cybercrime presents. With a multi-disciplinary perspective, we will focus on ways information technology is used to commit crimes, investigative techniques used to discover the crimes, and the challenges involved in prosecuting cybercrimes These challenges include jurisdictional issues, application of traditional laws to cybercrimes, and privacy issues encountered during prevention, investigation and prosecution.

SCMT538 Industrial Espionage (3 hours)
This course provides a framework for understanding and protecting against industrial espionage. It reviews the history of industrial espionage, current methods of information elicitation, and explores counterespionage options to defend organizations. Students will also learn how companies place their proprietary and protected information at risk as well as how to prevent unwanted information disclosure. Topics such as the Economic Espionage Act of 1996 and operational counterintelligence are covered. The purpose of the course is to teach how to recognize and neutralize serious threats to both business and government entities.

SCMT544 Security Architecture (3 hours)
THIS COURSE WILL REQUIRE A PROCTORED EXAM. This course stresses the core principles of the CPTED (Crime Prevention through Environmental Design) concept. Students learn how to work with architects, city, and municipal planners to ensure new or refurbished construction is designed in such a way as to minimize or eliminate criminal activity. Topics covered include initial planning considerations, gathering information from multiple sources, formulating and implementing the plan based on core CPTED principles, and the need for modifications and review over time.

SCMT545 Airport Security Design (3 hours)
This course provides a comprehensive overview of the current state-of-the-art in airport security. Air terminal security is covered from the aspect of physical security considerations, baggage screening, training requirements for security personnel, employee screening and awareness programs, aircraft security, ground and air security technologies, integrating security systems for maximum coverage and protection, effective local, state, and federal liaison, counter and anti-terrorism measures, narcotics and contraband - the use of working dog teams, and apron access and security considerations.

SCMT552 Physical Security Systems Design (3 hours)
THIS COURSE WILL REQUIRE A PROCTORED EXAM. The course presents the student with a comprehensive study of physical security assessments and operational issues in the 21st century. Issues discussed and surveyed include: assessments (threat, risk and needs), surveys and audits, surveillance and detection, physical controls, and access controls with a focus on planning and system design, integration, implementation, and management. Additionally, the student is exposed to the integrated system acquisition process. Emphasis is placed on assessing vulnerabilities and distinguishing terms or risk assessment, threats, countermeasures, and cost benefit analysis to meet the need for protection of assets.

SCMT553 Security Program Administration (3 hours)
The course provides the graduate-level security professional with the tools necessary to effectively plan for, implement, monitor, and administer a security organization in a modern, global, and technologically advanced security program. Upon completion of the course, the student demonstrates expertise in administrating a security program from the following aspects: fiscal, human resource management, change management, global talent management, and resource management perspectives. Students will also assess the concepts of return on investments (ROI) including cost-benefit aspects of asset protection and liaison with other management officials in the organization.

SCMT698 Separate Comprehensive Examination (0 hours)
THIS COURSE WILL REQUIRE A PROCTORED EXAM. Comprehensive final examination for students in the Master of Arts in Security Management Program. The "Comprehensive Final Exam" is tailored specifically to each program and must be taken after students have completed 36 hours of study (i.e. during the semester following the final course) and successfully completed before the award of a degree.

SCMT699 Master's Capstone Seminar in Security Management (3 hours)
Preparation for the Security Management research seminar begins on day one of a student's graduate program of study. The theories, research methods and analytical skills, and substantive knowledge obtained through their master's curriculum provide the basis for the research seminar project. Students will support the research seminar effort, including gathering bibliographic and reference materials on the thesis topic including developing individual course research papers that may become sections of the final research seminar. Students will address the requirements as described in the syllabus and classroom assignments. The research seminar proposal shall be prepared in accordance with the standards of the academic discipline. The research seminar proposal must provide a clear and lucid description of a question or problem and a proposed method of answering the question or solving the problem. Guidance on the format of the research seminar proposal and a sample proposal are contained in the APUS Thesis Manual. Students may take the research seminar after all other course completions. It is an option in lieu of the Comprehensive Exam.

Space Studies

SPST500 Research Methods in Space Studies (3 hours)
CORE COURSE: MUST BE TAKEN AS ONE OF THE STUDENT'S FIRST TWO COURSES. This course is designed to build the student's ability to organize and conduct research in the space studies discipline, and to enable the student to present findings in a clear, concise, coherent manner. It is devoted to thinking about research logically, creatively, critically, structurally and scientifically. Course material covers qualitative research designs, theory building, role of argumentation in presenting a research report (thesis), as well as describing and analyzing quantitative variables. IT IS HIGHLY RECOMMENDED THAT YOU HAVE PREVIOUSLY COMPLETED COLLEGE ALGEBRA BEFORE TAKING THIS COURSE

SPST501 Introduction to Space Studies (3 hours)
CORE COURSE: MUST BE TAKEN AS ONE OF THE STUDENT'S FIRST TWO COURSES. This course evaluates space programs and operations and their meaning for future international and national economic and national security. The course will provide an overview of major policy, program, scientific, and technical issues in space for the non-scientist.

SPST502 Introduction to Orbital Mechanics (3 hours)
CORE COURSE: What is an orbit? How does a spacecraft fly to the Moon or Mars? What does NORAD use to track all of the satellites currently in orbit around Earth? How does a spacecraft move from one orbit to another? These questions and more are answered in this course. From Kepler and Newton to the modern telecommunications, navigation, and remote sensing spacecraft, knowledge of orbital mechanics is essential for the modern Space Manager to be able to plan future space missions and to converse with orbital analysts that perform the day-to-day calculations determining IT IS HIGHLY RECOMMENDED THAT YOU HAVE PREVIOUSLY COMPLETED COLLEGE ALGEBRA BEFORE TAKING THIS COURSE. (Prerequisite: SPST500 and SPST501).

SPST503 Chronology of Space (3 hours)
This course takes an in-depth look at the past and current structure, tasking, goals and objectives of the U.S. National Aeronautics and Space Administration (NASA). Emphasis is placed on the roles of the individual research centers, space centers and laboratories that form the NASA organization. The origins and impact of the 'space race' are discussed in detail.

SPST504 Remote Sensing Satellites (3 hours)
CORE COURSE: Earth orbiting remote sensing satellites play a key role in the lives of human beings. This course is a study of the major components of contemporary remote sensing satellites, the various methods of remote sensing capability, and the advantages and disadvantages of each method. Course topics also include study of remote sensing orbits, launch vehicles, and technology. IT IS HIGHLY RECOMMENDED THAT YOU HAVE PREVIOUSLY COMPLETED COLLEGE ALGEBRA BEFORE TAKING THIS COURSE. (Prerequisite: SPST500 and SPST501).

SPST505 Space Warfare (3 hours)
This course assesses the growing role of space in national military strategy, particularly for the U.S., as it progresses into the 21st century. The course begins with an overview of the political history of space exploration, followed by an examination of how space fits into the overall picture of military operations. The course then moves into the more speculative arena, looking at how space is evolving into a separate sphere of military operations, and how future conflicts might well have their first decisive engagements in earth orbital space, if not beyond. Students will be making extensive use of the Internet websites that are dedicated to reporting the latest developments and trends in space warfare. The climax of the course is the space wargame exercise, in which the students will be grouped into various national actors and organizations.

SPST611 Aircraft Propulsion Systems (3 hours)
This course is an introduction to aircraft propulsion systems, including their design and development, turbo propulsion combustion technology, engine/airframe performance matching, inlets and inlet/engine integration, exhaust nozzle aerodynamics, engine operability, and aeroelasticity and unsteady aerodynamics IT IS HIGHLY RECOMMENDED THAT YOU HAVE PREVIOUSLY COMPLETED COLLEGE ALGEBRA AND CALCULUS I BEFORE TAKING THIS COURSE.

SPST612 Rocket Propulsion (3 hours)
Even though the Chinese introduced rockets about 800 years ago, most of the important rocket development has taken place in the 20th Century. This course introduces rocket theory including specific impulse, thrust chamber design, nozzle design, heat transfer, and propellant composition and places particular emphasis on the development and use of liquid and solid rockets. The course concludes with a discussion of the future of rocketry including hybrid rockets, thrust vector control, and electric rockets. The material in this course is applicable and essential for any military or civilian Space Operator, Manager, or Designer who wants to achieve a better understanding of how rockets are designed and how they operate. IT IS HIGHLY RECOMMENDED THAT YOU HAVE COMPLETED COLLEGE ALGEBRA PRIOR TO TAKING THIS COURSE.

SPST613 Satellite Communications (3 hours)
CORE COURSE: This course is a study of the principles, architectures, technologies, management, economies, advantages, and disadvantages of satellite communications. Spacecraft launch vehicles, orbits, communications modulations, radio wave propagation, payload designs/types, and spacecraft bus and antenna types are all addressed. Students will learn to devise/formulate actual satellite communications link budgets and evaluate the impact of each variable used within the equation. IT IS HIGHLY RECOMMENDED THAT YOU HAVE PREVIOUSLY COMPLETED COLLEGE ALGEBRA BEFORE TAKING THIS COURSE. (Prerequisite: SPST500 and SPST501).

SPST615 Aerodynamics (3 hours)
This course introduces the student to core concepts of aerodynamics, including fundamentals of inviscid, incompressible flow; compressible flow; shock waves/properties; compressible flow through nozzles, diffusers, and wind tunnels; subsonic compressible flow over airfoils; linear theory; elements of hypersonic flow, and boundary layers. IT IS HIGHLY RECOMMENDED THAT YOU HAVE PREVIOUSLY COMPLETED COLLEGE ALGEBRA AND CALCULUS I BEFORE TAKING THIS COURSE.

SPST616 Aircraft Design (3 hours)
This course is an introduction to aircraft design. The Design Process, Airfoil and Geometry Selection, Thrust-To-Weight Ratio and Wing Loading, Sizing, Crew Station, Payload, and Passengers, Propulsion and Fuel System, Landing Gear and Subsystems, Aerodynamics, Basic Propulsion, Structures and Loads, Stability, Control, and Handling Qualities, Performance and Flight Mechanics, as well as Cost Analysis, are some of the areas covered in the course. (Prerequisite: SPST615 Aerodynamics). IT IS HIGHLY RECOMMENDED THAT YOU HAVE PREVIOUSLY COMPLETED COLLEGE ALGEBRA AND CALCULUS I BEFORE TAKING THIS COURSE.

SPST619 The Psychology and Physiology of Space (3 hours)
CORE COURSE: A review of the major stresses, tensions, and other physical and mental issues experienced by humans on entering in and living in space. Case studies from manned flights and other research will be provided. Students will study how the mental and physical issues may be addressed for future increased human activity in space. (Prerequisite: SPST500 and SPST501).

SPST620 National Missile Defense (3 hours)
This course addresses the implications that national missile defense systems may pose to the global balance of power. Is a missile defense system technically feasible, could such a system be stabilizing, destabilizing? These are all questions that this course will examine. The course will further examine how such a system might be deployed and employed, and how national policy may be affected.

SPST621 Current and Emerging Space Powers (3 hours)
Space exploration and exploitation have become global activities. While the United States and the Soviet Union were battling for supremacy during the Cold War and striving for "firsts" in the Space Race, several nascent space powers were blossoming in the background. Not limited to the U.S. and USSR, the dream of spaceflight sprouted in lands as diverse as France, Germany, China, Japan, India, Israel and Brazil. The European Space Agency, the Chinese Space Program, the Japanese Space Program and the Indian Space Program have become space powerhouses. A study of these various programs is essential to gain a thorough understanding that space exploration is not only a global enterprise, but also an important concern for our own national security.

SPST622 Space Policy (3 hours)
Since the beginning of the Space Age, U.S. Civil Space Policy has been a cornerstone in determining space organizational structures, mission objectives, and resource distribution. From the launch of Explorer 1 through the Apollo Program Moon landings and continuing on to the Space Shuttle and International Space Station operations, the U.S. Government has been heavily involved in establishing space exploration and exploitation. A study of the various players in the space community, the various government interfaces, and an emphasis on budget development is important to study the roles that policy has played in our nation's space program.

SPST623 National Space Organization (3 hours)
This course is a comparative study of the major industrialized nations' space organizations. It begins with the US and presents an overview of NASA and non-NASA government agencies supporting space exploration. Comparative views are presented for other countries which then allows the student to select the country of their choice (as approved by the instructor) to compare/contrast its space organization with that of the United States. Students will review the fundamental roles of significant space organization, budgets, and goals and objectives in comparison and contrast between the US and another country.

SPST628 Space Operations Structure and Design (3 hours)
This course is a study of management issues involved in the vision, planning, design, structure and operations of new and existing facilities and vehicles. The course will include a review of existing vehicles and facilities and those that will be required in the upcoming quarter century.

SPST629 Sacred Space (3 hours)
This course explores the post-mission space experience through the eyes of those who have ventured beyond the Earth's atmosphere, giving a detailed look at how space exploration has impacted the lives of those that have experienced it first hand. The course will also address how the post-mission experience has impacted space exploration goals and objectives -- both manned and unmanned space missions. When available, guest astronauts will be scheduled to discuss their experiences and answer students' questions.

SPST630 Planetary and Solar System Studies (3 hours)
This course examines the exploration of the solar system with a focus on the methods used to explore the Sun, planets, moons, and small solar system bodies. Special emphasis is also placed on the space environment and its effects on current and future exploration activities. The threat of comet, asteroid, and meteoroid impacts on Earth will also be addressed. This course requires access to the web site MASTERING ASTRONOMY, and use of CLEA Labs, which are Windows only programs. If you are not using a Windows program, please verify that your system will be compatible with CLEA labs prior to registering for the course. The link for CLEA labs is http://www3.gettysburg.edu/~marschal/clea/CLEAhome.html

SPST631 Astrophysical Studies (3 hours)
This course examines the study of stars and galaxies with special emphasis on the methods and instrumentation used in the exploration of the universe around us. Focus is also placed on cosmology, the study of the past, present, and possible future of the universe. (Prerequisite: SPST630). This course requires access to the web site MASTERING ASTRONOMY, and use of CLEA Labs, which are Windows only programs. If you are not using a Windows program, please verify that your system will be compatible with CLEA labs prior to registering for the course. The link for CLEA labs is http://www3.gettysburg.edu/~marschal/clea/CLEAhome.html

SPST632 Lunar Geology (3 hours)
This course examines the Moon in a systematic way, including the current theory of the origin of the Moon and processes such as impact cratering, volcanism, and tectonics. A detailed review of past manned/unmanned lunar geological exploration findings will also be addressed, along with critical aspects of lunar geology relevant to the return of humankind to the Moon.

SPST633 Astronomical Instrumentation (3 hours)
This course examines the design and construction of astronomical instruments, including mechanical design and machining, optics and commensurate optical system design, and both real-time and near-real time computer control. UV, X-ray, and gamma-ray spectrum instrumentation will also be addressed.

SPST671 Space Law (3 hours)
This course examines space law from its origins at the commencement of space exploration to current day activities, including civilian, commercial and military/governmental issues/rulings. The Outer Space Treaty, Registration Convention, Rescue and Return Agreement, Liability Convention, and the Moon Treaty will be covered in detail, as will several other past, standing and pending legal works. (Prerequisite: SPST500 and SPST501).

SPST690 Independent Study: Space Studies (3 hours)
An opportunity for Space Studies students to pursue an independent research project or examine a specific area of Space Studies under the mentorship of a single professor. Students must complete 24 credits of study before taking this course. Participation is at the discretion of the faculty member. The course will typically involve six or more telephone calls and produce a major research paper (50+ pages); there will be no examination. Students will submit a proposal prior to the start of the project, and a rough draft of the paper at week 10, both of which will count toward the final grade. Prerequisite: University approval and Upper Level standing. Prior to registering, students should first contact the professor with whom they wish to mentor their independent study, coordinate an agreement on the grading requirements, and then NOTIFY their academic advisor with the name of their professor.

SPST698 Separate Comprehensive Examination (0 hours)
The comprehensive examination is only an option for students that started their degree program prior to 1 January 2009. The 'comp exam' is tailored specifically to each program and may only be taken after students have completed all 36 semester hours of required study. Students electing the comp exam option must successfully complete the exam in order to graduate.

SPST699 Master's Capstone Seminar in Space Studies (3 hours)
Preparation for the Master of Science in Space Studies Thesis begins on day one of a student's graduate program of study. The theories, research methods, analytical skills, and substantive knowledge obtained through the Space Studies curriculum provide the basis for the thesis project. In this 16 week course, instructors guide students through the thesis process. Students are expected to submit all required components of the research process, including a thesis proposal. The thesis proposal must provide a clear description of a contestable question or problem and a proposed method of answering the question or solving the problem. The thesis requires students to present an original argument using proper academic writing conventions including carefully documented primary and/or secondary sources. Guidance on the format of the thesis and proposal are contained in the APUS End of Program Manual. This course must be taken after all other courses in the program are complete.

Sports and Health

SPHS500 Statistics for Sports and Health Sciences (3 hours)
THIS COURSE WILL REQUIRE A PROCTORED EXAM. This course will introduce the student to graphical presentation of data, histograms and confidence intervals for binomial probabilities. One-sample and two-sample t-test as well as regression and correlation with two variables will also be discussed. The student will learn the concept of hypothesis testing and confidence intervals, multivariate regression and correlation, partial correlation coefficients, analysis of variance and covariance and multiple comparison procedures. The analysis of research data will be emphasized in this course to provide the student with real-world examples in the field of Sports and Health Sciences.

SPHS501 Advanced Exercise and Sport Physiology (3 hours)
Designed for learners involved in the fields of health and exercise science, this course surveys and critically evaluates the basic principles of human physiology with direct application to acute and chronic exercise. Particular attention is paid to lifestyle risk factors that can lead to heart disease.

SPHS502 Motor Learning (3 hours)
An evaluation of the physical, physiological, and psychological factors that affect motor skill acquisition, performance, retention, and transfer. With a focus on voluntary movement, topics include nervous system control of movement, sensory and perceptual contributions to motor learning, information processing, optimal conditions for learning motor skills, preferred modes of feedback delivery during learning, and individual variability in motor skill acquisition. Students will apply the principles of motor learning to coaching, fitness, and rehabilitation settings. Additionally, they will analyze motor learning settings and determine adjustments to be made in those settings to foster motor skill acquisition for a variety of populations.

SPHS503 Nutrition for Sports Performance (3 hours)
Nutrition plays an integral part of our daily lives. It becomes even more important for athletes, who push the physical limits of their body. Providing adequate fuel is essential and can make a difference between success and failure. Yet most athletes and coaches lack basic nutrition knowledge important for enhancing strength, speed and endurance. This class will focus on the nutritional needs and requirement of athletes. First, the student will recognize and establish sound nutrition principles and the nutrients that play a role in determining these principles. Nutrients and other food constituents are integrated into the human body. These affect the athlete's metabolism, health, and performance. The student will trace the metabolic fate of dietary components and recognize how each nutrient and/or food constituent affects metabolism, health and performance. Using this knowledge, the student will design several healthy diets that optimize performance.

SPHS504 Advanced Methods of Strength and Conditioning (3 hours)
This course is designed to introduce the student to theoretical and practical concepts of strength exercise assessment, strength exercise interpretation and strength exercise prescription. Current research on strength training and methods is incorporated into the classroom for analysis and application. The student will develop appropriate techniques and methods used to recommend strength exercise prescription and programming for healthy and unhealthy clients.

SPHS505 Sport Psychology (3 hours)
Sport Psychology is the scientific study of how individuals behave in sport and exercise, and the practical application of that knowledge to performance enhancement strategies. Students in this course will investigate human behavior patterns in sports and exercise settings. Human behavior is complex, dynamic, and social. There are no easy answers when you try to determine why people behave in a certain fashion. However, this course will focus on interpreting and applying fundamental behavioral tendencies related to biological and psychological models of personality structure, motivational orientations, psychological interventions, and social dynamics. In addition, students will create useful psychological interventions that demonstrate their ability to distinguish the need for normal sport enhancement strategies from serious psycho/physical behaviors that require other professionally trained experts. Psycho/social relationships to sport performance will be analyzed. Behavior management strategies, modeling, aggression, and group dynamic models will be critiqued as students design philosophies that guide training and intervention strategies.

SPHS506 Essentials of Human Performance and Exercise Science (3 hours)
This course is designed to introduce the student to theoretical and practical concepts of exercise assessment, exercise interpretation and exercise prescription. The student will develop appropriate techniques used to recommend exercise prescription for healthy and unhealthy clients.

SPHS507 Advanced Biomechanics (3 hours)
The purpose of this course is to provide the student with an understanding, appreciation, and ability to analyze human movement using a biomechanics approach. This course will expose the student to the laws and principles governing human motion. Emphasis will be placed on the analysis of exercise and sport movements. Research with applications to a variety of sport, exercise, and clinical settings will also be included to provide the student with knowledge of current topics of interest in the field.

SPHS508 Current Topics in Exercise Science and Human Performance (3 hours)
Contemporary research related to wide variety of areas related exercise science and human performance are discussed and explored in this course. Students discuss relevant issues facing society regarding exercise, fitness, athletic performance, kinematic movement, motor development, and biomechanical analysis. The course challenges students to analyze and synthesize current and relevant topics and offer solutions to benefit exercise science research and related industries.

SPHS509 Optimal Sports Performance (3 hours)
This course is designed to provide an understanding of postural assessment and integrated performance profile as it relates to human performance. This course will focus on identifying and correcting musculoskeletal abnormalities and performing integrate performance assessments. The student will develop appropriate techniques used to recommend exercise prescription for individuals post assessments.

SPHS698 Separate Comprehensive Exam for Sports and Health Sciences (0 hours)
THIS COURSE REQUIRES A PROCTORED EXAM. This Comprehensive final examination is for students in the Master of Science in Sports and Health Sciences program. The course is tailored specifically to each program and must be taken after students have completed 36 hours of study (i.e. during the semester following the final course) and successfully completed before the award of a degree. Emphasis is placed on Sports and Health Sciences program objectives.

SPHS699 Sports and Health Sciences Practicum and Integration Project (3 hours)
The Masters of Science in Sports and Health Sciences requires students to complete a cumulative hourly requirement of volunteering their services in a specific industry work environment. Students will be involved with the experiential learning process through volunteering and through completing an Integration process which describes concepts and skills developed through the experience. The ability to apply learning to practice is a key requirement for demonstrated success in learning. To achieve and demonstrate learning, a practicum and integration seminar is offered to students in this degree as an alternative to the comprehensive exam. This option can be undertaken by any student seriously interested in the integration and application of theory and practice.

SPMT500 Sports Broadcasting (3 hours)
Sports broadcasting involves a variety of applications from writing and interviewing skills to on-air performance. This course covers the impact of mass media in sports and explores fundamental skills needed to succeed in sports broadcasting. Students will learn how to find a story, how to tell a story, professional etiquette, and how to do play-by-play announcing. Students will have opportunities to announce on the university's internet radio station and examine how to implement live webcasting from any sports venue.

SPMT600 Research Methods in Sports and Health Sciences (3 hours)
This course is a study of theories and practices in sports and health sciences research. It focuses on theoretical and methodological approaches to the study and research of contemporary sports and health issues. The course teaches the student to design their own empirical research, and evaluate the research of others. It begins with an introduction to the field of sports and health science research. It then concentrates on teaching the details of health science research design. The course takes the student step-by-step through qualitative, comparative, and quantitative research design and analysis methods.

SPMT601 History, Culture, and Social Contexts of Sport (3 hours)
Students in this course will use analytical techniques to examine the theoretical, historical, social, and cultural aspects of sport. For the historical aspect, they will explore sociological issues over the ages from ancient times through to modern times. Students will discuss how sport and human life intermix in relation to cultural aspects. In addition, several issues of the social context will be identified and discussed with an emphasis on the philosophical, physical, religious, and other contemporary topics in sport.

SPMT602 Collegiate Sports Administration (3 hours)
Students in this course will explore principles, techniques, and process related to the management of college athletics. It is important in today's dynamic environment of collegiate athletics that students employ effective leadership and management principles. Through analyzing case studies, students will demonstrate problem solving related to handling athletic personnel and program issues. Studying collegiate athletic administration involves interpreting NCAA By-laws, including a comparison between division I, II, and III compliance regulations. To ensure readiness for athletic management, students will evaluate the duties of an athletic director and create a strategic plan for an athletic department, including a mission statement and comprehensive budget. Lastly, students will determine the critical steps to getting hired in collegiate athletics. Students will also prepare a portfolio, including an application letter and resume customized for applying for a position in athletic administration at the collegiate level

SPMT603 High School Athletic Administration (3 hours)
This course is a study of one of the most complex professions in secondary education – high school athletic administration. The topics include leadership and management roles in sports/athletic administration, high school sports finance and budgeting, student-athlete issues, association regulations and guidelines, and other issues focused on the array of sports disciplines, coaches, and programs at the high school level.

SPMT605 Coaching Leadership (3 hours)
Students in this course will learn what it takes to be a successful leader in the coaching profession. Leadership involves one or more people influencing others in effort to achieve a common goal; coaching leadership focuses on the playing arena. Students will learn strategies to effectively communicate with their players, fellow coaches, parents, administrators and other constituents who impact their program. Coaches need to be able to think on their feet, make decisions under stressful situations, while always keeping the needs of their players and team foremost in their mind. Motivation, management and creative problem solving are critical to successful coaching leadership. Students will compare and contrast how some of the most successful coaches in the business have created their formulas for success; looking at common themes of successful coaches while also learning the importance of incorporating one's own personality into the process. Students will create a coaching manual that can become their personal coaching bible starting with their coaching philosophy and culminating with their goals and strategies.

SPMT606 Techniques in Coaching Strategy (3 hours)
Students in this course will use analytical techniques to examine coaching strategies. Methods, practices, and approaches that apply across a number of sports disciplines will be discussed. Students will study several issues related to coaching preparation. Students will research, strategize, and reflect on past, present, and future coaching strategies. Course topics will address coaching philosophy, technique, time management, character, teaching, nutrition, and physical training. Methods for learning will include critical thinking, decision making, and analytical skills necessary to form an effective coach.

SPMT607 The Sports Industry (3 hours)
This course is a study of the sports industry across all of its disciplines, functions, economics, leaders, and organizations. It is a macro view of sports as a major component of the modern corporate, social, economic, and recreation world. The industry is studied in detail in many different aspects as it exists in society. Key aspects of the sports industry history, contemporary situation, and future outlook are addressed.

SPMT609 Sports Marketing, Promotion, and Public Relations (3 hours)
This course focuses on the marketing, promotions, public relations, and communications involved in the multi-billion dollar sports industry. The course provides research, case analysis, and other opportunities to learn of the effective principles, theories, practices, and methods involved with all aspects of sports communications.

SPMT610 Sports Finance (3 hours)
The main thrust of this course is the application of principles and practices of financial management, as it applies to organizations in the sport industry. This course seeks to develop the financial skills necessary to gain an understanding of an array of financial concepts that impact sport managers. Students will examine financial strategies related to sport entities and organizations and will be introduced to current economic and financial issues that impact the sport industry. Included in the course are the basics of accounting, budgets and budgeting systems, performance measures creation, and financial statement evaluation for the purpose of cost analysis and planning. Other topics include budget development, funding, capital projects, economic impact, and supply and demand in the sport industry.

SPMT611 Economics of Sport (3 hours)
This course is a study of principles of economic development with regard to sports industry development in a community, issues associated with the commercialization of sport, social impacts of sport in the economy and among the citizenry, and other major issues associated with sports economics. Topics include the economics issues at all levels of sport, to include community, amateur, and professional sports industries.

SPMT612 Sports Event Management (3 hours)
This course provides students with the fundamental knowledge and skills for designing and managing sport and recreation facilities and organizing sport events. Included in the course are topics related to planning for events and tournaments, scheduling of facilities and events, and overall management of events. Students will examine several different types of sporting events from local tournaments to the Olympics. The course will also delineate the factors involved in the planning, design and management of events while examining the social, economic and environmental impacts of sporting events on the host community. Throughout the course students are encouraged to attend and/or volunteer at sporting events to put the course knowledge in to practice.

SPMT613 Sports Entrepreneurship (3 hours)
This course focuses on the entrepreneurial opportunities in the sports industry, to include sports management, sports franchise, sports agency, and small sports business management professions and programs. The course focuses heavily on the business plan, financial, and planning issues associated with entrepreneurial and small business ventures. Students will develop their own entrepreneurial sports plan as an independent research project for this course.

SPMT614 Coaching Theory, Methods, and Issues (3 hours)
This course focuses on current coaching theories, methods, practices, and outcomes. Students will consider the origin, development, and arguments surrounding the character of American sport. Topics include a study of coaching principles, practical coaching situations, great coaches and their methods, decision making in coaching, coaching ethics, and other contemporary issues in 21st century collegiate and high school coaching. Students are also exposed to the importance of computers and the Internet to today's coaches.

SPMT620 Leadership and Management in Sport (3 hours)
This course examines contemporary and productive management principles and concepts used throughout the sports industry and various sport organizations. Through this course, students will learn skills related to creative problem solving and strategic planning, while developing the skills to lead, organize, and delegate in managerial and leadership positions.

SPMT630 Sales and Promotions in Sport (3 hours)
This course focuses on the fundamentals roles of developing, activating, and managing sport sponsorship through sales and promotion. Through shared practical examples, this course will view how to generate ticket sales through sport promotion and how to utilize e-commerce as a promotional tool in sports.

SPMT640 Sport Governance and Policy Development (3 hours)
This course will examine the various sport governing agencies and focus on identifying rules and regulations of each sport's governing body and current issues and future trends for each governing agency. Governance of intercollegiate athletics, including legislation and bylaws associated with the NCAA will be emphasized.

SPMT698 Separate Comprehensive Examination (0 hours)
THIS COURSE REQUIRES A PROCTORED EXAM. Comprehensive final examination for students in the Master of Arts in Sports Management program. The "Comprehensive Final Exam" is tailored specifically to each program and must be taken after students have completed 36 hours of study (i.e. during the semester following the final course) and successfully completed before the award of a degree.

SPMT699 Sports Management Practicum and Integration Project (3 hours)
The Masters of Science in Sports Management is a multi-faceted degree that allows a student to select one of three areas of specialization within Sports Management including Sports Administration, Coaching Theory and Strategy, and General. At its core the Sports Management program seeks to develop an advanced understanding of the Sports industry from either a Coaches point of view or the Administrative point of view. The ability to apply learning to practice is a key requirement for demonstrated success in learning. To achieve and demonstrate learning, a practicum and integration seminar is offered to students in this degree as an alternative to the comprehensive exam. This option can be undertaken by any student seriously interested in the integration and application of theory and practice. Students selecting this option are exempt from comprehensive exams. The course requires that the student:

- Identify and obtain approval for an organization or project of interest.
- Select and obtain an approval for a workplace mentor.
- Complete a 120 hour practicum in the approved organization under the guidance of the mentor.
- Keep a log of work completed to be signed by the mentor.
- Submit a 25 page integrative applied research paper using Kolb's experiential learning cycle as the basis for reflection on that experience.

The experiential or practical component of the class aims to apply learning in an aspect of interest related to the degree and concentrations of the student's areas of specialization. It is understood to be a supervised practicum that requires approval by APUS before entering into the relationship with the organization. The selection of an organization or site for the practicum must relate to the content of the student's course work and/or concentration. Goals of the applied practicum and integration seminar will be submitted by the student for approval using an application for approval to the Faculty member, Program Director and Dean of Graduate Studies. The organization will serve as an opportunity to experience the practice of an area of Sports Management related to the focus of the student's degree. This option will act as a capstone of the student's program. Students are eligible for enrollment upon successful completion of all core requirements.

Transportation and Logistics

TLMT500 History of Transportation (3 hours)
This course is designed to provide the graduate student with a study of the major historical events in the transportation industry. Topics include agricultural, industrial, information, interstate, and transtate transportation events and precedents. The course will provide both broad analysis of the industry and specific seminal events in its history.

TLMT501 Transportation Policy and Planning (3 hours)
This course demonstrates the 21st century importance of strategic transportation and logistics planning in contributing to corporate profits, customer service enhancements leading to higher sales and a marketing weapon to gain sustainable competitive advantage. The importance of moving information becomes equal to the movement of goods. Managerial perspectives are offered on aligning corporate planning, technology, financial controls and logistics performance measurement. We will also gain an overview on the interaction among stakeholders in the public and private sectors in aligning public policy with global uncertainties.

TLMT502 Comparative Transportation Systems (3 hours)
This course is designed to provide students with a solid knowledge of multi-modal transportation systems, the characteristics of individual transportation modes, international differences in transportation management, and transportation economics as they apply to multi-modal transportation management. Topics include comparative analysis of the various modes (motor carriers, railroads, water carriers, air carriers and pipelines), international differences in transportation management, economics of transportation systems, and the role of transportation systems in the modern organization.

TLMT525 Research Methods in Transportation and Logistics Management (3 hours)
This course in research methods will prepare the transportation and logistics management graduate student to understand material and issues associated with but not limited to the logic of the scientific method, research design, and qualitative and statistical analysis of data. Students will be afforded to opportunity to begin to conduct research on topics within the field of transportation and logistics management. This course is intended to provide a foundation from which the student may use the knowledge and practices gained in this course throughout the rest of their graduate program.

TLMT600 National Transportation Management (3 hours)
This course aligns transportation management with a comprehensive overview of intermodal transportation and logistics management. We will look at recent trends in the field and its important stakeholders. Business logistics/supply chain will be viewed from managerial perspectives impacting physical distribution, materials management, transportation management, and logistics and supply chain management. The course covers the planning, organizing, and controlling of these activities including sub-activities such as transportation basics, inventory and location strategies.

TLMT601 Transportation Economics (3 hours)
The course provides the student with a coherent and integrated framework, based on micro and macro economic principles, for understanding aggregate transportation activity. Issues include: regulation, tariffs, interstate commercial policy, international trade, and transportation exchange rates.

TLMT602 RFID Uses in Logistics (3 hours)
The course will teach students how to analyze and advise decision makers in the use of RFID technology compared to the use of bar code tracking systems in logistics and transportation applications. Students will be able to describe the history, rationale and management impacts of why this technology was mandated by the Department of Defense and Walmart in January 2005 to be used on all shipping pallets and containers. Students will classify and explain how different active and passive RFID technology can be used to increase product movement and storage visibility along supply chains. Students will examine and compare how a realworld application of this technology is improving logistics visibility in a military or retail environment. Students will design an implementation plan to incorporate RFID technology as part of a real-world business model. Students will work in a team environment as well as individuals in creating a series of written papers on the current state of the art in using RFID technology to meet the retail or military transportation and logistics needs. Students will conduct an informal survey of military or retail decision makers to learn how to appraise qualitative as well as quantitative data and reports of the use of this technology.

TLMT603 Strategic Intermodal Transportation (3 hours)
This course examines the United States and worldwide commercial freight transportation systems, with an emphasis on international intermodal surface transportation. Modal/intermodal economic and operating characteristics will be surveyed, along with cost, pricing, and regulation of transportation services. In addition, students will be introduced to electronic data interchange (EDI) in commercial transportation and the use of computer software applications in transportation management—all with the goal of providing students with an in-depth understanding of the principles of intermodal transportation systems, a grasp of transportation terminology, and the interrelationship between the Defense Transportation System (DTS) and the global commercial transportation infrastructure.

TLMT605 Cargo Security Management (3 hours)
This course is designed to address the multi-billion dollar annual loss globally due to cargo theft. Topics include: asset protection in the transportation industry, analysis of freight system vulnerability, development of an effective cargo security plan, review of industry standards, and best practices in the industry.

TLMT607 Port and Terminal Operations (3 hours)
An in-depth look at the workings of maritime port operations and intermodal transportation systems. Course topics include the governance and administration of ports and marine terminals, the role of regulatory agencies, navigation and safety, port operations and development including the process to fund and carry out dredging projects. Cargo handling for containers and dry and liquid bulk operations will be discussed along with a look at productivity of terminal operations. Comparisons will be made with other regions of the world. A review of major steamship lines, their trading patterns and future trends among the industry will be covered along with technological advances in vessels and terminal operating equipment. A strong emphasis will be placed on current issues in port policy.

TLMT611 Global Logistics Management (3 hours)
This course provides an understanding of leading-edge logistics management, as well as principles and techniques available to achieve optimum operational efficiencies. Topics include: development of logistics, logistical economic significance, the importance of logistics management in transportation operations, application of supply chain management concepts, role of information systems, elements and management of global logistics, distinctions and characteristics of international versus domestic logistics, global transportation options, traffic management, global transportation decision-making, management of inventory costs, measurement and control of integrated logistics systems, and development of effective world-wide logistics strategies.

TLMT650 Maritime Engineering I: GMATS Shipyard Process Management* (3 hours)
This course is used as transfer credit from the US Merchant Marine Academy. For scheduling information, please go to the GMATS website at http://www.gmats.org/courses/course.aspx and look for the GMATS course PROJECT MANAGEMENT and for GMATS course SHIPYARD OPERATIONS MANAGEMENT.

TLMT651 Maritime Engineering II: GMATS Senior Vessel Management (3 hours)**
This course is used as transfer credit from the U.S. Merchant Marine Academy. For scheduling information, please go to the GMATS website at http://www.gmats.org/courses/course.aspx and look for the GMATS course ENGINE ROOM MANAGEMENT and for GMATS course FUEL MANAGEMENT.

TLMT698 Separate Comprehensive Exam (0 hours)
THIS COURSE WILL REQUIRE A PROCTORED EXAM. Comprehensive final examination for students in the Master of Arts in Transportation and Logistics Management program. The "Comprehensive Final Examination" is tailored specifically to each program and must be taken after students have completed 36 hours of study (i.e. during the semester following the final course) and successfully completed before the award of a degree.

TLMT699 Master's Capstone Seminar in Trans. and Log. Mgmt. (3 hours)

This course is available to graduate students majoring in transportation and logistics management. Students may enroll in this course or take the comprehensive examination option. This course will involve a major research paper or thesis option that demonstrates understanding of the program objectives. The research paper and thesis option will demonstrate understanding of social science research methodology. A Research Manual with explicit guidance for the research paper and thesis option will be available. Students electing this option must use this as one of the graduate electives. The student shall select their research paper or thesis option professor from designated APUS faculty. Students should confer with the professor overseeing the research paper or thesis option to determine which exit option is the best for the student's needs.

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For the most current program, concentration, and degree path details, please consult the catalog at www.apus.edu/catalog

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